

Center for International Development (CID)  
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Administrative and Support Program: Fermanian School of Business

Prioritization Report: February 2014

Written by Director Robert Gailey, Ph.D. with support from Dean Ken Armstrong, Ph.D.

## CENTRALITY TO MISSION

### One: Consistency with the University’s Mission, Vision and Strategic Goals

What are the program’s main responsibilities (up to 5) and how do they support the University’s mission and vision?

Responsibilities	Support of Mission/Vision
Promote intersection between poverty and business	FSB and PLNU concerns for the “least of these”
Cross-campus collaborations	Co-curricular activities engaging hearts and mind
Bridge to local nonprofit community	Service as expression of one’s faith
International network of contacts	Global perspective and creating “world citizens”
Support IDS major; nonprofit, IDS, and sustainability minors	Distinctive undergraduate curriculum

Narrative response summarizing responsibilities – (200 word limit)

The CID’s work dovetails nicely with two trends in the U.S. that help position PLNU as an attractive option for students: 1) society placing increasing pressure on businesses to concern themselves with more than just a financial bottom line, and 2) the financial capacity and growing interest among young people to travel overseas, coupled with the growth in church interest for hands-on missions trips to developing countries. In all of these endeavors, there is a desire and need for a better understanding of global poverty, its causes, influences, and impact, as well as grounded research on sound solutions to be pursued by both the church and business concerns.

The CID engages PLNU students, faculty, and staff in cross-cultural activities, particularly focused on impoverished communities, and leads the university in the academic study of global poverty and exploring creative approaches for businesses and the Church to address global inequities. The CID also plays a central role in inspiring and directing students and alums towards missional and service-oriented career choices. CID-supported conferences and speakers who have come to campus have focused on the topics of social entrepreneurship, microfinance, and Christian nonprofit work in business, finance, church ministry, education, healthcare, and social innovation.

### Two: Internal and External Demand for the Program/Service (to show the need for and attractiveness of the program/service)

## 2.1 Who are the key users of this program? (Bulleted response)(200 word limit)

- School of Business faculty, staff, and students
- IDS major, IDS minor, nonprofit minor, sustainability minor
- PLNU Cabinet for Spring Break Build with Lazarian World Homes
- Other centers, institutes, programs across campus - in particular, International Ministries, Study Abroad, CJR, Wesleyan Center - but also Nursing, Dietetics, Sociology and Social work, Women's Studies, Spanish major, Development office, Admissions, Marketing and Creative services, Alumni Office

## 2.2 What is the internal demand or participation rate for this program and how is this measured? (Request for services, enrollments, resources, etc. – (200 word limit)

There are 35-40 students per year in the CID-connected major and minors within the FSB

There are approximately 40-50 staff, students, cabinet members, alums, and faculty who participate annually in the Spring Break Build, co-led with the International Ministries office

50-200 students per year interact with CID events that are co-sponsored with other entities across campus

Hundreds (thousands?) of alums read about CID-sponsored events in the Viewpoint and other PLNU marketing channels

4-5 students per semester borrow resources from the CID library

10-20 students per year participate in the Microfinance Club, which is supported by the CID

The CID supports (sometimes financially) and promotes Senyo's student trips to Ghana that now include School of Nursing and School of Education students in addition to Business students

Approximately 10-15 alums per year use the CID services for career support in finding jobs, internships, or graduate programs in international development

*Tracking of these events and activities has been spotty – sometimes there is a detailed count done at events and on occasion the CID has recorded the number and purposes of visitors – but not always.*

## 2.3 What significant changes in internal demand have occurred over the past 3 years and is this demand being met? If not, please identify the resources needed to meet this demand. (200 word limit)

The internal demand for CID services has remained fairly steady over the course of the past 3 years. Each year, participation and requests vary depending on the conferences happening (here and elsewhere), job openings in the field, student leadership of the microfinance club, guest speakers who come on campus (and how well known they or their institutions are), and what other centers, institutes, and departments are doing in terms of poverty alleviation. In general, I feel the CID has been (and is) adequately resourced to serve the current demands.

