INTERNATIONALIZATION OF AUSTIN PEAY STATE

UNIVERSITY: A STRATEGIC PLAN FOR THE 21ST CENTURY

JUDITH A. PENNYWELL AND YATING CHANG

VANDERBILT UNIVERSITY

PEABODY COLLEGE

Ed.D CAPSTONE PROJECT

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EXECUTIVE SUMMARY

This consultation project focuses on the development of a strategic plan for international education activities at Austin Peay State University (APSU). The project was conducted at the request of APSU's Office of Academic Affairs and in conjunction with Vanderbilt University's Leadership, Policy, and Organizations' Ed.D. Capstone project.

In this report, the consultation team responds to the guiding questions regarding the internationalization of APSU as follows:

1. What are the best practices and trends in international education?

    The literature review takes the format of an environmental scan, focusing on issues internal to APSU as well as the important issues within the field of international education. Best practices are included to further elucidate the important concepts from the literature.

2. What are the constraints, challenges, and opportunities for increasing participation (in study abroad programs and of international students) and incorporating global themes into the curriculum at APSU?

The interviews conducted for this project enable the consultation team to understand a range of relevant information and opinions on issues related to internationalization. The students, faculty, staff, and administrators interviewed represent a cross section of the APSU campus, including key administrative and academic units, International Council members, American and international students, and faculty leaders and student participants of study abroad programs. The review of National Survey of Student Engagement (NSSE) data sets, International Council reports, APSU webpages, and other materials also help to identify important themes.

3. What should be included in APSU's strategic plan for internationalization?

    A strategic plan for internationalization is developed, which identifies overarching goals and actions which APSU should pursue.

4. What steps are needed to implement the strategic plan successfully, taking into account their current constraints and student population?

    The implementation steps are contained in the Progressive Scale for Internationalization, within the

discussion section. Building upon the recommended goals, this section of the report illustrates feasible steps that APSU can undertake within four levels of internationalization.

Summary of Key Qualitative Findings:

The following are the highlights of 29 qualitative interviews conducted with APSU faculty, staff, administrators, and students for this project.

Perceptions of International Students

The themes regarding international students included visibility, student recruitment and diversity, and international student engagement. Among the important findings are:

1. Greater numbers of international students is desirable as well as more campus events to highlight their cultures.

- Overall, the interviewees agree that having international students at APSU is beneficial to the university environment and they want greater numbers of international students to enroll.

- The majority of interviewees believe that there should be more events at APSU that highlight the presence and cultures of international students.

2. International students add to diversity to APSU, and, as such, intentional marketing and recruitment of them should occur.

- Currently, many in the campus community do not regard APSU as diverse.

- The majority of interviewees think that it is important to strategically attract international students to APSU through marketing and purposeful recruitment, which ultimately is a means of increasing the campus' diversity.

- Athletics is an avenue to pursue additional international students because it is a unique aspect of American higher education.

3. There is little consensus about the current services offered to support international students. While international students are valued both inside the classroom and within campus life, the levels and types of interactions with American students and administrative support could improve.

- Most of the international students interviewed respond positively to questions concerning the student services on campus.

- From the administrator's perspectives, a non-existent international student office means the lack of administrative support for international students.

- This was echoed by an international student, who is disappointed by the lack of interactions outside of the classroom.
- Both administrators and faculty members recognize the value of the different perspectives that international students can contribute to the campus and the classroom.

Perception of Study Abroad Programs

Addressing study abroad programs, interviewees commented on quality, design, demographic issues, financial and administrative support, and the value of the participation. Among the significant findings are:

1. There is consensus that the current student abroad program offerings are of good quality.
- From the students' perspective, APSU provides good opportunities for students wishing to pursue studies overseas.
- At the faculty and staff level, all but one interviewee hold APSU study abroad programs in high regard.

2. The designs of the programs may be inadequate given their short length and the lack of offerings in certain disciplines.
- Regarding the length of the study abroad programs, some interviewees believe that longer programs provide better learning opportunities.

- Another theme that emerged from the interviews is that distribution of APSU study abroad program are skewed toward certain disciplines.

3. The demographics of the APSU student body may have a negative effect on the levels of participation.
- All interviewees are aware of the APSU student demographic characteristics as a limiting factor with regard to level of study abroad participation.

