
Internationalizing U.S. Universities

A T i m e f o r L e a d e r s h i p

Conference Proceedings

June 5-7, 1990

Spokane, Washington



CONFERENCE PROCEEDINGS

**INTERNATIONALIZING U.S. UNIVERSITIES:
A TIME FOR LEADERSHIP**

June 5-7, 1990

Spokane, Washington

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Executive Summary

The conference entitled "*Internationalizing U.S. Universities - A Time for Leadership*", sponsored by Washington State University in conjunction with the University of Maryland System, was held in Spokane, Washington, June 5-7, 1990. The conference objectives included improving the understanding of the internationalization of U.S. universities, exploring the *why*, *what* and *how* of internationalization based upon empirical research and the experience of the participants, identifying optional approaches and leadership practices for enhancing university internationalization, and developing a network of individuals interested in an action agenda for enhancing the internationalization of U.S. higher education. The conference was specifically designed for university presidents, senior academic officers, and other senior administrators with an interest in and responsibility for the internationalization of university curricula and programs. The conference utilized as its framework research conducted on the internationalization of universities. The program focused on four themes, which were:

- Theme I: Why Internationalize? Stakeholder Perspective and University Benefits;
- Theme II: What to Internationalize? Results of Study and Factors Promoting Success;
- Theme III: How to Enhance Internationalization? Approaches and Leadership Options; and
- Theme IV: Conference Recommendations and Forging a National Agenda for Internationalizing Universities.

One hundred sixty-one participants representing 82 universities, state government, federal government, private sector organizations, and educational organizations attended the conference. The conference program featured the use of empirical research data, surveys and case studies; small group discussions; panel and plenary presentations; and discussions. Small working groups were formed which integrated different levels of university administrators with participants representing other stakeholders. These groups utilized approaches and tools introduced in the conference and their individual and institutional experiences to explore internationalization concepts and approaches in a number of different contexts. Activities were designed to facilitate the establishment and broadening of networks and the sharing of experiences.

The participants were welcomed by President Samuel Smith of Washington State University and Associate Chancellor Raymond Miller of the University of Maryland System. The keynote address was presented by Governor Booth Gardner of the State of Washington, who also serves as the chair of the National Governor's Council. Governor Gardner set the tone of the conference in his address, entitled *Making Connections: International Education for a Pluralistic Democracy*, by emphasizing three principal points. First, internationalizing U.S. universities is not in itself sufficient, but must go hand in hand with, and contribute to, internationalization of our public schools. Second, the fundamental goal of American education is to produce citizens who will carry our tradition of constitutional democracy and our pluralistic values into the next century. These values rest upon the belief that every human being is intrinsically important. A successful pluralistic democracy thus requires an understanding and an appreciation of other countries, cultures, and political systems. Third, there is a direct relationship between international education and cultural pluralism. Governor Gardner emphasized that these three issues - making connections between the internationalization of universities and that of public school education; making connections between knowledge and values; and making connections between global and domestic cultural diversity - are essential to the future of the country. This set the stage for Theme I: *Why Internationalize?*

A panel was convened to provide overviews of the rationale for university internationalization from contrasting stakeholder perspectives. Represented were perspectives of universities, university systems, the private sector, and federal, state and city government. Panelists shared individual views and experiences of *why* internationalization is an imperative, richly illustrating that not one, but rather multiple rationales for internationalization co-exist. Panel chair Charles Royer of Harvard University noted that in order to effectively reach different audiences--to build understanding and/or mobilize general support into specific action--one must identify *which why* will be understood and will build constituency. The concept that despite the many reasons *why* we must internationalize, we must be better at determining *which why works for whom*, was among the cornerstones of the conference. More empirical data and information is needed to effectively implement this concept.

Theme II: *What to Internationalize?* was introduced by a presentation summarizing the results of a national study on the internationalization of U.S. universities conducted by James B. Henson at Washington State University. The study included information collected by questionnaire from 183 research universities and ten case studies. Analysis of the questionnaire data, coupled with independent assessment based on the case studies, enabled the researchers to establish an index score indicating the relative degree of internationalization by universities, based upon the information provided. Utilizing this information it was possible to establish a frequency distribution of the degree of internationalization which enabled a comparison to be made between those universities with a lesser and those with a greater degree of internationalization. The research identified groups of factors and subfactors which appear to be

significantly promoting and supporting internationalization. These were presented to and discussed by and with conference participants. The research attempted to examine the *process* of internationalization in a systematic way that will enable it to be examined, researched, and utilized to better understand and successfully implement efforts at internationalization. A conceptual process model or approach for internationalization was presented as a departure point for discussions. In small groups, participants further examined factors promoting and supporting internationalization based upon the presentation and upon their individual and institutional experiences. Products and approaches developed by these working groups were consolidated to provide information to enrich and adapt the conceptual approach for utilization by individual institutions.

How to Enhance Internationalization? Approaches and Leadership Options for U.S. Universities, was the topic of Theme III. President Charles J. Ping of Ohio University presented a paper entitled *Overview of Approaches and Leadership Options for Internationalization*. This paper was enthusiastically received by the participants and generated a great deal of interest and discussion because of its insightful and thought-provoking contents and approaches to the topics. Key concepts included the need for supportive rhetoric at the highest levels of the institution and the need to translate that rhetoric into decision-making and the provision of resources to implement decisions. President Ping's presentation was followed by an overview of concepts and approaches on *how* to internationalize, based upon the Washington State University research efforts. These results emphasized the presence, characteristics and interrelationships -- including mix, integration, coordination, synergism, and leverage -- of factors and subfactors promoting and supporting internationalization within each institutional context and environment. Critical to the *how* question is the definition of institution-specific goals and objectives for internationalization. For example, an individual institution might decide to focus internationalization efforts in a single area, such as the undergraduate curriculum. Thus, which factors and subfactors will be selected for action and how these will be most effectively interrelated to achieve desired results, must be closely correlated with specific institutional objectives.

One of the important factors for successful internationalization is leadership. Such leadership occurs at several levels within each university or university system. Dr. Marcus Ingle of the International Development Management Center at the University of Maryland System presented an overview of leadership options and approaches for internationalization, interfacing the previous process factors supporting internationalization with different levels of leadership.

Small groups then utilized the framework of the Theme III presentations to identify potential specific approaches and strategies for internationalizing a specific institution, utilizing four theoretical university scenarios. In addition, the small groups addressed leadership approaches for the four different scenarios at the system, university, and program levels. The results were presented during a plenary session and discussed

by the participants. These included the expansion of leadership roles within the university, including student leadership roles; and external to the university, to include key stakeholder groups in the public and private sectors.

Dr. Leonard Haynes, Assistant Secretary for Post-Secondary Education, U.S. Department of Education, gave a presentation entitled *The Internationalization of Education*. Dr. Haynes emphasized the need to internationalize higher education and indicated that the Department of Education was examining its programs to determine how to more effectively support university efforts to internationalize. He further stated that his office intends to work to advance Title VI in order to assist universities to further globalize education. Dr. Haynes indicated that they are striving to be more innovative in funding grants, particularly for in-service and pre-service teachers. He stressed that the environment has never been better for action directed to internationalizing education. The world's doors are opening wider; the global network is coming together at a pace not dreamed of previously. Americans are beginning not only to understand but to appreciate the critical relevance of an internationalized educational system.

Theme IV: Conference Recommendations and Forging a National Agenda for Internationalizing Universities, was based upon a summarization by Theme moderators of the activities, discussions and conclusions reached during the previous sessions. Dr. John D. Byrne introduced the session with a focus on *change* which is critical to internationalization. He stressed that the underlying purpose for participation in this conference is to bring about this change. Dr. Ralph Smuckler indicated that an important dimension of *why* we must internationalize is that the *why which works* will be different in different situations, before different audiences, and on different occasions. Recognition and/or identification of which internationalization *whys* will work in specific environments is extremely important in generating support and the actions necessary within and beyond our institutions to bring about changes.

Dr. Davydd Greenwood suggested that *what* to internationalize might be the issue with which we are least comfortable, in that it challenges existing paradigms of international education. He noted that the examination of empirical data and conceptual approaches from recent research can be used to consider what is being internationalized by university and university systems and how to identify and work toward specific internationalization objectives. He indicated that the conference had advanced the development of a conceptual model or approach for internationalization with suggested adjustments, additions and improvements which deepen its analytical capacity and enhance its utility. It should be viewed not as a blueprint, but as a tool to assist academic leaders in moving their institutions towards their objectives for institutional improvement. Internationalization, he stated, is a process of continuous, iterative improvement, with the goal being not so much to move from low to high, but to strive for a commitment to continue enhancement and improvement.

Dr. Jim Ozbun provided an overview of the information generated on *how* to internationalize. He focused this discussion by asking a set of questions which emphasized achieving desired impacts--internationally literate graduates--and how to generate interest and support for internationalization. He stated that the conference's conceptual model has provided a useful framework to assist in analyzing and strengthening internationalization. Implementation of specific activities must be tailored to meet the needs, objectives and environments of individual institutions. The approaches discussed demonstrate that while universities may differ significantly in both their current international activities and capacities and their internationalization objectives, the strategies for strengthening international activities may be similar. He reiterated the insights into *How to Internationalize* provided by President Ping, stressing the importance of rhetoric followed by appropriate decisions, resource allocations, and assessment. He noted that leadership practices at numerous levels within and external to the university were recognized as important in the course of the conference.

Dr. Byrne summarized by stating that the time for internationalization is now. He indicated that after examining *why*, *what*, and *how* for internationalization, the final question for internationalization is "*who?*". He stressed that the answer must be each of us.

Conference participants broke into small groups to examine the summary presentation by the moderators as well as material handed out which summarized the previous sessions and to use these to develop conference recommendations. These recommendations focused on several topical areas:

- K-12
- Universities
- Higher Educational Organizations
- State/Federal Agencies/Legislatures
- Private Sector

Specific recommendations were developed for each of these categories and are included in the Proceedings of the conference. Finally, participants stressed the importance of educating not only the public which the universities serve, but also university faculty, students, administrators, and other stakeholders to understand what internationalization is, can, and should be. Participants agreed that the time for leadership for the internationalization of universities is now and that this responsibility is shared by each of us.

A decided majority of the conference participants evaluated the conference as "Highly Successful" and suggested several next steps which were as follows:

- Establish several task forces in the topical areas indicated above;
- Ask for volunteers to work together to define approaches for the implementation of the recommendations;

- Prepare the Proceedings and circulate them as soon as possible;
- Work with universities and university systems to plan and conduct similar types of conferences/workshops to assist them in better understanding, developing, and implementing plans for internationalization and;
- Plan and conduct a follow-up conference, or perhaps several conferences addressing high priority topics and needs identified by conference participants.

Introduction

Many universities in the United States are viewing internationalization as a high priority and are carrying out a wide variety of activities directed to strengthening existing international curricula and programs or developing new ones. Internationalization has frequently been addressed in general terms with limited research and information available on approaches and concepts for internationalization. Emphasis has often been placed on specific activities (inputs) with little attention addressing strategic university-wide approaches and impact. There appears to have been little research on internationalization *per se*, although international programs and activities have long been a part of U.S. universities.

University international endeavors have been enhanced over the last decade as a result of the interest of faculty and students, a recognized need to be more global by enlightened university and faculty leadership, and a perceived need to enhance economic competitiveness. However, strategic approaches to total university internationalization have infrequently been addressed. Most available literature relates to specific topics such as study abroad, the incorporation of international content and materials into the curriculum, participation in development cooperation, and other topics. There is no evidence of the establishment of a conceptual model that will enable university internationalization to be researched and examined in an empirical, systematic way.

Washington State University (WSU) began a research effort almost two years ago to address three basic questions about the internationalization of universities. These questions were:

- Why internationalize universities?
- What to internationalize?
- How to carry out the internationalization process?

A part of these endeavors was to plan and implement a national conference entitled *Internationalizing U.S. Universities - A Time for Leadership*. This conference was to utilize as a departure point information collected from the study and from the research and experiences of others.

The conference *Internationalizing U.S. Universities - A Time for Leadership* was planned by the International Program Development Office of Washington State University and the International Development Management Center of the University of Maryland System. A Conference Planning Committee was assisted by a Program Advisory Committee composed of representatives from universities and public sector organizations. (See Appendix A).

The conference was held in Spokane, Washington, June 5-7, 1990. It was designed for senior-level university administrators who are committed to the further

internationalization of U.S. higher education and for selected representatives of the private sector, academic governing bodies, state and national governments, and educational organizations. A total of 161 participants from 82 universities and university systems and nine other organizations attended, representing a variety of types, sizes and geographic locations.

Within the context of the conference, *internationalization* was defined as "*the incorporation of international contents, materials, activities, and understandings into the teaching, research, and public service functions of universities to enhance their relevance in an interdependent world.*"

Conference objectives were as follows:

- Examine and improve the understanding of the internationalization of U.S. universities;
- Explore the *why, what, and how* of internationalization based upon empirical research and the experience of participants;
- Identify approaches and leadership practices for enhancing the internationalization of universities; and
- Develop an action agenda for enhancing the internationalization of U.S. higher education.

The desired results of the conference were for participants to understand the key factors and successful approaches for enhancing the internationalization of universities; to acquire a set of leadership practices and approaches which could be applied to their own university settings to enhance internationalization; and to generate resolutions and recommendations which could promote and support the internationalization of U.S. higher education.

The conference program is given in Appendix A. The program features included the use of empirical survey data and case studies to identify and examine successful approaches to internationalization. The conference also utilized panels, individual presentations, small group discussions, and plenary sessions. The activities were actively facilitated to accomplish the objectives of the conference in the limited time available. Also emphasized were professional networking, sharing of leadership, and other experiences. Some universities shared information in the form of exhibits and copies of written materials.

These proceedings have been prepared to document the information generated at the conference and to share conclusions and recommendations. Included in the proceedings are individual papers, summarizations of discussions by panels and small groups, summarizations of thematic sessions by moderators, handouts and other information presented during the course of the conference, and the capturing of comments and discussions relevant to a variety of topics by participants. The body of the proceedings summarizes the conference content and information with details provided in the Appendices.

Conference Opening

Opening: Samuel Smith, *President*, Washington State University

Welcome to this conference, *Internationalizing U.S. Universities: A Time for Leadership*. Both my colleague Dr. Raymond Miller, representing the University of Maryland System, and I are glad that you are here and look forward to meeting and working with all of you as we address a very important and timely topic.

Let me begin by briefly stating the challenge that brings us all together. There is growing pressure upon higher education, both from within and without the university community, to recognize opportunities and suggest solutions to problems faced by an increasingly interdependent world. Many of our universities have rationalized *why* we should further internationalize our universities, frequently building on existing strengths and activities. *What* to internationalize, and *how* the internationalization process can be most effectively carried out is less clear. It also appears that there is a need to place internationalization within an empirical intellectual framework that will allow it to be researched, and data collected and analyzed to provide universities with information that will assist all of us in realizing our desired level of internationalization. An approach building upon research data that can take us beyond generalizations will be a unique element of this conference. We look forward not only to examining results of research, but also sharing experiences and learning from each other. Success in internationalization endeavors will depend to a great degree on leadership at multiple levels in our universities. It will also depend upon institutional change to incorporate, as appropriate, international content, materials, and understandings into our programs in order to increase their relevance for those we serve.

The program for the next two and a half days that you have before you has been prepared with guidance and input from a number of individuals with a great deal of experience and understanding about internationalization of universities. I want to add my thanks to the Planning and Program Advisory Committees for jobs well done. The program reflects your thoughtful input and understanding.

We invited the Honorable Thomas S. Foley, Speaker of the House, U.S. Congress, to be with us today. We are presently in Speaker Foley's district, which he has served well for many years. Representative Foley could not be here today due to a number of events, including Mr. Gorbachev's present visit. However, the Speaker did ask me to read a letter to the conference. The letter is as follows.

The Speaker's Rooms
U.S. House of Representatives
Washington, DC 20515

June 5, 1990

Dear Sam:

I am sorry I will not be able to attend Washington State University's conference on Internationalizing U.S. Universities - A Time For Leadership. I did want to take the opportunity to welcome all of the participants to the Inland Northwest and to wish you a very productive and successful conference.

The events of the past year, including Mr. Gorbachev's visit to the United States, underscore the necessity of internationalizing our education system. With the apparent decline of the military threat to our security, our strength as a nation will increasingly depend on our ability to compete economically. The rapidly changing global marketplace will require a generation of workers who understand the changing economic, political and social dynamics of the new world.

We have always been more internationally-minded in Washington State, and I am pleased that Washington State University is taking the lead in exploring ways to internationalize higher education. I firmly believe that this conference and similar efforts will contribute to the health of our State and the Nation.

We in the Congress will look to you in the education community for advice on ways to promote the internationalization of higher education. I hope, in that regard, that you will provide me with the results and recommendations of the conference.

Once again, please relay my best wishes for an informative, enjoyable conference to all the participants.

Sincerely yours,



Thomas S. Foley
The Speaker

Mr. Samuel Smith
President
Washington State University
Pullman, Washington 99164

President Smith introduced the Keynote Speaker, Governor Booth Gardner of the State of Washington, who also serves as the chairman-elect of the National Governors' Association.

Keynote Address

Making the Connection: International Education for a Pluralist Democracy

Remarks by Governor Booth Gardner
June 5, 1990

Good morning.

I am delighted to see a national gathering of this caliber addressing one of the most important issues facing our country.

In the past, when I've spoken on international education, my purpose has been to persuade people of its importance, and to try to create a sense of urgency about preparing our young people for a global future. But today I don't have to give that speech. Your presence here this morning demonstrates that you already understand the importance of international literacy, and are ready to act. So I would like to make three simple points on just what actions need to be taken.

The first is that there is no point internationalizing U.S. universities if we don't simultaneously internationalize our *public schools!* You will forever be put in the position of providing *remedial* international education if students don't come to you with a foundation in geography, world history, and languages. Now please don't tell me that public schools aren't in your department. The fact is that public schools cannot internationalize themselves without the active intervention of colleges and universities.

You may lament the fact that you don't have *more* resources for international programs, but you need to remember that public schools have virtually *no* resources in this field. They can't provide teacher in-service training in international fields because there is little or no expertise on these issues in public schools. There are, of course, the exceptional teachers who have been in the Peace Corps, or who have a strong personal interest in these issues. But there is a vast scarcity of leadership on this issue in the world of public education. Several years ago a speaker who addressed the assembled superintendents of our largest school districts asked the group how many of them had heard of GATT - The General Agreement on Tariffs and Trade. Not one hand in the entire group was raised.

Public schools simply don't have enough of a knowledge base on which to begin to build international education programs. They need you. You may feel that your programs are underfunded, but at least you have programs! You have professors of geography, specialists on Latin America, and scholars who follow the changes in Eastern Europe. Public school teachers need to meet and work with them.

Here in Washington, our legislature has just allocated special funding to the Henry M. Jackson School of International Studies at the University of Washington for the specific purpose of conducting outreach and teacher in-service activities for our public schools. We are also asking them to work with the College of Education to begin designing new coursework for prospective teachers. In California the legislature has gone even further. They've created five university-based centers to provide internationally-oriented teacher in-service and curriculum development for public schools. These are efforts that must be strengthened and expanded. And it would be extremely helpful if universities would take the initiative in working with public schools.

The second point I want to make is about the fundamental purpose of teaching about international affairs. Last year a legislative committee that was investigating international education brought together a panel of graduate students from all over the world and asked each of them to answer one question. The question was "What do you wish Americans knew about your country?" The most eloquent answer came from a young woman from Argentina. "I would like Americans to know that we don't all live on the pampas," she said, "and I'd like Americans to know that we have modern cities, that we are working towards democracy, and so forth." "But," she said, "what really matters to me is not how much Americans *know* about us, but how much they *care* about us. It doesn't matter if they're well-informed if they don't really care." That is truly the heart of this whole issue. If we don't make the connections between expertise and ethics, we are creating dangerous people. It is insufficient to teach about other peoples' lives if we do not also teach about the *value* of those lives.

The fundamental goal of American education is to produce American citizens who will carry our tradition of constitutional democracy and our pluralist values into the next century. Those values rest on the notion that every human being is intrinsically important. We must do a better job of teaching those values. And we especially need to do a better job of teaching those values when we open the books about people from other cultures and traditions.

And that brings me to the third point I want to make -- the connection between international education and cultural pluralism. There is an element of irony in our efforts to expand teaching about *foreign* cultures and traditions while our educational institutions are neglecting the teaching of the diversity of *American* cultures and ethnic traditions. The results of this irony are tragic.

In Detroit a Chinese-American man was beaten to death just a few years ago by unemployed auto workers who thought he was Japanese; they blamed the Japanese for their unemployment. Here in Washington State the FBI just recently arrested a group of fanatics who were planning to bomb minority bars and businesses. And many of the campuses where you work have been the scene of growing harassment of minority students.

Race relations in this country are heading towards a crisis, while our entire country seems to be sleep-walking towards the edge of a cliff. Today's generation of college students don't remember Martin Luther King. They haven't felt the moral force of his arguments. And their public school education has not prepared most of them to fully participate in a pluralist democracy or to value and enjoy cultural diversity. In this respect, the civil rights movement of the sixties was aborted by the education budget cuts of the late seventies and early eighties. In too many school districts, federally-funded programs that developed multicultural curriculum and teacher education fell by the wayside. In many areas the result is that we are now producing a generation of high school graduates who are just as *ignorant* of the history and experience of American minorities as the graduates of the 1950s.

Linking the teaching of global cultures to the teaching of American cultures is a question of moral consistency, and a question of academic honesty. It makes no sense to produce graduates who know the history of the Japanese, but not the Japanese-Americans. Our ethnic diversity is what distinguishes the United States from other countries. It is the source of our cultural vitality and our ability to draw upon diverse perspectives and experiences in solving problems. But it is not in our blood. It is a tradition that has to be taught - in our nursery schools, our public schools, and in our colleges and universities.

These three issues -- making connections with public schools, making connections between knowledge and values, and making connections between global and domestic cultural diversity -- are essential to our future. The imperative of international education is not simply to produce graduates who can compete in the global economy; it is to produce graduates who are productive and humane citizens of the United States and the world. If we fail to do that we have little hope that there will be a peaceful and functional global economy for them to participate in.

Those of you who have chosen to devote your professional lives to this challenge have undertaken a mission that becomes more important with every passing day. I wish you great success in your endeavors.

Thank you.

THEME I: WHY INTERNATIONALIZE? STAKEHOLDER PERSPECTIVES & UNIVERSITY BENEFITS

Tuesday A.M., June 5, 1990

Title: Rationale for Internationalization: Stakeholder Perspectives

Moderator: Dr. Ralph Smuckler
Dean, International Studies and Programs, Center for International Programs, Michigan State University

Panel: Charles Royer (Panel Chair)
Director, Institute of Politics, John F. Kennedy School of Government, Harvard University
John Alexander
Director, Center for International Programs, Office of Post-Secondary Education, U.S. Department of Education
Ilona M. Hogan
Attorney; Venable, Baetjer, Howard & Cioletti, Board of Regents, University of Maryland Systems
Thomas A. Bartlett
Chancellor, Oregon State System of Higher Education
William P. Hytche
President, University of Maryland/Eastern Shores

Introduction

The *Rationale for Internationalization: Stakeholder Perspectives* Panel was convened to consider *why* universities should internationalize from the stakeholder perspective. Moderator Ralph Smuckler opened the discussion by querying whether multiple answers to "*Why Internationalize?*" evolve from different definitions of internationalization. Additionally, any consideration of *why* an institution should internationalize must recognize the degree of competition which exists between different constituencies at universities and programs which include the faculty, administration, units, curriculum, research, etc. Given these competing factors, *why* is internationalization sufficiently important to merit the allocation of resources, in terms of time and funds, rather than use the funds for other activities? A consideration of *why* internationalize must also evaluate the relative importance of different components for internationalization (i.e., funding for language programs versus area studies). Finally, arguments supportive of *why* a university should internationalize must be utilized to gain support from the university faculty as they are critical to internationalization.

Panel Presentations

Which Why Works? - Charles Royer:

The Panel Chair, Dr. Charles Royer, began with the challenge to determine *which why works*. This should be determined within the context of our values and leadership. Effective internationalization can help re-energize or reawaken our national values. This is important on both a domestic and a global scale. The case of Romania was utilized to illustrate countries that are currently in the process of political evolution and change, that look to the U.S. as a model. In answering *which why works*, the motivators to universities - students, faculty, administrators, extension agents, and/or clientele - must be identified. University motivation may be found in international competitiveness, but may more likely be in the opportunities for leadership which focus or encompass our basic system of values. An important component of *which why works* is *who* drives the *why*. The sanction and support from leadership levels such as the President/Chancellor/Provost/Director are critical. But perhaps the strongest *which why works* is our overall system.

Federal Perspective - John Alexander:

John Alexander provided a broad perspective from which to consider the question "*Why Internationalize?*". From a federal perspective, the stakeholders for internationalization are the American taxpayers. From their standpoint, the future must be considered from a national and strategic standpoint.

Questions related to "*Why Internationalize?*" include how Americans need to be prepared to relate to other cultures, and how our economy will fare in the context of new global dynamics. In this regard internationalization reaches across multiple sectors in the government, the private sector, and the educational system, from K-12 through post-secondary levels. A comparison between resources allocated in Japan and the U.S. for internationalization illustrates the relative gap under which the U.S. is operating. In Japan \$160 million is allocated for faculty exchange programs. This is four times the amount of money that the U.S. federal government spends on international education (i.e., \$35 million for domestic foreign study/language, and \$5 million for Fulbright Hays, for a total \$40 million Department of Education budget). The Japanese allocate approximately \$20 million for Fulbright-like programs, and \$3.3 million in student exchange. They allocate a total budget of \$5.4 billion dollars in the area of international education.

Internationalization is vital in the short- and long-term national interest, and entails:

- Expansion of programs to develop specialists;
- Expansion of programs for study abroad;

- Development of international education partnerships, which may include consortia of universities (from multiple countries) and secondary schools;
- Development of university linkages abroad;
- Expansion of grant programs to internationalize (i.e., Title VI, Fulbright, etc.).

"*Why Internationalize?*" can be championed from a competitive standpoint (others are doing it); from a moral standpoint (it is the right thing to do); and from a pragmatic, political standpoint (it is the right time to do it). In terms of *which why works*, institutional leadership on campus in conjunction with strong political leadership is crucial to the process. For example, recommendations and actions for legislative appropriations and/or re-authorizations will help further internationalization.

Private Sector Perspective - Ilona Hogan:

Ilona Hogan contributed a distinctive combination of private and university-related international experience and expertise to the panel. From a perspective derived from concurrent responsibilities as an international lawyer/private sector and university system regent, Ms. Hogan emphasized international competitiveness and economic development. While international public law has its history in diplomacy, private international law represents the infusion of general business law with broad-based internationalization. "*Why Internationalize?*" can be interpreted as a call to universities to produce the human resource base necessary to meet these evolving needs, particularly for the infusion of internationalization into general education and business law. The short and long-term benefits of "*Why Internationalize?*" will be reflected in increased international competitiveness and economic development.

University Systems - Chancellor Thomas Bartlett:

A key component to "*Why Internationalize?*" is the consideration of which *why* will motivate change. The U.S. comparative advantage for internationalization may be found in our sense of competitiveness. For example, the U.S. is currently exhibiting less competence in understanding global issues and imparting required skills relative to our worldwide competitors. Millions of students are coming to the U.S., but programs in place for the U.S. are not reciprocal. The sense of insecurity which results from the U.S. "lagging behind" may activate our national sense of competition and motivate us to more intensively and effectively internationalize. In this way the capabilities and understanding which result from internationalization will contribute to our overall national and competitive security.

Universities - President William P. Hytche:

William Hytche stressed global interdependence as a significant *why* for internationalization. This interdependence is reflected in communications technology, worldwide marketing and marketing strategies, and multiple occupations and opportunities that are international in nature. The ripple effects of these components of global interdependence further substantiate why internationalization should take

place. In addition, "*Why Internationalize?*" can be addressed in response to humanitarian needs. The worldwide need to promote health and alleviate hunger and poverty can be justified from this basis alone.

The degree and level of leadership taken in response to "*Why Internationalize?*" determines the effectiveness of subsequent efforts. For example, leadership by a university president does not assure practice by the university as a whole. Project and program implementation must incorporate participation at the faculty level. Leadership at a governmental level might also be enhanced through the design and implementation of a "Center for Internationalization" to serve government/elected officials.

Plenary Discussion

The Panel presentations initiated interactive discussion from conference participants. The major points of this discussion are summarized as follows:

- Effective internationalization cannot be accomplished through rote or "clinical" programming, but rather through dynamic planning in multiple disciplinary areas. Curricula and study abroad programs must encompass a full range to meet student and institutional needs.
- The role and importance of language and language training in internationalization needs consensus. Language deficiencies may be a limiting factor for student interest in study abroad. The corporate sector (indicated by the Business and Higher Education Forum) is currently emphasizing international and language development to impart mandatory skills for working in the global marketplace that go beyond language capability. The degree to which universities meet the demand for these improved international skills/capabilities is enhanced by the extent to which core curricula reflect these dimensions.
- The importance of a strategy for Title VI and its role in internationalization, in terms not only of funding priorities but also in leadership, was discussed. Our Constitution precludes the prescription of education, but programs supportive of internationalization could be encouraged through appropriate funding and/or the identification of national standards for performance. Within federal institutions, such as the Department of Education, goals inclusive of the importance of internationalization can help to prioritize it at the national level.
- Internationalization *whys* that focus on international competition and market-driven forces are multi-sided. From a standpoint of general economic theory, increasing the competitiveness of our global trading partners provides dual benefits. From this perspective, "*Why*

Internationalize?" involves building a better world, with the amelioration of ignorance, poverty, disease and the promotion of global prosperity within a sustainable environment.

- A consideration of *which why works* can translate into very different actions and policies, depending on a particular constituency or group. There has also been a marked change over time. Even within the last few decades, internationally related activities have evolved in focus from world politics and/or humanitarianism through our current orientation towards the global marketplace and economic competitiveness. Perhaps a new response might be for internationalization in pursuit of societal pluralism, to recognize the value in cultural diversity and the acceptance of difference as strength.

In summary, there is no single *why* for internationalization. The imperative is for universities to provide internationalized teaching, research and public service programs. To function in a cooperative and competitive way in our evolving world there are many *whys* that need to be asked and addressed.

THEME II: WHAT TO INTERNATIONALIZE? RESULTS OF THE STUDY AND FACTORS PROMOTING SUCCESS

Tuesday P.M., June 5, 1990

Moderator: Dr. Davydd Greenwood
Director, Center for International Studies, Cornell University

Introduction

Dr. Davydd Greenwood, moderator for Theme II, introduced the topic, "*What to Internationalize?*". He emphasized the need to view internationalization within the broad university context, addressing the activities (factors) which are contributing to the internationalization of programs and their impact on teaching, research, and service functions and responsibilities. Dr. Greenwood indicated the need to examine *what* to internationalize in a systematic way to enable universities to better understand and more effectively address internationalization.

Dr. Greenwood introduced Dr. J.B. Henson of the International Program Development Office, Washington State University, to present a summary of the results of the national study on the internationalization of U.S. universities. During this presentation, emphasis was placed on Theme II, "*What to Internationalize?*", with the concepts and approaches for *how* to internationalize given in Theme III, to be presented Wednesday morning.

Summary of Study on Internationalizing U.S. Universities

Dr. Henson indicated the presentation was based upon the paper entitled *Internationalizing U.S. Universities - Preliminary Summary of a National Study*, which was included in the conference notebooks provided to each participant. He also indicated that some preliminary information on this topic was included in the pre-conference reading which was also provided to all participants.

Dr. Henson acknowledged the activities and support of a number of individuals and organizations in the conduct of the study. He indicated that the study was developed to establish a database, collect and analyze information, and construct a conceptual model for university internationalization that can be utilized to examine and support internationalization. He stated that internationalization had frequently been addressed in general rather than specific terms and frequently focused on activities and not on strategic approaches for the internationalization of universities. The study emphasized the latter. Dr. Henson indicated that the work is viewed as only one step in a continuing process to develop information and promote research on the topic of internationalization.

It is important to note that the research base for this theme did not seek to determine what a successfully internationalized university is, in empirical terms. It made no attempt to measure internationalization *per se*, nor did it seek to define targets or desired states to which institutions should aspire. Indeed, the research revealed that universities generally have not attempted to define internationalization in terms of objectively verifiable indicators of success. Survey and case study activities elicited a broad spectrum of potential measures of success, the most intriguing being those which deal with the impact of internationalization in terms of enhanced global understanding with associated behavioral change by the university and the clientele it serves. However, there appears to be no impact-related database with which to work. For this reason, data and information collection, analysis and interpretation of research findings utilizing potential indirect indicators or precursors for developing a process approach to internationalization, are important.

Dr. Henson's research, which focused on U.S. research universities and Historically Black Colleges and Universities (HBCUs), viewed internationalization as a *process* which must be implemented within the context of existing university-wide and university system-wide organization and function. It has begun to examine this process in a systematic fashion in order to determine how it can be enhanced.

A questionnaire was developed and was administered by the Social and Economic Sciences Research Center at Washington State University. One hundred eighty-three of the 236 universities contacted completed and returned the questionnaire, a 76% return. Sixty-four public land grant universities, 61 public non-land grant universities, 44 private universities, and 14 historic black colleges and universities returned questionnaires.

The data was analyzed using statistical analyses and hypothesis testing, utilizing cross tabulations, frequency distributions, descriptive statistics, correlation analysis, χ^2 , t-tests, and the Mann-Whitney U-test. Details of the universities and the analyses of the data are given in Appendix B. In analyzing the data collected by the questionnaire, a single index score indicating the relative degree of internationalization of each of the 183 universities was developed. This score then served as an identification mechanism for comparing universities with a lower degree with those with a higher degree of internationalization. Each of the 183 internationalization index scores were plotted to obtain a frequency distribution given in Appendix B.

In addition to the information collected by questionnaires, ten in-depth case studies were conducted of selected universities in which 237 university administrators were interviewed. The case studies were carried out independently of the collection of the questionnaire data, and the results provided detailed information about internationalization at these specific universities. The results were also used to compare this subjective assessment with the degree of internationalization indicated by the index scores. A close correlation was found between the assessment of

internationalization from the case studies and their index scores as obtained from the questionnaire.

Utilizing results from the statistical evaluation of the data, frequency distribution information and case studies, it was possible to identify factors and subfactors that are significantly contributing to the internationalization of universities. Important factors promoting and supporting internationalization were found to be resources, program activities, leadership and management, organization, and the external environment. Each factor had subfactors which are given in the following paragraph. A conceptual model for internationalizing universities was developed. Details of these results are also given in Appendix B.

Resources are one of the important factors for promoting and supporting internationalization, represented by faculty, administrators, funding, and faculty incentives and rewards. Diverse program activities also contribute to varying degrees. Foreign students and scholars; study, work, and internships abroad; foreign language training; development cooperation including development assistance projects and contracts, training, linkages and cooperative agreements, were all found to be significant. Academically driven programs represented by interdisciplinary and multidisciplinary research, scholarly activities, and graduate education; area and thematic study programs; and the undergraduate curriculum were also found to be important. Program activities which are public service functions appear to be less important than most of the other factors.

Leadership and management were found to be significant and included: commitment on the part of the institution; policies and procedures that are supportive of internationalization; a strategic planning and review process; and the allocation of resources. The organization of international programs with a central entity and an administrator sufficiently high up in the administration for advocacy, coordination, and integration was the most important organizational structure. Linkages between the various factors were also important, as was the internal culture that is supportive for internationalization. The external environment which significantly impacted internationalization included global awareness, stakeholder demand from a broad spectrum of stakeholders, and benefits.

The conceptual framework of "*What to Internationalize?*" was thus presented in terms of this process approach (Appendix B). It focused on those aggregated factors, within the operational context of the university which appear to be related to internationalization, regardless of the type of university (public, private, landgrant, non-landgrant, large or small). These were identified with the intent that such factors can serve as an initial set of tools for internationalization which can be used to develop approaches specific to individual institutional and system needs and contexts.

Summary of Study on Internationalizing U.S. University Systems

Dr. Marcus D. Ingle, Director, International Development Management Center, University of Maryland Systems, was introduced by Moderator Greenwood to present the results of the survey of university systems and to address "External Environment as a Factor of Internationalization." The complete text is found in Appendix B.

System Study Approach and Methods

The study focused on the *Why, What* and *How* dimensions of internationalization from a university system perspective. Following the definitions developed for the WSU study, internationalization is "the incorporation of international content, materials, activities and understandings into the teaching, research, and public service function of universities in an increasingly interdependent world" (Henson, 1989). University systems are defined as multi-campus/special unit structures with a minimum of one central university and a separate system office headed by a chief executive officer.

The approach was to view the internationalization of university systems as (1) an additive dimension of university internationalization, and (2) the near external environment of the university campus. University internationalization is influenced by factors in both internal and external environment. University system internationalization is influenced by the interaction of the system campuses and units, campus interaction with the university system office, and campus and system office interaction with external stakeholders.

To collect data on university systems, a questionnaire was prepared and sent to 37 U.S. university systems throughout the United States. The target sample was composed of systems similar to the University of Maryland System - a statewide system identified by the state name or by land-grant university status. The request for completion of the questionnaire was made directly to the CEO. Twenty-nine percent of the surveys were completed by the system chief executive officer, and the remainder by upper level system administrators. Completed surveys were examined in the context of the literature on university systems and the results of the WSU study.

