

Report of the Ad Hoc Committee on International Programs

John Jay College of Criminal Justice

March 5, 2013

**John Jay College
Ad Hoc Committee on International Programs**

Chair

Lisandro Pérez
Chair, Latin American and Latina/o Studies

Faculty

Rosemary Barberet
Program Director, MA in International Crime
and Justice

Silvia Dapía
Chair, Department of Foreign Languages and
Literature

Veronica Hendrick
Department of English

Mangai Natarajan
Department of Criminal Justice

Richard Ocejo
Department of Sociology

Peter Romaniuk
Coordinator, UG Major in International
Criminal Justice

Patricia Tovar
Department of Anthropology

Administration

Maureen Brady Coyle
International Studies & Programs

Angelos Kyriacou
Undergraduate Admissions

Jim Llana
Associate Provost for Institutional Effectiveness

Rosemarie Maldonado
Assistant Vice President and Counsel

Students

Joseph Deluca
Genoa Study Abroad Program

Naithram Sing
Italy Study Abroad Program

Giorgio Ravagli
International Graduate Student

Consultant

Liza Carbajo

Staff

Dan Stageman
Office for the Advancement
of Research

Bettina Muenster
Office of the President

Nayannyy Bellopaniagua
Office of the President

Table of Contents

Introduction	4
I. National Trends in International Education	7
A. Study Abroad	8
B. International Students	10
C. Trends in Scholar Mobility	13
D. Curriculum Trends	15
E. Trends in International Partnerships and Agreements	16
II. The John Jay Picture	17
A. Current Administrative Structure and Activities	17
1. Office of International Studies and Programs	17
2. International admissions	19
3. Agreements, partnerships, and MOUs	21
4. International conference	22
B. Summary of John Jay's Strengths and Weaknesses	23
1. Strengths	24
a. Mission	24
b. Programs	26
c. People	28
d. Location	29
2. Weaknesses	30
a. Strategy	30
b. Organization	31
c. Resources	32
III. Comparative Institutional Analysis	32
A. CUNY	32
B. National Comparative Institutional Analysis	37
1. Kennesaw State University	37
2. California State Polytechnic University in Pomona	39
3. Florida International University	39
4. University of Illinois at Chicago	42
5. State University of New York at Buffalo	43
6. Rutgers, The State University of New Jersey	44
IV. Charting a Course for John Jay	45

Appendix A Office of International Studies & Programs Report <i>Prepared by Maureen Brady Coyle</i>	51
Appendix B F1 International Student Three-Year Enrollment Report <i>Prepared by Angelos Kyriacou and Keisha Simon</i>	60
Appendix C Agreements, partnerships, and MOUs <i>Prepared by Rosemarie Maldonado</i>	67
Appendix D Learning Goals for International Education <i>Prepared by Associate Provost James Llana in consultation with Professor Silvia Dapía</i>	71
Appendix E October 2012 Faculty Survey on the College's International Efforts <i>Prepared by Dan Stageman, Office for the Advancement of Research and Bettina Muenster, Office of the President</i>	75
Appendix F Opportunities for expanding John Jay's contacts with the United Nations system <i>Prepared by Professor Rosemary Barberet</i>	78

Introduction

The Ad Hoc Committee on International Programs of John Jay College of Criminal Justice was appointed by President Jeremy Travis in April of 2012 and charged with the task of “charting the course of John Jay College as an international educational institution.” In appointing and charging the Committee, President Travis noted that John Jay has potential to be “an institution with global reach,” one which serves its students by “preparing them for global citizenship.”

To this end, the Ad Hoc Committee recommends in this report that John Jay College acts purposely and competitively to join the trend in American higher education towards comprehensive internationalization. Comprehensive internationalization is not a new phenomenon in the U.S., and much less worldwide, but since the closing decades of the twentieth century it has reached an unprecedented scale and scope with the globalization of commerce and social, political, and economic forces, the exponential growth in the transmission of ideas, scholar and student mobility, and the competition among countries and universities for the establishment of “world-class” or “global” institutions of higher education.¹

A recent report of the Association of International Educators (NAFSA), authored by John Hudzik, provides a definition of the concept and scope of “comprehensive internationalization”:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. . . . Comprehensive internationalization not only impacts all of campus life but the institution’s external frames or reference, partnerships, and relations.²

The NAFSA report goes on to delineate the global conditions that have made internationalization “not just a desirable possibility . . . but an institutional imperative:”

The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically

¹ Ben Wildavsky, *The Great Brain Race: How Global Universities are Reshaping the World* (Princeton, N.J.: Princeton University Press, 2010, pp. 7-8.

² John K. Hudzik, *Comprehensive Internationalization: From Concept to Action* (Washington, D.C.: NAFSA, 2011, p. 6.

expand the need for comprehensive internationalization and the motivations and purposes driving it.³

Between October and December of 2011, the Center for Internationalization and Global Engagement (CIGE) of the American Council on Education conducted a survey on the internationalization of American higher education. A total of 1,041 degree-granting accredited institutions participated, ranging from community colleges to doctoral-granting universities.⁴ An overwhelming number of the responding institutions (93 percent) perceived that in recent years the internationalization of their campus had accelerated. A majority (56 percent) reported that the level of internationalization at their institutions had been “high” to “moderate” in recent years.⁵ The ACE traces this development to the growing acceptance in the early 21st century of the view that the long-standing obligation of U.S. higher education to prepare students for responsible citizenship must extend beyond the boundaries of this country. “Graduates must possess intercultural skills and competencies to be successful in this globalized world, and higher education institutions must commit to helping students achieve these outcomes.”⁶

This report is intended to be comprehensive of all dimensions of internationalization in higher education: 1) faculty research; 2) partnerships, Memorandums of Understanding, and faculty and student exchange agreements; 3) study abroad and international internships; 4) international student recruitment and services; 5) visiting scholars and students; 6) curricular reform; and 7) conferences and symposia. In Part IV, “Charting a Course for John Jay,” we further unpack the various tasks involved in internationalization, recommending that the College develop a strategy that is both comprehensive and systematic.

The approach of the committee, reflected in the outline of this report, was to first contextualize its work by identifying the major trends in the internationalization of higher education in the United States. The next section assesses the current state of international education, research, and training activities at John Jay across the spectrum of engagement noted above. The third part of the report presents a comparative analysis of how other CUNY colleges as well as six other institutions of higher education across the country have organized their international initiatives and the degree of success they have achieved in internationalizing their campuses. The College will not be navigating through uncharted waters in defining its own course towards the goal of improving its profile as an international educational institution. The

³ *Ibid.*

⁴ Center for Internationalization and Global Engagement, *Mapping Internationalization on U.S. Campuses: 2012 Edition* (Washington, D.C.: American Council on Education, 2012), p. 26.

⁵ *Ibid.*, p. 6.

⁶ *Ibid.*, p. 3.

purpose of the comparative analysis is to learn from the experience of other colleges that are somewhat similar to our own.

Based upon the comparative analysis, the committee considered a set of recommendations for the consideration of President Travis and the John Jay community. Those are presented in Part IV of the report.

The Ad Hoc Committee convened in the Spring of 2012 for the purpose of receiving the charge from the President, agreeing on a general framework for the report, and assigning tasks which were to be carried out largely by the Chair, consultant, and staff of the committee during the summer. A preliminary draft of the report was presented to the Ad Hoc Committee for its consideration on November 3, 2012. The Committee then met and both at the meeting and in subsequent communications forwarded to the Chair suggestions for revisions which were integrated into the document presented to President Travis and the College community.

The Ad Hoc Committee is keenly aware of the institutional context within which President Travis has issued this call for our College to become an international educational institution. At John Jay, the discussion about internationalization began in earnest in Spring 2005 with the creation of a Committee on International Programs chaired by Professor George Andreopoulos. Its 2006 report gave rise to a series of institutional changes, most notably the implementation of its foremost recommendation, the creation of an Office of International Studies and Programs.⁷

Since that time, however, momentum towards internationalization has somewhat stalled as the College has prioritized other important strategic objectives. There is currently no strategic plan for internationalization, despite the recent lengthy campus debates about the College's mission statement and other strategic-level documents. Those discussions have not yielded a clear and consistent focus on internationalization. As is documented in section II.B of this report, the Office of International Studies and Programs is under-resourced and currently does not have the capacity to provide leadership in raising the College's international profile.

In the absence of a coherent, guiding vision for internationalization and global engagement, and without a well-resourced institutional support structure, advances towards internationalization have proceeded in an ad hoc, uncoordinated fashion. Nonetheless, those advances that have taken place are in themselves notable and point to John Jay's potential for substantially raising its international reach should the College commit itself to an integrative and comprehensive process of internationalization. The report, in section II, documents many of those notable achievements and strengths.

⁷ *Report of the Committee on International Programs, John Jay College of Criminal Justice* (February 2006).

Faculty research is truly global in its scope. The College offers programs that prepare students for global citizenship, especially with its distinctive BA and MA programs in International Crime and Justice. A foreign language requirement has been maintained in John Jay's General Education curriculum despite the fact that the CUNY-mandated structure for general education made such a requirement optional, at the discretion of each College. Despite the absence of any recruitment efforts, the College admits a notable number of international students every year and John Jay students participate in various study abroad programs. We receive a constant stream of visiting scholars. Our location and the diversity of our student body constitute additional strengths the College can build upon.

All of these existing assets point to the College's inherent potential for building a strong international profile and are all documented in section II, as is the College's attractiveness and reputation among foreign scholars and institutions. Even with the absence of an administrative structure for actively fostering and developing international agreements, the College has a history of entering into international collaborative partnerships, most of them at the initiative of foreign institutions. The record documented in section II.B.3 makes clear that the College is already a favored international partner for institutions and agencies worldwide, especially for research and training purposes in the justice field.

In our recommendations, we call for the development of a blueprint for an intentional, systematic, vision- and mission- driven approach to the internationalization of John Jay College. In one study of internationalization on U.S. campuses, "intentionality stood out glaringly as the vital ingredient needed for higher education administrators to successfully internationalize their campuses, particularly in accomplishing systemic rather than ad hoc internationalization."⁸

The time is right to reinvigorate the discussion about internationalization at John Jay in order to consolidate and extend our achievements to date and to leverage our "natural" advantages. To do so, it is necessary for us to think strategically about the goals John Jay should set for itself in terms of international engagement, as well as the range of tactical options for achieving them.

I. National Trends in International Education

In this section we provide an overview of the national trends in international education in each of the various components of campus internationalization so as to establish a broader context for examining the situation in John Jay in Part II.

⁸ Adrian Raul Cornelius, "Intentional Internationalization of Higher Education: A Strategic Institutional Response to Globalization," (Ed.D. dissertation, Georgia Southern University, 2012), p. 201.

A. Study Abroad

Evidence for the increasing internationalization of U.S. higher education institutions can be found in the annual *Open Doors Report* of the Institute of International Education (IIE). In its December 2011 issue, the IIE reported that in 2009-2010 (including summer 2010) the number of U.S. students who studied abroad reached a record high: 270,604, an increase of four percent over the previous year and an 88 percent increase over the past decade.⁹

That notable increase was accompanied by a trend, during the past two decades, away from traditional destinations. “In 1989-90, eight of the top twenty study abroad destinations were located outside Europe. In 2009-10, twelve of the twenty were located outside Europe,” with 15 percent of all students going to Latin America and 12 percent to Asia. Currently, the top five locations, in order, are the United Kingdom, Italy, Spain, France, and China.¹⁰

Minority students represented just over 21 percent of all U.S. students studying abroad in 2009-2010, an increase over the 16 percent of a decade before, but still significantly below overall minority participation in U.S. higher education. Six percent were Hispanic or Latina/o and five percent were black or African-American. Women outnumber men by almost two to one among all U.S. students going abroad.¹¹

Short duration programs (summer or eight weeks or less) have been largely responsible for the overall increase in the study abroad numbers. By 2009-2010 those programs accounted for a majority (56.6 percent) of all programs, while longer programs (one or two quarters, one semester, or an entire academic or calendar year) have declined to just under 45 percent.¹² It has always been assumed that longer programs have a greater impact on students than shorter ones. However, new findings question that assumption. According to several authors, the duration of a study abroad program does matter in determining outcomes related to internationalization, but not as much as the elements of the study abroad program that foster a truly international experience such as cohabiting with the natives of the country, language acquisition, cultural learning and understanding, etc. These components can be integrated into a short program as well as a longer program, but program duration is not the determining factor.¹³

⁹ Patricia Chow and Rajika Bhandari, *Open Doors 2011: Report on International Educational Exchange* (New York: Institute of International Education, 2011), p. 18.

¹⁰ *Ibid.*, pp. 18-19.

¹¹ *Ibid.*, p. 21.

¹² *Ibid.*

¹³ Vande Berg, Conner-Linton, and Paige, 2009, available at

http://www.frontiersjournal.com/documents/FrontiersXVIII-Fall09-VandeBerg-ConnorLinton-Paige_000.pdf; Fry,

The increase in short-term programs has been accompanied by a trend favoring faculty-led programs. In contrast to programs by which students individually participate in learning experiences abroad through third-party providers, programs offered by other colleges, direct enrollment in a foreign university, or faculty/student exchanges, faculty-led programs developed by the institution may offer a greater multiplier effect in terms of campus internationalization, since they involve faculty, groups of students, and the institution's curricular offerings. Furthermore, preliminary evidence, along with anecdotal evidence suggests that short term programs are more accessible for lower income student populations such as that of John Jay College of Criminal Justice.¹⁴

The *Survey of Study Abroad Enrollments During Academic Year 2010/11*, conducted jointly by the Forum on Education Abroad and the Institute of International Education found that when the survey's institutional respondents were asked if they had taken any steps in 2010-2011 to increase study abroad enrollments, by far the greatest number (61 percent) indicated they had created faculty-led short-term programs.¹⁵ The survey also found that 30 percent of the responding institutions reported that they hired new staff or allocated additional staff during the past year for the administration of study abroad programs, an encouraging sign of better funding, perhaps in response to the more intensive administrative challenges posed by the planning and implementation of faculty-led programs.¹⁶

Increasingly, colleges and universities are starting to view a study abroad experience not just as a piece of their internationalization efforts, but also as good pedagogy. Indeed, the bulk of the studies in the field point to benefits that extend beyond international learning outcomes. A recent article in the *Inside Higher Ed* summarized the results of several studies conducted on the effects of studying abroad on student retention and time to graduation.¹⁷ One study concluded that study abroad is a "high-impact educational practice that can contribute to increases in student engagement and retention."¹⁸ Studies also show that students who studied abroad graduated in a timelier manner than students who remained on campus. While the link between

G., Paige, R. M., Jon, J., Dillow, J., & Nam, K. A., "Study abroad and its transformative power" (Portland, Maine: Council on International Educational Exchange, Occasional Paper No. 32, 2009).

¹⁴ http://conservancy.umn.edu/bitstream/55058/1/Kasravi_umn_0130E_10602.pdf

http://conservancy.umn.edu/bitstream/104702/1/Nam_umn_0130E_11866.pdf

¹⁵ Patricia Chow and Ashley Villarreal, *IIE/Forum on Education Abroad Survey of Study Abroad Enrollments During Academic Year 2010/11* (New York: IIE/Forum on Education Abroad, 2011), p. 7.

¹⁶ *Ibid.*, p. 1.

¹⁷ Elizabeth Redden, "New Studies Link Study Abroad to On-Time Graduation," *Inside Higher Ed*, July 10, 2012 (<http://www.insidehighered.com/news/2012/07/10/new-studies-link-study-abroad-time-graduation>, accessed July 25, 2012).

¹⁸ *Ibid.*

studying abroad and time to graduation cannot be said to be causal, the findings do debunk the myth that a study abroad experience delays graduation.¹⁹

The increase in study abroad programs will be enhanced by two initiatives recently announced by the U.S. Department of State designed to support a greater flow of U.S. students to China and Latin America. Both initiatives carry the title “100,000 Strong” and are based on partnerships with governments, colleges and universities, and the private sector. The goal is not just to provide support to increase the flow, but more importantly, to diversify it, reaching out to historically underserved or disadvantaged populations, targeting historically-Black (HBCUs) and Hispanic-serving institutions (HSIs).²⁰

International internships represent a frequently overlooked dimension of study abroad. Internships are increasingly being used by students in place of, or as a complement to, a study abroad experience.²¹ In 2008-2009 about 20,000 U.S. students participated in credit-bearing internships abroad. A majority of internships are arranged by the college study abroad offices, but others are secured through campus career services, faculty, academic departments, student organizations, or third-party providers.²²

B. International Students

The *Open Doors* data confirm that the countercurrent to study abroad in terms of student mobility has also reached a record high: students coming to study at U.S. institutions. In 2010-2011, 723,277 international students studied in this country, a 4.7 percent increase over the previous year and an increase of 32 percent over the previous decade.²³ Nevertheless, only about four percent of all students enrolled in U.S. institutions of higher education are international students, compared with 17 percent of the higher education enrollment in the United Kingdom and 22 percent in Australia. This has prompted some observers to conclude that “there is probably some room to grow international enrollments in the United States without significantly raising the spectre of squeezing out seats from domestic students.”²⁴ In absolute numbers,

¹⁹ *Ibid.*

²⁰ U.S. Department of State, “100,000 Strong in the Americas,” March 5, 2012 (<http://www.state.gov/p/wha/rls/fs/2012/184264.htm>, accessed October 21, 2012) and “100,000 Strong Initiative,” May 4, 2012 (<http://www.state.gov/r/pa/prs/ps/2012/05/189305.htm>, accessed October 21, 2012).

²¹ Jennifer Malerich, “The Value of International Internships in Global Workforce Development,” (unpublished paper, 2009), p. 3.

²² Institute of International Education, “U.S. Campus Experience with Student Internships: Key Findings,” (http://www.lehigh.edu/intint/oiiai/internationalinternship/ai_iiie_key_findings_internships_abroad.pdf, accessed September 23, 2012).

²³ Chow and Bhandari, *Open Doors 2011*, p. 3.