4. Financial support is viewed as a barrier to participation in study abroad. Although there is some optimism about the hiring of an educational coordinator, concerns remain and reflect the desire for more administrative support.
- A repeated theme from administrators, faculty, and students is the lack of funding for study abroad at APSU.
- A few of the interviewees suggest that a "study abroad fee" be charged to all students to generate additional funds.
- Faculty leaders generally desire more clerical and administrative support from the central administration for the promotion and organization of programs.
- Many of the faculty members are cautiously optimistic about the new Coordinator of International Education position, as they believe its expectations are unclear.

5. There is consensus regarding the value of the study abroad experience as well as the existence of stereotypes about American students abroad.

- Almost all interviewees are sensitive about cultural stereotypes and demonstrate objective viewpoints toward these stereotypes and generalizations.
- The study abroad returnees report that their experience has helped their personal growth and academic learning.

Perception of Internationalizing the Curriculum

Participants were asked to share their definitions of international education, barriers to and institutional support for internationalizing the curriculum, and perceptions of the current level of campus-wide involvement in international education initiatives. The key findings are:

1. In general, interviewees believe that internationalization at APSU, at its core, involves the presence of international students and study abroad participation.

- When asked to define "international education," the majority of faculty and administrators indicated that it involves increasing the number of students who study abroad as well as the number of international students enrolled at APSU.

2. Many faculty believe that it is difficult to internationalize the curriculum because of

Tennessee Board of Regents (TBR) requirements.

- Faculty and administrators believe that the current structure of the TBR-approved curriculum is a limitation.
- Currently, faculty members think it is difficult to integrate internationally related courses and study abroad into the core curriculum.

3. Interviewees' responses to questions about institutional support for the internationalization of the curriculum were broad and revealed organizational, financial, and demographic concerns.

- Many of the interviewees hope that the international education office would be reinstated and welcome the centralization of international programs.
- From the faculty members and administrators' perspective, finances remain the most prevalent barrier to internationalization.
- Some students report that it is difficult to offer successful events on campus, largely because of the nature and demographics of APSU's student body.
- Thus far, the internationalization at APSU has been "sporadic" and "inconsistent."

4. While all agree that internationalizing the curriculum is an important endeavor for

APSU, they hold differing viewpoints about how well it has been done thus far.

- All interviewees agree with the assertion that APSU exists within a global economy and that international education is imperative to a well-rounded college education.
- There were mixed responses as to whether international issues are present in the discussions and subjects taught in the typical APSU classroom.

Recommended Goals

Based on the environmental scan and key findings, the following four goals are proposed for APSU:

Goal #1 – Increase and Retain the International Student Population

- Attract, retain, and graduate an increasingly diverse, academically engaged, and achievement-oriented international student population.
- Maximize existing resources and commit additional funds to further international diversification of the student body.

Goal #2 – Create a System to Support and Promote Study Abroad Programs

- Institutionalize the study abroad administrative and promotion functions.
- Enhance offerings to reach new majors, students who have not traditionally participated, and in additional geographical areas.
- Improve current and seek new means to finance education abroad for a wider array of students.

Goal #3 – Cultivate a Campus Environment that Embraces Internationalization.

- Ensure multiple avenues for promoting international issues and learning both in the classroom and throughout campus life.
- Provide a supportive and welcoming environment for students, faculty, and administrators that values international education.

Goal # 4 – Provide the Necessary Administrative Support to Ensure Success

- Evaluate and assess administrative and financial needs to support and further internationalization goals.
- President and Provost–level promotion of internationalization through multiple means of communication and to diverse stakeholder.

Conclusion

The consultation team encourages the APSU administration to continue to strategically plan as internationalization is a dynamic process. The re-evaluation and modification of the plan and goals presented in this report is not only highly recommended, but necessary. Campus-based assessment and the use of outside consultants will help ensure that the progress of APSU's internationalization is achieved and sustained over time.

APSU is an impressive institution of higher education which actively strives towards academic excellence. Thanks to the academic and co-curricular efforts currently in place, APSU has established a solid foundation for international education. The

information and recommendations presented in this consultation report can assist APSU in furthering these efforts by working toward strategic goals. Ultimately, the consultation team believes that internationalization will positively benefit the APSU student body by preparing them to be successful in the global society upon graduation.

