

## SCHEV Survey on Internationalization and Globalization of Virginia Higher Education Programs – Summary of Key Components

In this document, references to the public institution responses include Virginia Community College System (VCCS) institutions unless otherwise noted. The public institution response rate was 94% (16 out of 17). The private institution response rate was 78.6% (22 out of 28).<sup>1</sup>

### I. Institutional Support for Internationalization/Globalization

#### A. Mission Statements

Approval of mission statement language is often the initial step taken towards development of an institution's internationalization efforts. The survey revealed that a slight majority of public and private institutions have included an international or global element in their mission statement (**10 publics and 15 privates**).

#### B. Additional Emphases or Philosophical Statements Regarding International Education

1. Strategic Plans: The inclusion of internationalization goals in an institution's strategic plan is indicative of a certain level of consensus within the institution about the nature and timeframe for implementation of institution-wide programs and policies. In this survey, institutions were not asked directly if their strategic plan included such goals. However, when asked to provide information about any additional emphases or philosophical statements of the institution regarding international education, many highlighted elements of their strategic plans.

**Five** public institutions described their strategic plans when asked about their additional emphases or philosophical statements about international education. A goal in George Mason University's strategic plan is, "to develop more fully as a global university, in outreach, research and education, to promote increasing global competence among our students, while extending global and local awareness in the environmental area." The core values put forth in Radford University's strategic plan include encouraging a global perspective in faculty, staff and students. The Virginia Military Institute's Vision 2039, the master plan for academic, military and athletic improvement, promotes global engagement through its international programs. Virginia State University's plan calls for an increase in international programming and activities and contains seven action items specific to international education, including an undergraduate major in international studies. "International education and research" is a key strategy in the Virginia Tech's current strategic plan.

**Four** private institutions referred to their strategic plans. Hollins University's strategic plan makes "Global and Intercultural Understanding" one of the four hallmarks of a Hollins academic experience. The Lynchburg College plan includes an objective to "create comprehensive global opportunities for students, with a target of 100% graduates having participated in international travel and study or multiple courses with international content". Under Mary Baldwin's strategic plan, the college plans to offer more affordable international opportunities to students, and to provide "global, multicultural, and gender perspectives across the curriculum". University of Richmond's new strategic plan contemplates greater engagement in the world community, and provision of "a distinctly integrated student experience," to include international study.

#### 2. Other Initiatives/Plans for Internationalization/Globalization

Outside of strategic planning, many institutions have developed specific initiatives to further internationalization goals. In response to the survey question about additional emphases on international education, mentioned above, **eight** public institutions mentioned such initiatives.

---

<sup>1</sup> Note: While 27 institutions were sent surveys, the only response from Virginia Union University was specific to the graduate program of the Samuel DeWitt Proctor School of Theology, and not its undergraduate programs. Therefore the response rate is calculated using 28 institutions.

- **The College of William and Mary** has established the Presidential Advisory Committee on Internationalization.
- **George Mason University** has the Center for Global Studies. It has also identified Global Research and Education as one of its Spires of Excellence, which is a focus on extending the existing strengths of Mason faculty to expand into new areas and build a cohesive interdisciplinary set of expertise to approach global awareness.
- **James Madison University** has several initiatives: 1) the International Development Grant Program, 2) the Study Abroad General Education (SAGE) Program, 3) Beliefs, Events, and Values Inventory (BEVI), which investigates beliefs and values in the context of international learning processes and outcomes; 4) International Week; and 5) the International Student Leadership Conference.
- **Norfolk State University** is developing a Center for International Programs, which will provide enhanced international opportunities for students, faculty, and staff.
- At the **University of Virginia**, a key component of the Commission on the Future is renewed emphasis on globalization and internationalization.
- At **UVA Wise**, the newly created Office of International Studies is part of an initiative to extend study and travel abroad to rural students.
- **Virginia Commonwealth University's** International University Partnership Initiative provides faculty and students opportunities in an international and multicultural arena through collaborative research grants and projects, internationalized curriculum (such as specialized summer and dual degree programs), student and faculty exchanges, and joint conferences.
- **Virginia Tech's** International Strategic Plan supports the goals articulated by its international mission statement.
- The Virginia Council on International Education-**VCCS** International Exchange Program is a system-wide faculty exchange between Virginia community colleges and foreign education systems. Several community colleges have independently developed internationalization initiatives, task forces, and international student clubs.

