

Summary: Responses to Survey on International Programs at Virginia's Institutions

State Council of Higher Education for Virginia

June 2009

Background

At a time when, according to President Obama, higher education is becoming a “prerequisite” for citizens’ preparation for the global economy and global community of the 21st century, the State Council of Higher Education for Virginia (SCHEV) seeks to determine how the Commonwealth’s institutions of higher education are using their resources and efforts to enhance the global competitiveness of students. In March 2009, the Council held a policy-issue discussion focused on this issue, and its connection to the national and world economies. At the meeting, a panel of experts representing public and private institutions, and the business community, presented their views about the role higher education can play in strengthening Virginia’s competitive position.

Process

In advance of the policy discussion, SCHEV prepared a survey of Virginia’s institutions of higher education. An ad hoc committee of international education professionals provided input in the development stages of the survey, by discussing trends on their campuses and pinpointing types of information that would be valuable in gauging the state of globalization at Virginia’s institutions. These contributions were supplemented by research that located several prominent studies and reports, such as the American Council on Education’s national survey, “Mapping Internationalization on U.S. Campuses” (a comparison of 2006 survey results with those from 2001), and the 2007 report, “A National Action Agenda for Internationalizing Higher Education”, by the NASULGC (now Association of Public and Land-Grant Universities [APLU]) Commission on International Programs. The following were determined to be critical indicators of international/global focus: 1) the level of institutional support dedicated to international programs, 2) the establishment of academic requirements, programs, and extracurricular activities with an international or global focus, 3) policies that facilitate international research and collaboration opportunities, and 4) recruitment and support of international students. These indicators became the primary targets of inquiry for the SCHEV survey of Virginia institutions.

The survey asked whether institutional mission statements include concepts of internationalization and globalization and requested details on curricular requirements, including foreign language and study abroad requirements. Information on administrative structure, staffing, and funding of international programs was also requested. Institutions were queried on their initiation of or involvement in local and/or foreign economic development programs. Finally, respondents were invited to expand on their answers with any additional information about initiatives and/or policies relevant to the globalization efforts of their institutions. SCHEV distributed the survey to the public four-year institutions, Richard Bland College, the Virginia Community College System (VCCS), and independent non-profit institutions. The response rate for the public institutions was 94% (16 out of 17); the response rate for the private institutions was 78.6% (22 out of 28). A full copy of the survey is included in Appendix A.

I. Inventory of Responses from Public Institutions

Christopher Newport University

Mission Statement	Does not reference internationalization/globalization
Foreign Language requirements	Proficiency/literacy through the intermediate level; 3 credit hours at the 200 level or higher
International/global element in General Education curriculum	Liberal Learning Areas of Inquiry, Global and Multicultural Perspectives, 3 credit hours
Study Abroad requirements	No requirement across the curriculum, but students in the President's Leadership Program are required to engage in a study abroad endeavor.
Percentage of 2008 graduate class who studied abroad	14%
Percentage of international students	Undergraduate: < 1%; Graduate: < 1%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None
Curricular, research, or outreach relationships with foreign institutions.	Exchange agreement with Hochschule Rosenheim University of Applied Sciences – focus is on physics and computer science students Note: other affiliations, partnerships under negotiation
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Programs, who reports to the Provost. • "Internationalization" activities are overseen by the Office of International Programs, which manages and facilitates faculty-led short term programs, as well as student initiatives • International student recruitment is a function of the Office of Admissions. • Director of International Programs, one full-time administrative assistant and one part-time Assistant Director • Office of Admissions is headed by Dean of Admissions and 18 full time staff members
Sources of external funding earmarked specifically for international education	Federal government
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	<p>CNU has only recently begun its office of international programs, and we are in early stages of growth and development. In Fall 2005, CNU had two students engaged in semester study abroad. This semester we have 27 students on study abroad. Summer numbers are even more dramatic, with over 200 students participating in overseas endeavors. Their activities are not limited to traditional study abroad - they engage in internships, service learning and undergraduate research projects, sometimes combining two or more with the study abroad.</p> <p>CNU continues to explore partnerships and affiliations with universities overseas, and is involved in varying stages of progress with universities in Morocco, China and France, to name a few.</p>

College of William and Mary

Mission Statement	Mission statement recognizes the College's responsibility to serve national and international communities: "The university recognizes its special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities." And the goals that follow the mission statement include: "to develop a diverse faculty which is nationally and internationally recognized for excellence in both teaching and research; "to use the scholarship and skills of its faculty and students to further human knowledge and understanding, and to address specific problems confronting the Commonwealth of Virginia, the nation, and the world."
Foreign Language requirement	Two years of College-level foreign language. This may be fulfilled through four years of study at the high school level, or by passing a language exam.
International/global element in General Education curriculum	There is no curriculum-related policy re: globalization/internationalization. The 1993 General Education Requirements (GERs) do include a "World History and Culture" component, in which students are required to take a course in the European tradition, a course outside the European tradition, and then either a course in cross-cultural issues or a second course in the European or non-European tradition.
Study Abroad requirement	No study abroad requirement across the curriculum.
Percentage of 2008 graduate class who studied abroad	<ul style="list-style-type: none"> • 46 per cent engage in formal credit-granting (W&M or third-party) study abroad programs (650-700 per year). • 18 per cent participate in international service learning projects (approximately 260 students per year, but 15-20% do more than one international service learning project during their four years). Most are not credit-bearing. • A small percentage also participate in international internships (23 last year). Most are not credit-bearing. • Some study abroad programs also include internship and/or service opportunities.
Percentage of international students	Undergraduate: 1.8 %; Graduate: 9 %
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	We do not own or manage such sites. We do partner with international institutions in creating/administering/managing W&M faculty-led and faculty-assisted study abroad programs. <ul style="list-style-type: none"> • Latin America: one faculty-assisted semester-long program in Argentina; one summer faculty-led program in Mexico. • Caribbean: one summer faculty-led program in Barbados. • Europe: one faculty-assisted semester-long program in Spain; summer faculty-led programs in England, Ireland, Spain, France, Germany, Czech Republic, Russia, Italy. • Africa: one summer faculty-led program in South Africa. • Asia: one faculty-assisted semester-long program in China; one summer faculty-led program in China; one summer faculty-led program in India. (none are degree-granting)
Curricular, research, or outreach relationships with foreign institutions.	<i>Please note that the list below is a sampling and is necessarily partial, as affiliations and collaborations are too decentralized and too numerous to count easily.</i> <ul style="list-style-type: none"> • <u>Formal (i.e., shared) curricular relationships</u>: none to date. We are currently in the process of developing joint degrees in Economics, History, and International Relations with St. Andrews University in Scotland. • <u>Formal teaching exchanges</u>: Faculty exchange with University of Leiden (Netherlands) in English and History. • <u>Research</u>: Faculty across the university are engaged in projects in affiliation with international institutions, or in collaborative research with international colleagues. A sampling: <ul style="list-style-type: none"> • Anthropology: Affiliations with U of Hong Kong (China), Keio University and Kanazawa University (Japan), University of São Paulo (Brazil), Federal University of Maranhão (Brazil), and University of Brasília (Brazil), Rhodes University, Grahamstown, South Africa, Lund University in Sweden, Catholic University of Goiás (Brazil). • Applied Science: Formal appointments with the Université de Lyon (France), Chengdu University (China), and Univ of Würzburg (Germany). Informal collaborative relationships with Universities in Hong Kong, Tsinghua, and Beijing (China).

	<ul style="list-style-type: none"> • Biology: Collaborative relationships and/or projects with University of Konstanz in Bodensee (Germany), the University of Cologne (Germany), Utrecht University (Holland), University of Aberdeen (Scotland), Cambridge University (UK), University of Bristol (UK), Exeter University (UK), University of Buenos Aires (Argentina), James Cook University (Australia). • Marine Science (Virginia Institute of Marine Science, VIMS) Formal relationships for graduate studies are in place with East China Normal University, Institute of Estuarine and Coastal Research (Shanghai, China); KORDI, Korea Ocean Research and Development Institute (Ansan, Korea); NIWA New Zealand National Institute of Water and Atmospheric Research (Auckland, New Zealand); Ocean University of China (Qingdao, China); Turks and Caicos, School for Field Studies Center (Turks and Caicos Islands); University of Tasmani, Tasmanian Aquaculture and Fisheries Institute (Hobart, Tasmania); University of Wales-Bangor, School of Ocean Sciences (Bangor, Wales); Western Australia, Department of Fisheries (Perth, Western Australia); Regional Research Center for Coastal Environments of Yellow Sea, Inha University (Inchoen, Korea). • Omohundro Institute of Early American History and Culture: Conference-related partnerships with International Institute for the Advanced Study of Cultures, Institutions, and Economic Enterprise in Accra, Ghana; The Historical Society of Ghana; University of Cape Coast (Ghana). <p><u>Outreach partnership/student-faculty international service projects (all of which include research components) :</u></p> <p>Note: These do not typically partner with institutions of higher education, but may be of interest nonetheless</p> <ul style="list-style-type: none"> • School of Education, School of A&S (Modern Languages/Literatures): faculty and graduate students partner with communities and schools in Managua and Masaya, Nicaragua to teach English as a second language. • School of Arts & Sciences (Government): faculty and undergraduate students partner with a non-governmental organization in Mostar, Bosnia, to work with children on English as a second language and conflict resolution. • School of Business: faculty and students partner with a school and community in Wat Bo Cambodia, to teach English as a second language and music, and provide technology upgrades to the school. • School of Arts & Sciences (Sociology, American Studies): The Student Organization for Medical Outreach and Sustainability (SOMOS) is an engaged scholarship project grounded in an academic course and faculty research (with Professor David Aday); it works in the Dominican Republic through international Physicians for Peace; with a local health foundation; with a local school (Paraiso Esquela in Villa Mella), and with local neighborhood associations. Students for Healthy Communities (SHC) is a similar project in Nicaragua in collaboration with a Nicaraguan physician and a local clinic in Managua; students and faculty are also developing collaborative relationships with the Mayor of Totagaulpa and with a Spanish non-governmental organization (Instituto de Promoción Humana - INPRHU). • School of Arts & Sciences (History): faculty and students partner with the community of Peguche, Ecuador, to teach English as a second language and identify/address problems related to the village's centuries-long gold mining industry. Students also study Quichua, one of the native languages of the Andean region. <p>There is also a range of student-led international service trips, coordinated and overseen by the Office of Student Volunteer Services and often working in partnership with domestic/international NGOs and/or ministries. These include projects in Tanzania, Ecuador, Dominican Republic, Mexico, Costa Rica, and Ghana.</p>
International Office Structure	<ul style="list-style-type: none"> • No designated senior international officer. The Director of the Reves Center is perhaps the closest such position; s/he reports to the Provost. • Wendy & Emery Reves Center for International Studies: faculty director, 12 FTE staff. • Faculty in A&S, Education, Law, and Business are involved in study abroad programs, some at the school level and some at the individual level. • Undergraduate Admissions and the admissions offices in the Schools of Law and Business are involved in recruitment of international students. • The Schools, Registrar, and Advising Office are involved in international transcript evaluation for

	incoming international students.
Sources of external funding earmarked specifically for international education	<p>Federal government; Alumni; Private donors; Foundations.</p> <p>Note: We have not received grants designated specifically for internationalization activities. We have, however, received outside funding for a number of internationally-focused activities and programs. These include:</p> <ul style="list-style-type: none"> • Foundation grants to support major internationally-focused research and/or curricular projects (Gates/Hewlett for International Relations, Freeman for Asian Studies); • A State Department grant for Middle East exchange/Arabic language training; • Private support for study abroad scholarships; • Numerous individual grants for support of faculty research projects.
Economic development efforts in foreign countries	<p>The College of William & Mary has been in discussions with TransOcean International and other entities to collaborate in the creation of an Asia-Middle East-Africa satellite communications and geospatial company. TransOcean International's global operations are located in the William & Mary Research Institute (WMRI). TransOcean International is a communications equipment manufacturer and implementation firm with facilities in the United Arab Emirates, Jordan, and Iraq. The firm designs, builds, installs, and maintains high quality secure satellite communications systems and WLL networks for commerce, banking, and industry in the emerging markets of the Middle East, Asia, and Africa. TransOcean International also provides GIS based risk mitigation and remote project management services.</p>
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	<p>The College's Technology and Business Center delivers the Business Strategic Education Module Series to businesses. This series of five courses taught by faculty from the College of William & Mary Mason School of Business (Business Self Assessment Tools, Strategic Business Planning, Essentials of Finance, Business to Business Essentials of the Sales and Marketing Processes, and Lean Processes and Operations) aides businesses in the development of skills and tools to compete in the global marketplace. The audiences for this series of courses have been diverse: businesses that are part of the regional technology incubators; businesses that are part of the Greater Williamsburg Chamber and Tourism Alliance; and businesses that are part of the port, logistics, distribution, warehousing, and transportation industries.</p>
Supplemental	<p>Presidential Advisory Committee on Internationalization Interim Report was submitted to President Taylor Reveley and Provost P. Geoffrey Feiss, May 6, 2008. Executive summary:</p> <p style="padding-left: 40px;">Since beginning its work late last fall, the Presidential Advisory Committee on Internationalization has assessed existing information on internationally-focused activities, surveyed the faculty, and based on our findings and on internationalization efforts across the U.S.—articulated a definition of internationalization that will serve William & Mary well as we move forward. Our findings show clearly that many faculty are involved in and committed to internationally-focused work, but efforts are stretched thin by the lack of resources, are uncoordinated, and, in many cases, are unsustainable.</p> <p style="padding-left: 40px;">Accordingly, our recommendations focus on the need to appoint a leader and champion to provide focus and to leverage existing but dispersed efforts into a coherent whole, provide support for a comprehensive internationalization review, and identify concrete benchmarks to be met in the short term. Internationalization is not, and cannot be, a “quick fix” or an “add-on” to what we already do. It is a long-term process that will involve substantive and even transformational change. This report—as well as our April 16 presentation to the BOV's Academic Affairs Committee—should be considered interim in nature, and internationalization at William & Mary should be considered a long-term effort, priority, and commitment if it is to succeed.</p>

George Mason University

Mission Statement	<p>George Mason University is innovative and entrepreneurial in spirit and utilizes its multi-campus organization and location near our nation's capital to attract outstanding faculty, staff and students. George Mason will:</p> <ul style="list-style-type: none"> • Educate the new generation of leaders for the 21st century men and women capable of shaping a global community with vision, justice, and clarity. • Encourage freedom of thought, speech, and inquiry in a tolerant, respectful academic setting that values diversity. • Provide innovative and interdisciplinary undergraduate, graduate, and professional courses of study that enable students to exercise analytical and imaginative thinking and make well-founded ethical decisions. • Nurture and support a highly qualified and entrepreneurial faculty that is excellent at teaching, active in pure and applied research, capable of providing a broad range of intellectual and cultural insights, and is responsive to the needs of students and their communities. • Maintain an international reputation for superior education and public service that affirms its role as the intellectual and cultural nexus among Northern Virginia, the nation, and the world. <p style="text-align: center;">Amended by the Board of Visitors on October 8, 2008.</p>
Foreign Language requirements	<p>For entrance to the university, there is a two year foreign language requirement. For B.A. students, there is a foreign language requirement of intermediate-level proficiency in one foreign language. The requirement may be fulfilled by completing a course in a foreign language numbered 202, 209 or 210 (or higher level) or achieving a satisfactory score on an approved proficiency test.</p>
International/global element in General Education curriculum	<p>There is a requirement in General Education for a course in Global Understanding, which examine some of the principal global issues and concerns that shape our world today. There are 73 courses approved to meet this requirement.</p>
Study Abroad requirements	<ul style="list-style-type: none"> • Students are encouraged to participate in Study Abroad, internships abroad, foreign language study programs abroad and service learning abroad, but no undergraduate programs has a requirement for any of the above. • MBA students are required to take a course titled Global Business Perspectives, which requires travel outside the U.S. Executive MBA students are required to complete 5 residency sessions. Two specifically relate to global education: Global Residency: Global Business Strategies, and European Residents: Understanding the European Union. • An international residency is also required for the Technology Master's Degree in the School of Management: Global IT Management.
Percentage of 2008 graduate class who studied abroad	<p>9.66%</p>
Percentage of international students	<p><u>Undergrad.</u>: 3.9%; <u>Graduate</u>: 9.6%. International law students are 2.2% of all law students. Percentage of international graduate and international law students combined is 9.2%.</p>
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	<p>None</p>
Curricular, research, or outreach relationships with foreign institutions.	<p>Mason has a Sino-American Dual Degree Program with 12 institutions in China whereby Chinese Students spend their first year at their institution in China, their second and third years at Mason and their fourth year back in China. When completed, the student receives a Bachelor's degree from their home Institution in China and a Bachelor's degree from Mason. The program is called the 1+2+1 China Program. Currently, there are 107 students in the program.</p> <p>Mason has a dual degree program in Business with the Fachhochschule Aschen University of Applied Science, Aachen, Germany.</p> <p>Curricular Relationships, Research, Outreach Relationships with Foreign Institutions of Higher Education: <u>Argentina</u>: ENERI Clinical Institute - Research (Brain Research).</p>

Australia: Australian National University – Research (Electrical/Computer Engineering; Physics and Astronomy); Brain Research Institute - Research (Brain Research); Curtin University - Educ./Res./Stud.Exch (Business); University of Technology - Educ./ Res./Stud Exch. (Business).

Bangladesh: BRAC University - Fac. Exch., Research, Curricular (Public and International Affairs).

Belgium: Universiteit Leuven - Research (Computer Science).

Brazil: University of Brasilia – Research (Artificial Intelligence/Probabilistic Reasoning); Universidad de Sao Paulo - Student Exch., Graduate, Research (Electrical/Computer Engineering).

Canada: University of Montreal –Research (Nutrition/Public Health/Nursing); University of Ottawa – Research (Admin. Of Justice).

Chile: Pontifica Universidad Catolica – Research (Nutrition/Public Health/Nursing; University of Santiago de Chile – Research (Computational and Data Science).

China: Beijing Institute of Technology – Research (Computational Materials Sci.); Beijing Normal University - Undergrad. 1+2+1 Dual Degree Program; Chang’an University - Undergrad.1+2+1 Dual Degree Program; Chinese Academy of Sciences – Research (Computational and Data Sci.); Chongqing University - Undergrad. 1+2+1 Dual Degree Program; Communication University of China - Undergrad. 1+2+1 Dual Degree Program; Dongfang Institute – Curricular (Teacher Education); Fudon University – Research (Computer Sci.); Hei Long Jiang Bureau of China – Research (Earth Observing and Space Research, Surveying and Mapping); Liaoning University - Undergrad. 1+2+1 Dual Degree Program; Nanjing Normal University - Undergrad. 1+2+1 Dual Degree Program, Educ./Res., Stud. Exch.; Hydraulic Research Institute Of Nanjing Normal University – Graduate, Stud. Exch., Staff Exch, Research Curricular (Science; Earth Observing and Space Research; Astronomy; Computational Materials Sci.; Geog./GIS); Nanjing University of Information Science and Technology - Undergrad. 1+2+1 Dual Degree Program; National Climate Center - Research, Graduate Exch.; Peking University – Curricular, Graduate, Research (Computational Sciences, Earth Observing and Space Research, Geog., GIS); Shanghai Jiaotong University - Educ./Res./Business, Stud. Exch., Research (Ocean and Civil Engr.); Southwest Jiatong University - Undergrad. 1+2+1 Dual Degree Program, Educ./Res./Stud. Exch., Research, Fac. Exch., Undergrad. Curriculum (Business, Computer Sci); Shandong University at Weihai - Undergrad. 1+2+1 Dual Degree Program; Soochow University - Undergrad. 1+2+1 Dual Degree Program; Tsinghua University – Research (Science; Systems Engr. and Oper. Res.); Wuhan Univ. of Technology - Undergrad. 1+2+1 Dual Degree Program, Educ./Res./Stud. Exch., Staff/Grad Exchange, Research (Business, Spacial Info., Science, Geog./GIS); Yunnan University - Undergrad. 1+2+1 Dual Degree Program.