²⁴ John K. Hudzik and Peter F. Briggs, “Trends and Institutional Implications for International Student Enrollments in U.S. Institutions, *Trends & Insights for International Education Leaders*, National Association of Foreign Student Advisers, February 2012

however, the U.S. has remained the leading destination, enrolling in 2009 about one-fifth of all international students worldwide.²⁵

The year 2010-2011 was the second year in a row that China was the top country of origin of U.S. international students, accounting for a staggering 22 percent of all foreign students in this country. Before that, students from India occupied the top spot for almost a decade. South Korea, Canada, and Taiwan round out the top five. Saudi Arabia and Vietnam are two countries that have registered large increases within the past few years, placing them among the top ten countries of origin. The top ten countries account for nearly two-thirds of all international students in the U.S.²⁶

Graduate students slightly outnumber undergraduates among international students. Business and management and engineering are the two leading fields of study, together accounting for over 40 percent of U.S. international students. Undergraduate students are more likely to be in business and management and graduate students in engineering. If one groups the STEM disciplines (including engineering and the health professions), the result is that a majority (54 percent) of international students are in the STEM fields.²⁷

Fields of study explicitly related to justice do not appear as a separate category in the *Open Doors* data. The social sciences account for nearly 9 percent of all international students and “other fields” 10.5 percent.²⁸ This points to one of two conditions (or both): there is a low demand among international students for study in the U.S. in those fields or there is an untapped potential for the development of those fields as desirable areas of study for international students.

The Greater New York metropolitan area is by far the most important destination for international students in the U.S., accounting for nine percent of the total in 2010-2011, primarily a reflection of the fact that New York University and Columbia are ranked three and five, respectively, among all U.S. institutions in the number of international students enrolled.²⁹

There are two issues underlying the trends in the enrollment of international students in U.S. institutions. One is the increasing competition, both among U.S. colleges and

(http://www.nafsa.org/Explore_International_Education/Trends/II/Trends_and_Institutional_Implications_for_International_Student_Enrollments_in_U_S_Institutions/, accessed on October 21, 2012).

²⁵ WES Research and Advisory Services, “Trends in International Student Mobility,” World Education Services, February 2012 (<http://www.wes.org/ras/TrendsInInternationalStudentMobility.pdf>, accessed October 21, 2012), p. 6.

²⁶ Chow and Bhandari, *Open Doors 2011*, pp. 4-5.

²⁷ *Ibid.*, p. 13.

²⁸ *Ibid.*

²⁹ *Ibid.*, p. 10.

universities and also with institutions throughout the world, for potentially mobile foreign students. The competition is driven by the revenue potential of international students at a time in which higher education budgets are tightening and the domestic supply of students is expected to decline.³⁰ This is especially true in public universities, where there is a tuition differential between residents and non-residents of the state. These conditions favor the recruitment of international students either from families able to pay or from countries that provide support for the education of their nationals, such as Brazil and Saudi Arabia.³¹ This is expected to raise the number of undergraduate international students, since undergraduates are more likely to be self-funded in comparison with graduate students.³²

The pressures to increase international student enrollments have led many U.S. institutions to invest in their in-house international recruitment efforts, usually housed in admission offices, by adding staff and resources dedicated specifically to attract international applicants. Yet other institutions have been persuaded to rely on the services of outside recruitment agents.³³ This approach has been controversial and riddled with claims of unscrupulous practices on the part of agents. Furthermore, a recent study shows that colleges who rely on agents can expect applicants with weaker academic credentials.³⁴

Another consideration in viewing the trends in international student enrollment is the issue of providing a structure of support for the entry and adjustment of international students. Most colleges and universities with a notable international student presence provide a minimum of services, usually related to the granting and renewal of visas, a vitally important function since the institution is responsible before the Department of Homeland Security for maintaining oversight over the immigration status of the international students it has admitted. Usually, these functions are handled by a campus office dedicated to international student services.

Effective international student offices, however, are those that have the mission and staff resources to expand the scope of their activities to include supporting international students more broadly, beyond immigration and even academic issues, to many of the frequently difficult aspects of adjusting to life in new and unfamiliar environment. A recent study of 450 international students at ten public universities in the South and

³⁰ Hudzik and Briggs, "Trends and Institutional Implications for International Student Enrollments in U.S. Institutions," p. 2.

³¹ WES Research and Advisory Services, "Trends in International Student Mobility," p. 9

³² *Ibid.*, p. 12.

³³ World Education Services, "International Student Recruitment," *World Education News and Reviews* vol. 24, issue 2 (March 2011), pp. 7-8.

³⁴ Elizabeth Redden, "International Students Recruited by Agents Less Prepared for College," *Inside Higher Ed*, August 28, 2012 (<http://www.insidehighered.com/news/2012/08/28/international-students-recruited-agents-less-prepared-college>, accessed October 21, 2012).

Northeast found that “many students from abroad, and especially the recent influx of undergraduates from China, are struggling to integrate in American classrooms and dorm rooms.”³⁵ More than one in three respondents indicated they have no close friends in the U.S. Students in the Northeast and in metropolitan areas were more likely to feel isolated than students in the South and in nonmetropolitan areas.³⁶

With the increases in the enrollment of international students and the likely surge in their numbers in the future, especially undergraduates from Asia and Latin America, U.S. colleges and universities looking to recruit international students for their revenue flow potential are called upon to also invest in providing the structures for supporting the adjustment of those students to life in a setting that is new and challenging to them.

C. Trends in Scholar Mobility

From a faculty perspective, scholar mobility is one of the most desirable aspects of campus internationalization. The movement of U.S. scholars overseas, especially for research purposes, and the travel of foreign scholars to U.S. universities, is one of the most typical provisions of institutional partnerships, memoranda of understandings, and exchanges. Although data on the outflow are sketchy, we do know that the inflow of foreign scholars exceeds the number of U.S. scholars traveling abroad. According to the *Open Doors* data, in 2010-2011 a total of 115,313 scholars from 193 places of origin taught or conducted research on U.S. campuses. By far most (78 percent) were conducting research and 6 percent taught as well as conducted research. The rest were engaged in other activities.³⁷

The figures on country of origin and fields of study of foreign scholars mirror the international student data. China and India lead the way, as do the STEM disciplines (even more so than in the case of students, with three-fourths of all international scholars in the STEM disciplines). Two-thirds of the international scholars entered with J visas, while 27 percent had H-1B visas. California, Massachusetts, and New York, in that order, were the states that hosted the most international scholars.³⁸

U.S. scholars, however, are apparently less mobile than their foreign counterparts. One study found that “only one-third of U.S. scholars reported that they had taken at least

³⁵ Karin Fischer, “Many Foreign Students are Friendless in the U.S., Study Finds,” *The Chronicle of Higher Education*, June 14, 2012 (<http://chronicle.com/article/Many-Foreign-Students-Find/132275/>, accessed October 21, 2012).

³⁶ Elisabeth Gareis, “Intercultural Friendships: Effects of Home and Host Region,” *Journal of International and Intercultural Communication* vol. 5, no. 4 (November 2012), p. 309.

³⁷ Chow and Bhandari, *Open Doors 2011*, p. 26.

³⁸ *Ibid.*, p. 27.

one trip abroad for study or research.”³⁹ In comparison with scholars in twelve other nations, the study found, U.S. faculty were the least mobile.⁴⁰ Similar studies, including one by the Carnegie Foundation going back to 1992, have consistently found that the one-third figure as a measure of the extent of international involvement by U.S. faculty has remained steadfast over time. The proportion is unchanged even if one alters the measurement criteria: collaboration or co-authorship with foreign colleagues, citing foreign scholarship, publishing in a foreign country, or courses taught abroad.⁴¹

One explanation for the relative insularity of U.S. scholars is the traditional superiority of U.S. universities in terms of technology, equipment, and infrastructure, which makes it less likely for U.S. academics to perceive international engagement as critical to their careers.⁴² Philip Altbach expressed it this way: “American faculty seem to feel that U.S. higher education is at the center of an international academic system.”⁴³ He goes on to summarize the international tendencies of the U.S. professoriate as follows:

American academics have an ambivalent relationship with the rest of the world. They welcome scholars from abroad as visitors or as permanent colleagues and eagerly accept students from abroad in their classes and seminars. But they pay little attention to the knowledge that the rest of the world produces and are unlikely to travel abroad much for study or research. They are unenthusiastic about internationalizing the curriculum.⁴⁴

That insularity, therefore, is not just a loss in terms of “analytic perspective, methodological diversity, epistemological breadth and innovation,” but it is also a loss for U.S. students. The principal outcomes, for example, associated with returning U.S. Fulbright Scholars are: 1) increasing international awareness among colleagues and students; 2) encouraging students to study abroad; and 3) incorporating their international experience into curricula or teaching methods.⁴⁵

Internationalization efforts on many U.S. campuses typically include criteria for the hiring of the U.S. faculty that take into consideration international engagement. The 2011 survey by the Center for Internationalization and Global Engagement (CIGE) of the

³⁹ Sabine O’Hara, “Internationalizing the Academy: The Impact of Scholar Mobility,” in *Higher Education on the Move: New Developments in Global Mobility*, edited by Rajika Bhandari and Shepherd Laughlin (New York: AIFS Foundation and Institute of International Education, 2009), p. 35.

⁴⁰ *Ibid.* The countries included in the study were the U.S., Australia, Brazil, Chile, Germany, Hong Kong, Israel, Japan, Korea, Mexico, Russia, Sweden, and the United Kingdom.

⁴¹ *Ibid.*, p. 38 and Philip Altbach, “An International Academic Crisis? The American Professoriate in Comparative Perspective,” in *The American Academic Profession*, edited by Stephen R. Graubard (New Brunswick, N.J.: Transaction Publishers, 2001), p. 102.

⁴² O’Hara, “Internationalizing the Academy,” p. 39.

⁴³ Altbach, “An International Economic Crisis?” p. 102.

⁴⁴ *Ibid.*, p. 103.

⁴⁵ O’Hara, “Internationalizing the Academy,” p. 33.

American Council on Education noted the sharp increase in the percent of institutions (68 percent in 2011) that “consider international background, experience, and interests when hiring faculty.”⁴⁶ In contrast, however, the number of institutions with “guidelines specifying international work or experience as a consideration in faculty promotion and tenure decisions” has remained fairly constant at a low eight percent.⁴⁷ Furthermore, less than half of all institutions (48 percent) reported in 2011 providing funding for faculty to travel to meetings and conferences abroad and only 31 percent provide money to conduct research abroad. Both of those percentages represented a substantial decline from the figures reported in the last survey in 2006, when 56 percent of institutions reported providing travel support and 39 percent reported supporting research abroad.⁴⁸

Clearly, the trends do not point towards ending the traditional insularity of U.S. faculty. While institutions, as part of their internationalization efforts, have indeed been increasingly hiring faculty with international expertise and interests, the trend is away from supporting international travel and research by faculty, and institutions are not factoring international work into their promotion and tenure decisions. In other words, the reward system for faculty, once hired, does not favor internationalization.⁴⁹

D. Curriculum Trends

Insularity in terms of U.S. scholar mobility may be partly responsible for the trends in another dimension of campus internationalization: the curriculum. The 2011 survey by the Center for Internationalization and Global Engagement (CIGE) of the American Council on Education, while recognizing the general trend towards a greater internationalization of the curriculum on the part of a majority of U.S. colleges and universities, also noted certain countervailing trends.⁵⁰ For example, while there has been an increase in the percentage of institutions that include in their general education requirements courses that feature global trends and issues (e.g., global health issues, global environmental issues, and peace studies), there has also been a decrease in general education course requirements that “primarily feature perspectives, issues, or events from countries or areas outside the United States.”⁵¹ Also notable is the pronounced decrease in the number of colleges, from associate to doctoral institutions,

⁴⁶ Center for Internationalization and Global Engagement, *Mapping Internationalization on U.S. Campuses: 2012 Edition*, p. 14.

⁴⁷ *Ibid.*

⁴⁸ *Ibid.*

⁴⁹ Karin Fischer, “Colleges’ Efforts to Internationalize Slip in Some Areas,” *The Chronicle of Higher Education*, June 27, 2012 (<http://chronicle.com/article/Colleges-Efforts-to-Globalize/132661/>), accessed July 25, 2012).

⁵⁰ Center for Internationalization and Global Engagement, *Mapping Internationalization on U.S. Campuses: 2012 Edition*, p. 11.

⁵¹ *Ibid.*

with an undergraduate foreign language requirement for graduation. The ACE report summarizes the trend in curriculum internationalization as follows:

While it is encouraging that many institutions report that they are engaged in initiatives to internationalize the undergraduate curriculum, the data raise some concerns about depth versus breadth . . . foreign language instruction and other courses that primarily feature non-U.S. perspectives provide important background and cultural knowledge to contextualize the broader context covered in global issues courses. If current downward trends continue and fewer institutions require these types of courses, the depth and nuance of students' understanding of current global issues and challenges may be compromised.⁵²

For those colleges that have seriously undertaken to internationalize the curriculum, the key to their success has been the delineation of student learning goals or outcomes for international education. James Llana and Silvia Dapía, members of the Ad Hoc Committee have provided useful examples of such learning outcomes that have been adopted in other colleges. (See Appendix D). In Part IV, we recommend that John Jay adopt this best practice approach, by elaborating specific learning goals and outcomes for international education and integrating them into our curriculum.

E. Trends in International Partnerships and Agreements

There are several types of international partnerships and agreements: 1) faculty and student exchanges; 2) faculty-to-faculty research partnerships; and 3) formal or informal cooperation agreements. The 2011 survey by the Center for Internationalization and Global Engagement (CIGE) of the American Council on Education found that over the past few years U.S. institutions, especially doctoral ones, have placed an increased emphasis on creating and managing international partnerships and agreements.⁵³ The trend is not only in the direction of more partnerships, but also in consolidating and enhancing existing ones. Some institutions reported moving “toward fewer but more wide-ranging partnerships.”⁵⁴ The trend is also in the direction of implementing internal campus policies or guidelines for the development and approval of partnerships and evaluating their value to the institution.⁵⁵

The report on the 2011 survey had the following recommendation for successfully crafting and implementing international partnerships:

⁵² *Ibid.*, p. 12.

⁵³ *Ibid.*, p. 20.

⁵⁴ *Ibid.*

⁵⁵ *Ibid.*, p. 22.

As institutions pursue partnerships, collaborations, and other activities abroad, finding opportunities that are in line with institutional mission, overall strategy, and internationalization efforts will maximize the likelihood of success of such ventures.⁵⁶

II. The John Jay Picture

This Part describes and analyzes John Jay's current approach to internationalization. As noted in the Introduction, that approach is ad hoc rather than systematic. While the College has recorded several notable achievements in this regard, a frank appraisal of our strengths and weaknesses is appropriate as we consider options for advancing internationalization on our campus. We draw upon the analysis here in presenting our recommendations in Part IV.

A. Current Administrative Structure and Activities

John Jay's current administrative structure in relation to international activities can be said to follow a decentralized model, with offices that administer internationally-relevant activities located in, and reporting to, different divisions of the College.

1. Office of International Studies and Programs

The creation of this office was a major outcome of the Committee on International Programs (CIP) appointed by President Travis in 2005. A subcommittee of the CIP, in fact, conducted the search for the first director of the Office. Although the CIP seems to have envisioned a broad scope of international activities under this newly-created Office, in practice it evolved into primarily a Study Abroad Office, with other internationally-related activities added, or subtracted, from its portfolio over time on an ad hoc basis. The reporting structure of the Office has also shifted over the years from the Provost to the Dean of Undergraduate Studies. Furthermore, for the most recent search for a director of the Office, in 2011, the position title was downgraded from Director to Deputy Director.

The first Director of the Office of International Studies and Programs, who served in that position from 2006 until 2011, administered the study abroad programs, issued the DS-2019 forms for visiting students and scholars, coordinated the organization of the biennial John Jay international conference, facilitated faculty international research, worked with the Office of Legal Counsel on foreign partnerships, and organized the one-day orientation conference for incoming international students. Despite this workload,

⁵⁶ *Ibid.*

the Office has never had more than two staff members: the Director and, initially, an Assistant-to-HEO, who was later replaced by a 35-hour a week College Assistant. Perhaps for this reason, the Office has had to prioritize its portfolio and as a result Study Abroad and the issuance of the DS-2019s rose to the top of that agenda given that those activities are ongoing, time-sensitive, and detail-oriented, requiring extensive staff time.

Maureen Brady Coyle, the current Deputy Director of the Office of International Studies and Programs and a member of this Ad Hoc Committee, has provided the Committee with a report detailing the Office's current scope and activities. Ms. Coyle reports that, in fact, 95% of the Office's time is spent on Study Abroad and international visitors (including the DS 2019s and the international student orientation). Ms. Coyle also reports that, fortunately, a new position is being created within the Office to assume the DS-2019 process. The remaining five percent of the Office's time is allotted primarily to potential institutional partnerships and international internships for students, obviously functions that will require greater staff resources if the College is to have a greater international profile.⁵⁷ The coordination of John Jay's biennial international conference is no longer in this Office's portfolio.

It is clear that despite what may have been the intentions of the CIP in 2006, the Office of International Studies and Programs does not have the mandate, reporting structure, and, especially, the staff and resources to serve as an overall coordinating unit for all of John Jay's international efforts. While the planned addition of a staff member to the Office is an encouraging sign, the overall trend since its creation has been for the Office to undergo a downsizing: the salary classification of the Office's assistant, the title of the director, and the administrative level of the office to which the Director reports have all been downgraded. In addition, the stipend for faculty leading study abroad programs has been recently reduced from \$2,000 to \$1,000, a policy that may reduce faculty interest in developing study abroad programs. Faculty continue to receive an adjunct-rate salary for summer programs, a per diem to cover meal and incidentals, air fare, and other program-related costs, and one-time course release for developing a new program. These costs are paid by the Provost's Office, since CUNY's Tuition and Fee Manual currently prohibits charging these faculty expenses to student fees (see discussion on this in section III.A below).

Despite shrinking resources, the Office of International Studies and Programs has accumulated a commendable record, especially in arranging for John Jay students to

⁵⁷ Ms. Coyle also reports that her supervisor, the Dean of Undergraduate Studies, would like the Office to arrange "study away" (domestic) student programs. This is an extremely ill-advised proposal. Not only is it outside of the international scope of this office, but it would obviously stretch even further its very limited resources to the detriment of international functions that are properly its responsibility. Study abroad offices in other colleges that are assigned this type of domestic program are invariably offices with large staffs that can absorb the intensive work that such programs require.

have an educational experience abroad. In the period from the Summer of 2009 to, and including, the Summer of 2012 (inclusive of the Winter terms), a total of twelve faculty-led programs took 212 students to seven different countries. In addition, 50 John Jay students participated in other CUNY study abroad programs, another 17 in the programs of non-CUNY colleges, and five John Jay students went abroad in programs offered by third-party providers.