**Three** private institutions mentioned special internationalization initiatives.

- **Ferrum College** was selected to participate in the 2008 NELL (Network for Effective Language Program), for enhancement of foreign language offerings, and the STEIGEL Program (Strategies to Integrate Global Learning), funded by the Mellon Foundation.
- **Hampden-Sydney College's** Quality Enhancement Plan, "Preparing Good Men and Great Leaders for a Culturally Diverse World," has a strong emphasis on cultural diversity from a greater exposure to foreign cultures.
- **Randolph College's** commitment to internationalization is embodied in a document drafted by the president and the faculty to articulate the College's vision, mission and core values. This emphasizes a global perspective through study abroad, foreign language and culture offerings, courses with global and historical perspectives, interaction with international students, and participation in off-campus experiences.

### C. Staff and Structure

The dedication of resources to create an office and position(s) exclusively tasked with international education is an important element of an institution's support for internationalization. Most public and private institutions have an international education department or office with at least one dedicated full time equivalent position (most often with a "director of international programs", or similar title). Additional staffing of international education offices varies widely according to the size of the institution. A related topic is the hierarchy surrounding the senior position, as the importance of internationalization goals may be signaled by having the position report directly to the provost or senior academic officer. In the survey responses of the public institutions (not including VCCS institutions), **twelve** public and **fifteen** private institutions reported such a hierarchy.

## II. Academic Requirements and Programs

A. Foreign Language Requirement

**Five** of the public institutions require foreign language courses or proficiency for all students. **Eleven** of the private institutions require foreign language study for all students. **Fourteen** public and **four** private institutions reported that, despite not having an overall requirement in the General Education curriculum, foreign language credits are required by certain departments and/or majors.

B. Global Element in General Education Curriculum

**Ten** public institutions have a global element in the General Education curriculum, and **twelve** private institutions have such an element. The requirement typically takes the form of completion of at least 3 credits in an area of the curriculum with a title such as “Global and Multicultural Perspectives”, “Global Understanding, or “Global Inquiry”, and the student may select from a number of classes that are approved to fulfill the requirement.

C. Study Abroad Requirement

No public institution in Virginia has an across-the-board requirement for all students to participate in a study abroad program. However, many institutions emphasized that study abroad is increasingly encouraged and facilitated. Several also reported that they have some degree programs within the institution that do require study abroad; typically these were programs related to international business (especially for graduate level programs), international relations, and foreign language and culture. **Seven** of the public institutions indicated that one or more programs or majors require an experience abroad. Similarly, while none of the private institutions have a study abroad requirement for all students, **five** institutions have one or more majors with such a requirement.

D. Participation

Institutions were asked to estimate what percentage of their 2008 graduates participated in study abroad.

Table 1: Participation of 2008 Class in Study Abroad Programs (estimated percentage of population)

	0 – 5%	6 – 10%	11 – 15%	16 – 25%	26 – 40%	Over 40%
<b>Public (# of institutions)</b>	5	4	2	0	3	1
<b>Private (# of institutions)</b>	8	3	0	1	5	5

About one-third of the public and private institutions reported relatively low participation in the range of **0 to 5%**. However, **six** institutions (both public and private) achieved greater than **40%** participation from the 2008 graduating class.

E. Institution Ownership/Management of Foreign Sites

Some institutions offer study abroad programs at a foreign site which is owned by the institution or operate a program at a foreign institution through a management agreement. **Six** of the public institutions and **six** private institutions own and/or manage sites in foreign countries, as described in Table 2.

Table 2: Ownership and/or Management of Programs at Foreign Sites

Institution	Country/Region
James Madison University	London, Antwerp, Salamanca, Beijing, Florence and Malta
Longwood University	Europe
University of Mary Washington	Europe, Middle East, Africa, South America, Asia
Virginia Commonwealth University	Qatar
Virginia Military Institute	Hungary
Virginia Tech	Switzerland, Dominican Republic and North Africa.

Edward Via Virginia College of Osteopathic Medicine	Latin America
Hollins University	France and England
Randolph College	England
Roanoke College	Germany and Slovakia
Sweet Briar College	France and Spain
Washington & Lee University	Scotland, Brazil, Ireland, Japan, and Germany

Institutions offer many study abroad opportunities outside of programs at foreign sites that they own and/or manage. Most public and private institutions reported that they have a variety of curricular, research, and/or outreach relationships with foreign institutions of higher education in multiple regions of the world. Thus, it is more common for Virginia's students to attend a program managed by a foreign institution than to attend one that is operated by the institution in which they are enrolled. The public research and doctoral institutions are involved in research agreements that are particularly numerous and wide-ranging. Several reported that they could not enumerate all of the research relationships, as it is not possible to maintain an accurate, comprehensive list.