Costa Rica: University of Costa Rica – Undergrad/Grad Study Abroad, Research (Sustainable Dev./Human Rights, Global Health, Education and Social Work, Nutrition/Public Health/Nursing, Education/Counseling).

Dominican Republic: Autonomous Univ. of Santo Domingo - Research (Env. Science).

France: EuroMed - Educ./Res./ Stud. Exch. (Business); INSEAD – Research (Systems Engr. And Oper. Res); REIMS School of Mgt. -Educ./Res./Stud. Exch. (Business).

Germany: Fachhochschule Aachen Univ. Of Applied Science - Educ./Res./Stud. Exch, Dual Degree (Business); Goethe University – Research (Geog./GIS, Computer Sci.); Institute for Mathematik and Informatik – Research (Systems Engr. and Oper. Res.); TU Braunschweig – Curricular, Grad. Student, Fac. Ench. (Civil Engr.); TU Darmstadt – Fac. Exch. (Computational Engr.); University of Dresden – Research (Airport Ops).

Greece: National Center for Scientific Research “Demokritos” – Research, Grad. Stud. (Computer Science).

Hong Kong: The Chinese Univ. of Hong Kong – Faculty Exchange.

Ireland: Dublin Institute of Technology - Educ./Res./Stud. Exch. (Business).

Italy: Centro di Riferimento Oncologico -Graduate (Life Sciences); Luiss University – Research (Computer Sci.); Sapienza Universita Di Roma -Research/Grad. Exch./Fac. Exch. (Computer Sci., Network Coding); Universita Cattolica del Sacro Cuoro – Graduate (Mental Health); Universita degli Studi di Milano - Research/ Grad. Exch./Fac. Exch. (Computer Sci., Network Anonymity); University of Florence – Research (Computational and Data Sci.); University of Milan - Curricular/Graduate (Communications); University of Rome “Tor Vergata” – Research (Computer Sci.)

Japan: Keio University – Research (Brain Research); Kokaguin Univ. - Faculty Exchange (SS and Humanities).

Korea: Doowon College – Research, Faculty Exchange (Electrical/Computer Engineering); Keimyung Univ - Research (Interdisc.); Korea University - Graduate Education (Science, Bioinformatics, Computational Biology, Life Science, Biotechnology, Computational Science); Korean Advanced Institute of Science and Technology – Research (Computer Sci.); Kyungpook University – Research (Interdis.); Kyungsung University – Research (Computational Materials Sci.); School of Integrated Sciences - Curriculum/Graduate (Pubic Policy); Sejong University – Research (Astronomy); Seoul National University – Graduate Education (Climate Dynamics, Geog. And GIS, Computational and Data Sci.); Sogang University – Research (Computer Sci.); Tongmyong Univ. – Research (Interdisc.); Youngsan Univ. – Research (Interdisc.).

Morocco: Higher Educational Management Studies -Educ./Res./Stud. Exch. (Business).

Netherlands: Phillips Medical Systems – Research (Brain Research).

New Zealand: Manukau Institute of Technology – Research (Electrical/Computer Engineering).

Nicaragua: Universidad Politecnica de Nicaragua – Research (Nutrition/Public Health/Nursing).

	<p><u>Nigeria</u>: Usmanu Danfodiyo University - Student/Faculty Exch., Research (SS and Humanities). <u>Norway</u>: International Peace Research Institute – Research (Peace Studies). <u>Pakistan</u>: NWFP University of Engineering and Technology –Graduate Education (Science, Engineering, Technology; University of Karachi – Research (Env. Sci.). <u>Saudi Arabia</u>: King Abdulaziz University – Research (Text Data Mining, Arabic); King Saud University – Research (Math. Sci.). <u>Singapore</u>: Agency for Science, Technology and Research – Research, Grad. Stud. Exch, Faculty Exch. (network traffic); National University of Singapore- Research (Systems Engr. and Oper. Res.). <u>Slovakia</u>: University of Kosice – Research (Electrical/Computer); Comenius University - Research (Applied Math and Stat. Engineering). <u>Spain</u>: Barcelona Supercomputing – Research (Brain Research); Polytechnic University of Barcelona - Grad. Exch., Research (Numerical Research, Engineering); Pompeu Fabra University - Research (Brain Research); School of Industrial Organization - Educ./Res./Stud. Exch. (Business); Universidad de Alcala – Research (Electrical/Biomedical Engineering); Vaxjo University – Research (Computer Sci.). <u>South Africa</u>: University of Kwazulu-Natal - Study Abroad, Undergrad./Grad (Health Behavior/Public Health); University of Pretoria – Graduate Study Abroad (Public Policy). <u>Sweden</u>: University of Gothenburg – Research (Peace Studies, Global Studies). <u>Taiwan</u>: Kaohsiung Medical University –Curricular(Env. Science, Molecular Neoroscience, Microbiology, Bioinformatics, Computational Biology; National Taiwan University – Research (Systems Engr. And Oper. Res.). <u>Thailand</u>: Chulalongkorn University – Research (Geog./GIS; Computer Sci.); Thammasat University – Research (Nutrition/Public Health/Nursing). <u>United Kingdom</u>: Cambridge University - Educ./Res./Stud. Exch., Research (Business, Solar Physics/Spectroscopy; Coventry University - Educ./Res./Stud. Exch. (Business); Lancaster University – Research (Conflict Resolution; London Metropolitan University - Educ./Res./Stud. Exch. (Business); London School of Economics and Political Science – Graduate (Economics); London University – Research (Env. Sci.); Napier University Edinburgh - Educ./Res./Stud. Exch., (Business); Oxford University - Educ./Res./Stud. Exch., Research, Graduate, Study Abroad (Business, Computational Science, Astronomy, Public Policy); School of Oriental and African Studies – Research (Intrn'l Rel./Dev. Studies; University College London – Research (Computational and Data Sci.); University of Kent - Research, Curricular, Undergrad/Grad. (Computer Sci., Public and Int'l Affairs).</p>
International Office Structure	<ul style="list-style-type: none"> • The Senior International Education Officer is the Vice Provost for International Relations, who reports to the Provost. • Each College/School/Institute handles its own graduate admissions, including international graduate admissions. This is accomplished through one admissions function, not separated by international. <p><u>International program functions and others are handled by separate offices as noted below:</u></p> <ul style="list-style-type: none"> • The Office of Admissions: 4 FTE devoted to international recruitment and admissions. • Associate Dean International, University Life: 1 FTE devoted to international. • English Language Institute: 15 FTE devoted to international functions. Adjunct faculty hired as needed. This unit is entirely self-supported. • Center for Global Education: 9 FTE devoted to international functions; 1 FTE is supported by state funds and the remainder of the unit is self-supported. • Center for Global Studies: 2 FTE devoted to international functions. (It should be noted that many faculty come in and out of this Center devoting time for specific international research activities.) • Provost Office: 5 FTE devoted to international functions. (It should be noted that many of the staff in the Office of the Provost devote some of their time, regularly or at intervals, to international activities and initiatives.)
Sources of external funding earmarked specifically for international education	Federal government; Alumni; Private donors; Foundations; Corporations; Other - U.S. Universities, Foreign Industry, Foreign Governments, Embassies
Economic development efforts in foreign countries	<p>The Mason Enterprise Center (MEC) in the School of Public Policy has provided technical assistance and advisory assistance in the development and growth of technology incubation centers and science and technology industrial development parks in China, Korea, Taiwan, Viet Nam, India, South Africa, Brazil and various programs in Europe.</p> <p>The MEC operates an international incubator program out of Fairfax, and have been instrumental in the development of the Transatlantic Incubator concept and program of the Technopolicy Network based out of Delft-South Holland, the Netherlands.</p>

<p>Economic development through local programs to help businesses develop skills and tools to compete in global marketplace</p>	<p>The MEC provides services to local companies interested in providing services and products internationally.</p> <ul style="list-style-type: none"> • Services include one-on-one counseling, international trade guidance, business opportunity generation and proposal review, as well as partnership/grant development in support of international business. • Conferences, forums, and training sessions are offered locally to both young entrepreneurs and existing small and large businesses interested in pursuing and conducting business internationally. • The MEC also works closely with local departments and authorities of economic development and area/regional chambers of commerce to facilitate and educate local entrepreneurs and companies on international business opportunities. • The MEC receives many delegation visits from global economic development entities looking both for business development assistance, training, and economic development partnerships. • Grants are developed and submitted for projects in support of international economic development initiatives. Past funding has come from several sources including USAID. <p>The Virginia Small Business Development Center (SBDC) Network in the Mason Enterprise Center and the School of Public Policy provides business assistance to a diverse set of small business clients through its 30+ statewide centers. These same units also operate the Procurement and Technical Assistance (PTAP) Centers statewide that provide assistance to small businesses in procuring contracts from the federal government. In total, there are 150+ counselors providing assistance across the PTAP and the SBDC Network, all of which contribute to economic development in the state.</p> <p>The School of Public Policy has a research and doctoral program in regional economic development that sponsors conferences and conducts research in both urban and rural oriented economic development from the perspective of economic development drivers such as science and technology policy and entrepreneurship/innovation.</p> <p>The University maintains an Office of Technology Transfer that helps organize patents and the marketing of these patents through faculty disclosures. Some of this activity is leading to company formation efforts.</p>
<p>Supplemental</p>	<p><u>Strategic Plan:</u> The Strategic Plan is a stated policy directive. One of the goals of the Strategic Plan is Global, Goal 5:</p> <p>Goal: 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.</p> <p>George Mason already enjoys visibility and prominence in global studies. The University will develop further its participation in global activities and educational emphasis, widening and deepening the focus on global citizenship through academics, partnerships and programs.</p> <p>The following are strategic actions:</p> <p>A. Expand the number and range of study abroad activities while improving preparation for and follow up from the study abroad experience, linking it more vigorously to numerous academic programs; develop private giving to help subsidize study abroad and diversify the types of students able to participate.</p> <p>B. Expand the number of international students by at least 20% while improving the integration of international and domestic students in extracurricular as well as academic activities. Use technology to create collaborative classroom experiences with students at other universities, building on new ventures such as Mason-Higher School of Economics in Moscow.</p> <p>C. Maintain strong emphasis on University activities in the Middle East and East Asia, using among other things the expanding Ras al-Khaimah campus as a learning opportunity for American faculty and students and developing additional collaborative opportunities in South Korea and China. Clarify criteria for additional strategic international partnerships, and expand University activities involving Latin America.</p> <p>D. Improve the definition of the global issues category in general education and begin to develop assessment mechanisms in global competence. Add undergraduate minors in at least three further regions (including the Middle East minor) while adding faculty strength on East Asia, South Asia well as on processes of globalization.</p> <p>E. Improve the coordination of the various degree programs in the global area, including linkages with global programs in Education, in Public Health and Environmental Science and Policy, while developing the complexities of globalization as a key focus for scholarship and education.</p> <p>F. Integrate sustainability into both academic and extracurricular programs. Teaching next generations about the importance of environmental stewardship should be a goal for all programming on campus</p>

supported by the office of the Provost and the office of University Life. In research and education alike, and as a focus for Mason's collaborations with universities and scientific centers in other parts of the world, there should be expansion of inter-unit activity involving Environmental Science and Policy, the strong University activities in climate dynamics and earth observation, conflict analysis and communication.

G. Measurably advance toward achieving climate neutrality. Global citizenship includes monitoring the carbon footprint the University makes. Achieving climate neutrality is essential for academic institutions as centers for research on means of achieving this neutrality.

The Center for Global Studies (CGS), a center to promote multidisciplinary research on globalization and international affairs.

- CGS is a research center comprising more than 100 associate faculty members whose collective expertise spans the full range of the humanities, the social and natural sciences, and information technology and engineering, as well as practice-oriented fields, such as conflict resolution, public policy, law, management, and health. CGS coordinates outreach efforts in the area of global studies, facilitating access to the university's full range of global expertise for multiple communities and audiences. The emergence of globalization as a world reality has prompted the development in recent years of new research paradigms and programs that seek to better understand this intense interconnectedness.
- CGS multidisciplinary research themes include Governance & Transitional Societies; Cross-cultural Values & Ethical Systems; Global Development & Economic Justice; Transnational People Flows: migrants, diaspora, refugees; Transnational Democracy.
- CGS outreach and public education activities include Collaborative work with universities, think tanks, and research centers; Briefings and publications for policy makers and global affairs professionals in both the public and nongovernmental sectors; Provision of resources and expertise to local community organizations and schools.
- The Center for Global Studies is a member of the [Globalization Studies Network](#), an international consortium of university research centers dedicated to the study of globalization.

Spire of Excellence. The University, with its Board of Visitors, has identified a finite number of clusters of excellence or aspirant clusters (the local term is 'spires'), beyond single programs or centers. There are eight Spires of Excellence. One of these spires is the Spire of Excellence in Global Research and Education. The intent is to focus on education, research and outreach that extends and interfaces the existing strengths of Mason faculty, expanding into new areas, and building a cohesive interdisciplinary/cross-unit set of expertise to tackle issues of global awareness at all educational levels, support training in global pursuits, and conduct comprehensive and collaborative global research. This will entail existing programs, such as the B.S. and M.S. in Global Affairs, and new interdisciplinary program development, along with capitalizing on existing relevant doctoral programs. International collaborations will be expanded. This spire will position Mason intellectually to take a leadership role in new facets of globalization studies, blending regional and global approaches.

James Madison University

Mission Statement	"We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives." This mission is fleshed out in a number of "Defining Characteristics," which have evolved over time and reflect an ever-growing university. Two in particular recognize the critical importance of globalization and internationalization: "The university will develop and offer international curricula, associations and experiences that enhance the global competencies of the student." And "The university will be a diverse community whose members share in, and contribute to, a common JMU experience."
Foreign Language requirements	Students earning a Bachelor of Arts degree must successfully complete intermediate studies in a foreign language.
International/global element in General Education curriculum	The General Education Program, "The Human Community," is JMU's core academic program, part of whose mission is creating informed global citizens of the 21st century and challenging our community of students and faculty to engage in personal and collective reflection, development, and action.
Study Abroad requirements	No requirement across the curriculum, but for students majoring in International Business, competency in a second language and thorough exposure to a chosen second culture are graduation requirements. Study abroad or a one-semester international internship is required and must be integrated into the students' schedules.
Percentage of 2008 graduate class who studied abroad	5.9 %
Percentage of international students	Undergraduate: 1.05 %; Graduate: .18 %
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	<p>JMU is affiliated with sites in London, Antwerp, Salamanca, Beijing and Florence in conjunction with its undergraduate semester programs and has graduate program sites in Florence and Malta. In London and in Antwerp the university manages residence halls for undergraduates. In Florence the university has acquired and refurbished a 16th-century palazzo that provides office space for its programs, library and computer access, classrooms, and graduate student housing.</p> <p>Through agreements with the University of Antwerp and the University of Salamanca, JMU operates undergraduate study programs at those institutions. A newly-established graduate program in conjunction with the University of Malta will provide a dual degree program with all classes in Malta.</p> <p>The graduate programs in Florence and Malta are both degree-granting programs. Florence offers a Master of Arts in Political Science, focusing on European Union Policy Studies. In Malta, students earn a Master of Science in Sustainable Environmental Resources Management from the University of Malta and a Master of Science in Integrated Science and Technology from JMU.</p>
Curricular, research, or outreach relationships with foreign institutions.	<p>JMU has relationships with a number of foreign institutions of higher education. In all cases, students are following an undergraduate curriculum over a wide range of disciplines.</p> <p><u>Australia</u>: Flinders University; La Trobe University <u>China</u>: Chang'an University; Northeastern University; Shandong University; Tsinghua University; Wuhan University <u>Egypt</u>: American University in Cairo; Misr International University <u>Germany</u>: International University Schloss Reichartshausen; University of Applied Sciences Zita/Goerlitz; University of Applied Sciences Saarbrucken <u>Ghana</u>: University of Cape Coast <u>Holland</u>: INHOLLAND University of Professional Education <u>India</u>: Tata Institute of Social Sciences <u>Iraq</u>: University of Baghdad <u>Japan</u>: Hiroshima University; Nanzan University; Ritsumeikan University <u>Malta</u>: University of Malta <u>Morocco</u>: Al Akhawayn University of Ifrane <u>Nigeria</u>: Abia State University <u>Romania</u>: Romanian-American University <u>Spain</u>: Universidad de Salamanca <u>South Korea</u>: Yonsei University <u>Sweden</u>: Malmö University</p>

	<p><u>United Arab Emirates</u>: American University of Sharjah <u>United Kingdom</u>: Oxford Programme for Undergraduate Studies; University of Leicester; University of St. Andrews</p> <p>In addition, JMU is the only U.S. member of the International Network of Universities (INU), a consortium of 11 universities from 9 countries. JMU participates in the INU's student exchange program; faculty/staff shadowing program; the annual undergraduate symposium in Hiroshima; special interest groups focusing on library and technology, research managers, and teaching and learning; and has played an active role on the executive committee, serving as vice president and hosting the annual executive meeting at JMU's Palazzo Capponi in Florence.</p> <p>In conjunction with JMU's European Union Policy Studies master's program in Florence, the university has secured a formal agreement with the European University Institute (EUI – the Ph.D.-granting arm of the European Union, the official repository for EU documents, and the setting for advanced academic training in a European perspective and for high-level research) that gives the graduate students access to the EUI faculty, its library and other resources. JMU also has a Memorandum of Understanding with the University of Florence for association with the Department of Political Science and for library privileges for JMU students.</p>
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Executive Director of the Office of International Programs, who is also Associate Provost for Academic Affairs, and who reports to the Provost and Senior Vice President, Academic Affairs. • The Office of International Programs oversees all internationalization activities and programs except for international student recruitment. The OIP operates with 13 full-time and 3 part-time staff members, who serve in Administration, Study Abroad, or International Student and Scholar Services. • The Office of Undergraduate Admissions handles international student recruiting. Three full-time staff members are focused on this effort, but international student recruiting is not their full-time job.
Sources of external funding earmarked specifically for international education	Federal government; Alumni; Private donors; Foundations; Corporations; Multinational Organizations
Economic development efforts in foreign countries	<p>In a sense, every study abroad program we operate helps economic development in the destination locales. Some of the programs have forged partnerships with schools, NGOs, and other organizations, and, with JMU's support, they have been able to further their missions. The semester programs have provided year-round academic and other jobs, as well as infrastructural and supply demands that link to still more jobs. The constant in-flow of our students, who will obviously spend money while abroad on a range of items, including food, beverage, and entertainment, also contributes to local economies. With the short-term programs, we offer bursts of capital infusion, and for some programs, we have seen notable restructuring and at least short-term employment opportunities that would otherwise not have occurred in our destination areas. Every program imparts skills/training in its basic operating processes. Through our program administration we have normalized e-mail and other web-based communications with on-site staff, which means that we are indeed imparting technology training AND cost-saving measures.</p> <p>To cite a few specific examples:</p> <p><u>The Center for International Sustainability and Recovery</u> is a public policy center which manages information and conducts training relevant to humanitarian mine clearance, victim assistance, mine risk reduction and other landmine-related issues. In this capacity, the CISR works to ensure sustainability in civil affair operations to make certain that communities around the world have the ability to advance economically. As an information clearinghouse, the CISR provides training, operates a help desk for queries, hosts conferences and symposia on landmine-related topics, publishes a journal about mine action, maintains a content-rich web site, develops mine-action education materials, produces global information system (GIS) products and conducts studies and surveys designed to facilitate and improve global landmine action.</p> <p><u>The dual MS in ISAT and Sustainable Environmental Resources Management offered by JMU and the University of Malta</u> is supporting economic development in the island nation of Malta by developing a new generation of leaders with the skills to manage environmental resources working with business, industry or government and working with colleagues globally. This effort is also leading to the development of research projects that could lead to additional economic development through the spin-off of start-up companies focused on renewable/sustainable technologies.</p> <p>In Haiti <u>The International Partnership for La Gonave (IPLG)</u> is an organization of people in Haiti and the U.S. who have made a long-term commitment to improving life on the island of La Gonave, Haiti, by sharing</p>