Descriptive Data of University Systems Survey

There were 29 responses (78%) to the survey. Sixteen institutions identify themselves as having a land-grant university in their system, and 13 are non-land grant. Two responding institutions contain historically black colleges or universities. All systems are public institutions with state support. Our initial research shows a wide variety of system types, from those that identify themselves as central administrative units of the university, to others with a "flagship" campus and branches, to others considering themselves consortium institutions. The number of campuses/special units in the systems surveys range from 0-5 (36%), 5-10 (43%), and 10+ (14%); 82% of the systems have been in existence for five or more years.

A trend toward increased internationalization of university systems is indicated in the study. Respondents indicate system programs (such as research, teaching, and public service) and faculty and student interest levels in internationalization have all increased during the last five years. Sixty-one percent indicate internationalization of system programs and activities will become significantly more during the next ten years, and 32% indicate internationalization will become somewhat more important. Ninety-six percent of the university systems indicate some of their campuses and units are more internationalized than others.

Why internationalize university systems?

Our university system survey indicates a strong rationale for internationalization. Reasons include the impact of global change on university goods and services, the expectations of the university system external environment, and benefits to stakeholders.

The survey indicates that the university system external environment expects the system to become internationalized. Dr. Ingle defined the external environment to include "the conditions, circumstances and influences outside the boundaries of and the direct control of the university." The external environment for university systems is made up of both private and public sector stakeholders. When respondents are asked about expectations of private sector organizations and state government officials for systems to internationalize, economic competitiveness (54% rated high on all surveys) and assistance in international trade (46% rated high) are most often chosen, followed by international understandings (25% rated high) and assistance to state agriculture (25% rated high).

When asked if global issues will change the parts of society that rely on the goods and services of the university system in the next ten years, 68% of respondents state that global issues will be significantly more important, and 29% answer global issues will be somewhat more important. None of the respondents indicate global issues will become less important.

Benefits to the industry, government, and citizens of the state are also cited as important reasons to internationalize university systems. When asked which opportunities would be best serviced through internationalization of their university systems, respondents most often cite professional preparation, business/banking, and general public awareness.

What does internationalization look like at the system level?

Survey respondents identify both external linkages to the private and public sectors, and internal linkages within the system structure as important for enhancing internationalization at the system level.

Although internationalization is characterized by positive external links with the public sector, private sector linkages appear to be less important. Sixty-one percent of surveyed systems have joint activities and programs with state organization. Examples of state organizational links include those with the departments of economic development, agriculture, and education. Thirty-six percent of systems state that there is moderate private sector involvement in international education, activities, and programs; fifty-seven percent indicate low private sector involvement.

Within the university system environment, the survey cites strong leadership and commitment at the system level as an integral element of internationalization. Given the definition of internationalization, 25% of the respondents identify themselves as having a high degree of commitment to internationalization, 50% with a moderate degree, and 25% with a low degree or did not answer the survey question.

In summary, the data on the external environment factor indicates that societal awareness of global importance has an indirect and diffuse influence upon the systems. The support of and the demand for, internationalization from the external environment is very important whether it be from the state government or the private sector. However, few of the traditional university clientele groups and supporters perceive benefits to the university or themselves through internationalization.

The conclusion which must be reached is that although the external environment plays an important role it is not as important overall as the internal university factors in promoting internationalization.

Where universities are part of systems the system can play an important external role characterized as commitment, policy support, and resource mobilization. And finally, even with dramatic increases in global awareness in society, many traditional university stakeholder groups are perceived as non-supportive of internationalization.

Small Group Discussion and Results: Factors Promoting and Supporting Internationalization

There was then a break in the presentation to allow participants to discuss the factors and subfactors within the context of their own institutions and experiences, to pose questions, and generally discuss the content of the presentation. Each group developed a set of specific findings and responses regarding factors promoting or supporting internationalization. These findings are summarized in Appendix B.

Presentation of findings in this format elicited significant plenary discussion and debate. Issues raised included, among others:

- the weighting of data to develop the index scores;
- the terminology of "low" and "high" relating to degree of internationalization and the specific research findings upon which this was based;
- the degree to which the major identified factors were aggregated or desegregated;
- the potential need to place greater importance or weight, reorganize, expand or delete factors and/or subfactors;
- the difficulties of establishing cause and effect relationships with the paucity of objectively verifiable data;
- the addition of additional specific factors or subfactors, such as students, explicit linkages to the external public and private sector environment and others;
- whether other factors specific to a particular university type, and therefore not reflected in the generic approach, were of significance;
- relationships between and among the factors; and
- the focus on factors which are related with success vs constraints.

Several recommendations surfaced repeatedly regarding strengthening the factors. These included:

- Students, undergraduate and graduate, domestic and international, are important resources for university internationalization.
- The undergraduate curriculum is more important than many of the other subfactors listed under "programs/activities".
- Research and graduate education are sufficiently distinct factors to be disaggregated from one another.

- The external environment and its stakeholders are complex, and the university's effective linkages with critical components of this environment should be more explicit.
 - K-12 Educational System
 - Legislature
 - Government Agencies
 - Private Industry
 - Alumni
 - Parents, relatives
- Evaluation, assessment, feedback, and resulting change--especially relating to impact of factors/internationalization approaches and investments on the international competence of students and other university clientele--are critical management factors/subfactors and should be explicitly included.

**THEME III: HOW TO ENHANCE INTERNATIONALIZATION:
APPROACHES AND LEADERSHIP OPTIONS FOR
U.S. UNIVERSITIES**

Wednesday, June 6, 1990

Moderator: Dr. Jim Ozbun
President, North Dakota State University

Introduction

Moderator Ozbun introduced the topic, *How to Enhance Internationalization: Approaches and Leadership Options for Universities* to develop approaches by which a university or university system can increase their level of internationalization. Leadership at several levels is important and must be an integral part of the internationalization process. In order to further focus on how to internationalize, the moderator asked that the conference participants consider the following questions:

1. How do we generate administration, faculty, and student interest in internationalization of curriculum and programs?
2. How do we generate resources for internationalization, given a deficiency of resources for most universities?
3. How do we generate interest and understanding on the part of citizens, business leaders, and government, both state and federal officials, in internationalization of higher education?
4. How should international students and faculty currently on our campuses become involved to establish cultural pluralism?
5. How do we ensure that our graduates are internationally literate?

Dr. Ozbun introduced President Charles Ping of Ohio University, to address the topics of Strategies and Leadership Options for Effective Internationalization

Plenary Presentation

Strategies and Leadership Options for Effective Internationalization

Remarks by President Charles Ping
June 5, 1990

My task is to begin the discussion of strategies and leadership options for internationalization of universities. While the focus is on effecting change, the topic has both theoretical and practical content. The critical questions are these: How do we move universities? What are the options for the exercise of leadership?

The imperatives directing our discussion -- both the inadequacy of our present pattern of education and urgent needs derived from our changing world -- have already been discussed at great length. Now, we need to turn our attention to what strategies and options might contribute to achieving the ends of reform.

Speaking simplistically, the answer is so self evident that we pass it by with the scorn of the commonplace. Budgets, hiring decisions, faculty interests, curricular emphases, student experiences -- these are critical elements. But to say that seems a little bit like the famous Will Rogers solution to the problem of German submarines in the First World War. He announced publicly that he'd solved the problem for the Navy: all they needed to do was to heat the ocean to the point where it was intolerable to stay in a submarine below the sea. Since he had provided the solution to the problem, Will Rogers said, all the Navy had to do was to figure out the minor matter of how to accomplish it. Our situation is similar to that in which Rogers left the Navy. We know what we must accomplish; but by what strategies do we move budgets and affect hiring decisions, nurture interests and curricular emphases, alter the character of student experiences in the direction of internationalization?

The topic correctly implies that there are a variety of strategies for accomplishing the goal of internationalizing the university, and I hope the diverse approaches will be developed in discussions which will follow. What I wish to commend to you today, however, is a single strategy consisting of three parts: the clear and repeated articulation of the goal of internationalization in institutional rhetoric, the translation of this rhetoric in the practice of decision-making, and the assessment of the results of these decisions. The success of this strategy, in turn, depends on leadership, not so

much leadership options as leadership actions at each stage of the strategy.

It is important to understand one thing from the outset: the goal of internationalizing the university, like any other important institutional goal, will be accomplished only if it becomes a fundamental value of institutional life. John Gardner remarks in *Morale* that "Most contemporary writers are reluctant or embarrassed to write explicitly about values" (28). Yet a university should have at its heart a culture of values. If internationalization is not embedded in this culture of values, strategy and leadership alone will not accomplish our goal.

Moreover, the establishing of a clear culture of values within an institution is a practical requirement for effective operation. Universities can learn from other organizations. In their analysis of successful companies, *In Search of Excellence*, Thomas Peters and Robert H. Waterman repeatedly emphasize the importance to these companies of a well understood culture of values. Successful corporations, they insist in their Eight Basic Principles, are "value-driven," "fostering a climate where there is dedication to the central values of the company."

But, a university audience may be tempted to say, of course the members of an academic community are value-driven, more so, indeed, than the employees of a for-profit corporation. Yet it is often characteristic of universities that there are as many sets of values as there are individuals. Further, the values of our members are defined not only individually but by disciplines, departments, colleges, groupings by age and gender and ethnicity. Primary loyalties are often to units within the university or entities beyond the campus. The values of the university as a whole are often ill-defined and treated as subsidiary to primary individual loyalties even when institutional goals are made explicit. When a goal, such as internationalization, is broadly institutional in its consequences, the task of leadership in this distinct organization is especially difficult. Given its dependence on a largely independent group of professionals, leadership within an academic organization represents responsibility without commensurate authority. Yet it should be apparent that the successful pursuit of such goals requires that the members of a university community accept them as primary values in their professional lives within the institution.

Rhetoric

Institutional rhetoric is critical to the task of internationalizing the university. Rhetoric, the French philosopher Ricoeur and others have argued, can create reality. If our goal is to internationalize universities, we must make the goal of international competency explicit to our educational plans, repeating the theme over and over again. Only through such an explicit and intensive emphasis will the content become part of the institutional culture. Underlying this rhetoric there must be, as I have noted, a genuine value commitment. But that commitment, if it is to be actualized in decision making, must be clearly and repeatedly stated.

It helps for all who would use the rhetoric if it captures themes present in university life. I think the new global reality is already there in the discussions which are abroad in the land. Our problem is how to capture the themes and bring them to campus in a forceful way. It's already there in the statements of the national governors' conference insisting on the imperative to internationalize understanding through education. It is increasingly found in the statements of the leaders of the business community. It's there in the press releases which announce the opening of trade offices abroad for state after state. These documents comprise a clear statement of concern for internationalizing the outlook of American life, firmly based in the knowledge that it is the global economy which directs our future. Within the world of education, the CAFLIS call to action sums up the issue well: "America's future rests on its ability to understand and compete in a world which year by year moves rapidly toward economic, political and social interdependence."

This is an interesting statement. Most of the discussion has repeatedly used the word "compete." To put the word "understand" first is an important corrective. "To understand and compete" -- that is, to understand as a necessary condition of being able to compete. This is an imperative addressed to university life: to develop that understanding through our teaching and research. But my comments illustrate how easy it is to slip into the theme of the "why" of internationalization. What I am trying to suggest is that the basis for the institutional rhetoric is already there, in the external environment and the expectations addressed to education. It is there for us to use as we articulate the assumptions which direct planning for the future of our universities.

And our future is tied to these assumptions about a global economy in very direct ways. If nothing else, the basic self-interest of support for university activities directs us in this way. The revenues which support instruction and research are themselves the product of competing successfully: tax money derived from sales and private sector profits; tuition paid from income earned by parents and students; return from endowment investments; donations and support from individuals, corporations, and foundations. All of these monies derive from competition which increasingly takes place in a global marketplace.

The sounding of rhetoric is important for both internal and external purposes. Internally, if the rhetoric describes institutional goals, it can and should be used in weighing alternatives, assessing priorities, and allocating resources. Externally, the statement of institutional goals to internationalize helps make its realization possible. We sometimes forget that such statements can be taken seriously not only on the campus but beyond the campus as well. In any large complex organization, it is only as a limited number of well-defined themes are woven into the fabric of decision-making that the institution takes on a distinct design or culture. Navajo weaving is immediately recognizable because of its characteristic repetitions in the use of colors and design. So too does the recognizable character of the life of an institution emerge from the repeated use of the themes of its institutional life.

The emergence of this character from institutional rhetoric can be seen, for example, in the altered content of grant writing and proposal preparation. Reviewing documents prepared last year for the Luce Foundation which sought support for the Southeast Asia Studies Program on my campus, I was impressed that the authors of the grant proposal took pains to present this graduate area studies program within the larger context of the university's commitment to internationalize the institution articulated in our educational plan. A draft of a journalism proposal to another foundation prepared about the same time told a similar story. As I read the draft I was struck by the consistent use of the theme and even the language of internationalization from the rhetoric of institutional goals. I would argue that both programs are by their very subject matter international, but what is important to the point at hand is that their authors reached beyond the scholarly and professional emphases of their disciplines to a sense of the whole. This shared sense of what the institution is about has taken years to accomplish. Without the ceaseless sounding of this theme through institutional rhetoric, the implementation plans, the resource allocations, the perceptions of the institution, the funding of the institution would not have an international focus.

To these examples of the internal importance of institutional rhetoric, let me add an external one. Our now very different setting is a large dinner party in a private dining room in a restaurant in Beijing, a world that will be partially closed for the next few years but which ultimately must open again. At the dinner are a number of people from universities in Beijing, representatives of Central China Television and Radio Beijing, and several performing and visual artists, including a classical dancer, a producer of Chinese opera, and a painter. After being presented with a lovely brush painting, I am introduced to the group and invited to speak. What struck me then and continues to impress me is that the Chinese educator introducing me quoted a section of the 1977 Ohio University Educational Plan stating the institutional commitment to international community and to education for interdependence. I have no idea how and when this institutional planning document, published years before, came to the attention of my Chinese hosts; but it was clear to me then and now that the statement was perceived by the Chinese as being very important and was taken with great seriousness in a proposal to forge relationships with a particular American university.

Decisions

In the rhetoric of institutional life the effort to make internationalization part of the campus culture begins with goal statements and is reinforced through their repetition over and over again. That's the beginning -- but it's not enough. The old cliché is true: rhetoric without consequences mocks the meaning of the words. The ultimate failure of institutional rhetoric, indeed the danger of planning itself in institutional life, is that the planning often produces only a plan. Grand goal statements are drafted, a plan is developed, and the product gathers dust on the shelf of institutional life. It was Alfred North Whitehead in an address to mathematics teachers early in this century

who insisted that the great fault of education was inert ideas, ideas from which nothing followed: the teaching of history which does not force the student to see new relations and interactions, the teaching of mathematics not used, the teaching of philosophy as an interesting web of dead systems, and, I would add, the creating of grand statements of design in university life which have no visible consequences in university budgets.

The academic community tends to be very verbal. We talk and talk and are enthralled by our language. Like many academics, I have a great passion for words, and I delight especially in those all too rare moments of the right words in the right order. As academics, we talk and debate endlessly, and often use discussion as a substitute for making decisions. After a great many years as a teacher and administrator, my own private vision of hell is that hell is an endless committee meeting. When I get my just desert, I will be consigned to an eternal committee meeting -- no two people in succession speak to the same point and the committee never reaches a conclusion; it just goes on and on to infinity. If the first condition of internationalization is forceful, repeated statements of the goals, the absolutely essential next step is the translation of rhetoric into decision making. Our rhetoric must have consequences; statements of institutional intention must be convertible into cash value. Rhetoric becomes a basis for budget allocations, for hiring decisions, for curricular revisions. It is only as the language has practical consequences in the processes of decision making that it has meaning. But how is this to be done?

One of the rewarding aspects of being in a leadership role is having many opportunities to sound the institutional themes; you may recall that Teddy Roosevelt described the Presidency as a "bully pulpit." While an example of leadership must be set at the top, the president however cannot be effective when out alone too far in front of the group. The preaching from the bully pulpit is not the function of just the president on the campus, for it is the provost or dean or director or chair who ultimately makes the operational decisions which translate rhetoric into action. These leaders within the university must be actively involved in this translation.

Let me illustrate the translation of rhetoric into decisions with an example from Ohio University. Two years ago, the university adopted its current educational plan, the successor to the 1977 plan I mentioned a few moments ago. The following year the provost and I held a series of sessions on such topics as research, general education, and campus life with small groups of the heads of planning units on campus. They were asked in concert with colleagues who shared some of the same interests to describe their understanding of the role of their particular unit in the implementation of this educational plan. In these sessions I was impressed by the frequent use of the rhetoric of our educational plan. More importantly, however, I was impressed by the use of that rhetoric in the one way that it can really make a difference: its translation into the development of program plans for the 23 operating units which encompass

the activity of the university. In relation to the topic of this conference, deans and directors were talking about the internationalization of undergraduate experience and the character of campus life and the strategic importance of international students and international linkages. Their use of the rhetoric of internationalization from institutional statements in their planning extended beyond the predictable attention to the cultural content of courses in arts and letters to address the curricula of the professional colleges, the quality of student experiences on campus and abroad, and to possibilities of research collaboration.

This experience demonstrates how rhetoric can be translated into action. First, the rhetoric of goal statements creates an institutional context within which decisions can be made. Without this context, decisions tend to lack focus and are governed by the narrower and more parochial of interests of particular units and individuals and are unrelated to the broad goals of the institution. Then, through active discussion of the implications of the goal statements, university leadership is directed toward their translation into practical consequences within the institution.

There is more to this than is found in the usual processes of budget making and planning. Institutional decision-making processes often tend toward one or the other of two extremes: ineffective pronouncements from above with little input from below, or negotiated decisions at lower levels with little direction from above, i.e., dictatorship or horsetrading. What is being recommended here is an interactive and holistic process in which decisions at all levels are made within the context of generally agreed upon goals which are "constitutionalized" in the rhetoric of the university. Each decision maker is both constrained and directed to action by this "constitutional rhetoric." Decision making cannot be arbitrary because it is strongly guided by the goal statements. Yet commitment to the goal statements compels action; the making of decisions cannot be avoided. Peters and Waterman describe this process by saying that "a set of shared values and rules . . . can provide the framework within which practical autonomy takes place routinely" (322).

In the case which I have described, the embedding in the rhetoric of the university of the commitment to action on internationalization provided the institutional context within which the president and provost held their discussions with leaders of the planning units. These leaders were compelled by the commitment to holistic planning, that is, by the insistence that the university as a whole is more than a sum of its parts, that the whole directs the parts to explore ways to internationalize programs, curricula, teaching, research, and campus life. They were guided in these efforts by the institutional rhetoric. Yet the responsibility for developing the particular responses to the commitment to internationalization -- responses which varied from proposals for library collections, endowed chairs, and new courses, to research initiatives and collaborations with programs and linkages with institutions abroad -- was left to the planning units.

Assessment

Commitments are expressed in persuasive language because they involve an intellectual and emotional determination to act. Such rhetoric, accordingly, directs decisions. As the rhetoric is measured by its success in guiding and compelling decisions, so those decisions are measured by their impact on the life of the university. Ultimately, the success of the international programs and courses and material resources and teaching and research emphases must be judged in terms of these outcomes. How is this to be done?

There are many measures of assessment suggested by the research leading to this conference: faculty experience and interests, numbers of international students on campus, numbers of courses and programs with terms like "international" and "global" in their titles, numbers of students and faculty from campus who study and teach abroad, numbers of international institutional contacts. Numbers, numbers, numbers - all valuable and necessary measures of assessment, but, I have learned from experience, not necessarily accurate or sufficient. For no matter how impressive these numbers may be, unless the understandings, the abilities, the lives of our students and faculty are truly internationalized, the numbers will add up to, at best, a very small sum.

The assessment of the internationalization of the life of the university as expressed in the lives of its members requires, in addition to appropriate analytical measures, more personal approaches. Let me illustrate with several anecdotes from my own experience. The first serves to illustrate institutional outcomes from involvement in overseas projects.

Last spring, I was sitting on the veranda of the Swazi Inn in Mbabane, Swaziland, with a member of the Ohio University music faculty. He was intent on sharing his sense of excitement about the time he had spent in Swaziland, a small country in southern Africa. He was in the country on a short-term appointment as part of an Ohio University team working in a USAID project. What he poured out to me was his excitement over new visual and audio impressions. These sights and sounds ranged from the calling out of the regiments to tend the King's fields to a Zulu church service. The faculty member was on a cross-cultural high: this was his first experience living and working for an extended time in a developing country. He poured out his enthusiasm for his experiences, then paused for a moment of reflection and turned to me to say, "My teaching will never be the same again. Music education in America has got to expand to include this whole new world." New? Not really, but new to him and new in his teaching. I earnestly hope we did something of value in the Kingdom of Swaziland in this six-year project, but also important for Ohio University are the effects of that project in the lives of faculty and the students they touch, in the research collections of the library, in the continuing possibilities for institutional linkages.

Another set of anecdotes revolves around assessments of campus life and the experiences of students and illustrates the importance of making the best possible use of existing resources of students and faculty to internationalize the campus. Shortly before their graduation, four business school seniors invited me to have lunch in their apartment. Three were in accounting and one was in general management. We had never met and they decided they ought to meet the president of the university before they left town. I arrived to find that they had straightened and cleaned their apartment with great care and, with some help, had prepared a marvelous lunch. As we talked, I discovered that three of the four had already accepted jobs and that one was going to work for a Japanese firm doing business in Ohio.

During the course of our lunch, I asked them what contact they had with international students on campus and how they would assess that contact. The initial response to my question was an embarrassed silence. Then they all began to speak at once. It turned out that all four were from small-to-medium-sized towns in Ohio and western Pennsylvania. They had had virtually no contact with people from other countries prior to coming to college. Obviously they had talked about this as a dimension of their experience before I had asked the question. They described their first reactions to international students as moving from puzzlement to resentment. "Why," they had asked themselves, "were there so many foreign students on campus? Why in the business college?" Their choice of words was descriptive. The international students were "foreign" and these American students had felt very uncomfortable in their first serious contacts with people from other cultures. But something had happened in the course of their undergraduate years to expand their midwestern perspectives. Not only had they developed an understanding of a global business environment, but, most importantly, their personal acceptance of difference and recognition of commonality had grown. Somehow, they had learned well from campus life the lessons that a judgment of difference is not a value judgment but a description of fact and that to function well in the world they had to greatly expand their understanding and acceptance of differences in that world.

For another student illustration, I draw on a trip to southern Africa. While there I spoke with a doctoral student from Ohio University who was a graduate associate in a USAID project. He was in Africa with partial support to work part time in the project, but the value to his education was the relation between this experience and his research. His dissertation will trace the history and assess the impact of a particular AID project. While he had read widely and the chair of his dissertation committee was a member of our faculty on assignment in Africa, a critical part of his research was the experience of working with people from Ohio University in the field. His comments to me reflected his sense that it was important to assess the consequences of the AID project for Ohio University. He asked, "Is there any describable impact on students in Athens as a result of the university's involvement in such projects over the years?" A very perceptive and important question for efforts to internationalize the campus. If there is no such impact, then while our project may succeed, we have failed!

Each of these anecdotes has its particular lessons for the internationalizing of the university. But taken together they illustrate the importance of finding more direct ways to assess the impact of our attempts to internationalize on the lives of individuals within the university community. Since this impact is manifested through personal experience, it is necessary to measure it in personal, as well as statistical, ways.

These personal anecdotes also demonstrate the truth of another point made by Peters and Waterman. "Only if you get people acting," they insist, "even in small ways, the way you want them to, will they come to believe in what they are doing. . . . [E]xcellent companies appear to do their way into strategies . . ." (74). There is a feedback process operating here in which values and goals and decisions and actions reinforce one another. The rhetoric of internationalization directs decision making. Decisions generate impact on individual lives. Rhetoric becomes real! And all reinforce the embedding of internationalization within the university's culture of values.

Leadership

Finally, let me conclude with a few explicit remarks on leadership. The theme of leadership has been implicit throughout the description of strategy for internationalizing our universities. Leadership is manifested in the creation, and, especially, in the repetition of the institutional rhetoric of commitment to internationalization. It is evident in the active encouragement and personal oversight of the translation of rhetoric into decision making. And it requires the continuing monitoring of progress not only through the accumulation of statistics but also through active personal involvement in the attempt to determine the effect of internationalization in the lives of students, faculty, and all members of the university community.

Finally, effective leadership on this issue must be what James MacGregor Burns calls "transforming leadership." Peters and Waterman describe this as "leadership that builds on the need for meaning, leadership that creates institutional purpose" (82). In this case, transforming leadership requires that leaders themselves be transformed. Leaders at all levels of the university must become personally involved in the process of internationalization. Indeed, they too must engage in the experiences which will internationalize their own lives. In many situations it is sufficient for leaders to know about the matters under their supervision. But internationalization is not simply a program, or an activity, or even an emphasis or theme in the life of the university, although it is all of those things and more. Internationalizing the university means making a fundamental transformation in the very ways in which we see the world. It requires that leaders themselves become internationalized. We are not dealing here, after all, with another fad or trend in higher education; we are dealing with a fundamental transformation in the way America sees itself in the context of the rest of the world. At stake is not merely the short-term prospect of particular universities but the long-term prospect of the American people whom we have the responsibility to serve.

How to Internationalize: Concepts and Approaches

Moderator Ozburn introduced Dr. Henson to present information on the Concepts and Approaches of How to Internationalize Universities. The detailed presentation is included in Appendix C.

Dr. Henson indicated that the question of *how* to internationalize relates to the management and utilization of the internationalization factors and subfactors and, as discussed previously, their interrelationship to bring about institutional change. How internationalization can be carried out depends upon the presence and characteristics of the factors and subfactors and their interrelationships. Dr. Henson indicated that not all universities that have achieved a high degree of internationalization have in place all the factors and subfactors. Also the presence of the factors and subfactors does not necessarily ensure effective internationalization from program and total university perspectives. The presence and the interrelationships between the factors and subfactors including the mix, integration, coordination, and leverage are important.

The successful utilization and the potential impact of the factors and subfactors and their relationships was pointed out to be specific for the characteristics and environment of each individual institution. Approaches and activities that have been successful at one university are not necessarily those that will contribute most significantly to another. In addition, individual universities may establish a priority for a given program area or activity which does not require the presence of all the listed factors and subfactors; for example, the internationalization of undergraduate curriculum as a high priority. In universities making such a decision, emphasis might be on the international content of the general university (general education) requirements as well as the curricula majors and minors. Emphasis could be placed on faculty development of individuals who will be teaching those courses, the provision of resources, incentives and rewards for faculty who effectively include international content and materials into their undergraduate courses, and the establishment and maintenance of a supportive environment. Leadership, including continued evidence of commitment and support at several levels, could be important in this particular example.

Dr. Henson indicated that at many institutions there is a lack of strategic planning and approaches for the utilization of factors and subfactors for internationalization. He further stated that approaches must be within the context of the mission and goals of the university and should be examined within the context of how individual activities can contribute to a desired impact on teaching, research, and/or public service. He indicated that frequently universities have not utilized such an approach in their planning and resource allocation process, but have emphasized inputs and activities rather than outputs and impact.

Small Group Activities: Concepts and Approaches

Dr. Henson presented descriptions of four hypothetical universities which illustrated a low, low-intermediate, high-intermediate, and high degree of internationalization to the conference participants. The purpose of these case study scenarios was to illustrate institutional uniqueness and diversity, and the opportunities that provide for implementing known factors which promote internationalization and creating new ones. Participants then self-selected into small groups to analyze one of the four university case scenarios described above and given in Appendix C.

The task of each small group was to 1) develop an approach for enhancing internationalization given one of the university case scenarios and, 2) to identify appropriate leadership practices for enhancing internationalization for different levels of university leadership. In the morning session the groups were asked to list three to five of the most important changes in the factor dimensions necessary to enhance internationalization in their university scenario. These changes would constitute the group's recommended approach or "how" to internationalize.

A summary of the findings of the four groups were as follows:

For universities with a *low degree of internationalization*:

- Strengthen all of the factors and building on what is already in place.
- Strategic planning carried out on the part of the whole university, to develop an internal culture which regards internationalization as a building block of education.
- The development of an external constituency which recognizes the necessity of a global viewpoint and capabilities for students.
- The development of the faculty to allow and encourage them to incorporate an international element into their teaching and research, and curricular reforms to allow co-curricular programs.

An urgent question which arose with groups looking at a low degree of internationalization was how to pursue an aggressive international program given funding problems and possible low faculty morale. If international goals are in the university planning process, how can raising the expectations above the level of potential achievement be avoided? And how can the university promote international activities in a manner that will improve the universities' financial and political status?

For the *low-intermediate level university*:

- Commitment should be encouraged through the students, faculty, administration, and governing board to generate a momentum for internationalization and to tie this commitment to programmatic actions and successes.
- Benefits to all groups must be established and support of the external community elicited.
- A number of low-cost program activities which could be established were listed: International Day, using local cultural groups; linkages between business community and business faculty; travel and study abroad opportunities; etc.

For the *high-intermediate internationalization level university*:

- Increase the international literacy of students through the core curriculum, by requiring a foreign language for matriculation, by increasing and diversifying study abroad and exchanges at all levels, and by increasing the involvement of international students.
- Increase the international literacy of the faculty through incentives, linkages on campus and linkages abroad, participation in development projects, and other opportunities to work and study abroad. International literacy should be used as a criteria in hiring faculty. It was stressed that in public service universities it is important that international projects be linked to public service, research, and teaching.
- Increase the international understanding of the public through the use of international students and faculty, the university media, conferences on international topics, and encouraging international travel for state leaders.
- The university should expand and focus on international research, using collaborative research, and join international networks. Faculty involved in international research need seed money, and funds to travel to collect data. An important dimension for research would be an international focus in the university library.
- Create an environment for internationalization within the leadership and organization structure. Following the establishment of a policy statement, planning and assessment of resources must take place. The leadership must find increased funding through new and reallocated resources and to increase commitment and administrative support through rhetoric.

For universities with a *high degree of internationalization*:

It was pointed out that often universities which may be regarded by others as having a high degree of internationalization may themselves see areas where broad changes could be made to develop depth and breadth of coverage in their program.

- It was suggested that an institutional task force be used to do a self-assessment of the strengths and needs of the university. A survey of student needs and interests might help form a basis for new directions. A faculty inventory could establish a database of language capabilities and international experience available on the campus from which further internationalization could build. Many universities have overseas alumni which could provide networking and linkages for faculty and student involvement. A look at the external needs and interests of the community, funding agencies, state government, business and others might provide a basis for new initiatives.
- External outreach activities could be encouraged through Title VI with teacher programs and school visits. Collaborative linkages could be established with other educational institutions, K-12, magnet schools, 2-4 year schools, research consortia, and overseas universities. Other supporters of international efforts could be utilized, e.g. professional associations, federal agencies, overseas institutions, government and business.

Changes in Factors

As the small groups reported the most important changes in the factor dimensions, the role of Leadership Factor to restate institutional rhetoric and to articulate clearer institutional commitment was emphasized. The Program and Activities Factor must be used to enhance the international impact on students, including improvements in the core curriculum to emphasize international and cultural diversity, with more emphasis on foreign language. The Organization Factor of the university must be able to improve the framework for coordinating activities. Resources must be expanded to make increased financial commitment and faculty incentives available. The role of an increasingly diverse External Environment Factor must be to review resources, provide linkages with other universities, state governments, and the entire constituency of the university.

Vice-Chancellor Raymond Miller, University of Maryland System, introduced Dr. Leonard L. Haynes III, Assistant Secretary for Post-Secondary Education, U.S. Department of Education.

Plenary Presentation

The Internationalization of Education

Remarks by Dr. Leonard L. Haynes III
June 6, 1990

Thank you, Ray Miller, for that kind introduction, and good afternoon to everyone.

Last week, as Mikhael Gorbachev and President Bush were standing on the south lawn of the White House on the opening day of the Summit, President Bush turned to the Soviet president and said, "Who could have imagined one year ago what changes would be taking place in the world?" I was there last Thursday to share in the historic welcoming ceremonies for Mr. Gorbachev, and it struck me, on that beautiful late spring morning, that we were not only welcoming a world leader, we were welcoming a new world view. Who could have imagined that?

"For the first time in this century -- for the first time in perhaps all history -- man does not have to invent a system by which to live. We don't have to talk late into the night about which form of government is better. We don't have to wrest justice from the kings. We only have to summon it from within ourselves." When George Bush said that a little over one year ago, his presidency was barely minutes old. Yet in his inaugural speech he foreshadowed events that would mark 1989 and 1990 as years of incredible change, of events that would outstrip our ability to comprehend them, of a wonderful new breeze that continues to sweep across the world.

Some students of the world have been given sails of access with which they can catch that new breeze and move ahead under its invigorating power. Their home countries have embraced the concept of international education, seeing it for what it is: A force for economic and social prosperity. Other nations have not been so prescient; they have been reluctant to commit themselves to the world university and, as a consequence, their students are watching from the home shore while others set their sails toward future horizons.

America's students and institutions must not be among those left at the dock. It would be a national shame if we find ourselves unable to participate fully in the international education experience. Yet, if we look at the numbers, we are in real danger of missing the boat.

The Japanese education ministry spends \$20 million equivalent dollars on their version of our Fulbright program -- we spend only \$5 million. Their \$20 million is half our department's entire international education budget! In a good year, we will spend about \$210,000 on teacher exchange programs -- the Japanese will spend nearly \$160 million on a similar program. The Japanese will spend more than \$3 billion on student exchange programs -- unfortunately, we will spend zero at the federal level.

America's colleges and universities host more than 360,000 students from other nations. Yet we only send 40,000 American students abroad. And we do so without a plan, and often without encouraging those who go to share their experiences when they return. Do we send them to enrich a particular university? Not really. They are sent, perhaps, to enrich a particular program within a school, but rarely is there a concerted effort to coordinate or integrate inter-scholastic foreign-studies programs. I am not certain why we send so few, relative to the rest of the world, particularly when we could afford to send so many more. Are we so arrogant that we presume to know it all?

Clearly we don't know it all. Not only are our secondary education institutions' test scores shamefully low, but the products we engineer and produce aren't winning any awards either. Our infant mortality rate exceeds those of nineteen other nations, increasingly our children and adult population are being ravaged by drugs, AIDS is taking its ghastly toll, and our research paper citation rates are down around the world. To top it all off, the average American, when shown a blank map of the world, is hard-pressed to identify the North American Continent or even name the 50 states and their capitals. How can we get anywhere when we don't even know where "Here" is?

No, we don't know it all.

But, we send some of our students abroad in hopes that they will absorb some of the answers. Do we send them armed with institutional or national goals? You all know the answer to that one. No. We simply send them. Typically, its: "Off you go. Have a good spring/summer. See you in September -- or maybe at the end of the next semester. Write when you can. Brings back those tourist memories and souvenirs."

Meanwhile, back on our campuses, international students with more cosmopolitan attitudes and nationally inspired goals are hitting the books, soaking up the culture, participating in the whole process with one aim in sight: to go home and apply what they have learned to the benefit of their country.

I can't tell you how many times I hear of international visitors to Washington, DC, who not only know where the Capitol Building is, but who know what side is the House and what side holds the Senate, and what both bodies are supposed to do, while American tourists look at the same building and ask where the rose garden is. Pitiful.

I am not diminishing the value of many of our universities' programs. Sending a student to Oxford, or Milan is like dropping a sponge in water; something will be soaked up. But all too often we Americans view the international education experience as if it were a field trip to yet another theme park: collect some interesting ideas in a jar and bring the home where they end up sitting on a shelf. But without a purpose, nothing really is learned in the long run. The experience becomes just that -- an experience.

We also tend to view international education in a too small, too rigid box of criteria. The man or woman on the street, the student in class, or even the teacher or administrator, considers international education from the perspective of their own experiences -- isolated, limited and often shaped by Hollywood fantasy and myth.

The word "internationalization" implies a holistic change to a system. It connotes a fundamental effect on the worldwide educational body, not just on one nation, one sector, one school, or one program. It calls for a global mindset willing to accept ideas from all quarters and to believe that all ideas have possibilities. Internationalization must mean more than cross-national studies of humanities and social sciences alone; it is about science and technology, about design and manufacturing integration. It must encompass more than traditional institutions of higher learning; it must address the needs of professional schools, community colleges, secondary and even elementary schools. It must seek to improve more than just the student or a single department; it should be driven by broadly accepted goals underpinned by long-term strategies.

Now, how do we do all that? I am reminded of the story of the squirrel and the owl. The frustrated squirrel was extremely tired of being hunted and running. One day in exasperation the squirrel ran up the tree and asked the wise owl to recommend what he could do. The owl said to, "Grow wings". The squirrel replied, "Great idea, but how do I do that?" The owl responded, "I don't know, I just make the policy."

We're a little better off than that squirrel. I believe we actually have the wings but have forgotten how to use them. We have resources that we can apply to the problem. If you look in any mirror, you will see the most basic resource of all. By coming here for this conference you have accepted the possibility that you are part of the solution. As representatives of education institutions, you can encourage more intermural linkages between your respective schools as well as others around the world. You must also seek to integrate and cross-fertilize departmental missions within your institutions, to define a common response to internationalization demands. Every institution involved in the process, and that means all of you, must have fully developed and well-articulated plans that can be transported over state, regional, and national boundaries.