Internal demand for the CID may grow significantly going forward. First, the FSB (largest major at PLNU) revamped its curriculum and now requires that all business students take International Business as a core requirement. The current FSB Dean and a few FSB faculty members are discussing the role the CID can play in helping to facilitate opportunities (and even offer entire classes in the summer) for FSB students to travel to other countries as part of this particular course. In addition, one of the four pillars of PLNU 2025 is PLNU International (1,000 students engaged abroad annually), which could substantially increase the demands

placed on the CID.

2.4 What effect do external factors (i.e., needs, accreditation, certification, legal requirements, etc.) have on the program's ability to meet its goals? (Bulleted response)(200 word limit)

N/A

2.5 What significant changes in external demand have occurred over the past 3 years and is this demand being met? If not, please explain. (200 word limit)

External demand for the CID's services have grown over the past 3 years. Last year, the CID was asked to join in a couple of funding proposals (one with Nazarene Compassionate Ministries and one with Wheaton and World Relief – neither was successful) and more joint proposals may be forthcoming. The Director's sabbatical work with NCM and his role on the board of NCM, Inc. likely will require more of his time and energy in the year ahead. Local ministries and nonprofit organizations such as Edify and Plant with Purpose have increased their requests for the time/expertise of the Director of the CID. Right now, the increased demand has been met. However, with the decrease in release time for the Director (from ½ time to ¼ time) and with the subsequent increase in the number of classes being taught (from 3/year to 6/year), the Director's time has been squeezed and his availability to travel to conferences/meetings and be available to help other organizations has been curtailed.

## **PROGRAM QUALITY**

### **Three: Quality of Program Inputs and Processes:**

3.1 What qualifications and/or training are required of the staff in order to adequately meet the needs of this program? Are these needs now being met? (Please reference 2.3 and 2.5) (Bulleted response)(200 word limit)

The only permanent staff is the director at ¼ release time and he is qualified (academically and professionally) to do the required job. PLNU has been extremely generous (with time and financial support) in helping the Director start and complete his Ph.D. while he directed the CID and taught in the FSB. The 20 hrs/week of student employees working for the CID are also adequately trained and able to do their jobs. If the increases in internal and external demand for the CID's services materialize as outlined in 2.3 and 2.5, it might be helpful to hire a full-time (or half-time) non-student employee to support the increased CID workload. This person will either need to come trained and qualified or the university will need to invest in her/his training.

3.2 How do you rate the quality of the facilities, equipment, and other non-personnel resources supporting this program and how is this evaluated? (200 word limit)

The facilities, equipment and non-personnel resources of the CID are excellent. The primary concern for the

CID is the lack of awareness of its location (on campus maps and better signage) and of its work – being able to present in chapel or faculty meetings about the services offered and the work being done so more students and faculty/staff across campus are aware of what the CID is doing and what it can offer to internal and external audiences. The evaluation of these items are done via comments from others regarding the quality of the building and equipment of the CID and by comments from students and visitors who have a difficult time finding the center and from faculty/staff/students who state that they do not know what the CID does.

3.3 How has technology impacted your program (improved efficiencies, decreased/increased staff workload, etc.)? What steps are being taken to take advantage of technological support and its use by staff? (200 word limit)

Technology has enabled the director to communicate and collaborate via Skype and Google Docs with organizations in various parts of the world and to more efficiently/effectively serve on boards of global nonprofit organizations. The Director's service on nonprofit boards and his extensive network of connections in poverty alleviation and social enterprise organizations helps the CID connect students and alums to organizations for internships, jobs, and other opportunities for service and networking. The ITS department has been very supportive in helping the Director with computer needs and preferences during international travel.