	<p>knowledge, talents and resources with one another. The overall vision is to restore La Gonave to the environmental paradise that it once was, and to provide health, educational, and economic opportunities so that all the inhabitants of the island might live in dignity.</p> <p>In Guam, a Health Sciences professor has worked on grant writing and fundraising opportunities with the <u>Guam HIV/AIDS Network (GUAHAN)</u> Project, JMU's partnering non-profit organization on the island.</p> <p>The city of Saarbrücken is in southwest Germany, immediately on the French border. It is about 2 hours from Frankfurt, 2 hours from Heidelberg, 1 hour from Luxembourg, 1 hour from Strasbourg, and 2 hours from Paris by high-speed train (3.5 hours by car). The region is famous for wine, but is also a hotbed of activity in alternative energy and sustainable industrial systems. JMU's partnership with the <u>HTW des Saarlandes (the Saarland University of Applied Science)</u> provides the opportunity for many connections to the region and interactions with German college students. The program itinerary allows plenty of free time to explore Saarbrücken and its environs, as well as three weekends to try Heidelberg, Paris, etc.</p>
<p>Economic development through local programs to help businesses develop skills and tools to compete in global marketplace</p>	<p>Reaching beyond its campus, JMU is a focal point for economic development activity in the region. The university works closely with community development entities, state agencies, municipalities, regional planning agencies, developers, business leaders, chambers of commerce, and local officials providing a gateway to the university's faculty and staff who specialize in areas of mutual interest. This ensures continuity of involvement at all levels of government, education, and business. Economic development is embraced as a component of the academic colleges of the university, thus providing resources unequalled in the region and keeping the university at the forefront of economic prosperity for the Valley.</p> <p>Along with organizations strategically aligned with the university (Shenandoah Valley Technology Council, Shenandoah Valley Small Business Development Center, Virginia Economic Development Partnership, Harrisonburg-Rockingham Chamber of Commerce and Harrisonburg Department of Economic Development) a number of JMU organizations provide assistance to businesses in a variety of capacities.</p> <p><u>JMU Center for Energy and Environmental Sustainability (CEES)</u> CEES promotes sustainable lifestyle, community, and business practices through research, education, and outreach. The Center conducts integrated studies of energy, natural resources social needs, and economic development by implementing these goals:</p> <ol style="list-style-type: none"> 1. To promote a green curriculum at JMU and work toward the goals of the United Nations Decade of Education for Sustainable Development (2005-2014). 2. To conduct research and outreach on implementing more sustainable practices in homes, schools, offices, industry, and communities in the Shenandoah Valley. 3. To green the JMU campus at multiple levels – buildings, grounds, and use of resources. 4. To foster a culture of natural resource awareness and stewardship at JMU. 5. To engage students in education, research, and outreach on sustainability. 6. To conduct integrated research that recognizes the interdependence of the environment, the economy, and society in achieving sustainable communities and ecosystems. <p><u>JMU Center for Economic Education</u> The mission of the Center for Economic Education is to promote economic literacy in the Shenandoah Valley of Virginia. The Center provides training and assistance to area teachers and selected adult audiences to further the understanding of economics and the private enterprise system.</p> <p><u>JMU Center for Entrepreneurship</u> The Center for Entrepreneur's mission is to promote, foster, and perpetuate the American entrepreneurial tradition, and to strengthen Virginia's economy by encouraging innovation and the creation of new enterprises. Founded in July 1985 as an interdisciplinary unit of the College of Business of James Madison University, the Center for Entrepreneurship (CFE) is the focus and originating point of a broad variety of business-related activities with special emphasis on venture creation and entrepreneurship.</p> <p><u>JMU Office of Economic Development and Partnership Programs</u> (currently undergoing a re-organization) The Office of Economic Development and Partnership Programs (EDPP) is James Madison University's outreach unit for economic and community development. EDPP's role is to provide technical assistance to communities, undertake critical community-based studies, disseminate information, and to enhance strategic planning and development that is culturally and socially acceptable to the region. This approach is designed to relate the concerns and goals of commerce and industry to those of the broader community. The Office works</p>

	<p>closely with community development corporations, state agencies, municipalities, regional planning agencies, developers, business leaders, chambers of commerce, local officials, public groups and the managers of firms. In addition, EDPP acts as a gateway to the university's faculty and staff who specialize in industrial, retail and commercial development, tourism, marketing, employee training and quantitative and data analysis. The EDPP is situated in the office of Research and Public Service and links several key areas that connect the university to business, industry and community.</p> <p><u>JMU Office of Technology Transfer</u> JMU's collaborative approach in teaching and research encourages businesses to utilize equipment available in our laboratory facilities, such as probabilistic risk assessment modeling capabilities, rapid prototyping and RFID lab. Access to specialized equipment can fill a niche and help a business with a specific need.</p>
Supplemental	<p><u>National Recognition:</u> Over a four-year period, the Office of International Programs (OIP) sends 22-25% of the undergraduate student body abroad. In this year's Open Doors, JMU ranked sixth in the country for master's institutions regarding the number of students studying on short-term programs and third in the nation for semester-long programs.</p> <p><u>Mission Statement of the Office of International Programs:</u> The Office of International Programs at James Madison University is committed to the principle that international experiences and perspectives are essential to any undergraduate and graduate education. The mission of the OIP is to promote and encourage a critical awareness of world issues; a knowledge of and appreciation for other cultures, languages and belief systems; a sense of global community; and a commitment to engagement at the international level, that we may educate active and responsible global citizens. To this end, the OIP is committed to providing, supporting and facilitating international experiences for students, faculty and staff at JMU and abroad.</p> <p><u>Faculty and Student Support:</u> The OIP faculty and graduate student International Development Grant program is now in its fourth year and continued to grow (having distributed a total of \$118,818 over its lifetime). This year, grants totaling \$31,925 supported 24 faculty, students and staff members in conducting research, presenting papers, attending conferences and meetings, conducting performances and developing curricula in Canada, China, Croatia, Ecuador, France, Greece, Hungary, Japan, Mexico, Nigeria and other destinations.</p> <p>Similarly, the Study Abroad General Education (SAGE) Program remained a popular vehicle for faculty to develop general education courses offered abroad. The General Education Program and the Office of International Programs continued to support the Study Abroad General Education Grant Program, which promotes the expansion of general education offerings in international settings. The program encourages JMU faculty to develop or to rework existing general education courses to be taught abroad during short-term study abroad programs. Over the four years this program has been in operation, seven proposals have been funded, including GGEOG 200 "The Global Experience in Costa Rica" in 2007 and GHUM 250 "Modern Perspectives in the Netherlands" in 2008. Professor Morgan Benton, Integrated Science and Technology, received a SAGE Grant in 2008. His course, GHUM 252 "Cross-Cultural Perspectives," will tentatively be offered for the first time in summer 2009 and focuses on the spiritual, philosophical and artistic traditions that shape modern Japan.</p> <p>The Office of International Programs helped start a chapter of Phi Beta Delta, the first honor society dedicated to recognizing scholarly achievement in international education. That society serves as a catalyst for noting and promoting international endeavors here.</p> <p>The OIP was able to support study abroad through a number of scholarships, this year awarding \$136,426 to students studying abroad.</p> <p><u>Assessment:</u> In looking at ways to measure our considerable progress in internationalization, JMU has engaged in two wide-ranging and innovative assessment studies. For the Forum on Education Abroad, we devised the Beliefs, Events, and Values Inventory (BEVI), explicitly investigating beliefs and values in the context of international learning processes and outcomes. Everyone in our semester abroad programs takes the BEVI at the beginning and end of the program. And JMU was selected to participate in another Forum study, the University of Minnesota's investigation of the long-term effect of study abroad experiences – Beyond Immediate Impact: Study Abroad for Global Engagement.</p> <p>Our study abroad and international student numbers show that we are engaging more students, and our Prestigious Scholarships Coordinator reports that more of them are applying for Fulbright, NSEP, Rotary, Marshall, Rhodes, and Critical Languages Scholarships.</p>

	<p>A survey, currently underway, through the Office of International Programs and the Center for Faculty Innovation, is documenting the value each department places on international teaching, service, and research.</p>
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Cultural Outreach: Each fall the Office of International Programs, in collaboration with international student groups and the city's International Festival, presents International Week, offering enlightenment on a different part of the world.

Spring semester brings to campus, through International Student and Scholar Services, the International Student Leadership Conference, now attracting more than 225 participants from 20 countries attending 62 U.S. schools, some as distant as Texas and California.

Longwood University

Mission Statement	Does not reference internationalization/globalization
Foreign Language requirements	3 credits of foreign language at the intermediate level are required for all graduates.
International/global element in General Education curriculum	General Education Goal 9, "An understanding of the diversity of other cultures and societies (three credits)." There are 11 courses listed from which students choose to satisfy this requirement. Students who complete an international study abroad experience of at least 3 credits are considered to satisfy this Goal.
Study Abroad requirements	No requirement across the curriculum, but students majoring in a modern language or in ESL teaching licensure must participate in at least one semester of study abroad in a country where their language is spoken, or in the case of ESL in a country where English is not the predominant language spoken. Students in the Honors Program must participate in a study abroad program for at least 3 credits.
Percentage of 2008 graduate class who studied abroad	10%
Percentage of international students	Undergraduate: About 1.5% (60 students, some in degree programs but many in one-year or one-semester exchange); Graduate: .001%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	One program in Europe (non-degree granting).
Curricular, research, or outreach relationships with foreign institutions.	<p>We have exchange and study abroad agreements with institutions in China, France, The Netherlands, Switzerland, UK, Germany, Spain.</p> <p>We are working with ESC Clermont, a business school in France accredited by AACSB, to develop an undergraduate dual-degree program in international business.</p> <p>One of our faculty-led group programs (to Niger in 2007 and to Morocco in summer 2009) works with in-country agencies pledged to sustainable tourism. The group donated school supplies and other needed items and worked with an organization to facilitate economic development among the Nigerian Tuaregs.</p>
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Affairs, reports to Provost & Vice President for Academic Affairs. <p>Three offices handle international education:</p> <ul style="list-style-type: none"> • Office of International Affairs, 2 positions. Conducts recruitment of international students, exchange and study abroad students. Assists with orientation and advising of international students. Provides some programming and activities. Works with faculty to provide group study abroad courses; conducts all study abroad recruitment, orientation and administration. • Office of Admissions, many positions, none dedicated to international recruitment, but one person who evaluates international degree-seeking applicants. • Office of Multicultural Affairs, 2 positions: provides arrival orientation for international students, and some programming and activities. Also works with other minority issues and programming.
Sources of external funding earmarked specifically for international education	Private donors (mainly for scholarships).
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None

Norfolk State University

Mission Statement	"Norfolk State University's mission is to provide an affordable, high-quality education for an ethnically and culturally diverse student population, equipping them with the capability to become productive citizens who continuously contribute to a global and rapidly changing society."
Foreign Language requirements	There is no university requirement. Language requirements vary depending on the department.
International/global element in General Education curriculum	Not specifically stated, but world civilization is required by some departments.
Study Abroad requirements	Study abroad is not required, but increasingly encouraged.
Percentage of 2008 graduate class who studied abroad	Not more than 2%
Percentage of international students	Undergraduate: 5 %; Graduate: 2 %
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	None.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director, Center for International Programs, who reports to the Provost. • The Center for International Programs oversees and coordinates all such programs (one full-time position and one administrative assistant) • International student affairs have been handled by the Director, International Student and Scholar services (one full-time position).
Sources of external funding earmarked specifically for international education	Federal government.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	<p>With anticipated demographic and marketplace changes it is imperative that institutions of higher education, especially historically black colleges and universities, prepare students for leadership and service in settings that offer international and global opportunities through academic exposure and experiences. We must prepare students for leadership and service in a nation that is globally situated and in a world that is globally connected. This orientation is a necessity for an institution of higher learning that is engaged with the issues of the twenty-first century. As an institution with both liberal arts and professional school components, and with numerous foreign faculty and students, Norfolk State has long been committed to learning without borders. Furthermore, the presence of extensive military facilities in our community, plus the number of students in our university undergoing military preparation, has given us an additional incentive and advantage for increased internationalization.</p> <p>Our goal is to establish on campus a multi-functional entity that will provide enhanced international opportunities for students, faculty, and staff. This Center for International Programs will proceed in two directions: (1) through partnerships and other affiliations with fellow institutions of higher learning and organizations dedicated to global outreach, we shall develop study abroad and international exchange programs that will complement the Norfolk State academic mission, and (2) by marshalling the considerable international resources that we currently possess at our university and in our community, and by identifying additional resources, we shall enhance the global orientation of Norfolk State's academic and cultural programs. Not only will this ongoing initiative generate important educational resources for our students and</p>

faculty, but a tangible international program will render the university more appealing to those students and faculty whom we seek to recruit and retain.

Old Dominion University

Mission Statement	Refers to globalization/internationalization in general terms: "Old Dominion University promotes the advancement of knowledge and the pursuit of truth locally, nationally, and internationally."
Foreign Language requirements	College of Arts and Letters and the College of Business and Public Administration require language proficiency at fourth-semester level for students pursuing a BA degree.
International/global element in General Education curriculum	No specific requirement of a global/int'l element in General Education, but one of 10 clusters available for upper-division focus is "World Cultures: Values and Visions." Also, an option is available to study "International Business and Regional Courses."
Study Abroad requirements	No study abroad requirement, except for a required international experience as part of the undergraduate major in international business.
Percentage of 2008 graduate class who studied abroad	2-3 %
Percentage of international students	Undergraduate: 3 %; Graduate: 8 %
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	<p>There are currently no dual degree or joint degree programs.</p> <p>There are many MOUs between ODU and overseas universities for exchange agreements, and other examples of collaboration that do not involve formal agreements (usually between individual faculty members).</p> <p><u>Foreign institutions with which we have agreements:</u></p> <ul style="list-style-type: none"> • Australia: Deakin University; Victoria (active student exchange); Edith Cowan University (active student exchange); Macquarie University (active student exchange) • Bahrain: University of Bahrain; (new agreement signed January 2006; no activity yet) • Brazil: Fundacao Universidade Regional de Blumenau (FURB) (former exchange partner; currently faculty collaboration) • China: Beijing Normal University (new student exchange, no activity yet; faculty links); Shi Jia Zhuang Hutchin School (ODU assists in recruiting English teachers for elementary school); • Denmark: Aalborg University (active student exchange); Aarhus School of Business (active student exchange) • Dominican Republic: Universidad Católica Santo Domingo (faculty research; collaborates with Health Sciences and Physicians for Peace) • France: Université Blaise Pascal (active faculty collaboration, physics) • Germany: Elly-Heuss-Knapp Schule (study abroad links with ODU Health Sciences); Berufliche Schulen am Schutzenpark Sozialwirtschaft (study abroad links with ODU Health Sciences; ODU adjunct connection: Dental Assisting Program very active; ODU students helped teach ESL there); Universität Stuttgart (active student agreement, unique balance; faculty ties) • India: Lourdes Matha College of Science & Technology (faculty and student exchange, new as of Spring 2007; collaborative degree programs in electrical and computer engineering) • Iraq: Salahaddin University (exchange agreement) • Italy: Università degli Studi di Genova (faculty collaboration); Istituto Auxologico Italiano (faculty collaboration) • Japan: Kansai Gaidai University (active student exchange); University of Kitakyushu (active faculty exchange); Kyushu Institute of Technology (faculty and student exchange) • Jordan: KADDB-Electronic Systems Group (faculty and research collaboration); Jordan University of Science and Technology (faculty collaboration; faculty and students studying at ODU; brand new agreement involving ODU Health Sciences, establishing Middle Eastern Consortium on Dental Health) • Korea: Yeungnam University (active student exchange); Yonsei University (active student exchange) • Lebanon: American University of Beirut (informal exchanges of faculty and students with ODU Biological Sciences) • Mexico: Universidad de Guadalajara Centro de Estudios para Extranjeros (Spanish language and Mexican studies study abroad provider; assists with ODU faculty-led programs; past staff)

exchanges); Instituto Tecnológico Autónomo de México (ITAM)(faculty and student exchange); ODU Business School is primary partner; no activity yet)

- Namibia: University of Namibia; Windhoek (informal exchanges of faculty and students with ODU Biological Sciences)
- Portugal: University of Minhu (faculty collaboration)
- Romania: Sapientia-Hungarian University of Transylvania (active faculty collaboration); Transylvania Polytechnic University (faculty discussions/visits; interest in faculty collaboration and possibility of dual graduate degrees); Bucharest Polytechnic University; Bucharest (faculty discussions/visits regarding computer science links; interest in dual doctoral degrees, and faculty exchanges); Babes-Bolyai University; Cluj (faculty discussions/visits); Carol I National Defence University; faculty and student exchange and research)
- Syria: International Center for Agricultural Research in the Dry Areas (informal exchanges of faculty and students with ODU Biological Sciences)
- Sri Lanka: University of Peradeniya (informal exchanges of faculty and students with ODU Biological Sciences)
- Taiwan: Fu Jen Catholic University, Taipei (in discussions with ODU School of Nursing)
- Turkey: Middle East Technical University (faculty and graduate student exchange); Istanbul Technical University (Collaborative Master of Science Program with ODU College of Engineering and Technology for officers of Turkish Air Force); Turkish Air Force Academy (faculty and graduate student exchange)
- Ukraine: National Technical University of Ukraine/Kiev Polytechnic Institute (faculty collaboration; dual degree program for doctoral students); Zaporozhye State Engineering Academy (faculty collaboration; dual degree program for doctoral students)
- United Kingdom: Keele University (active student exchange); University of Essex (active student exchange); University of Leicester (active student exchange); Oxford Brookes University (active student exchange, assist with ODU study abroad groups)
- Vietnam: Hanoi University of Science (faculty and graduate student exchange, new agreement winter 2006); Hanoi University of Technology (faculty and graduate student exchange new agreement winter, 2006); Ho Chi Minh City University of Technology (faculty and student exchange; new agreement as of January 2007); Hong Duc University (faculty and graduate student exchange, new agreement winter 2006)

MOST RECENT AGREEMENTS (RECENTLY SIGNED OR IN PROCESS OF BEING SIGNED):

- China: Shanghai Maritime University: both faculty and student exchange, focus on EMBA program dealing with global logistics; signed by both sides; one faculty member from SMU visited ODU fall 2008.
- Ethiopia: Addis Ababa University: both faculty and student exchange; focus on professional training for Ph.D.s in multiple disciplines and development of Ph.D. programs in Ethiopia; approved on both sides, awaiting final signatures; no activity yet; initial primary focus on business.
- Japan: Ritsumeikan Asia Pacific University: undergraduate student exchanges, possibly ESL programs for Japanese students; newly signed; student exchange beginning Fall, 2009.
- Korea: Ewha Womans University: faculty and student exchange; newly signed 2008, no activity yet.
- Kuwait: Kuwait University: graduate student support through Kuwait University Office of Kuwait Embassy; newly signed; no activity yet.
- Nepal: Kantipur Dental College; faculty and student exchange; newly signed 2008.
- Pakistan: NWFP University of Engineering and Technology in Peshawar: development of pathways for Ph.D. students to attend ODU; faculty exchange possibility; newly signed 2008, no activity yet.
- Romania: Sapientia University: faculty and student exchanges; newly signed 2008, no activity yet.
- Vietnam: Hanoi National University of Education: faculty collaboration and exchange, teacher training, focus on ODU college of education; not signed, in discussion stages, no activity yet.