The Federal role is, as is in keeping with our image, both distinct and unclear. On the one hand, we are dedicated to expanding the international dialogue on education. I have met with, or been in contact with, or have been influenced by, representatives from more than 40 nations. John Alexander, the Department's Director of International Education, has traveled extensively throughout India, Pakistan, and Italy and will be going to Central Europe and South Africa to meet with my counterparts. I have been visited by a number of education ministers, and Secretary Cavazos has met with many others. The overall picture painted through these contacts is one of eagerness to cooperate in the internationalization of education. Without exception, senior government officials from around the world are seeking partnerships, agreements, technical standards, and improved institution to institution linkages. The Secretary is committed to achieving such partnerships and cooperative efforts on behalf of President Bush, and I am confident he will make good progress.

The Federal Government can set broad goals; attendance at this conference by both John and me is a precursor to this. The input from this conference will help us define those goals and offer them to the community in such a fashion that you can tailor them to your individual needs while still meeting the criteria of an integrated system. We can work toward significant advances in Title VI, bringing all institutions into the global education marketplace. We must be innovative in our funding of grants, particularly for in-service and pre-service teachers, and we must look to long-term incentives for those who are considering teaching as ways to keep them fully involved in passing along their experiences to the most basic levels of our education system -- elementary and secondary schools.

The environment is perfect for action. The world's doors are opening wider, the global network is coming together at a pace not dreamed of just a year ago, and I believe Americans are beginning not only to understand but to appreciate the critical relevance of an internationalized education system.

I believe we can forge lasting and productive state, federal, and institutional partnerships to address this nation's needs for the next century. Nothing will be or can be gained if we fail to internationally educate our citizens. The world won't wait for us to "pick it up as we go." The world will simply go ahead and leave us behind.

I encourage everybody in this hall to pick up a mirror and look at it straight on. In that reflection you will see the solutions. You have a strong supporter in Washington. President Bush and his administration are dedicated to opening doors of opportunity for all Americans and all who seek knowledge to the advancement of world peace, cooperation, and friendship. He is holding up a mirror as well, this one reflects the whole nation. How we are seen in that mirror -- are we the solution or are we the problem -- depends on you and your colleagues around the world.

Thank you so much for your hospitality and time. God Bless You. God Bless America.

Leadership Options for Internationalization

Dr. Marcus Ingle was introduced by Moderator Ozbun to present material on Leadership Options for Internationalization.

The *how* dimension of internationalization incorporates both the rationale for internationalization and the factors which enhance internationalization, generating leadership options and strategies. The survey indicates strategies are being formed and actions taken by the system leadership to address both the external and internal environments. University systems leaders are working with the public sector through state departments of economic development, agriculture, education, commerce, and offices of international trade and investment. The private sector, as indicated by the low degree of involvement in international education, activities, and programs, is not yet effectively targeted by system leadership.

The following sessions were designed to provide participants with an opportunity to acquire an understanding of leadership practices for internationalization.

Dr. Ingle provided the participants with two handouts. One of these was the *Initial Typology of Internationalization Practices by Factor Relevance, Leadership Relevance, and Type of Impact*. Twenty-six leadership practices that can contribute to internationalization were identified. The second handout was the *Initial Typology and University Leadership Roles in Internationalization by Leadership Level and Factors*. These are included in Appendix C.

Dr. Ingle indicated that there are several levels of leadership contributing to internationalization. These include faculty leaders at the university level; program leaders such as international studies directors, deans, and other program leaders; university leaders at the university president/chancellor and executive officer levels; and systems leaders related to the university system chief executive and system executive officers. He discussed the initial typology of university leadership roles at the various leadership levels (Appendix C). When employed, it was indicated that each practice will demonstrate leadership commitment to internationalization and will have visible short-term impact. Dr. Ingle discussed the handouts in detail and indicated that this discussion and the information provided will serve as a departure point for the following small group activities which will address specific approaches for the utilization of the leadership roles and practices. Dr. Ingle then introduced the small group activities on leadership.

Small Group Activities: Leadership Options for Internationalization

The small group task, *How to Enhance Internationalization Leadership Options*, was to choose three to five appropriate "leadership practices" for enhancing internationalization. Each group was to indicate the leadership levels that should be involved in each of these practices. The leadership practices as reported by all of the small groups were quite similar according to the level of internationalization; therefore they have been summarized and reported by topic. See Appendix C for copies of the reports.

One group defined leadership as "one who can get the ball rolling in our scenario from the bottom up." The process of internationalization must first involve the utilization of existing programs, students, and faculty. Then, building on the programs and mechanisms in place, create change which will support the mission and goals of the university. University and system leadership must first develop a mission statement, support it by rhetoric, review the internal structure, and revise it as appropriate. Incentives and barriers to change must be examined. This level of leadership can establish co-curricular linkages within the university and with other institutions.

The chief academic officer provides leadership to all stakeholder groups, but the resource mobilization and distribution involves multiple leadership practices by all of the leadership groups. All levels must also provide for opportunities for international research and to provide the international environment on the campus.

The university, program, and faculty levels are responsible for communicating the mission and goals of the university throughout the external and internal environment. Catalogs and official publications must be upgraded to reflect the mission statement. Faculty leadership must oversee the changes in the curriculum which will enhance learning opportunities and make the best use of study abroad, international students, and foreign languages. The faculty and program leaders can develop an annual unit plan which will carry out the institution's mission statement. Internationalization should become a criteria for university accreditation.

It was suggested by several groups that internationalization be centralized under the leadership of a high-ranking administrator who could coordinate programs and have access to resources.

Suggested additions to the typology were student leaders and community leaders. Student leaders help to establish the internal environment of the university, can set the standard for cultural interaction, and enumerate benefits. Their input must be sought by all levels. Community leaders such as business people, legislators, and other stakeholders in the educational process might also have an important role in establishing the external environment.

Informal Topical Group Discussions
Wednesday Evening, June 6, 1990

An objective of the conference was to provide opportunities for the participants to exchange ideas, networking, and to discuss areas of interest which may not have been specifically addressed in the formal conference sessions. A form was provided in the conference materials on which participants could either indicate which of several suggested topics they would be interested in discussing, or they could suggest a topic (Appendix E). On Wednesday evening, June 6, two groups were formed: one, "Leveraging Resources for Internationalization", was led by Dr. Davydd Greenwood, Director, Center for Internationalization, Cornell University. The second group, "Development Cooperation as a Promoter of University Internationalization", was led by Dr. Bradshaw Langmaid, Office of Financial Management, Agency for International Development. Both groups were well attended and generated thoughtful discussions.

Special Events

The conference provided opportunities for informal discussions at three evening events. President Samuel Smith, Washington State University and Vice-Chancellor Raymond Miller, University of Maryland, hosted a welcoming reception on the evening of June 4.



President Samuel Smith and President John Byrne, Oregon State University, enjoy the reception at the Museum of Native American Culture on Tuesday evening.

Assistant Secretary Haynes presented the Luncheon Address on Wednesday noon, June 6.



Dr. Haynes was welcomed by members of the Planning committee, J.B. Henson, Marcus Ingle, and Raymond Miller.

On Wednesday evening, June 6, participants attended a salmon barbeque in Spokane's Riverfront Park.

**THEME IV: CONFERENCE RECOMMENDATIONS AND FORGING A NATIONAL
AGENDA FOR INTERNATIONALIZING UNIVERSITIES**
Thursday A.M., June 7, 1990

Title: Accomplishments and Conclusions;
Summarization of Key Points by Topic Moderators

Moderator: Dr. John V. Byrne
President, Oregon State University

Introduction

Dr. John V. Byrne introduced the session with a focus on change, which is essential to internationalization. An underlying aim for participation in this conference on internationalization is to effect change. Some have said that we are currently undergoing the greatest period of change in human history, socially, politically, economically and environmentally. We are currently seeing a worldwide shift from a geo-political to a geo-economic environment. We are simultaneously the beneficiaries, victims, and makers of change, and an awareness of this enables us to find opportunities within these changes. In this period of enlightenment, we have the capability of thinking and acting to make the world a better place. We can share ways in which our knowledge and understanding of human dimensions can be expanded. This expansion of understanding has multiple dimensions, of which *international* is an important area of focus.

Our consideration of *Why Internationalize - Which Why Works* elucidated that the *why* changes with the group, time, and conditions. It is paramount to identify which *why* will motivate us to act, and will help to generate the energy needed to make effective change.

William Hazlitt (1819) may have best captured our concern with *What to Internationalize* when he said that "man is the only animal who laughs or weeps for man is the only animal who sees the difference between what things are and what they ought to be." This conference has helped to serve as a template to assess our competence, and what we are capable of changing. As we consider the *what* factors within and outside of our respective colleges and universities, we have identified criteria which includes leadership, resources, programs, organization, curriculum, rhetoric, assessment, planning and research. We have and must continue to identify and augment these areas.

How one should internationalize can be viewed within the auspices of rhetoric, decisions and assessment. To seriously paraphrase Dr. Charles Ping, rhetoric involves deciding what we want to do, and then telling everyone over and over and over again. The decisions that must be made are to act. Thor Heyerdahl's

philosophy sums it up best, "Translate ideas into action to benefit people." Assessment is imperative to measure our success, and then improve upon it.

Summarization of Key Points by Topic Moderators

Theme I: Why? – Dr. Ralph Smuckler:

An important dimension of *Why Internationalize* is that the *why* which works will be different in different situations, before different audiences, and on different occasions and interactions. Recognition and/or identification of internationalization *whys* appropriate to specific environments is extremely important. Under that realization, the conference has generated multiple "because"s. Briefly summarized, internationalization will:

- Produce leaders and citizens better able to compete and cooperate with others, because at a national and individual level, they will be better able to understand people and international environments.
- Produce graduates ready and competent to live in the evolving world in which they will live.
- Produce a citizenry and leadership sensitive to and understanding of other cultures, global issues, and the values of democracy and pluralism.
- Enable our communities and our nation to understand better and live more productively with domestic and global diversity.

Theme II: What? – Dr. Davydd Greenwood:

The empirical data from recent and on-going research was examined to consider *what* is being internationalized by universities and university systems, together with the status, impact, and factors that promote internationalization. As the concept and practice of internationalization gains importance in the university system, its organizational and resource consequences place it fully into the central arena, where university priorities vie with one another for attention. The model (i.e., in the Henson, *et al.*, model) represented a formalization of the dimensions of internationalization, on a campus-by-campus basis, in U.S. higher education. As part of this formalization, these dimensions become fully accessible to the normal campus planning and curriculum development processes. This may cause international dimensions to lose their "ineffable" qualities, which is probably inevitable if internationalization is going to be incorporated into university strategic planning.

As internationalization moves away from its previous marginality, it challenges us to define and measure the progress of what we do. This in turn will facilitate the inclusion of internationalization into overall processes of university decision-making about major priorities.

The conference has advanced the iterative development of the internationalization model through suggested adjustments and additions that can improve the model and deepen its analytical capacity. Input for improvements and developments to enhance our collective use of the model are included in detail in Appendix D. A few key points illustrate these concerns and recommendations; the role of students and leadership within the model can be expanded and strengthened; and social science analysis techniques, together with benchmarking and accountability, can be applied to give the model more analytical power.

For the consideration of *What to Internationalize*, the appropriate application of the model is important. The model should be used to assist academic leaders in situating the dimensions of their institutions in a matrix, and to then move that institution as appropriate towards their unique mission and objectives for institutional improvement. It is not a uniform checklist suitable for blind application. Internationalization is a process of continuous, iterative improvement, with the goal being not so much to move from "low" to "high", but to strive for a commitment to continuous enhancement/improvement. In summary, internationalization may truly be ineffable, but not because it cannot be measured. Rather, its ineffability comes from the international mindset that welcomes difference and finds beauty in the limitless challenge to understand "otherness".

Theme III: How? – Dr. Jim Ozbun:

The questions critical to *How to Internationalize* include:

- How is administration, faculty and student interest in internationalization generated on our campuses?
- How are resources for internationalization generated on our campus?
- How is interest in internationalization of our universities generated on the part of citizens, business leaders and government, including state and federal officials?
- How should international students and faculty currently at our campuses become involved to establish cultural pluralism?
- How can we ensure that our graduates are internationally literate?

The model developed by Dr. Jim Henson, *et al.*, has provided a conceptual framework to analyze and strengthen internationalization on university campuses. Implementation of specific activities must, of course, be tailored to meet the needs of individual institutions. Modification of the model might reflect students as a leadership group. In addition, "value neutral" terminology should be developed that avoids the use of words such as "foreign" (students/faculty) or "low-high degrees" of internationalization.

While universities have a wide range of current international activities and capacities, the strategies for strengthening international activities were similar. This may suggest a spectrum of categories for *how*, rather than distinct levels of international expertise.

Fundamental insight into *How to Internationalize* was provided by Dr. Charles J. Ping, who stressed the importance of rhetoric followed by appropriate decisions, resource allocation, and finally, effective assessment. Leadership practices were also recognized as important in the course of the conference. These included strategic and long range planning, including the formulation of mission statements; rhetoric and public relations; and the sincere commitment of resources. (For complete remarks of Moderators, see Appendix D.)

In his brief presentation, Dr. Wiwat Mungkandi, Vice President for International Affairs from Chulalongkorn University, Thailand, briefly provided insight into internationalization from a different perspective. In his discussion of the perception of the U.S. on the part of other countries, Dr. Mungkandi maintained that on a relative scale, the U.S. was already internationalized. This was due primarily to the fact that the U.S. utilized the "universal" language of English, and that, unlike many other countries, there are already many international students studying in the U.S. Dr. Mungkandi's presentation reiterated the importance of the external environment role in shaping, strengthening, and evaluating internationalization strategies.

Dr. Byrne closed the session by remarking that "the time for internationalization action is now." As quoted by Dr. Byrne, "Nothing is so powerful when the time has come; nothing so powerless as when the time is gone." After *Why?*, *What?*, and *How?*, the final question for internationalization is "*Who?*"! A ten word phrase comprised solely of two-letter words provides an excellent answer: "If it is to be, it is up to me." When we are close to achieving success, the term *internationalization* will disappear.

Small Group Activities: Recommendations

Moderator: James B. Henson

Dr. James B. Henson opened this session with an overview of the importance of recommendations and "next steps" that should be carried out to move our collective internationalization efforts forward. Prior to the establishment of small groups to formulate recommendations, Dr. Henson briefly introduced the Washington State legislators in attendance at the conference: Representative Ken Jacobsen; Representative Karen Fraser; and Senator Louis Stratton. In addition, staff members Jean Six and Susan Hosch were in attendance, as was the Executive Director of the Council of Presidents Office, Terry Teale.

Following Dr. Henson's presentation, conference participants worked in small groups to compile action recommendations to enhance the internationalization of U.S. higher education. Initially, group members worked independently to generate a list of internationalization actions that they would individually implement upon returning to their own institutions. They then worked together to identify recommendations and the appropriate organizations to undertake the proposed recommendations. These organizations could include: universities (i.e., students, faculty, program leaders, and executives), university systems, the private sector, state or federal government, and others. Recorded recommendations were then presented at the subsequent plenary session.

Recommendations generated in this session are included in their entirety in Appendix D. These action recommendations are summarized briefly around topical areas as follows:

K-12:

- Work on K-12 accreditation through the State Boards of Education.
- Promote university/K-12 linkages to improve internationalization and language, through mechanisms which may include in-service training, intensive summer institutes, teaching modules; identify funding sources.
- Ask Governor Booth Gardner to incorporate K-12 institutionalization efforts in his leadership role with the U.S. Council of Governors.

Universities:

- Incorporate strategic planning for internationalization into university planning processes and provide assistance where needed and requested. Establish and include internationalization of university curricula and programs as integral parts of accreditation standards, from college, university, and discipline standpoints.

- Develop and organize internationalization "teams" that can assist individual universities in the planning and evaluation of internationalization.
- Undertake assessments at individual universities to determine extent of current internationalization, and develop/implement a meaningful assessment tool to evaluate internationalization programs; commit university resources to accomplish these tasks.
- Develop graduate research programs focused around internationalization and implementation strategies for internationalization; further develop the internationalization model.
- Promote international experience for faculty and administrators, and foster the development of a system of incentives and rewards that truly recognizes internationalization efforts, and promotes and support them.
- Develop a public affairs program to promote internationalization at individual university level.
- Develop internationalization workshops at the individual universities to assist university administrators/faculty in strategic planning for internationalization, with required follow-up actions.
- More effectively articulate the linkage between internationalization and diversity (multi-culturalism).

Higher Education Organizations:

- Place internationalization on the national agendas of education-oriented professional association meetings.
- Strengthen the linkages and cooperation between U.S. institutions/organizations such as NASULCG and AASCU and overseas educational consortia (i.e., CIEE and IIE) to promote internationalization.
- Include internationalization issues on agendas for state higher education associations.
- Develop and implement accreditation standards criteria and procedures for internationalization.

State/Federal Agencies/Legislators:

- Work directly with the Federal Department of Education to publicize Dr. Hayne's statement; draft a set of goals and funds for internationalization; increase funding for Title VI and the Fulbright Program.
- Promote effective working relationships between universities, USAID and developing countries to support the analysis of key development problems and mutually beneficial strategies, through mechanisms which include collaborative research groups.
- Assign representative(s) from state government to work with universities, and vice versa, to monitor and enhance international education programs, and to identify funding sources and approaches.

- Identify funding sources to facilitate U.S. university cooperation and linkage development with universities in other countries.
- Internationalization efforts should be expanded to include other federal agencies (i.e., the EPA; USDA, etc) to help address multiple global issues which may include global warming and sustainable resource use.
- Learn from and work with state governments and agencies to further understand and support the internationalization of K-12, colleges, and universities.
- Incorporate internationalization as an explicit part of Department of Education programs.

Private Sector:

- Establish dialogue with private sector/industry to help determine needs and competencies required for internationally "literate" graduates to function effectively in the international business arena.
- Promote the formulation of councils of private sector CEOs and university counterparts into partnerships for mutual gain in internationalization.

Next Steps:

Conference participants identified potential next steps to continue the impetus generated by the conference. The next steps were as follows:

- Establish a coordinating council to disseminate the results of the conference to appropriate organizations/institutions.
- Provide conference information to universities that did not attend the conference.
- Establish several task forces in the topical areas indicated above.
- Ask for volunteers to work together to define approaches for the implementation of the recommendations.
- Prepare the Proceedings and circulate them as soon as possible.
- Work with universities and university systems to plan and conduct similar types of conferences/workshops to assist them in better understanding and developing and implementing plans for internationalization; and
- Plan and conduct a follow-up conference, or perhaps several conferences, addressing high priority topics and needs identified by conference participants.

Evaluations

Evaluations were completed by 60 of the conference participants. (See Appendix E for a copy of the evaluation form.) The responses to Question 1 on the administrative and logistical arrangements were "highly successful", as were the responses to Question 2 on the overall organization and management.

Question 3, which asked whether the conference had met its objectives, prompted 44 of the respondents to reply affirmatively. Some additional comments referred to a desire for the presence of a greater number of university presidents and that more time could have been spent defining the term "internationalization".

The overall assessment of the conference, Question 4, was determined to be good to excellent by most of the participants. Several people expressed a desire to have had more time for sharing ideas and a discussion of practical problems. Many respondents regarded the conference as a good beginning and would like to see a follow-up conference on a regional or national level. The point was made that a discussion using representatives from different types of institutions would have been useful.

Almost all of the respondents indicated an interest in attending a follow-up conference, Question 5. A variety of issues or topics were recommended, including giving a greater emphasis to the "how" issues, with more attention to bench marks and measurement. A follow-up, which would provide linkages with K-12, professional organizations, and state legislatures, would be useful as well as collaborative efforts with other universities.

Those individuals who responded with impressions and comments, Question 6, provided a variety of positive suggestions. Improvements and changes in the model, and its use as a starting point for discussions was mentioned in several responses. Suggestions to further expand the constituency for internationalization and to create a national consensus were included as ideas leading to a "next steps".

The overall assessment of the conference was that it was very good to excellent and accomplished its objectives. Only two respondents were very negative about the conference.

Appendix A

Internationalizing U.S. Universities

A Time for Leadership

PROGRAM

Internationalizing U.S. Universities: A Time for Leadership

Monday, June 4 (p.m.)

4:00-8:00 Registration in Conference Facility

7:00 Welcome Reception

Samuel Smith, President, Washington State
University

Raymond Miller, Vice Chancellor, University of
Maryland System

Introductions and Overview of Conference

Tuesday, June 5 (a.m.)

7:00-8:30 Buffet Breakfast in Conference Facility

8:30-9:00 Opening: Dr. Samuel Smith

Welcome letter from Thomas Foley, Speaker, U.S. House of
Representatives

Welcome: Sheri Barnard, Mayor, City of Spokane

Introduction of Planning Committee

Introduction of Program Advisory Committee

Conference Purpose and Objectives: Dr. Raymond Miller

9:00-9:45 Keynote Address: *Making the Connection: International
Education for a Pluralist Democracy*,
Booth Gardner, Governor, State of Washington

9:45-10:15 Refreshment Break

10:15-10:30 Conference Overview and Operational Details

Conference Approach and Activities

Key Definitions

Operating Details and Logistics

James B. Henson, Director,
International Program Development Office
Washington State University

Marcus Ingle, Director,
International Development Management Center,
University of Maryland

Theme I: Why Internationalize? Stakeholder Perspectives and University Benefits

Moderator: Ralph Smuckler, Dean, International Studies and Programs, Center for International Programs, Michigan State University

10:30-11:20 Introduction of Theme I

Panel: Rationale for Internationalization: Stakeholder Perspectives

Panel Chair: Charles Royer, Director, Institute of Politics, John F. Kennedy School of Government, Harvard University

Federal Government: John Alexander, Director, Center for International Programs, Office of Post-Secondary Education, U.S. Department of Education

State Government: Gerald L. Saling, Washington State Senate

Private Sector: Ilona M. Hogan, Attorney, Venable, Baetjer, Howard, & Cioletti, Washington, D.C.

University Systems: Thomas A. Bartlett, Chancellor, Oregon State System of Higher Education

Universities: William P. Hytche, President, University of Maryland/Eastern Shores

11:20-12:00 Discussion

Tuesday, June 5 (p.m.)

12:15-1:30 Lunch

Theme II: What To Internationalize? Results of the Study and Factors Promoting Success

Moderator: Davydd Greenwood, Director, Center for International Studies, Cornell University

1:45-3:30 Introduction of Theme II

What to Internationalize:

The Study

Research Methodologies

Model

Factors Promoting and Supporting

Internationalization of Universities

James B. Henson, Washington State University

3:30-3:45 Refreshment Break in Break-Out Rooms

3:45-4:40 Small Group Discussions - Factors Promoting and Supporting Internationalization

- 4:40-5:15 Plenary Session: Small Group Reports & Discussion
- 6:00-7:30 Social Hour - Native American Heritage Museum
(Transportation provided from the hotel)

Wednesday, June 6 (a.m.)

- 7:00-8:30 Buffet Breakfast in Conference Facility
- 8:30-8:45 Opening and Review of Previous Day: Dr. Samuel Smith

Theme III: How to Enhance Internationalization: Approaches and Leadership Options for U.S. Universities

Moderator: Jim Ozburn, President, North Dakota State University

- 8:45-8:50 Introduction of Theme III
- 8:50-9:30 *Overview of Approaches and Leadership Options for Internationalization*: Charles J. Ping, President, Ohio University
- 9:30-10:30 *How to Internationalize: Concept and Approaches*
James B. Henson, Washington State University
- 10:30-10:45 Refreshment Break
- 10:45-12:00 Small Group Discussions - Definition and Implementation of Internationalization Approaches

Wednesday, June 6 (p.m.)

- 12:00-1:30 Lunch and Presentation:
Internationalization of Universities: A Federal Government Perspective: Dr. Leonard Haynes, Assistant Secretary for Post-Secondary Education, U.S. Department of Education
- 1:45-2:45 **Theme III** (continued) - Small Group Reports and Discussion
- 2:45-3:15 *Leadership Options for Internationalization*
Marcus Ingle, University of Maryland System
- 3:15-3:35 Refreshment Break
- 3:35-4:35 Small Group Discussions - Leadership Approaches at the System, University and Program Levels
- 4:35-5:15 Plenary Session - Small Group Reports and Discussion

- 6:00 Reception in Riverfront Park
7:00 Dinner - Salmon Bake in Riverfront Park

Thursday, June 7 (a.m.)

- 7:00-8:30 Buffet Breakfast in Conference Facility
8:30 Opening and Review of Previous Day:
Dr. Raymond Miller

**Theme IV: Conference Resolutions and Forging a National Agenda
for Internationalizing Universities**

Moderator: John V. Byrne, President, Oregon State University

- 8:45-10:00 Introduction of Theme IV
Accomplishments and Conclusions
Summarization of Key Points and Draft Resolutions
Theme I - Dr. Ralph Smuckler
Theme II - Dr. Davydd Greenwood
Theme III - Dr. Jim Ozbun
- 10:00-10:20 Break
- 10:20-11:20 Small Groups - Finalization of Conference Resolutions
and Development of National Agenda
- 11:20-12:20 Plenary Session
Small Group Reports and Discussion:
Finalization of Conference Resolutions and
National Agenda
- 12:20-1:30 Lunch and Presentation of Conference Summary,
Next Steps and Closing Remarks
Dr. Samuel Smith
Dr. Raymond Miller
- 1:30 Adjourn

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Appendix B

**INTERNATIONALIZING U.S. UNIVERSITIES:
PRELIMINARY SUMMARY OF A NATIONAL STUDY**

BY

**JAMES B. HENSON, JAN C. NOEL, THOMAS E. GILLARD-BYERS,
AND MARCUS D. INGLE**

PRESENTED

**CONFERENCE ON INTERNATIONALIZING U.S. UNIVERSITIES:
A TIME FOR LEADERSHIP**

JUNE 5-7, 1990

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**INTERNATIONAL PROGRAM DEVELOPMENT OFFICE
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Internationalizing U.S. Universities - Preliminary Summary
of a National Study

by

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SUMMARY

A study was conducted to develop a data base, collect information and establish a conceptual model or approach that can be utilized by universities to enhance internationalization. Factors that promote and support internationalization and the processes and approaches that can be utilized to enhance internationalization were identified. Data was collected from 183 universities by questionnaire. Ten in-depth case studies were also conducted during which 237 university administrators were interviewed. Discussions were also conducted with researchers and representatives of educational organization; the literature was examined.

An index score for the degree of internationalization for each university was developed utilizing the analysis of data supplied by each university by the questionnaire. Each of the 183 internationalization index scores were plotted to obtain a frequency distribution. The results of the case studies were utilized to obtain additional detailed information and to compare the subjective assessment of these universities with their degree of internationalization indicated by the index score. Close correlation was found between the subjective assessment of the degree of internationalization of the case study universities and their index score and their location along a frequency distribution axis (Figure 5).

Utilizing results from a statistical evaluation of the data, frequency distribution information and case studies, factors that promote and support internationalization were identified: resources; program activities; leadership and management; organization; and external environment. Sub-factors under each of these major factors were also identified.

The process (How?) and approaches for internationalization were identified utilizing the data and case study information. It was demonstrated that each university is unique and

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has specific characteristics and an environment that influences successful internationalization. The presence and characteristics of the factors and subfactors and the interrelationships of the factors and subfactors were found to be very important in the process of internationalization. In terms of the interrelationships, the mix, integration, coordination, synergism and leverage between and among factors was found to influence successful internationalization. The duration of these activities and their potential for contributing at a given point in time varied.

The results suggest that leadership exercised at multiple levels in the university is an important determinant for successful internationalization. This leadership is exerted at the faculty, at the program/unit, at the university administrative, and at the university system levels.

These results indicate that internationalization of universities can be approached in a systematic manner based upon empirical evidence and experience. The results further indicate that each university is unique, but there are generic factors that appear to cut across many, if not most, universities. The presence and characteristics of these factors and their interrelationships determine successful internationalization. A key ingredient is how these factors and their interrelationships are managed within the context of the university environment. The definition of the model or approach makes it possible to further study internationalization.

INTRODUCTION

Many universities in the U.S. are viewing internationalization as a high priority and are carrying out a wide variety of activities directed to strengthening existing international programs and activities or are developing new ones. The interest and priority being placed on internationalization is the result of many factors and influences, both within and outside the university. These are well documented and will not be addressed here.

Internationalization is frequently viewed in general, rather amorphous terms that are difficult for some to understand and comprehend. It is also difficult to research in any systematic way. International programs and activities have long been a part of U.S. universities and have been further enhanced over the last few decades by interest of faculty and students; a recognized need to be more global by enlightened university leadership; and a perceived need on the part of the federal government to have available expertise that can provide advantages in political and other circumstances. However, strategic approaches to total university internationalization have infrequently been addressed. Most available literature relates to specific topics such as study abroad, the incorporation of international content and materials into the curriculum, participation in development cooperation, and others. There is no evidence of the establishment of a conceptual model or approach that will enable university internationalization to be researched and examined in a comprehensive manner.

Based upon a perceived need to develop empirical data that will enable the formulation of a conceptual model and to define factors and approaches for successful internationalization, this study was initiated. Specifically, the study was designed to develop a database, information, and a conceptual model that can be utilized by universities to enhance internationalization. Details of the study and the results are given below.

In this presentation, internationalization will be defined as the incorporation of international contents, materials, activities, and understandings into the teaching, research, and public service functions of universities to enhance their relevance in an interdependent world.

MATERIALS AND METHODS

The research focused on strategic, university-wide approaches to internationalization. Because of a deficiency of information about the internationalization of research universities and some unique characteristics of this type of university, research universities were emphasized. The criteria for the selection of universities included:

- ◆ Institutions that call themselves Universities.
- ◆ Confer a doctorate.
- ◆ Have 5,000 or more students.

Universities with these characteristics were identified in the HEP 1989 Higher Education Directory published by Higher Education Publications Inc., Falls Church, VA. Later, the historic black colleges and universities were added regardless of whether they met all of the above criteria. The research methods included reviewing the literature and obtaining and reviewing published as well as unpublished documents from a wide variety of sources. A questionnaire designed to collect a broad range of information about universities and their international related activities was development and utilization. In-depth case studies of 10 universities were conducted. During the case studies, 237 university administrators were interviewed. Lastly, the planning and conduct of a national conference entitled "*Internationalizing U.S. Universities - A Time for Leadership*" was a part of the endeavor.

Data collected was subjected to statistical analysis and hypotheses testing as detailed below. Frequency distribution of responses to specific and open-ended questions included in the questionnaire were also utilized. For the latter, 236 universities were sent the questionnaire with the total design method utilized to collect the information. These procedures were conducted by the Social and Economic Sciences Research Center, Washington State University.

Several statistical procedures and tests were undertaken to evaluate the data, test hypotheses, and to ensure consistency and quality of results. Cross tabulations,

frequency distributions, descriptive statistics, correlation analysis, χ^2 , t-tests, and the Mann-Whitney U test were used in the course of developing and analyzing results generated from the survey and use of "index scores". (See section on Internationalization Index for more details on index scores).

Cross tabulations were used to identify and characterize the variables that could be utilized to develop an "index score" for each university. All variables used to develop the "index scores" were found to be significantly related using the χ^2 statistic ($P < .10$) to measure existing relationships among variable categories. The resultant index scores are relative indicators of the degree of internationalization.

Descriptive statistics provided information on the distribution of data points, means, modes, etc. This procedure was used to determine baseline characteristics about the data. Frequency analysis was used to examine the "index score" distribution. This provided the information necessary to investigate relationships among university "index scores" and the components which make up the scores.

Hypothesis testing was undertaken using the student t-test and the Mann-Whitney U test. The t-test was undertaken for independent groups. This test was performed because the data were non-correlated; there were no obvious relationships existing across variables used for hypothesis testing. The Mann-Whitney U (MW-U) test was employed to evaluate the relationships under conditions where the population distributions may not have approached a normal distribution. The Student t distribution requires the assumption that the population from which the samples (survey results) were drawn be normally distributed and have equal variances; the MW-U does not require this assumption. However, it is somewhat weaker than the parametric statistics and therefore was used in conjunction with the t-test.

The analysis of the data was utilized to establish an "internationalization index" score for each university. The scores were developed as indicated above with the components of the international programs and activities of the universities contributing to the index given in the results. Based upon the index scores, a frequency distribution was developed which is given in Figure 1. It was then possible to compare, utilizing case studies and the data collected from the questionnaire, those universities with a high degree of internationalization with those with a lower degree of internationalization.

Analysis of the data identified activities or conditions that contribute significantly to internationalization. Those that were closely related in terms of subject matter or type of activities were grouped together under general headings called "factors". Subsets (sub-categories) under each factor were called subfactors. Each of the factors or subfactors also contributed to the developments of the "index score".

RESULTS

UNIVERSITIES

One hundred and eighty-three (183) of the 236 universities contacted completed and returned the questionnaire, a 76% return. The number of universities in each category is given in Figure 2. Sixty-four public land grant universities, sixty-one public non-land grant, forty-four private, and fourteen historic black colleges and universities provided complete questionnaires. Ten case studies were conducted. A wide range of documentation was obtained from each university. During the case study site visits, 237 administrators and international programs/activity directors or administrators were interviewed. Most deans at each of the universities were interviewed as were presidents, vice presidents, provosts, etc.

GENERAL OVERVIEW

The following provides general information about internationalization from the various sources in the study. Addressed will be priorities, commitment, the importance placed by universities on internationalization, activities being carried out and indicators of support and commitment to internationalization.

When asked to indicate the importance of global issues to the society that the university serves, 98.3% indicated that global issues will be more important over the next decade. When asked to indicate the expected level of international programs and activities at their university for the same time period, 68.2% of the universities indicated that the level of international programs and activities will increase greatly, 30.7% indicated that the level will increase slightly with 0.6% indicating that the level will decrease slightly or decrease greatly.

When asked to indicate whether their university had conducted reviews, studies, and/or planning activities related to internationalization during the last 3 years, 77.8% of the universities indicated that they had done so. Of those indicating that they had conducted such reviews, studies, or plans, 82% stated that within the last year they had or were currently implementing recommendations derived from those activities. Included were a wide variety of activities varying from the reorganization of international programs and activities; further globalization of the undergraduate curriculum; establishing international research thrusts or strengthening existing ones; providing more funds and positions for international-related activities; identifying additional high priority thrusts or program areas for emphasis; developing and/or strengthening the international dimensions of public service and cooperative extension; and numerous others.

When asked to indicate the level of commitment of their university to internationalization, 14.2% of the responding universities indicated a very high commitment, 33.1% indicated

a high commitment, 39.2% indicated a moderate commitment and 12.2% a low commitment. These are summarized in Figure 3.

The respondents indicated the level of priority for various international activities by the upper administration of their university (deans and higher positions). The responses are given in Table 1 and generally indicated a moderate level of priority for most international relevant activities. There was some variation, but approximately 40-50% of the responding universities indicated a moderate level of priority for most activities. Those with the lowest level of priority were the establishment or implementation of area studies programs, participation in development assistance projects and activities, and assistance to the private sector in international awareness, education, and related topics. The results are summarized in Table 1.

RATIONALE (WHY?) AND DESIRED STATUS OF INTERNATIONALIZATION

Included in the questionnaire were open-ended questions which requested the respondents to indicate why (the rationale) for encouraging each university to establish, maintain and/or develop a commitment to internationalization. There were 156 responses which are summarized in Appendix I. Basic themes running through most of the rationales emphasized recognizing the increasing global interdependence and a need for global vision. The respondents indicated that universities must modify existing educational, research, and service/outreach capabilities and programs to better serve their clientele. They described global interdependence in economic, environmental, political, cultural/values, intellectual, and problem creation and problem solving dimensions. In order to be successful, the universities indicated the need for positive changes/impact on students, faculty, staff, universities, and the universities external clientele.

Universities were also requested to indicate the desired status of international activities if their universities were successfully internationalized. The responses are summarized in Appendix II. The responses indicated a wide range of desires in terms of accomplishments including students and graduates with greater global competence; curriculum that has more effectively incorporated global dimensions; research with more international dimensions and content; cooperative extension and public service with international dimensions; and faculty with international competence. These are summarized in Appendix II.

INTERNATIONALIZATION INDEX SCORES

The above information provides a overview of the responses of universities to questions and topics related to the internationalization of their universities. One of the objectives of the study was to identify a relative indicator of the degree of internationalization of universities so that comparisons could be carried out. Statistical analysis of the

information provided by the questionnaires indicated that certain activities and conditions were significantly influencing internationalization. The activities and conditions found to be significant for internationalization were called "factors" promoting and supporting internationalization and were utilized to develop an internationalization index score for each individual university. Those components that were incorporated into the internationalization index scores are given in Figure 4. The resultant scores represent relative indicators of the degree of internationalization utilized for comparisons in this study. The frequency distribution of internationalization scores of the 183 universities is given in Figure 1.