For students studying abroad, John Jay provides some financial support. For the summer 2012 session, for example, nine students were each awarded \$1,000 merit-based John Jay Scholarships (out of 16 applications submitted). John Jay students also apply for the need-based CUNY Study/Travel Opportunities for CUNY Students (STOCS) scholarships. In summer 2012, John Jay students received nine such scholarships (two for \$1,600 and seven for \$1,300).

In terms of visiting scholars and students (J1s), John Jay hosted, during that same period, 26 scholars from 12 different countries, and 28 students from nine different countries.

The report from Ms. Coyle provides details regarding scholarships, recruitment of students, and many other aspects of the work of the Office of International Studies and Programs. Her complete report is in Appendix A.

2. International admissions

The information in this section was provided to the Ad Hoc Committee by one of its members, Angelos Kyriacou, Associate Director of Undergraduate Admissions and Designated School Official, who prepared the report jointly with Keisha Simon, Admissions Counselor and also a Designated School Official (DSO). Their complete report is in Appendix B.

Mr. Kyriacou and Ms. Simon provide the details of the process by which international students are admitted and processed upon their arrival at John Jay College. As is the case with the DS-2019 visiting scholars and students handled by the Office of International Studies and Programs, the Admissions Office and their Designated School Officials (DSOs) follow exacting requirements of the Department of Homeland Security not only in terms of admission, but also in making sure that those admitted stay “in status” that is, in compliance and observing all of the immigration regulations. The international students handled by the Admissions Office are those who arrive with an F-1 visa as a result of the processing of Form I-20 by the Office.

In addition to Mr. Kyriacou and Ms. Simon, the Admissions Office has an additional DSO employed at Jay Express to assist continuing students and graduating seniors. Given the relatively low numbers of enrolled international students at John Jay College, it is not surprising that none of the personnel who work in the Admissions Office are dedicated exclusively to international admissions. Below is the general enrollment table provided in the Kyriacou/Simon report:

F-1 Student Enrollment, John Jay College, Fall 2009 to Fall 2012							
Enrolled F-1 students	FA09	SP10	FA10	SP11	FA11	SP12	FA12
undergraduate	89	86	83	87	88	81	95
graduate	76	64	49	46	38	35	50
Total	165	150	132	133	126	116	145

The report provides other tables disaggregated by gender, program of study, and country of origin. The figures in all categories for Fall 2012 marked a reversal of a declining trend in enrollment over the past three years. Overall international enrollment increased 15 percent from Fall 2011 to Fall 2012, with graduate enrollment leading the way with a 32 percent increase. Additional data in Appendix B show that females, who account for nearly 70 percent of John Jay's international students, also registered the most significant increases from Fall 2011 to Fall 2012. The increase is especially notable at the graduate level, where female enrollment increased by about 30 percent.

The programs of study that enrolled the highest number of international students in the Fall of 2012 were the Forensic Science BS, the International Criminal Justice BA, the Forensic Psychology MA and BA, and the Criminal Justice MA. Since Fall 2011, international student enrollment in the Forensic Science BS nearly doubled. John Jay international students come from many countries, but by far the most important single country of origin is South Korea, at both the undergraduate and graduate levels.

It is difficult to anticipate whether or not the increase registered in the Fall of 2012 represents a sustainable trend. John Jay College does not have a college-wide strategy, or personnel, dedicated to recruiting international students. This is especially critical given the College's justice mission, which, as the *Open Doors* data cited earlier indicate, is not a traditional area of study for foreign students coming to the U.S. In other words, there is no established international "market" for the study of justice-related careers. If John Jay College wishes to increase its foreign student enrollments and develop what may well be a unique and untapped market for mobile international student populations, it needs to develop a strategic plan to reach those populations.

International students, however, cannot simply be recruited. As noted earlier, colleges that decide to attract international students, especially undergraduates, and benefit from that revenue stream, also have the responsibility to invest in the infrastructure to

tend to the unique needs of those students as they adjust to life in a new and challenging setting.

3. Agreements, partnerships, and MOUs

Rosemarie Maldonado, Assistant Vice President and Counsel, and a member of the Ad Hoc Committee, has provided the Committee with a report on the scope of the international activities of the Office of Legal Counsel. That report is in Appendix C. The Office negotiates all international contracts and Memorandums of Understanding (MOUs) for the College. Contracts and agreements fall into three general categories:

- Contracts where the College provides services to a foreign government or entity including training , workshops and/or conferences
- Faculty and student exchange agreements
- MOUs that express an intent for two institutions “to explore areas of cooperation in targeted areas” subject to availability of funding. Most of these are brought forward by faculty or departments wishing to conduct research at an institution that requires an agreement. Others are signed when international visitors at the college express a desire to collaborate but need an agreement to take back to their home institutions.⁵⁸

Assistant Vice President Maldonado lists in her report 27 such agreements that are on file with her office. She reports that there are many more drafts and proposals than what the College signs. In addition, some signed agreements do not have any evident follow-up. There has been an attempt in recent years to sign only those agreements that are consistent with the goals of the College and that promise to have results. The report details the characteristics and approval process for international agreements.

Despite, however, the somewhat ad hoc nature of the process of initiating, developing, and finalizing international agreements, it is clear from the data presented by Assistant Vice President Maldonado in Appendix C that there has been an impressive record of international agreements, almost all of them involving foreign universities and governments that seek the College’s assistance in developing curricula, graduate programs, training programs, and strategies to deal with crime and justice issues. As early as 2008, President Travis indicated that the College had already a “very strong international reputation” upon which the College could build.⁵⁹ Over the past two years, the number of agreements has increased significantly. This is further evidence of the College’s potential for expanding its international profile in an innovative and

⁵⁸ See Appendix C.

⁵⁹ Gerald Markowitz, *Educating for Justice: A History of John Jay College of Criminal Justice* (New York: The John Jay Press, 2008), p. 212.

distinctive fashion. A more intentional, structured, and strategic way of handling foreign partnerships is necessary to realize that potential.

4. International conference

The College has a tradition of holding a biennial international conference with the intention of bringing together scholars and practitioners from around the world to engage in a global conversation on crime and justice topics. Our international conferences have been held in New York, England, Italy, Ireland, Hungary, Morocco, Puerto Rico, Russia and Romania. Each of the conferences held abroad has been organized in cooperation with one or more local institutions. These collaborations have led to some mutually beneficial associations between academics, policymakers and practitioners.

The 2012 Tenth Biennial John Jay International Conference brought 408 registered attendees, representing 40 countries, to John Jay's new campus for presentations and discussions on the theme "Global Perspectives on Justice, Security and Human Rights." Between registration fees, publisher exhibitions, and sponsorships, the conference brought in nearly \$110,000 in revenue (including a \$20,000 contribution from the Office for the Advancement of Research to cover the registration fees of all John Jay affiliated first-author presenters). With approximately equivalent expenses, the conference effectively broke even.

In 2010, the international conference was held in Marrakesh, Morocco. John Jay partnered with the Advisory Council of Human Rights and Hassan II of Muhammedia and Cadi Ayyad University in Marrakesh served as our institutional host. Over 200 participants from over 29 different countries came together around the theme "Societies in Transition: Balancing Security, Social Justice and Tradition." Selected conference papers were featured in the book *Self-Determination and Women's Rights in the Muslim World*, which was published by Brandeis University Press. Total conference expenses came to \$119,794. After deducting income from registrations, private donations and grants the net cost to the College for the conference was \$54,523. Approximately \$32,000 of that amount was spent on subventions to John Jay faculty participating in the conference.

In 2008, the international conference was held in San Juan, Puerto Rico around the topic of "Justice and Policing in Diverse Societies." The conference was arranged in collaboration with local academic partners including University of Puerto Rico Law School, Interamerican University of Puerto Rico, Catholic University of Puerto Rico, Universidad Sagrado Corazón, and the University of Turabo. Approximately 200 registrants participated. Springer published the book, *International Criminal Justice*:

Critical Perspectives and New Challenges, which featured conference presentations. Total expenses came to \$97,000 with a net college contribution of approximately \$62,000.

Members of the John Jay community have at various times raised questions regarding the cost effectiveness of the Biennial International Conference as a centerpiece of John Jay's efforts at international engagement. The Committee heard that the Conference effectively enhances John Jay's international brand, and provides a valuable forum for intellectual exchange on a wide range of topics relating to the official theme. Advocates of the conference note that in 2010, 98% of respondents to a conference satisfaction survey stated that they had a positive overall impression of the conference. In 2012, 82% of respondents described themselves as likely or somewhat likely to attend future John Jay-sponsored conferences. The College derived this benefit for an investment of discretionary funds roughly equivalent to a half-dozen courses of release time, or an equivalent number of individual faculty sponsorships for travel abroad.

Some members of the Committee, however, took a broader, critical perspective and noted that peer institutions (such as those surveyed in Part III, below) do not host such a conference as part of their internationalization efforts. They questioned whether the conference as it is currently structured ought to be prioritized as a means towards the end of internationalization in the future, as it has been in the past. Rather, they suggested other avenues for internationalization should be explored and the relative benefits of the conference should be assessed in this light.

Furthermore, retrospective analysis of the 2012 Conference does suggest a number of ways in which future conferences – and the planning processes surrounding them – could be improved, as a vehicle for enhancing the profile of the John Jay College brand, as a platform for the long-term development of both institutional and individual international relationships, and – certainly not least – as a forum for the dissemination of high-quality academic research across international borders. Planning could be improved by the early adoption of a comprehensive promotional plan in cooperation with the Marketing Department and sponsoring academic units and a more strategic and systematic approach to planning.

B. Summary of John Jay's Strengths and Weaknesses

The major recommendation of this report (presented in Part IV) is that the College should develop a strategy for internationalization and that resources should be mobilized to implement it. In advancing this recommendation, we believe it is important to build upon our existing strengths and to leverage our distinct institutional identity. At the same time, we should acknowledge the shortcomings of our current approach and

put in place specific measures to address them. It follows that a strategy for internationalization at John Jay ought to be distinct from that of other colleges and universities. As with our predecessor committee (the CIP), the Ad Hoc Committee discerned John Jay's strengths as being our mission, our programs, our people and our location. On the flip side, our weaknesses include our inattention to an internationalization strategy, the absence of an organizational focal point responsible for enhancing our international profile, and a lack of resources dedicated to such efforts. These are discussed in turn.

1. Strengths

a. Mission

In the public mind, the link between John Jay and criminal justice is deeply institutionalized. This link has been the subject of healthy, collegial discussion in recent years as there has been a robust debate on campus about the College's mission. The result of this debate has been a new mission statement, "Educating for justice." While preserving the College's distinctive criminal justice-related identity, the new mission statement is broad enough to embrace faculty and students that seek to expand the College's reputation in non-criminal justice related fields.

For present purposes, an initial point to note here is that our recent debate about the College's mission did not adequately reflect our aspiration to become a truly global institution. Indeed, such a vision is largely absent from the College's Mission Statement and from the "Master Plan John Jay @ 50."⁶⁰ There is no mention at all of an international component in the Mission Statement, and the words "international" and "global" appear infrequently and tangentially in the Master Plan. As noted in the introductory section of this report, successful campus internationalization depends on "the creation and support of a vision for internationalization by the institution's leadership."⁶¹

With that said, the committee believes that the unique mission of the College should be considered an asset as we consider options for internationalization. As noted in the CIP report in 2006, our special mission is an inherent strength of the College. The College's mission stands squarely in the mainstream of contemporary international discourses. "Challenging global concerns," the CIP report states, "such as drug trafficking, money laundering, human trafficking, genocide, and transnational violence each require coordinated responses that take into account the most current thinking on law

⁶⁰ http://johnjay.jjay.cuny.edu/masterplan/pdfs/2010_2014%20JJC_Master_Plan.pdf

⁶¹ Cornelius, "Intentional Internationalization of Higher Education," p. 201

enforcement and justice.”⁶² Building on this, the current Ad Hoc Committee took the view that each college and university that embarks upon internationalization must consider how to present itself to the world. If John Jay were to chart a path to internationalization that did not seek to leverage its unique mission, we would struggle to distinguish ourselves from other CUNY schools and from other urban, public universities more generally.

Moreover, in the experience of several of the faculty members on the committee, it is often among law enforcement and justice-sector professionals, as well as criminal justice scholars, that John Jay is best known abroad. And, to the extent that we are known, we are perceived to be a mission-driven institution. To leverage the John Jay brand requires that we carve out and extend our niche in these fields, while also providing opportunities for all of our colleagues whose work is guided by the broader mission of “Educating for Justice.”

To underscore this point further, the committee recalled that among the criminal justice-focused institutions in the US, it is perhaps the case that we have the most substantial international connections. The justice mission makes John Jay even more relevant to the critical and ongoing international debates on the implications of globalization for social and economic justice, international migration, human rights, and justice-related issues arising from racial, ethnic, religious, and gender diversity. Education and research in these fields requires a comparative or international focus. Our mission means that we are well placed to supply the merging demand for education and research that embraces a comparative and international focus across these and other fields. In sum, our mission gives the College a defined niche and therefore an edge in the international academic arena.

b. Programs

The affinity between justice issues and global issues and the international scholarship of faculty have led over time to the establishment at John Jay College of a notable number of academic programs and degrees that are explicitly focused on international topics. Among these, our most mission-driven programs with an explicitly international focus are the BA program in International Criminal Justice (ICJ) and the MA program in International Crime and Justice (IC&J).

The BA program in ICJ was introduced in 2001. It reflects the conviction of the John Jay faculty that it is increasingly important to train our students to think about crime and crime control in a comparative and international context. The major is interdisciplinary,

⁶² *Ibid.*, p. 5.

with required courses from Anthropology, Economics, Political Science and Sociology build around required “ICJ”-prefix classes at the introductory and capstone levels, as well as an ICJ-specific research methods course. Further disciplines are covered in the optional sections of the major. The program has been reviewed twice (most recently in 2012), with very positive reviews from external evaluators. They have confirmed that the program remains a one-of-a-kind within criminal justice education in the US and globally, as other institutions simply do not offer such an innovative curriculum. The major currently has more than 450 students enrolled and more than 500 have graduated with a BA in ICJ since the inception of the program. Our high achieving graduates have gained admission to graduate programs and law schools at elite universities in the US and abroad. They have won internships and gained employment within the international criminal justice system (for example, at the International Criminal Court and within a range of United Nations bodies). They have become practitioners in diverse government roles at the local, state and federal levels – as well as in the private and nonprofit sectors – where knowledge of the international dimensions of criminal justice is increasingly valued. They have been awarded scholarships and prizes within the College and beyond it (such as, recently, the undergraduate and graduate paper competitions of the Division of International Criminology of the American Society of Criminology). In short, the major has produced a cohort of alumni that are beginning to shape the field that they studied as John Jay undergraduates.

The Master of Arts Degree Program in IC&J was added to the College’s graduate degree offerings in 2010. Although the Master’s Degree program has competitor programs in Europe, notably in the United Kingdom, the program is unique in the United States. The curriculum and governance structure are interdisciplinary in nature, and faculty come from Sociology, Political Science, Criminal Justice, Law Police Science and Criminal Justice Administration, Economics, Psychology and Anthropology. Eight core courses are complemented by electives, foreign language proficiency, and an internship, thesis, or comprehensive exam track. Many students choose to complete the Certificate in Terrorism Studies alongside their MA degree. The program currently has 65 students, including international students from France, Turkey, Korea, Scotland, Italy and Spain.

On the basis of these two programs, we are confident in stating that John Jay has a monopoly – or, at least, a near-monopoly – on education in the emerging field of international criminal justice. The programs provide a focal point for internationally-oriented (and, in many cases, international) faculty members whose work pertains to justice issues, broadly defined. For these reasons, these programs may be considered as particular points of leverage as the College seeks to advance its international profile.

Below is a complete list of units offering international programs. These are only the programs that have an explicitly international focus. There are obviously many more academic programs with courses and faculty focused on international issues even if their units or degrees do not have evident international names (e.g., Anthropology, Economics, English, Psychology, Political Science, Gender Studies).

UNITS	Programs of Study Offered
Departments	
Africana Studies	Minor in African-American Studies
Foreign Languages and Literature	Minor in Spanish
History	B.A. in Global History
Latin American and Latina/o Studies	Minor and Honors Minor in Latin American and Latina/o Studies
Programs	
International Criminal Justice	B.A. in International Criminal Justice
International Crime and Justice	M.A. in International Crime and Justice
Centers and Institutes	
Center for International Human Rights	Minor in Human Rights
Center on Terrorism	Certificate in Terrorism Studies

In addition to the existing programs listed above, there are a number of new proposed programs with an explicitly international focus. There are Letters of Intent approved by the College Council for a B.A. degree in Latin American and Latina/o Studies, B.A. in Sociology with a track in Globalization, and a Minor in Latina/o Literature, proposed jointly by the English Department and the Department of Latin American and Latina/o Studies.

In the Fall of 2013, a new General Education curriculum will be implemented at John Jay College, following the guidelines of the Pathways initiative mandated by the City University of New York. The structure for John Jay's new Gen Ed curriculum, which largely follows the outline of a more expanded Gen Ed approved by the John Jay College Council in the Spring of 2011, demonstrates the College's commitment to providing its students with an internationally-oriented education. In terms of exposing students to courses with a non-U.S. focus, the CUNY Pathways model only required a minimum of three credits (one course) in a curricular component entitled "World Cultures and Global Issues." The John Jay version of the Pathways, however, goes further. It requires students to take two courses in a foreign language (unless they have sufficient proficiency to test out of it). Furthermore, the College will be instituting a Justice-Core upper-division requirement in which students will have to take a course in two possible areas, one of which is Justice in Global Perspective.