RELATED INTERNATIONAL TIES: Though not technically “international” links, the activities by the organizations often involve international components.

- Operation Smile -- International humanitarian NGO headquartered in Norfolk. Collaborative research and training missions in the field of healthcare, focusing on developing countries.
- Naval Postgraduate School - Collaborative research programs, including VMASC and distance learning opportunities

	<p><u>CONSORTIA:</u></p> <ul style="list-style-type: none"> • International Student Exchange Program (ISEP) - consortium, active student exchanges • Council on International Educational Exchange (CIEE) - consortium; active student exchanges • International Studies Abroad (ISA) - consortium, active student exchanges • International Bioelectrics Consortium - Members: ODU (Frank Reidy Research Center for Bioelectrics); Forschungszentrum Karlsruhe BmbH (Institute for Pulsed Power and Microwave Technology, IHM), Karlsruhe Germany; Kumamoto University (Graduate School of Science and Technology, 21st Century COE Programs on Pulsed Power Science and Cell Fate Regulation Research and Education Unit), Kumamoto, Japan. Relationship: research collaboration through tele-videoconferences and annual/biannual workshops. • International Network for Higher Education in Engineering (INHEE) • Progetto Culturale Quadro - Members: ODU (Profs. Maly and Olariu); University of Perugia (Italy); Universite Paris XIII (France); student exchanges and faculty collaboration in computer sciences. • Middelburg Center for Transatlantic Studies (MCTS—formerly Maastricht Center for Transatlantic Studies), Netherlands – Study abroad site for students from Europe, US, Mexico and Australia; short-term teaching opportunities for faculty.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Executive Director, Office of International Programs, who reports to the Vice Provost for Graduate Studies and Research. • Offices handling international programs are decentralized. • Office of International Student and Scholar Services: 4 FTE's; Office of International Admissions: 3 FTE's; Office of International Programs (Study Abroad and English Language Center): total of 14 full-time positions (8 in ELC, 3 in Study Abroad, 3 in International Programs); Office of Intercultural Relations: 2 FTE's. Note: These do not count the strictly academic programs, such as the Graduate Program in International Studies, or the language departments.
Sources of external funding earmarked specifically for international education	No external funding specifically for international education.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None

Radford University

Mission Statement	Does not reference internationalization/globalization.
Foreign Language requirements	No foreign language requirement, although such a requirement has been under discussion.
International/global element in General Education curriculum	The new Core Curriculum will require all students to take a course in the area of "Global Perspectives".
Study Abroad requirements	Study abroad is not required.
Percentage of 2008 graduate class who studied abroad	8–10 %
Percentage of international students	Undergraduate: .6 %; Graduate: 1.5 %
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	<p><u>Active Bilateral Exchanges:</u> International Student Exchange Program (ISEP) - Full Curriculum Japan: Aichi Prefectural University - UG - Information Technology (with interest in English/American Studies); Kansai Gaidai University - UG - Full Curriculum England/UK: Middlesex University - UG - Full Curriculum China: Nantong University - UG/G - Nursing Taiwan: National Taiwan Normal University - UG/G - Foreign Languages and Literatures/English (with access to full curriculum) Germany: Universitaet Kassel - UG/G - German/English (with access to full curriculum) France: Universite Blaise Pascal - UG - Full Curriculum (with emphasis on tourism and business administration); Universite Catholique de l'Ouest - UG - French/English (with access to full curriculum) Scotland/UK: University of Glasgow - UG - Music (with access to full curriculum)</p> <p><u>International Relationships not formalized in the form of "bilateral exchanges":</u> China: Beijing Languages and Cultures University (no agreement - host for RU study abroad program); Shanghai Normal University, China - Foreign Languages and Literatures, Art (no agreement - host for RU study abroad program) Spain: Estudio Sampere - Foreign Languages and Literatures (one-way linkage: affiliation agreement) Netherlands: Hanze University - Nursing (no agreement - host for RU study abroad program) Japan: Osaka Jogakuin College - UG - (agreement: one-way linkage allowing Japanese students to enroll at Radford). Mexico: Universidad Internacional - Foreign Languages and Literatures (one-way linkage: affiliation agreement).</p> <p>Inactive exchanges and partnerships also exist with Beijing Union University, Dongbei University of Finance and Economics, and Zhejiang Institute of Education in China; Federal University of Pernambuco in Brazil (FUPE seeking renewal of ties), and University of Zululand in South Africa.</p>
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Education, who reports to the Vice Provost for Academic Enhancement. • The Office of Admissions (17 FTE staff) and the College of Graduate and Professional Studies (10 FTE staff) coordinate the recruitment of international students, with one person in each office specifically assigned these duties. • The International Education Center handles Education Abroad/Immigration Counseling, with three FTE staff; and the Office of Multicultural and International Student Services coordinates activities and programming for international students; the Office includes three FTE staff, with one specifically assigned to work with international students.
Sources of external funding earmarked specifically for international education	Federal government; Alumni; Private donors; Foundations; Corporations
Economic development efforts	None

in foreign countries	
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	<u>Strategic Plan</u> : The University's strategic plan, 7-17: Forging a Bold New Future, includes in a list of RU Core values [valuing, encouraging and supporting] "a global perspective in all faculty, staff, and students." One of the four strategic directives in 7-17 speaks of "Invest[ing] in Society: Globally and Locally: The University will create a community that is effectively connected with the world, the nation, the Commonwealth and the surrounding region." One of two goals under this directive is to "Develop a strong relationship between RU and international communities."

University of Mary Washington

Mission Statement	Does not reference internationalization/globalization.
Foreign Language requirements	Students are required to demonstrate intermediate-level competence (202 level) in a foreign language.
International/global element in General Education curriculum	Students are required to take one course designated as Global Inquiry as a part of the General Education curriculum.
Study Abroad requirements	Participation in programs abroad is not required at this time but is being considered. Internships, research and study abroad can be approved for the Experiential Learning General Education requirement.
Percentage of 2008 graduate class who studied abroad	30 %
Percentage of international students	Undergraduate: 1.3%; Graduate: 4% (when compared to total full-time enrolled graduate; falls to .7% when include part-time)
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	UMW does not own property abroad. Of the 13 faculty-led summer programs (4 in Europe, 1 in Middle East; 1 in Africa; 1 in South America; 1 in Asia.) UMW has agreements with host universities at 8 sites to deliver and manage the program. The remaining 5 programs travel and are not related to agreement.
Curricular, research, or outreach relationships with foreign institutions.	<p>A curricular relationship exists with Shungshin University, Korea. Exchange students take a special course designed specifically for them at UMW and participate in cultural activities designed to integrate them into the UMW community and US academic life.</p> <p>UMW has exchange agreements with the University of Deusto in Spain, Catholic University in Italy, Lingnan University in Hong Kong, the University of Eurfurt in Germany and a consortium of French universities called MICEFA through which UMW sends students to study abroad on semester and year-long programs, from which we receive students who study at UMW. With the exception of Lingnan University, we also receive "Language Coordinators" who live and teach foreign languages from these university relationships. Many of our faculty use these relationships as a base from which to launch summer programs.</p> <p>The University of Wales Swansea sends UMW up to 5 students in the winter semester in our American Studies department as fee paying students. UMW also sends students to Swansea as fee paying students.</p> <p>UMW works with several universities abroad to offer students "direct enrollment". These universities include University College Cork, Ireland; University of Edinburgh, Scotland; University of Westminster, England; American University in Cairo, Egypt; James Cook University, Australia; University of Jordan, Jordan; Bogazici University, Turkey.</p>
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Academic Services, who reports to the Acting VP for Academic Affairs. • Office of Admissions, undergraduate and graduate admissions, FTE = .10; Speaking Center, Korean exchange counseling and activities, FTE = .25 • International Academic Services, Immigration (F, J, H, LPR), exchange agreements, study abroad, faculty-led program, internationalization of curriculum, FTE = 2.
Sources of external funding earmarked specifically for international education	Alumni; Foundations
Economic development efforts in foreign countries	Dr. Shawn Humphry created a microfinance institution called La Ceiba to help poor women in Honduras as a part of an economic course. The program is on-going.
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None

University of Virginia

Mission Statement	The University of Virginia seeks to achieve its central purpose through the pursuit of fourteen specific goals, including, “to strive for diversity in the student body and in the faculty and to promote international exchange of scholars and students.”
Foreign Language requirements	<p>In both the College of Arts and Sciences and McIntire School of Commerce, students must demonstrate foreign language competency through the 202 level of a language by either: 1) completing the courses through the 202 level; 2) demonstrating proficiency through the 202 (or above) level through a placement test; or 3) satisfying the requirement through national standardized tests (at a specific level) such as the SAT language test.</p> <p>In the School of Architecture, the Architectural History degree requires students to demonstrate foreign language competency in the same manner, as must students in the B.A./M.T. five-year program in the Curry School of Education.</p>
International/global element in General Education curriculum	<ul style="list-style-type: none"> • The College of Arts and Sciences requires students to complete 120 credits, consisting of competency requirements, area requirements, and major requirements. Competency requirements include foreign language, and area requirements include Non-Western Perspectives. For the Non-Western Perspectives requirement, students must pass a minimum of one course (of at least three credits) dealing substantively with a culture other than the Western cultural heritage, including minority sub-cultures in the West. • Students in the McIntire School of Commerce take an Integrated Core Curriculum. During their third year, as part of the core curriculum students must take the three-credit course “Creating Business Value in the Global Community,” which addresses the importance of global consolidation and competitiveness as firms attempt to compete across the world. • MBA students in the Darden School of Business have a requisite first-year curriculum which provides students with an integrated perspective on general management. One such core course is “Global Economies and Markets.” This course applies the ideas and methodologies of economics to the analysis of the business environment in which firms operate and managers make decisions. The ultimate objective of the course is to help students develop frameworks for analyzing both opportunities and risks when operating in the global business environment.
Study Abroad requirements	<p>Study abroad is not required, but for the most part participation in international programs is strongly encouraged and facilitated, throughout the University. By department, study abroad requirements and opportunities include the following:</p> <p><u>Semester at Sea:</u> Credits earned by U.Va. students on the Semester and Sea program count toward the B.A. or B.S. from the College of Arts and Sciences.</p> <p><u>McIntire School of Commerce:</u> One degree program, the M.S. in Commerce, has a requisite study-abroad component -- a six-week global immersion experience. This experience requires students to work and study in either Europe or Asia while applying their knowledge to the completion of a capstone project. Host institutions to date include: Danish Institute for Study Abroad at the University of Copenhagen (Denmark); Hong Kong University of Science and Technology's School of Business and Management; and Peking University's Guanghua School of Management (Beijing, China).</p> <p>As for other degree programs, the McIntire School of Commerce strongly encourages students to plan an international study experience, and many study-abroad options are available. Thanks to a partnership between McIntire and a number of international institutions, the Third-Year Core Semester-Abroad Program, now offered in China, Denmark, England, France, Ireland, Italy, New Zealand, Singapore, and Spain, ensures that students at any of these locations will stay abreast with classmates on Grounds in the Integrated Core Experience program. McIntire also offers faculty-led short-term courses that include several weeks of travel abroad during January term and May term. In addition, Commerce students can participate in independent international programs during summer months.</p> <p><u>Curry School of Education:</u> Students in the joint B.A./M.T. 5-year program may seek an endorsement for PreK-12 in French, German, Latin, and Spanish. Students must complete a 30-credit major at the 300 level and above, plus two graduate-level courses in the appropriate foreign language department. Students majoring in a foreign language are required to spend at least six weeks abroad and take a speaking and writing proficiency test in their target language.</p> <p><u>School of Architecture:</u> The School of Architecture encourages study abroad by offering programs in</p>

	<p>Copenhagen, Denmark, and Cottbus, Germany, as well as summer programs in Vicenza, Italy and Beijing, China. To study abroad, students must be in academic good standing. Further, to earn degree credit students must have a cumulative GPA of no less than 2.500 at either the point of application or at the end of the term prior to the commencement of study abroad. These standards apply both to direct-study programs and the traditional study abroad programs under auspices of another institution or organization.</p> <p><u>School of Nursing:</u> The School of Nursing study abroad opportunities include a summer program in Denmark and a semester exchange program at the University of Ballarat in Australia for rising fourth-year students. For those eligible for the Distinguished Majors Program, the School also offers an intensive program in South Africa. In addition, nine study abroad programs were offered in January Term 2009. The host countries for the programs were Argentina, Germany, Ghana, Guatemala, Ireland, Italy, Jamaica, Nicaragua, St. Kitts and Nevis.</p> <p><u>School of Engineering and Applied Science:</u> With the growth of international trade and multinational industries, engineering students throughout the world are becoming more inclined to develop their cultural and social knowledge of other countries through exchange programs, research internships or graduate degree pursuits. The majority of SEAS students who study abroad attend English-speaking institutions in the United Kingdom or Australia, or one of several European universities which offer engineering courses in English. The University has formal exchange agreements with Bath, Lancaster, and Brunel Universities, all of which offer excellent engineering programs. Students may also apply to other universities, but there are financial advantages of the exchange agreements, wherein students pay their home school tuition or fees and register free at the host school. Most SEAS students that go abroad do so for a semester in their third year and allow about a year's lead-time to prepare. SEAS students with foreign language skills or the commitment to acquire them can prepare themselves for any number of worldwide university experiences. In addition to Europe and South America, several Pacific Rim countries are receiving North American engineering students through a variety of special programs, many of which involve language training as part of the experience.</p> <p><u>Law School:</u> Second- and third-year students may participate in six international exchange programs: the University of Auckland in New Zealand; Bucerius Law School in Hamburg, Germany; the University of Melbourne in Australia; the University of Nottingham in England; Tel Aviv University Law School in Israel and Waseda University in Tokyo. In addition, the Law School offers rising third-year students the opportunity to obtain a combined degree from University Paris 1 Pantheon - Sorbonne Law School and Sciences Po/Paris. Students who successfully complete this program earn 27 transfer credits, two residency semesters, a French law degree (entitling them to sit for the French bar exam) and a J.D. degree from Virginia. Under the student-initiated study abroad program a student may spend one semester away from the Law School studying law in a foreign university law school or law department, for which the student will receive up to 15 credits (up to 12 transfer credits for coursework completed at the foreign law school and three graded credits for a research paper to be written as part of the study abroad experience) and one semester of residence credit toward the J.D. degree. Under the external studies program, students may spend one semester abroad in a supervised setting combining academic legal research and work experience, for which students receive 12 credits. Past host organizations include the Association for Water and Rural Development in South Africa, the Center for Implementing Public Policies on Equity and Growth in Buenos Aires, and the War Crimes Chamber of the Court of Bosnia and Herzegovina.</p> <p><u>Darden School of Business:</u> Darden has reciprocal MBA exchange program relationships with business schools around the world. These exchanges provide Darden students the opportunity to live in and learn about a culture different from that of their home country, as well as welcome students from our partner schools to participate in the Darden experience. In addition, Darden's Global Business Experience (GBE) program enables students to study business and culture firsthand in an international setting. In March, First and Second Year students travel to foreign countries and take classes at partner business schools, visit companies, and meet with prominent political and business leaders.</p>
Percentage of 2008 graduate class who studied abroad	31 %
Percentage of international students	Undergraduate: 8.5% Spring 2008; 9.3% of Fall 2008; Graduate: 22.3% Spring 2008; 22.2% Fall 2008.
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or	We have 84 student exchange agreements with institutions in other countries, and five additional agreements

<p>outreach relationships with foreign institutions.</p>	<p>pending. The agreements are in the following regions: Asia (22); Australia (12); Central America (2); Europe (37); Middle East (3); North America (3); South America (4).</p> <p>The magnitude of U.Va.'s curricular, research, or outreach relationships is vast and incalculable, as such relationships are an integral part of the work performed by U.Va. faculty on a daily basis. Nonetheless, the University is taking steps to begin to quantify these relationships by creating an International Expertise Directory -- an online directory of U.Va. faculty with international expertise and interests. It is a secure, easily searchable directory that allows faculty to share information about their areas of international expertise and their research. Access to the directory is limited to University faculty.</p> <p><u>Other key examples of the University's curricular, research, and outreach relationships with foreign institutions include:</u></p> <ul style="list-style-type: none"> • Universitas 21 is an international network of 21 leading research-intensive universities in 13 countries. The network's purpose is to facilitate collaboration and cooperation between the member universities and to create opportunities on a scale that no university could achieve operating independently or through traditional bilateral alliances. The University of Virginia is the only U.S. university in the alliance. For more information see http://www.virginia.edu/universitas21/. • U.Va.'s Center for Global Health ("CGH") builds on a 28-year program in Geographic Medicine. The CGH promotes the engagement of faculty and students in the development of multidisciplinary research and service learning projects that address global health issues. The CGH annually sponsors over 50 U.Va. undergraduate, graduate, and professional students in mentored global health research and service projects in Africa, Latin America, Asia, and underserved areas in the United States. In addition, 8-10 international research fellows come to U.Va. each year for training and research. Over 80 fellows have trained at U.Va., with a remarkable 100% returning to their home countries to help build programs that include new trans-university Centers for Global Health in Brazil, the Philippines, Ghana, and South Africa. These continued research alliances with U.Va. faculty result in shared discoveries, patents, grants, and publications (over 200 to date). For more information see http://www.healthsystem.virginia.edu/internet/cgh/AbouttheCenter/aboutthecenter.cfm • The SAVANA (Southern Africa-Virginia Networks and Associations) consortium includes the University of Virginia, University of Eduardo Mondlane in Mozambique, the University of Botswana, and the universities of Venda and the Witwatersrand in South Africa. This consortium provides opportunities for students and faculty from multiple disciplines and schools (Architecture, Nursing, Engineering, the College of Arts and Sciences and others) to participate in research and service collaborations both here and in South Africa. <p>The School of Medicine offers multiple international exchange programs for both academic and clinical purposes. One such long-standing clinical program (almost 30 years) is an exchange program between the Hospital Nacional de Ninos in San Jose, Costa Rica and the Department of Pediatrics at U.Va.</p>
<p>International Office Structure</p>	<ul style="list-style-type: none"> • The title of the senior international education officer is Vice-Provost for International Programs, who reports directly to the Executive Vice President and Provost. • The Vice-Provost for International Programs is 1 FTE position, and is supported directly by the Assistant Vice-Provost for International Programs and the Administrative Assistant to the Vice Provost for International Programs. Each of these positions is .5 FTE. • The International Studies Office (ISO) Director, who reports to the Vice Provost, is 1 FTE position who oversees 17 employees (some full-time, others part-time) working in the following areas: administration; the International Center; international students and scholars; and study abroad. • International student recruitment is dispersed throughout the University, according to admission functions. The Office of Admission, led by the Dean of Admission who reports to the Executive Vice President and Provost, oversees a coordinated recruitment program for undergraduates. Graduate and first professional student recruitment is handled by faculty and staff in the schools. Of the University's 11 schools, 7 enroll undergraduates and 10 enroll graduate or first professional students.
<p>Sources of external funding earmarked specifically for international education</p>	<p>Federal government; State government; Alumni; Foundations; Private donors; Corporations; Multinational organizations</p>
<p>Economic development efforts in foreign countries</p>	<p>Currently, the University has no targeted economic development efforts headquartered in a foreign country; however, the projects referenced below provide economic benefits to developing countries and regions.</p>