> *"None of us is born intolerant of those who differ from us. Intolerance is taught and can be untaught -- though often with great difficulty. But in this area, as in others, prevention is far preferable to cure. We must work to prevent intolerance from taking hold in the next generation. We must build on the open-mindedness of young people, and ensure that their minds remain open."*
>
> *Kofi Annan (UN Press Release SG/SM/8046)*

> *"We must….reaffirm our commitment to promote educational opportunities that enable American students to study abroad and to encourage international students to take part in our educational system"*
>
> *George. W. Bush (2005 Commission on the Abraham Lincoln Study Abroad Fellowship Program Report)*

INTRODUCTION

Recently, the goal of international education has become an increasingly important endeavor on many college and university campuses in the United States. This is evidenced by the U.S. Secretary of Education Margaret Spellings's desire to invest more in language learning and study abroad, the enhancement of the Department of State's Education USA Advising Centers at U.S. embassies abroad, and the ongoing advocacy and initiatives of NAFSA: Association of International Educators. To illustrate the attention to international education at the state level, the Tennessee Consortium for International Studies was recently developed to advance international initiatives at Tennessee Board of Regents institutions. However, for many campuses, such as Austin Peay State University (APSU), determining how best to develop and implement international education initiatives remains a challenge that merits special focus in light of the current attention being given to the topic both nationally and locally.

During the 2005-2006 academic year, President Hoppe charged APSU's International Council with developing ways to increase participation (in study abroad programs and of international students), to incorporate global concepts throughout campus life and in the classroom, and to plan strategically for future international efforts. While the Council had already developed a vision and good ideas for what they would like to achieve, they needed to be informed by theory and by trends in the field of international higher education. Further, as the university recently hired a Coordinator of International Education, strategic plans will assist her efforts by providing direction and resources. As such, at the behest of the Provost's Office, this consultation project was requested to assist in the development of a strategic plan for internationalization and to provide the new Coordinator of International Education with a timely and practical tool for implementation. This consultation project reflects best practices in the field of international education, is theoretically based, has a qualitative research component, and takes into account the specific challenges and opportunities at APSU.

This report begins with an identification of the guiding questions to be addressed throughout the report, illustrated by a conceptual framework. An

environmental scan follows with an internal scan of APSU as well as an external scan that addresses a range of topics, trends, and best practices in the sphere of international education. The next section describes the current status of internationalization at APSU, including the findings of the qualitative study conducted for this consultation and related quantitative data. The ensuing discussion recommends strategic goals and practical actions for internationalizing APSU. The conclusion addresses considerations for the future and the ongoing need for assessment of internationalization at APSU.

GUIDING QUESTIONS

Based upon an internal scan of APSU's current internationalization efforts and an external scan of the current issues in international education, the following four questions were developed to guide this project:

- What are the best practices and trends in international education?
- What are the constraints, challenges, and opportunities for increasing participation (in study abroad programs and of international students) and incorporating global themes into the curriculum at APSU?
- What should be included in APSU's strategic plan for internationalization?
- What steps are needed to implement the strategic plan successfully, taking into account their current constraints and student population?

CONCEPTUAL FRAMEWORK

To fulfill its institutional mission, APSU's vision is "to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society."[1] Therefore, APSU faculty, administration, and staff must engage students in developing the cognitive skills and behavioral assets necessary for lifelong success in a global community. In order to realize the vision statement, they must create, promote, and sustain a campus environment rich with academic and co-curricular opportunities. Research has shown that college environments do influence students' values, knowledge, and attitudes (Pascarella & Terenzini, 2004).