#### **Four: Quality of Outcomes:**

4.1 How do you define success in your program? What data or information do you use to measure your success? (200 word limit)

Since the Director's arrival in 2005, the CID has used the FSB, other PLNU centers, external collaborators, PLNU administrators, donors, alums, and students' comments, support, praise, and suggestions to evaluate and define the CID's success. This includes informal, anecdotal feedback as well as when the CID has been highlighted in national, local, and PLNU media outlets.

The Director's primary measure of success has been to consider how many PLNU students indicate the CID's significant influence, and its provision of opportunities for engagement, on their career choices in the field of poverty alleviation and international development. That said, clearly the level and intensity of assessment is increasing at PLNU. The CID welcomes input from the university and from the FSB in defining success for the CID and coming to agreement on the measurements that should be used to track and assess how successful the CID is in accomplishing what the university wants it to accomplish.

4.2 Describe what you have learned about your program from the data that you have gathered. (200 word limit)

As director, I am confident the CID's efforts have been/remain mission-central to PLNU. I believe, to date, our efforts have been moderately successful in terms of impacting several students' career choices and providing opportunities to engage in poverty alleviation/international development (recognizing we lack hard data and some at PLNU may not see this measure as a preferred measure of success). The CID's emphasis on poverty alleviation and cross-cultural concerns are issues that appear to have significant influence on college students' personal faith development, career preparation in an

increasingly globalized workplace, and support of community formation that mobilizes resources/actions in response to God's call to care for the "least of these."

As PLNU moves forward with the vision articulated in PLNU International (1,000 PLNU students overseas each year), the CID is positioned to speak into and provide leadership for the development and implementation of program design, particularly as it relates to engaging business majors in significant cross-cultural experiences.

4.3 Describe what changes you have made to your program or processes based on the data that you have gathered. (200 word limit)

Last year, the FSB revamped the International Development (ID) major/minor and the nonprofit minor, aligning required classes more closely with the general FSB business requirements. A study abroad experience in a developing country was added to the ID major requirements. We continue to dialogue with the Sociology department about their grant-writing course being a permanent offer, which would enable the FSB to include it as a requirement for the ID degree. These changes are tied to the feedback we've received from alums, and from research done by the CID (in collaboration with Wheaton College) surveying leaders in nonprofit organizations about the knowledge/skills required by college grads applying to work for their international development organizations.

In 2012, the CID implemented a monthly "Conversation Hour" with students (and faculty) interested in the field of international development. Students from various disciplines have participated in these events and found them helpful in connecting to internship opportunities and career advice in the field. This additional activity was added after the director realized freshman and sophomores had limited exposure to relevant faculty and upper-class majors to talk in informal settings about career options and upcoming events/activities.

4.4 What examples of exemplary performance has your department received within the past 3 years? (e.g. staff awards, productivity measures, etc.) (Bulleted response)(200 word limit)

- Director received the Emerging Leader Alumni Award from Eastern Nazarene College
- In Spring 2010 the CID student employee, Maira Lopes, won the PLNU student employee of the year
- Director served on the Future Initiative Think Tank (2012-2013)

## EFFICIENCY

### Five: Size, Scope and Productivity and Costs of the Program:

#### Size, Scope and Productivity:

5.1 List staff assigned to the program along with major responsibilities of each (provide an organizational chart or staffing matrix). Indicate which positions are full-time, part-time, contracted, student workers, etc. (If position is shared with another department please identify that department and the percentage of time shared) (insert rows as needed)

Position	#	Status	Responsibilities
Director - exempt	1	Full-time - ¼ release time as faculty member	Direct all events/activities, oversee finances and strategic planning, resource person for internal and external audiences, career counselor for students and alums
Student employees – non-exempt	2-3 per semester	20 hrs./week total per semester	Handle logistics for events, track library use, input receipts and submit check requests, support CID advertising and scheduling of visitors for director

Organizational Chart – N/A

5.2 Which groups of people are served by this program and how is this identified or measured?

The CID is open and available to all students (undergrad and grad) and alums. The CID also helps faculty and staff interested in poverty alleviation and/or international development and collaborates with other centers and institutes across campus on these issues, while also representing PLNU to external audiences in this space. The primary student groups that utilize the CID resources are International Development (ID) majors, ID minors, nonprofit minors, and sustainability minors. However, at most CID-hosted events students from the whole school of business (including MBA students), as well as international studies students also participate.