Appendix D, prepared by Ad Hoc Committee members James Llana and Silvia Dapía presents a comparative analysis on the implementation in other colleges of learning outcomes and assessment strategies designed to further international education. These materials should further inform the process of curricular reform at John Jay.

c. People

John Jay's people – its students and faculty – are a vital asset in building the international profile of the College. Regarding our students, we know that:

The College has an ethnically diverse student body of more than 15,000 students. Most are residents of the Tri-State area who commute directly from their homes or workplaces. But many have originally come from much farther away than that. John Jay has among the most international and diverse study bodies in the country. Enrolled here are individuals from as many as 130 nations. The majority are students who plan careers in public service. An impressive number of John Jay's alumni have leadership roles in public and private organizations around the world.⁶³

The worldwide origins of John Jay's student population represent a largely untapped potential to infuse the College's courses and co-curricular activities with internationally-related content. Topics such as ethnic, racial, and religious strife, international migration, totalitarianism, persecution, human rights violations, cross-cultural communication, language barriers, transitional justice, global inequality have a personal meaning for most John Jay students. This rich experience is reflected in the diversity of student life and the formation of clubs such as Jamaica Yahso, African Students Association, Dominican Students Association, Desi Society, West Indies Link, Haitian American Students Association, Middle Eastern Club and Students for Justice in Palestine. Those students could find in an internationalized John Jay a deeper understanding and context to their own experiences and they could in turn be excellent resources for the development of activities, especially co-curricular ones, which would enrich all students in a very meaningful way.

Regarding our faculty, the CIP's 2006 report contained an extensive inventory of John Jay's international resources, especially faculty international expertise.⁶⁴ Further, that report thoroughly documented, in its Appendix A, the extent of expertise and involvement of John Jay faculty in internationally-relevant activities.⁶⁵ It looked at areas of research, foreign language expertise, sources of funding, faculty participation in study abroad, exchange, and partnership programs, and faculty publications. The report noted that John Jay faculty have research interests and contacts in every continent and concluded that "John Jay College faculty have extensive and varied international research interests."⁶⁶

⁶³ <http://www.cuny.edu/about/colleges/johnjay.html>

⁶⁴ *Report of the Committee on International Programs*, John Jay College of Criminal Justice (February 2006).

⁶⁵ *Report of the Committee on International Programs*, John Jay College of Criminal Justice, pp. iii-xli.

⁶⁶ *Ibid.*, p. xli.

John Jay's faculty remains internationally oriented and globally engaged. For this report, Dan Stageman, Manager of Research Operations for John Jay's Office of the Advancement of Research (OAR), and a member of the Ad Hoc Committee's staff, compiled a list of internationally-oriented faculty scholarly activities and funding applications. The list of funding applications goes back to 2009 and includes both funded and unfunded projects that were processed through the OAR office (including PSC grants). The list of faculty scholarly activities starts in 2010 and was compiled from faculty reports sent to the OAR office.

The data show that since 2009, 75 John Jay faculty members proposed 130 projects for research on a foreign country or region or on global issues. Virtually every academic department has at least one faculty involved in international scholarship. In terms of scholarly activities (ranging from lectures and media appearances to papers and publications), John Jay faculty reported a total of 364 internationally-related activities during 2010 and 2011.

Appendix E of this report contains the results of a Faculty Survey undertaken in October 2012 for the Ad Hoc Committee, affirming that our faculty are active internationally, and committed to expanding the global reach of the College. In sum, our faculty members are already agents of internationalization and there is every reason to believe that we have significant potential to expand upon their achievements.

d. Location

New York City is the world's foremost example of a true global city.⁶⁷ No city surpasses New York in the multiplicity of strategic international networks. For a school like John Jay, there are many, many virtues of being in New York: indeed, if we were (almost) anywhere else, it would be a significant liability.

New York is a key center for multilateral interaction within the international community. In this regard, the United Nations is a natural partner for John Jay since justice-related concerns feature in all major issue areas of the organization's work: peace and security, development, human rights, humanitarian affairs and international law. Probably the greatest strength of the UN is its ability to provide a forum for

⁶⁷ Command centers for the global economy, global cities are “. . . centers for international trade and banking . . . these cities now function in four new ways: first, as highly concentrated command points in the organization of the world economy; second, as key locations for finance and for specialized service firms, which have replaced manufacturing as the leading economic sectors; third, as sites of production, including the production of innovations, in these leading industries; and fourth, as markets for the products and innovations . . .” [Saskia Sassen, *The Global City: New York, Tokyo, and London* (2nd ed., Princeton: Princeton University Press, 2001), p. 3].

deliberation and collective action that is informed by widely-held standards of legitimacy. This is most apparent in one of the seminal developments of the last twenty years: the effort to create and sustain a global justice movement in the quest for accountability in international affairs. John Jay's expertise and resources should be part of this ongoing global conversation on how to advance accountable governance. Appendix F, prepared by Professor Rosemary Barberet, a member of the Ad Hoc Committee, lists some initial ideas for advancing John Jay's profile within the UN.

The international community in New York, of course, extends beyond the organs of the UN alone. UN member states have permanent missions and, often, consulates in New York. Many international non-government organizations, civil society organizations, foundations and nonprofits have offices here. Among these, many are engaged on issues that are mission-relevant for John Jay. In this regard, the international community is truly on our doorstep, and is engaged on issues that are being researched, taught and discussed at the College.

Beyond the international public sector, New York is an international hub for banking and investment, as it is for education and research. For example, two of the world's leading research libraries are close by. John Jay students and faculty therefore have extraordinary opportunities to engage in internationally-oriented research and internships, and to enrich the international content of their courses. The city hosts a constant flow of foreign intellectuals, scholars, and students. New York is a city that everyone wants to visit, making it easier to attract people here. In sum, our location offers so many genuine opportunities for global engagement that the greatest challenge for the College is maximizing those opportunities and resources for the benefit of our faculty and students.

2. Weaknesses

a. Strategy

As noted earlier, moves towards internationalization at John Jay have proceeded in a piecemeal fashion. After the CIP report in 2006, the Office of International Programs was created, but it has been under-resourced and therefore incapable of advancing a comprehensive approach to internationalization. We have had lots of discussion about the mission and strategic direction of the College without really integrating internationalization as an objective into those debates. Specific (often commendable) initiatives to advance John Jay's global engagement – such as through the curricular programs, the conclusion of MOUs with foreign institutions, the international conference, etc. – have not contributed to the fulfillment of a coherent vision for internationalization and have not been evaluated as such. These are so many missed

opportunities. In Part IV we recommend that the College elaborate a strategy for internationalization. This strategy should inform decisions about our international endeavors and the College's strategic documents should be updated to reflect the objective of internationalization on this basis.

b. Organization

Another requirement for successful internationalization, as also noted earlier, is “the establishment of a solid administrative structure and activities that align with the vision.”⁶⁸ As the analysis in this section makes clear, John Jay's administrative structure with respect to international activities is far from solid. The Office of International Studies and Programs has not been structured, staffed, nor supported in a way that would allow it to serve as a coordinating and administrative unit for all of the College's international programs or initiatives, as the CIP seemingly intended. As a result, some functions critical to the internationalization of the College have defaulted to other units or are not being fulfilled at all. The Office of Legal Counsel is administering programs and conferences that are not normally in the purview of such an office. The College does not conduct any international student recruitment at all (except what may be done by individual faculty) and there is no infrastructure for providing non-immigration related services to those who are admitted. (It is little surprise, then, that we have attracted so few international students, as was noted above). Plans to market and promote several of our signature international programs (such as the MA in IC&J) have not been discussed until relatively recently. No single College office or official has the exclusive responsibility, or the appropriate administrative level, for advancing and coordinating the College's international teaching, research, and service activities. In the absence of a senior administration official responsible for international activities, the Office of the President has apparently had to assume all protocol functions, large and small, associated with international partnerships, agreements, visitors, and official international delegations. There are no mechanisms for sharing information and knowledge about international initiatives between and among administrators and faculty. In this regard, some members of the Ad Hoc Committee commented that John Jay lacks self-awareness about how internationalized we actually are.

In sum, the current situation is suboptimal and unsustainable. In Part IV, we outline an organizational structure that aims to remedy these defects.

⁶⁸ Cornelius, “Intentional Internationalization of Higher Education,” p. 201.

c. Resources

Undergirding the shortcomings of our approach to internationalization to date is of course the question of resources. We have lacked the resources, especially human resources, to manage the institution's inherent strengths in a way that will enable the College to implement a strategy to position itself as an institution with a global reach. However the College proceeds, we should be clear that a strategic approach to internationalization will require resources. In the absence of a commitment of resources, it is unlikely that we will be able to realize our strengths and address our weaknesses towards the objective of internationalization. In other words, without resources, our potential to internationalize in an innovative and distinctive fashion will remain potential only.

III. Comparative Institutional Analysis

The purpose of this section is to inform the Ad Hoc Committee's recommendations with the experience of other institutions in formulating and implementing a global vision. It is important to start, however, with a review of CUNY's international initiatives and policies and a sense of what other senior institutions within the University are doing in relation to international education.

A. CUNY

The Presidents' Ad Hoc Committee on international education, appointed by Chancellor Matthew Goldstein and composed of four of CUNY's senior college presidents, including President Travis, presented its report to the Chancellor and the CUNY community on January 2012.⁶⁹ Noting that the CUNY Master Plan recognizes the need to "do more to prepare our students to take active, informed roles in an international context,"⁷⁰ the Presidents' report listed six recommendations intended to increase student participation in education abroad and eleven recommendations to increase international student enrollment at CUNY.

All six of the recommendations regarding study abroad were subsequently incorporated into the CUNY Master Plan.⁷¹ Two of those recommendations are designed to encourage the development of faculty-led programs. One proposes to change the CUNY Tuition and Fee Manual to allow faculty-led programs to assess fees that can be used to cover

⁶⁹ Ricardo Fernandez, et al., "Connecting with the World: World Class Learning Through Study Abroad and International Student Enrollment," City University of New York, January 2012.

⁷⁰ *The CUNY Master Plan* (<http://cuny.edu/news/publications/masterplan.pdf>), p. 48.

⁷¹ *Ibid.*

the expenses of the faculty member teaching the course, a practice that is currently proscribed by the Manual and which has made faculty-led programs expensive for colleges. The other proposes that encouragement and incentives be provided to faculty for leading study abroad programs that fit within the college's curriculum and satisfy major/minor requirements.

Another recommendation proposes strengthening financial aid for study abroad by fundraising for scholarships and by initiating a universal per-student fee to support study abroad scholarships. The latter has already been levied by some CUNY colleges, most notably Brooklyn, which in 2010 created the Study Abroad Association Travel Grant program funded by student activity fees. The rest of the recommendations can be found in pages 21 to 24 of the President's Report.⁷²

The Presidents' proposed recommendations on study abroad are designed to increase the foreign study experience of CUNY students. From Summer 2010 to Spring 2011 1,528 CUNY students participated in study abroad programs, less than 0.6 percent of the total CUNY student population. Increases in the study abroad figures have been modest: last year's figures represent only a 1.5 percent increase over the previous year.⁷³

Recognizing the value added that international students bring to campuses and communities, the eleven recommendations proposed by the Presidents regarding international students are centered on increasing international student enrollment at CUNY. Three of the recommendations spell out recruitment strategies, four others are designed to streamline and make applicant-friendly the application process for international students, and the remaining address retention issues by creating structures and strategies for facilitating the academic and personal adjustment of international students to CUNY and New York.

Those recommendations were not doubt prompted by the evident decline in CUNY's international student population. While the number of international students at U.S. universities has increased by more than twenty percent during the past decade, CUNY's numbers in that same period declined at that same rate: twenty percent.⁷⁴ Obviously, John Jay's experience with respect to international student enrollment is not an isolated case within CUNY.

The Presidents' Report on international education at CUNY signals a greater disposition on the part of the University to encourage colleges to step up their international

⁷² Fernandez, et al., "Connecting with the World," pp. 21-24.

⁷³ Joy Phaphouvaninh, "International Education Report: CUNY Student Participation in 2010-11 Study Abroad Programs," City University of New York, July 26, 2012, p. 1.

⁷⁴ *Ibid.*, pp. 27-28.

initiatives. If the University follows through with the relaxation of regulations that have long served as obstacles to the development of international programs, greater opportunities will open up for the internationalization of CUNY colleges.

A comparative look at individual CUNY senior colleges yields a very diverse picture in terms of indicators of international activity, articulation of a global vision, and, especially, the administrative structure for international programs.

In terms of study abroad, the table below compares the figures on students from each college participating in study abroad programs with the number of students participating in programs sponsored by that college during 2010-11 (Summer, Fall, and Spring).

Study Abroad, Selected CUNY Senior Colleges, 2010-2011				
college	students from that college participating in international education programs		students participating in programs sponsored by that college	
	number	rank	number	rank
Hunter	423	1	340	2
Baruch	211	2	76	5
Queens	208	3	356	1
Brooklyn	172	4	177	4
CCNY	155	5	68	6
CSI	106	6	202	3
JOHN JAY	50	7	31	7
Lehman	33	8	2	8

Source: Joy Phaphouvaninh, "International Education Report: CUNY Student Participation in 2010-11 Study Abroad Programs," City University of New York, July 26, 2012, pp. 3-5.

The table shows John Jay's position relative to other senior colleges in CUNY (the senior colleges excluded from the table had negligible numbers, including the Graduate Center). The table also shows, especially through the rankings, that individual colleges vary according to the degree to which they rely on their own programs or on the programs of other institutions to provide a study abroad experience to their students. Baruch and City College, especially the former, depend mostly on other programs. On the other hand, the programs sponsored Queens and Staten Island enroll more students than the total number of their own students who studied abroad.

Those contrasts speak to two different strategies regarding study abroad. One is to emphasize placing one's students in programs offered by other institutions or providers and the other is to develop programs in-house to offer to their own students as well as to students in other colleges or universities.

Most of the CUNY senior colleges, as is true of John Jay, mention international or global educational goals, typically in a tangential manner, in their strategic plans or vision and mission statements. Queens College, however, is the one that has most clearly and forthrightly articulated an international vision. Its strategic plan includes the following: “The curriculum at Queens is global in orientation and content. Its graduates are prepared to be productive citizens and leaders of the world and exemplary of how the world’s people can live together peacefully and productively.”⁷⁵

There is no one model in CUNY for the organization of administrative functions related to international education. Furthermore, some CUNY colleges have only recently started allocating resources to internationalizing their campuses, so an analysis of trends across the University would have to be done with the realization that international education in CUNY presents an evolving landscape. The analysis of comparative administrative structures will be limited to those CUNY colleges, besides John Jay, with an evident level of activity related to international education: Queens, Brooklyn, Baruch, Hunter, City, and CSI.

One generalization that can be made about those colleges, and the one in which John Jay is the sole exception, is that they all have an office dedicated to providing services to international students and scholars. Such an office typically handles all post-admission procedures that have to be implemented in order for the international student to enter the U.S. with an F-1 visa. Similarly, such an office is responsible for obtaining the J-1 visa for visiting scholars. The office’s ongoing functions involve overseeing the immigration status of students and scholars, making sure they stay in compliance with Student and Exchange Visitor Information System (SEVIS). An important function is that office is to also attend to the successful adjustment of the students and scholars to campus life, and more broadly, life in a new city and country with orientation programs on housing, finances and taxes, career planning, and cross-cultural awareness.

In most CUNY colleges, the office of international students and scholars services is located within the division of student affairs. In Brooklyn College, it reports to enrollment services, and in CSI it is within a larger international unit that reports to the academic side of the institution.

Another generalization that can also be made about the administrative structure for international education is that, until recently, none of the CUNY colleges had an admissions officer dedicated exclusively to the recruitment and admission of international students. That changed when CSI hired last Fall an Assistant Director for International Admissions in its Admissions Office. In addition to internationally-related

⁷⁵ http://www.qc.cuny.edu/about/documents/qc_strategic_plan_2008-2013.pdf, p. 5.

admissions duties, the Assistant Director has responsibility for developing and implementing an international recruitment plan, participating in overseas recruitment events and fairs, and serving as liaison with the office of international student services in order to initiate the post-admission visa process.

Yet another generalization regarding the structure of international education at CUNY is that all of the colleges examined here have a Study Abroad Office. The level of staffing of those offices varies greatly from college to college, as does its functions beyond study abroad. Since virtually all CUNY colleges, as noted previously, have offices for serving international students and scholars, it is not typical for a study abroad office to have responsibility for the J-1 visas, as is the case with John Jay. Some study abroad offices have responsibilities for partnerships and agreements, working with the campus legal office on those tasks, yet others have their research offices coordinate those agreements (as had been true at John Jay until recently). Most campuses have not assigned clear responsibility for the development and processing of such agreements, and one of the recommendations of the Presidents' report was streamlining the approval process for international agreements.⁷⁶

There is a recent trend among CUNY colleges towards instituting a greater centralization and coordination of the different international administrative units and their functions. Queens College established in 2011 an Office of Global Education Initiatives (OGEI) with responsibility for the study abroad office, international agreements and partnerships, student exchanges, fundraising for study abroad scholarships, developing opportunities abroad for faculty and students, and encouraging a greater international focus in coursework and research. The purpose of the OGEI is to "centralize our efforts in globalizing education here at Queens."⁷⁷

Baruch College has recently given its Dean of Arts and Sciences an additional appointment as Vice Provost for Global Strategies, with the following responsibilities: fundraising for global activities (especially student mobility and faculty research and exchanges), represent the College on international matters before external and internal constituencies, develop foreign partnerships, encourage international student recruitment, and maximize the resources and benefits of international students and faculty for the College.⁷⁸

While these have all been recent developments, the College of Staten Island, since 1976, has had a Center for International Service, which has evolved into a central administrative unit for the College's international activities. Headed by a non-faculty

⁷⁶ Fernandez, et al., "Connecting with the World," p. 22.

⁷⁷ <http://www1.cuny.edu/mu/forum/2012/04/04/queens-college-office-of-global-education-initiatives-opens/>

⁷⁸ http://www.baruch.cuny.edu/wsas/Provost_Peck.htm

Executive Director who reports to the Associate Provost for Undergraduate Studies and Academic Programs, the Center is unique in CUNY in that all of the College's international offices and functions are under it (and report to the Executive Director): study abroad, faculty development opportunities, international student and scholar services, the English language institute, and campus international programming.⁷⁹

CSI's highly centralized model is unique in CUNY, but not nationally. In shifting the comparative analysis beyond CUNY to look at the administrative structures of colleges and universities across the country with successful international programs, the focus is primarily on the relative merits of centralized versus decentralized administrative models.