Demonstrating the importance of campus environments, Astin (1993) analyzed approximately 25,000 students attending 217 four-year colleges and universities between 1985 and 1989. Controlling for important pre-college characteristics and other potential confounding influences, he found that three measures of diversity (institutional diversity emphasis, faculty diversity

emphasis, and direct student experience with diversity) had statistically significant and positive impact on college outcomes. For example, the extent to which an institution emphasized and supported racial and multicultural diversity among faculty and students has a positive impact on an individual student's commitment to promoting racial understanding. Similarly, the number of ethnic studies and women's studies courses taken by an undergraduate student has a positive impact on his or her cultural awareness and commitment to promoting racial understanding (Astin, 1993). Extending the concept of "diversity," a diverse college campus includes students and faculty members not only from different ethnic groups within America, but also from different countries of origin and cultures. The inclusion of diverse ethnic, cultural, and international faculty, staff, and students is an aspect of the campus environment that enhances the possibility for success in a global society by contributing to the development of the necessary cognitive and behavioral abilities in the overall student body. Underscoring the importance of this, APSU Provost and Vice-President for Academic Affairs Dr.

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[1] Quote retrieved from http://www.apsu.edu/general/mission.htm

Bruce Speck and his colleague in defining the concept of "diversity" urge universities to consider it as more than ethnicity, racial, cultural, or linguistic variance. On the back cover of their *New Directions for Higher Education* volume, they write "campuses can achieve greater diversity in the broadest sense by understanding how to internationalize higher education" (Speck & Carmical, 2002, back cover)

In order to prepare APSU students successfully for the "knowledge, skills, and values for life and work in a global society," students must be exposed to educational opportunities at APSU that are international in scope and nature. In order to internationalize, APSU should: (1) increase the presence of international students and scholars, (2) increase the number of students studying abroad, and (3) internationalize the curriculum. These three concepts are explored in this project via an environmental scan, qualitative research conducted at APSU, and recommendations for a strategic plan for internationalization. Figure 1 identifies and describes the elements of this conceptual framework:
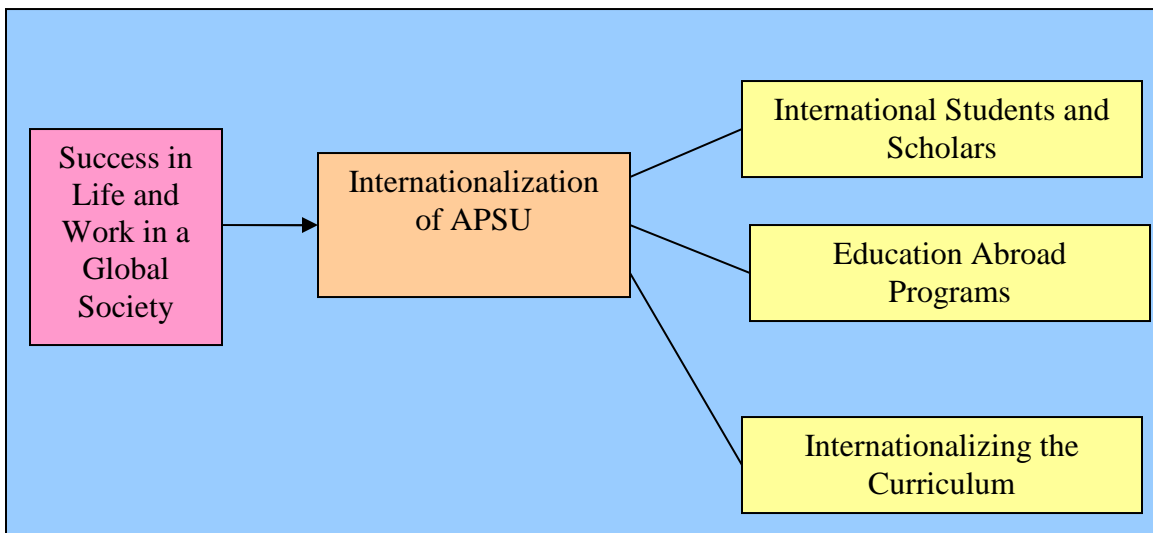

Figure 1. Conceptual Framework

ENVIRONMENTAL SCAN

The purpose of this environmental scan is to identify, describe, and synthesize current perspectives on the multifarious issues related to international education at U.S. colleges and universities. The first section is an internal scan of APSU, which is the foundation of this consultation, its guiding questions, and conceptual framework. The review of APSU and its current and past internationalization efforts sets the stage for the ensuing research and discussion within this project. The second section is an external scan of the trends relating to the field of international education. "The purpose of scanning is to identify the key trends, changes, and events in an organization's environment that might affect the organization's functioning" (Milliken, 1990, p. 43).