The case studies were carried out independent of the questionnaire and the development of the index scores. Based upon the information collected by the interviewer (JBH), a subjective assessment of the degree of internationalization of the 10 case study universities was carried out. The subjective assessment of each university was compared to the other nine case study universities. The subjective assessment of each individual university was also compared to their own international index scores and to their relation to the scores of other universities given in Figure 5. In all cases, there was a close relationship between the case study assessment and the degree of internationalization indicated by the index score. The frequency distribution of the internationalization scores for the case study universities are given in Figure 5. It should be noted that 9 of the case studies are given in Figure 5. After completion of the case studies and the development of the index scores, which were done independently, it was discovered that one of the case study universities did not complete and return the questionnaire. As a result, there is no index score for one case study university.

In Figures 1 and 5, the range in the degree of internationalization is indicated as a lesser to a greater degree with specific index numbers not given. It appears the exact index numbers are less important than the general location on the frequency distribution axis.

INTERNATIONALIZATION MODEL

A conceptual model of the internationalization of universities has been developed based upon the analysis of data collected during the study. This model is only a conceptual one to form the basis for discussion and examination of the internationalization of universities more empirically. It is also meant to be a framework upon which to base further research on the internationalization of universities. The model is represented by a three-dimensional box with various components of the model occupying different locations and interacting together to result in internationalization. Details of these various components will be given in subsequent sections, but the proposed model is given here to assist in understanding the information to follow. Thus, the following will be a description of the model with details of its various components provided in following sections. This description and development of the model will be in steps related to its various components.

In Figure 6, one dimension of the model is given as a box with the degree of internationalization of a university given from low to high on the X-axis. It has been found that there are certain activities and conditions which significantly promote and support internationalization. These have been called factors and are indicated in Figure 7 along the Y-axis of the box; these are labeled factors (What?) in accordance with the questions of Why?, What?, and How? of internationalization. These factors are further sub-divided into subfactors. These factors and sub-factors, to be identified in later sections, have been found to be significant for the internationalization of universities. As an example, limited resources in some universities may contribute to a lower degree of internationalization while the availability of adequate resources may contribute to a higher degree of internationalization. Similar analogies can be drawn from the other factors given in Figure 7. The process (How?) the factors can be utilized to enable a given university to change its degree of internationalization from a lower degree to a higher degree is depicted in Figure 8. This is labeled How? Thus, the How? (the process) of moving from a lower to a higher degree of internationalization (Figure 8) depends upon the presence and characteristics of factors and sub-factors (Figures 7 and 11) and the interrelationships of these factors in terms of mix, integration, coordination, synergism, leverage, and time.

The presence and utilization of the factors and subfactors in an effective approach to internationalization is significantly influenced by leadership, usually at multiple levels within an institution. In Figure 9, leadership provides the third dimension of the model. Leadership can be expressed by individual faculty, by program/unit leaders, by university leaders, and by university system leaders.

The various aspects of the conceptual model will be discussed in more detail in the following sections.

FACTORS AND SUB-FACTORS PROMOTING AND SUPPORTING INTERNATIONALIZATION

IMPORTANCE OF INPUTS

Participating universities were asked to indicate the importance of various inputs for internationalization. The inputs deemed to be very important are given as a percentage of the responding universities in Figure 10.

Over 90% of the responding universities indicated that faculty interest and support, funds, and a supportive central administration were very important for internationalization. Approximately 70% of the universities indicated that factors related to departments and to faculty incentives and rewards were very important. A strategic plan and departmental incentives and rewards were deemed to be very important by approximately 60% of the responders while more faculty positions, support by the Board of Regents, support by the legislature, and support by the private sector were deemed to be less important.

During the case studies, administrators were asked to indicate the factors that they felt were most important for the successful internationalization of their universities. Those selected most frequently by the interviewees corresponded closely with the responses in the questionnaire. Faculty, resources, and supportive central administration were most frequently cited. Other factors and sub-factors given in Figure 11 were also deemed to be important by the interviewees, and were indicated as important by the questionnaire data.

FACTORS AND SUB-FACTORS (WHAT?)

Analysis of the data obtained by the questionnaires; case studies; interviews with administrators at the case study universities; discussions with other individuals in non-case study universities and educational organizations; and examination of the literature has indicated that the factors and sub-factors given in Figure 11 are important for the internationalization of universities. The five major categories are given in Figure 11 and include the following:

- ◆ Resources
- ◆ Program Activities (various)
- ◆ Leadership and Management
- ◆ Organization
- ◆ External Environment

Sub-factors under each of these factors will be discussed in more detail in the following sections. The relationship of these factors to the internationalization model are given in Figure 7.

Resources

Faculty

Over 90% of the responding universities indicated that faculty, funds, and a supportive central administration were very important for internationalization (Figure 10). Analysis of the data and the degree of contribution of faculty to the internationalization index scores indicate that faculty are one of the most important contributors to internationalization. Faculty international competence and the utilization of this competence to strengthen university programs is very important.

University administrators also identified faculty interests and capabilities are very important for the internationalization of their individual universities.

Faculty gaining international competence was achieved by a variety of mechanisms, but the highly internationalized universities made explicit efforts and provided resources for faculty international competence development. Resources for faculty development are

provided by a variety of mechanisms including special study grants and funds, travel grants, sabbatical leaves, faculty exchange grants, curriculum development grants and research development grants. Little resources were provided for faculty development in the area of public service.

Most of resources for faculty development are provided from the university, from the federal government and a limited amount from private foundations and other private sources. Responses indicated that the level of faculty international understanding was somewhat higher (65.7% of the responding universities) currently than five years ago.

Respondents also indicated that the faculty gaining international experience and understanding by the conduct of professional activities in a foreign setting was very important. Other contributors to faculty international competence, although less supported, included learning foreign languages, travel, attendance at international conferences, etc. In terms of faculty gaining international experience, participation in donor funded development cooperation activities was deemed to be very important. In this regard, 48.6% of the universities currently or in the past had participated in donor funded development cooperation activities. When asked about the benefits the university had achieved from participation in development cooperation (assistance projects, and activities), 90% of the universities selected faculty experience and exposure most frequently. Furthermore, when requested to indicate the first and second most important benefits they wished to achieve from participation in development cooperation (assistance), faculty experience and exposure was selected by the largest number of universities in response to each of these questions.

When asked to indicate how the senior administrators at the university had indicated to faculty, colleges, and departments their support and commitment to international activities, 16.5% indicated that faculty annual review policies incorporated international activities while 16.4% of the universities indicated that international activities were incorporated as a criterium for tenure and promotion. By contrast, over 80% of the universities indicated that senior administrators has indicated their support and commitment by oral presentation by the President and/or Provost.

Administrators

As indicated previously, over 90% of the responding universities indicated that support of the central administration was very important for the internationalization of universities. Interviews during the case studies also indicated that a supportive central administration was very important for internationalization. The data indicates that a supportive central administration is very important in establishing the internal environment and influencing policy, incentives and rewards and the allocation of resources in support of internationalization. There appeared to be some question raised about administration commitment as reflected in the perception that internationalization was given limited consideration in faculty tenure and annual review processes. Other data indicated that

the central administration was moderately supportive of most international activities at 40-50% of the responding universities. (Table 1).

Interviews of presidents, provosts, vice presidents, and other individuals with senior administrative positions indicated that they supported internationalization. When asked to define internationalization, indicate the most important factors for promoting and supporting internationalization, and the desired status (indicators) of successful internationalization of their universities, it appeared that many had thought about the topics very little. Few could articulate very explicitly the desired status of internationalization of their university. Furthermore discussions with some university senior administrators at case study institutions indicated that their perception of the status of internationalization, activities, etc. appeared to vary from that of the reviewer. It appeared that in some cases there was not a clear understanding of what internationalization is and can be on an individual campus.

Funds

Of the responders, 93.3% indicated that the provision of funds is very important for internationalization. The provision of university resources for international programs and activities was a moderate priority for most university administrators. However, 72.% of the universities indicated that senior administrators had indicated their support and commitment by providing university funds for internationalization.

Data indicated that funds for internationalization and support of a wide range of program activities were being obtained from university sources. In 53.4% of the universities, specifically identified sources of funds or budgets other than regular department and college budgets are available to faculty and departments for international related activities. Specific procedures are in place for accessing these funds in 82.1% of those institutions at which such funds were available.

Comparison of the universities with a lower to those with a higher degree of internationalization indicates that the availability of funds has played an important role in internationalization. Not only are funds important in terms of their support for ongoing international activities, but it appears that internationalization is enhanced by the availability of additional sources (frequently small amounts) of funds that can be accessed by faculty to be used entrepreneurially or to support new initiatives and programs. The presence of such funds also contributes to a supportive internal university environment and is viewed as a further indication of commitment on the part of the university.

Incentives and Rewards

Faculty incentives and rewards were very important by 70% of responding universities for promoting and supporting internationalization. The type and characteristics of the incentives varied considerably from institution to institution. Access to funds to initiate or

carry out new programs, for travel grants to conduct research, to enhance faculty capabilities or to attend conferences were important. As indicated previously, however, the responding universities indicated that recognition of international activities by faculty for annual review and tenure was carried out by less than 20% of the responding universities.

A number of the case study universities with a higher degree of internationalization were able to provide faculty incentives and rewards by the investment of relatively small amounts of resources. At some universities the availability of limited additional funds, frequently accessible on a competitive basis, may be as important as the actual amount that was provided for creating a supportive institutional environment.

Program Activities

Listed under this factor are a number of sub-factors spanning a broad spectrum of activities/inputs indicated in Figure 11. Many of the details for the program activities will not be provided here, but will be given in the final publication of the study. Instead, general overviews will be provided. For additional information on study abroad, international studies, and foreign languages, the reader is referred to the recent book by Richard Lambert entitled, "International Studies and the Undergraduate", American Council on Education, Washington, D.C., 1989. Considerable details about these topics are given in that publication. In this presentation, the actual numbers of students studying abroad, number and geographic area emphasis of area studies, programs, and similar details will not be provided. These will be given later.

Foreign Students/Scholars

All of the 183 responding universities had foreign students and usually foreign scholars on their campuses. Each also had a support mechanism in place for them which varied from an office with one person to the incorporation of this activity into a broader support organization. The majority of the foreign students on campuses were graduate students who were from a broad range of countries with those from Asia and the Pacific Rim dominating at many universities. A number of the universities indicated that they were attempting to more effectively incorporate foreign students into ongoing educational programs through the use of language houses, other facilities for joint occupancy or interaction of U.S. and foreign students and the utilization of foreign students to provide information to public school systems or other university clientele.

The case studies suggested that foreign students are not well integrated into the academic affairs of the universities as resources as well as participants. Therefore, their full potential contribution to the internationalization of universities does not appear to have been realized and it is difficult to quantify in any meaningful way their actual contributions.

Study, Work and Internships Abroad

Of the responding universities, 88.9% indicated that they have student exchanges, study abroad, or work/internship abroad programs ongoing. The mean number of study abroad/student exchange programs available by the universities was 13.8. A mean of 146 U.S. undergraduate students were participating in study abroad from each of 141 universities with a mean of 15 graduate students from each of 105 universities. Examination of the indicators of priority for international activities suggested a moderate degree of priority placed on study or internship abroad opportunities by 40-45% of the responding universities.

Examination of the case study universities indicated that all had study abroad programs, but these activities frequently were not incorporated explicitly into academic programs. The degree of incorporation, however, varied among the universities. One case study university appeared to have significantly integrated study abroad activities into academic programs approximately 10 years ago, but currently study abroad was less integrated. More effective integration was viewed as an important need by most case study universities.

Some colleges, especially colleges of business, appeared to have an increasing interest in and to be developing opportunities for internships abroad as well as study abroad in Japan and Western Europe. Some institutions have had ongoing internship programs for small numbers of students in place for a number of years; some of them were deemed to be quite successful.

When comparing the universities with lower degree of internationalization with those with higher degrees of internationalization, it appeared that most were implementing study abroad programs. The universities with higher degrees of internationalization frequently had a larger number of students participating, perhaps because they frequently were the larger universities. Although a number of administrators from the case study universities indicated that study abroad programs were not well integrated into their academic programs, all indicated that individual students appeared to be gaining considerably from the experience. In addition, a number of universities indicated plans underway or intentions to expand the opportunities for study abroad to geographic areas other than Western Europe; several have, or plan to establish, campuses abroad.

Foreign Languages

Approximately one-third of the responding universities require entering first-year students to have completed foreign (non-English) language courses as a condition of acceptance into the university. Approximately 70% required language training in some disciplinary areas for undergraduate and graduate degrees. Seventy percent of the universities indicated a trend of increasing enrollment in foreign language courses.

At several of the case study universities, deans of colleges of agriculture, engineering, communications, business and others indicated dissatisfaction with the level and type of language training being provided. Some had or were in the process of establishing or were considering the establishment of their own foreign language teaching capabilities to meet their specific needs.

The teaching of foreign languages is a significant contributor to the internationalization of universities. The information suggests, however, that the teaching of foreign language and the provision of "service" to non-traditional clientele is raising questions on a number of campuses. The relationship between pedagogical teaching and linguistics in terms of foreign language instruction was deemed to be a problem on some campuses. Competency based teaching was also cited as a concern, especially by deans whose colleges needed language instruction more geared to their specific needs.

Development Cooperation

Participation in development cooperation has played an important part in the internationalization of universities. Of the responding universities, 48.6% indicated they were currently or in the past had participated in donor funded development cooperation. Discussions with deans and others at the case study universities indicated the involvement of a broad spectrum of disciplines in these activities including business, education, communications, agriculture, engineering, the libraries and others. Thus, on many campuses a number of colleges and units had participated in development cooperation. Discussions with deans and others indicated that participation had had a significant impact on the internationalization of programs, primarily through the gaining of faculty experience.

When asked to indicate the benefits achieved from participation in development assistance, a number of benefits were identified and are given in Table 2. The most frequently indicated benefit was faculty experience and exposure with assistance to developing countries, information useful to teaching and information useful to research being selected frequently. Information applicable to public service and useful to cooperation extension were selected less frequently. When asked to indicate the most important benefit the universities wished to receive from participation, faculty experience and exposure was selected most frequently.

The average annual dollar volume of business from donor funded development cooperation is given Table 3. Generally, those universities with a higher dollar volume of business were the universities with a higher degree of internationalization. There were exceptions, however.

Development cooperation activities are administered separately from other international activities in 66% of the universities. It was further indicated that 46% of the universities utilize some university resources in support of development cooperation activities.

The following observations were made from the various sources of data. Participation in development cooperation (assistance) has and continues to significantly influence the internationalization of universities in a number of subject matter areas. Practically all universities with a high degree of internationalization have participated in development cooperation efforts, primarily those funded through USAID. Some universities have had significant dollar volumes of business and participation in development assistance projects with limited impact on the internationalization of the campus. Participation in development cooperation is viewed negatively by some university administrators, especially colleges of agriculture. Participation in development assistance is usually not integrated into academic programs. Lastly, at a number of universities, participation in development cooperation is frequently viewed as a source of funds rather than as a factor for internationalization.

Of the responding universities, 44.5% indicated they had established inter-institutional agreements with institutions in other countries. Approximately 50% indicated there was a moderate degree of priority placed upon the establishment of such agreements. It appears, however, that the degree of participation in terms of faculty or student involvement is minimal for many institutions and for many agreements. In terms of the distribution of the agreements, there were less in Africa than any other continent with the highest number in Western Europe, Asia, and Latin America.

Discussions with directors of international programs and other administrators indicated that in the past these agreements had been seen primarily as mechanisms for faculty and student exchange and interactions. Currently, a number of universities are placing a greater emphasis on internships and on the development of collaborative research efforts with foreign institutions. It was further indicated that traditional development assistance activities are likely to be re-oriented more toward development cooperation, i.e. mutually beneficial cooperation rather than development assistance.

Academic Driven Programs

Included in academic driven programs are research, scholarship and graduate education; area and thematic study programs; and the undergraduate curriculum. There is considerable overlap between research, scholarship and graduate education and area and thematic study programs. The research and area and thematic study programs will be discussed together with the undergraduate curriculum discussed separately. Central to the discussion is the role and impact on students, teachings and academic programs.

Research, Scholarship, and Area and Thematic Study Programs and Graduate Education

Analysis of the data indicates that research with the involvement of graduate students appears to be quite important for the internationalization of universities. Most of those universities with a higher degree of internationalization have developed and have in operation area, thematic, and other multidisciplinary research and study programs with

the involvement of graduate students. A number of these institutions obtain support for graduate students either through Title VI or other federal sources with an undetermined amount of their own resources.

Of 183 responding universities, 23.9% indicated they placed a high priority on the establishment and functioning of research and area study programs with 32.2% indicating a moderate degree of priority.

An examination of the case studies, the questionnaire data, and discussions with various university administrators indicated that area and thematic studies and research programs have contributed significantly to the internationalization of universities. It appears that many of these are supported to varying degrees by federal funds, or are utilizing federal funds to significantly leverage university resources. These institutions deem the potential loss of federal funds as exemplified by Title VI to have a potentially very negative impact on their programs.

Most of the lesser internationalized universities either had no area/thematic study and research programs, or the few they had are deemed to be minimally active and involve a small number of students and faculty.

Undergraduate Curriculum

The inclusion of international content and material into the curriculum was viewed by 50% of the universities as a moderate priority with 45% indicating a moderate degree of activity to incorporate such content into the curriculum, i.e. curriculum development/change. Responding universities indicated that non-western international subject matter and material had been incorporated into the university-wide curriculum to a high degree by 10.5%, to a moderate degree by 39.2% and to a low degree by 45.3%. In addition to general university requirements, 68.9% of the responders indicated that international content was incorporated into the undergraduate degree programs and 63.4% for graduate degree programs.

Slightly over 50% of the universities indicated that faculty could obtain curriculum development grants to internationalize courses from the university and 78.6% indicated that procedures were in place and available to faculty to access funds and other support for curriculum development.

It was not possible to obtain specific detailed information about the international content and materials included in courses and concentrations. The reader is referred the book entitled, "International Studies and the Undergraduate", by Richard D. Lambert, American Council on Education (1989) for details about this subject.

It was also not possible to clearly indicate a significant impact on internationalization by the undergraduate curriculum in the present study. It should be noted, however, that this

study did not attempt to assess the international knowledge and competence of students. The lack of clear significant influence on internationalization may, therefore, be a result of the design of the study.

Examination of the lesser and greater internationalized universities indicated some subjectively detectable difference in the degree of incorporation of international content and materials into the curriculum. There was less content evident in the universities with a lesser degree of internationalization, although this is merely an observation. It appeared, however, that changing the undergraduate curriculum to incorporate more international content and materials has not proceeded to a very great degree at many institutions. In some instances, it appears to have been possible to implement curricular changes incorporating international content at smaller universities more readily than at larger universities.

At the case study universities, few interviewees could explicitly define the desired degree and characteristics of international competence of graduates. Even fewer were attempting to evaluate such competence. Practically all interviews indicated that more international competence is desirable, but frequently indicated a lack of time or faculty.

Public Service

Most responses in the questionnaire and discussions at case study universities indicated that providing international information, education, and services to university clientele, i.e. cooperative extension and public service, was viewed as a low priority with limited ongoing activities. This may reflect a lack of demand on the part of the public for international information and education and/or a lack of interest and priority on the part of universities to provide such. In many instances, it appeared the university administrators were perceiving a negative attitude on the part of university clientele, primarily as a result of negative impressions of development assistance activities. Public service including cooperative extension appears to have had minimal impact on the internationalization of most universities.

Leadership and Management

Leadership and management contribute significantly to the internationalization of universities. Leadership and management sub-factors contributing to internationalization included commitment; policies and procedures; strategic planning/review; and allocation of resources.

Commitment

Of the responding universities, 47.3% indicated that their university had a high or very high commitment to internationalization with 39.2% indicating a moderate degree and

12.2% a low degree. The priorities for international activities by the upper administrators (deans and above) are given in Table 1 and indicate moderate degree of priority for most international related activities. When asked to define commitment many interviewees stressed provision of resources; support of faculty including incentives and rewards; and incorporation of statements about internationalization into plans, mission statements, and other documentation. Fifty-six percent of the responding universities which indicated they had university documentation, such as a mission statement, that specifically incorporates language indicating a commitment to internationalization. Forty percent of the universities indicated that their university did not have documentation indicating a commitment to internationalization.

Commitment by universities to internationalization was most succinctly articulated and defined by President Charles Ping of Ohio University. He stated, "Commitment is the congruence of rhetoric and resources".

The results of the study indicate that approximately 70% of the universities are providing university resources for a variety of international activities, with procedures in place for faculty and the units to access such resources. Examination of case study universities indicated that generally those with a lower degree of internationalization had limited resources available while those with a higher degree had adequate resources for many international activities. Most Directors of International Studies or similar positions, indicated, however, that their resources were inadequate to carry out their responsibilities optimally. State, university, federal, and private foundation funds are being utilized by a large number of universities to carry out international related activities.

Policy

Approximately 70% of the responding universities had incorporated some mention or dimension of internationalization in planning documents. Most departments and colleges, however, did not include internationalization or international-related activities, etc. in their planning documentations. Thus, it appears that an overall policy for internationalization is evident at the rhetorical level in university documentation, but is not perceived as penetrating through the various operational levels of the university. Lack of a policy environment conducive to internationalization in cooperative extension and in public service functions was indicated to be especially lacking.

The case studies and examination of the data from the questionnaire indicated that policies conducive to internationalization are important for the establishment of a supportive internal environment for internationalization. Policies indicating support of internationalization without their implementation and the lack of provision of resources have little positive impact and may be detrimental. Policies supportive of internationalization are present, but in many institutions, this is especially true of those universities with a lesser degree of internationalization, they are not being implemented. Lack of support of international activities by administrators and lack of incentives and

rewards for faculty were deemed to be especially indicative of a negative policy environment.

Strategic Planning/Review

Discussions with various individuals during the case studies indicated a primary concern and focus on international activities (inputs), with limited emphasis on outputs and impact of internationalization on programs. There was limited evidence of the explicit incorporation of international dimensions into the university, college and departmental planning processes. Statements supportive of internationalization are present in the mission and goal documents of many universities, whether they have attained a lesser or greater degree of internationalization. Respondents indicated that strategic planning for the establishing, strengthening, and operating international programs are very important (60.5% of the respondents) (see Figure 14). It appears, however, that planning for international activities and programs occurs to a limited degree at the university and college levels, although the number of universities conducting such activities is increasing.

The individual units with specific responsibility for the management and/or conduct of international activities such as study abroad, foreign students, etc. frequently had plans that were incorporated into budgetary and other requests. Examination of the documentation indicated that the plans frequently had or were being implemented.

When universities were requested to indicate the presence of monitoring and evaluation mechanisms to assess progress toward the achievement of the goals of internationalization, few indicated the presence of such plans. Examination of information from the case study universities further substantiated a lack of explicit monitoring and evaluation procedures in place and being implemented.

The data suggests that strategic planning is viewed as being important, at least by responders from the universities, but that such plans are frequently not being developed by colleges and departments. There are, however, exceptions at some universities with moderate to high degrees of internationalization. Internationalization factors and sub-factors are generally being viewed within the context of an isolated activities that is not being effectively related to an overall university-wide internationalization planning.

Allocation of Resources

The provision and allocation of resources have been addressed in a number of the previous sections and will not be further discussed here.

Organization

The sub-factors associated with the organization factor include structure; linkages among and between units; and the internal university culture.

Structure

The organization of international programs and activities appears to be an important contributor to internationalization. It appears, however, that the specific organization may be less important than some of the previously discussed factors and sub-factors. The organization at many universities has evolved more by chance than design, based upon individual circumstances such as an individual faculty or administrator's interest and availability, and other considerations. The leadership capabilities, activities, and interpersonal skills of individuals interested in and supporting international programs and activities have frequently provided the impetus and generated support.

The organization of international programs/activities in the participating universities is given in Figure 15. One central office with university-wide responsibilities is in place in 46.6% of the universities. Of the universities, 29.2% have multiple offices addressing different components of international programs and activities with each having university-wide responsibilities. In approximately 15% of the universities, responsibilities are delegated to offices in colleges and/or individual departments.

The senior most position directly responsible for international programs and activities is given in Figure 16. A Director of International Education, Studies or related title is present on 26.4% of the universities. A Vice-President is the most senior position responsible at 21.2% of the universities with a Dean in the senior position at 11.7% of the universities. There was a wide variation of other positions as indicated in Figure 16, which accounts for 20% of the universities.

The most senior position responsible for day-to-day operations was a Director of International Education, Studies or related title in slightly over 50% of the universities. The next most frequently identified senior position for day-to-day operations was a Dean at 12%. Other positions are given in Figure 17.

Discussions with individuals at the case study universities indicated the expectations of university-wide offices or units for international programs and activities. The expectations are as follows:

- ◆ Provide information and awareness to the university-decision-making processes;
- ◆ Serve an advocacy role for international programs and activities;
- ◆ Assist and provide support for faculty and units;
- ◆ Provide information and serve as a communication channel to identify opportunities, assist in proposal preparation, and others;
- ◆ Coordination of activities across campus;
- ◆ Not to intrude in or attempt to subvert the academic and other prerogatives of the faculty and units.

Comparing the universities with a lesser to those with a greater degree of internationalization indicates a wide variation in the organization structure and the position designation as the senior person responsible. Varying degrees of success have been achieved with or without a central office. Most universities, however, indicate a need for a centralized mechanism to coordinate and more effectively integrate and assist the broad range of international programs and activities ongoing at many universities. Most perceive a need for a position with access to the decision-making process to raise awareness and serve as an advocate. In this regard, most of the case study universities were in the process of examining the possibility of establishing a central organization structure or already had one in existence. As indicated previously, however, some highly internationalized universities have decentralized international administration.

Linkages

The above discussion on the organizational structure and the activities and responsibilities for such units addresses linkages. There is a frequent lack of linkage between and among the internationalization factors and sub-factors given herein. This is deemed by some respondents as being detrimental to most effective use of available resources and to internationalization.

Internal Culture

The internal culture (i.e. the perception on the part of the faculty and units that the university is supportive of internationalization) is important. Such a perception reflects the presence and interactions of a number of the factors and sub-factors given here. A supportive internal culture appears to be important to generate the interest and support of faculty and units for internationalization.

External Environment

The external environment factor is composed of three sub-factors including global awareness; stakeholder demand; and benefits.

Global Awareness

As indicated in Appendix I, the rationale for internationalization by many universities is based upon an awareness of global interdependence and change. The universities are perceiving opportunities and needs to further internationalizing programs in an increasing interdependent world. Thus, an awareness of events outside the university, state, and U.S. are playing an important role in promoting internationalization.

Stakeholder Demand

Examination of the literature and discussions at case study universities indicate that at

some universities there is explicit demand by various stakeholders for international related information, training, and activities. In this regard, stakeholders can be defined broadly to mean students, citizens of the state, donor agencies, and many others. At a number of the colleges in the case study universities, student demand is influencing the internationalization of curriculum and other programs. Other stakeholders are increasingly requesting information, education, and services by the universities to assist them to understand and to live and work in a rapidly changing world.

Benefits

Benefits to the university and its programs and to the universities other clientele from further internationalizing are influencing interest in and activities directed to internationalization. These vary from university to university.

THE PROCESS OF INTERNATIONALIZATION--HOW?

The process (how?) of internationalization was addressed in the internationalization model in Figure 8. How universities can be internationalized relates to the utilization of the internationalization factors to bring about institutional change.

How internationalization can be carried out appears to depend upon the presence and characteristics of the factors and sub-factors and their interrelationships. The interrelationships include the mix, integration, coordination, quality and leverage of the various factors and sub-factors in relation to each other. Time, is also an important consideration. How the internationalization process can be most effectively carried out is also determined by the specific characteristics and environment of the university. Approaches that have been successful at one university will not necessarily be the most successful at another. Factors and sub-factors must be viewed in terms of their presence, characteristics, and interrelationships within the context of the individual institution.

What is deficient in many institutions is an explicit effort to consider and to emphasize the relationship among and between the factors and sub-factors to maximize synergism and impact on programs and to base decisions on the potential for achieving the desired status (mission of the university and objectives of internationalization). As an example, a university may establish as an objective that every student should graduate with a specified level of international competence. The presence, characteristics, and interrelationships of the factors and sub-factors should be based upon the contributions to the enhanced competence of students (in this example). Frequently the case study universities appear to emphasize activities rather than impacts (achievement of objectives) in their planning and resource allocation processes. As an example, increasing the number of foreign students by some percentage may or may not contribute as much to enhancing the international competence of students as providing faculty release time and other incentives to further incorporate non-western cultural materials and content into the curriculum.

There is frequently lack of integration of various factors and sub-factors. Not only does there need to be a proper mix, but they need to be well coordinated and integrated to capture synergisms that can result. As examples, donor funded development cooperation activities and the development of faculty international competence are frequently not coordinated and intergrated. At many universities student international experiences such as study abroad are not well integrated into academic programs. More effective integration and coordination of factors and sub-factors are viewed as an important need by many administrators in this study.

In order to obtain additional information about successful approaches to internationalization, four case study universities with different degrees of internationalization were compared to serve as examples. The results are summarized in Figure 18, which indicates some of the characteristics of the identified factors for internationalization. The interrelationships between various factors and sub-factors for the different universities will be discussed in more detail at the conference.

In Figure 18, University A is indicated as a university with a low degree of internationalization, University B with a low intermediate degree of internationalization, University D with a high intermediate degree of internationalization, and University I is the example university with a high degree of internationalization (see Figure 5).

The university with a low degree of internationalization has limited faculty and funds and limited support by the administration. The principle program activities with international dimensions are foreign students. Some international content has been incorporated into the curriculum by individual faculty. Some foreign languages and other subjects with an international dimension are included in academic programs. The previous leadership of the university was non-supportive of internationalization and limited policies and procedures were established to enhance internationalization. In fact, the policies appeared to have been detrimental. The primary organizational structure specifically addressing any of the internationalization factors is an office in support of foreign students. The external environment is generally non-supportive with poor linkage with those components of the external environment that are supportive of internationalization. As a result, the university has achieved a low degree of internationalization.

The example university with a low intermediate degree of internationalization has a limited number of faculty with international experience and understanding, has administrators that are supportive generally and has limited funds available. The administrators, however, appear not to have an overall appreciation of what internationalization is and can mean to a university. Program activities predominantly focus on foreign students and participation in development cooperation. The latter has been significant over a number of years. Other program activities including the teaching of some foreign languages and other disciplinary activities with intrinsic international content. The policy environment is generally supportive of development assistance, but has addressed internationalization of other dimensions of the university to a limited degree. The university does incorporate

into its mission statement internationalization, but this is generally not implemented and is generally not reflected in policies. The organization is a university-wide one which emphasizes development assistance with limited activities in study abroad. The external environment appears to be minimally supportive and there is poor linkage with those components of the external environment that are supportive. As a result, this university has a primary emphasis on foreign students and development cooperation, with little impact on other dimensions of the university. It has a low intermediate level of internationalization.

The example university with a high intermediate degree of internationalization has emphasized the development of faculty experience and expertise with a large number of faculty with interest and international competence. Administrators are generally supportive and have a general appreciation of what internationalization can mean to the university. Funds are provided for international activities, although not adequate to meet all of the needs. Some incentives have been provided in the form of limited funds, mini-grants, travel opportunities, faculty release time, and others to enhance internationalization. Program activities at this university have emphasized foreign students, study abroad and development cooperation. All three of these activities are effective and appear to be contributing. Some research efforts have international dimension although area studies are minimal and have limited impact. There has recently been a significant incorporation of international content and material into the curriculum with an environment that appears to be supportive of further incorporation.

There is a commitment on the part of leadership as emphasized by the provision of resources and rhetoric and other indications. Good leadership appears to have been provided by individuals at several levels, but there is a deficiency in the linkage and integration between units and with unit activities and academic programs. Resources have been made available and have been allocated to faculty and to the units. This high intermediate example university has multiple organizational structures, each with different responsibilities. These are not well coordinated. There is a supportive internal culture within the university with the recognition that internationalization is important and being supported.

The university community, faculty, administrators and students appear to be globally aware and interested. There is some stakeholder demand by university clientele as exemplified by the need and support for international agricultural marketing, the development of small business capabilities with international components and others. There are linkages with private sector as well as governmental agencies. As a result, this university has attained a high intermediate degree of internationalization with an environment that appears to be conducive for additional advances.

The example university with a high degree of internationalization has a long history of international activities. It has a large number of faculty within interests experiences and activities. Historically and presently the administrators are supportive, funds have been

provided and incentives are available for faculty and units. Most program activities are internationalized to varying degrees. There is a strong foreign student and study abroad program, multi-disciplinary area and thematic studies are well developed and develop cooperation is ongoing and has impacted the program. The international dimensions have been incorporated to some degree into the core curriculum, but this appears to be somewhat lacking. There is commitment and long standing leadership for internationalization at several levels. Planning activities are evident and with decisions made accordingly. Resources are allocated to units to carry out these international activities. There is a strong central organization with linkages established among and between the various units, although this appears not as strong as it might be. There is a supportive internal culture.

This university faculty and students are globally aware. There is some stakeholder demand which is reflected in the provision of education and other services by the university. Linkages with external and environmental organizations are fairly well developed and effective.

LEADERSHIP

Comparing the size of universities with the internationalization index scores indicates that medium to large size universities dominate those with a higher degree of internationalization. However, there are some smaller universities that have attained a higher degree of internationalization.

Regardless of the size of the university and its resource endowments, one of the most critical factors in achieving a higher degree of internationalization appears to be leadership (Figure 9). Such leadership is difficult to define in this context and has a number of facets. Also, it is evident that leadership for internationalization has occurred at various levels of the universities. In some highly internationalized universities, current senior administrators do not appear to be very involved and very interested in internationalization, while there is widespread support at the college and faculty levels. The third dimension of the internationalization model is leadership at multiple levels including the faculty, which appears to be very important and has significantly influenced the degree of internationalization..