B. National Comparative Institutional Analysis

From the Carnegie Classification of Institutions of Higher Education, two institutions were picked for this analysis based upon the similarity of their level on instruction, size of the student population, enrollment profile, and public status to John Jay College: Kennesaw State University (a state university twenty miles north of Atlanta), and California State Polytechnic University in Pomona, California (thirty miles east of Los Angeles).⁸⁰ Two additional universities were selected because they are public urban institutions with very diverse student populations: Florida International University (Miami) and the University of Illinois at Chicago. The State University of New York at Buffalo was also included because it is the only public institution in the state of New York listed among the top twenty universities in the nation in terms of international student enrollment. Finally, Rutgers was also included because of the scope of its international activities, which includes criminal justice.

1. Kennesaw State University

With almost 22,000 students, almost all undergraduates, KSU has been recognized for its efforts to internationalize its campus with the 2011 Senator Paul Simon Award for Campus Internationalization, awarded by NAFSA, the national association for international educators. The U.S. Center for Citizen Diplomacy recognized KSU as one of the ten institutions of higher education with exemplary programs designed to bolster Americans' engagement in international activities. The Institute for International Education awarded KSU the 2011 Andrew Heiskell Award for Innovation in International Education and it was one of the eight institutions in the nation selected to participate in the American Council of Education's "Global Learning for All" program in 2003-2006.

⁷⁹ <http://www.csi.cuny.edu/international/index1.html>

⁸⁰ <http://classifications.carnegiefoundation.org/>

KSU's vision as a leading institution in international education was articulated in their 2007-2012 Quality Enhancement Plan, entitled "Global Learning for Engaged Citizenship," which was presented as their strategic plan for reaccreditation to the Southern Association of Colleges and Universities.⁸¹ The achievements of the plan include the articulation of three comprehensive student learning outcomes for assessing global learning across the curriculum and in degree programs; an increase in the number of courses and degree programs that focus on global learning; and, in 2008:

the implementation of a global learning student fee of \$14 per semester that supports student education abroad experiences. Proceeds from the student fee collected in FY10 funded 866 student scholarships (\$746,272) to support education abroad and 23 faculty awards (\$33,994) to support travel to sites in development for study abroad programs.⁸²

As a result of the increased funding available for study abroad, from FY2008 to FY2010 education abroad trips increased from 43 to 58, student participation increased from 698 to 845, and faculty participation increased from 40 to 55.⁸³

In terms of faculty engagement, KSU funds faculty development initiatives related to global learning, as well as international faculty exchanges and visiting professors, and its guidelines for tenure and promotion contains the following statement: "contributions to the development of collaborative, interdisciplinary, cross-institutional, or international research programs are highly valued."⁸⁴

KSU has 1,700 international students representing 142 countries.

Given those accomplishments, it is important to examine how KSU is organized to fulfill its international mission. The responsibility for all of the University's internationalization efforts lies with the Vice Provost for Global Engagement and Strategic Initiatives, a "cabinet" position. The Vice Provost chairs KSU's Global Learning Coordinating Council, composed primarily of academic units that collaborate to accomplish global learning goals and develop opportunities and funding. The Institute for Global Initiatives, established in 2003, is led by an Executive Director who reports to the Vice Provost and has administrative responsibility for the units under the Institute: Education Abroad, Global Admissions, area studies centers (e.g., Latin American and Iberian Studies Center, Center for African and African Diaspora Studies), global engagement programs (internships, agreements, partnerships, exchanges, and MOUs).

⁸¹ https://web.kennesaw.edu/academicaffairs/sites/web.kennesaw.edu/academicaffairs/files/strategic_plan07.pdf

⁸² <http://www.kennesaw.edu/cetl/aol/2011SimonAwardEssay.pdf>

⁸³ *Ibid.*, p. 1.

⁸⁴ *Ibid.*, p. 2.

The Executive Director sits on the Dean's Council and may or may not be a tenure-track faculty member (according to a recently posted announcement for the position). One internationally-oriented office that is not under the Institute for Global Initiatives is the Office of International Student and Retention Services, which is under the division of Student Success and Enrollment Services.

Kennesaw State University is a public institution, primarily an undergraduate college, and it is not a top-tier institution even within the Georgia system. Yet, their accomplishments in international education are world-class. Those accomplishments have been made possible by intentionality: the articulation of a vision and a strategic plan to internationalize the institution and the subsequent allocation of resources to create a structure that realizes that vision.

2. California State Polytechnic University in Pomona

A public and primarily undergraduate college, with 18,700 students (a third are Latina/o), Cal Poly presents yet another model of internationalization. The University lacks a strong mission statement regarding international education. There are 650 students on F-1 and J-1 visas. No data are available on the number of their students who participate in study abroad programs. All of the University's international activities, with the exception of international admissions, are under an International Center with an Executive Director who reports to the Dean of the College of the Extended University. That College is a separate unit from the regular academic colleges (arts and sciences, engineering, etc.) and its primary mission is outreach, linking the University to its principal external constituencies, especially in southern California. It offers non-credit courses and programs, online courses, corporate training, and other community-oriented (extension) programming. The International Center is only one of the divisions of the College of the Extended University.

Cal Poly is an example of a centralized model for international education, but one in which the international-related unit is at an administrative level that does not indicate a high level of priority or of intentionality in terms of internationalization. In many ways, it is a traditional model that was fairly common before institutions started to recognize the needs and benefits of internationalization, relegating international units and programs to a corner of the administrative structure, limiting their possibilities for infusing the campus with the benefits of international education initiatives.

3. Florida International University

Miami's state university, FIU is a comprehensive university with 48,000 students in bachelor's, master's, and doctoral programs, a medical school, and a law school. It is a

Hispanic-Serving Institution, with Latina/o students comprising half of the total enrollment.

Similarly to Kennesaw State, FIU made internationalization the focus of its Quality Enhancement Plan (QEP), submitted in 2010 to the Southern Association of Colleges and Universities' reaccreditation process, entitling it: "Global Learning for Global Citizenship."⁸⁵ It is essentially a plan for internationalizing the curriculum. The QEP is consistent with FIU's vision of itself as an international institution, made evident by the short version of its mission: "Worlds Ahead."

FIU has 2,500 international students from over 125 countries, a relatively low number considering the University's size and location. Nearly 700 FIU students went abroad for an education in 2010-2011, and the university sponsored nearly forty faculty-led programs to 25 countries.

FIU presents a decentralized model for organizing its international education activities. Until this year, the internationally-oriented units of the University reported to different administrative divisions. The Office of Education Abroad reported to the Dean of Undergraduate Studies, while the Office of International Student and Scholar Services reported to the Vice President for Student Affairs. The Office of Undergraduate Admissions has a full-time Associate Director of International Recruitment. The office created to implement the Quality Enhancement Plan, the Office of Global Learning Initiatives, charged with monitoring the assessment plans for the global learning outcomes, reports to the Vice Provost for Academic Affairs. Agreements involving faculty and student exchanges are handled by the Office of Education Abroad in conjunction with the Office of Academic Planning and Accountability, which also reports to the Vice Provost for Academic Affairs. All other international agreements and contracts are handled directly by the Office of Academic Planning and Accountability, which works with the Office of Legal Counsel. Within the College of Arts and Sciences there is a School of International and Public Affairs (SIPA) which brings under one umbrella all the academic units of the College (departments, centers, and institutes) with an international and area studies focus. Additionally, other Colleges besides Arts and Sciences (Business, Journalism, Hospitality Management, the Law School, and others) are very active internationally, with their own programs and initiatives. The University also has an English Language Institute.

In 2011, FIU hired an outside consultant to evaluate the structure and leadership of FIU's international programs. The consultant's principal recommendation was to strengthen the leadership of FIU's international activities by naming a Senior

⁸⁵ http://goglobal.fiu.edu/SiteCollectionDocuments/QEP_Report-Final.pdf

International Officer (SIO) that would report directly to the Provost and with “formalized access to the Deans and Vice Presidents.”⁸⁶ The SIO would be responsible for international strategic planning, the Office for Global Learning Initiatives, oversight of global partnerships and other international agreements, Office of Education Abroad, the international recruitment officer, campus visitations associated with global strategic partnerships, faculty development related to international service, teaching, and service, and work with alumni affairs to identify and integrate international alumni.

In Spring of 2012, the Provost of Florida International University appointed an International Education Task Force (IETF) to research and consider the future of international engagement and global education at the University in light of the consultant’s report. The IETF identified major coordination problems in the planning, development, implementation, and marketing of FIU international education programs, both internally and to major external local, national, and international constituencies.⁸⁷ It proposed the creation of a university-wide international education council/committee that would bring together all significant internal stakeholders to create policy, implement global education initiatives, review and approve partnership agreements, and coordinate internal communications regarding opportunities and external communications regarding accomplishments. The IETF further recommended the creation of a position of Senior International Officer, at the Vice President or Vice Provost level, with a small office, charged primarily with implementing coordinating tasks, overseeing almost all areas of international education, and meeting with international visitors, but without a direct reporting structure from the various international units. In effect, the decentralized structure was not dismantled, but a council and a senior administrative officer were created primarily to coordinate international education functions and represent the University in international matters.

Those recommendations have largely not been implemented. In the Fall of 2012, the President did appoint a Senior International Officer, reporting to the Provost, with overall responsibilities for coordinating international education initiatives and representing the University internationally. But contrary to the recommendations of the IETF, the new SIO was given direct supervision of only two offices: Education Abroad and the Office of International Student and Scholar Services, taking them out of their previous respective divisions.

The FIU experience is presented here in detail because it demonstrates the continuing difficulties faced by an institution that despite a clear international mission, a wealth of

⁸⁶ Daniel Weiner, “An Evaluation of International Programming at Florida International University,” November 20, 2011, p. 5.

⁸⁷ “International Education Task Force Report to Provost Douglas Wartzok,” Florida International University, 2012.

international education programs and initiatives, and a record of accomplishment in the field, nevertheless struggles precisely with the best way to organize itself to better serve that mission.

4. University of Illinois at Chicago

With 16,670 undergraduates and 8,119 graduate students, UIC is an public urban university with a diverse student population and a mission statement that includes the following: “to create knowledge that transforms our views of the world and, through sharing and application, transforms the world . . . to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.”⁸⁸

The University has 3,000 international students, of which 2,000 are graduate students. UIC averages 200 students a year going abroad to study in a wide variety of programs. Although the total number is relatively small, since 2006 UIC students have received 68 of the prestigious Benjamin Gilman scholarships to study abroad. That may be the result of a more limited but per-student intensive approach to Study Abroad: the UCI Office has a Director, an Assistant Director, a Senior Academic Advisor, and two Academic Advisors. Study Abroad reports to the Vice Provost of Undergraduate Affairs.

Separate from Study Abroad is the Office of International Affairs, located in the Provost’s Office. It coordinates and assists all academic units with international campus programming, develops and maintains international agreements, and hosts international visitors and delegations, visiting scholars, and international exchange students. It is staffed by an Associate Director and one Exchange Program Coordinator,

Another separate office, reporting to the Vice Chancellor of Student Affairs, handles all visa matters (F-1, J-1, H1-B, and O1) for both students and visitors. They are also responsible for providing continuing immigration services and extensive programming to facilitate adjustment and cultural awareness. Some of the social events intended to familiarize students with life in the U.S. are on a per-fee basis. It is a well-staffed office: a Director, three Assistant Directors, a Business Associate, three International Services Specialists, an IT person, and three International Services Coordinators.

It is likely, although not evident, that UIC has personnel in the Admissions Office dedicated exclusively to international recruitment and admissions. This may be partly the result of the importance of graduate studies and the more informal recruitment processes used for graduate degrees.

⁸⁸ <http://www.uic.edu/uic/about/scope.shtml>

Obviously, UIC has a decentralized structure for international education. It also seems to be a model that favors qualitative over quantitative results. There is a relatively high investment in personnel in relation to the actual numbers of students and scholars served, with an apparent emphasis on the quality of the programming and experience.

5. State University of New York at Buffalo

One of the largest of the universities in the SUNY system, Buffalo enrolls 19,000 undergraduates and 9,500 graduate students. The University's *UB 2020* strategic plan sets out a commitment to comprehensive internationalization, a commitment articulated in its internationalization document: *Internationalizing UB: Engaging the World on Campus and on Every Continent*.

The University has the 19th largest international student population in the nation, the largest of any public institution in the state of New York. Although the numbers are not available on study abroad, the University claims that “nearly eleven percent of its students study abroad, five times the national average.”⁸⁹

The Office of the Vice Provost for International Education is the central office responsible for the international education services and programs and the internationalization of the University. The Vice Provost reports directly to the Provost. UB is the ultimate model of centralization. There are literally no internationally-related offices that report to anyone else but the Vice Provost for International Education. Furthermore, the various offices under the Vice Provost are heavily staffed, usually headed by either Associate or Assistant Provosts or Directors, including international enrollment management, international admissions, international student and scholar services, immigration services, study abroad, overseas programs, and even an international alumni office. The Vice Provost, through the Council of International Studies and Programs, headed by a faculty member, also has oversight over a large number of international and area studies academic units.

Although it is clear that UB is involved in all aspects of international education, the centerpiece of their international work is international student recruitment. The UB admissions page can be viewed in several languages and the University conducts recruitment tours to Asia, the Middle East and Turkey, Canada, Brazil, Europe, and Eurasia. To help meet the growing costs of providing services to international students, the University has recently instituted a \$100 per semester fee, charged to all degree-seeking matriculated international students.

⁸⁹ http://www.buffalo.edu/about_ub/ub_at_a_glance.html

UB has a long history developing its international education programs. The lesson from the Buffalo model is that centralization may well be a necessary corollary of a successful internationalization effort, especially at a large institution.

6. Rutgers, the State University of New Jersey

Rutgers' motto is: "Jersey Roots, Global Reach." As an institution with strengths in Criminal Justice, it offers an example of how justice mission is consistent with a global presence. With more than forty-three thousand students on three campuses, Rutgers enrolled 3,300 international students last year.

Rutgers organizes its international activities under the umbrella of the Centers for Global Advancement and International Affairs (GAIA). The mission of the Centers is:

to ensure that Rutgers University attains its full potential as a globally engaged institution of higher education, representing the university's motto, "Jersey Roots, Global Reach," throughout its teaching, research, and service. Every Rutgers graduate must be equipped with the knowledge, awareness, and skills necessary to meet the increasingly complex challenges of the 21st century. Rutgers faculty must have opportunities to engage with their peers around the world to address pressing issues that transcend national borders.⁹⁰

The Centers are under the responsibility of a Vice President for International and Global Affairs, who heads an office that also includes a Director, an Administrative Coordinator, and a Public Relations Specialist. The Centers under that umbrella are delineated according to their specific missions, as follows:

Global Education

Fostering the development of global citizenship in Rutgers students by providing opportunities for international study, research, internships, service learning, and multicultural experiences that are integrated with and support the learning goals of the academic majors.

Global Programs

Internationalizing our campus and surrounding communities by developing and facilitating programs that foster teaching, learning, and research while encouraging and supporting international and global engagement for faculty, staff, and students.

Global Relations

Cultivating strong and consequential partnerships with universities, governments, and communities abroad to encourage the exchange of knowledge, ideas, expertise, technology, and cross-cultural dialogue.

⁹⁰ <http://global.rutgers.edu/>

Global Services

Providing members of the Rutgers community and visitors with quality and timely services that support both the growth and strength of our university's global network and integrate international visitors into the Rutgers campus community.

Each of those Centers is staffed as follows:

Global Education – Study Abroad

1 Director, 2 Senior Program Managers 1 Administrative Assistant, 1 Special Projects Intern, 1 International Service Learning Coordinator, 1 Financial Coordinator

Global Programs – Global Advancement and International Affairs

1 Senior Program Administrator, 1 Program Coordinator, 1 Senior Program Coordinator

Global Relations

1 Director, 1 Director – China Programs and Executive Vice President for Academic Affairs, 1 Program Coordinator, 1 Administrative Assistant China Programs

Global Services – Center for International Faculty and Student Services

1 Associate Director for Faculty and Scholar Services, 1 Associate Director for Student Services, 4 International Student Adviser, 1 International Services Coordinator, 1 Front Desk Coordinator, 1 International Faculty/Scholar Adviser, 1 Insurance and Accounting Coordinator, 1 Client Services Assistant, 1 SEVIS Compliance Administrator

Clearly, Rutgers has made a major commitment of resources to international education and global engagement. It is a centralized administrative model under a Vice President, with a number of Directors and Associate Directors who head well-staffed offices with specific responsibilities within the University's global mission.

IV. Charting a Course for John Jay

The discussion of the College's strengths and weaknesses, and the comparative analysis in the previous sections serves to inform the Ad Hoc Committee's consideration of the possible models that could be considered in charting a course for furthering international education at John Jay.

A first step in considering options for our College is to summarize, based on the discussion to date, all possible functions (and their objectives) that institutions carry out in connection with offering students an international education. An inventory

of functions will help to shape a consideration of how those functions could be organized.

1. formulating, implementing, and assessing a vision for international education at the institution
objective: providing a guiding statement of purpose, as well as the mechanisms for an ongoing evaluation of the institution's performance in accomplishing the vision
2. internationalization of the curriculum
objective: develop and assess global learning outcomes throughout the curriculum and increase the number of courses and academic programs to meet those outcomes
3. coordination of campus international activities
objective: increasing communication and establishing a functional collaboration between all relevant units of the college to accomplish the mission
4. faculty research and development
objective: encourage and develop opportunities for international faculty travel, research, and teaching
5. study abroad, international internships, and service learning
objective: increase the number of students with international experience and continuously work on improving the quality of that experience
6. international student recruitment
objective: increase the number of international students
7. international student admissions
objective: streamline and facilitate the process of admitting international students
8. international student and scholar services
objective: provide post-admission and ongoing services related to immigration status and adjustment to campus life and develop cross-cultural awareness
9. partnerships, exchanges, and MOUs
objective: strategically develop and implement foreign partnerships

10. international programming (events, lectures, conferences, etc.)
objective: create a climate and awareness of global and international issues on campus
11. hosting of international visitors and delegations
objective: successfully advance the interpersonal dimensions of foreign partnerships
12. fundraising
objective: expand the financial base for international education programs
13. communications and outreach
objective: create an awareness of campus international education activities among internal and external stakeholders
14. identify and develop relationships with international alumni
objective: assist with international student recruitment and partnerships

The Ad Hoc Committee's overarching recommendation to the President is that John Jay College undergoes an intentional, systematic, mission- and vision-driven process of internationalization by committing itself to fulfilling the above functions. The fulfillment of these functions should be framed by a strategy for internationalization (and an accompanying implementation plan) that capitalizes upon our strengths and addresses our weaknesses, as set out in Part II.