<p>Economic development through local programs to help businesses develop skills and tools to compete in global marketplace</p>	<p>The University engages heavily in economic development in service to the Commonwealth and beyond. Our Office of Economic Development assists faculty, students, alumni, and corporate and community partners by supporting innovation and economic growth. U.Va. powers this economic growth by 1) supporting an entrepreneurial culture and a climate for creativity; 2) facilitating industry/community partnerships; and 3) cultivating technologies that provide real-world solutions.</p> <p>The University embraces its part in educating the workforce of the future and leveraging its resources for the benefit of the citizens of Virginia. For example, the University's Southwest Virginia Economic Development Partnership is a partnership between the University and the Virginia Coalfield Economic Development Authority to increase economic development opportunities in Southwest Virginia. Although none of the University's local business development programs are intended to directly address the international sector, given the global reach of U.Va. and our faculty, the effect of such involvement can extend beyond the US.</p> <p><u>Local business development programs run by U.Va. include:</u></p> <ul style="list-style-type: none"> • The University's Darden Graduate School of Business hosts many training sessions for local entrepreneurs, most recently a workshop for the Chamber of Commerce by Professor Ed Hess, author of "So You Want to Start a Business." In addition, the Darden Incubator pairs MBA students with local startups in need of business expertise to grow their companies. • Spinner Technologies, a subsidiary of the U.Va. Patent Foundation, assists faculty entrepreneurs with business plans and connections to local service providers. • The Jefferson Corner Group, a member-managed angel fund led by the U.Va. Patent Foundation, provides initial funding to new ventures in the region. • T100 Alumni Mentoring Program matches U.Va. alumni with startups to provide seed funding, business advice, and access to their extensive networks.
<p>Supplemental</p>	<p>During the spring of 2007, President Casteen launched the Commission on the Future of the University, a group charged with proposing strategic directions for the University for the next decade and beyond. President Casteen and commission co-chairs presented preliminary findings to the Board of Visitors at its February 2008 meeting, and the Board passed a resolution supporting the broad strategies named by the commission.</p> <p>A key component of these strategies is the renewed emphasis on globalization and internationalization. The commission proposes a set of core institutional values and three overarching priorities for the next decade: Student Experience; Science and Technology; and, most relevant for this survey -- Global Education. An excerpt from these Board-approved findings follows:</p> <p style="padding-left: 40px;">To equip students for success in the global economy and to prepare them for public life, the University will become a center for discovery, study, and service on a global scale. We will broaden both curricula and extracurricular programs to feature global themes, and we will create new global courses, majors, and minors. We will label courses that offer global perspectives, enabling students to devise coherent plans of global study. We will consider recognizing graduates who complete international courses of study and study-abroad experiences with special honors at Final Exercises. We will promote language study to the point of advanced proficiency as an essential skill. We will also invite prominent faculty members and students from other nations to the Grounds in greater numbers to bring global influences to bear on intellectual life here. Students and professors will engage in teaching, research, and service programs in global settings, and initiate global partnerships. They will conduct teaching, research, and service programs in underserved areas, and pursue entrepreneurial activities around the world. . . .</p> <p style="padding-left: 40px;">The next step is for the University of Virginia to take its place as one of the world's greatest, that is, one of the most productive, widely recognized, and well-respected universities. To fulfill these aspirations and to further distinguish the University, we will focus our immediate efforts on three key priorities – including a renewed dedication to global education.</p>

University of Virginia at Wise

Mission Statement	Does not reference internationalization/globalization.
Foreign Language requirements	Our general education core requires two semesters of a foreign language.
International/global element in General Education curriculum	Not specifically stated, but one of our general education goals is “[t]o develop an understanding of the interrelationships of global culture.”
Study Abroad requirements	Study abroad is not required.
Percentage of 2008 graduate class who studied abroad	5 %
Percentage of international students	Undergraduate: .51 %
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions’ sites	None.
Curricular, research, or outreach relationships with foreign institutions.	We have five sister institutions: the Universidad de Sevilla, the University of Glamorgan (Wales), the Pädagogische Hochschule Niederösterreich (in Baden, Austria), the Tecnológico de Monterrey – Campus Saltillo, the Universidad de Huelva (Spain) and have one other institution we are signing a new agreement with: University of Istanbul. Only undergraduate programs are involved. Besides exchange of students with these institutions, we have instituted short term exchange of professors and anticipate some collaboration in research efforts among faculty.
International Office Structure	We have an Office of International Studies that handles all these functions with .5 FTE. The Field Director for International Studies, who runs the office reports to the Academic Dean, who also has the title Director for International Studies. The Dean reports to the Provost.
Sources of external funding earmarked specifically for international education	Alumni; Private Donors; Other - For the past 4 years and this year as well, we have been part of a Title VI b grant shared by 4 institutions which has allowed us to provide study abroad three years in Mexico and 2 years (counting 2009) in China.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	We seek to extend study and travel abroad opportunities to as many of our students as possible, in part because we believe such experiences are a part of a liberal arts education, but also because we serve an area which has only emerged from the isolation of the mountains in the last 30 years or so. Our Southwest Virginia students in particular have done very little traveling – even in the United States. Many have never even flown in a plane before, and many will never leave this area. We believe it is incumbent upon us to provide them with exposure to other cultures in the best possible circumstances. As a result, our newly created Office of International Studies has worked hard to make both College developed study abroad opportunities and those from external agencies available to our student. We now have 311 different destinations from which our students can select. Additionally, one of our current capital campaign goals is \$1,000,000 in study abroad/internship abroad scholarships, as 80% of our students require financial assistance just to be able to attend college.

Virginia Community College System

Mission Statement	Does not reference internationalization/globalization.
Foreign Language requirements	No community college has a foreign language requirement.
International/global element in General Education curriculum	Not specifically stated, but several community colleges are trying to integrate material with an international focus into the curriculum. Several offer an international specialization within a liberal arts or business program of study, which have required courses with international focus.
Study Abroad requirements	No community college has a study abroad requirement.
Percentage of 2008 graduate class who studied abroad	Unknown
Percentage of international students	Undergraduate: 1.36% (although this includes program placed students only)
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	NOVA engages in a collaboration with Brazilian technical colleges. Paul D. Camp has a partnership with Manchester University for faculty and student exchanges.
International Office Structure	<ul style="list-style-type: none"> • NOVA has Associate Vice President for Global Studies and Programs. • At SWCC, a faculty member acts as a Global Education Coordinator. • At Tidewater CC, there is an Office of International Student Services with a full-time International Student Advisor, and a Coordinator of International Programs.
Sources of external funding earmarked specifically for international education	<ul style="list-style-type: none"> • Foundations (gift to Dabney S. Lancaster for Mr. and Mrs. W.B. Hammond, Sr. Faculty International Development Grant.) • Endowment at Danville CC (Barksdale-Rorrer Study Abroad Endowed Scholarship). • Federal grant from the National Endowment for the Humanities at NOVA's Loudon campus to conduct a 2008 Summer Institute entitled "Past and Present in the Study of India's History and Culture", conducted partly in India. • NOVA also receives federal funding from the U.S. Agency for International Development for collaboration with Brazilian federal technical colleges. • Tidewater CC received a Business and International Education (Title VI-B) grant for programs in Brazil and China, curriculum development and globalization studies.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	Dabney S. Lancaster offers non-credit conversational Spanish courses to area residents. Piedmont Virginia Community College has collaborated with the South African Wine Investment Trust for an internship in which South African students come to Charlottesville for learning opportunities in Virginia wineries.
Supplemental	<p><u>The VaCIE-VCCS International Exchange program</u> is a faculty exchange between the Virginia community colleges and the further education systems of the United Kingdom and the Netherlands, and also with Jadavpur University in Kolkata, India, and Sunyani Polytechnic in Sunyani, Ghana. The purpose of the exchange is to learn new educational techniques, to study the approaches taken by different educational systems, and to learn something of the history and culture of another nation. This broadens one's intellectual perspective and better prepares faculty for an increasingly multicultural and international classroom. The need for multicultural sensitivity and a global perspective is all too apparent here in the United States. The Latino population has reached the size of the African-American population and certain Virginia jurisdictions, such as Arlington and Norfolk, have students from more than 50 nations. It is equally relevant in Western Europe, as London and Amsterdam have become a world-wide melting pots. With the addition of Jadavpur University and Sunyani Polytechnic as partners, the opportunity for a greatly enhanced global awareness becomes possible.</p> <p>The structure of the exchange is that every Virginia delegate is matched with a Dutch, British, Indian, or</p>

Ghanaian faculty member, preferably from the same discipline. The European, Indian, and Ghanaian delegates come to the United States for a two-week visit in October. Virginia delegates make their return visit to India in February and to Europe and Ghana in May after commencement. Participants observe classes, interview administrators, visit libraries, and pursue other academic activities in line with their interests. Each delegate, as part of the application process, creates a proposal regarding what is to be accomplished. The exchange uses the home visit concept in which each delegate stays in the home of his or her partner. This often fosters a rich introduction to the everyday life and social customs of the host country; it also offers enough "down time" to allow numerous opportunities to discuss educational techniques, aspects of culture, or national trends in higher education in depth. The home visit approach keeps the exchange inexpensive for the sponsoring colleges. However, it does require delegates to be flexible, tolerant, and adaptable. Often, it results in lifelong friendships. The Indian and Ghanaian exchanges vary slightly; Indian and Ghanaian delegates will stay in the home of their Virginia partners, but Virginia delegates will be housed at the Jadavpur University or Sunyani Polytechnic Guest Houses when they travel to Kolkata in February or Ghana in May. While the exchange has academic purposes, during evenings and weekends delegates have a chance to explore the cultural offerings of the country they're visiting.

International Programs of Individual VCCS Institutions

- Blue Ridge Community College – Engaged an International Education Task Force in 2007-2008 to develop goals and strategies for international education.
- Germanna Community College – Mission Statement of The Committee for International Education and Cross-Cultural Awareness:
 The Committee for International Education and Cross-Cultural Awareness enhances Germanna Community College's firm commitment to global education by initiating and supporting the offering of a wide range of international study, research, service, and leadership opportunities to its students, faculty, staff and members of the local community. The Committee for International Education and Cross-Cultural Awareness supports the development of programs that enable students, and professionals to acquire knowledge and sharpen skills necessary to succeed in the culturally diverse global society of the 21st century. The Committee for International Education and Cross-Cultural Awareness, in cooperation with academic units, supports and develops a variety of international programs including short-term programs and year-long exchanges.
- John Tyler Community College – is introducing an International Studies Specialization as part of its Arts & Sciences Degree program for 2009-2010).

Virginia Commonwealth University

Mission Statement	<p>The University provides a fertile and stimulating environment for achieving excellence in learning, teaching, scholarship, research, clinical practice, creative expression and in public service. Essential to the life of the University is a faculty actively engaged in scholarship and creative exploration — activities that increase knowledge and understanding of the world and inspire and enrich teaching.</p> <p>The University is dedicated to excellence in instruction in an atmosphere of free inquiry and scholarship so that its students may realize their full potential as informed, productive citizens with a lifelong commitment to learning and service.</p> <p>The University serves the local, state, national and international communities with excellence through its scholarly activities, its diverse educational programs and its public service activities. The University also contributes its intellectual and creative expertise in the development of innovative approaches to meet the changing needs of our society. (<u>VCU2020 Vision for Excellence</u>, February 2006)</p>
Foreign Language requirements	The College of Humanities and Sciences requires students to complete a foreign language through the 102 level or equivalent through credit, placement testing or other demonstrated proficiency.
International/global element in General Education curriculum	The College of Humanities and Sciences requires students to complete a course on “diverse and global communities”, which are courses designed to provide students with an understanding of communities, cultures and identities other than their own, and with the ability to apply methods of inquiry from various academic disciplines to the understanding of diverse cultures and societies and the interactions among them. Examples of these courses include INTL 101 Human Societies and Globalization, MASC/INTL 151 Global Communications, POLI/INTL 105 International Relations, and RELS 108 Human Spirituality.
Study Abroad requirements	Study abroad is not required across all majors. The School of World Studies in the College of Humanities and Sciences requires that its majors fulfill an experiential learning requirement that can be met through study abroad, internships or service-learning courses.
Percentage of 2008 graduate class who studied abroad	4 %
Percentage of international students	Undergraduate: 5.3 %; Graduate: 7.6%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	VCU in Qatar (degree-granting site)
Curricular, research, or outreach relationships with foreign institutions.	<p>VCU maintains a network of partnerships with 15 universities around the world. These partnerships support student and faculty mobility, shared and articulated curriculum, collaborative research and professional development.</p> <p><u>The VCU International Partner Universities are:</u></p> <ul style="list-style-type: none"> • Beijing Foreign Studies University – Beijing, China • Curtin University of Technology – Perth, Australia • Fudan University – Shanghai, China • Hadassah University Medical Center and Hebrew University - Jerusalem, Israel • Indian Institute of Technology – Kharagpur, India • Moscow State University - Moscow, Russia • Oxford University, Harris-Manchester College – Oxford, UK • Post-Graduate Institute of Medical Education and Research – Chandigarh, India • St. Petersburg State University – St. Petersburg, Russia • University of Córdoba – Córdoba, Spain • University of Guadalajara – Guadalajara, Mexico • University of KwaZulu-Natal – Durban, South Africa • University of Messina – Messina, Italy • University of São Paulo – São Paulo, Brazil • University of the West of England – Bristol, UK <p>Examples of curriculum articulation include a dual master's degree in mass communications with a concentration in strategic public relations with Fudan University.</p>

International Office Structure	<ul style="list-style-type: none"> • The Vice-Provost for International Affairs reports directly to the Provost and Vice President for Academic Affairs. (The Executive Director of the Office of International Education reports to the Vice Provost for International Affairs. • The Office of International Education oversees internationalization activities and programs as well as international student recruitment • Forty-two staff members support the Office of International Education, including 25 full time staff in the English Language Program.
Sources of external funding earmarked specifically for international education	Federal Government; State Government; Private Donors; Foundations
Economic development efforts in foreign countries	Faculty in diverse programs serve as consultants for development agencies.
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	The Office for Language and Cultural Competence in the School of World Studies in the College of Humanities and Sciences provides training in language (principally Spanish), cultural competence and intercultural communication for local businesses as well as government agencies.
Supplemental	VCU's International University Partnership Initiative places it on the cutting edge of a growing trend in higher education, described in a recent article in the Chronicle of Higher Education. (http://chronicle.com/weekly/v55/i25/25a00102.htm). In 2006, the VCU Board of Visitors approved significant permanent funding to support faculty and student involvement in Partnership activities.