TABLE 1

Priorities for International Activities by Upper
Administration (Deans and Higher Positions)

International Activities	High %	Medium %	Low %	None %
• Encourage Foreign Language Study	31.3	49.2	16.8	1.7
• Include International Content and Materials in the Curriculum	26.0	50.8	21.0	1.7
• Establishing or Implementing Area Studies Programs	23.9	32.2	35.6	7.8
• Offering Study or Internships Abroad Opportunities for U.S. Students	33.1	42.5	19.3	3.9
• Recruitment and Training of Foreign (Non-U.S. National) Students	27.5	45.1	23.1	4.4
• Supporting Faculty Exchanges	21.1	40.6	33.3	5.0
• Supporting Research Emphasizing International Topics in U.S. and/or Abroad	24.9	44.2	26.5	2.8
• Establishing Cooperative Relationships with Institutions in Other Countries	34.3	47.0	15.5	2.8
• Participation in Development Assistance Projects and Activities	21.5	24.9	34.3	11.6
• Promoting and Supporting Efforts to Internationalize the University within Colleges and Departments	25.4	48.6	22.7	1.7
• Providing Faculty Development Opportunities	18.1	43.4	33.5	3.8
• Assisting the Private Sector in International Awareness, Education and Related Topics	13.3	36.5	37.6	11.0
• Providing University Resources for Various International Related Activities	21.7	42.8	31.7	2.8

TABLE 2

Benefits from Participation In Development Cooperation

Benefits:	% Universities
•Faculty Experience & Exposure	90.1%
•Assistance to Developing Countries	86.7%
•Information Useful: Teaching	86.7%
•Information Useful: Research	84.4%
•Source of Foreign Students	81.8%
•Increased Source of Funds	77.8%
•US Student Experiences & Exposure	74.4%
•Information Applicable to Public Service	60.5%
•Information Useful to Cooperative Extension	53.7%

TABLE 3

Average Annual Dollar Volume of Business (N=88)

<u>Dollar Volume of Business:</u>	<u>% Universities</u>
Over \$3,000,000	25.0%
\$2,000,000 - \$3,000,000	5.7%
\$1,000,000 - \$2,000,000	11.4%
\$500,000 - \$1,000,000	9.1%
< \$500,000	35.2%
Do not Know	13.6%

FREQUENCY DISTRIBUTION OF UNIVERSITY INTERNATIONALIZATION SCORES

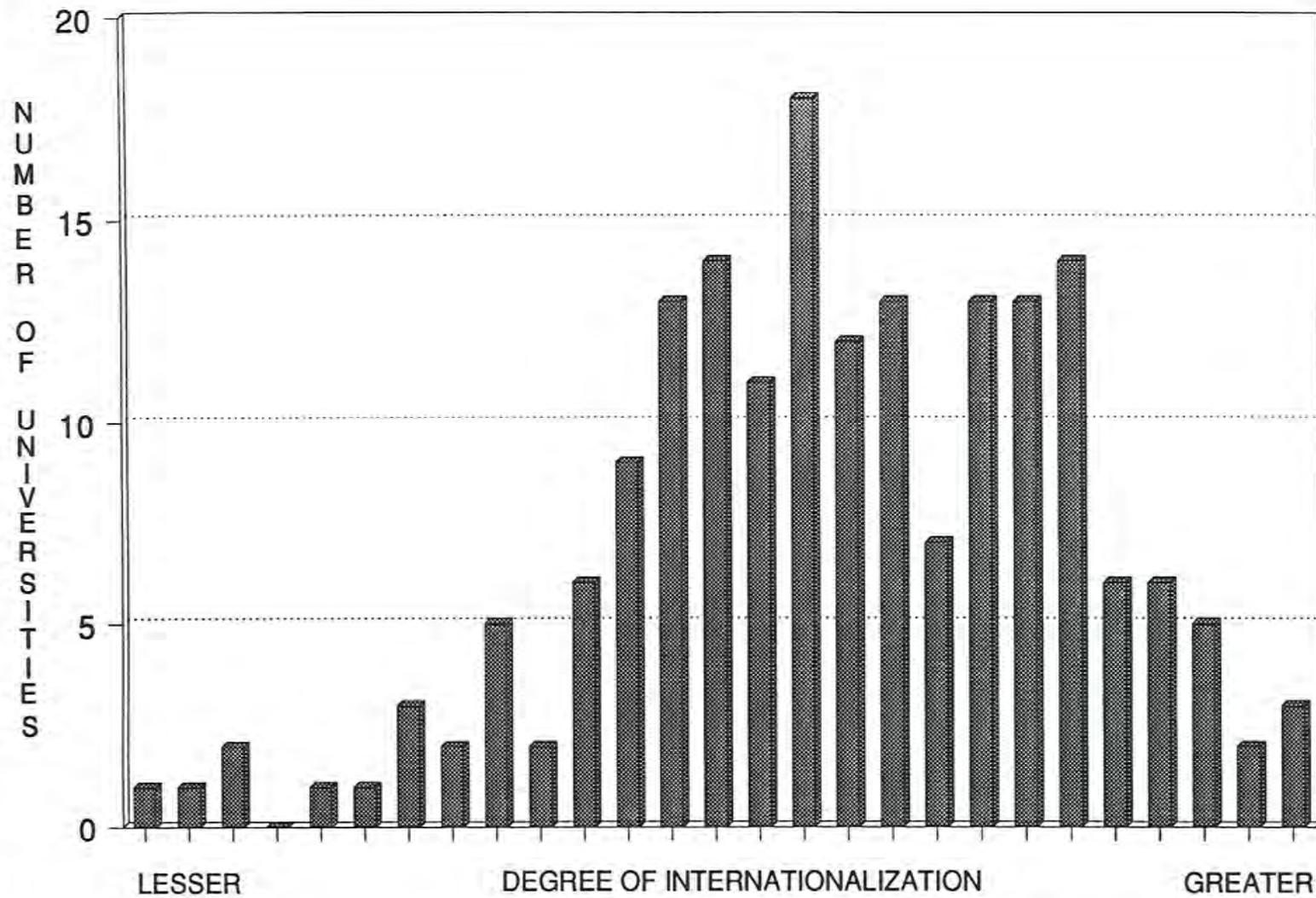


FIGURE 1

Categories of Universities

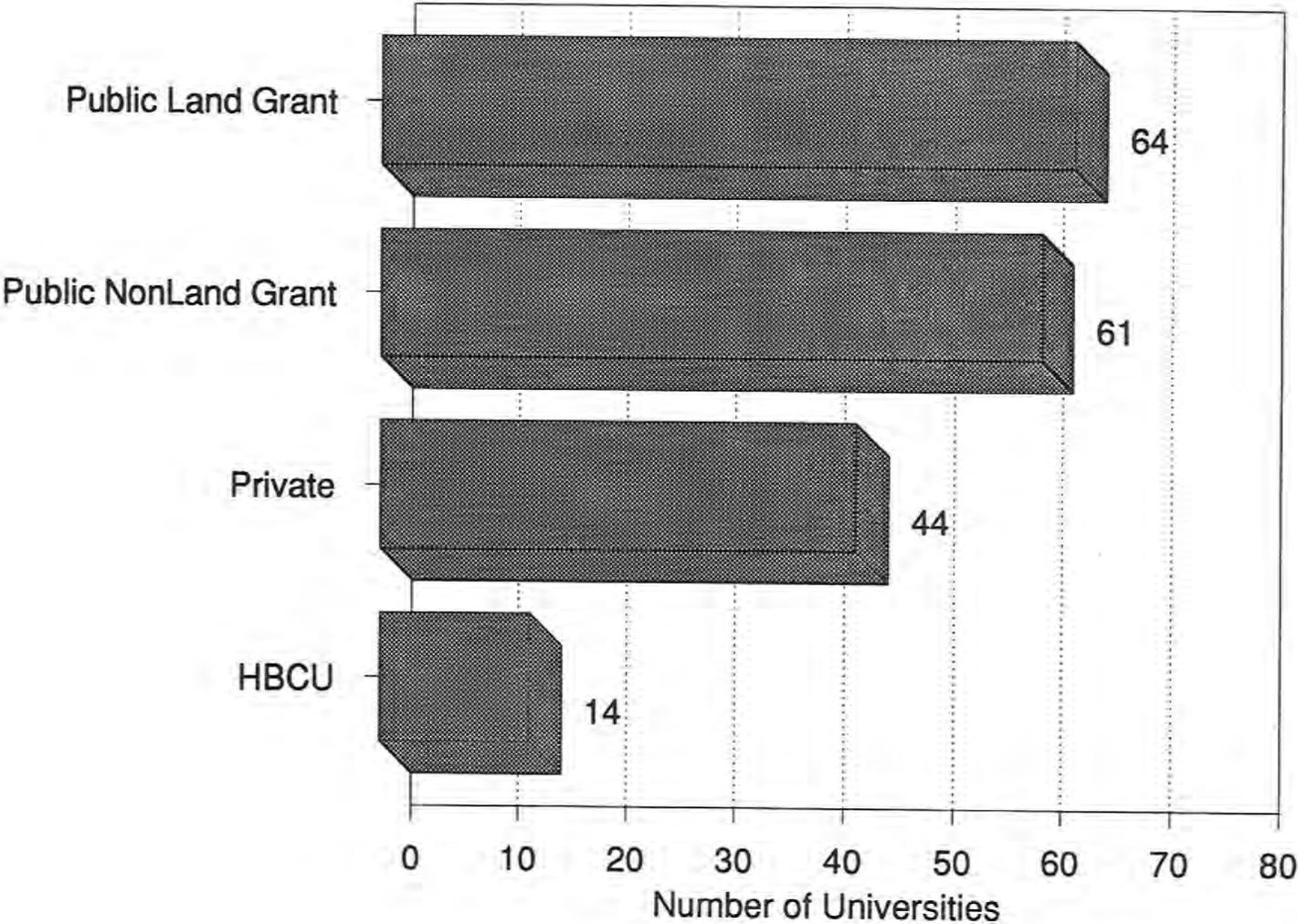


FIGURE 2

Commitment of Universities to Internationalization

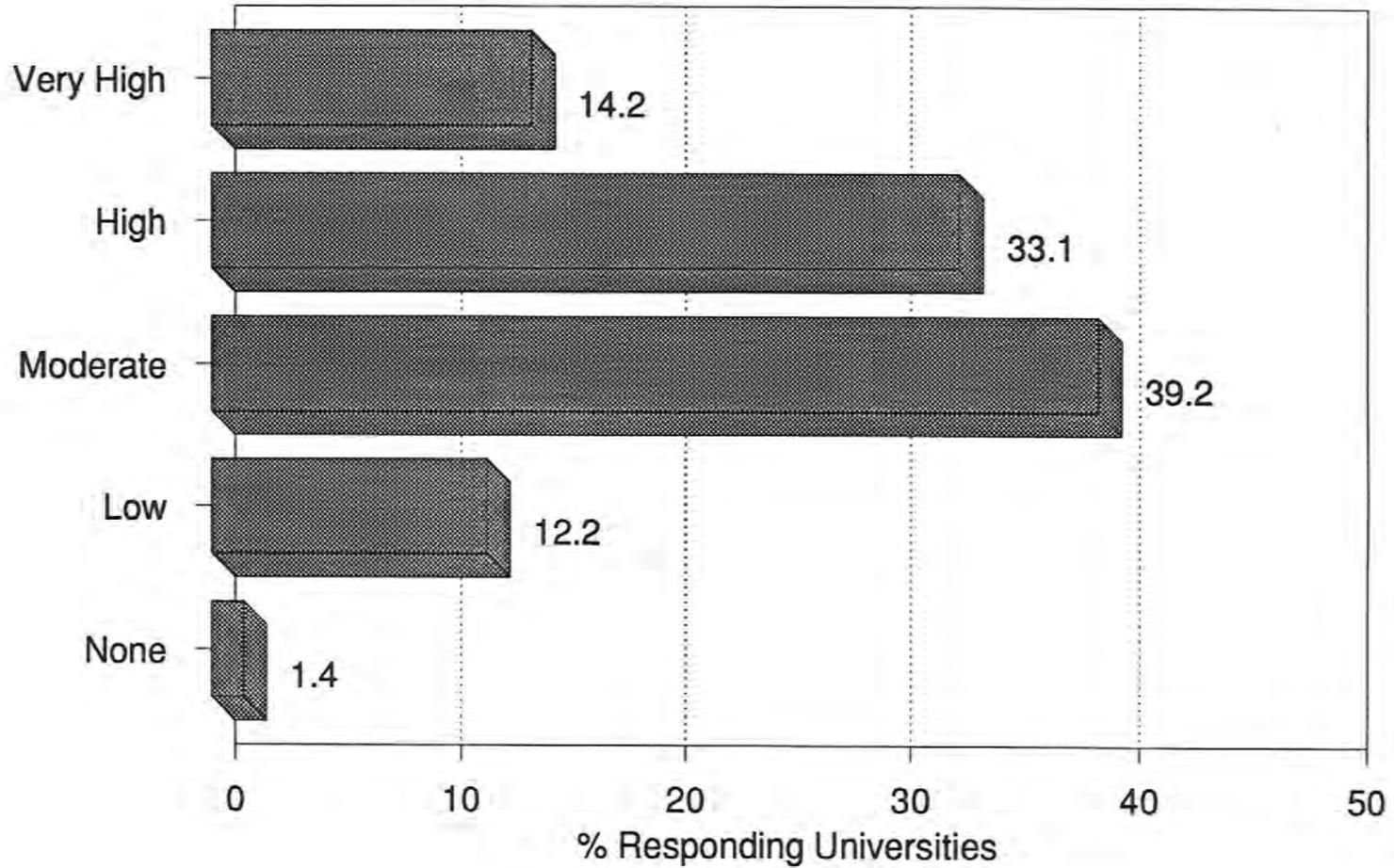


FIGURE 3

**COMPONENTS SIGNIFICANT FOR THE DEVELOPMENT
OF THE INTERNATIONALIZATION INDEX SCORES**

- Commitment to Internationalization
- Priority for Internationalization
- Type and Level of Various International Activities by Faculty and Departments
- Strategies and Plans
- Foreign Language Requirements, Teaching and Enrollment Trends
- Development of Faculty Internationalization Competence
- Funds Available for Internationalization
- Various Inputs for Establishing, Strengthening, and Operating International Programs and Activities
- Expectations of Private Sector
- Expected Level of International Programs and Activities

FIGURE 4

FREQUENCY DISTRIBUTION OF INTERNATIONALIZATION INDEX SCORES FOR CASE STUDY UNIVERSITIES

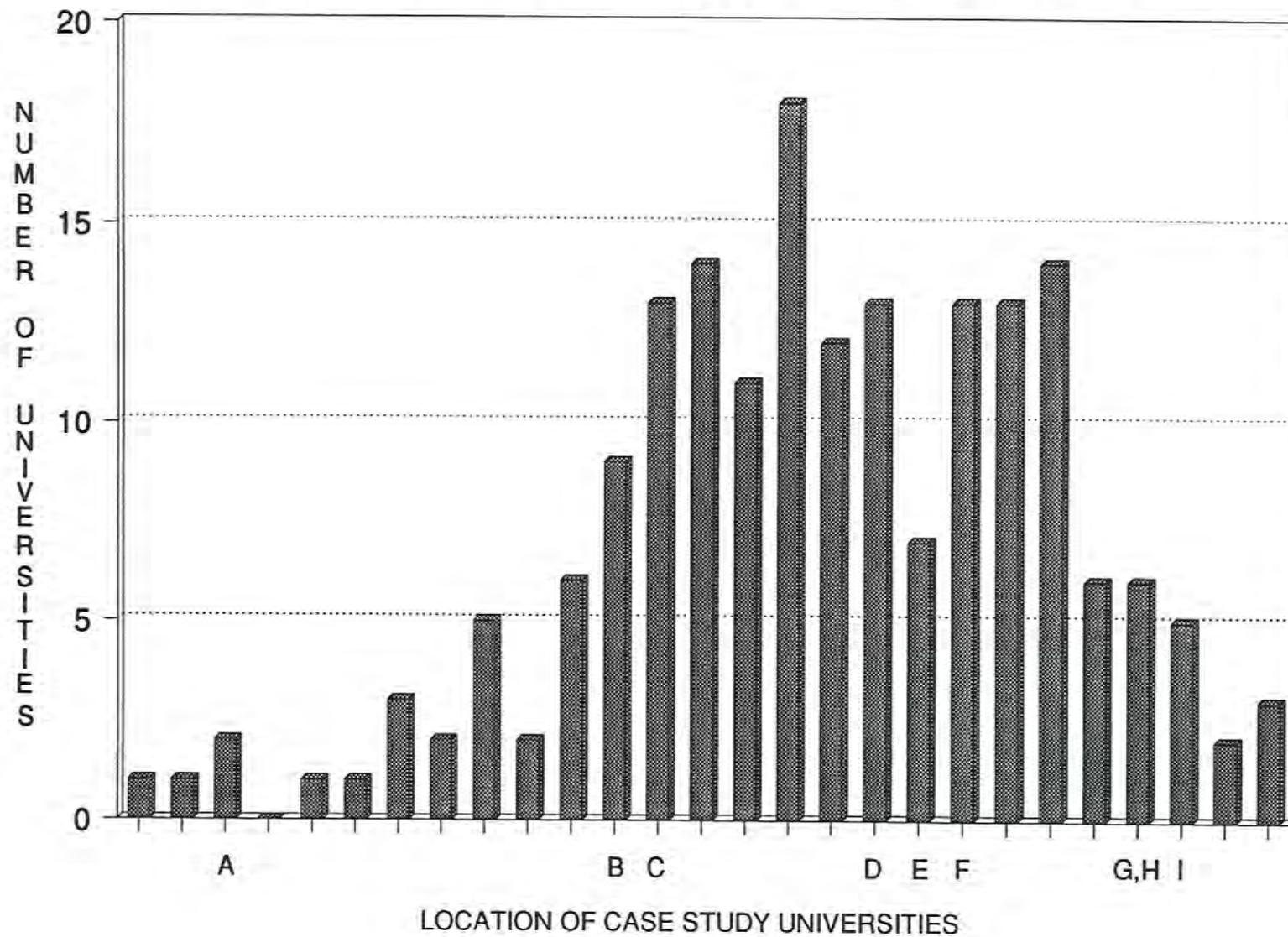


FIGURE 5

FIGURE 6

INTERNATIONALIZATION MODEL -
DEGREE OF UNIVERSITY
INTERNATIONALIZATION

LOWER —————> HIGHER

DEGREE OF INTERNATIONALIZATION

INTERNATIONALIZATION MODEL - FACTORS (WHAT)?

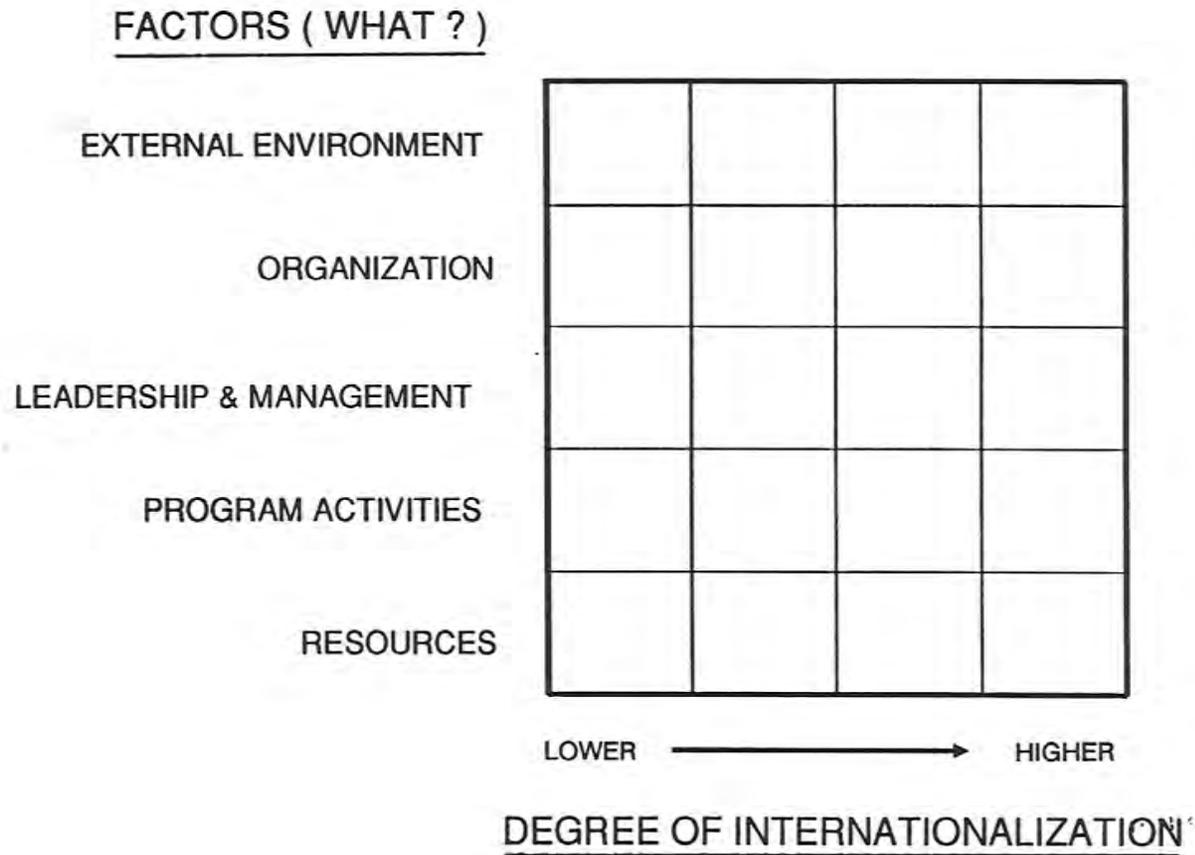


FIGURE 7

INTERNATIONALIZATION MODEL - HOW?

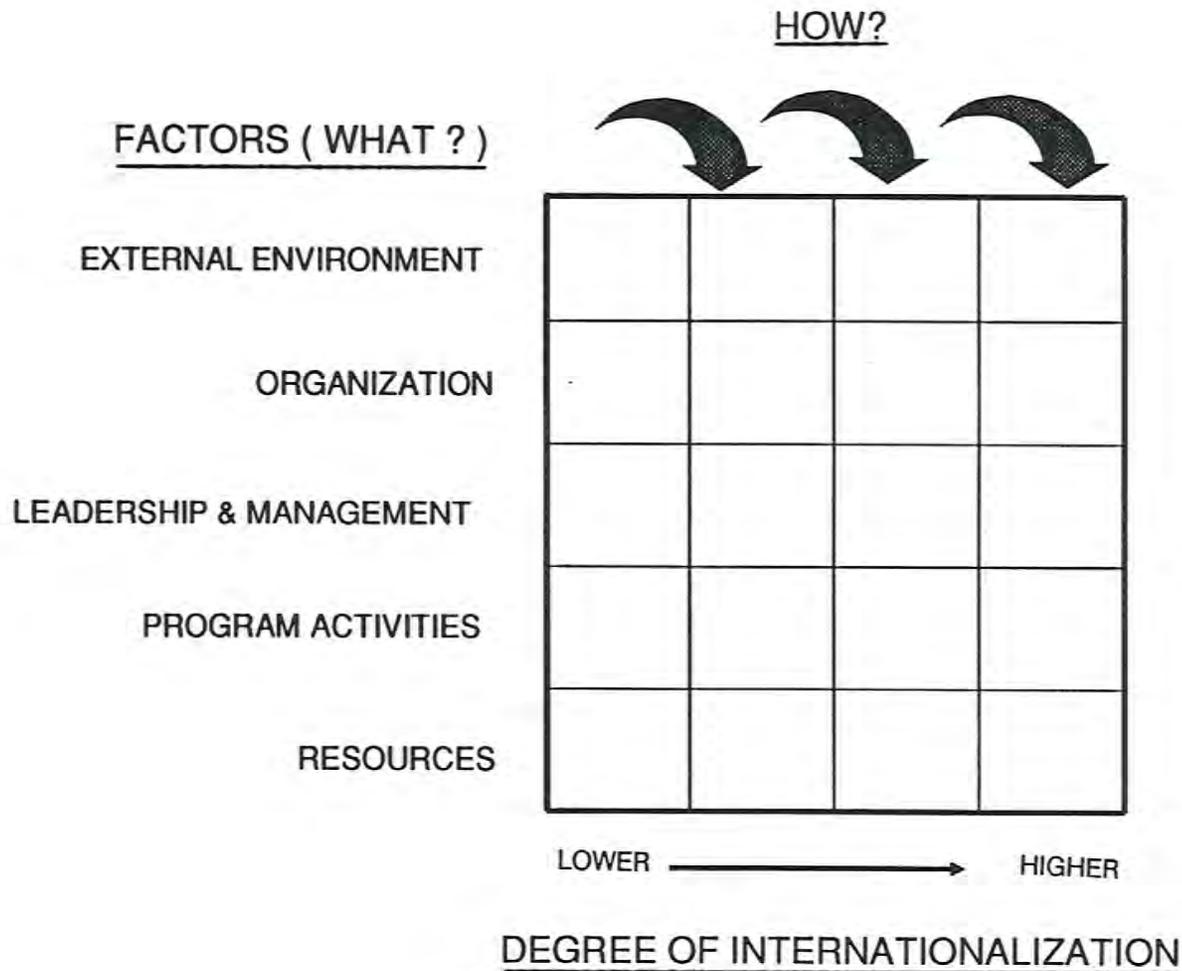


FIGURE 8

INTERNATIONALIZATION MODEL - LEADERSHIP

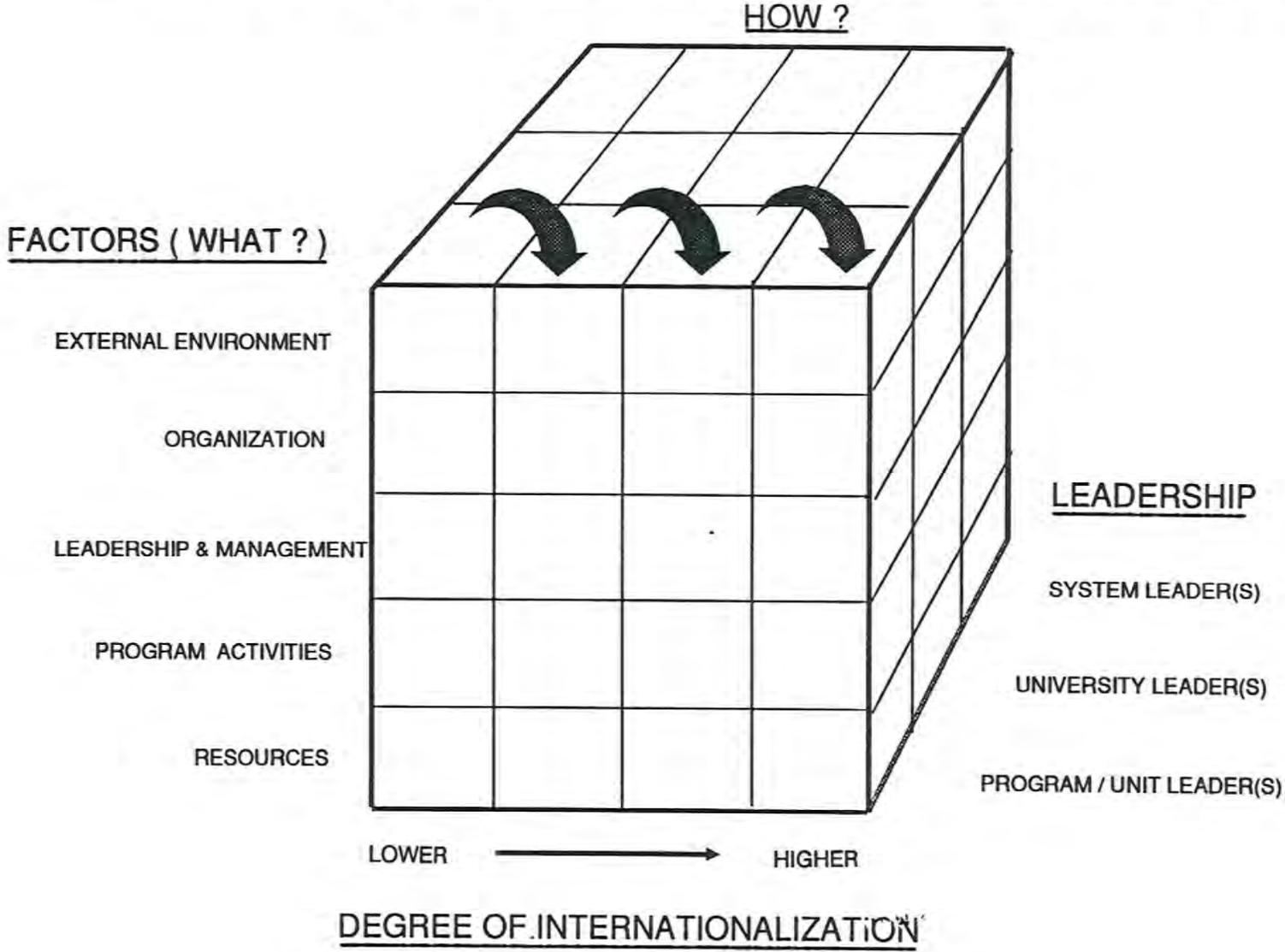


FIGURE 9

INPUTS CONSIDERED VERY IMPORTANT FOR INTERNATIONALIZATION

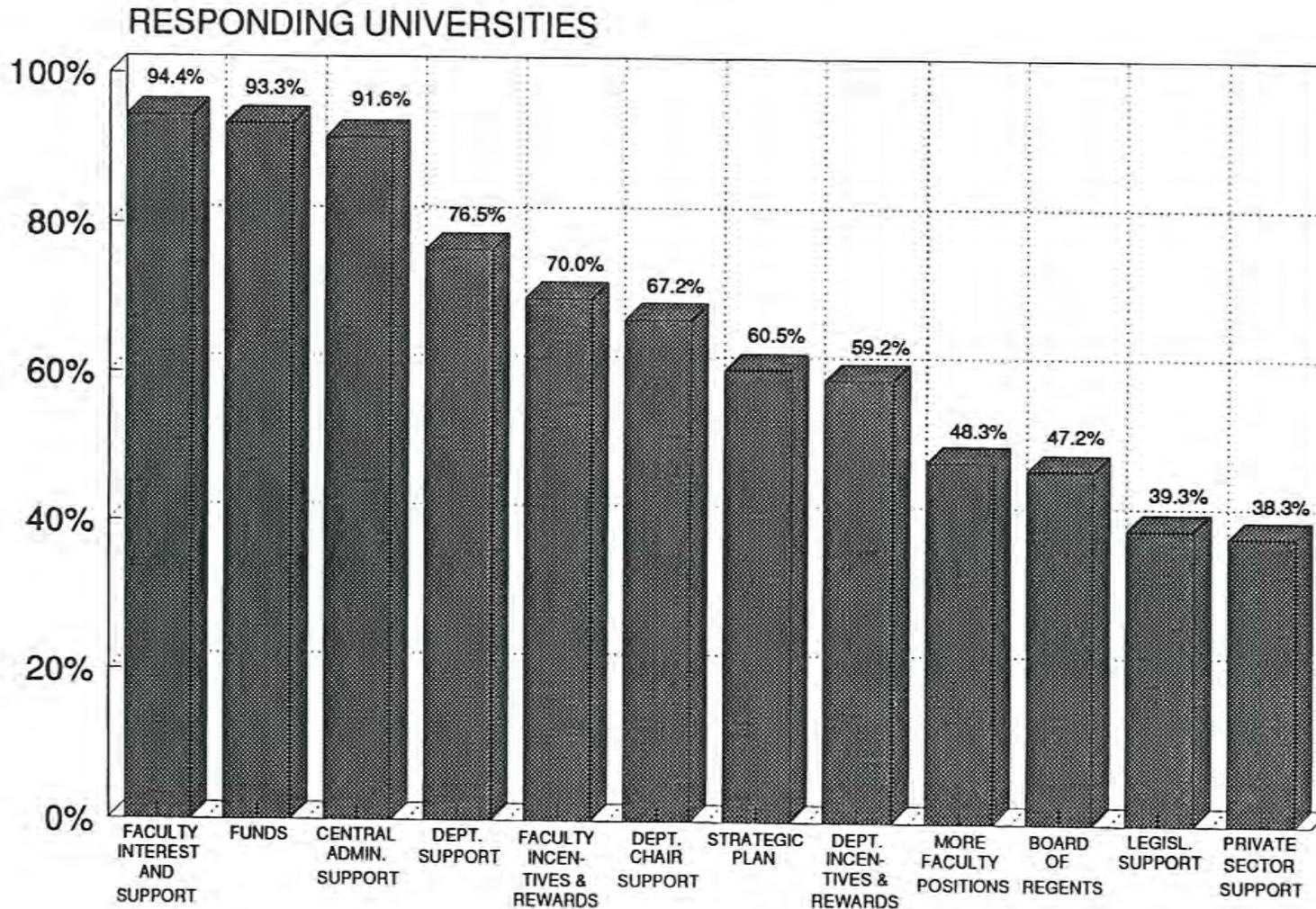


FIGURE 10

FIGURE 11

FACTORS AND SUBFACTORS PROMOTING AND SUPPORTING INTERNATIONALIZATION
◆ RESOURCES
•FACULTY
•FUNDS
•ADMINISTRATORS
•INCENTIVES & REWARDS
◆ PROGRAM ACTIVITIES
•FOREIGN STUDENTS/SCHOLARS
•STUDY/WORK/INTERNSHIPS ABROAD
•FOREIGN LANGUAGES
•DEVELOPMENT COOPERATION
-TECH. ASST. PROJ./CONTRACTS
-TRAINING
-LINKAGES/COOP. AGREEMENTS
•ACADEMICALLY DRIVEN PROGRAMS
-RESEARCH/SCHOLARSHIP/GRAD. ED.
-AREA & THEMATIC STUDIES
-UNDERGRADUATE CURRICULUM
•PUBLIC SERVICE
◆ LEADERSHIP & MANAGEMENT
•COMMITMENT
•POLICY & PROCEDURES
•STRATEGIC PLANNING/REVIEW
•ALLOCATION OF RESOURCES
◆ ORGANIZATION
•STRUCTURE
•LINKAGES
•INTERNAL CULTURE
◆ EXTERNAL ENVIRONMENT
•GLOBAL AWARENESS
•STAKEHOLDER DEMAND
•BENEFITS

INDICATORS OF SUPPORT AND COMMITMENT BY SENIOR ADMINISTRATORS

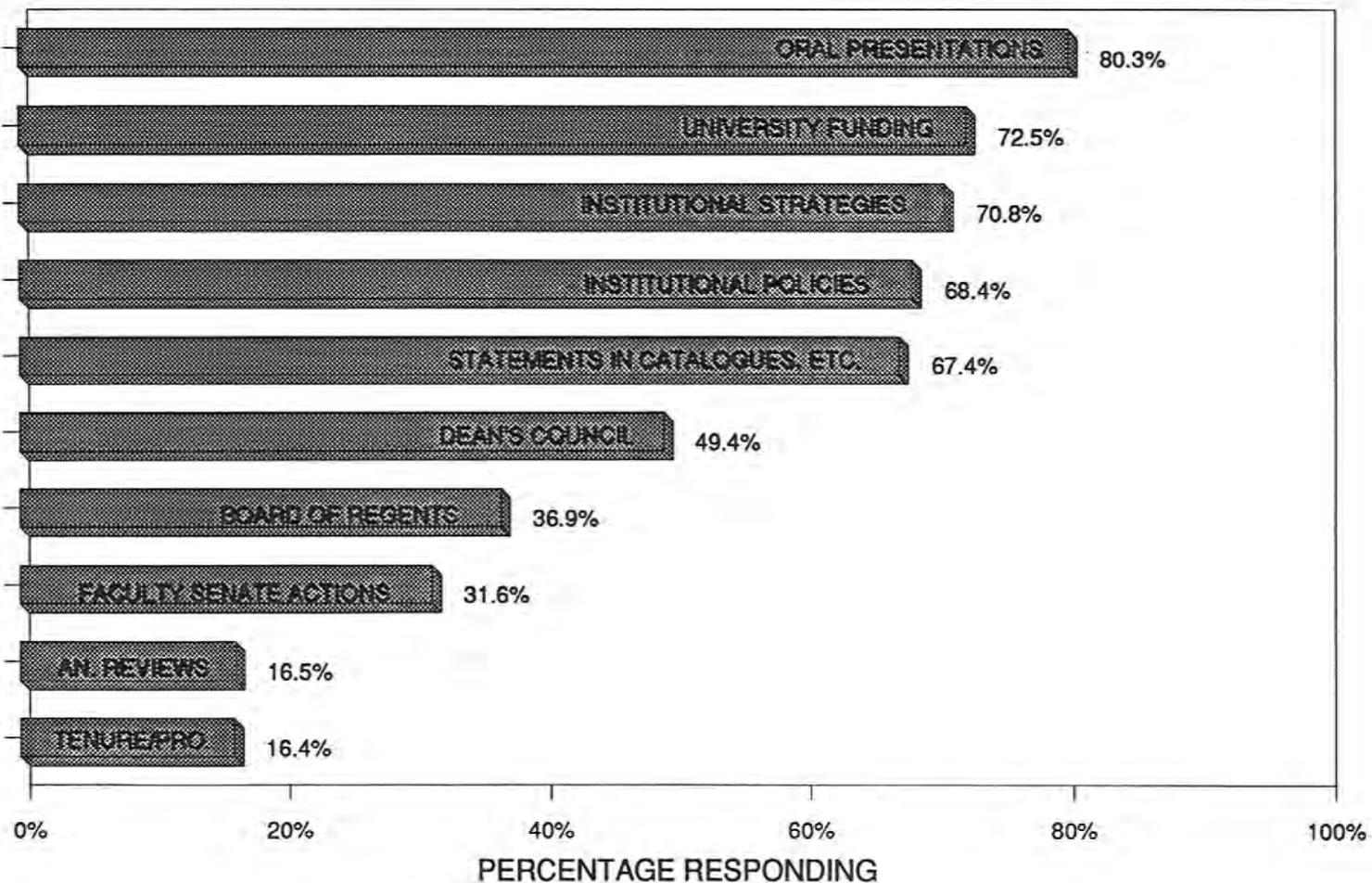


FIGURE 12

Importance of Faculty Incentives and Rewards

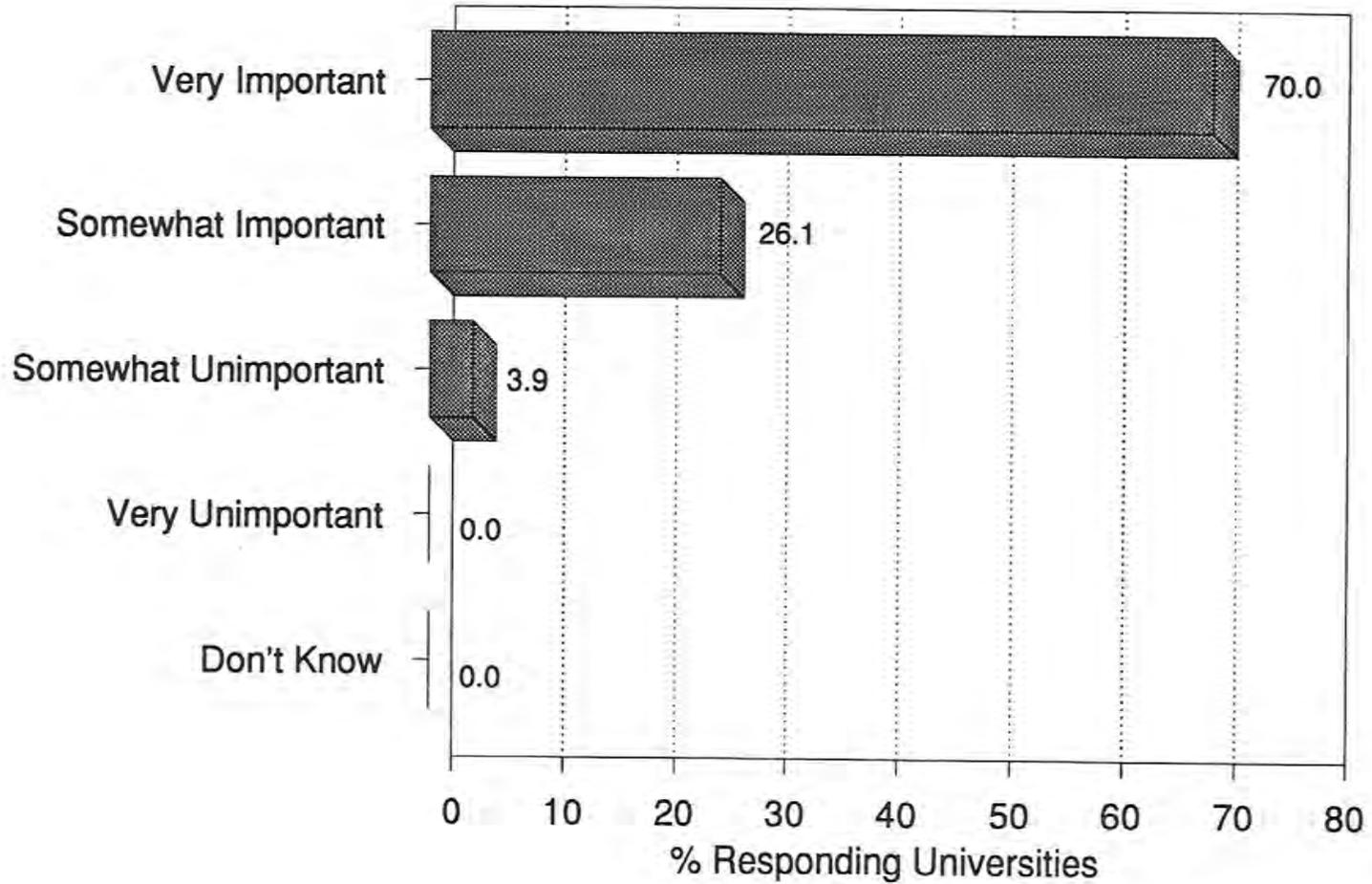


FIGURE 13

Importance of Strategic Plan for Establishing, Strengthening and Operating International Programs