In fulfilling these functions, one weakness of the current administrative structure at John Jay, as has already been noted, is the absence of an office or official with the responsibility, at the appropriate administrative level, for advancing and coordinating the College's international teaching, research, and service activities, in other words, for accomplishing the functions above. The comparative analysis points to the importance of having such an office or official to implement and sustain internationalization, although the particular configuration, placement, scope, and reporting authority of such an administrative structure vary widely from campus to campus.

The 2011 report on comprehensive internationalization issued by the Association of International Educators (NAFSA), noted the importance of the appointment of a Senior International Officer (SIO) for the success of comprehensive internationalization efforts on campuses:

. . . the degree to which SIOs can exercise leadership and influence to help coordinate CI [comprehensive internationalization] differs greatly from campus to campus. That said, the impediments to successful *comprehensive* internationalization are substantial without campus-wide leadership and coordination at some effective level. Indeed, the notion of CI without any point leadership seems absurd.⁹¹

With these considerations in mind, the Ad Hoc Committee recommends the following organizational changes for accomplishing the above fourteen functions:

1. The appointment of a Senior International Officer (SIO) at a level appropriate for effective participation in the formulation of College policies. The SIO:

- a. will have direct supervisory responsibility for the Office of Study Abroad and the Office of International Student Scholar Services (see 2 and 3 below);
- b. will provide campus leadership and coordination, working with the all relevant College units and the International Advisory Board to fulfill the fourteen objectives above.

The SIO's office should have adequate staff support, such as a full-time Coordinator and a full-time College Assistant.

2. The creation of an International Advisory Board (IAB) composed of faculty, students, and administrators with interests and responsibilities in the internationalization of the College. The IAB:

- a. should be instituted along lines similar to the College Council and other governance bodies, with proportional representation from the different College constituencies and election through, for example, the Faculty Senate, with administrative representation from units most involved in international education;
- b. will advise and work directly with the SIO on policies and strategies related to international education;
- c. will hold regular meetings convened by the SIO with the staff support of his/her office

3. The creation of an Office of International Student and Scholar Services (ISSS) responsible for:

- a. providing international students post-admission and ongoing services related to immigration status;

⁹¹ Hudzik, *Comprehensive Internationalization: From Concept to Action*, p. 23.

- b. *providing visiting scholars and the campus units sponsoring them the necessary services related to obtaining visas and staying in compliance with visa requirements;*
- c. *conducting programs that foster the successful adjustment of international students to their new campus and off-campus environments, especially cross-cultural awareness programs.*

The OISS Office should have adequate staffing, with a Director, Coordinator, and College Assistant, with the Director reporting to the SIO.

4. ***Rename the current Office of International Studies and Programs as “The Office of Study Abroad” (OSA) responsible for study abroad, international internships, and service learning. OSA should have adequate staffing, with a Director, Coordinator, and College Assistant, with the Director reporting to the SIO.***

5. ***Appoint an International Admissions Officer responsible for:***
- a. *recruitment of international students at both the undergraduate and graduate levels;*
 - b. *processing admissions applications from international students.*
- The International Admissions Officer would report to the Director of Admissions, but also coordinate recruitment priorities with the SIO in order respond to strategic initiatives. The International Admissions Officer should have a travel budget to make it possible to participate in recruitment fairs and other recruitment-related events.*

The organizational recommendations above represent an effective compromise between a highly centralized structure under a SIO and a totally decentralized approach. Under this set of recommendations, the SIO would have direct supervisory authority only over the two exclusively international administrative units: ISSS and OSA. Those two offices, under the supervision of the SIO, would be responsible for fulfilling objectives in functions five through eight above. Meeting the remaining objectives would be directly the responsibility of SIO, but by working through the appropriate units, administrators, faculty, and students. The principal role of the SIO, therefore, is to involve the entire College community in the process of internationalization. This is consistent with best practices in the field, as recommended by the NAFSA report:

Regardless of scope of responsibility, if offices of international programs are seen by others on campus as solely or even greatly responsible for internationalization, the concept of “collective” engagement and collective responsibility for internationalization is weakened. Comprehensive internationalization requires international offices to be fully engaged with academic, support, and service units in the process of internationalization,

sometimes in a leadership role but always in a role of supporting and facilitating broad-based engagement and responsibility.⁹²

The analysis and materials presented in this report are intended as guidelines and resources the SIO can use to fulfill the fourteen objectives. For example, Appendix D, the comparative analysis of curricular reform, should be viewed as a resource for achieving objective #2, internationalizing the curriculum. The Faculty Survey conducted for this report (Appendix E) points to ways to accomplish objective #4, encourage and develop opportunities for international faculty travel, research, and teaching. The report on the international conference should inform a reassessment of the future of the conference, consistent with objective #10.

Ultimately, the success of internationalization will rest upon the engagement of the College's community, at all levels, in the task of fully realizing John Jay's potential as an international educational institution with a global reach. This report is intended to fulfill the Ad Hoc Committee's charge of charting a course for realizing that potential. By investing resources and leveraging its mission, programs, people, and location, the College can accomplish the objectives presented in this report and thereby prepare our students for global citizenship.

⁹² Hudzik, *Comprehensive Internationalization: From Concept to Action*, p. 23.

Appendix A

Office of International Studies & Programs Report for the Ad Hoc Committee on International Programs July 2012

Prepared by Maureen Brady Coyle, Office of International Studies and Programs

I. Please give an overview of the responsibilities of the Office of International Studies and Programs. Please give your perception of the distribution of the Office's time among the various areas of responsibility.

Currently the Office of International Studies and Programs is staffed by one director and one full time college assistant (we are also receiving assistance from the Coordinator of Undergraduate Studies on our visiting student and scholar program). The office is essentially responsible for all things international that go on at the College with the exception of the bi-annual international conference, although this used to be the responsibility of the office. The office is responsible for the following:

Study Abroad: 50% time spent

- Working with faculty interested in leading short-term (winter or summer term) study abroad programs. This entails, assisting them with the program proposal (including budgets), recruiting students, conducting pre-departure sessions, collecting student applications, collecting student payments, arranging for faculty salaries and stipends, the Director being on call 24/7 while the programs are in session, evaluating students and faculty upon return and hosting re-entry sessions.
- Keeping abreast of CUNY Central policies on study abroad. Attending CUNY Study Abroad liaison's meetings 3-4 times per semester.
- Advising all interested John Jay students on study abroad programs including John Jay, CUNY, and 3rd party provider programs.
- Maintaining office website.
- Director supervises one College Assistant

International Visitors: 45% time spent

- Issuing documents (DS-2019s) to visiting students and scholars for them to obtain J-1 visas and then following up on those students and scholars to ensure they remain in legal immigration status. This involves working with the U.S. Department of State and the SEVIS (Student & Exchange Visitor Information System) database.
- Keeping abreast of ever changing immigration regulations and SEVIS requirements.
- Maintaining John Jay's status in the Exchange Visitor Program including redesignation every two years and creating required annual reports.
- Attending monthly COISA meetings (CUNY's Council of International Student Advisers) and providing J-1 statistical information to CUNY Central as needed.
- Continuing to work with students and scholars throughout their time at John Jay. This could include assisting them with obtaining work permission or Academic Training, extending their stay, transferring to another institution, obtaining a social security number, etc.
- Organizing international student orientation for F-1/J-1 visa holders each semester.

- Note: A new position is in the process of being created that would take over the J-1 responsibilities and report to the Director of International Studies & Programs.

Other: 5% time spent

- Working with President's Office on potential partnerships with institutions abroad or government agencies abroad. These are usually to create exchange programs with either students or faculty. These are either initiated through a faculty contact or directly from the President's office.
- The Dean of Undergraduate Studies would also like this office to arrange study away programs, also known as domestic programs.
- Working with the Center for Career & Professional Development to create/find internships abroad for students.

In terms of percentage of time spent, I have indicated it next to each heading. However, it's important to note that the time spent can vary depending on the time of the year.

II. Study Abroad (data for the past three years, where available and applicable)

a. How many faculty-led programs?

12 faculty-led programs from summer 2009 to summer 2012

b. Locations?

1. *Santo Domingo, Dominican Republic (Summer 2012, 2011, 2010 & 2009)*
2. *Bali, Indonesia (Summer 2012)*
3. *Genoa, Italy (Summer 2011)*
4. *Thessaloniki, Greece (Summer 2011, 2010 & 2009)*
5. *Cairo, Egypt (Winter 2011)*
6. *Tuscany, Italy (Winter 2010)*
7. *Korea (Summer 2009)*

c. During which academic terms were they offered?

- 10 During the Summer (2009, 2010, 2011 & 2012)
- 2 During Winter (2010 & 2011)

d. How many students?

1. SUMMER 2012
 - a. Dominican Republic: 29 Students
 - b. Bali Summer 2012: 30 Students
2. SUMMER 2011
 - a. Dominican republic:14 Students
 - b. Greece: 11 Students
 - c. Italy: 28 Students
3. Winter 2011
 - a. Cairo: 17 Students
4. SUMMER 2010
 - a. Dominican Republic: 23 Students*
 - b. Greece: 12 Students*

5. WINTER 2010
 - a. Tuscany, Italy: 28 Students*
6. SUMMER 2009
 - a. Dominican Republic: 25 Students*
 - b. Greece: 14 students*
 - c. Korea: 11 Students*

*Cannot determine, with absolute certainty, if these numbers are applicants or actual participants.

e. How many students go on other programs? Specify CUNY, other colleges, or 3rd party providers, academic year, full semester or short term.

CUNY:

1. Queens College:
 - 25 Students
2. College of Staten Island:
 - 13 Students
3. Brooklyn College:
 - 8 Students
4. Baruch College:
 - 2 Students
5. City College:
 - 1 student.
6. Hunter College:
 - 1 Student

Other colleges:

1. SUNY Stony Brook University program to Rome, Italy (1 student)
2. Florence University of the Arts (3 students)
3. University of Indianapolis Study Abroad Program (1 student)
4. Griffin University in Australia (1 student)
5. University of Virginia Semester at Sea program (1 student)
6. The American University of Cairo (2 students)
7. University of Madras in India (1 student)
8. Kansai Gaidai University Study Abroad Program (1 student)
9. SUNY: Cortland program with London Metropolitan University (1 student)
10. University of Leicester International Forensic Science Summer School (3-Students)
11. Richmond The American International University (1 student)
12. NYU Study Abroad Program in Paris, France (1 student)

3rd party providers:

1. CIS Abroad: Hawaii Pacific University Study Abroad Program (1 student)
2. Global learning Semester at University of Nicosia(1 student)
3. Global Student Experience-Australia Immersion Program (2-Students)
4. Study Abroad Program in Salamanca, Spain (1 student)

Academic year:

Winter:

- 12 students, winter 2012.

Summer:

- 5 Students, Summer 2012
- 6 Students, Summer 2011
- 7 Students, Summer 2010
- 10 Students, Summer 2009

Full semester:

- 5- Students Fall Semester
- 10-Students Spring Semester

Short term: 22

f. How many student exchange programs do we have?

I know that we have signed MOUs with many institutions, but I am not sure how many of them discuss the idea of student exchange. If they do, none of the exchanges are active at this time, as far as I am aware.

g. How do we recruit students to participate in study abroad programs?

We recruit students by offering information sessions and promoting the program via Kiosk, global emails, and posting flyers on the college bulletin board and inviting other CUNY colleges to campus to promote their programs. We are, also, in the process of creating a Facebook page and will be updating the office website.

h. What type of financial support have students received, such as scholarships (e.g., John Jay, STOCS, Gilman), student aid, private loans? Specify number. Are parents involved in any way?

- John Jay Scholarship-This scholarship is a merit based scholarship and students must have at least a GPA 3.0 to qualify, submit a letter of recommendation and write an essay. For the summer 2012 session, 9 students were awarded \$1,000 (there were 16 compete applications submitted). In summer 2011 there were 19 awardees. We are unsure of why there was such a significant drop in applications.
- STOCS-This scholarship is a need-based scholarship and only offered to students who are accepted to CUNY programs. This summer 2012 there were 9 scholarships awarded to John Jay students. Two for \$1600 and seven for \$1300.
- Student aid/Private Loans-We are not always aware of whether or not a student applies for aid to participate in a program. It's possible they apply for aid to pay their tuition, but have not informed us. However, here is some data that we were able to come up with:

- Summer 2012
 - DR-6 students
 - Bali-7 students
- Summer 2011
 - DR-2 students
 - Italy-4 students
 - Greece-1 student
- Winter 2011
 - Cairo-no students
- Gilman- In total there were 5 completed Gilman applications from John Jay students this year. There were no John Jay students awarded Gilman scholarships this year; however one Hunter student who attended the John Jay Bali program did receive a Gilman.
- Parents-In my experience, there has been little involvement of parents in the study abroad process. A couple have asked to speak with faculty directors and some are involved in paying fees. This is very minimal, especially in my experience at other institutions where parents play a large role in the study abroad process.
 - i. Do you have a pre-departure orientation and reentry program for students and what is covered in those programs?
Yes, we do hold pre-departure orientations for all faculty-led programs. In most cases there are at least 3 pre-departures meetings. The sessions cover a variety of things including academic expectations, travel logistics, visa information (if applicable), what to bring/how to dress, safety abroad, maintaining your health abroad, drug/alcohol policy, etc. I understand in the past there has been a reentry meeting hosted in late summer. We plan to offer a reentry meeting in early September. I have considered inviting the Career Center to discuss how one might highlight a study abroad experience on a resume. I'll also talk about issues some face with coming back to the U.S. after experiencing a new culture. It will also be an opportunity for students to share experiences with each other and share pictures.
 - j. How are faculty currently recruited to lead programs? Is there a role for Chairs in recruiting faculty?
Currently we do not actively recruit faculty to lead study abroad programs. It seems they have found us and we have helped them to initiate the process. However, it is my goal for the coming year to reach out to Chairs of the departments and meet with select faculty to encourage study abroad participation. That being said, given the small staff of the office I do feel that a realistic number of faculty-led programs per summer/winter term would be 3 programs. I do think Chairs could be very helpful in identifying good faculty to lead programs and to support study abroad in general. Chairs of departments must sign off on study abroad proposals so it's important they have a good working relationship with the faculty leaders and the International Studies & Programs office, which I hope to create.
 - k. Are there criteria for which categories of faculty may lead study abroad programs (e.g., tenured versus untenured, full-time versus adjuncts). Is that criteria consistent with other senior CUNY colleges? Faculty must be tenured or tenured track to lead a program. Dean Lopes and I recently had an email correspondence with President Travis about this issue. She and I both agree that a tenure or tenure-track faculty member should be the only faculty members leading a study abroad program. Such faculty

members have been vetted by John Jay and have a strong connection to the College. They are a permanent member of the College and we can attest to their reliability. We both feel strongly that these are the best members of the faculty to lead a study abroad program.

Also, The *CUNY International Travel Guidelines* state the following: Page 3, section 3, c. *Program Director*. All sponsored trips must have a designated **program director** who has overall accountability for development and implementation of the trip. The program director is responsible for handling the logistics of the trip, collecting the required information from the participants, pre-departure orientation delivery, overseeing the health and safety of students, and conducting follow-up activities. The program director must be a full-time faculty member or administrator in the college department that is sponsoring the trip or, in the case of student organization trips, the faculty or staff advisor to the organization, unless otherwise approved by the campus Chief Academic Officer.

I polled the other CUNY institutions and only received two responses:

Baruch-no formal policy, but Director of Study Abroad requires the leader to be full-time, but not necessarily tenured

Brooklyn-follows CUNY policy stated above

l. How do we prepare and orient faculty to lead programs?

- There has been limited orientation and preparation for faculty leaders. I am currently working on a handbook that should help to manage expectations, but more training should be done as time permits. I am working with a third party provider organization, SIT, to have a representative come down that might be able to offer some assistance in this area in the fall.

m. What is the current model for financing study abroad programs, especially the cost to the College? Are faculty given stipends and salaries for leading programs? If so, at what rate? What are the factors (e.g., term offered) that affect faculty compensation? Are there incentives for faculty participation other than financial (e.g., course releases, study abroad as in-load).

Program fees must cover all expenses for program participants with the exception of faculty leaders. Funding for faculty leaders comes from the Provost's budget. I have learned during my first few months there, that there are no policies written down regarding how faculty leaders are funded. I am working to make the policies more concrete so it's possible some of this may change in the future, however, here is what I have been told. Faculty are given a stipend for leading the program which is currently \$1,000 along with their adjunct rate salary for summer programs. Faculty who lead winter programs can use the winter course toward their fall course load. In addition faculty receive a per diem to cover meals and incidentals and program related costs such as airfare are covered. If a faculty member creates a program for the first time they get a one-time course release (one course).

n. What form of crisis management do we have in place?

- A crisis management team was put in place as specified by the *CUNY International Travel Guidelines*, page 16, section 9b. The team is made up of the following:
 - Provost
 - Director of International Studies and Programs

- Director, Public Safety and Risk Management
- Assistant VP and Counsel
- Director of Counseling
- Deputy Director of Communications

A phone tree was established in the event of emergency and a protocol was established on how to handle an emergency. Also, research is being conducted on the feasibility of faculty borrowing cell/satellite phones from the College to use when leading a program. More needs to be done to establish protocols for specific emergencies.

o. What limitations are imposed by CUNY on the development of study abroad programs? What is the degree of autonomy Colleges have in setting study abroad policies?

Overall the College has a good amount of autonomy to create their own program policies, however, the CUNY Travel Guidelines do require overall good practice policies which the Office of International Studies & Programs would require. All interested faculty should read through the Guidelines so they are aware of the policies and our office can also assist in making sure various guidelines are followed. A major limitation that CUNY is imposing on the development of faculty-led programs has to do with the coverage of faculty expenses while abroad. John Jay (and all other CUNY campuses) cannot use student program fees to subsidize the faculty member's expenses and therefore those costs must be paid by the College. In the case of John Jay those expenses are paid by the Provost's budget. In addition, programs cannot be run in locations that currently have a State Department warning or alert unless written approval from the University Office of Academic Affairs and the University Office of Environmental, Health, Safety and Risk Management is obtained.