5.3 How many employees are cross-trained to provide support in other program or service areas within your unit? (200 word limit)

N/A

5.4 What measures have been taken over the past 4 years to reduce costs and/or improve efficiencies? (300 word limit)

PLNU made the decision last year to reduce the release time of the Director from ½ time to ¼ time. Some years, the cost of events/travel has been reduced due to fluctuating circumstances and timing of different events, but it has not been a planned reduction. Some work of the student employees has been shifted to FSB staff (mostly financial work) for streamlining purposes. The CID has not requested increases in its overall budget for a few years, even though some of the costs we incur, like airline travel (to bring in speakers and to attend conferences), have gone up significantly.

**Revenue and other resources generated for your program or the University, if applicable:**

*We understand that not all administrative programs or services will generate revenue from internal/external sources. Internal sources of revenue are considered to be transfers from another unit on campus. External sources of revenue could be, but may not be limited to, private grants, federal grants, or fees for services. Please provide the information requested if it applies to your administrative program.*

5.5 What percent of your budget is revenue supported? The following revenue for your program has been identified by the PLNU finance office. Please add any items that are missing).

During the Director’s time at PLNU, the CID has received significant donations from George Fermanian to launch and manage Lazarian World Homes (5-6 years ago). In addition, and more recently, the CID has received other smaller donations from interested individuals.

Fiscal Year	Revenue Source (indicate if	Amount	Percent of Total Program
2010	Donation from Tom Herskowitz	\$1,000	6.4%
2011			
2012			

5.6 List any staff positions assigned to this program that are income or grant supported. (include student workers)

N/A

5.7 If the program is supported by a grant, specify the length of coverage and how the program will be maintained after the funding period has ended. (insert rows as needed)

N/A

5.8 Does your program contribute to bringing in revenue for the university that is not reflected in your budget? If so, explain the nature and amount generated as a direct result of your program. (200 word limit)

The work of the CID has been useful in helping to maintain a positive relationship with George Fermanian, one of the largest donors in recent PLNU history. In addition, the CID has played a supportive role in

helping the FSB acquire a significant donation (accounting scholarship) from alum Dick Hill, who has attended and spoken at CID events.

### Costs and expenses associated with the program:

5.9 Below is a 3-year cost analysis of the total payroll and non-payroll expenses required to run this program or service. This information was provided by the PLNU finance office using the cost centers associated with you program.