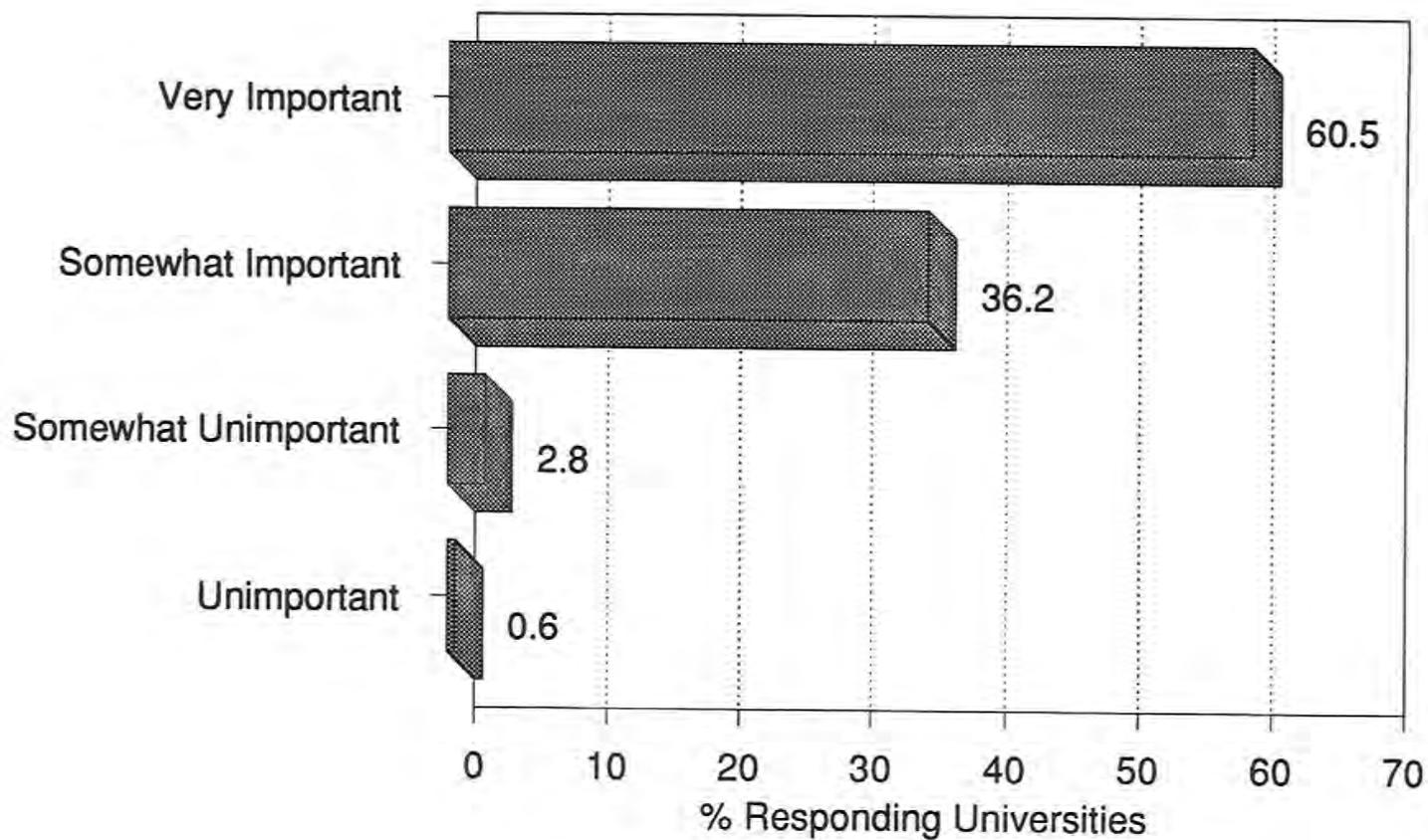


FIGURE 14

Organization of International Programs/Activities

	Responding Universities
• One Central Office with University-Wide Responsibilities	46.6%
• International Offices in Colleges	1.7%
• Multiple Offices Addressing Different Components Each Having University-Wide Responsibilities	29.2%
• Activities Decentralized to Individual Departments	13.5%
• Other	9.0%

FIGURE 15

Senior Position Directly Responsible for International Programs & Activities

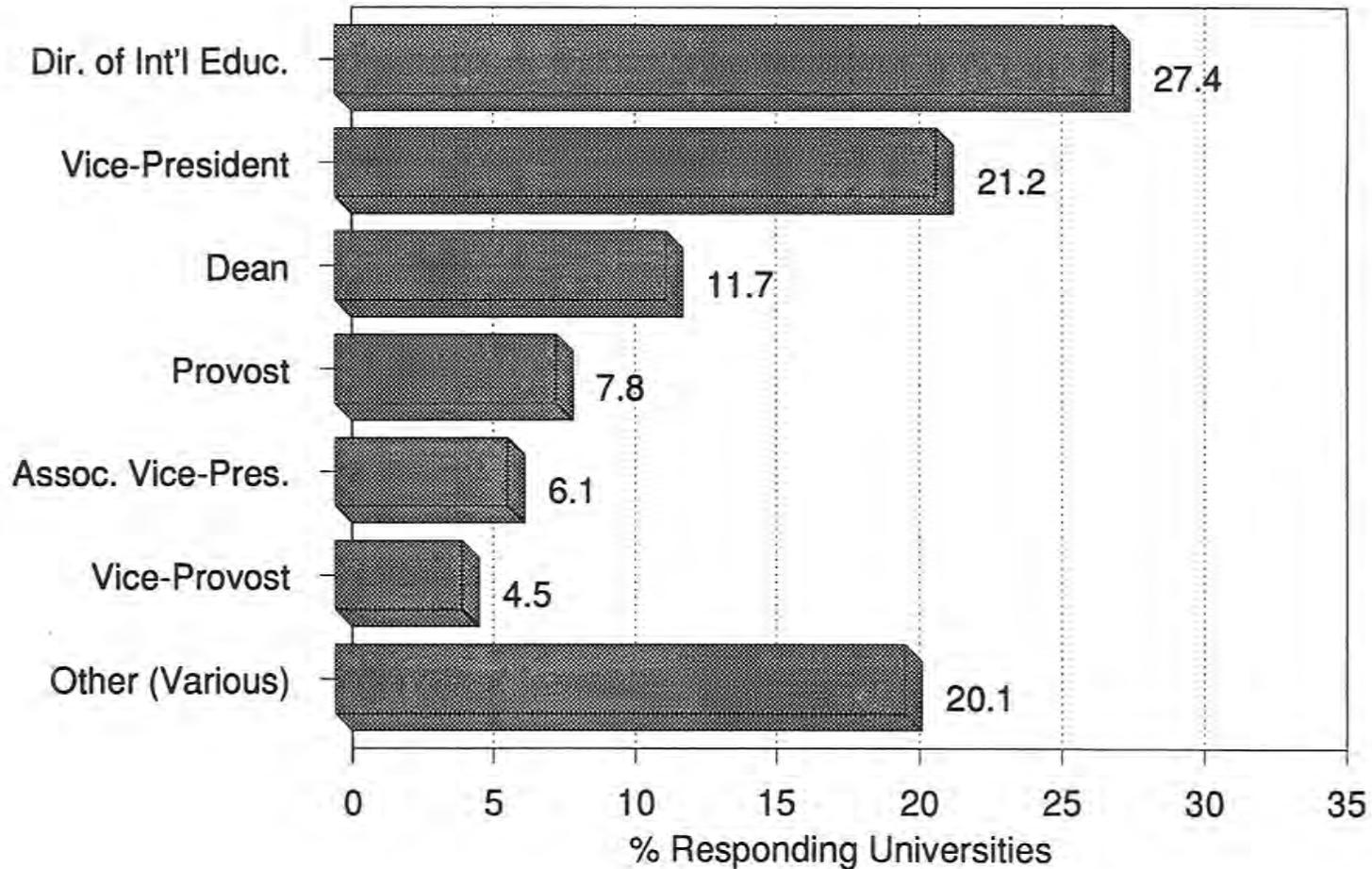


FIGURE 16

Most Senior Position Responsible for Day-to-Day Operations

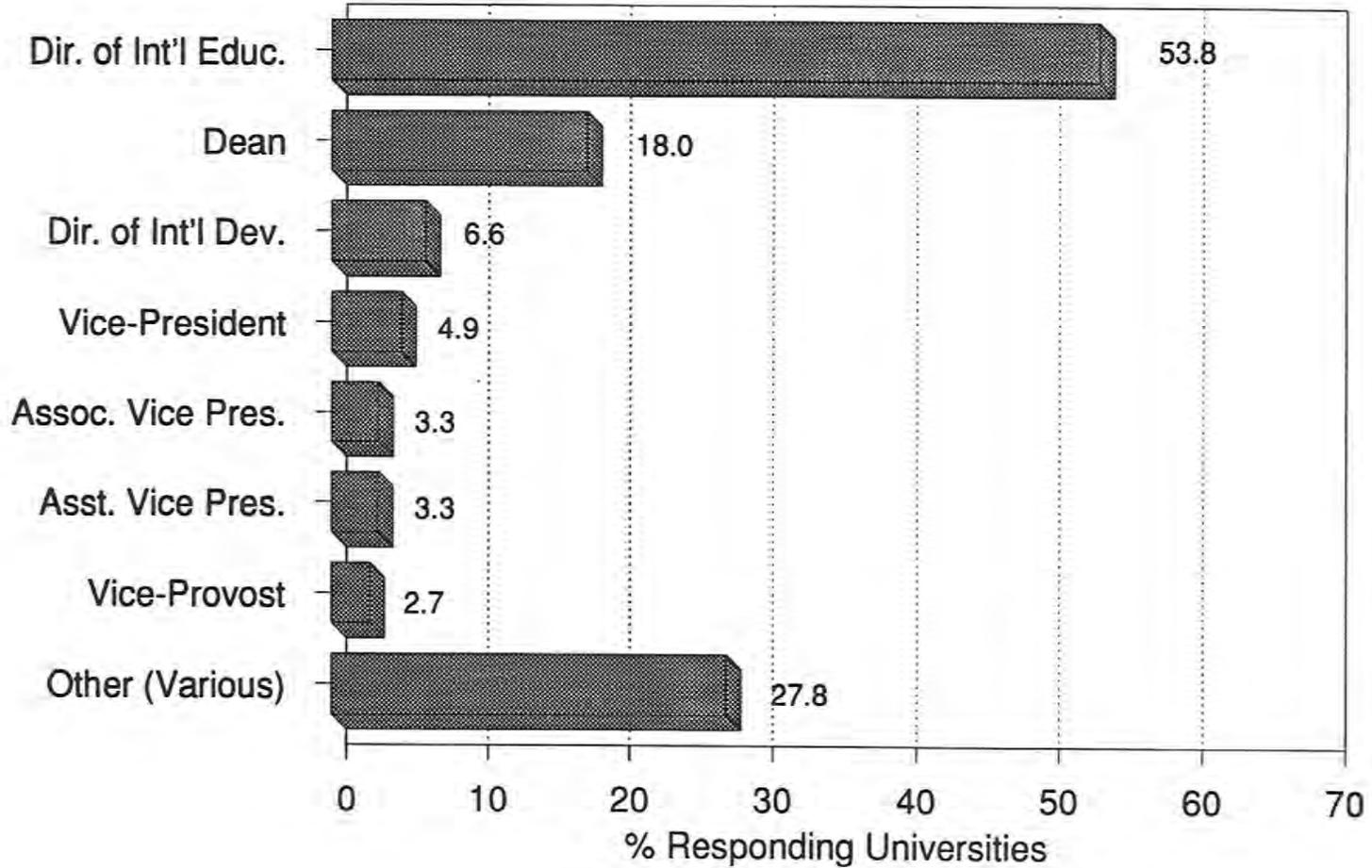


FIGURE 17

COMPARISON OF CASE STUDY UNIVERSITIES

<u>FACTORS:</u>	<u>DEGREE OF INTERNATIONALIZATION</u>			
	LOW	LOW INTER-MEDIATE	HIGH INTER-MEDIATE	HIGH
Resources	Limited	Faculty Limited Administrators Supportive Funds-limited	Faculty Administrators Funds Incentives	Faculty Administrators Funds Incentives
Program Activities	Foreign Students	Foreign Students Development Coop.	Foreign Students Study Abroad Development Coop. Some Research Curriculum	Most Varying Degrees Foreign Students Study Abroad Multi-Disciplinary Research Develop. Coop. Curriculum
Leadership/ Management	Previously Non-Supportive	Policy-Dev.Asst.	Commitment Leadership Unit Planning Resources Allocated	Commitment Long-Standing Leadership Several Levels Strategy/Planning Resources Alloc.
Organization	Office Foreign Students	Structure - Dev. Ass't. emphasis	Structure-Multiple Internal Culture Linkages	Strong Central Linkages Internal Culture
External Environment	Non-Supportive Poorly Linked	Minimally Supportive Poorly Linked	Global Awareness Stakeholder Demand Linkages	Global Awareness Stakeholder Demand Linkages

FIGURE 18

APPENDIX I

Rationale for Internationalization (Summary of Open-Ended Questions)

Basic Common Themes:

- Recognize increasing global interdependence and a need for global vision
- In response, universities must modify existing educational, research, and service/outreach capabilities and programs to better serve their clientele

Respondents' Descriptors of Global Interdependence:

- Economic
- Environmental
- Political - Peace/Security
- Cultural/Values
- Intellectual
- Problem Creation and Problem Solution

Many Respondents Described Rationale in Terms of the University's Students as Primary Clients:

- Better prepared for careers
- More responsible/responsive to societal needs
- Sensitive to / comfortable with cultural diversity
- Prepared for societal leadership roles
- Gain knowledge, understandings, and attitudes necessary to function effectively in a global community

Many Respondents Expressed Rationale in Terms of Faculty Needs:

- Broadened capabilities and attitudes
- Outward-looking, intellectually stimulated, linked with colleagues and information worldwide
- Aware of and committed to global approaches to living, working, learning, conducting research, and service
- Sensitive to cultural diversity and capable of responding effectively to associated needs
- Committed to developing international awareness, competence in students, colleagues, and others served by the university

Some Respondents Addressed Rationale in Terms of the University's External Clientele:

- Enhanced state, national economic development
- U.S. contributes to and benefits from enhanced global economic development
- Universities contribute to solutions of societal problems of international and global significance
- Enhanced quality of higher education, and through this, of quality of K-12 and other education systems

Respondents Indicated the University Itself is a Client Which Can Benefit From Internationalization:

- Actual and perceived quality of institution enhanced
- University programs have more depth/breadth
- More competitive for high quality undergraduate and graduate students
- Attract/retain better, more diverse, and more globally aware and competent faculty and staff

Other Rationales Cited by Respondents:

Location:

- Proximity to international boundary or trade route raised awareness and perception of international as important, especially with neighbors/trade partners
- Isolation from international boundaries was cited as an impediment to internationalization which must be overcome

Demand by Clientele:

- Private business
- K-12 Education
- Public Sector Organizations

APPENDIX II

Respondents Indicators of the Desired Status of Successfully Internationalized Universities (Summary of Open-Ended Questions)

Students/Graduates Will Have Acquired:

- Understandings of global problems, of other nations, cultures, economies, political systems, and languages
- Spirit of global citizenship, responsibility, and commitment to service
- Abilities to work in interdisciplinary and culturally diverse settings and groups/teams
- International competencies which translate into success in obtaining positions and performing well in the international and international-related workplace
- Desire to live, work, learn, and serve in jobs and/or settings which are international/global in nature

Curriculum:

- Global dimensions included throughout, as appropriate
- International-specific courses increased in number and/or enrollment
- International study, education, and activities fully integrated into curriculum and academic programs
- More courses with interdisciplinary and international content; more with thematic or problem orientation
- Each course has international content, materials or perspectives, adapted to the specific course needs

- New degrees/majors with international or global focus
 - Admission & graduation requirements include international elements
 - Language curriculum produces operational language proficiency in broader spectrum of languages
 - University-wide curriculum revised to internationalize
 - Parts of curriculum taught by U.S. or foreign faculty in foreign setting and/or by foreign faculty in U.S.
 - All students required to take course(s) with non-Western focus/content
-
- Students accept/welcome foreign students and faculty
 - Students and faculty seek and support study, work, and internship abroad opportunities within academic programs
 - International-related courses are considered outstanding and participation in them actively sought by the best students and faculty
 - International experiences of faculty are effectively integrated into the teaching programs
 - Students demonstrate measurable improvements in international-related knowledge, skills, understandings, from onset to completion of their programs

Research:

- Significant publications from international-related research, foreign research activities, etc.
- Increase in grants and external funding received for research in internationally-related areas/problems
- Increased conduct of collaborative and joint research with colleagues and institutions in other countries
- Research findings are being used in the U.S. and abroad to solve problems of global/international significance
- Research and its methodologies are increasingly adapted for use in different countries and settings to solve local/global problems
- Research programs are attracting internationally eminent scholars as visiting and permanent faculty members
- University has research focus/activities on geographic areas and/or topics of importance to the university and its home state or region
- Graduate students have opportunities to conduct research and study in other countries

Cooperative Extension:

- No involvement; not relevant; NA; not important (numerous responses)
- Increased demand for and provision of information regarding international-related topics
- Improved effective linkages between extension and public and private sectors regarding international issues which affect trade and other issues
- Information/technology developed for limited resource agriculture abroad adapted, transferred, and used to assist limited input U.S. agriculture
- More youth (domestic and foreign) involved in exchange programs
- Extension faculty desire and are encouraged to participate in international-related public service activities/ supportive policy environment
- Agents aware of and informed regarding international issues as these might affect their clientele
- Extension provides specific courses/training and development education for staff and clientele regarding international information
- More technology/information from abroad is transferred to and utilized by U.S. clientele

Public Service:

- Increased strategic hosting of trade delegations, foreign visitors, and international experts to gain international exposure and information exchange
- Increased demand by public for international information and involvement; increase public awareness/involvement
- Public supports (politically and financially) the further internationalization of the U.S. and its educational programs and systems
- High levels of interaction occurring between university, private sector, state public sector organizations, national public sector organizations, and other vis-a-vis international-related needs, issues, and opportunities

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The information and opinions expressed herein are strictly those of the authors.

INTERNATIONALIZATION OF U.S. UNIVERSITY SYSTEMS

Prepared by

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University of Maryland System (UMS)**

June, 1990

**Prepared for the WSU/UMS Conference on
"Internationalizing U.S. Universities: A Time for Leadership"
June 4-8, 1990
Spokane, Washington**

PREFACE

The impetus for a study of internationalization of university systems was initiated by Dr. Raymond Miller, Vice Chancellor for Agriculture and Natural Resources, University of Maryland System and Dr. Craig Oliver, Assistant Vice-Chancellor and Director of the University of Maryland System Cooperative Extension Service. In reviewing the initial results of the Washington State University study on Internationalization of U.S. Universities, Dr. Miller and Dr. Oliver asked about similar types of information on internationalization in public university systems. A review of the literature indicated that little research has been reported on this topic although there are a large and increasing number of university systems in the United States.

In anticipation of the June 1990 "Internationalization of U.S. Universities" conference in Spokane, WA, the Vice-Chancellor's office requested a study of university system internationalization. Washington State University was highly supportive of this complementary study and assisted in adapting their initial survey for this purpose.

This conference paper is intended to provide an overview of the issues and findings of our "Internationalization of University Systems" study, integrated within the context of the literature base of university system and management. It expands on the data and conclusions drawn in the pre-conference paper (Ingle and Gage, 1990), especially in terms of the leadership dimension. The target audience for the paper is university and system leaders interested in the internationalization topic within a broad higher education institutional context.

James Henson, Jan Noel and Thomas Gillard-Byers of Washington State University worked cooperatively with IDMC throughout the study. Janet Stauss, an IDMC consultant, assisted with a literature review of internationalization and university systems, and provided valuable editorial assistance. We also acknowledge the contribution of Roby Stowe in IDMC for conducting the survey and tabulating responses. Finally, we wish to acknowledge the efforts of the university systems who completed and returned their questionnaires.

INTERNATIONALIZATION OF U.S. UNIVERSITY SYSTEMS

by

Marcus D. Ingle and James D. Gage

"The broad purpose guiding system CEOs (chief executive officers) is to create the best possible external and internal environments for the campuses to achieve their missions and goals"

"The prevailing view among those on campus ... (is that) the system CEO is a chief of staff to the board who directs clerical tasks and coordinates agenda, but of whom it is wholly inappropriate to attempt to exert authority over the campus."

From "A Perspective on University Systems – and Their CEO's" by Lawrence

K. Pettit, Chancellor of the Southern Illinois University System

As expressed above, Dr. Pettit points to a dichotomy faced by public university systems. On the one hand, these systems have been established to provide the leadership necessary to advance the academic excellence of their campuses and units; on the other hand, there is an expectation by the campus community that system administrators will be primarily responsive in nature, allowing individual campuses to retain their traditional autonomy. Leadership and autonomy are in the balance in public university systems.

This dichotomy is important to increasing numbers of administrators as more universities become organized into university systems. The number of multi-campus systems in the United States has

increased rapidly over the past two decades (Lee, 1971). According to The 1990 Higher Education Directory there are over 130 college and university systems in the U.S. (Torregrosa, ed., 1990). In every state where governance to a central system has changed, suspicions have been raised about the independence of each campus (Jaschik, 1987; Jaschik, 1989). Institutions are also finding themselves turned outward and establishing informal systems and networks locally, nationally, and internationally (Tonkin and Edwards, 1990). University system administrators find that they are accountable to the public and/or legislatures for activities on individual campuses with very limited legitimacy and influence over those activities (Pettit, 1986).

The question of authority and influence over the campuses, especially in relation to the strategic planning and implementation of cross-cutting concepts, is sensitive for campus and system administrators alike. Internationalization of higher education is one such cross-cutting concept that challenges the roles and responsibilities of campus and system administrations. As the world becomes more interconnected, universities and university systems must struggle with their respective roles. Should system administration be a proactive force, setting policy, developing strategic plans, providing system resources, and exerting influence on the external private and public sector of the state? Or should systems maintain a reactive role, supporting campus, faculty, and student efforts specific to the interests of individual campuses and units? These issues raise the urgent need for an examination of the internationalization of U.S. University systems and the role of leadership in that process.

A 1989-1990 study by Washington State University (WSU) of internationalization of U.S. universities indicates a high level of interest and urgency on the part of university leaders, faculty and students for incorporating global dimensions into their policies, structures and programs (Henson et al, 1990). The WSU study also identifies the 'external environment of the university' as a key factor which influences university internationalization.

For a significant and expanding number of U.S. university presidents and chancellors, a central feature of their external environment is the system office. To date, the growing information and literature on university internationalization has given little attention to the complex role of U.S. university systems (Pettit, 1986). To better understand that role, we initiated a study of university system internationalization in early 1990. This paper presents a summary of the study's results.

System Study Approach and Methods

This study focuses on the **Why**, **What** and **How** dimensions of internationalization from a university system perspective. Following the definitions developed for WSU study, internationalization is the incorporation of international content, materials, activities and understandings into the teaching, research and public service function of universities in an increasingly interdependent world (Henson, 1989). For the purposes of this paper, university systems are defined as multi-campus/special unit structures with a minimum of one central university and a separate system office headed by a chief executive officer.

Our approach is to view the internationalization of university systems as (1) an additive dimension of university internationalization, and (2) the near external environment of the university campus. University internationalization is influenced by factors in both internal and external environment (Figure 1). University system internationalization is influenced by the interaction of the system campuses and units, campus interaction with the university system office, and campus and system office interaction with external stakeholders (Figure 2).

Figure 1.

FACTORS CONTRIBUTING TO INTERNATIONALIZATION OF UNIVERSITIES

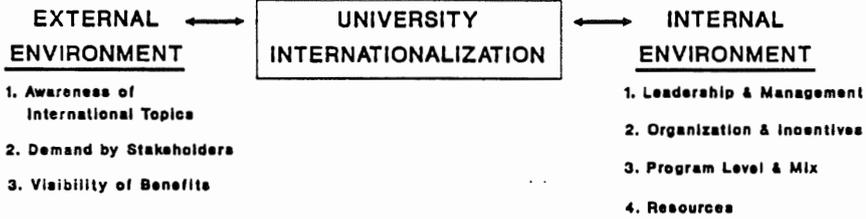
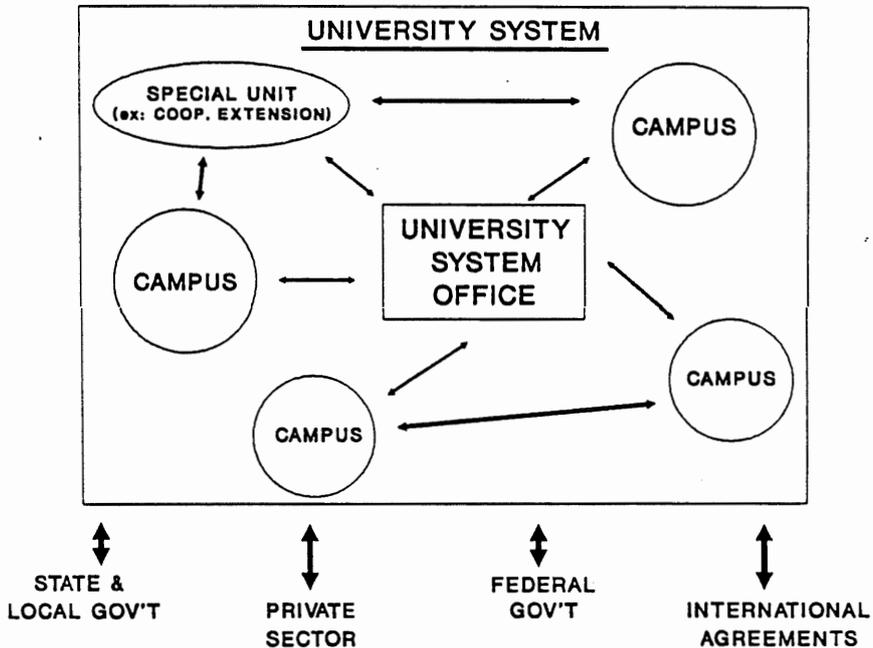


Figure 2. THE UNIVERSITY SYSTEM and its EXTERNAL ENVIRONMENT



To collect data on university systems, a questionnaire was prepared and sent to 37 U.S. university systems throughout the United States. The target sample was composed of systems similar to the University of Maryland System - a statewide system identified by the state name or by land-grant university status. The request for completion of the questionnaire was made directly to the CEO. Twenty-nine percent (29%) of the surveys were completed by the system chief executive officer, and the remainder by upper level system administrators. Completed surveys were examined in the context of the literature on university systems and the results of the WSU study.

Descriptive Data of University Systems Survey

There were 29 responses (78%) to the survey. Sixteen (16) institutions identify themselves as having a land-grant university in their system, and 13 are non-land grant. Two responding institutions contain historically black colleges or universities. All systems are public institutions with state support. Our initial research shows a wide variety of system types, from those that identify themselves as central administrative units of the university, to others with a "flagship" campus and branches, to others considering themselves consortium institutions. The number of campuses/special units in the systems surveyed range from 0-5 (36%), 5-10 (43%), and 10+ (14%); 82% of the systems have been in existence for five or more years.

A trend toward increased internationalization of university systems is indicated in the study. Respondents indicate system programs (such as research, teaching, and public service) and faculty and student interest levels in internationalization have all increased during the last five years. Sixty-one percent (61%) indicate internationalization of system programs and activities will become significantly more during the next ten years, and 32 % indicate internationalization will become somewhat more important. Ninety-six percent (96%) of the university systems indicate some of their campuses and units are more internationalized than others.

The Why, What and How of Internationalizing U.S. Universities

Why internationalize university systems?

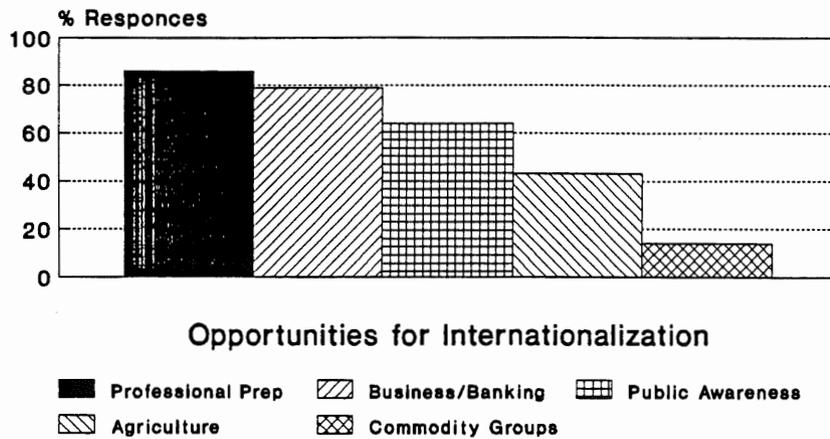
Our university system survey indicates a strong rationale for internationalization. Reasons for internationalization include the impact of global change on university goods and services, the expectations of the university system external environment, and benefits to stakeholders.

When asked if global issues will change the parts of society that rely on the goods and services of the university system in the next ten years, 68% of respondents state that global issues will be significantly more important, and 29% answer global issues will be somewhat more important. None of the respondents indicate global issues will become less important.

The survey indicates that the university system external environment expects the system to become internationalized. As shown in Figure 2, the external environment for university systems is made up of both private and public sector stakeholders. When respondents are asked about expectations of private sector organizations and state government officials for systems to internationalize, economic competitiveness (54% rated high on all surveys) and assistance in international trade (46% rated high) are most often chosen, followed by international understandings (25% rated high) and assistance to state agriculture (25% rated high).

Benefits to the industry, government and citizens of the state are also cited as important reasons to internationalize university systems. When asked which opportunities would be best serviced through internationalization of their university systems, respondents most often cite professional preparation, business/banking, and general public awareness (Figure 3 - based upon the total top three responses indicated).

Figure 3. Opportunities Serviced by the Internationalization of the System



What does internationalization look like at the system level?

Survey respondents identify both external linkages to the private and public sectors, and internal linkages within the system structure as important for enhancing internationalization at the system level.

Internationalization at the system level is characterized by positive external links with the public sector; however, private sector linkages appear to be less important. Sixty-one percent (61%) of surveyed systems have joint activities and programs with state organizations. Examples of state organizational links include those with the departments of economic development, agriculture, and education. Thirty-six percent (36%) of systems state that there is moderate private sector

involvement in international education, activities, and programs; fifty-seven (57%) indicate low private sector involvement.

Within the university system environment, the survey cites strong leadership and commitment at the system level as an integral element of internationalization. Given the definition of internationalization, 25% of the respondents identify themselves as having a high degree of commitment to internationalization, 50% with a moderate degree, and 25% with a low degree or did not answer the survey question.

System internationalization is being increasingly incorporated into teaching, research, and public service, but not necessarily for cooperative extension:

For each system program, compare the level of internationalization today with the level of the past five years.

	<u>Higher</u>	<u>Same</u>	<u>Lower</u>	<u>NA/Don't Know</u>
Teaching	79%	18%	0%	4%
Research	71%	21%	0%	8%
Coop Extension	29%	39%	0%	32%
Public Service	61%	25%	0%	15%

The importance of system resource commitment is magnified when the survey data is compared to the self-identification of the overall commitment to internationalization:

How active is system administration in providing system resources for internationalization?

	<u>High</u>	<u>Moderate</u>	<u>Low/None</u>	<u>No Response</u>
High commitment (n = 7)	43%	43%	14%	
Moderate (n = 15)	14%	50%	29%	17%
Low (n = 7)			86%	14%

How is the leadership of university systems approaching internationalization?

The "how" dimension of internationalization incorporates both the rationale for internationalization and the factors which enhance internationalization, generating leadership options and strategies. Our survey indicates strategies are being formed and actions taken by the system leadership to address both the external and internal environments.

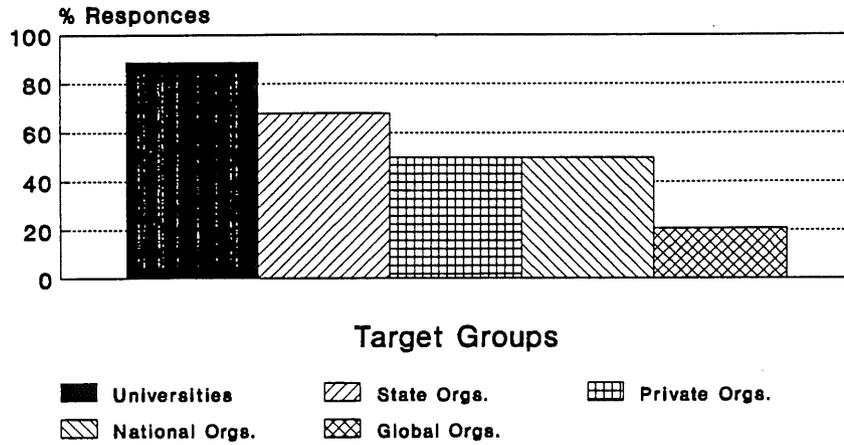
University systems leaders are working with the public sector through state departments of economic development, agriculture, education, commerce, and offices of international trade and investment.

The private sector, as indicated by the low degree of involvement in international education, activities, and programs, is not yet effectively targeted by system leadership.

There is a limited effort to take internationalization of higher education issues statewide to promote integration with other state entities in either the public sector (29% indicate importance to system) or the private sector (39% indicate importance to system). Exceptions exist, as in the case of Virginia where the commitment of former Governor Gerald Baliles has resulted in a proliferation of international programs at every level of education. Virginia schools have enlisted a wide range of partners from both public and private sector for this effort (Baker, 1990).

The principal target for university system leadership is the university community, i.e., the internal environment. Pettit indicates that it is of central importance to examine this internal environment to see where initiatives fit into the values of the system and where the resources are most likely to be available for a successful undertaking (Pettit, 1986). Respondents to the survey likewise indicate internationalization starts with the university system structure and progressively reaches out to key stakeholders in the external environment (Figure 4 - based on the top three responses indicated).

Figure 4. University System Target Groups for Internationalization



According to the survey, systems take specific actions to demonstrate leadership and vision.

Commitment of senior system administrators is high in a range of activities, with the exception being faculty review policy:

Have senior system administrators indicated their support and commitment to international activities in the following ways?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Institutional Plans	89%	11%	0%
Institutional Policies	82%	11%	7%
Faculty Review Policy	14%	57%	29%
Funded by System Resources	57%	29%	14%
Catalogues/Brochures	61%	25%	14%
Oral Presentations	75%	7%	18%

As noted on the previous page, many of the specific activities of the system leader are mechanisms of communication. The system office promotes all of the campuses and units with the hope that a positive vision will garner public support externally and engender more innovation internally. The active solicitation and sharing of information promotes the best possible decisions in the system office and on campuses (Miller, 1986).

Conclusion

The analysis of data from our survey of 29 U.S. university systems indicates internationalization is important for the university system and its leadership. A large number of institutions surveyed (75%) identified themselves as committed to moderate to high internationalization efforts.

The results of our survey is an initial indicator of the importance of internationalization in multi-campus systems. Due to the limited breadth of the survey, and in comparison to the extensive analysis and follow-up completed by WSU, our survey must be viewed as a stepping stone toward understanding the complex roles and responsibilities of the university system and corresponding actions of its leadership.

The survey shows that the system office is in a pivotal position of leadership. With an important policy objective such as internationalization system administrators are called upon to exercise vision. An administrator with vision recognizes the diversity of his environment, then channels that diversity to capture the ideas and abilities that are there (Miller, 1986). It is the hope of the leader that

excellence and innovation throughout the institution will lead to the whole university system becoming greater than the sum of its parts.

We encourage university and university system leaders to examine the WSU and this study concurrently, and compare the results to their individual systems. Is there a system commitment to an overall strategic plan which includes leadership support through word (catalogues and oral presentations) and deed (funding of international activities and system-wide faculty review based on international activities)? With what target groups should the system be involved given its geographic comparative advantage/disadvantage and the present activities of its campuses? Should the system provide active support and leadership to campuses willing to engage in internationalization, or is its role more passive in nature? Our survey indicates that systems can play an important additive role to university internationalization through committed leadership, active policy support, strategic development, and resource mobilization.