Austin Peay State University: An Internal Scan

About APSU[2]

Founded in 1927, Austin Peay State University (APSU) is located in

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[2] Information retrieved from
http://www.apsu.edu/ire/stats/Enrollment_Summary_Fall2006.pdf
http://www.apsu.edu/ire/CommonDataSet/CDS2005_2006_CDSF.pdf

Clarksville, Tennessee, and is governed by of the Tennessee Board of Regents (TBR). It is a medium-sized public university with a student population of 9,207 on its main campus (where this projects focuses) and its Fort Campbell extension. The vast majority of students pursues undergraduate degrees (as graduate students account for only 8% of the student body); are enrolled full time (72%); and live off campus or commute (84%). APSU students pursue associates, bachelors, and masters degrees in 57 majors and 91 different concentrations, offered in a range of fields, including business, arts and letters, and the social sciences.

The demographic background of the students at APSU is diverse: a quarter (24.1%) of the students are from ethnic or racial minorities; more than half (63.3%) are female; and approximately 55% are non-traditional, as the average age is 26 years. Students come from diverse socioeconomic backgrounds as well. For example, in the 2004-2005 academic year, approximately 4950 APSU undergraduates received more than twelve million in financial aid, grants, and scholarships and another twelve million in loans and work-study funds. The majority of the students

are from Tennessee, illustrative of the regional nature of this institution. Given its proximity to Fort Campbell in addition to the APSU courses offered on the base, it is important to note that 1,125 students are on active duty, veterans, or military members' dependents.

There are 38 international students enrolled at APSU based on Fall 2006 enrollment statistics. The 38 students came to the U.S. on non-immigrant visas for the primary purpose of educational attainment. Additionally, the university reports that it has two international members in its 290 full-time instructional faculty.

According to information collected by the International Council, approximately 50 students participated in the seven study abroad programs offered during the 2005-2006 academic year.

The Tennessee Board of Regents (TBR)

The governance of a college or university can advance or limit its international endeavors. As such, it is important to understand the relationship between APSU and the TBR and what issues may arise from that relationship. The TBR governs APSU and 44 other postsecondary institutions around the

state. TBR designates APSU as the system's comprehensive liberal arts institution and describes APSU as having small classes with close interaction among students and faculty along with personal attention from the student support units. The TBR website[3] adds, "Students, faculty, and staff from throughout the world enrich the liberal arts experience. This rich variety of thought and life experience fosters a deeper understanding of our own and other cultures."

As a governing body, the TBR sets an array of policies for the member institutions to follow related to academics, financial and business affairs, personnel matters, students, and governance and organization. Pertaining to academic matters, the TBR has the power to "prescribe curricula and requirements for diplomas and degrees."[4] As such, it can be necessary for universities to gain TBR authorization for new or modified degree programs, majors, and core requirements. The TBR also approves tuition and fees on each campus. In effect, any changes to the curricula or fee structure that APSU would propose to enhance

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[3] Information retrieved from http://www.tbr.state.tn.us
[4] Quote retrieved from http://www.tbr.state.tn.us/policies_guidelines/academic_policies/2-01-01-00.htm

internationalization may need approval from the TBR. Thus, due to TBR's oversight role, they must be incorporated into any strategic planning for internationalization.

Tennessee Consortium for International Studies (TNCIS)

Exemplifying the positive role a governing body can play with regard to internationalization, in 2006, TBR members formed the Tennessee Consortium for International Studies (TNCIS). The Consortium was designed to "provide greater focus on the international needs of the state and to develop, support and promote international exchanges of all types."[5] Housed at Pellissippi State Technical Community College, TNCIS was chartered to encourage study abroad, the exchange of students and scholars, and the recruitment of international students and faculty to Tennessee (see Appendix A). The organization's activities are open to non-TBR institutions and other organizations because of its goal is to meet statewide international and

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[5] Quote retrieved from
http://www.tncis.org/mission.html

economic development needs through initiatives based within higher education.