III. International Students and Visiting Scholars on J visas (data for the past three years, where available and applicable)

- a. Number of students, number of scholars, country of origin, name of departments initiating the invitations

It is difficult to neatly give numbers over the past 3 years since students and scholars come and go and sometimes stay for short periods of time. Here are lists of those that came to John Jay starting in 2009. I have noted which ones are current and which ones have left the U.S.

Students:

14 Dominican Republic- pursuing either a BA or MA degree at John Jay. These students are part of an agreement that CUNY has with the Ministry of Education in the Dominican Republic. All of these students have been with John Jay for the past 3 years. 1 student graduated in May and will pursue an MA at Hunter College. Many of the rest of the students should graduate in 2013. It is unclear at this time whether a new group will be coming.

1 Spain-MA (Husband with her)-here until Dec. 2013

1 Sweden-MA research with RaCERS-departed spring 2012

1 Germany-MA research with Sociology-departed spring 2012

1 Germany- non-degree doing CJ research -departed spring 2010

1 Thailand-MA in CJ-departed spring 2012

1 Grenada-MA Public Administration-departed fall 2011 after being on probation

- 1 Egypt-non-degree doing CJ research- departed spring 2010
- 1 Italy- non-degree doing CJ research- departed fall 2009
- 1 Netherlands- non-degree doing CJ research- departed spring 2009

Total: 23

Scholars:

- 1 Turkey-Law and Police Science- Here until August 2012
- 1 Turkey-Sociology-Here until June 2013
- 1 Turkey-Sociology-departed spring 2012
- 1 Turkey- Law and Police Science-departed spring 2010
- 1 Spain-Sociology-ICJ-Here until August 2012
- 1 Spain-not sure of department-departed fall 2009
- 1 Spain-not sure of department-departed spring 2010
- 1 Germany-Art and Music- Here until August 2012
- 1 Germany-Interdisciplinary Studies-departed fall 2010
- 1 Japan- (here with wife and child)-Here until March 2013
- 3 Senegal-Public Management-departed in spring 2012
- 1 Senegal-Public Management-departed fall 2011
- 1 UK (Bramshill scholar)-Law and Police Science-departed in spring 2012
- 1 UK (Bramshill scholar)-Law and Police Science-departed in spring 2011
- 1 UK (Bramshill scholar)-Law and Police Science-departed in fall 2009
- 1 Korea- Law and Police Science-departed spring 2010
- 1 Austria-not sure of department-departed summer 2010
- 1 Italy-Sociology-departed spring 2012
- 1 Italy-not sure of department-departed fall 2009
- 1 Austria-Sociology
- 1 Pakistan-not sure of department-departed fall 2009
- 1 China-not sure of department-departed summer 2010

Total: 24

In addition to the above, the following will arrive in August:

Students:

- 2 Ukraine-MA degrees in CJ pursuant to agreement signed with National Prosecutors Academy of Ukraine
- 1 Turkey-MS degree in Digital Forensics and Cybersecurity Program (bringing in wife and child)
- 1 Italy-non degree student doing research with Science Department
- 1 Germany- non degree student doing research with Sociology Department

Scholars:

- 1 UK (Bramshill scholar)-Law and Police Science
- 1 Korea-Art and Music (bringing wife and 2 children)

- b. Pre-arrival and orientation services offered by the College
 - In terms of pre-arrival information, I am in fairly regular contact with the students and scholars prior to them entering the U.S. Much of my

correspondence could be cut down if I received completed DS-2019 applications and information. There is very specific information that I need to issue a DS-2019. I have worked with Dr. Karen Terry to create forms that have assisted in this area, but more training needs to be done for faculty who invite these visitors. They are, in many cases, unaware of the immigration regulations and time it takes for the visa process. Provost Bowers has asked me to speak in the fall at a PAC meeting to try and explain the process further to faculty.

- c. Is your office involved in international student orientation or services for international students other than Js?
- Yes, as stated above, the office is responsible for organizing the international student orientation for F-1 visa holders each semester. The Office of International Studies & Programs does not issue documentation (I-20s) for F-1 students and is not trained on the regulations for F-1 students. These students are handled by the admissions office with the exception of orientation.

Appendix B
F1 International Student Three-Year Enrollment Report

Prepared by
Angelos Kyriacou and Keisha Simon
July 26, 2012

ADDENDUM 11/15/12 (Fall 2012 data included)

Overview of Department's Involvement with Undergraduate and Graduate International Students

The Admissions Office identifies accepted international students who either require F-1 status or are already in F-1 status as phase allocations for undergraduate students arrive through the University Application Processing Center and on a rolling basis from Graduate Admissions for graduate students. Once identified, they are mailed the Application for the Certificate of Eligibility (Form I-20) along with an informational packet pertaining to F-1 student status. There are two *Designated School Officials (DSO) in the Admissions Office authorized to issue I-20's. The DSO's also perform many other functions within the Admissions Office. In their roles as DSO's, they are responsible for updating and maintaining F-1 student records in the Student and Exchange Visitor Information System (SEVIS). The DSO's are required to monitor students for F-1 compliance based on all Federal regulations and requirements of the U.S. Citizenship and Immigration Service (USCIS) and provide international student advising on all matters relevant to their F-1 student status. Some examples include the following:

- a) review I-20 applications to determine eligibility for a Form I-20 in order to obtain F-1 status in the U.S.
- b) review F-1 student enrollment records at the end of each registration cycle for Fall and Spring terms to verify full-time status and report data into SEVIS within specific reporting deadlines
- c) advise students on all matters pertaining to full-time status requirements, reporting of address and name changes, or program of study change
- d) provide advisement pertaining to lawful employment options as an F-1 student which includes the advisement as well as the processing of On-Campus Employment, Optional Practical Training, Curricular Practical Training, and Off-Campus Employment based on hardship
- e) endorse I-20 for traveling outside of the U.S. and provide advisement regarding travel procedures

*There is one DSO employed at Jay Express. This DSO serves as a backup to the DSO's in the Admissions Office. The DSO at Jay Express assists continuing F-1 students and processes Post-Completion Optional Practical Training for graduating seniors.

Pre-Arrival and Orientation Services for First-time International Students

First-time international students receive information on what documents are required for the visa interview along with their newly processed I-20. They are advised to report to the school no later than the start date indicated on the I-20 and meet with a DSO for collection of status-

related documents as well as one-on-one orientation in reference to F-1 status requirements. The Office of International Studies and Programs provides a formal international student orientation prior to the start of each term. Some topics covered in the past are as follows:

- a) Get to Know Your Fellow International Student
- b) Maintaining Legal Status, F-1 and J-1
- c) Counseling Services
- d) Healthcare in the U.S.
- e) Career Development Services
- f) Getting Involved at John Jay (Student Life)
- g) Blackboard Presentation
- h) Library Resources

First-Time International Students are also required to attend the regular freshmen, transfer and graduate orientation sessions as well.

Financial Sponsorship

The financial sponsorship of most F-1 students consists of personal, family, or private support. Over the past three years, financial sponsorship other than the above mentioned has included the following:

- a) An Garda Siochana (Ireland)
- b) Foundation for the Future of Colombia
- c) Government of Anguilla
- d) Government of Antigua
- e) Korean Government Fellowship
- f) Maldives Police Service
- g) SEESCYT (Secretary of State of Higher Education Science and Technology): These students (from the Dominican Republic) originally entered as F-1 but have since been mandated to enter as J-1.
- h) Social Insurance Institution of Finland
- i) Stavros Niarchos Foundation (Greece)
- j) Swedish Board for Study Support

k) Turkish National Police

l) VSB Foundation- Nuffic (The Netherlands Organization for International Cooperation in Higher Education)

Scholarships

International students may apply for scholarships offered for all students unless a particular scholarship does not permit students in F-1 status to apply. There are currently two scholarships specifically for international students available through the college's Scholarship Office (International Student Scholarship for undergraduates, and International Graduate Scholarship for graduates).

Academic Advisement

The Admissions Office does not provide academic advisement. International students are referred to academic advisement in the same manner and procedure as with all students.

Recruitment Efforts

There are currently no recruitment efforts focused on international students.

F-1 (3 ½ Year) Data

Number of Enrolled F-1 Students

Enrolled F-1 Students	FA09	SP10	FA10	SP11	FA11	SP12	FA12
Undergraduate	89	86	83	87	88	81	95
Graduate	76	64	49	46	38	35	50
TOTAL	165	150	132	133	126	116	145

Enrolled F-1 Students by Gender

Enrolled F-1 Students By Gender	FA09	SP10	FA10	SP11	FA11	SP12	FA12
Undergraduate Female	62	57	50	53	57	53	65
Undergraduate Male	27	29	33	34	31	28	30
Graduate Female	56	44	37	35	27	28	35
Graduate Male	20	20	12	11	11	7	15
TOTAL	165	150	132	133	126	116	145

Undergraduate Program of Study

Undergraduate Program Of Study	FA09	SP10	FA10	SP11	FA11	SP12	FA12
BA/MA - BS/MPA	3	1	1	1	1	1	1
Computer Information Systems BS	4	4	5	6	5	3	3
Correctional Studies BS				1	1		
Criminal Justice BA	8	7	6	6	8	8	7
Criminal Justice BS	5	4	4	3	2	1	7
Criminal Justice AS	4	7	1	1	1		
Criminology BA	4	4	3	3	5	3	4
CUNY BA	1	1	2	2	1	1	1
Culture and Deviance Studies BA		1		1	1	1	1
Economics BS	4	3	7	9	8	6	5
English BA		1	1	3	3	3	1
Forensic Science BS	15	19	15	14	12	18	23
Forensic Psychology BA	9	11	11	11	15	14	13
Gender Studies BA			1	1	1	1	
Humanities & Justice BA	3	1	1	1	3	3	2
International Criminal Justice BA	14	10	14	14	13	12	19
Legal Studies BS	5	4	4		1	2	2
Political Science BA	2	4	3	6	4	2	4
Public Administration BS	7	3	3	3	2	1	1
Security Management BS	1	1	1	1	1	1	1
TOTAL	89	86	83	87	88	81	95

Graduate Program Of Study

Graduate Program Of Study	FA09	SP10	FA10	SP11	FA11	SP12	FA12
BA/MA - BS/MPA	2	3	2	1			
Criminal Justice MA	36	33	22	18	12	10	12
Forensic Mental Health Counseling MA	2	1	1	1	1	2	
Forensic Computing MS			1	1			3
Forensic Psychology MA	13	9	11	13	15	15	15
Forensic Psychology Post							1
Forensic Science MS	3	2	2	2			1
International Crime And Justice MA		1	2	1	3	3	8
Protection Management MS	3	1					2
Public Administration MPA	17	14	8	9	7	5	8
TOTAL	76	64	49	46	38	35	50

Undergraduate Country Of Origin

Undergraduate Country Of Origin	FA09	SP10	FA10	SP11	FA11	SP12	FA12
ALBANIA	2	2	2	2	2	2	
ANGUILLA		1	1	1	1		
AUSTRALIA	1	1	1	1			
BAHAMAS				1	1		
BANGLADESH						1	1
BARBADOS						1	2
BELARUS	1	1	1	1	1	1	
BULGARIA	3	2	2	1	2	1	1
CANADA	2				1	1	1
CHINA	1						
COLOMBIA	1	1	1		2	1	2
COTE D'IVOIRE	1	1	1	1	1		
CYPRUS	1	1					
CZECH REPUBLIC	1	1					
DOMINICA	2	2	3	3	1	2	4
DOMINICAN REPUBLIC	6	2	1	1			
ECUADOR	1	1	1	1	1	1	1
FINLAND							1
FRANCE					2	2	2
GABON					1	1	1
GERMANY	2	2	1	1			
GREECE				1	1		1
GRENADA	3	2	1	2	2	2	3
GUYANA	1						
HAITI				1	1	1	1
HONG KONG	1	1					
HUNGARY	1	1	1	1			
INDIA	2	2	3				1
ISRAEL	1	1	1	1	1	1	1
ITALY	1	2	3	3	4	3	3
JAMAICA	8	6	5	6	5	5	5
JAPAN	7	7	5	6	5	4	2
KOSOVO	1						
MALI	1	1	1	2			
MAURITIUS		1	1	1	1	1	1
MEXICO	1	1	1	1	1		
MONTENEGRO	1	1	2	2	2	2	3
NEPAL			1	2	3	3	3
NIGERIA	1	1	1	1	1	1	1
PAKISTAN	1	1					
POLAND	2	2	1	1	1	3	3
ROMANIA							2
RUSSIA	2	5	5	4	5	4	3
SAINT LUCIA	3	3	3	4	3	3	2
SAINTS KITTS AND NEVIS	1	1	1	1	1		
SINGAPORE					1	1	1
SOUTH KOREA	10	13	15	15	18	19	27
SRI LANKA	1	1	1	1			1
SWEDEN			1	1	1		
TAIWAN			1	1	1	1	1
TANZANIA				1	1	1	1
TAJIKISTAN		1					
THAILAND	1	1	1	1	1	1	2
TRINIDAD & TOBAGO	8	8	7	7	6	6	5
TURKENISTAN	1	1	1	1	1	1	1
TURKEY			1	2	2	1	2

Report of the Ad Hoc Committee on International Programs, John Jay College of Criminal Justice

UKRAINE	2	2	2	2			
UNITED KINGDOM	1	1	1	1	1	1	1
UZBEKISTAN					2	2	2
VIETNAM	1	1	1				
TOTAL	89	86	83	87	88	81	95

Graduate Country Of Origin

Graduate Country Of Origin	FA09	SP10	FA10	SP11	FA11	SP12	FA12
ANTIGUA AND BARBUDA							1
ALBANIA	1	1	1				
BARBADOS	1						
BULGARIA				1	1	1	
CANADA	5	3	4	3	1	1	2
CHINA	2	2	1	1	1	1	1
COLOMBIA	2	2	2	2			
CZECH REPUBLIC	1	1					
DENMARK						1	1
DOMINICA	1	1					
DOMINICAN REPUBLIC	1	1					
FINLAND					1	1	1
FRANCE	1	1				1	4
GEORGIA							1
GERMANY					1	1	2
GHANA	1	1					
GREECE	5	2	1	1			
GRENADA	2	2	1	1			
GUINEA		1	1	1	1		
GUYANA	1	2	2	2	1	1	
HAITI	2	2	1				
INDIA	3	2	3	2	1	1	1
IRELAND	2	2	2	3	5	5	4
ISRAEL	3	1	1				
ITALY	4	2	2	3	3	4	2
JAMAICA	7	7	6	5	1	1	2
JAPAN	3	1	1	1	1	1	2
MALAYSIA			1	1	1	1	
MALDIVES		1	1				
MEXICO							1
MOLDOVA	1	1	1	1			
MONTENEGRO		1	1	1	1	1	
NEPAL		1					1
NETHERLANDS			2	1	1	1	
NIGERIA							1
PAKISTAN	1						
POLAND	4	4	1	1	1		
PORTUGAL			1	1	1		
ROMANIA	1	1	1	1	1		
RUSSIA	1				1	1	1
SAINT LUCIA	2	1					
SAINT VINCENT AND THE GRENADINES	1	1	2	2	1	1	1
SAUDI ARABIA	1						
SENEGAL							1
SOUTH KOREA	5	4	3	4	6	6	10
SRI LANKA					1	1	1
SWEDEN	1	1					
TAIWAN			1	1	1		1
THAILAND					1	1	1
TRINIDAD & TOBAGO	3	4	3	4	2	2	2
TURKEY	5	5	2	2	1		3
UNITED KINGDOM	1	1					2
UZBEKISTAN	1	1					
TOTAL	76	64	49	46	38	35	50

Appendix C

Agreements, partnerships, and MOUs

Prepared by
Rosemarie Maldonado, Assistant Vice President and Counsel
 in response to questions from the Ad Hoc Committee

1. Overview of what your office does with respect to international activities and programs.

- *Negotiate and review all international contracts and MOUs.*
- *Member of International Study Committee*
- *Work with the Director of Study Abroad to determine risk assessment and compliance with CUNY's policies and procedures concerning international travel for students and faculty.*
- *Serve as advisor to the President on international initiatives.*
- *Administered police training contract with the Ministry of the Interior of the Dominican Republic.*
- *Organized the past three International Conferences.*
- *Organized student participation in the Salzburg Seminar.*

2. Educate us on the differences between different types of international agreements the College enters into (e.g., MOUs and other agreements).

Contracts fall within 3 general categories:

- *Contracts where the College provides services to a foreign government or entity including training, workshops and/or conferences.*
- *Faculty and student exchange agreements*
- *MOUs that express an intent for two institutions "to explore areas of cooperation in targeted areas" subject to the availability of funding. Most of these are brought forward by faculty or departments wishing to conduct research at an institution that requires an agreement. Others are signed when international visitors at the college express a desire to collaborate but need an agreement to take back to their home institution.*

3. How many executed agreements do we have? Can you distinguish in the figures between faculty only, faculty and student, and student only, research versus training, or a combination? And can you distinguish between active and inactive agreements? 4. What are the universities or other entities with which we have entered into agreements? 5. How do the agreements typically originate? Do we have a breakdown by originating departments or units?

I have 27 executed international MOUs on file. See attached chart for responses to questions 3-5. Please note that we have reviewed many more drafts and proposals, but have been attempting to sign only those agreements that will result in follow-up.

6. Typically, do they have an expiration date? And for how long do they last?

Generally the term is two years, with two one-year options to renew. CUNY has become more flexible and some agreements have 5 year terms.

7. What are the norms with respect to who needs to sign the agreements? Does CUNY or the Chancellor get involved? What limitations or parameters does CUNY impose on international agreements?

The Board of Trustees must approve all agreements for study abroad, student exchanges and faculty exchanges. Upon approval by the Board and the CUNY General Counsel, the college president may sign. The Research Foundation is the signatory when the College is being paid to provide services to a foreign entity. The college president signs all other international agreements.

8. We understand that John Jay may be exploring 3rd party providers for study abroad. Do we have any existing 3rd party provider agreements? And, again, who needs to sign off on those? Do they need to go to 80th Street?

We do not have any contracts with third party providers. My understanding is that this would constitute a study abroad agreement and that it would have to be filed with the Board of Trustees for approval and signature by the CUNY General Counsel.

9. How long does the process of executing an agreement take from the time of initiation?

The timeframe varies significantly. MOUs expressing only an "intent to explore cooperation" have a turnaround time of a day or two. MOUs that are legally binding can take months to finalize, depending on the negotiation of contested terms. Those that require approval by the Board of Trustees will definitely take at least four months to execute.