We challenge other researchers to continue to examine this issue as both the university system and internationalization become increasingly important for U.S. universities and U.S. higher education. Critical issues remaining include: (1) the role in implementation of internationalization activities of the university system versus that of higher education systems statewide and nationally; (2) the benefits and costs to university systems to internationalize the total system, and not only the major campuses; and (3) the need for senior level system administrators to balance support of internationalization with the other programmatic and strategic needs of the university and its campuses.

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External Environment
as a Factor of Internationalization
Findings from the WSU Study, and the
UMS Survey on University Systems

Slide Presentation
Tuesday P.M., June 5, 1990
by Marcus Ingle

Discussion Topics:

- * Definition of external environment in the university internationalization context
- * WSU study findings on role of external environment in university internationalization
- * UMS survey findings on role of "university system" as a key external dimension in U.S. university internationalization
- * Summary and conclusions

What Do We Mean by External Environment?

- * The external environment includes -- conditions, circumstances, and influences outside the boundaries of and the direct control of the university.
- * For university internationalization, several key subfactors of the external environment include:
 - The global awareness of the clients and supporters of the university
 - The demands for internationalization that key stakeholders (regents, state agencies, private sector, etc.) put on university
 - Perceived benefits of internationalization to the university's clients and supporters

1. On Global Awareness in the Society:

- Ninety-eight percent of universities surveyed think that "global issues, problems and/or opportunities will become more important to parts of society they serve" in the next decade.

2. On external demands/support for internationalization:

- Support from the following external entities are very important/somewhat important as follows:
 - * Governor's office (74%)
 - * Legislature (81%)
 - * Private sector (86%)

3. On perceived benefits to external audiences:

- The key issue is that many university clients and supporters, especially traditional groups, do not perceive substantial university benefits from internationalization.
- In public service and cooperative extension areas, external clients are viewed as non-supportive. Thus many leaders feel a need to handle internationalization "with care".

Summary of External Environment Factor

1. Societal awareness of global important; indirect and diffuse influence.
2. Demand/support from external very important -- from state government and private sector.
3. Perception of benefits from many traditional university clientele groups and supporters is low.

Conclusion:

1. External environment plays an important role, but not as important overall as the internal university factors.
2. Where universities are part of systems, the system can play an important external role characterized as commitment, policy support, and resource mobilization.
3. Even with dramatic increases in global awareness in society, many traditional university stakeholder groups are perceived as non-supportive of internationalization.

"Factors of Internationalization" Small Group Task

Date & Time: Tuesday 3:30 - 5:00

Objective: Participants review the "factors of internationalization" in light of their own experience, and are prepared to share highlights with others at end of day.

Task Description:

Your small group has time to complete the following tasks:

1. With the plenary presentations and your experience as points of reference,
 - a. Are the factors as presented important, and why or why not?
 - b. Do other factors or subfactors need to be considered?
 - c. For successful internationalization, what linkages are needed between these factors?
2. Capture your group's response to each of these questions for sharing with others.

AGGREGATION OF "FACTORS PROMOTING & SUPPORTING INTERNATIONALIZATION"

RESULTS OF SMALL GROUP SESSION: June 5, 1990

The following is the aggregation of small group discussions on the factors promoting/supporting internationalization. This summary has been arranged by common topic areas identified by the groups.

FACULTY

- ◆ Faculty and incentives should be linked with faculty development. Successful reward/incentive models should be gathered and shared among institutions.
- ◆ Faculty are a key resource to internationalization.
- ◆ Previous faculty accomplishments should be recognized.
- ◆ Not realistic to expect promotion/tenure to change. Rewards should come via another category (i.e., "Faculty Development"; "Organizational Development")
- ◆ Tenure system may act as a hindrance towards internationalization
- ◆ Reward system is not keeping pace with efforts towards internationalization. For example, importance of faculty overseas experience is underemphasized.
- ◆ Departmental attitudes are more important than survey suggested, especially for more junior staff.

STUDENTS

- ◆ A high value should be placed on students and undergraduate curriculum.
- ◆ Perceived role of foreign students; foreign students should be regarded as a resource.
- ◆ Inclusion of pre-professional and professional programs is important.
- ◆ Major focus should be on enhanced international literacy of students.
- ◆ Student preparation should fit more prominently into the model.

RESOURCES

- ◆ Additional resources for consideration include alumni, community, students (domestic and international), information (library, telecommunications)

CURRICULUM

- ◆ Undergraduate curriculum should be upgraded.
- ◆ There is a need to differentiate between 2- and 4-year curricula and between U.S. and other countries' degrees.
- ◆ Can curriculum be increased to accommodate requirements for internationalization?
- ◆ Foreign language capability is overemphasized. Cultural pluralism and some professional linguistic capability are important, but two years of a foreign language study does not provide this, particularly when technical course load are overwhelming.
- ◆ How can curriculum be revised in areas where internationalization is not traditionally focused (i.e., physics, english, arts)?
- ◆ Universities should set requirements for language study for admission and graduation.

K-12

- ◆ Relationships between higher education institutions and elementary and secondary schools should be strengthened and integrated.
- ◆ Teacher training.
- ◆ Language study should begin in elementary grades;

TECHNICAL ASSISTANCE

- ◆ Impact of development activities/technical assistance projects should be considered.
- ◆ Dynamic linkages between development cooperation and curricula/research needed.

LINKAGES

- ◆ Linkages should be considered at two levels: external linkages which include consortia, state government agencies, etc, and at an interdisciplinary level within individual institutions.
- ◆ Multiple linkages between factors (i.e., internal culture-leadership; leadership-external environment).

RESEARCH

- ◆ Research & scholarship should be separated from graduate education.
- ◆ Additional emphasis on research is necessary.
- ◆ Future internationalization research areas should include student and faculty perception.
- ◆ Subjective data collection methods for internationalization are a factor for consideration.

PUBLIC SERVICE

- ◆ Community outreach & lifelong learning activities should be included in internationalization.
- ◆ Increased emphasis on public service is recommended.
- ◆ Universities shape the public awareness and understanding of the value of an international education.
- ◆ Public service not adequately defined or disaggregated.

ADMINISTRATION/LEADERSHIP

- ◆ Administrators should work with faculty to further internationalization.
- ◆ Leadership perceived as vision factor, whereas "management" is a managerial issue and should be separately discussed.
- ◆ The influence of higher education governing/coordinating boards on university mission statements should be considered.
- ◆ Mobilize leadership at all levels of the institution.
- ◆ Importance of top administration educators with vision to stimulate internationalization initiatives.

Small Group Reports: Theme II: Tuesday P.M., June 5

Reporter: Hosch

Major Point:

- When evaluating the degree of institutional internationalization, the role of students needs to be included and the role of internationalizing the undergraduate curriculum needs to be highly valued (A)

Key Issues/Questions:

- Need to look at internationalization over time through periodically surveying participants (B)
- What is data telling us about the perceived role of foreign students and scholars on campus (A)
- What is the impact of development activities and technical assistance projects/contracts given the limited definition of these activities (B)
- Under public service, internationalizing community outreach and lifelong learning activities should be included (B)
- Linkages need to be divided into two separate categories. Domestic external - which includes consortias, state government agencies, and the common schools. Also included here would be the role of federally funded specialized language and area studies programs; internal linkages which facilitate internationalization, perhaps in an interdisciplinary fashion (B)
- Need to incorporate multicultural heritage of this country with those of other cultures (A)
- Need to separate: (1) research and scholarship from graduate education; and (2) under funding, internally and externally generated funds (B)
- Need to assess the results of efforts (A)
- Need to know more about weighing factors used (B)

(A) - Internationalization Issues

(B) - Survey Instrument Issues

Reporter: M.I. Johnson

Major Point:

1. Include students as an important resource (Resources)
2. Include pre-professor and professional programs
3. Upgrade undergraduate curriculum importance in program activities
4. Public service importance should be more important (Program Activities)
5. Teacher training for K-12 (Program Activities)
6. Link faculty and incentives - faculty development (Resources)
7. Development and allocation of resources (Leadership/Management)

Key Issues/Questions:

Linkage: Internal culture and leadership
Leadership and external environment
Public service and external environment/constituency support

External Experiences:

A _____ Agency emphasis on internationalization

Resources:

Library resources

Reporter: S.A. Douglas

Major Point:

- Discussion so far has underemphasized research, partly because of highly instrumental approach taken to the "why" question.
- Global issues stimulate a global pool of knowledge - and generate an increasingly compelling need for human understanding.

Key Issues/Questions:

- Social science theory (and its validation) is necessarily transnational
 - Yes, faculty are the key resource - to, for example, thematic studies (environment, human rights, econ development)
 - Administrators can generate movement on these if they successfully appeal to faculty
 - Many have been doing "internationalized" work already - their work should be valued, recognized
 - The mix of factors will vary greatly from one institution to another and within institutions
 - The "external environment" category as formulated seemed especially inadequate
 - Was there a neglect of exchange of various types and too little attention to the (expanding role) of truly international (non-U.S. citizens) faculty?
-

Reporter: Robert Sloane

Major Point:

Key Issues:

- Need for internal assessments of process with relation to planned/desired outcomes many activities may be going on, but in ignorance of each other and touching too few
- Importance of flexibility in strategic plan: univs. are at different stages, care should be taken not to discourage efforts

- (but some plan necessary)
- Unanswered question: What about the role of coordinating board? What should they do? How can they help?
 - Stakeholders are not consistent anyway
 - Stakeholders (legislature, e.g.) shouldn't be offered the most controversial parts of internationalizing up front - then, as much as possible, should be handled on-campus, or imbedded in initiatives related to improved trade, tourism, etc.
 - Incentives and Rewards: Not realistic to expect P&T to change. Rewards should come via another category say, "Faculty Development" or "Organizational Development"
-

Reporter: Ikbal Chowdhury

Major Point:

Factors were not well defined. More subfactors need to be added. Leadership and management were viewed as two different issues. Leadership was perceived as a vision factor whereas "management" is a managerial issue and should be separately discussed. Discussion of constraints are as important as discussion of promoting and supporting factors. Foreign students were regarded as a resource and should be included under the resources factor.

Key Issues:

- Influence of governing boards and coordinating board of higher education towards university's mission statement which dictate the direction the university goes
 - University's own in built tenure system may act as a hindrance towards internationalization
 - Importance of attitude building amongst all stakeholders
 - Internationalization, is it a competency and value issue or is it a competitiveness issue or some of both
-

Reporter: Susan E. Plass

Major Point:

- It is essential to build internationalization into the structure and culture of the institution - with the goal of changing the self perception of the institution as international, the perception of community, state, etc.

Key Issues:

- How do we mobilize leadership at all levels of the institution?
- What does internationalization mean at individual institutions?
- How do universities shape the public awareness and understanding of the value of an international education - hopefully not through creating a sense of fear

- Some factors were not addressed: alumni as resources, community as resource, students (domestic and international) as resources, information resources (library telecommunications), the degree of articulation between 2- and 4-year curricula and between U.S. and other countries' degrees, role of co-curricular programs (such as residence life)
 - Obstacles to internationalization need to be identified
-

Reporter: J. Lawrence Apple

Major Point:

- Under Resources, add Student Clientele
- Under External Environment, add Funding
- Under Program Activities, add Graduate Curricula

Key Issues:

- A major focus should be upon the enhanced international literacy of students
 - Study abroad must be institutionalized
 - Must establish dynamic linkages between these factors; e.g. between development cooperation and curricula/research
-

Reporter: U. Dehlinker

Major Point:

- Given U.S. diversity of education, not all factors obtain in every institution
- Sub-factors are not defined sufficiently

Key Issues:

- Importance of top administration to make possible individual/group educators with vision stimulated internationalization initiatives
 - Factors are interactive: linkages have to be interactive to be functional
-

Reporter: Jim Lyons

Major Point:

- We need to discuss outcomes, not just factors
- We must work with high schools much closer
- The curriculum is not stressed as much as it should be
- Internationalism is not separate and apart from the other issues
- The faculty is critical

Key Issues:

- We need a standard index instead of comparative index
 - Curriculum is driven by faculty, faculty driven by reward system, reward system is not keeping pace
 - Internationalization must be made a part of the institutional doctrine and mission if it is to happen
 - Is there room left to add more to the curriculum?
-

Reporter: Ray Miller

Major Point:

- What are the measurements and how do you measure? i.e., ratio of courses with international component to ones that don't need std to measure against. Stds of excellence. Factors apply to any program.
- Factors as presented are important. Present an image or overview.
- Future research - attitudes of students, faculty, etc.
- Need to be proactive and willing to take some risk with people being against internationalization. People are conservative and possibly against
- This country is multi-cultural and we should be multi-cultural and internationalize in what and how we conduct programs. Should be a pervasive part of all our programs
- Faculty development (international) is critical. Intl factors has to become part of expectation. Need to find an entre. i.e., intl line, resources, etc., intl awareness of new administration
- Two imp. stakeholders not mentioning alumni and board of regents
- Priority - so intl is on the list as \$ become limiting. Means becomes an integral part of univ. fabric

Key Issues:

Factors imp. and provide framework but need measures or std of excellence, so we can begin to make internationalism pervasive on a campus.

Reporter: Brad Langmaid

Major Point:

- Departmental attitudes are more important than survey suggested, especially for the more junior staff
- Concern was expressed that without an understanding of the weight and sensitivity analysis the summary conclusions are in question
- Stakeholders demand, cooperative extension, etc. are much more important than analysis suggested. Domestic constituency

building is essential.

- Foreign language capability is overweighed. We need understanding of cultural pluralism, and some professional linguistic capability but two years of a foreign language don't do this. This was a particular problem in some of the technical areas where the students are already overwhelmed by their technical course load.

Reporter: Peggy S. Mesyaros

Major Point:

- All factors are important but a ranking would prioritize leadership and resources as most important
- The listing of factors and sub-factors can help institutions evaluate their own progress toward internationalizing as well as project their ultimate goals

Key Issues:

- Where does "reputation" for excellence in internationalization fit in the conceptual framework?
- Does preparation of students fit into the model, if so, where? Perhaps it should be more prominent.
- Suggest the study be used very carefully due to its subjective data collection methods
- Focus of internationalization must begin with students
- Faculty exchange is key to institutionalizing internationalization of the university
- Group expressed hope that case studies will present a developmental profile of how high ranking institutions arrived at that point of development

Reporter: W.R. Furtick

Major Point:

- Factors presented are all important
- Omission is in role of domestic government agencies
- Inadequate disaggregation of stakeholders, particularly negative
- Linkages are important but particularly the combined
- Commitment of executives, middle level management, i.e. department heads, chairmen, and faculty including allocation of resources
- Importance of faculty overseas experience underemphasized
- Public service not adequately defined or disaggregated

Key Issues:

- Must study role of internationalization of programs of domestic agencies as a catalyst for university internationalization

- Model is an administrative model and doesn't address a student/faculty model for internationalizing the university

Key Issues:

- How do you mobilize faculty/raise consciousness and plan curriculum related to internationalized efforts
 - What is the correlation between the type of structure and the rating given the university
 - How do you get curriculum (content, materials, etc.) revised especially in areas where internationalization is not traditionally done (physics, english, arts)?
 - Incentives and rewards needs to be a separate factor or one that runs through the other five factors
 - Do university's need a special structure to identify and target (coordinate/lead) international efforts
 - How can we use current information (traditionally in agricultural develop assistance) and spread the "hows and whys" throughout the campus
-

Reporter: Thomas M. Ricks

Major Point:

- Factors need to be expanded to include:

International students (Resource)
Students (Resource)
Exchanges (Activity)
Alumni (Resources)
Trustees (Resources)
Fulbright Programs (Activities)
Study Centers (Activities)

Key Issues:

- Data is skewed and questionable validity - quantitative
qualitative
 - Factors are lacking in nearly every category, e.g. alumni, students, trustees, overseas centers, etc.
 - Linkages are too difficult to make
 - Need to identify all obstacles to internationalizations and to recognize that internationalization is a process rather than factors - outcomes need to be measured as well
-

- The importance of more public awareness to reach negative stakeholders needed more attention
 - Public service was too vague to really determine its full role
-

Reporter: Frankie Felder

Major Point:

- There is a strong relationship between faculty and incentives and rewards; increased faculty involvement will require increased incentives
- It would be helpful if a collection of successful reward/incentive models could be gathered and shared among institutions

Key Issues:

- Critical to begin language study in elementary grades universities should set requirements for language study for admission and graduation
- Critical to strengthen relationships between higher education institutions and elementary and secondary schools
- As a result of above, our short term objective is to work with the student population we now have (although they may be unprepared to study in non-English speaking countries) to encourage their participation in international opportunities, but to also work to develop the long term objective - to have our students prepared at the university level 10 years from now to participate fully in international activities as a globally aware student
- The traditional disciplinary-based institutional framework is inherently in conflict with the interdisciplinary nature of international issues
- International alumni is a constituency that needs to be massaged to help generate resources
- The allocation of resources impacts the institution's ability to change
- Institutions need to focus and prioritize; can not accomplish everything; need to collaborate with other institutions on issues/projects that may not surface as major institutional priorities but which should not necessarily be abandoned

Reporter: Carol Culler

Major Point:

- What strategies can, univ. adopt to increase their efforts to internationalize
- Need to broaden stakeholders in all areas especially those over and above the traditional agricultural commodity groups
- Community environment (parents, relatives, alumnus) are an important part of external factors

Appendix C

"Enhancing Internationalization" Small Group Task

Date & Time: Wednesday 10:45-12:00 and 3:00-4:00

- Objectives:
- 1) Participants develop an approach for enhancing internationalization, given one of several university case scenarios.
 - 2) Participants can identify appropriate practices for enhancing internationalization for different levels of university leadership.

Task Description:

Your small group has the following tasks:

1. In the morning:

- a) You will be working on a case scenario for a university at one of several degrees of internationalization.
- b) For your case scenario, what are the three to five most important changes in factor dimensions necessary to enhance internationalization. Combined, these changes will constitute your group's recommended "approach".

2. In the afternoon:

- a) For the "approach" your small group developed in the morning, choose 3 to 5 appropriate "leadership practices" for enhancing internationalization. Indicate the "leadership levels" that should be involved in each of these practices. (Hint: Refer to the Initial Typology of Leadership Practices that was handed out in plenary.)
- b) Record the highlights of your morning and afternoon deliberations on overhead transparencies for presentation in plenary beginning at 4:30 p.m.

UNIVERSITY ANALYSIS #1 ILLUSTRATING LOW DEGREE OF INTERNATIONALIZATION

university characteristic	<p>Chini State University (CSU), located in a small community in the central U.S., is beginning to examine the role that internationalization/globalization should play in the University's programs and activities. In this its 100th year, the university has an enrollment of 14,000 undergraduate and graduate students, in seven colleges. It is a member of a state-wide university system, but plans and implements its own programs, under the capable leadership of President Bertha Patrick, with considerable autonomy. However, intra-state competition for resources, in a time of a stagnant economy is keen. In fact, recent budgetary setbacks have resulted in the cutting of a significant number of faculty and staff positions and has raised questions about whether certain programs should be eliminated.</p>
external environment resources	<p>Chini has not had a long history of international involvement. Some faculty have consulted overseas outside the university, with the private sector or with government agencies. Others have taken sabbatical leaves or attended conferences overseas, most frequently in Scandinavia, Western Europe, or Australia. CSU has never had a large development assistance project of its own. However, it has provided faculty and trained a few students on projects being implemented by other universities or agencies. There are no formal Area Studies programs, but several faculty share an interest in Southeast Asia and work together informally from time to time. Thus, there are pockets of interest in international-related topics and issues among the faculty.</p>
program activities/ resources	<p>There is a small, but growing population of foreign students, primarily from Southeast Asia, the Middle East and Europe. The university has noted that some of these students require some additional types of support than their traditional student body. However, resources to provide desired services are limited. Although CSU has no formal study abroad program, some students study overseas under a collaborative arrangement with another university.</p>
programs/ activities	<p>Chini's home state and its universities have not historically been perceived as particularly global in orientation and traditions. Isolated geographically from international borders, and rather homogenous from an ethnic and cultural standpoint, the population has been only mildly affected in recent years by foreign immigration into the state. During the past decade, however, downturns in the traditionally strong industrial and agricultural sectors have raised concerns for future growth. To some in the state, more successful competitors overseas are resented, if not actively blamed for the economic problems of the state. However, some of the more robust new industries in the state have successfully entered the international marketplace. Organizations dealing with international marketing and trade are beginning to sprout up around the state, although Chini State is not presently actively working with most of these.</p>
external environment	<p>Despite the university's economic woes, the President has publicly indicated strong support for the concept of internationalization, as a potential contributor to a stronger CSU. She is in the process of transferring responsibility for next actions to whichever of her senior administrators seems least busy.</p>
leadership/ management	

UNIVERSITY ANALYSIS # 2
ILLUSTRATING LOW-INTERMEDIATE DEGREE OF INTERNATIONALIZATION

university characteristics	Highland University is a privately-endowed institution located in a relatively large metropolitan city in the Northeastern United States. It's 4,500 undergraduate students are ethnically and culturally diverse, the vast majority of whom come from the same greater metropolitan area. The University has four colleges, Education, Arts and Sciences, Business Administration and Marketing, and Engineering and Architecture, and a small graduate student population, all of whom pursue a M.A.A. in the College of Architecture, the only college within the University that offers a graduate degree.
program activities	Because of its strong business and marketing programs, and strong English Language department, the University has a relatively large foreign student population that numbers approximately 350. Many foreign students are from Asia and Africa, with a surprisingly high number from West African francophone countries. The University has an Office of International Activities that provides administrative assistance for foreign students and coordinates development assistance activities.
organization	
program activities	Development assistance activities began in 1976 with two small development assistance projects in West Africa in the area of business administration and small business development. These efforts have continued more or less uninterrupted in Africa in the area of small business development. As a result a small core of permanent staff in the College of Business Administration and Marketing have acquired considerable expertise in international aspects of private sector development.
resources	
leadership / management	During the past three years the Universities central administration, mainly due to encouragement initially from staff in the College of Business Administration and Marketing, but now from a greater spectrum of students and faculty, have been seeking ways to mobilize additional resources to expand international dimensions into a broader spectrum of university programs. In this regard the assistant vice president for academic affairs has been charged by the president of the University to examine the question of " internationalization " and its potential impacts for Highland University. At their recent board meeting the University's Regents endorsed the idea, pointing out however, that due to severe budgetary problems it was unlikely that additional funding would become available in the near future to support additional programs and activities.
resources	

UNIVERSITY ANALYSIS #3
ILLUSTRATING HIGH-INTERMEDIATE DEGREE OF INTERNATIONALIZATION

university characteristics	<p>Argyll University is located in the small farming community of Beavertown. The University has an undergraduate population of 16,000, six colleges - Agriculture, Education, Business Administration, Arts and Sciences, Engineering, and Nursing, and an active research program supported by the State's Agricultural Experiment Station, the Agro-forestry Research Unit, and the Mason Hanson International Marketing Institute.</p>
program activities	<p>The student body includes more than 500 foreign students. The University provides tuition waivers for 75 foreign students and some additional fellowships for others. Many graduate students are enrolled in the Mason Hanson Marketing Institute, including foreign students. Many foreign students are also enrolled in the College of Engineering.</p>
resources	<p>Annually, the University and the Mason Hanson Marketing Institute provide more than 65 person-months of Institute faculty for overseas consulting assignments. Within other Colleges, approximately 25-30 faculty per year participate in overseas exchange programs.</p>
program activities	<p>Argyll University places an emphasis on a multi-disciplinary approach to undergraduate teaching, integrating the humanities and sciences into core teaching blocks. Approximately 120 U.S. students annually take part in study abroad programs, though few U.S. minority students participate. An Eastern European Area Studies program was established in 1965, in addition to small, existing programs in Canadian and Asian Studies. Existing public-service programs include some international content that reinforce the traditional focus of cooperative extension programs on major commodities in the State. There has been limited success in establishing collaborative activities between the International Marketing Institute and Cooperative Extension to address marketing constraints and opportunities for producers in the State.</p>
external environment	<p>State funding for the University increased approximately 4-5% annually during the past 5 years; however, funding for international marketing activities increased substantially more, primarily from Federal sources.</p>
leadership/management	<p>Recently the attention of the University's central administration has focused on re-assessing the institution's mission. A task force, representing a broad base of university interests, has been specifically mandated to examine how to strengthen international dimensions within the teaching, research, and public service functions of the University.</p>

UNIVERSITY ANALYSIS # 4
ILLUSTRATING HIGH DEGREE OF INTERNATIONALIZATION

**programs/
activities**

Cosmos University is acknowledged as a leader in matters international by its university peers. With over 100 years of active involvement in a broad array of international programs and activities, it has experienced numerous evolutionary changes in response to changes within and outside the university. At the present time, such activities include, among others, numerous Area Studies programs, two major AID-funded development assistance projects (in the Health Sciences and Education), several linkages with research and educational institutions abroad, a large study abroad program--including student and faculty exchanges--and well-regarded research efforts on global topics. It offers a broad spectrum of languages, and faculty are actively encouraged to attain competence in a second language. A significant percentage of its faculty have had international experience, most in a professional capacity.

**leadership/
management
resources**

**programs/
activities**

The university offers several major courses of study with "international" in the title and the opportunity for students to declare a minor in several internationally-related areas. Many students in the humanities study abroad for 1-2 semesters during their junior year. There is no requirement for students to take internationally-related course(s). A recent review of the curriculum did not explicitly address the international content of courses, although such is widely assumed to be high in comparison with many of its peer institutions. No attempt has been made to empirically measure student competence or knowledge in internationally-related topics. Curriculum and individual course content is at the discretion of the individual college and department.

**organization
resources**

**leadership/
management**

At Cosmos, international activities are located in a number of different organizational entities. A large percentage of the resources available for international-related programs and activities are from external grants, contracts and private donations. Coordination among activities varies among the involved units and individuals. Some collaborate actively with other units across college and departmental lines, while others are self-contained. A Vice-President for Global Affairs has the charge to provide oversight to affairs of the university which have international dimensions. The perception of his effectiveness in this role varies considerably among the various internationally involved units, programs and faculty. The university has a policy that international service should receive due consideration for advancement and tenure. Several department chairs actively counsel their younger faculty to avoid international development assignments until later in their careers.

**external
environment
resources**

Not uniquely, Cosmos is facing potential declines in some of its longstanding funding bases (especially federal funding), not only for international activities, but for the entire university. It must now grapple with how to maintain and build upon its successes to date in internationalization as it moves into the future.

**Leadership Roles and Practices for
Enhancing University Internationalization**

**Slide Presentation
Wednesday P.M., June 6, 1990
by Marcus Ingle**

Afternoon's Objectives:

1. Based on surveys and case studies, briefly overview the internationalization roles and practices used by university leaders at different levels.
2. Provide participants an opportunity to acquire a set of leadership practices in small group settings, and during plenary discussion.

Plenary Topics:

- A. Leadership Levels.
- B. Typology of University Roles
- C. Typology of Internationalization Practices for University Leaders
- D. Small Group Task Assignments

A. Internationalization Leadership Levels

- * Program Leaders
 - International Directors
 - Deans
 - Other Program Leaders

- * University Leaders
 - University President/Chancellor
 - Executive Officers

- * System Leaders
 - University System Chief Executive
 - System Executive Officers

- * Faculty Leaders
 - Faculty
 - Other Staff

B. Initial Typology and University Leadership Roles in Internationalization by Leadership Level and Factors

C. Initial Typology of Leadership Practices

- * Aggregate list of experienced-based leadership practices
- * Criteria for inclusion:
 1. When employed, each practice demonstrates leadership commitment to internationalization.
 2. If employed, each practice will have visible short term impact.
 3. Practices coded by factor relevance, leadership level relevance, and type of impact.
 4. Practices *not* coded by "approaches" to enhancing internationalization.

Doing the latter is the primary task of small groups this afternoon.

D. Small Group Task

- * Return to same group as this morning.
- * Complete the afternoon task handout.
- * Be prepared to report out in plenary at 4:30 p.m.

**Initial Typology of Internationalization Practices by Factor Relevance,
Leadership Relevance and Type of Impact**

List of Leadership Practices for Internationalization	Factor Relevance					Leadership Relevance				Visible Short Term Impact
	Exter Environ.	Leader & Manager	Organ.	Prog.	Resources	Prog. Leader	Univ. Leader	Sys. Leader	Fac. Leader	
1. Make Internationalization a conscious policy by putting in mission		X					X			Increase awareness on and off Campus
2. Incorporate Internationalization in accreditation review process availability or program level		X		X		X	X	X	X	Enhance Awareness and Understanding
3. Sponsor faculty training in program areas activities				X	X	X		X	X	Faculty Development
4. Internal review of university internationalization structure			X				X			New Structure Announced
5. Travel in support of internationalization	X	X		X	X	X	X	X	X	Cooperative Agreements/External Support
6. Agenda item for board of regents	X	X					X	X		Revised Board Policy
7. Submit proposals for Internationalization program funding	X				X	X			X	Additional funds and staff
8. In-University Survey of internationalization programs/activities				X		X				Report to Faculty/Staff; Program Enhancement
9. Recommend joint review of K-12 internationalization with state	X	X				X	X	X		Report/High Visibility
10. Hold Internationalization conference for university				X	X		X		X	New Initiatives Underday
11. Develop directory of faculty and staff international activity and capabilities				X		X		X	X	Faculty Awareness
12. Ad hoc committee to enhance interdisciplinary internationalization activities				X		X			X	New Interdisciplinary Programs
13. Upgrade international content of university materials/catalogs catalogs				X		X				Student Awareness
14. Study university incentives/disincentives for internationalization			X		X	X			X	Action Recommendations

Initial Typology of Internationalization Practices by Factor Relevance,
Leadership Relevance and Type of Impact

List of Leadership Practices for Internationalization	Factor Relevance					Leadership Relevance				Visible Short Term Impact
	External environ.	Leader & Manager	Organ.	Prog.	Resources	Prog. Leader	Univ. Leader	Sys. Leader	Fac. Leader	
15. Speak on internationalization program and benefits		X				X	X	X	X	Faculty, Student and Public Awareness
16. Provide new grant funds for internationalization initiatives	X	X		X	X	X	X			Faculty/student Awareness and initiatives
17. Initiate cooperative effort with states and business on trade and land	X	X		X		X	X	X	X	Basis for New Mission/Goals and Support
18. Ad hoc evaluation to assess impact of international programs		X		X		X	X			Increased Integrity and Effectiveness
19. Taskforce on standards and principles governing internationalization		X					X			Enhanced Efficiency and Accountability
20. Review of curriculum for international content	X	X		X		X			X	Curriculum Revisions
21. Establish policy to international cooperative extension and public service		X		X		X	X	X		Public Awareness and Support
22. University service press announcements stressing internationalization	X	X	X	X	X	X	X	X	X	Generality Support and Awareness
23. New Policy to have unit annual plans include international activities		X				X	X			Enhanced International Content
24. Initiate joint internationalization task force with other high education inst.	X	X				X	X	X	X	Public Awareness and networking
25. Initiate state legislation on importance of university internationalization	X	X			X		X	X		Generality Support
26. Initiate internationalization annual award	X	X			X	X	X			Increase Awareness and Visibility

Source: WSU/UMS Internationalization Conference, June 1990

**Initial Typology and University Leadership Roles
in Internationalization by
Leadership Level and Factors**

Leadership Levels	Internationalization Factors				
	External Environment	Leadership & Management	Organization	Program & Activities	Resources
Program Leaders	Identify & Increase Linkages	Implement & Recommend Improvements	Coordinate & Operate	Promote, Coordinate and Integrate	Communicate Opportunities Actively Support
University Leaders	Develop & Legitimate Linkages	Develop and Articulate Mission, Policies & Procedures	Establish & Lead	Encourage & Support	Allocate & Review
System Leaders	Nurture & Articulate Linkages	Provide Vision & Encourage Complimentary policies	Nurture & Legitimate	Nurture & Represent	Nurture & Represent
Faculty Leaders	Provide Support and Generate Linkages	Initiate Improvements and Support	Participate & Support	Initiate, Operate & Support	Seek and Use

Source: WSU/UMS Internationalization Conference, June 1990

SESSION REPORTING FORMS

**WEDNESDAY, JUNE 6, 1990; 10:45 a.m. - 12:00 p.m.
ENHANCING INTERNATIONALIZATION (Low Degree)
REPORTER: MARGRIET LACY**

Factors requiring most immediate attention:

- 1) Leadership: President's support is not specific enough
Institutional strategic plan is needed to set priorities in light of what the institution wishes to accomplish for/with its students
- 2) (Assuming that internationalization is among the priorities in the strategic plan):
organization - task force, composed of interested/experienced faculty/staff
♦ This task force might develop an inventory of already existing international activities/accomplishments and then make recommendations re: internationalization in light of this inventory and the strategic plan's priorities (quality and impact on entire institution should be considered)
- 3) Resources: Finances (in light of strategic plans priorities, reallocations are likely/possible)
Faculty and students who are already interested and experienced (e.g. international faculty)
- 4) External environment: Could be used as a form of leverage; there is external pressure, but there also are opportunities that can benefit the university
- 5) Program activities: Emphasis on the importance of the under-graduate curriculum

**JUNE 6, 1990; 2:15 - 4:00 p.m.
ENHANCING INTERNATIONALIZATION
REPORTER: MARGRIET LACY**

Leadership Practices and Levels

	<u>Practices</u>	<u>Levels</u>
1	Mission	President and all other constituencies in the university

8/11	Resources (Faculty expertise; programs)	Part of charge to task force established by president
20/12	Curriculum	Faculty
19	Organization	President
3/16	Faculty Development	Initial initiative should come from president in the absence of a program director

From the acetates shown for these sessions:

INTERNATIONALIZATION FACTORS

1. Strategic Planning
2. External Constituency Development
3. Development of Internal Culture
4. Faculty Development
5. Curriculum Reform & Co-Curricular Progs.

LEADERSHIP PRACTICES

1. Mission Statement
2. External Funding
3. Comprehensive Inventory
4. Rhetoric and PR
5. Co-Curricular Activities

WEDNESDAY, JUNE 6, 1990; MORNING SESSION ENHANCING INTERNATIONALIZATION REPORTER: G. DRAKE

1. Build on what exists - praise existing programs - show this is only enhancing what we're already doing
2. Develop a structure that units all units involved in int'l programs without a sense of "taking 'em over" - creation of a network with a centralized info. structure that allocates campus-wide resources.
3. Prepare an inventory of programs and resources that exist now - both on campus and off campus
4. Dev. a plan to go from where we are to where we want to go and a reallocation of existing resources - (T&P, hiring criteria, off-campus constituencies)
5. Dev. evaluation criteria that are measures of outcomes rather than outputs - these have to be developed EARLY in the planning process - not expast facto.

From the Acetates shown for these sessions:

Group F, "Leadership Practices"

1. Governing Board - President
2. All stakeholders but under leadership of chief academic officer
3. Inv. done by International Program Director but under mandate of President/Provost
4. Resource mobilization/distribution = multiple leadership practices - complex
5. Evaluation = Outcome vs. output
Short term vs. long term
Resource allocation based on ability or work on outcome evaluations

Group F

1. Reaffirmation of international aspects of the university based on existing strengths. Restatement of these in Goal and Mission Statement.
2. Create a university-wide coordinating mechanism for international programs.
3. Take inventory of resources
 - a) Internal
 - b) External
- 3-B. Develop plan to go from where we are to goal achievement
4. Resource mobilization to pursue goals
Example:
 - a) Tenure and promotion
 - b) Hiring criteria
 - c) Off campus constituencies
5. Evaluation = measures of success

**JUNE 6, 1990
CASE SENARIO: FOR ARGYL UNIVERSITY
REPORTER: UNKNOWN**

Literacy of Students

- A. Int'l - the core curriculum
- B. Entrance requirement for languages

- C. Study Abroad - increase number and diversity of students by college, discipline, social background - Achieve 5% of student body abroad by 1995.