#### IV. International Students

Another aspect of internationalization/globalization efforts involves attracting students from other countries to study at Virginia institutions. To get a sense of the magnitude of the international student population, the survey asked institutions to estimate the percentages of undergraduate and graduate international students currently enrolled.

Table 3: Undergraduate International Students (percentage of total enrollment)

	< 1%	1 – 5%	6 – 10%	11 – 20%	> 20%
<b>Public # of institutions)</b>	4	11	1	0	0
<b>Private (# of institutions)</b>	2	13	3	1	0

The majority of the public institutions reported that five percent or less of their undergraduate enrollment is made up of international students. The highest percentage was reported by the University of Virginia, with **8.5%**. Among the private institutions that offer undergraduate degrees, most reported that international students make up **1 to 5%** of undergraduate population.

Table 4: Graduate International Students (percentage of total enrollment)

	< 1%	1 – 5%	6 – 10%	11 – 20%	> 20%
<b>Public (# of institutions)</b>	4	3	4	0	2
<b>Private (# of institutions)</b>	5	9	0	0	0

The majority of the public institutions reported that international students make up less than 10% of their graduate enrollment. The highest percentages of international graduate students were reported by University of Virginia with **22.3%** and Virginia Tech with **24.6%**. Of the private institutions that offer graduate degrees (14 institutions), the majority have between 1 and 5% international graduate student enrollment. The remainder reported less than 1%.

## V. Economic Development Efforts

Many institutions have economic development initiatives that are extensions of internationalization/globalization efforts, in that they are either established within a foreign country for the benefit of the country and its citizens, or provide training for Virginia businesses and workers to improve their competitiveness in the global marketplace. The cohort of private institutions responding to the survey reported neither form of economic development, although some have clinics or service learning experiences for their students in foreign countries.

A. Economic Development Programs in Foreign Countries: **Seven** of the public institutions have economic development programs in foreign countries.

- **The College of William and Mary** is engaged in discussions with several private entities to collaborate in the creation of an Asia-Middle East-Africa satellite communications and geospatial company.
- At **George Mason University**, the Mason Enterprise Center (MEC) has provided technical and advisory assistance in the development of technology incubation centers in China, Korea, Taiwan, Vietnam, India, South Africa, Brazil, and Europe. The MEC has also been instrumental in the development of an incubator concept based in the Netherlands.
- **James Madison University** has a public policy center that manages information and conducts training relevant to landmine issues, and has other programs in Malta, Haiti, Guam, and Germany.
- At the **University of Mary Washington**, one professor has developed a microfinance institution to help poor women in Honduras (in connection with an economics course).
- **Virginia Commonwealth University** has faculty members who serve as consultants for development agencies.
- **Virginia State University** and **Virginia Tech** collaborate with scientists from nine countries on a research project funded by the USAID Farmer-to-Farmer program, aimed at abating the spread of an invasive plant in Africa.
- **Virginia Tech** has other collaborations with both domestic and international interests that advance the research and implementation of new technologies in agribusiness enterprises.

B. Economic Development Programs for Local Businesses: **Seven** of the public institutions have economic development programs for Virginia businesses.

- **The College of William and Mary's** Technology and Business Center delivers an education series to businesses that are part of the regional technology incubators, the Greater Williamsburg Chamber and Tourism Alliance, and the port, logistics, distribution, warehousing, and transportation industries.
- **George Mason University** provides services to local companies through 1) the Virginia Small Business Development Center (SBDC) Network, consisting of over thirty statewide centers; 2) conferences sponsored by the School of Public Policy's research and doctoral program in regional economic development; and 3) the Office of Technology Transfer, which helps faculty organize patents and marketing.
- **James Madison University** creates a focal point for regional economic development activity, working closely with community development entities, municipalities, regional planning agencies, developers, and business leaders.
- **University of Virginia's** economic development programs include 1) training sessions hosted by graduate business school; 2) Spinner Technologies, which assists faculty entrepreneurs with business plans and connections to local service providers; 3) the Jefferson Corner Group, a member-managed angel fund; and 4) T100 Alumni Mentoring Program, which matches alumni with startups to provide seed funding, business advice, and access to their extensive networks.
- **Virginia Commonwealth University's** Office for Language and Cultural Competence provides training in language (principally Spanish), cultural competence and intercultural communication for local businesses and government agencies.

- **Virginia Tech** has two significant projects funded by the United States Agency for International Development (USAID) which advance the research and implementation of new technologies in agribusiness enterprises.
- Within the **Virginia Community College System**, the Dabney S. Lancaster Community College offers non-credit conversational Spanish courses to area residents, and the Piedmont Virginia Community College has collaborated with the South African Wine Investment Trust to bring South African students to the area for internships in Virginia wineries.