Virginia Military Institute

Mission Statement	<p>The Virginia Military Institute believes that the measure of a college lies in the quality and performance of its graduates and their contributions to society. Therefore, it is the mission of the Virginia Military Institute to produce educated, honorable men and women, prepared for the varied work of civil life, imbued with love of learning, confident in the functions and attitudes of leadership, possessing a high sense of public service, advocates of the American Democracy and free enterprise system, and ready as citizen-soldiers to defend their country in time of national peril. To accomplish this result, the Virginia Military Institute shall provide to qualified young men and women undergraduate education of highest quality -- embracing engineering, science, and the arts -- conducted in, and facilitated by, the unique VMI system of military discipline.</p> <p>VMI's Academic Program offers a rigorous curriculum that produces educated and internationally engaged citizens of character. It includes a broad four-year core curriculum and fourteen nationally recognized majors in engineering, science, liberal arts, and social sciences. In addition, the curriculum offers exceptional opportunities for undergraduate research, foreign study, internships, and participation in activities sponsored by the Institute Writing Program. The Institute Honors Program presents special challenges and rewards for VMI's most academically outstanding cadets.</p>
Foreign Language requirements	All VMI cadets except science and engineering (BS) majors have either a two or three-year foreign language requirement.
International/global element in General Education curriculum	VMI's Core Curriculum includes a six-hour Civilizations and Cultures elective requirement.
Study Abroad requirements	There is no requirement for all cadets to participate in international study, research or an internship but all cadets are highly encouraged to do so. The International Studies Department policy states that their majors are "highly encouraged to participate in a study abroad or internship experience". The Modern Languages and Cultures Department policy states that "majors must either study abroad or participate in a foreign intern program in a country where their primary foreign language is a principal tongue".
Percentage of 2008 graduate class who studied abroad	36 %
Percentage of international students	<u>Undergraduate</u> : 2.1% if we include only F-1 and J-1 visa cadets. If we include F-1, J-1, and permanent residents (green card holders) the percentage increases to 3.5%; <u>Graduate</u> : None (VMI only undergrad)
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	VMI manages a summer study abroad program that is hosted at the Hungarian Defense Academy in Budapest. This is the only program and is not degree granting.
Curricular, research, or outreach relationships with foreign institutions.	<ul style="list-style-type: none"> • The Ecole Polytechnique; Paris, France; undergraduate Humanities • Saint-Cyr (The French Military Academy); Coetquidan, France; undergraduate Humanities • The Bundeswehr University; Hamburg, Germany; undergraduate Humanities • The Hungarian Defense Academy; Budapest, Hungary; undergraduate Humanities • The Military Academy of Lithuania; Vilnius, Lithuania; undergraduate Humanities and some Sciences • The Republic of China Military Academy; Kaohsiung, Taiwan; undergraduate in all disciplines • The Chung Cheng Institute of Technology; Taipei, Taiwan; undergraduate in Sciences and Engineering <p>Note: VMI is currently in the process of establishing an exchange program with the University of Salford in England. This exchange is scheduled to being in AY 2009-2010. It will be an undergraduate exchange focused primarily on the disciplines of History, Political Science and International Studies.</p>
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Programs, who reports to the Dean of Academics. • A single office, The Office of International Programs oversees all of these activities/programs/functions. The office has one full time employee and one part-time employee. • Other offices provide support. For instance, the Admissions Office is primarily responsible for recruitment of all cadets and one officer from that office focuses on international recruitment.
Sources of external funding earmarked specifically for international education	Federal government (Dept. of Defense and Dept. of State grants); Alumni (Study Abroad Scholarship Endowments); Private donors (Study Abroad Scholarship Endowments); Foundations (The George and Carol Olmsted Foundation Grant)
Economic development efforts	None

in foreign countries	
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None.
Supplemental	<p><u>"Vision 2039" is VMI's master plan for improving academic, military and athletic programs:</u> Vision 2039 promotes opportunities to broaden the perspectives of cadets...The Institute's global engagement through its international programs is directed to regions and cultures that are most important to the future of our country. Our focus on interdisciplinary problems with immediate real-world application further develops critical and creative thinking skills.</p>

Virginia State University

Mission Statement	VSU's mission statement makes two references to international education in the context of global competitiveness: The mission statement speaks of equipping students with what they need to assume "productive roles in a challenging and ever-changing global society." One of the Principles speaks again of preparing students "to enter the work force of the twenty-first century, pursue advanced study, assume leadership roles, and be competitive in a global society".
Foreign Language requirements	Not every major has a foreign language requirement. For those without the requirement, the Global Studies requirement can be satisfied with any foreign language course.
International/global element in General Education curriculum	VSU has a Global Studies requirement (3 semester hours) in its General Education Program. This requirement can be satisfied by students taking a foreign language, a course on international affairs (ex. POLI 207: International Relations), or a non-Western humanities or social science course.
Study Abroad requirements	VSU does not require participation in an education abroad program.
Percentage of 2008 graduate class who studied abroad	< 1 %
Percentage of international students	<u>Undergraduate</u> : < 1%; <u>Graduate</u> : < 1%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	<p><u>Agreements (MOU/MOA) with foreign institutions of higher education (no actual programs developed at this time):</u></p> <ul style="list-style-type: none"> • Egypt: Ains Shams University (Cairo) – Unspecified; Bahir Dar University (Bahir, Dar) – Agriculture, Education; Cairo University (Cairo, Egypt) – Unspecified; Delta University (Cairo, Egypt) – Unspecified; Helwan University (Cairo, Egypt) – Unspecified; MISR University for Science and Technology (Cairo). • China: Beijing Sport University (Beijing) – Sports Management Program (UG/G). • Hong Kong: City University of Hong Kong – Humanities. • Kenya: Kenyatta University (Nairobi) – pending/unspecified • Ghana: University of Cape Coast – pending/unspecified • Nigeria: University of Lagos – Unspecified • South Africa: University of Limpopo- Sociology. • Jamaica: University of Technology (Kingston) – Hospitality Management, Physical Education/Sports Management, and Liberal Arts/Education.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director, Office for International Education, who reports to the Vice President for Academic Affairs. • Admissions Office – One staff person handles international admissions along with other responsibilities. • Academic Support Center – International Student Advisor (International student advising done by one Staff person with other responsibilities) • Dr. George H. Bennett Office for International Education – An office that provides coordination and oversight for internationalization activities and programs, including international visiting faculty services. (One faculty member with 75% release time from the classroom)
Sources of external funding earmarked specifically for international education	Federal government; Private donors
Economic development efforts in foreign countries	<p>VSU serves as the lead institution, partnering with Virginia Tech and scientists from nine countries on a research project aimed at abating the spread of parthenium, an invasive plant in Africa. The project is supported by the Integrated Pest Management Collaborative Research Support Program (IPM CRSP) and is managed by Virginia Tech with support from USAID.</p> <p>The USAID funded Farmer-to-Farmer program fields U.S. volunteers who travel to Ethiopia to work with producers, individual farmers, cooperatives, and financial institutions. The volunteers transfer appropriate technologies that improve productivity and enhance the value of agricultural products while assisting farmers to</p>

	link with markets. The goal is to assist Ethiopian farmers, trader, and processors to increase agricultural exports.
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None.
Supplemental	<p>VSU's strategic plan, 2020 Vision Plan: In Focus, calls for an increase in international programming and activities and 7 action items specific to international education, including an undergraduate major in international studies.</p> <p><u>Learning Outcomes:</u> VSU recently revisited and revised its General Education Program. Its learning outcomes are consistent with the commitment to global education as referenced in VSU's Mission and Principles. One outcome states that "students will demonstrate an understanding and appreciation of global cultural literacy within a trans-cultural context and, preferable, a second language" (no. 2).</p> <p><u>School of Agriculture: International Collaborations:</u></p> <ul style="list-style-type: none"> • Assisted Egerton University in Kenya to initially become a four-year degree granting institution; • Provided technical assistance in the drafting of a long-range plan for research at the University of Ouagadougou in Burkina Faso; and • Participated in diversification projects in the Gambia.

Virginia Tech

Mission Statement	<p>The university's mission statement does not specifically identify global or international education, but it is inferred through reference to the "world community" in the following "Statement of Mission and Purpose":</p> <p style="text-align: center;">Virginia Polytechnic Institute and State University is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.</p>
Foreign Language requirements	No general foreign language graduation requirement; determined by program.
International/global element in General Education curriculum	No global/international element in the General Education curriculum.
Study Abroad requirements	No study abroad requirement.
Percentage of 2008 graduate class who studied abroad	15 %
Percentage of international students	<u>Undergraduate</u> : 1.8%; <u>Graduate</u> : 24.6%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	<p><u>3 Sites</u>:</p> <ul style="list-style-type: none"> • Europe: (Center for European Studies and Architecture, Riva San Vitale, Switzerland) • Caribbean: (Caribbean Center for Education and Research, Punta Cana, Dominican Republic) • Africa: (VT-Middle East and North Africa (MENA) Program, Alexandria, Egypt). This site is degree-granting: M.S. and Ph.D. in Electrical (Communication) Eng, Computer Eng, and Computer Science.
Curricular, research, or outreach relationships with foreign institutions.	Virginia Tech maintains active Memoranda of Understanding with over 170 foreign institutions in 65 countries. Details are available online at http://www.oired.vt.edu/mous.htm .
International Office Structure	<ul style="list-style-type: none"> • The Vice President for Outreach and International Affairs reports to the Senior Vice President and Provost. The Associate Vice President for International Affairs/Director of OIRED reports to the Vice President for Outreach and International Affairs. • The Office of the Vice President for Outreach and International Affairs takes the lead in carrying out the university's internationalization efforts. Activities include: exploring new ways the university can leverage its resources to create a more effective international agenda; managing U.S. government-funded projects around the world that aim to improve food security and natural resources management; tracking Virginia Tech's international agreements with institutions abroad; providing assistance with visas for visitors to the university from overseas; overseeing the university's centers abroad; and spearheading implementation of the university's International Strategic Plan. • The Office of International Research, Education and Development (OIRED) oversees the education abroad program at Virginia Tech and manages a grant portfolio of over \$46 million in 44 countries. The office also manages the Graduate Certificate in International Research, the Fulbright Program for Faculty, and the Peace Corps on-campus recruitment program. • Virginia Tech does not actively recruit international undergraduate students. Individual departments, in partnership with the Graduate School, oversee recruitment of international graduate students.
Sources of external funding earmarked specifically for international education	Federal government; Alumni; Private donors; Corporations; Multinational organizations
Economic development efforts in foreign countries	<p>The university has several collaborations with both domestic and international interests that would contribute to economic development. Two significant projects funded by the United States Agency for International Development (USAID) advance the research and implementation of new technologies in agribusiness enterprises.</p> <p>The university's Language and Culture Institute provides educational programs focused on understanding the culture and language of an international business site. Additionally, several continuing and professional education programs integrate internationalization into the program curriculum.</p>

Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	See above.
Supplemental	<p>"International Education and Research" is identified as a key strategy in the university's current strategic plan:</p> <p><u>Major recommendations of the International Strategic Plan:</u></p> <ol style="list-style-type: none"> 1. Identify obstacles that are working against broader faculty participation in internationalization in teaching, research, obtaining grants, and outreach; 2. Create a cluster hire of international professorships that cuts across colleges; 3. Build Virginia Tech's foreign language /cultural programs to be comparable to those of our peer universities, and link these programs to other departments; 4. Identify an "international liaison individual" within each department who will serve as a liaison for international matters; 5. Invest in international university partnerships important to the university and to individual colleges.

II. Inventory of Responses from Private Institutions:

Appalachian School of Law

Mission Statement	Mission statement does not reference international education.
Foreign Language requirements	No requirement.
International/global element in General Education curriculum	No requirement.
Study Abroad requirements	No requirement.
Percentage of 2008 graduate class who studied abroad	Unknown (occasionally a few students will attend the summer courses offered abroad by other ABA law schools.)
Percentage of international students	Undergraduate: N/A Graduate: Unknown
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None
Curricular, research, or outreach relationships with foreign institutions.	No agreements.
International Office Structure	No international office.
Sources of external funding earmarked specifically for international education	None
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None

Averett University

Mission Statement	Does not reference internationalization/globalization
Foreign Language requirements	None.
International/global element in General Education curriculum	None.
Study Abroad requirements	None.
Percentage of 2008 graduate class who studied abroad	2-3%
Percentage of international students	Undergraduate: 4%; Graduate: < 1%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	Current agreement with Trinity College, Carmathen, Wales to develop exchange programs with faculty as well as students.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Associate Dean of Arts and Sciences, who reports to the Dean of Arts and Sciences. • The Admissions, Registrar's Office, Dean of Students Office, Associate Dean all are full-time positions but only a percentage of time is used for Internationalization activities.
Sources of external funding earmarked specifically for international education	No specific external funding
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	Averett just started an international program this year and our president is moving the project forward with the help of a faculty committee and the associate dean.

Bluefield College

Mission Statement	Yes. "Our Mission: Bluefield College is a Christ-centered liberal arts college in covenant with the Baptist General Association of Virginia. We offer a challenging academic experience within a diverse Christian environment. Our academic and co-curricular programs transform students' lives by integrating liberal arts with career-oriented studies and service to God and the global community. We are committed to graduating students who think critically, communicate effectively, and adapt readily to a changing world".
Foreign Language requirements	For a B.A. degree: four (4) semesters beyond a foundational two (2) years of the same language.
International/global element in General Education curriculum	None.
Study Abroad requirements	None.
Percentage of 2008 graduate class who studied abroad	5%
Percentage of international students	Undergraduate: 1%; Graduate: N/A
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	None.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Programs, who reports to the Academic VP. • The Director of International Programs - One full-time position.
Sources of external funding earmarked specifically for international education	Foundations
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None

Bridgewater College

Mission Statement	Does not reference internationalization/globalization
Foreign Language requirements	Yes, for the BA.
International/global element in General Education curriculum	Yes.
Study Abroad requirements	No, but it is strongly recommended for Foreign Language and International Studies majors.
Percentage of 2008 graduate class who studied abroad	5%
Percentage of international students	Undergraduate: 1%; Graduate: N/A
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	No. We channel all of our study abroad students through BCA (Brethren Colleges Abroad). BCA establishes the relationships with the foreign institutions and we work through them.
International Office Structure	<ul style="list-style-type: none"> • The VP for Academic Affairs oversees all BC students seeking to study abroad. • International student recruitment is handled by Admissions (for admissions) and Student Affairs (for retention).
Sources of external funding earmarked specifically for international education	Private donors; Foundations
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None

Edward Via Virginia College of Osteopathic Medicine (VCOM)

Mission Statement	The Mission of the Edward Via Virginia College of Osteopathic Medicine is to provide medical education and research that prepares globally minded, community-focused physicians and to improve the health of those most in need.
Foreign Language requirements	No requirements. However, Medical Spanish and Spanish 2 are electives.
International/global element in General Education curriculum	Cultural competence is included in our curriculum and integrated in each medical system taught.
Study Abroad requirements	None. We offer study abroad in the VCOM operated medical clinics in Honduras, El Salvador, and the Dominican Republic. These are sustainable, year-round projects.
Percentage of 2008 graduate class who studied abroad	Approximately 30%
Percentage of international students	Undergraduate: N/A; Graduate: < 1%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	<ul style="list-style-type: none"> • <u>El Salvador</u>: VCOM manages a mobile medical clinic in partnership with four orphanages; has an affiliation with the Evangelical University School of Medicine; and has approval from the Ministry of Health. • <u>Honduras</u>: VCOM manages a stationary clinic on the grounds of Baxter Institute, which is affiliated with the National Medical School in Tegucigalpa; and has approval from the Ministry of Public Health. • <u>Dominican Republic</u>: VCOM manages a medical clinic in Verón in partnership with Punta Cana Foundation and the governmental SESPAS clinic; this clinic has been approved by the Minister of Health. <p>None of these sites are degree-granting.</p>
Curricular, research, or outreach relationships with foreign institutions.	<ul style="list-style-type: none"> • Evangelical University in San Salvador, El Salvador; • National Medical School in Tegucigalpa, Honduras; and • Intec University in the Dominican Republic
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Assistant Vice President for International and Appalachian Outreach, who reports to the Dean and Executive Vice President. • International and Appalachian Outreach has 3 FTE staff and many additional VCOM faculty participate in the outreach/mission trips.
Sources of external funding earmarked specifically for international education	Alumni, Private donors, Foundations, Multinational Organizations.
Economic development efforts in foreign countries	Some economic development efforts are conducted through health education and joint projects with the medical schools. These projects, however, are more engaged in medical outreach and medical education.
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	See above.
Supplemental	The purpose of VCOM's program is to provide medical care access to underserved populations, engage our students in an effort to bring equal access to health care to all populations who are in the poverty/poor health cycle whether in Appalachia or developing/poor countries, and finally to create knowledge and appreciation of the United States public health system.

Ferrum College

Mission Statement	Ferrum College is a liberal arts institution founded on Christian principles and related to the United Methodist Church. It is our mission to educate students in the disciplines of higher learning and to help them be thoughtful and perceptive, to be articulate and professionally capable, and to be caring and concerned citizens of their community, nation, and world. We therefore commit ourselves to developing the whole student, both in openness to a wide range of intellectual discovery, and in the physical, spiritual, and social aspects of life.
Foreign Language requirements	None, but certain majors have language requirements, including English, International Studies, Philosophy
International/global element in General Education curriculum	None.
Study Abroad requirements	There is currently no study abroad requirement, although this is highly recommended to our students. We have taken steps to provide our students with short term study abroad opportunities offered by Ferrum Faculty during our "E"-Term courses. (These are 'Experiential Learning' Courses and are offered each May.)
Percentage of 2008 graduate class who studied abroad	8.4%
Percentage of international students	Undergraduate: 1.18%; Graduate: N/A
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	<ul style="list-style-type: none"> • Business Education Initiative (BEI), sponsored by the British Council, sends one student each year to the Ferrum College Campus for Business study. Opportunities for study abroad in Northern Ireland on the part of Ferrum students are available. • Sejong University in Seoul, Korea, sends two students each semester for study at Ferrum, and provides Ferrum students opportunity for study in Korea. • Pskov Pedagogical University, Pskov, Russia has brought to date 23 Russian students to Ferrum for study, and has provided numerous opportunities for Ferrum College students of Russian to study, travel or engage in internships opportunities in Pskov.
International Office Structure	<ul style="list-style-type: none"> • The chief international education officer is the Director of International Programs, who reports to the Vice President and Provost. • The Office of Admissions handles recruitment, enrollment. • The Office of International Programs handles activities, programs, etc. The two offices work closely together. • The Director of Admissions plus two staff members work on matters related to international students. • The Director of International Programs handles both study abroad and international student matters.
Sources of external funding earmarked specifically for international education	Foundations
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	<ul style="list-style-type: none"> • Ferrum College was selected to participate in the Summer 2008 NELL (Network for Effective Language Program) at Pacific Lutheran University and is actively pursuing ways to enhance our foreign language offerings. • Ferrum College was selected to participate in the STEIGEL Program (Strategies to Integrate Global Learning), funded by the Mellon Foundation and held in Salzburg, Austria, January 2007 and January 2008 and is actively considering further steps to further enhance a global focus on our campus.

Hampden-Sydney College

Mission Statement	Yes. "Since 1776, the mission of Hampden-Sydney College has been to form good men and good citizens in an atmosphere of sound learning. The College aims to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life."
Foreign Language requirements	Within the core distribution requirements, the "Language and Literature" requirement contains the following: "Foreign Language: the 201-202 sequence of a classical or modern language, or any 300-level course in a classical or modern language."
International/global element in General Education curriculum	Within the core distribution requirements, the "International Studies" requirement states the following: "An approved study-abroad experience (either during the academic year, in May Term, or in summer school), or one course from among History 205, 206, 207, 208, 209, 210; Economics 210; English 228; Fine Arts 210; Government and Foreign Affairs 224, 225, 226, 227, 228, 322; Religion 103, 202, 203, 204." (Each of the listed courses has an international focus, such as a survey of the history of the Middle East or of Latin America, or World Religions, or the Government and Politics of Asia.)
Study Abroad requirements	There is no separate requirement that students study abroad or participate in international internships beyond what is listed above, though students who major in one of the Modern Languages must have six credit hours at the 300- or 400-level at an approved host institution in a foreign country in which the target language is spoken and includes a home-stay.
Percentage of 2008 graduate class who studied abroad	32%
Percentage of international students	Undergraduate: 2.1%; Graduate: N/A
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	We are participants in the Virginia Program at Oxford (England) with a consortium of other private colleges in Virginia, and in the British Education Initiative's Irish-American Scholar Program with five universities in Northern Ireland.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Studies, who reports to the Dean of the Faculty. • <u>Office of International Studies</u> (oversight of study abroad programs, international study, and primary designated school official under SEVIS for international students; 1.5 FTE. • <u>Admissions Office</u> (recruitment of international students); 11 FTE.
Sources of external funding earmarked specifically for international education	Alumni; Private donors; Foundations
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	Hampden-Sydney College's Quality Enhancement Plan (as mandated by the Southern Association of Colleges and Schools, Commission on Colleges), "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. This program is in its second year of implementation.