Faculty Literacy

- A. Provide incentives for int'l e.g. - P&T, sabbaticals, instructional development, special grants
- B. Faculty linkages with int'l. inst.
- C. Int'l. background in hiring criteria
- D. Encourage Fulbright faculty from abroad and general faculty exchange
- E. Stimulate participation in Development Assistance Projects

Understanding of the Public

- A. Int'l. students speak in classes (crossroads int'l); Host Family Program (they get tuition reduction)
- B. Enhance linkages between CES and Int'l Marketing Trust
- C. Develop programs of In-service educ. with teachers and state agencies
- D. Int'l travel for state leadership
- E. "Hot Topic" - conferences on Int'l. Issues - use int'l faculty
- F. Assist clientele to meet prof. continuing educ. needs - target specific groups!
- G. Internationalize univ. media - news releases, TV, et. al. (Public info)

Expand Int'l Research Capability

- A. Encourage collaborative research with scientists abroad (mini-grant program)
- B. Encourage travel to research
- C. Concentrate on areas of strength: focus on E. Europe, Canada, and Asia
- D. Encourage joining networks
- E. Seed money for int'l research
- F. Improve int'l. dimension of library

Organization Structure

- A. Create environment for accomplishing objectives
- B. External committee - linkages
- C. Internal coord. - central office to department
- D. Resources acquisition and allocation
- E. Board/CEO must establish pattern of rhetoric

From the acetates shown for these sessions:

GOALS
Important Changes
Leadership Levels

Leadership Level

- | | |
|---|---|
| <p>Goal 1: Int'l. Literacy of Students</p> <ul style="list-style-type: none"> - Internationalize Core Curriculum - Ent. Req. for Languages - Study Abroad & Exchange | <p>Faculty & Program
Leaders</p> |
| <p>Goal 2: Int'l. Literacy Faculty</p> <ul style="list-style-type: none"> - Incentive Structure - Intl. Linkages - Criteria for Hiring - Participation in Dev. - Fulbright & Faculty Exchanges | <p>University &
Program & Faculty</p> |
| <p>Goal 3 Int'l. Understanding of Public</p> <ul style="list-style-type: none"> - Use Intl. Students & Faculty - Link CES & Intl. M. I. - Meet Prof. Cont. Ed. - Intl. Travel for State Leadership - Hot Topic Conferences - Intl. Univ. Media Ofc. | <p>University &
Program</p> |
| <p>Goal 4 Expand & focus Intl. Res.</p> <ul style="list-style-type: none"> - Collaborative Research - Concentrate on Strength - Travel to Intl. Sources of Data - Encourage Joining Networks - Intl. Dimensions of Lib. - Seed Money for Res. | <p>All leadership levels</p> |
| <p>Goal 5 Create Env. for Intl.
Establish Rhetoric of Support (Board/CEO)
Organization Structure</p> <ul style="list-style-type: none"> - Central Leadership <p>External Linkages
Intl. Coordination
Resource Acquisition & Allocation</p> | <p>University</p> |

**UNIVERSITY ANALYSIS #4 (High Degree; Cosmos. U)
WEDNESDAY, JUNE 6, 1990; ALL DAY
REPORTER: BRENDA ROBINSON**

Changes in Factor Dimension:

- Leadership - restate institutional rhetoric to articulate clearer institutional commitment
- Organization - development of improved institutional framework for coordinating int'l. activities
- Program - improve international impact on students
- Resources - increase institutional financial commitment and faculty incentives
- External environment - review external environment resources (federal, state, local, alumni, private)

Practices and Leadership

- Restate inst rhetoric
 - Mission statement and goals
 - Incorporate into accreditation
 - Include in Regents/Trustees agenda
 - Communicate mission and goals throughout institution, and Board of Trustees community, Board of Trustees/Regents, state, and local gov'ts, students, alumni, businesses, professional organizations
 - Planning to include mission and goals and all stakeholders
- Development of improved institutional framework for coordinating int'l activities
 - Bring in consultant for assessment of organizational framework
 - Institutional task force (include all stakeholders)
 - Self assessment: dept/faculty; prog heads; administrators; fiscal personnel; extended education; students
 - Consultant and task force recommendations for organizational framework
 - Implementation

Program:

- Improvement of impact
 - Requires foreign language exit competency - University Personnel, Program Heads, Faculty, Board of Trustees/Regents
 - Revise core curriculum to include intl. dimension - University Personnel, Program Heads, Faculty
 - Revise core curriculum to include cultural diversity - University Personnel, Program Heads, Faculty
 - Do a program inventory & impact assessment - Program Heads, Faculty
 - Strengthen domestic/foreign interaction throughout the community (both institutional & local communities) - Program Heads, Students

- Expand overseas opportunities for students in disciplines other than humanities
- Faculty, Program Heads, Students

From the Acetates Shown for These Sessions:

(NOTE: Initials prior to each entry stand for the following: U = University personnel; P = Program Heads; F = Faculty; S = Students; Bot = Board of Trustees/Regents)

#1 LEADERSHIP

- U/P/F - Mission statement & goals
- U/P/F - Incorporate into accreditation
- U - Include in regents/trustees' agenda
- U/P/Bot - Communicate M & G throughout institution, community, regents/trustees, state & local government, students, alumni, businesses, professional organizations
- U/P/F - Planning to include M & G and all stateholders

#2 ORGANIZATION

- U - Bring in consultant for assessment of organizational framework (program communication and coordination)
- U/P/F/S - Institutional task force (all stakeholders)
Self-Assessment
 - *Dept./Faculty
 - *Program Heads
 - *Administrators
 - *Fiscal Personnel
 - *Extended Educ.
 - *Students
 Rec. for organizational framework
- U - Implementation

#3. IMPROVE INTERNATIONAL IMPACT ON STUDENTS

- U/P/F/Bot Require foreign language exit competency
- U/P/F Revise core curriculum to include international dimension
- U/P/F Revise core curriculum to include cultural diversity
- P/F Do a program inventory and an impact assessment survey
- P/S Strengthen domestic/foreign interaction throughout the community (both the institutional community & the local community)
- F/P/S Expand overseas opportunities for students in disciplines other than

Humanities

CHANGES IN FACTOR DIMENSION

- #1 Restate institutional rhetoric to articulate clearer institutional commitment. (LEADERSHIP)
- #2 Development of improved organizational framework for coordinating international activities. (ORGANIZATION)
- #3 Improve international impact on students. (PROGRAM)
- #4 Increase institutional financial commitment and faculty incentives. (RESOURCES)
- #5 Review external environment resources (federal, state, local, alumni, private). (EXTERNAL ENVIRONMENT)

WEDNESDAY, JUNE 6, 1990; 10:45 a.m. - 12:00 p.m.

ENHANCING INTERNATIONALIZATION

REPORTER: FRANKIE FELDER

- "Leadership relevance" is not clearly defined; fit refers to the accountable party - we do not accept the coding provided; if it refers to levels of leadership which should be involved in specified leadership practices - we do not accept the coding provided. What does it mean?
- Students are a vital resource and their leadership must be integrated into the typology.
- The conceptual framework provided for us to use to analyze "how" to approach internationalizing is very much appreciated. Clearly a lot of thought went into the process of developing the framework.

WEDNESDAY, JUNE 6, 1990; 3:00 - 4:00 p.m.

ENHANCING INTERNATIONALIZATION

REPORTER: FRANKIE FELDER

- Critical to clearly articulate mission of institution as it relates to international education.
- Faculty, students, and administrators must all be involved in the internationalization process.
- Internal commitment is necessary in order for external constituencies to be educated and/or encouraged to support international initiatives.
- An assessment of faculty expertise will likely produce an awareness that resources exist on each campus.
- Incentives and rewards must be a priority; a university which projects a system of disincentives will have difficulty expanding int'l programs.
- Faculty interest is key.
- The organizational structure must be capable of supporting the int'l vision.

From the Acetates Shown for These Sessions:

HOW TO EXPAND THE INT'L. EFFORTS AT HIGHLAND UNIVERSITY

- I. Critical background information

- 350 international students
- core of business/marketing faculty w/experience
- interest among other students and faculty to expand int'l involvement
- agreement by vice pres. academic affairs, president and Board of Trustees - minimal and undefined
- no \$...as usual

LEADERSHIP/MGT.; ORGANIZATION; RESOURCES = FACTORS

- I. Steps to take initially
 - Mission statement -- program leader, faculty, university leader
 - Review of internal structure and revise as appropriate
 - Upgrade/revise catalogs, official publications
 - Study incentives/barriers
 - Establish a standing university-wide committee to enhance interdisciplinary international activities

- II. Levels of leadership
 - President
 - Program leader
 - Faculty leaders
 - Student leaders

- III. The Process
 - Must involve utilization of existing programs, students and faculty to expand
 - Must recognize that the process of change at institutional level occurs in incremental steps
 - Given that funds are not available, creative mechanisms should be used to expand curriculum
 - develop internships
 - develop modules for existing courses
 - use int'l. students to enrich curriculum
 - invite visiting professors
 - Programs - cultural, educational

**JUNE 6, 1990; MORNING SESSION
ENHANCING INTERNATIONALIZATION
REPORTER: NANCY L. RUTHER**

Discussion points:

1. Need to maintain while bldg. #4 U's may be high in # of activities, but perhaps not depth or breadth of coverage they desire

2. Env. differs public & private & is increasingly diverse & int'l. as you increase
3. As int'l. resources increase to greater service
4. How to increase awareness of opp'y for faculty, prof'l with relation to home inst.

Action:

1. Faculty Inventory
 Need to *know* faculty capability/database
 Penn State has one annually
 Iowa State - comp. database from research office with country and language and field
 From int'l. office more detail
 Question of public use & distribution, inclusion of tenured/non-tenured
2. How to integrate non-tenured faculty into int'l. rather than disciplinary objectives?
 Penn State "diversity contribution" in faculty promo/tenure rules
 Difficult to evaluate quality
3. Faculty incentive
 Devel cooperation work vs. overseas work - real research (extra effort), publishable; extension work (tech reports for clients); relationships w/peers;
 Need to clear statement of rules & risks & procedures; more counselling

Issue:

LT/Ta dying in AID mode. It is a new game as Fed. Depts. get into int'l. linkage role Ed., Health, Bu Census....
 greater resources from trad'ly domestic depts. - social, health...for intl. work

From the acetates shown for these sessions:

Discussion Points:

1. Need to maintain and deepen internationalization while building
2. External env. is increasingly diverse and encompasses larger geographic scope as move up scale
3. As int'l. resources increase, there is greater reponsibility to extra-university service

Factors to Change:

1. Faculty Development
 P/T/M Guideline needed but not sufficient (esp. jr.)
 Req's. mothering at all levels
 Counselling (extra effort to meet all demands of int'l)

Spice-up later years of a career

2. Set up a faculty inventory of int'l skills, experience and interests (and tracking?)
Incentives? Public use?
3. Overseas Alumni/AE are a great resource - into, contacts, support in-country, funding
4. Increase collaborative linkages with other educational institutions
 - k-12: Magnet schools, int'l. students, talks (tuition waiver), informal...
 - In U.S.: 2-4 yr. schools; research consortia
 - Overseas universities
 - complement strengths, mutual benefit
 - identify levels of intst'n. by country, e.g. Thailand as intermediary with Asian
5. Initiatives with new clients, supporters of int'l. efforts
 - Professional associations
 - Federal agencies
 - Overseas institutions
 - Mid-careerlists from Gov't. and business
 - Concern with foreign service personnel

JUNE 6, 1990
ENHANCING INTERNATIONALIZATION
"COSMOS" - SOUTH B

Recommended Additions to Typology of International Practices:

27. Survey student needs and interests - basis for new directions
28. Survey external needs and interests (private sector, etc.) - basis for new initiatives
29. Explore opportunities for community/int'l student interaction - overall public awareness and support
30. Explore university/school (K-12) linkages - basis for new initiatives and increases community support and awareness
31. Establish alumni linkages - potential funding sources; good will
32. Establish foreign institutional linkages - improve faculty development and research
33. Facilitate study abroad, exchanges, and internships - student impact
34. Integrate experiences of faculty and student returnees (or from any internat. experiences or programs) - enhance university environment
35. Use local community resources for intercultural experiences

JUNE 6, 1990
ENHANCING INTERNATIONALIZATION
"COSMOS" - C

- I. A. Global Affairs V.P. Office establish in his/her office a person to work with

- faculty committee on this target.
- B. (Not clear at Cosmos) V.P. Global Aff work w/V.P. Student Aff. under Acad. Vice Pres. "orders" (Student leaders should be added to other four)
- C. #20
Include univ. leader
Exc. external environment
- II. A. Encourage (Title VI) external outreach activities - teacher programs abroad, school visits
Ask prof. schools to review curric.
Help external funders to define goals
- B. Incentives (faculty controlled)
Promotion/tenure forms - prog dir & Acad
#16 - Create fac. dev. fund (Acad)
- III. #4 on internal study
culture re. acad. gov.
- IV. #17, 21, 24 & 25
Include alumni
- V. Process to screen --- Sign off only on projects which "fit" univ. (or college) criteria

JUNE 6, 1990; ALL DAY
ENHANCING INTERNATIONALIZATION (Low Intermediate)
REPORTER: HOLLY CARTER & JAVIER MIFARES

Definition of Leadership

Who can get the ball rolling in our scenario its bottom up. Need to harmonize initiatives wherever they are and dovetail with rhetorical statements of _____ from above.

Leadership Practices

- Self assessment: Study - strategic planning
- Establish effective linkages esp. internal with the leadership _____ then external
- Effective identification and utilization of resources

How can we use the _____ of the Pres., Board and students & faculty, which is self-sustaining, to generate a momentum for internationalization?

- I. Leadership - bottom up and modest
Commitment
- Tied to programmatic actions and successes

- Establish grass roots/ground floor momentum from the group of students and faculty meeting and creating linkages with College of Business, Asst.
- V.P. and external community
- Establish the benefits (potential financial) from internationalization

Strategic Planning

- Establish the international character & resources of the institution
- Establish stakeholders (internal & external)
- Determine the international focus: Does it remain Africa and Asia or expand?
- Assess strengths & barriers (internal & external)

II. Program Activities (must be low cost)

- Establish exchange programs for students w/body exchange
- International Day
- Bring cultural groups to campus
- Converting dorm into international house
 - House stays w/in community; emphasis on influential families
- Linkages between business community & business faculty
- Contacting corporations active in the countries from which their international students come to get financial support
- International travel abroad opportunities as opposed to semester/study abroad
- Create regular international calendar

III. Resources

- International students integrated
- Linkages w/private sector
- Linkages w/external community
- Linkages w/in institution esp. group of actors/Reach diverse student population
- Faculty - Enhance international perspective w/faculty development
- Utilize English language Center & Development grants as a basis for internationalization

From the acetates shown for these sessions:

EXPANSION OF TYPOLOGY

Following Program, University, System, & Faculty suggest the following new addition)
Student Leaders, with these designations:

External Environment: Provide support & generate linkages
 Leadership & Management: Initiate improvements & support & make

recommendations to U. leaders; provide vision

Organization: Coordinate & operate; participate & support

Program & Activities: Promote, coordinate, integrate, initiate, operate & support

Resources: Seek & use; communicate opportunities, actively support

**JUNE 6, 1990; MORNING SESSION
 ENHANCING INTERNATIONALIZATION
 CASE STUDY, GROUP E
 REPORTER: DON MCCREIGHT; MODERATOR: LARRY APPLE**

Faculty Development
 Funding, rewards, and incentives
 Commitment

- Enhance faculty development
- Increase funding through new and reallocated resources and provide appropriate rewards and incentives
- Increase commitment and administrative support

Increase commitment and administrative support

**JUNE 6, 1990; AFTERNOON SESSION
 ENHANCING INTERNATIONALIZATION
 CASE STUDY, GROUP E
 REPORTER: DON MCCREIGHT; MODERATOR: LARRY APPLE**

I. Increase Commitment and Administrative Support

	<u>PI</u>	<u>UI</u>	<u>FI</u>
#15 Rhetoric	x	x	x
#1 Policy/Mission	x	x	
#6 Governing Board		x	
#18/19 Planning/Assessment	x	x	x
#23 Annual Unit Plans	x	x	x

II. Increase Funding through New and Reallocated Resources and Provide Appropriate Rewards and Incentives

	<u>PI</u>	<u>UI</u>	<u>FI</u>
#28 University Priority	x	x	x
#27 Tenure/Promotion	x	x	x
#16/17 Grants/Proposals	x	x	x
#14 Incentives	x	x	x
#25 State Funding	x	x	x

III. Enhance Faculty Development

#15 Rhetoric	x	x	x
#3 Faculty Training	x	x	x
#5 Travel	x	x	x
#16 Grants	x	x	
#20 Curriculum	x		
#29 Recruitment/Hiring Practices	x	x	x

**JUNE 6, 1990; AFTERNOON SESSION
ENHANCING INTERNATIONALIZATION
GROUP B**

REPORTERS: BILL BLOODWORTH, JONATHAN BLOCK

- Whether it is appropriate for Chini State U. to pursue aggressive international programs at this time, given funding problems and possible low morale of faculty?
- How to incorporate international goals into the university planning process without raising expectations above the level of potential achievement?
- How to promote international activities in a manner that will improve the university's financial and political status?

The points above reflect the group's analysis of the university as an institution whose efforts at internationalization cannot be sustained in the near future at a level of high expectations possible for other universities. However, since it was the conclusion of the group that appropriate efforts at internationalization could improve the overall health of Chini State University, the following three questions were key elements in determining possible leadership practices:

- What base level of international activities should we expect all universities to aspire to?
- How can reasonable international goals be achieved within the limitations of faculty competence and available funding?
- What possible leadership practices might be unwise at this time?

NOTE: The following leadership practices were missing from the list:
Co-curricular activities

Collaborative efforts with K-12 educ.

**JUNE 6, 1990; MORNING SESSION
ENHANCING INTERNATIONALIZATION
*REPORTER: UNKNOWN**

Additions to Initial Typology & Univ. Leadership Roles

Student Leaders

Community Leaders

If Community Leaders are included then the title should be changed to:
Leadership Typologies Relevant to the Role of Internationalizing the
University

**JUNE 6; AFTERNOON SESSION
ENHANCING INTERNATIONALIZATION
*REPORTER: UNKNOWN (SAME AS ABOVE)**

Additions to Leadership Practices

1. Student Life Activities & Practices

Develop activities that strengthen and broaden the international aspect of student life.

2. Promote & better integrate student interactions (both Interntl. & U.S. students).

3. Take into consideration the international experiences of candidates in the selection process.

4. Include international service as a component of T & P. International service should be substituted for other activities not added on.

5. Inter-relate international perspective with national multi-culture aspect. Let's not value international students over the American Black/Hispanic/Asian/etc. student.

6. Mobilize community leaders as resources for internationalizing the Univ. in teaching, research seminars, student life activities, etc. Communities have vast resources of retired, foreign or persons with international experience and could be used to supplement those at the Univ.

From an unidentified acetate:

1. **Improve Student Opportunities**
 - Increase & diversity study abroad (grad, undergrad, interns)
 - Increase involvement of int'l. students
 - Curriculum & campus life enhancement
2. **Strengthen Faculty Int'l. Activities**
 - Links to area studies & professional schools, especially education
 - Better incentives & rewards system for int'l. activities
 - Challenge peer assumptions
3. **Internal Culture**
 - Either decentralize or centralize
4. **Increase external outreach**
 - Public service
 - Domestic and intl.
5. **Importance to Link Int'l. Projects to Public Service Functions & Research and Teaching**

Appendix D

Highlights/Significant Findings

Theme I: Why Internationalize? Stakeholder Perspectives and University Benefits

1. Internationalization will produce graduates for the kind of world they will live and work in over the decades ahead. They will be more competent to deal with it.
2. "Internationalization" will produce citizens and leaders who are better able to compete and to cooperate with others because we as a "nation" and individuals will be able to understand other people and international situations better. It will lead to a nation exercising leadership more wisely and in tune with the "real" world and global problems as they evolve in the next century.
3. Internationalization leads to better understanding and that is a survival value for individuals and the nation.
4. Internationalization will enable the community and the nation to understand better and live more productively and comfortably with domestic as well as global diversity.
5. The "Why" response which is persuasive (or "works") will be different in different situations, before different audiences and on different occasions a university curriculum committee, a group of business leaders, a congressional committee, etc.
6. Because ... we need a citizenry and leadership which is sensitive to and understands other cultures, global issues, the values of democracy and pluralism.
7. Because ... to be influential and a leader in the world for our values, "we" must have a higher level of knowledge about the rest of the world - for competition, for cooperation.

Internationalizing U.S. Universities: A Time for Leadership
Theme II: What to Internationalize

Moderator: Davydd J. Greenwood, Cornell University

The overall purpose of this theme of the conference was to present and examine empirical data from recent and on-going research to enable participants to understand what is being internationalized by universities and university systems, the status and impact of internationalization and the factors that are promoting and likely to sustain it.

I. We felt at ease with accustomed themes in the "why" and familiar institutional issues in the "how" and were quite uneasy with the "what" section. Why?

As a community, we may not be entirely ready for the centrality of our mission, despite the fact that this is what we have been striving for.

Now that international is becoming important enough and large enough, it has to be built up and tradeoffs made with all the other dimensions of the university: e.g. science education, mathematics, computer literacy.

Thus defining internationalization clearly and spelling out its organizational and resource consequences now drops it fully into the central arena where university priorities vie with one another for attention.

I think some of us are experiencing this as either a demotion or a threat to our sense of ourselves.

II. Formalization per se appears to cause some discomfort. Why?

This is the first presentation of a formalization of the dimensions of internationalization, on a campus by campus basis, in U.S. higher education. That, itself, is surprising, given the priority we claim for this subject.

Part of the spirit of the formalization in the Henson et al model is that international has to be made fully accessible to the normal campus planning and curriculum development processes. In other words, internationalization has become too important to be left to mere internationalists.

One of the complaints about the model is that it does not provide the "feel" of the international dimension. This loses the "ineffable" quality of the international dimension and is not fully welcome.

The problem is, in university life, that ineffable processes do not get into strategic plans. It would be interesting to hear the views of the university presidents here on this point.

III. We appear collectively to be somewhat ill at ease with defining internationalization. Why?

Defining what we mean by "internationalization," defending that definition, measuring what constitutes progress in "internationalization" are all matters that imply qualitative changes in the way most of us operate.

One feature of the previous marginality of internationalization is that we have not regularly been challenged to define and measure precisely what it is that we do.

Now that we are in a priority area, our efforts must be defined and measured in order to be factored in to the overall processes of university decision-making about major priorities.

This moves us from being marginal but doing pretty much as we please to being constrained to operate in a much more complex and demanding political environment.

IV. There were a variety of specific criticisms of the model, many quite helpful and useful. I will not review them here in any detail, since you have a comprehensive listing, skillfully composed by the conference organizers from the small group reports. A couple of points will suffice to remind you of the direction of these specific criticisms.

Linkages with the variety of stakeholders and potential resources do not receive enough emphasis.

Leadership does not figure prominently enough.

Benchmarking and accountability requires more attention.

The model does not appear to make the students central enough to the internationalization enterprise.

A variety of techniques for formal social science analysis could and should be applied to the data in order to give the model more analytical power.

In other words, there are many suggested adjustments and additions that can improve the model and deepen its analytical capacity.

This is in the spirit of the conference. Assisting in making these improvements and developing the model for our collective use is one of the tasks the conference organizers have put before us. Will we take it on or only complain about what they did not do for us yet. The conveners have taken us 60% of the way down the road. We, as a community of international administrators, must decide collectively whether we are willing to go the rest of the way together.

V. The empirical model does not describe or define ideal outcomes.

Formal classification is a tool but one that always creates risks.

The danger in any classification scheme is that incompetent users will be unable to resist the temptation to turn it into a mindless checklist and thereby use it as a club rather than a mechanism for institutional improvement.

The intent of this model is to assist academic leaders in situating dimensions of their institutions in a matrix for the purpose of moving that institution forward toward the clarification of its unique mission and objectives.

The opportunities that institutional uniqueness and diversity offer to internationalization should be the focus, not how we all rank in relation to Cosmos University.

Ranking high in this classification demands renewed effort from institutions.

This brings us to Charles Ping's version of Zeno's paradox: the more we internationalize, the farther we seem to have to go.

Perhaps instead of using the Japanese as a hostile competitive benchmark, we should adopt one of the essential features of good Japanese management: commitment to continuous improvement

We American managers (and we in international studies are American managers) define a problem and then solve it "once and for all," only to be surprised when it comes up again.

In the most successful Japanese businesses, the commitment is to the notion that quality and efficiency can always be improved.

By analogy, internationalization is not something we do to our universities once and for all, but a process of continuous improvement on a scale that has no end.

Internationalization is "ineffable," but not because we cannot measure it. It is ineffable because the international mindset that welcomes and celebrates difference and finds beauty in the puzzles of understanding otherness has no known limits.

Highlights/Significant Findings

Theme III - How to Enhance Internationalization: Approaches and Leadership Options for U.S. Universities

1. Critical questions:
 - A. How do we generate administration, faculty and student interest in internationalization of our campuses?
 - B. How do we generate resources for internationalization of our universities?
 - C. How do we generate interest on the part of citizens, business leaders and government, both state and federal officials in internationalization of our universities?
 - D. How do we involve international students and faculty currently on our campuses so as to establish cultural pluralism?
 - E. How do we ensure that our graduates are internationally literate?
2. Dr. Charles J. Ping provided fundamental insight on internationalization stressing the importance of rhetoric followed by appropriate discussions and resource allocation, and finally effective assessment.
3. The model developed by Dr. Henson, et. al. provides a conceptual framework for analyzing and strengthening international activities on university campuses. Implementation -- use of this goal -- must be tailored to the needs of each university.
4. The model should be modified to reflect students as a leadership group.
5. Strategies for strengthening international activities in universities having a wide range of current international activities and capacity were very similar. This suggests a spectrum of categories rather than distinct levels of international expertise.
6. New "value neutral" terminology should be developed that avoids the use of "foreign" students or "foreign" faculty such as "low" and "high" degrees of internationalizing. Glossary of terms might be developed.
7. Leadership practices recognized as important in case studies designed to provide a spectrum of international experience:
 - A. Strategic and long range planning including mission statement
 - B. Rhetoric and public relations
 - C. Commitment of resources

"Action Recommendations" Individual and Small Group Task

Date and Time: Thursday Morning

Objectives:

(1) Participants can identify several specific activities they would like to implement to improve the internationalization of U.S. higher education when they return home.

(2) Participants have an opportunity to generate a list of key action recommendations based on conference deliberations and resolutions.

Task Description:

Please complete the following tasks:

1. First, working independently take 10 minutes to generate a list of several internationalization actions that you are committed to implementing when you return to your work environment.
2. Then, working in your small groups generate a list of 3 to 5 important action recommendations for enhancing the internationalization of U.S. higher education. For each recommendation identify the appropriate action organization(s) from among the following:
 - * Universities (including students, faculty, program leaders, and executives)
 - * University Systems
 - * The Private Sector
 - * State Government
 - * U.S. Federal Government
 - * Others:
 -
 -

Record your recommendations for sharing in plenary.

Theme IV: Action Recommendations by Working Groups

1. Quantification of internationalization.
2. Put on agenda for Chancellor/Dean meetings.
3. Continue external groups articulation of demands for international literacy to university.
4. Comprehensive effort to bring together different groups in some kind of national effort along with funding.
5. Need to work with state legislatures through national and state levels.
6. Work at K-12 accreditation - State Board of Education.
7. University accreditation board.

-
1. To place "internationalization" on the agenda of national HED organizations by each individual participant contacting their professional organization.
 2. Coordinating council from this conference to report directly to Washington, DC, the results of our work.
 3. Department of Education draft a set of goals of internationalizing HED; that the previously mentioned task force be funded by Title VI.
 4. Enhance and deepen Title VI; AID/CRSP broaden program; increase Fulbright funds; and endorse CAFLIS momentum.

-
1. State higher education president's associations (public, private or mixed) should include international education issues on their agendas (committed univ. presidents must do this).
 2. Design more effective working relationships between universities, USAID, and developing countries to support analysis of key development problems for each country and alternative solutions. Truly collaborative research groups.
 3. Federal government - more funds for faculty and student exchanges.
 4. State government - assign a person to work with universities to monitor and improve international education and foreign language programs.
 5. Universities (including, but not only, language and area centers) - Work with K-12 to improve foreign language and international studies by in-service training, intensive summer institutes, dissemination of teaching modules, etc. Needs federal seed money and state money.
 6. State federal relations officers - Lobby congressional reps to provide federal funding for international and foreign language programs.
 7. Media relations, advising, rhetoric - Review what university leaders and state leaders are saying about importance of foreign language and international education (good project for graduate students, or undergrads!) and work to increase attention to these topics.
 8. More public and greater efforts of national higher education associations/conferences, etc.
 9. More research on international and foreign language needs of private sector.
 10. Federal government - Provide funds to facilitate U.S. university cooperation with universities in other countries - with new emphasis on Eastern/Central Europe.

-
1. Make necessary changes in accreditation criteria. Action: Accreditation agencies.
 2. A steering committee be formed by this conference to work with CAFLIS to develop and implement specific follow-up actions and activities. The Department of Education should be solicited for a planning grant for these follow-up efforts. Action: Conference committee, CAFLIS and Department of Education.

3. Develop a dialogue process between universities and stakeholders at state level in each state.
Action: University administrators.
 4. Develop a public affairs program by each institution. Action: University administrators.
 5. Develop the international programs and criteria of professional societies. Action: Faculty, administrators, executive secretaries, U.S. government.
 6. Strengthen programs for hiring faculty with international experience and programs and enhance the experience of existing faculty. Action: Administrators, government funding agencies, state legislatures, boards of regents.
 7. Develop a program by Department of Education to internationalize K-12 education in U.S.
Action: Department of Education, universities (especially colleges of education).
-

1. Recommend an internationalization workshop in the same vein as this one, but at the university level to assist university administration and organizations in strategic planning of internationalization of the university.
 2. Have one outside person (Henson or Ingle).
Utilize workshop participants as university co-workshop presenters.
Place parameters on workshops - 50 workshops over two years.
Place conditions on workshop participation, e.g. CAO, system administrator, deans, department heads.
Require follow-up action, e.g. strategic plan, revision of curriculum, faculty overseas experiences, restructuring.
-

1. Establish enhanced dialogue with private industry to determine current and future requirements for internationally literate graduates.
-

Enhance internationalization from K-12 by:

1. Working with Dean of Education
 - Intense discussion/workshop participation to convince stakeholder
 - Provide international experience
 - Review and revise core curriculum in education to include internationalization.
 2. Identify 10-12 teachers for overseas experience and then have them
 - Share experience through multiplier effect.
 3. In-service courses/workshops for K-12 teachers on content and methodology in internationalization.
-

1. Regional accreditation should take the international dimension into account.
 2. Handbook funded by Federal Government
 - On how, what, and why internationalize
 - What U.S. universities do
 - Creative ideas on what to do with foreign linkages
 3. Agree on an assessment/evaluation - a national standard
 4. Encourage faculty to make changes within professional societies.
-

1. Throughout their careers, all U.S. educators have one international experience at least every five years.
2. Major address at full NASULGC meeting on subject of this conference by a President or System Chancellor such as Charles Ping or Thomas Bartlett.

3. Universities undertake an assessment of its curriculum for content and commit university to develop internal and external resources to enhance this.
 4. Subsequent conference with broader base, such as professional society representatives.
 5. Follow-up conference with focus on student outcomes and changes resulting from the internationalization of curricula and programs.
-

Encourage federal support for college/pre-college cooperative programs that increase internationalization of pre-college education; for example, summer institutes, teacher alliances, teacher travel.

1. Cross sector vertical and horizontal presidential blue ribbon commission.
2. Increased cooperation between U.S. institutions/organizations and overseas educational consortia, e.g. European Council of Education; ACE, NASULGC, AASCU.
3. Articulate link with diversity and multi-culturalism/pluralism; need to expand the global MIDDLE CLASS in the tradition of American higher education, university leaders/government leaders.

Articulate role of "internationalization" in addressing the other significant issues facing our campuses (e.g. "campus climate", tolerance, diversity) and the world/nation (e.g. global warming, political instability/change).

Actors: University Faculty
Curriculum Committees
University Leadership
Professional Organizations
Associations (e.g. NASULGC, AASCU)

1. Increase Fulbright Funding, both total budget and amount per award. It is a proven program, relevant, and important to faculty members and universities.
 2. Support re-authorization of Title VI; stimulate/require area centers to network more regionally with university business centers; add financial aide criteria to grants.
 3. Urge Governor Gardner to fully capitalize on and lead the Education Committee for the states to assure their leadership at state and national levels for internationalization in K-PhD spectrum (and lifelong education).
 4. That all higher education associations endorse and place high on their agendas at all levels the internationalization of higher education.
 5. That AID broaden and expand programs such that their work assists universities in the internationalization efforts.
 6. Mobilize private sector support in states through formation of councils of CEO's of universities and private sector organizations - a partnership approach for mutual gain.
-

1. Tie university presidential commitment to action (Trustees/Boards of Regents).
2. Work toward universities which provide real incentives to faculty who involve themselves in internationalization (avoid creating victims who, for instance, may be rewarded by presidents, but turned back by tenure or promotion committees).
3. Get ourselves organized for major federal funding initiative (federal government), emphasizing internationalization, in concert with university officials.
4. Develop and implement a meaningful assessment tool to evaluate programs of internationalization (university planning offices, association of internationalization, Education Administration).
5. Not all U.S. universities are represented here. We need to communicate this need to internationalize to our sister institutions, systems and professionals.

Some Examples of Personal Action to be Taken

1. State initiative for international funding.
2. Financial support for internationalization.
3. Insert into, and make internationalization a part of, university agenda and strategic plan.
4. Discuss with CEO of university commitment to internationalize undergraduate education.
5. Work with provost on setting international priorities.
6. Inventory of faculty's international competence, networks and experience through an incentive to have faculty affiliate with international issues (e.g. international center to give money for international travel).
7. Develop professional opportunities to stimulate international travel.
8. Begin to get commitment and involvement of department chairpersons (department chair orientation).

-
1. Critically examine the matrix of interrelationships between internationalization and the fundamental goals of the institution.
 2. Develop a vocabulary to describe internationalization in the context of institutional values.
 3. Discriminate between educational needs and training needs and identify appropriate (including extra-institutional) responses.

-
1. Write a report to the Provost and President on the relevance of this conference to university including proposed actions. Copy of the report will be sent to stakeholders.
 2. Work with the director of the Office of International Programs to develop and implement a strategy for increasing the amount of funds for supporting international activities.
 3. Complete the directory of international activities and resources. Data has been collected and is currently being organized in a form that makes it accessible to potential users/stakeholders.
 4. Work with the Provost's/President's speech writer(s) to develop and/or identify appropriate rhetoric on internationalization that can be used consistently in speeches and publications.
 5. Appoint and convene as soon as possible the newly approved International Activities Council to share with them the results of this meeting and to begin developing/refining a plan for internationalizing each university.
 6. Develop a proposal to our exchange partner universities for further expanding our 2-way exchange of students.
 7. Prepare 2nd International Awareness Survey to be conducted in the Fall.

-
1. Mission statement to include internationalization, i.e. a process is a means to reach certain goals and objectives and not an end in itself.
 2. USAID can be a stimulator in the process; linkage with other agencies toward internationalization, (EPA, USDA, etc.) informal network for ideas and resources.
 3. Redefine the relationship between agencies and the universities to give the process of internationalization a boost and stimulation.
 4. Focus of this conference should become the agenda for the future national efforts.
 5. There have been many other conferences involving various groups (not necessarily land grant) that had internationalization dimensions.
 6. Should be an effort to gather all information from all parts of the countries that are similar in nature and have internationalization goals.
 7. Need to get our legislature informed of our concerns and needs. Should have a future conference devoted to educate the legislature.

**SUMMARY OF THEME IV:
ACTION RECOMMENDATIONS OF SMALL GROUPS
AS RECORDED ON FLIP-CHARTS**

**FINAL SESSION
JUNE 7, 1990**

Recommendations:

- * Ensure internationalization is in the strategic plan in appropriate form and converts to money commitment (system-wide);
- * Recommend internationalization conference/workshops to assist university strategic planning;
- * Place internationalization on Higher Education Organizations' national agendas (individual professional organizations and national organizations);
- * Department of Education increase \$ within the Fulbright Program;
- * Articulate link between international and multi-culturism;
- * Major address to NASULGC Meeting;
- * Task force to support enhancement of model based on participant input;
- * Learn from/work with state legislatures;
- * All U.S. educators need international experience every five years;
- * U.S. Dept. of Education strongly publicize Dr. Hayne's statements from yesterday (Chron. Higher Ed., national newspapers, TV, etc.);
- * Urge Gov. Gardner to lead K-12 internationalization through his current leadership in Council of Governors;
- * Establish dialog with private industry to determine needs, competencies required, etc.;
- * Develop appropriate accreditation procedures for internationalization;
- * Accreditation boards have international scope for K-12 and university;
- * Seriously review Title VI regarding international curriculum;
- * Strengthen linkages to AID and other agencies;

- * Need for follow-up conference with other important groups concerned with internationalization;
- * Faculty rewarded for international activities - tenure/promotion;
- * Dept. of Education draft a set of goals;
- * That internationalization be a factor in university accreditation;
- * Strengthen K-12/university cooperation on international studies through in-service training, federal, and state support, and other appropriate mechanisms;
- * Recommend U.S. Presidential Commission involving business, K-12 education, K-12 and government leaders;
- * Strategy be developed to work with CAFLIS by a steering committee organized out of this conference (CAFLIS and Dept. of Education - Planning Grant);
- * Inventory what universities are doing now, including creative development linkages (federal government, NASULGC, ISIA Grants, etc.).

Int.III:follow-up

Appendix E

CONFERENCE EVALUATION FORM

"Internationalization U.S. Universities"

This Conference represents our effort to address in a new way the internationalization of the total university. We need your serious input so that any follow-up conference or activity can be improved. Please assist by answering the following:

1. What is your impression of the administrative and logistical arrangements of the Conference?

2. Did the overall organization and management of the Conference meet your expectations? If not, be specific as to why not.

3. Did the Conference meet its stated objectives? If not, why not?

4. What is your overall assessment of the Conference?

5. If a follow-up Conference is held, would you be interested in attending? What issues or topics not explored sufficiently in this Conference would you recommend for inclusion in a follow-up activity?

6. Do you have any other impressions or comments on the Conference that you would like to share?

(Please use other side of the form if you need additional space)