Center for International Development			10-11	11-12	12-13	Notes
						(12 out of 32 and full summer extra - dropped in 2012-13 to 6 out of 32 plus summer)
5766 - CNT FOR INTR DEVELOPMENT	6200	6200 - Salaries	\$ 42,161.75	\$ 44,002.63	\$ 31,188.69	
5766 - CNT FOR INTR DEVELOPMENT	6223	6223 - STUDENT WAGES	\$ 4,293.05	\$ 5,311.92	\$ 4,401.67	
5766 - CNT FOR INTR DEVELOPMENT	6224	6224 - STUDENT WAGES--OVERTIME	\$ -	\$ 6.00	\$ 13.43	
5766 - CNT FOR INTR DEVELOPMENT	6300	6300 - BENEFITS (Estimated)	\$ 13,491.76	\$ 14,080.84	\$ 9,980.38	
5766 - CNT FOR INTR DEVELOPMENT	6303	6303 - BANK SERVICE CHARGE	\$ 12.91	\$ 23.88	\$ 2.49	
5766 - CNT FOR INTR DEVELOPMENT	6316	6316 - PRINTING OFF CAMPUS	\$ 701.44	\$ -	\$ 3.89	
5766 - CNT FOR INTR DEVELOPMENT	6318	6318 - PHOTO/GRAPHICS SERVICE	\$ 32.63	\$ -	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6320	6320 - OTHER SERVICE	\$ -	\$ 25.00	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6323	6323 - CATERING-SODEXO	\$ 74.00	\$ 329.11	\$ 604.22	
5766 - CNT FOR INTR DEVELOPMENT	6404	6404 - SUPPLIES	\$ 32.60	\$ 204.04	\$ 128.05	
5766 - CNT FOR INTR DEVELOPMENT	6405	6405 - FILM & VIDEO PURCHASE	\$ -	\$ -	\$ 39.76	
5766 - CNT FOR INTR DEVELOPMENT	6406	6406 - POSTAGE	\$ -	\$ -	\$ 47.87	
5766 - CNT FOR INTR DEVELOPMENT	6580	6580 - CREDIT CARD PROCESSING	\$ -	\$ 10.18	\$ 4.13	
5766 - CNT FOR INTR DEVELOPMENT	6602	6602 - TELEPHONE: LOCAL & LONG	\$ 20.00	\$ 85.26	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6604	6604 - DATA/INTERNET	\$ 214.09	\$ -	\$ 7.95	
5766 - CNT FOR INTR DEVELOPMENT	6606	6606 - ELECTRICITY	\$ (2,461.60)	\$ -	\$ 165.27	
5766 - CNT FOR INTR DEVELOPMENT	6608	6608 - GAS FOR HEATING	\$ -	\$ -	\$ 70.66	
5766 - CNT FOR INTR DEVELOPMENT	6610	6610 - WATER AND SEWAGE	\$ -	\$ -	\$ 307.15	
5766 - CNT FOR INTR DEVELOPMENT	6702	6702 - MEMBERSHIP/INSTITUTION	\$ -	\$ -	\$ 500.00	
5766 - CNT FOR INTR DEVELOPMENT	6703	6703 - MEMBERSHIP/PERSONAL DEV	\$ 50.00	\$ -	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6704	6704 - TRAVEL-MEALS & LODGING	\$ 1,454.45	\$ 1,581.30	\$ 1,556.51	
5766 - CNT FOR INTR DEVELOPMENT	6705	6705 - LOCAL MEALS & ENTERTNMT	\$ 1,152.30	\$ 993.16	\$ 1,201.16	
5766 - CNT FOR INTR DEVELOPMENT	6706	6706 - WORKSHOP-SEMINARS-CONF.	\$ 1,389.04	\$ 691.71	\$ 54.00	
5766 - CNT FOR INTR DEVELOPMENT	6708	6708 - TRAVEL-AUTO & AIR	\$ 4,455.33	\$ 2,772.45	\$ 2,060.90	
5766 - CNT FOR INTR DEVELOPMENT	6710	6710 - OTHER EXPENSES	\$ 1,206.42	\$ 1,280.68	\$ 694.00	
5766 - CNT FOR INTR DEVELOPMENT	6720	6720 - INSURANCE	\$ -	\$ 39.14	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6721	6721 - SELF INSURANCE	\$ -	\$ -	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6726	6726 - MAINTENANCE-OTHER	\$ 1,169.68	\$ -	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6728	6728 - RENTALS-CONTRACTS	\$ -	\$ 250.00	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6802	6802 - DEPT CHG-MOTOR POOL	\$ 378.00	\$ 80.27	\$ 223.05	
5766 - CNT FOR INTR DEVELOPMENT	6804	6804 - DEPT CHG-COPIER	\$ 150.18	\$ 210.16	\$ 79.39	
5766 - CNT FOR INTR DEVELOPMENT	6808	6808 - DEPT CHG-POSTAGE	\$ 58.60	\$ 18.25	\$ 2.65	
5766 - CNT FOR INTR DEVELOPMENT	6810	6810 - DEPT CHG-MEDIA SERVICES	\$ 26.00	\$ -	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6812	6812 - DEPT CHG-BOOKSTORE	\$ 215.45	\$ -	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6901	6901 - NEW EQUIPMENT < \$2,000	\$ -	\$ -	\$ 955.96	
5766 - CNT FOR INTR DEVELOPMENT	6910	6910 - BOOKS	\$ 226.71	\$ 99.71	\$ -	
5766 - CNT FOR INTR DEVELOPMENT	6911	6911 - PERIODICALS	\$ 150.92	\$ 277.45	\$ 52.50	
			<b>\$ 70,655.71</b>	<b>\$ 72,373.14</b>	<b>\$ 54,345.73</b>	