Hollins University

Mission Statement	<p>Yes. Hollins is an independent liberal arts university dedicated to academic excellence and humane values. Hollins University offers undergraduate liberal arts education for women, selected graduate programs for men and women, and community outreach initiatives. The Hollins curriculum and cocurricular programs prepare students for lives of active learning, fulfilling work, personal growth, achievement, and service to society.</p> <p>The Hollins community sustains talented students engaged in challenging study, and productive scholars and artists devoted to teaching and to the advancement of knowledge. Experiential learning, study abroad, and internships enhance the academic program. The hallmarks of a Hollins education are creativity and effective self-expression, problem solving and critical thinking skills, and independent inquiry and the free exchange of ideas.</p> <p>Hollins nurtures civility, integrity, and concern for others, encourages and values diversity and social justice, and affirms the equal worth of women and men. Our university motto, <i>Levavi Oculos</i>, calls us to leadership and service in accord with the Hollins values and traditions. (emphasis added)</p>
Foreign Language requirements	Students are required to achieve an intermediate proficiency in a second ancient or modern language. They may go through the intermediate level or beyond in a language they began in high school or begin another one.
International/global element in General Education curriculum	Students must take the equivalent of a four-credit course designated as fulfilling the global system component of the general education requirements. This requirement “seeks to foster an understanding of the interconnectedness among diverse, contemporary world cultures.”
Study Abroad requirements	No requirement, however certain departments require a term spent abroad or the equivalent as a major requirement. The French department requires “that all French majors spend at least a semester, and preferably one year, in Paris on the Hollins Abroad program. Under extenuating circumstances, students can appeal this requirement to the Academic Policy Committee.” The International Studies major requires “a Short Term, full semester or approved summer academic experience abroad.”
Percentage of 2008 graduate class who studied abroad	42% (and at least 12% had more than one abroad experience).
Percentage of international students	Undergraduate: 4%; Graduate: 5%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	Yes, two programs in other countries: Hollins Abroad Paris and Hollins Abroad London.
Curricular, research, or outreach relationships with foreign institutions.	Yes, direct exchange agreements at the student level with Kansai Gaidai University in Osaka, Japan and the Padagogische Hochschule Ludwigsburg (Ludwigsburg University of Education) in Ludwigsburg, Germany. The agreement with Kansai Gaidai University allows their students to complete their Bachelor's degree (two-final years) at Hollins University.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Programs, who reports to the Vice President for Academic Affairs. • The Admissions Office (13 FTEs with 1-2 FTEs directly handling international admissions) handles international student recruitment. • The Director of International Programs (1.75 FTEs) handles the immigration aspects for international students as well as all study abroad. • The Associate Dean for Cultural and Community Engagement (1 FTE with part-time staff and student support) handling the on-campus programming and counseling/advising for international students.
Sources of external funding earmarked specifically for international education	Alumni; Private donors; Foundations
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	“Global and Intercultural Understanding” is one of the four hallmarks of a Hollins academic experience per the Strategic Plan for 2006-2011.

Jefferson College of Health Sciences

Mission Statement	Yes, articulates a belief that education promotes “participation in the local and global community”.
Foreign Language requirements	None.
International/global element in General Education curriculum	None.
Study Abroad requirements	None.
Percentage of 2008 graduate class who studied abroad	
Percentage of international students	Undergraduate: < 1%; Graduate: 1%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	None.
International Office Structure	N/A
Sources of external funding earmarked specifically for international education	None.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	JCHS offers a well-attended undergraduate elective course in Global Health Issues each semester. Also, there is an active student group, Hands of Healing, which participates in medical missions abroad. For example, a group of students and faculty participated in a medical mission to Honduras last semester.

Lynchburg College

Mission Statement	Yes, the College mission references the context of a global society as follows: “... The mission of Lynchburg College is to develop students to have strong character and balanced perspectives, to prepare them for intelligent and wholehearted participation in a global society and for effective leadership in the civic, professional, spiritual, and social dimensions of life. ...”
Foreign Language requirements	As a part of the General Education requirements for the bachelor’s degree, students complete a minimum of one three credit foreign language course at the 200 level.
International/global element in General Education curriculum	None.
Study Abroad requirements	None.
Percentage of 2008 graduate class who studied abroad	16%
Percentage of international students	Undergraduate: 1%; Graduate: 4%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions’ sites	None.
Curricular, research, or outreach relationships with foreign institutions.	We have exchange programs with the following institutions: Fachhochschule Vorarlberg University of Applied Sciences, Dornbirn, Austria (business students) Laval University in Quebec City, Canada (French language students) Hannam University in Daejeon, South Korea
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Assistant Dean for International Programs, who reports to the Vice President and Dean of Academic Affairs. • International Programs has 1.75 FTE.
Sources of external funding earmarked specifically for international education	Alumni, Foundations, Multinational Organizations
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	The Lynchburg College Strategic Plan includes an objective under the goal for an Integrated and Purposeful Curriculum, “create comprehensive global opportunities for LC students, with a target of 100% graduates having participated in international travel and study or multiple courses with international content”

Mary Baldwin College

Mission Statement	Yes, references global citizenship.
Foreign Language requirements	The six-hour International Education requirement of the General Education curriculum can be satisfied by completing at least six semester hours in the study of a single modern foreign language. Students enrolled in the Virginia Women's Institute for Leadership are required to complete additional foreign language study. Majors and minors requiring foreign language courses are International Relations (major only), Asian Studies, French and Spanish.
International/global element in General Education curriculum	The General Education curriculum includes a six-credit hour International Education requirement, which can be satisfied by taking at least six credit hours of a single modern foreign language, courses taught overseas, or courses taught on campus (in English) in two different disciplines that have been identified as "international" in the course offerings listing.
Study Abroad requirements	No requirement, however, selected majors require participation in programs abroad: Asian Studies, Spanish, and French. The major in Global Business requires an internship with an international organization, either in the United States or abroad.
Percentage of 2008 graduate class who studied abroad	29.8%
Percentage of international students	Undergraduate: 2%; Graduate: 1%; Adult degree candidates: .3%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	Mary Baldwin College has student exchange partnerships with the following institutions: Doshisha Women's College for Liberal Arts (Japan), Tokyo Jogakkan (Japan), Kansai Gaidai (Japan) Sungshin Women's University (Korea), Lady Doak College (India). Mary Baldwin is a host campus for the Business Education Initiative program of the British Council, which places students from Northern Ireland at U.S. colleges and universities for one year of study, and in 2009-10 MBC students will study in Northern Ireland through this program. Mary Baldwin College is a member of the Virginia-at-Oxford consortium and is a partner institution to the University of Virginia's program at Catolica University in Lima, Peru.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Programs, who reports to the Dean of the College/Vice President for Academic Affairs. • Director of International Programs (1 FTE) • Office of Admissions (less than .5 FTE) • In addition, one or two faculty members participate in international student recruiting trips each year.
Sources of external funding earmarked specifically for international education	Alumni; Private donors; Foundations
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	<ul style="list-style-type: none"> • Mary Baldwin College has actively participated in the Fulbright program for the past five years. Three faculty members have received Fulbright awards for research or teaching in China and Korea. The college has hosted visiting Fulbright scholars from India and Egypt and will host another from Morocco or Tunisia in 2009-2010. For three consecutive years, Mary Baldwin has hosted a Fulbright Language Teaching Assistant for Arabic language, who have come from Jordan, Lebanon, and Oman. • In October 2007, Mary Baldwin College opened the Spencer Center for Civic and Global Engagement, an independent center in the heart of campus to promote and coordinate activities

related to international education and service (local, national, or international).

- Mary Baldwin's international Artists-in-Residence program is a unique opportunity for students on campus to collaborate directly with a world-renowned artist (a percussionist from India and a muralist from Argentina) to produce either a performance or public artwork during an intensive, one to three week period.
- Mary Baldwin offers at least 13 study abroad scholarships per year.
- Ten percent of Mary Baldwin's faculty are originally from countries other than the United States.

Marymount University

Mission Statement	Mission statement does not reference international education.
Foreign Language requirements	No foreign language requirement.
International/global element in General Education curriculum	Students fulfill a global perspective component of the university requirement. This means that students must choose a designated course, study abroad experience or foreign language course to fulfill the requirement.
Study Abroad requirements	No study abroad requirement.
Percentage of 2008 graduate class who studied abroad	6%.
Percentage of international students	Undergraduate: 7%; Graduate: 4%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None
Curricular, research, or outreach relationships with foreign institutions.	Ireland - University of Limerick: History, English, Psychology London, UK – Saint Mary's University College: Theology and Religion, English, Communications, Business, Health Sciences. London, UK – London Metropolitan University: Business, Forensic Psychology. Brussels, Belgium – Vesalius College: Business, Communications and Political Science. Dubai, United Arab Emirates – American University in Dubai: Business, Interior Design, Graphic Design Rome, Italy – American University in Rome: History, Communications, Business, Political Science. Florence, Italy – Istituto Lorenzo de Medici: Fashion Design, Arts, Graphic Design, Interior Design.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of the Center for Global Education, who reports to the Academic Vice President and Provost. • The Center for Global Education oversees has 2 FTE positions – the Director and a Study Abroad Coordinator. • The Office of International Student Services has 2 FTE positions – the Director and an Assistance Director.
Sources of external funding earmarked specifically for international education	No specific external funding.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	<p>Mission statement of the Center for Global Education: The mission of the Center for Global Education is to serve all Marymount University students and faculty by providing academically-based international experiences that will give them the skills to be active, informed, and culturally sensitive citizens in the global community.</p> <ol style="list-style-type: none"> 1) Create an effective global learning environment by providing leadership, administrative oversight, and broad support for international learning and global engagement; 2) Support and develop international programs that foster creativity, discovery, and excellence in undergraduate education; 3) To advance the internationalization of Marymount University by advocating and collaborating with faculty and academic departments in a wide range of disciplines. Non academic areas as well. Student services, admissions how to integrate them into this goal.

Randolph College

Mission Statement	Yes, the College's mission statement refers to the expectation that students will be open to cultural differences and understand key dimensions of more than one society.
Foreign Language requirements	Every student should develop some capability in a language, ancient or modern, other than her or his own. Fulfillment of this requirement may be accomplished in one of the following ways: 1. Successful completion of one year of a foreign language not previously studied; 2. Successful completion of one year of foreign language study at the elementary or intermediate level in a language previously studied, depending on placement; 3. Successful completion of a one-semester course above the intermediate level; or 4. Exemption based on a qualifying SAT II score, an Advanced Placement score of 4 or better, an International Baccalaureate score of 5 or better, or departmental examination. Students fluent in a language other than English may request an exemption.
International/global element in General Education curriculum	Every student should increase her or his respect for the diversity of ideas and cultures and should broaden her or his global perspective. This requirement may be fulfilled by successfully completing three courses. 1. One course focusing on the cultural, intellectual, or social traditions of the United States; OR 2. One course focusing on the cultural, intellectual or social traditions of one or more European countries. 3. One course focusing on the cultural, intellectual, or social traditions of one or more of the following areas: Asia, Africa, the Middle East, or Latin America. 4. One course focusing on global issues of world-wide significance potentially affecting every nation in the world.
Study Abroad requirements	While there is currently no general education requirement for participation in study or other relevant experiential education programs abroad, these activities are strongly encouraged.
Percentage of 2008 graduate class who studied abroad	37 %
Percentage of international students	Undergraduate: 12%; Graduate: 0
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	Randolph manages a Junior-year study abroad program in Reading, England, called Randolph College Abroad: The World in Britain. The College employs an on-site director and two other staff members who manage the academic program as well as the student housing owned by the College. The agreement with the University of Reading allows Randolph students to take lecture courses on campus and to have access to all student facilities and privileges on the campus. The program is strictly an undergraduate study abroad option and not a degree-granting site.
Curricular, research, or outreach relationships with foreign institutions.	The College established a strong identity as an international institution in the first decades of its history and is committed to offering international and cross-cultural experiences for students. Qualified students may elect to study abroad for one or two semesters during their junior year, provided that an overseas experience is appropriate to their program of study. Sophomore students may apply for special permission to attend The World in Britain Program in England. Students may also request approval to enroll directly in a foreign university or to study abroad in an approved program coordinated by another U.S. institution. We have established relationships with the following institutions to provide study abroad options – for either one semester or a full academic year – to undergraduate students. Centre Internationale d'Etudes Françaises (CIDEF) in Angers, France: Agreement with l'Université Catholique de l'Ouest (UCO) in Angers, France. College Year in Athens (CYA) Program in Athens, Greece: CYA is a study abroad program focused upon the history and civilization of Greece and the East Mediterranean region. Denmark International Study Program (DIS) in Copenhagen, Denmark: Student study abroad on the campus of the University of Copenhagen for one semester. Intercollegiate Center for Classical Studies in Rome, Italy: Student study abroad program for Greek and Latin literature, ancient history, archaeology, and ancient art. The Center is operated through Duke University

	<p>for a consortium of colleges and universities that offer a major in classical studies.</p> <p>Universidad de las Américas (UDLA) in Puebla, Mexico: Spanish language study.</p> <p>University of Santiago de Compostela, Spain</p> <p>Exchange agreements in place with several institutions in Japan may alter somewhat in the near future since the College will no longer offer Japanese language on the home campus following the 2008-09 academic year.</p> <p>Currently reviewing the long-term financial viability of one other study abroad exchange agreement with the Irish American Scholar Program in Northern Ireland.</p>
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Programs, who reports to the Dean of the College. • International program functions are handled by three different offices. • The Dean of Students Office works with current international students on campus. This office has one FTE, the International Student Services Coordinator; • The Admissions Office oversees recruitment and application processing for all international students. The office has one FTE for international students, the Associate Director of International Students/Director of Operations. • The Experiential Learning Center handles study abroad placement as well as working with visiting international faculty and facilitation of agreements with international institutions. The office has one FTE, the Director of International Programs.
Sources of external funding earmarked specifically for international education	Alumni
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	<p>President John Klein and faculty members worked on a draft document regarding our institution's vision, mission, and core characteristics in March 2008. This document directly addresses our commitment to internationalization.</p> <p><u>Core Characteristics</u></p> <p>A Randolph College education values personal challenge, global perspective, and applied experience, as defined by:</p> <p>An Honors environment, where each student can contribute to the intellectual life of the community and confront important questions by working closely with faculty members to take responsibility for the student's own learning, bring fresh perspectives to the classroom and undertake original research or engage in artistic creation in a capstone experience.</p> <p>A Global environment, where each student can connect to the world and seek to understand the important issues of the 21st century through study abroad, foreign language and culture offerings, courses with global and historical perspectives, interaction with international students, and participation in off-campus experiences.</p> <p>An Experiential Learning environment, where each student can collaborate with those in the campus community, the nation and beyond and actively explore the student's interests in imaginative ways through a broad range of hands-on courses, co-curricular and athletic activities, leadership development opportunities, volunteer service, internships and study abroad.</p> <p>These core characteristics stimulate students to pursue and achieve goals that have personal meaning in an atmosphere of integrity and mutual trust, owing to the Honor System that has long been a key element of the College's culture.</p>

Randolph-Macon College

Mission Statement	Mission statement does not reference international education.
Foreign Language requirements	All students are expected to demonstrate proficiency in at least one foreign language. Except in the case of those students who receive advanced placement and credit, students must satisfy this requirement by completing successfully a language through the second-year level.
International/global element in General Education curriculum	Students must take one course that is attentive to nonwestern culture.
Study Abroad requirements	Students are required to complete at least one course that is experiential, including a field study, an internship, a research experience, or a travel or study abroad course.
Percentage of 2008 graduate class who studied abroad	64%.
Percentage of international students	Undergraduate: 3%; Graduate: N/A
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None
Curricular, research, or outreach relationships with foreign institutions.	<p>Study abroad programs are available in over 140 institutions outside of the United States. Randolph-Macon offers its own study abroad and exchange programs, as well as programs abroad through its affiliates, such as the International Student Exchange Program (ISEP), AIFS, AustraLearn, and Arcadia University. Certain programs require a good knowledge of the host language; others offer instruction in English. Through our affiliates, Randolph-Macon College offers study abroad opportunities on every continent. All programs are at the undergraduate level. None involve dual-degrees or joint programs.</p> <p>Randolph-Macon College's own programs include:</p> <ul style="list-style-type: none"> • Internships in Francophone Europe (IFE), Paris, France • University of Poitiers, France • University of Nice, France (a fully funded scholarship for French majors) • University of Marburg, Germany • University of Ulster, Northern Ireland • Intercollegiate Center for Classical Studies in Rome (ICCSR), Italy • Kansai Gaidai University, Japan • Nagoya Gakuin University, Japan • University of Hiroshima, Japan • Yonsei University, Korea • University of Salamanca, Spain • Wroxton College, England • University of Lancaster, England
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Education, who reports to the Provost. • The Office of International Education has 3 FTE positions .
Sources of external funding earmarked specifically for international education	Alumni, Private Donors, Foundations.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	A Randolph-Macon education should increase open-mindedness and respect for diverse cultures, persons, and ideas. This means more than understanding foreign cultures. Students should develop an appreciation for differences among people, whether these differences be racial, religious, economic, or ethnic. The curriculum should encourage students to overcome the narrowness of cultural provincialism.

Roanoke College

Mission Statement	<p>Vision: Roanoke College aspires to be a leading national liberal arts college, a model of integrative learning, and a community committed to open discourse and civil debate as ways of learning and as preparation for service in the world.</p> <p>Mission: Roanoke College's Mission is to engage students in their development as whole persons through an integrative learning approach that stresses intellectual, ethical, spiritual and personal growth and prepares our graduates for responsible lives of learning, service, and leadership in a diverse and changing world.</p> <p>Purpose: Roanoke College pursues its mission through an innovative curriculum that combines a core program in the liberal arts, major fields of study in the natural sciences, the social sciences, and the humanities and fine arts, along with career-oriented, specialized programs of study. Founded by Lutherans in 1842, Roanoke College welcomes and reflects a variety of religious traditions. The college honors its Christian heritage and its partnership with the Lutheran church by nurturing a dialogue between faith and reason. In keeping with its history and mission, the college strives to be a diverse community, nationally and internationally.</p> <p>Central to achieving the purposes of the college is a strong commitment to liberal education and its vision of human freedom leading to service within the human community. The college's learning goals, therefore, focus upon developing both a student's confident sense of freedom in the world and a sense of purpose in using that freedom. Through these goals the college strives to produce resourceful, informed, and responsible citizens prepared for productive careers and for leadership in community. Adopted by the Board of Trustees on October 27, 2005.</p>
Foreign Language requirements	Students are required to complete the study of a foreign language through the first semester of the intermediate level (through the 201-level). For most students who continue a language studied in high school, this will require one or two units at Roanoke College; for students electing to take a new language this will require three units. Students may be exempted from all or part of the requirement by demonstrating competency in a foreign language.
International/global element in General Education curriculum	1. "Global Perspectives" - Courses that address questions from this perspective seek to make connections in the global context in which we live. Questions may include: What can we learn about and from the natural and cultural forces that shape societies beyond our familiar world? What do we need to know about the interaction of societies in the world community? What do we need to know about the role and impact of the United States internationally, as seen from other perspectives?
Study Abroad requirements	No campus-wide requirement, but foreign language majors must study abroad (Spanish and French).
Percentage of 2008 graduate class who studied abroad	203 students
Percentage of international students	Undergraduate: 2%; Graduate: N/A
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	Two programs in Europe – Wittenberg, Germany and Bratislava, Slovakia. Neither are degree-granting.
Curricular, research, or outreach relationships with foreign institutions.	Universidad Publica de Navarra, Pamplona, Spain (Spanish and Education: exchange for teaching internships and credit.)
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International Education, who reports to the Vice President of Academic Affairs. • The International Education Office has 1.5 FTE. • The Admissions Office has 1 staff member.
Sources of external funding earmarked specifically for international education	Federal government and Other (IREX).
Economic development efforts in foreign countries	Service learning in Lake Managua, Nicaragua during Spring Break each year.
Economic development	None

<p>through local programs to help businesses develop skills and tools to compete in global marketplace</p>	
<p>Supplemental</p>	<p style="text-align: center;">Program Review and Strategic Plan for International Education Office</p> <p><u>History:</u> Roanoke College enrolled its first international students in the 1880s from Mexico, Japan, Korea and Canada. International students have been welcomed to the College consistently, but in relatively low numbers until the 1990s. The College hired its first international admissions counselor in 2000 and enrollment has increased steadily for the past six years. Roanoke faculty led students abroad during the 1980s in a very successful short term program in the January term. Most of these courses were taught on site in Luxembourg and other developed nations. Roanoke joined the Virginia Program in Oxford (summer) as a founding member in the 1980s and in the early 1990s joined both ISEP and CREPUQ for full term direct enrollment exchanges. This increased the number of international students on campus, while affording many new options for study abroad. Since 1999 the College has added other exchanges (Ulster), affiliations (Regent's, Umbra, Australearn, Hollins in Paris) and faculty-led programs in Wittenberg, Germany and Bratislava, Slovakia. In 1999 the May Travel component of Intensive Learning commenced with four courses taking about 75 students abroad. In 2003 the college welcomed its first Fulbright Scholar in Residence and the college has brought many international speakers and scholars to its campus through the Fowler and Copenhaver Scholar programs.</p> <p><u>Mission Statement for International Education:</u> The mission of the Office of International Education is to facilitate vital engagement with the world for all students, faculty and staff. Roanoke College students should achieve meaningful global awareness as part of their education. Toward that end, the Office of International Education sponsors international programs on campus, the recruitment and support of international students who study for a term or a degree, and an array of study abroad, internship, and service learning options for students, graduates, faculty and staff.</p> <p><u>Mission Statement for Education Abroad:</u> Roanoke College encourages its students to become global citizens and to experience the world at first hand. Study abroad is an important option for students pursuing any degree program, as a route to achieving competence in the discipline within a global context. The study of foreign languages is required in the core curriculum; advanced language study is recommended and, where possible, students are urged to study a language by immersion in the culture. International internships and service learning opportunities are available for many academic majors. The objective of education abroad is thus to broaden the human experience of Roanoke students, and to challenge them to make a difference in the world through study, action and contemplation.</p>

Saint Paul's College

Mission Statement	Mission statement does not reference international education.
Foreign Language requirements	No foreign language requirement.
International/global element in General Education curriculum	No requirement.
Study Abroad requirements	No requirement .
Percentage of 2008 graduate class who studied abroad	0%
Percentage of international students	Undergraduate: 5%; Graduate:
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None
Curricular, research, or outreach relationships with foreign institutions.	No agreements.
International Office Structure	No international office.
Sources of external funding earmarked specifically for international education	Federal government; Alumni; Private donors; Foundations.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	Saint Paul's is developing a relationship with the Ralph Bunche Society.

