Integrating Global Programs and Student Affairs: A New Challenge for Higher Education
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Overview

- Opportunities and Challenges of Greater Integration
- Case Studies from NYU and U of M
- Participatory Discussion: Institutional Structures, Key Stakeholders, Funding, Leadership Models
Key Opportunities

• How does a better collaboration of student affairs and study abroad enrich the student experience?
• How does the lens change when we look at study abroad from the student-centered experience?

Key Challenges

• Structural/Organizational
  • Reporting Structures
  • Physical Space – Proximity
• Budget and Funding
• Institutional Priorities
• Staff Competencies
New York University Organization

President

Provost

School Deans

Associate Dean, Global Programs

Associate Dean, Student Affairs

Vice Chancellor for Global Programs and University Life

Global Programs

Student Affairs
Integrating Student Affairs and Global Programs – Why is it important?

• Reciprocal benefit – Leadership + Global + Intercultural + Engagement
• Internationalizing Student Affairs and the campus
• Emphasis on the holistic study abroad experience
Origins of UM Partnership

- Grant funding for internationalizing the campus and curriculum
- Leading short-term global seminar on leadership/community engagement/social change
- Involvement in semester program/curriculum development
- Consulting/training of on-site providers and faculty
Contributions from Student Affairs

The holistic approach – factors beyond the classroom that influence the study abroad experience

- Roommate/host family issues
- Climate issues related to some populations (LGBTA, disability, race and ethnicity, religion)
- Mental health and well-being
- Group dynamics
- Processing cultural differences
Student Development Theory

Students go through developmental stages during the undergraduate experience

Dualistic -----------------------------------Relativistic

Adopting increasing complex ways of knowing

Mirrors the Developmental Model of Intercultural Sensitivity (IDI)
Cultural Immersion

Going beyond the surface with guided reflection

- D.I.E. on cultural differences (above and below the iceberg)
- Examine leadership and social change in different cultural context
- Survival language
- Establishing a culture of respect
Student Behavior

• The “Why”- A culture of respect
  - Representing more than yourself
  - Connect to leadership

• The Accountability Contract as a learning tool
• The first guiding principle was bringing to life the establishment of an "NYU standard of care" throughout the GNU as it relates to student life.

• The second guiding principle was to provide a “blue print” for a set of defining NYU student life features that could be embedded throughout the GNU.

• The defining NYU student life features took the form of programs and/or services.
GLOBAL NETWORK

STUDENT LIFE COMMITTEES

• Eight subcommittees were created to reflect the breadth and scope of the work.

• The "Student Life in the GNU" committee met for three years, and was disbanded (with honor!) when all of these issues were either resolved, or wholly absorbed into the appropriate university offices.
1. Audit & Assessment
Create an inventory of global programs and resources in place in Student Affairs offices, and identify significant overlaps or gaps of service.

2. Career Development
Develop a strategic plan for students to better incorporate study away into career planning, and to create a clearinghouse of information about local laws and regulations at each of our study away sites that govern students' ability to work and/or intern in paid and unpaid roles.
3. Communications
Create a plan for communicating appropriate information to students as they move from site to site within our global network (i.e. which information is location-appropriate and which is universal as it relates to major, year in school, etc.)
4. Housing
Better utilize the tools, skills and resources of NY-based housing services to support the global housing assignments process, facilities upkeep, funding, and residential services at the study away sites.

5. Internationalizing Washington Square
Identify ways that the New York City portal campus can increase support for international students and better promote opportunities for domestic (U.S.) students to take advantage of global opportunities on campus.
6. Programming
Identify best examples of student programming that the university should prioritize and support offering across all three portals and/or study away sites; to develop specific student programming that supports the development of global leadership skills.

7. Student Health
Create a comprehensive plan for student health services, including mental health services and health education, to be delivered to students throughout the global network regardless of location.
8. Transitions

Review the process through which students receive education, information, and support prior to departure, upon arrival at the study away site, and finally, upon return to the home portal.
NYU World Tour

BE IN AND OF THE WORLD

Revisit the familiar or discover the unknown. Journey across the world with nothing more than curiosity and an open mind. NYU World Tour invites you to celebrate the global and international experiences unique to NYU.

Check this page for announcements regarding NYU World Tour in Fall 2014.
NYU School-Based Case Study
Steinhardt Honors Program—4 year academic and developmental arc, with global as the lynchpin

- Frosh: Dean’s Global Honors Seminars
- Sophomore Honors: “How to Change the World”
- Sophomore/Junior: Study Abroad
- Junior/Senior: Honors in the Major
For Discussion

• Identify university resources in areas such as health and wellness, mental health, living environments, student activities and engagement, career, athletics.
  - What are the challenges or obstacles to greater collaboration?
  - What can these units add to the study abroad experience?
  - How can these resources be shared with on-site providers?

• Who “owns,” “runs” and “funds” study abroad? Deans of Colleges/Schools, Faculty, Study Abroad, Provost, Student Affairs?

• What is the shared responsibility for the integrity of the internationalization process, safety, security, risk mitigation, emergency response, institutional reputation?
THANK YOU

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