The Consortium will also provide those working on campuses with additional sources for information and guidance on international education through hosting meetings and conferences. The first annual TNCIS conference, held in February 2007, included sessions on fundraising, the value of overseas experiences for both students and faculty, and practical tools for implementing international education efforts. The TBR Chancellor Charles W. Manning gave the keynote address, demonstrating the governing body's interest in the internationalization efforts of member institutions.

International Council 2005-2006 Summary Report Highlights

On campus, positive steps were made when President Sherry Hoppe charged the International Council with developing a framework to increase participation in study abroad programs, develop opportunities for faculty and student exchange, identify external funding sources, and simplify the recruitment and enrollment of international students. The infusion of

global concepts in the classroom and in campus programming as well as determining the necessary skills for globally competent APSU graduates were also among the Council's objectives. The Council identified six areas at APSU in which internationalization efforts should be focused: study abroad and exchange programs; the international studies minor; international student recruitment and admission; the ESL program; the International Student Organization; and international and cultural events (see Appendix B).

In an attempt to develop strategic plans, the Council researched the best practices at a diverse set of universities, including Old Dominion University, Middle Tennessee State University, and Grinnell College (see Appendix C). A web-based project looked at the administrative structure and participation in study abroad sites at Jacksonville State University, Radford University, and Western Carolina University, among others (see Appendix D). While the colleges and universities in both projects can inform the internationalization efforts at APSU, not all institutional selections appear to match the size, scope, and mission of APSU.

Coordinator of International Education

Partly in response to the Internationalization Committee Report, APSU created and advertised a new Coordinator of International Education position in Fall 2006. The position's main responsibilities are to support and coordinate APSU's study abroad programs and to advise international students on the F-1 visa by serving as the Primary Designated School Official (PDSO). The qualifications sought for the position were a bachelor's degree, at least three years of administrative experiences (including work with budgets), and competency in the English language. Experience working with international programs and students is described as a preferred qualification (see Appendix E). In March 2006, a recent APSU alumna, Tina Tarpy, was appointed to the position.

In the past, a faculty member, Dr. Samuel Fung, received course release time to coordinate international efforts. However, this release time position was eliminated in the 2000-2001 academic year.

APSU Programs of Study

There are several international studies related majors and minors offered for undergraduates to pursue at APSU, as illustrated in Figure 2.
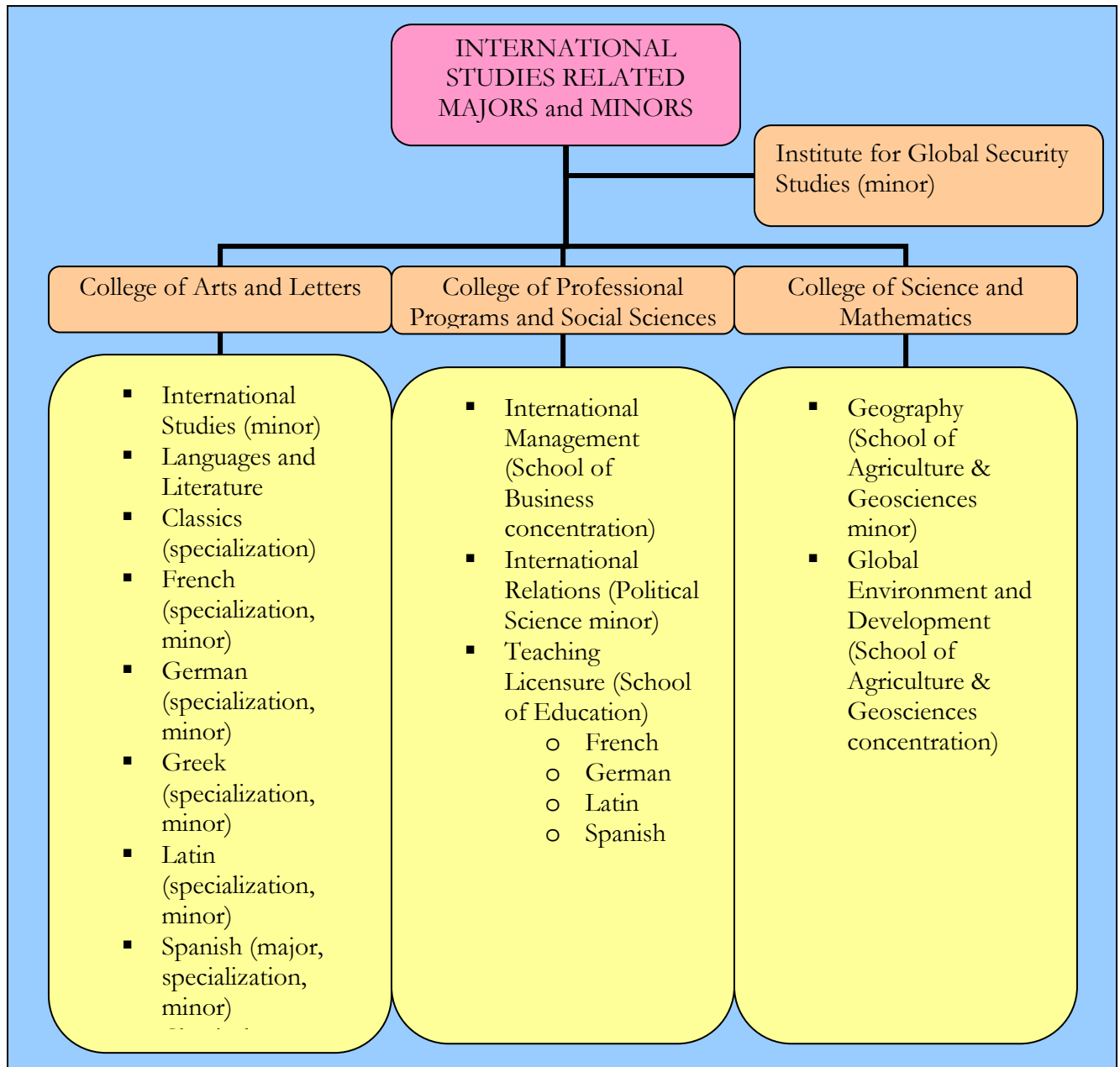