11. Do you have staff dedicated to international agreements and activities? Can you estimate the portion of your office's time devoted to international agreements and activities?

I am the only person in my office who works on international issues. Although it varies, I would estimate that approximately 15% of my time is devoted to these activities. During the months leading up to the international conference, or during critical periods of the Dominican Police Training Program, I probably work at least 60 hours per week and devote most of them to those international projects.

12. Could you clarify for us the extent of your responsibilities regarding the John Jay international conference and the portion of your office's time devoted to those responsibilities?

The International Conference is a college sponsored activity. For the past three conference cycles I have served as the President's representative on the International

Conference Planning Committee. In this capacity, I work with the faculty committee to oversee event planning, advertising and marketing, manage international contacts and co-sponsors, oversee conference logistics, trouble-shoot, and provide onsite supervision of the event. The conference chair, Associate Provost for Research and I usually comprise the conference steering committee and meet regularly to ensure its success.

International MOUs

Institution	Dates ⁹³	Type	Originated
Dominican Republic, Ministry of the Interior and Police	2005 2006	Police Training \$370,000	Dominican Republic
Central Police Training and Development Agency, (Bramshill)	2006 ⁹⁴ 2013	Faculty Exchange	OAR
Toulouse University	2006 2012	Student and Faculty Exchange	Criminal Justice
Erasmus University Rotterdam, School of Law	2007 2010	Student Exchange	Criminal Justice/MA
Turkish National Police	2007 2010	Intent to Cooperate	Scott Atran
Russia Judicial Institute	2007	Intent to Cooperate	LPS
KE ME A, Ministry of Public Order Greece	2007 2010	Int. Workshops MA Students \$275,000 Niarchos	Center for International Human Rights
University of Rome	2007 2009	Intent to Cooperate	OAR
University of Kent	2007	Intent to Cooperate	OAR
Dominican Republic, Ministry of the Interior and Police	2007 2008	Contract Extension	Dominican Republic
Kuwait September	2008 6 mo.	Student Theater Grant \$75,000	Communications & Theater Arts
Universidad de Sagrado Corazon, Puerto Rico	2008 2011	Student Exchange	Graduate Studies
Universidad Autonoma de Santo Domingo	2010	Curriculum Development	Dominican Republic
Institute of Financial Control and Audit, Russia	2010 2012	Intent to Cooperate	Public Administration
North Caucus Academy of Public Administration, Russia	2010 2012	Intent to Cooperate	Public Administration
University of Fraser Valley, Canada	2010 2013	Intent to Cooperate	Regenhard Center
King Fahd Security College, Saudi Arabia	2010	Possible training contract	Saudi Ministry/OAR
Punjab Police Department	2011	Possible training contract	LPS/OAR
African Forum of Inspectors	2011	Assessment/training	Public

⁹³ Includes original term and automatic extensions

⁹⁴ Includes original term and automatic extensions

Report of the Ad Hoc Committee on International Programs, John Jay College of Criminal Justice

General		Intent to Cooperate	Administration
Ayaan Hirsi Ali Foundation	2011 2012	Research Grant \$165,000	OAR/ Anthropology
Ayaan Hirsi Ali Foundation	2011	Conference	OAR /Anthropology
KE ME A Ministry of Public Order Greece	2011	Conference Grant \$80,000	Center for International Human Rights
Crime and Justice Program, Institute of Security Studies South Africa	2011	Intent to Cooperate	OAR/ Criminal Justice Doctoral Program
Beijing Normal University, P.R.C.	2012 2017	Intent to Cooperate	OAR
National Institute of Public Administration, Mexico	2012	Intent to Cooperate	Public Administration
National Prosecutors Academy Ukraine	2012 2017	Visiting Scholar Program Donation \$200,000	Donor
Chinese Peoples' Public Security University	2012 2017	Intent to Cooperate	OAR

Appendix D

Learning Goals for International Education

Prepared by

Associate Provost James Llana in consultation with Professor Silvia Dapia

Colleagues, as we agreed to do at an earlier committee meeting, Prof. Silvia Dapia and I have looked at what some other colleges have put forward with regard to learning goals for international education, and we attach two examples and list others below. We think ideally that student learning goals or outcomes should be the basis for planning our internationalization efforts. If we're very clear about what we want students to get out of their international experiences, whether here or abroad, we can better identify the most beneficial activities, and we will have a sound basis on which to evaluate the success of particular programs and our overall effort.

[Llana and Dapia submitted additional materials on learning outcomes in other institutions which are too extensive to include here, but are in the Committee's files]

Beloit College lists some learning goals that might be pertinent to our discussions. Silvia has reworded some of those that seem applicable. Students will be able to:

1. be sensitive to differences among and within cultures;
2. identify and understand multiple perspectives based on cultural differences;
3. be knowledgeable about human and cultural global forces;
4. use intercultural competencies and communication skills; and
5. engage with situations and questions that challenge their own assumptions and values.

The following learning outcomes goals are those in use at **Bronx Community College**, CUNY:

A. Acquisition of Global Perspectives

1. Demonstrate knowledge of interconnected global histories, international governance, shifting geographies, and human rights – including environmental, economic, ethnic, and gender justice.
2. Value diverse perspectives within nations and across the globe, with special attention to the relationship between local and global issues.
3. Engage as an active global citizen with an awareness of cultural diversity, one's own culture/s, and the responsibility of self towards others, as demonstrated through learned strategies and processes.

B. Cross-Cultural Communication

1. Demonstrate knowledge of global awareness through the study and practice of environmentally and culturally sustainable peace-keeping discourses.
2. Value well-researched oral, written, visual, and digital communication in its diverse cross-cultural forms.

3. Demonstrate cross-cultural communication skills, in and beyond the classroom, through multi-lingual, international, and cultural/social studies.

C. Application of Skills in Local and Global Contexts

1. Gain knowledge to work productively and sensitively in multiple cultural environments.
2. Value and apply innovative systems and technologies that utilize critical and creative global-thinking skills.
3. Produce informed and globally-conscious projects within the global marketplace and as a politically, socially, and culturally-aware citizen.

The **American Council on Education** conducted a survey asking people to rank in importance various learning goals for internationalizing the curriculum. The goals they included for ranking were as follows:

A. Knowledge: A globally competent student graduating from our institution

1. demonstrates knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).
2. demonstrates knowledge of the relationship between local and global issues.
3. demonstrates knowledge of one's own culture (beliefs, values, perspectives, practices, and products).
4. demonstrates knowledge of other cultures (beliefs, values, perspectives, practices and products).
5. understands his/her culture in global and comparative context— that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
6. understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.
7. demonstrates knowledge of world geography and conditions.
8. understands how historical forces have shaped current world systems.
9. understands intercultural communication concepts.
10. understands the nature of language and how it reflects diverse cultural perspectives—that is, understands the way a language organizes information and reflects culture.

B. Skills: A globally competent student graduating from our institution....

1. uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
2. adapts his/her behavior to interact effectively with those who are different.
3. uses a foreign language to communicate—that is, may be able to perform one or more of the following skills:
 - a. speaks in a language other than his/her first language.
 - b. listens in a language other than his/her first language.
 - c. reads in a language other than his/her first language.
 - d. writes in a language other than his/her first language.
 - e. identifies and uses information from other languages and/or other countries—that is, may demonstrate one or more of the skills listed below:
 - i. uses language skills to enhance learning in other academic areas.
 - ii. uses the study of a foreign language as a window to cultural understanding.
 - iii. uses learning in other academic areas to enhance language and cultural knowledge.
 - iv. can name ways to maintain or improve his/her language skills over time.
 - v. uses technology to participate in global exchange of ideas and information.
4. demonstrates coping and resiliency skills in unfamiliar and challenging situations.
5. interprets issues and situations from more than one cultural perspective.
6. is engaged in global issues; plays an active role in community organizations within and beyond campus.
7. mediates cross-cultural interactions—that is, facilitates intercultural relations for and between others.

C. Attitudes: A globally competent student graduating from our institution....

1. accepts cultural differences and tolerates cultural ambiguity.
2. is willing to learn from others who are culturally different from him/her.
3. is willing to engage in diverse cultural situations.
- b. appreciates the language, art, religion, philosophy and material culture of different cultures.

- c. demonstrates movement from being sympathetic to being empathetic towards people from other cultures.
 - 1. demonstrates resistance to cultural stereotyping.
- d. demonstrates an *ongoing* willingness to seek out international or intercultural opportunities.
 - 1. displays curiosity about global issues and cultural differences.
- e. demonstrates an interest in learning or further refining communication skills in a language other than his/her first language.
- f. is flexible, open to change and seeks personal growth.

The following is taken from “Internationalizing Student Learning Outcomes in History: A Report to the American Council on Education”:

Students should be able to ...

- 1. see contacts among societies in terms of mutual (though not necessarily symmetrical) interactions, benefits, and costs.
- 2. look at other societies in a comparative context and to look at one’s own society in the context of other societies.
- 3. understand the historical construction of differences and similarities among groups and regions.
- 4. recognize the influence of global forces and identify their connections to local and national developments.

Appendix E
Results of the October 2012 Faculty Survey on the College's
International Efforts

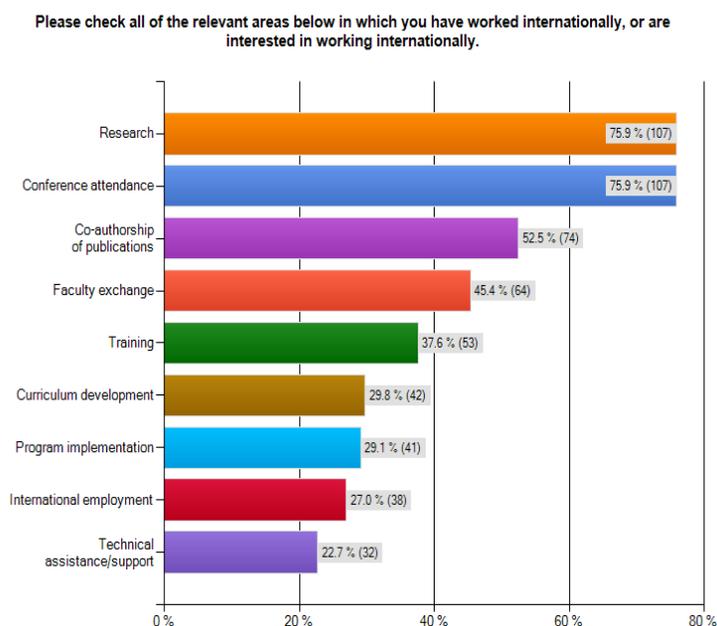
Prepared by
Dan Stageman, Office for the Advancement of Research
and
Bettina Muenster
Office of the President

In order to inform Ad Hoc Committee members regarding past and current faculty involvement in international scholarly work, collaborations and partnerships, as well as document faculty members' future aspirations of expanding their involvement in international studies and programs, Committee staff members Daniel Stageman and Bettina Muenster conducted a survey consisting of eleven questions that was sent to all faculty at John Jay.

A total of 147 faculty responded to the eleven survey questions, two of which were open-ended questions probing deeper into faculty's suggestions, concerns, and satisfaction with current services and support for faculty's international endeavors, and the overall goal of enhancing the College's international profile. Out of a total of 22 academic departments, faculty from 19 departments filled out the survey, with a large variation in the number of faculty participating in the survey from each individual department.

Of the 147 respondents, only 29% (42) indicated that they had never taken a trip abroad for scholarly or research activities in any given year, compared to 32.4% (47) who took one trip, 24.1% (35) who took two, 6.2% (9) who took three, 4.1% (6) who took four, 1.4% (2) who took 5, and finally, 2.8% (4) respondents who indicated that they took 6 or more yearly trips. Furthermore, out of the 147 total respondents, 22 (15%) stated that they had led a student study abroad course (though not exclusively as JJC faculty), compared to 85% (125) who stated they had never done so. The 34 countries visited for such trips included a diverse mix, such as England, Greece, Egypt, Italy, Indonesia, Mexico, and China (see survey summary report in Appendix A for full list countries). At least 16 respondents indicated that they had led multiple trips abroad. When asked about their international research involvement, nearly half – 49% (72) – maintained that they had been engaged in research with international co-investigators, archival research at international institutions, and/or research hosted by international NGO's versus 51% (75) who said they had not. The majority of institutions listed as collaborating entities comprised international universities. However, research partnerships had also been formed with science institutions, police departments, various United Nations centers, and museums, to name a few.

Question five specifically asked respondents to identify their areas of current or future interest in international work. A total of 140 participants answered this question. The chart below gives the percentages and absolute numbers for the nine options available to survey participants.



This chart clearly demonstrates that faculty members consider *research* and *conference attendance* (75.9% of respondents each) of high importance to their international work. *Co-authorship of publications* and *faculty exchanges* are also rated fairly high with 52.5% and 45.4% of respondents respectively indicating that these are areas of current or future interest to them.⁹⁵

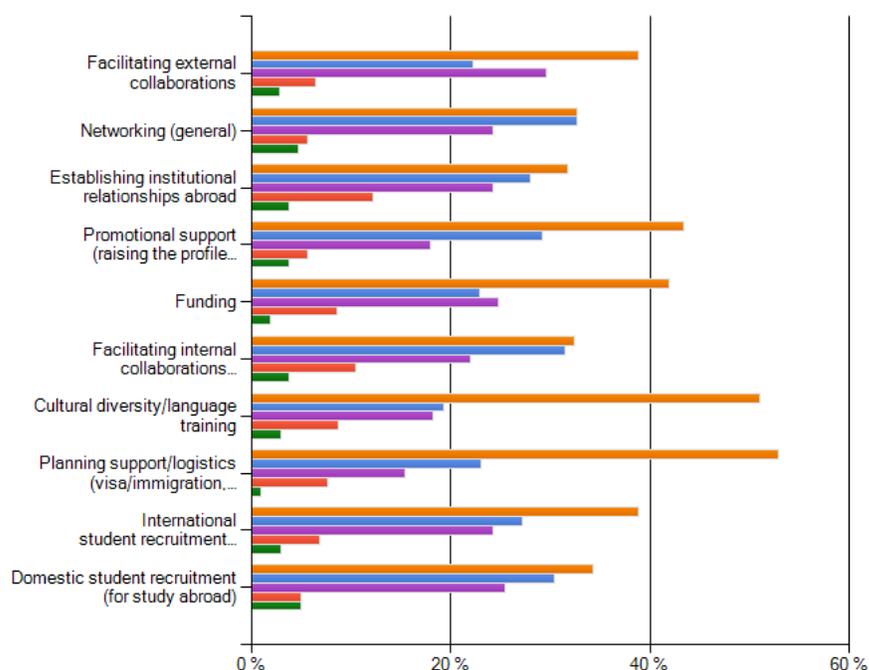
Two questions attempted to get a better understanding of faculty's proficiency in foreign languages as well as the countries in which they plan to pursue new international opportunities in the future. In regards to the former question, results indicate that John Jay faculty is highly multilingual. A total of 31 languages were listed by 102 respondents. Many faculty members are proficient in more than one language; the most frequently listed languages were Spanish, French, Italian, and German. Likewise, there is great interest in visiting a variety of foreign countries in the future and engaging with universities and organizations abroad. This question was answered by 112 faculty with 85 countries listed as desired future destinations. In particular, China, France, Mexico, Spain, and England emerged as favorites, closely followed by South Africa, India, and Canada.

⁹⁵ It is worth noting that the construction of this question does not allow current and future interests to be disaggregated – that is to say, any possible shifts or changes in faculty members' international interests and priorities are unfortunately hidden.

One of the main objectives of the survey was to obtain information regarding the international services currently provided to faculty by the administration, as well as identifying areas of need as faculty members perceive them. Accordingly, the survey asked faculty to *rank* ten international focus areas in terms of their importance to the individual faculty member's scholarship, as well as *rate* current service provision in the same ten focus areas on a scale of 1 to 5.

While faculty showed a clear consensus on the top four-ranked priority international focus areas (citing, in order, 'funding', 'establishing institutional relationships abroad,' 'facilitating external collaborations,' and 'promotional support'), the bottom six ranked focus areas are separated by less than half a point (when rankings are converted to raw scores). This may indicate a collective lack of context in conceptualizing international academic activities at the institutional level as much as any true lack of consensus on the importance of these specific focus areas. Indeed, this idea of a lack of context is supported by faculty ratings of current service provision in the same ten focus areas, as indicated by the graph below:

Please rate the administrative support John Jay currently offers in each of these areas on a scale of 1 to 5 (with 1 being the lowest level of support and 5 the highest).



It is clear that faculty feel underserved in each of the international focus areas defined for the purposes of this report. We read this as an indication that building a cohesive culture of international scholarship will be an important aspect of any international program's early remit here at John Jay. While our faculty have a depth and breadth of international experience to rival (and indeed surpass) many universities of a similar scale, that experience is at present perilously disconnected from a widely held sense of institutional mission, and untethered to any supporting administrative structure.

Appendix F
Opportunities for expanding John Jay's contacts with the United Nations system

Prepared by
Professor Rosemary Barberet

- develop an inventory of faculty expertise on UN issues and of faculty contacts with specific UN organs, specialized agencies and affiliated entities
- organize lunches under the auspices of the Office of Academic Affairs in which select UN officials would be invited to meet with John Jay Faculty who have expertise in their area of interest (for example, civilian policing, training of prosecutors/judges/lawyers, human rights, human trafficking, drug trafficking, refugee protection, counter-terrorism, violence against women, indigenous people's rights) so as to explore the possibility of John Jay faculty acting as consultants for the organization. In addition, such events would also provide the opportunity for faculty to explore the possibility of student internships at the United Nations.
- as a member of the UN Academic Impact Initiative (<http://academicimpact.org/>), in keeping with the guidelines established for same:
 - organize a yearly event entitled "The UN comes to John Jay" which will be structured around a particular theme/issue which is prominent on the organization's agenda and seek co-sponsorship of the relevant entity in the UN system (for example, an event on the anniversary of the refugee convention would be co-sponsored with the New York Liaison Office of the High Commissioner for Refugees),
 - actively involve the organization in our international conferences. This can take a variety of forms: (1) to ensure that one of the keynote speakers is always a UN official; (2) to have one of the research workshops jointly planned with and co-sponsored by a UN agency; and (3) consider the United Nations University Press as a possible publisher of the volume (or of one of the volumes) that would result from the conference.