5.10 Does this program share costs with other campus programs? If so, please describe and explain the interrelationship of the program budget with these programs. (200 word limit)

N/A

5.11 Please list office and other space assigned to your program that is used to conduct your business.

The CID uses a building at the south end of campus, near the Fermanian Conference Center. We also share a storage facility with the FSB and FBI that is behind the kitchen in the Conference Center.

## **OPPORTUNITY ANALYSIS**

### **Six: Impact and Opportunities**

#### **Impact, justification and overall essentiality of the program:**

6.1 How does this program support/improve the work of other programs on campus? (200 word limit)

According to the FSB leadership, the CID plays a critical role in supporting undergraduate and graduate business students and alums. We have helped connect students concerned about global poverty and serving the “least of these” to organizations that embody our tagline of “more than the bottom line: business education to change the world.”

The CID also collaborates with other centers and institutes across campus to support speakers and conferences on campus as well as facilitate students and faculty to attend and participate in conferences off campus. The CID expertise and resources regarding nonprofits, poverty alleviation organizations, and international development are utilized by other departments (this semester including Dietetics, Spanish, and Women’s Studies). The CID space is used annually during the Kyoto Prize Symposium and is available for various student-led meetings (e.g., regular microfinance club meetings).

6.2 What justification can you provide for continuing or strengthening this program? (200 word limit)

The CID’s dual emphasis on how businesses can impact global poverty and how nonprofit organizations can become more business-like, positions us well to serve students and alums interested in related careers and to support churches and businesses increasingly looking for the latest research, trained volunteers, and networks to start or improve their own endeavors.

College students going through their formative years of intellectual, emotional, and spiritual growth need access to and awareness of global poverty, of how the poorest 3.5 billion people live on less than \$3/day, and how sustainable and creative business practices are helping to improve lives, decrease poverty, and restore the environment.

The CID, through its networking efforts and moderate travel, provides an extensive network of international development and social enterprise contacts for use by PLNU faculty, staff, students, and alums.

6.3 In what ways could programs or functions of other units on campus be consolidated with this program? (Bulleted response)(200 word limit)

To increase efficiency, the work of the CID can be streamlined more strategically in one of two ways.

1. The Centers and Institutes of PLNU could grow in strength and purpose across campus with greater support from the cabinet, the regular articulation of a common theme/focus, and agreed upon metrics/measurements for activities/events that build on each center/institute's strengths while leveraging their internal and external networks/connections.
2. PLNU International and Program Prioritization provide an opportunity for the FSB, via the faculty-led leadership of the CID, to play an important role in academic initiatives that emerge, particularly those targeted at business majors. The FSB is open to discussions about an expanded role for the CID to play, should there be a consolidation of existing or newly created international-focused student services.

6.4 What functions of this program could be performed by an outside contractor and what would be the impact to the University? (Bulleted response)(200 word limit)

The functions and purpose of the CID is not something that an outside contractor could do well. If the CID were to close, a better approach would be to distribute the resources and role of the CID among FSB faculty (and faculty from a few other departments), International Ministries, Study Abroad, and OSV.