Figure 2. International related studies at APSU

Study Abroad Programs

The following overseas study opportunities have been offered at APSU in recent years and are listed on the Study Abroad and Exchange Programs website:

- Klagenfurt, Austria (German-language immersion program, 4 weeks)
- United Kingdom (Cooperative Center for Study Abroad [CCSA] programs, ranges in location and length)
- Quebec, Canada (French immersion, 5 weeks)
- Beijing, China (signed agreement for faculty and student exchange of study, research, or lectures)
- Germany/France (Holocaust Traveling Seminar)
- Greece (Greek culture and language, 5 weeks)
- Osaka, Japan (Japanese language and Asian studies, semester)
- Cuenavaca, Mexico (discontinued until further notice)
- Lagos, Nigeria (educational and cultural exchange through semester or year-long

study or research for students or faculty)
- Madrid, Spain (Spanish language immersion, 4 weeks, with a home stay)
- Sundsvall, Sweden (semester- or year-long exchange program)
- Taipei, Taiwan (signed agreement for faculty and student exchange of study, research, or lectures)

Cooperative Center for Study Abroad (CCSA)

The Cooperative Center for Study Abroad (CCSA) is a higher education consortium of 26 colleges and universities with study abroad programs to English-speaking regions of the world (i.e., United Kingdom, India, Kenya, Hong Kong, and Australia). APSU faculty member, Dr. Joseph Filippo, co-founded the CCSA, and the institution joined the organization in 1982. Being a member of the consortium, APSU faculty members can propose study abroad programs and recruit students not only at APSU, but also from other institutions within the consortium. Access to a wider pool of students is a beneficial aspect of the consortium, as study abroad programs

often need a critical mass of participants in order to be financially viable. To date, APSU has sent approximately 400 students to study abroad through CCSA.

Another benefit of participation in CCSA is that APSU's faculty members can propose to teach a course through CCSA without having to organize the program design, promotion, and logistics. CCSA's headquarter is in charge of the overall study abroad program logistics, while the faculty program leaders provide the academic content. This arrangement is an attractive opportunity for faculty members who teach abroad, as study abroad program logistics can be labor-intensive. To date, approximately 12 APSU faculty members have led 40 CCSA programs, including some courses offered multiple times.