Shenandoah University

Mission Statement	Yes - Shenandoah University educates and inspires individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world.
Foreign Language requirements	Programs in the College of Arts & Sciences require completion of foreign language study through the 202 level; No for other programs.
International/global element in General Education curriculum	Going Global: First Year Seminar (3 credit course during first term of study) meeting the historical and cultural perspectives domain of GE core.
Study Abroad requirements	No requirement.
Percentage of 2008 graduate class who studied abroad	9%.
Percentage of international students	Undergraduate: 4%; Graduate: 4%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None.
Curricular, research, or outreach relationships with foreign institutions.	<p>No dual degree or joint programs. The following list includes institutions abroad with which Shenandoah University has enjoyed a relationship but no specific program type or level:</p> <p><u>Bangladesh</u>: Queens University (Dhaka) <u>Brazil</u>: Universidade Federal de Minas Gerais; Universidade Metodista de Piracicaba (Piracicaba); Universidade Metodista de Sao Paulo (Brazil, Sao Bernardo do Campo) <u>Canada</u>: Acadia University (Nova Scotia) <u>China</u>: Anshan Teachers College (Anshan); Fujian College; Fuzhou University; Jiangxi Institute of Finance & Economics; Jiangxi Normal University; Tianjin Normal University <u>Denmark</u>: DiS, Denmark's International Study Program (Copenhagen) <u>France</u>: Ecole de Gestion et de Commerce (St. Nazaire) <u>Germany</u>: Berlin Universitat Der Kunst; Heidelberger Fremdsprachen Institut <u>Japan</u>: Hirosake Gakuin College; Kake Educational Institution; Takahashi Educational Institute (Okayama); Tokushima Bunri University <u>Korea</u>: Dankook University (Seoul) Ewha Women's University (Seoul); Red Cross College of Nursing (Seoul); Sookmyung Women's University (Seoul) <u>Paraguay</u>: Universidad Americana (Asuncion) <u>Russia</u>: Moscow State University of Economics; Pyatigorsk State Linguistic University; Stavropol State University; Ulyanovsk State University <u>Spain</u>: International University Studies (Sevilla) <u>Taiwan</u>: Chaoyang University (Taichung); Chin Min College; Eternal-Life Christ College; Taiwan Police College (Taipei) <u>Thailand</u>: Thammasat University (Bangkok) <u>Vietnam</u>: Hanoi University <u>Zimbabwe</u>: Africa University (Mutare)</p>
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Dean of Global & Community Education, who reports to the Senior Vice President and Vice President for Academic Affairs. • The Office of Admissions handles international student admission. • The Global & Community Education Division handles international students, learning abroad, and other international events. It has 3.75 FTE staff for these programs.
Sources of external funding earmarked specifically for international education	Federal government; Private donors; Corporations; Other (Trustees)
Economic development efforts in foreign countries	None
Economic development through local programs to help	None

businesses develop skills and tools to compete in global marketplace	
Supplemental	Global & Community Education Division Statements: <u>Purpose</u> : Global & Community Education at Shenandoah University facilitates successful connections for learning between the University community and the world. <u>Vision</u> : Global & Community Education at Shenandoah University will become recognized as a resource for learners and educators to advance intercultural competency development and for 'local to global learning opportunities'.

Sweet Briar College

Mission Statement	Yes – Sweet Briar College prepares women (and at the graduate level, men as well) to be productive, responsible members of a world community. It focuses on personal and professional achievement through a customized educational program that combines the liberal arts, preparation for careers, and individual development. The faculty and staff guide students to become active learners, to reason clearly, to speak and write persuasively, and to lead with integrity. They do so by creating an educational environment that is both intense and supportive and where learning occurs in many different venues, including the classroom, the community and the world.
Foreign Language requirements	The general education program of all students includes the requirement to experience another culture through the study of a foreign language. Students must complete the study of a foreign language at the intermediate level.
International/global element in General Education curriculum	Students are also expected to understand the world beyond the cultures of Europe and the U.S. by taking 6 credits in courses which introduce students to alternate world views through the examination of the cultures of Africa, Asia, Latin America, or the Middle East.
Study Abroad requirements	Students are not required, but are strongly encouraged to participate in study abroad programs or internships.
Percentage of 2008 graduate class who studied abroad	35%.
Percentage of international students	Undergraduate: 3%; Graduate: 0%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	France: 4 Agreements and one program Spain: 1 agreement and one program.
Curricular, research, or outreach relationships with foreign institutions.	None.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of the Office of International Studies, who reports to the Dean. • Office of International Studies: 1.5 staff members handle all international student services and study abroad guidance not related to our programs in France and Spain. • Junior Year in France Office: 3 staff • Junior Year in Spain Office: 2.75 staff • Admissions: 15-20% of 1 staff member's duties.
Sources of external funding earmarked specifically for international education	Federal government; Alumni; Private donors; Foundations
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	45% of the class of 09 went abroad. 64 students on 44 programs in 26 countries. 9 went on more than one program.

University of Richmond

Mission Statement	The mission of the University of Richmond is to sustain a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society.
Foreign Language requirements	All undergraduates are required to complete 4 units of foreign language or the equivalent to graduate.
International/global element in General Education curriculum	The first year CORE course, required of all first-year students includes readings from around the world.
Study Abroad requirements	No requirement across the curriculum, but the International Studies major requires a semester of study abroad.
Percentage of 2008 graduate class who studied abroad	58.3%. Many students studied abroad more than once and earned academic credit; therefore if one counts experiences, the percentage increases to 71.4% of the number of graduates.
Percentage of international students	Undergraduate: 8%; Graduate: 1%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None
Curricular, research, or outreach relationships with foreign institutions.	63 agreements: 43 in Europe; 6 in Asia; 5 in Australia and New Zealand; 4 in North America; 4 in South America; 1 in Turkey. Most exchanges are university wide although some are specific to the Robins School of Business.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Dean of International Education, who reports to the Provost. • The Office of International Education oversees the internationalization efforts of the university for all 5 schools with the exception of international student recruiting. We have 9 FTE staff in this office. • The Office of Undergraduate Admissions is responsible for international student recruitment at the undergraduate level. In this office, the total number who work full-time on international student recruiting is two. Other admissions officers help with international recruitment tours on occasion, but this is not their full-time job. No international student recruiting is done for the Law or Continuing Studies Schools.
Sources of external funding earmarked specifically for international education	Federal government; Alumni; Private donors; Foundations.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	<p>The university's new strategic plan contains two key elements:</p> <ol style="list-style-type: none"> 1. A determination to engage as a meaningful part of the Richmond community, of the nation, and of the world, drawing on our long commitment and well-established foundations for such work. 2. A distinctly integrated student experience, coordinating a rich and innovative life for students inside and outside of the classroom, with excellent programs as varied as international study, arts, and athletics.

Virginia Union University/Samuel DeWitt Proctor School of Theology

Mission Statement	Yes - The mission of the Samuel DeWitt Proctor School of Theology of Virginia Union University (STVU) includes the following language, "The program requires that students demonstrate a clear and broad understanding of the Christian story and the capacity to interpret critically and creatively and to communicate effectively that story. Reflection merges with action, as students are expected to translate the Christian story, relate it to contemporary religious and global issues, and appropriate that story and faith in a manner that enables personal and social transformation."
Foreign Language requirements	None.
International/global element in General Education curriculum	None.
Study Abroad requirements	None.
Percentage of 2008 graduate class who studied abroad	None.
Percentage of international students	Undergraduate: N/A Graduate: 1.7%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	None
Curricular, research, or outreach relationships with foreign institutions.	None.
International Office Structure	N/A
Sources of external funding earmarked specifically for international education	None.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None
Supplemental	Twice a year, one of our senior faculty members will take students to Ghana and/or other parts of Africa for an immersion learning experience.

Virginia Wesleyan College

Mission Statement	Yes. "The mission of Virginia Wesleyan College is to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the college employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning and religious freedom."
Foreign Language requirements	Virginia Wesleyan College has a foreign language requirement. Students with fewer than 60 transferable college credits must demonstrate proficiency in one foreign language (other than English) equivalent to a passing grade in the 212 course. This usually means the successful completion of 4 semesters of a foreign language. Students with 60 or more transferable college credits can satisfy the foreign language requirement by successfully completing 2 semesters of a foreign language (other than English). Students who have completed 3 consecutive years of a foreign language in high school and have a grade of a C or better in each one of those years, will be exempt from the foreign language requirement.
International/global element in General Education curriculum	No, although many courses in several of the frames of references categories (Communication, Historical Perspectives, Institutional and Cultural Systems, Ethical Values) center or touch on international elements.
Study Abroad requirements	No requirement across the curriculum. International Studies majors have an option that requires an internship or study abroad. Language majors are encouraged but not required to study abroad.
Percentage of 2008 graduate class who studied abroad	5%. Many students studied abroad more than once and earned academic credit; therefore if one counts experiences, the percentage increases to 71.4% of the number of graduates.
Percentage of international students	Undergraduate: < 1%; Graduate: N/A
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	No. However we are discussing the possibility with the Center for Academic Programs (CAPA, www.cappa.org) for a summer London program for our Department of Health and Human Services; CAPA would provide the space and facilitate all in-country support. Drs. Hall (English) and Howell (Art) also have discussed a similar opportunity with Hollins University. In addition, we have a partnership agreement with John Cabot University (a degree-granting American institution located in Rome).
Curricular, research, or outreach relationships with foreign institutions.	<ul style="list-style-type: none"> • Humboldt University in Berlin, Germany: student exchange for German language majors and international studies majors; students must be fluent in German. • Universidad Madero in Puebla, Mexico: faculty and student exchange, with various majors (Business, International Studies majors and Spanish language majors); students must be fluent in Spanish.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of International and Intercultural Programs, who reports to the Associate Dean for Academic Special Projects. • The Director of Admissions is the Primary Designated School Official (PDSO). She is responsible for issuing visas to international students and recruiting. • The Director of International and Intercultural Programs provides International Student Services (orientation to the campus and the US education system, excursions, advocate for international students). • The total FTE positions in internationalization is about 1.5 (counting a graduate intern).
Sources of external funding earmarked specifically for international education	Other – Dr. Steven Emmanuel received an ASIANetwork Student-Faculty Research Grant (2007) to support a faculty-student research effort in Vietnam. Other grants have come from study abroad providers in order to purchase items to promote study abroad.
Economic development efforts in foreign countries	None.
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	The Stihl Corporation has established an endowment to support undergraduate research on environmental sustainability.
Supplemental	Below is the revised version of what will be in the forthcoming Student Handbook:

The mission of the Office of International and Intercultural Programs (OIP) is to educate the Virginia Wesleyan Community about multicultural diversity and internationalization. Through Study Abroad, International Student Services, and Intercultural Programs, OIP demonstrates the importance of learning sensitivity, relativism, and respect for cultural differences within the United States and around the world. OIP seeks to prepare Virginia Wesleyan students to be responsible citizens of the world with intercultural competencies by providing workshops, programs, and other educational and social opportunities.

International Programs exist in order to promote and develop various international educational opportunities. The VWC Study Abroad Program is an academic opportunity open to all students regardless of their major. Students who have demonstrated maturity and established a good academic record (3.0 or by consent) are encouraged to take advantage of an international study experience. Students may study abroad during the regular semester terms or during one of the winter or summer sessions. College-level credit earned abroad is applicable toward Virginia Wesleyan degree requirements as long as the student has followed all guidelines in applying to the Study Abroad Program. Financial aid is applicable toward all semester programs. There are external scholarships based on merit and/or need available for students who apply early. Any students wishing to apply for foreign study should visit the OIP to receive important information on the policies, guidelines, and deadlines for study abroad. Support services are provided every step of the way for all study abroad participants including the pre-departure orientation and re-entry workshops. Upon returning to VWC, students are encouraged to become "OIP Diplomats" and serve to promote internationalization on and off campus by speaking about their experiences, helping with workshops or study abroad poster sessions and fairs, and volunteering time to help new international students on campus. In September the office hosts a Passport Fair, to ensure that the campus community is travel ready.

OIP's International Student Services assists international students in their adjustment to life on campus as well as their pursuit of academic success in the U.S. There are many enriching ways for international students to become involved on and off campus. The OIP provides students with general counsel when culture shock sets in, helps students learn more about American culture, informs students about their rights and responsibilities while studying in the U.S., advocates for students where multicultural differences may create miscommunication with VWC faculty, staff or students. The OIP hosts a 2-3 day international student orientation every fall for incoming international students with excursions and a shorter orientation in the spring.

Washington and Lee University

Mission Statement	Washington and Lee University provides a liberal arts education that develops students' capacity to think freely, critically, and humanely and to conduct themselves with honor, integrity, and civility. Graduates will be prepared for life-long learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.
Foreign Language requirements	All students must complete a foundation requirement of up to 16 credits or competency in a foreign language
International/global element in General Education curriculum	No requirement.
Study Abroad requirements	No requirement.
Percentage of 2008 graduate class who studied abroad	60%.
Percentage of international students	Undergraduate: 6%; Graduate: 4%
Own/manage sites located in other countries and/or agreement to manage program at foreign institutions' sites	8 agreements among the following institutions: University of St. Andrews, Scotland Universidade do Amazonas, Brasil (2 agreements) National University of Ireland Bayreuth University, Germany International Christian University, Japan (2 agreements)
Curricular, research, or outreach relationships with foreign institutions.	<ul style="list-style-type: none"> • University of St. Andrews, Scotland: Partnership includes faculty and student exchange, primarily in chemistry and biology. • University College, Oxford: Faculty and student exchange, all disciplines. • John Cabot University, Rome: faculty student exchange, all disciplines. • Universidade de Amazonas, Manauus, Brasil: student, faculty exchange, research opportunities for students and faculty, primarily environmental studies (sciences, economics). • International Christian University, Japan; student exchange. • Danish Institute for Study Abroad/Univ. of Copenhagen; student/faculty exchange. • Bayreuth University, Germany; student/faculty exchange. • Bucerius Law School, Germany; student exchange.
International Office Structure	<ul style="list-style-type: none"> • The senior international education officer is the Director of the Center for International Education, who reports to the Provost. • The Office of Admissions handles international student recruiting. It has 14 FTE, but none dedicated exclusively to international recruitment. • The Center for International Education handles other activities and programs and has 4 FTE's.
Sources of external funding earmarked specifically for international education	Federal government; Alumni; Private donors; Foundations.
Economic development efforts in foreign countries	None
Economic development through local programs to help businesses develop skills and tools to compete in global marketplace	None

Appendix A: SCHEV Survey on International Programs

- 1) Does your institution's mission statement specifically refer to global or international education? If so, please attach the mission statement.
- 2) Regarding your curriculum requirements, does your institution have a stated policy regarding globalization/internationalization? Please include the following:
 - a. Foreign language graduation requirements.
 - b. Requirement to include a global/international element in the General Education curriculum.
 - c. Requirements for participation in programs abroad, such as study abroad, international internships, service learning abroad, and research abroad.
- 3) Please estimate the percentage of *undergraduate* students at your institution who graduated in 2008 and who engaged in education abroad at some point during their academic career at your institution.
- 4) Please estimate the following enrollment data:
 - a. percentage of international undergraduate students.
 - b. percentage of international graduate students.
- 5) Does your institution own and/or manage any sites located in other countries, or have agreements with international institutions that allow your institution to manage a program at their sites?
 - a. Please indicate the total number of such agreements
 - b. Please indicate the numbers of such agreements per region of the world, e.g. Europe, Asia, Central America, South America, etc.
 - c. Indicate which, if any, are degree-granting sites.
- 6) Does your institution have curricular, research, or outreach relationships with foreign institutions of higher education? Indicate the name of the institution, its location, and what level and disciplines are involved. Please include information about any dual degree agreements or joint programs.
- 7) Is there a single office at your institution that oversees internationalization activities/programs and international student recruitment, or are these functions handled separately by two or more offices?
 - a. Please provide the title of each office and the number of FTE staff positions in each.
 - b. What is the title of the institution's senior international education officer and to whom does he or she report?
- 8) Has your institution received external funding specifically earmarked for internationalization programs or activities from the following sources in the past three years? (select all that apply):
 - Federal government
 - State government
 - Alumni
 - Private donors
 - Foundations
 - Corporations
 - Multinational Organizations (e.g. World Bank, European Union)

___ Other (please specify) _____

___ No specific external funding received

- 9) Regarding your institution's economic development activities, is it engaged in the following:
- a. Economic development efforts in foreign countries? Please describe.
 - b. Local programs that help businesses develop skills and tools to compete in the global marketplace? Please describe.
- 10) Please describe (or attach) any other relevant emphases or philosophical statements about globalization/internationalization of your institution that may not have been captured in answers to the above questions.