### **Opportunity:**

6.5 What is the potential of this program for generating or increasing revenue and/or enrollment? (200 word limit)

Last year, FSB revamped its curriculum and added International Business as a required course for all business majors. The CID can support the FSB in creating international and cross-cultural business opportunities for these classes, which could raise the profile/reputation of PLNU. The CID also could provide consulting services (as a revenue generating venture) to churches, nonprofits, and individuals wanting to pursue a more business-like approach to poverty alleviation – while also providing upper-division undergrad and MBA students with hands-on learning experiences. If PLNU students and alums are successful in social enterprise ventures, it could significantly raise our profile and some alums may offer to give a portion of their revenues back to PLNU to encourage developing more student social entrepreneurs.

If PLNU were to articulate specific fundraising targets/goals for Centers and provide access both to staff expertise and university donor contacts, the CID could assist the university advancement team in raising resources for PLNU. In addition, the CID staff will continue to network with its large nonprofit and university connections regarding potential grant applications the CID can join in on. However, the Director's reduced release time (and increased teaching responsibilities) makes such fundraising efforts more challenging and prohibitive.

6.6 What additional cost saving opportunities can you recommend for your program? What can you give up to help the university trim costs? Are there areas where collaborations among campus programs could help improve efficiencies for the university? (200 word limit)

The CID's budget could be cut, reducing travel/networking for both the director and students participating in relevant conferences. The FSB is working on a space-utilization and future-space-needs assessment and has included the CID's physical space as part of this assessment. This assessment will include an exploration of the best use of the CID's space. The larger big-impact ideas are mentioned in 6.3 above and can be described in more detail by the Director if requested.

6.7 If you could start fresh and totally restructure this program, how would you do it? Are there "best practices" that you have investigated?(200 word limit)

While there are other models out there, we firmly believe that if we started over, we would still want the CID to be a part of the FSB. The CID is one of the truly distinctive programs in the FSB, and something we point to as a differentiator. The work of the CID allows us to live out our motto of "More than the Bottom Line" in a concrete way. The fact that Rob also brings the related piece of a strong not-for-profit background strengthens even more the need for this presence in the FSB. We need to be more proactive in the FSB of getting the work and mission of the CID known by our own students and across campus. While we have had conversations around these issues, more stable FSB leadership will focus on this. The CID is our gateway to the world and will only grow in importance and breadth going forward.

One trend in higher education is towards creating a high-level administrator who facilitates a global/international perspective and connections. While the CID is an integral, important part of the FSB, we believe that the CID is uniquely positioned to take a leadership role in any broadened vision of how this global/international perspective should be implemented. The CID's purpose is to emphasize research, engagement, and networking with organizations that help the poorest 3.5 billion people on earth - so, international, but with an emphasis on understanding poverty and poverty alleviation efforts. Finally, the CID, because of its historic place within and support from the FSB, has purposefully directed its efforts towards a business approach to poverty alleviation, though we also support and engage the church, nonprofits, and political approaches to poverty alleviation.

6.8 How do you foresee your program changing in the next 5 years and why (200 word limit)

A lot depends on the decisions of the FSB and PLNU:

From a shrinkage perspective: The CID's budget is cut, reducing travel/networking for both the director and students participating in relevant conferences and less speakers are brought to campus. Interest in the Major and various Minors associated with the CID decline.

From a growth perspective: The CID plays an important role in bringing a business and poverty alleviation perspective to a more globally aware FSB, and consequently across campus. The CID facilitates hundreds of PLNU students and alums in meaningful and significant cross-cultural

experiences in dozens of countries and with innovative social enterprises and nonprofits. The CID leads relevant cross-cultural and poverty alleviation research, helping to raise the profile and influence of PLNU, not just regionally, but globally.