Scholarships

On the Study Abroad and Exchange Programs website, APSU dedicates a page to scholarships, listing three Institute of International Education (IIE) sources for outside funding (a clearinghouse database, Gilman, and NSEP-Boran). The webpage also describes APSU's "International Experience Scholarships" and its selection

criteria.[6] Described as "limited" in number and without reference to an amount, the scholarships are designed to encourage participation in study abroad programs. The recipients are expected to share their experiences with the APSU community after their program participation. In addition to the International Experience Scholarship, the scholarships listings website describes an "International Education Scholarship," which is funded by private businesses. Awarded by a committee, these scholarships provide awards of $500 each to two international students and to two students engaged in international activities or studies on campus.[7]

President's Emerging Leaders Program (PELP)

The President's Emerging Leaders Program (PELP) is a scholarship-granting, course-based leadership opportunity for a select number of APSU students. According to the PELP website, students are encouraged to pursue study or volunteerism abroad. During the 2006 Homecoming Week, President Hoppe and

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[6] Information retrieved from https://www.apsu.edu/secure/scholarships2/detail.asp?textsch=&Submit=Search&ID=49
[7] Information retrieved from https://www.apsu.edu/secure/scholarships2/detail.asp?textsch=&Submit=Search&ID=48

Provost Speck performed music at a concert to celebrate the return of the 101st Airborne Division, which is based at Fort Campbell. All proceeds went toward music and study abroad scholarships for PELP students (see Appendix F).

International Education: An External Scan

The following section of the environmental scan concerns current issues and trends in the field of international education, consistent with Keller's (1997) advice that "there is one overriding element for a successful academic strategy: attention to the changing societal context" (p. 168). The external scan will provide readers with an overview of important and emerging issues. Although not all of the topics will have direct or immediate impact on APSU, awareness of them is the main reason for their inclusion in this report.

A second important purpose of this external scan is to identify the best practices related to the current issues and trends discussed, in accordance with a guiding question of this consultation project. The best practices summarize what is the most relevant consideration for APSU with regard to the topic. They

were developed from the team's knowledge and experience with these issues and trends in both professional and research contexts. Additionally, delineating best practices will assist in the creation of goals and objectives for APSU's strategic international plan.

Defining "International Education"

Leaders and policy-makers of the 21st-century higher education have discovered that "international education" or "global education" has become the new emphasis of higher education. Depending on the perspectives and the nature of functionality, the term "international education" can be defined in many different ways. To a teaching faculty member, international education can mean bringing international perspectives into the classroom; to an international student services administrator, international education can mean helping international students successfully transition into U.S. colleges and universities; to a study abroad advisor, international education can mean sending U.S. students to foreign countries for academic purposes. Arum (1987) conceptualized international education into three main parts: "international studies" are educational activities of any

kind that involve people of two or more nations; "international educational exchange" involves U.S. students and faculty studying, teaching, and doing research abroad, as well as foreign students and faculty studying, teaching, and doing research in the U.S.; and "technical assistance" as the ways in which U.S. faculty and staff work to develop institutions and human resources abroad.

Authors Hayden and Thompson (1995) and Hansen (2002) concur with Fraser and Brickman's (1968) encompassing definition: "International Education is a dynamic concept that involves a journey or movement of people, minds, or ideas across political and cultural frontiers. The development of a 'world-mindedness' can become truly 'international'" (cited in Hansen, 2002, p. 5). While such scholarly definitions of international education are broad in scope, the practicality and usefulness of the definitions have been shaped by world events such as September 11, governmental policies such as the Department of State's travel advisories, as well as institutional resources. As Speck and Carmical (2002) accurately describe, "September 11, 2001 marked the

beginning of a new era in international relationships" (p. 1).

International Student Enrollment in U.S. Higher Education: A Statistical Overview

Since the Institute of International Education (IIE) started collecting international student statistics on their annual Open Doors survey,[8] the number of international students enrolled in U.S. colleges and universities has grown from 34,232 (in 1954 -1955) to 565,039 (in 2004 -2005). The Institute reports, "throughout the history of the census, periods of sharp increases have been followed by plateaus" (IIE, 2005, p. 1). What is not reported in census materials are the causes behind the sharp increases or stabilization of the numbers of international students.

In recent years, there has been a decline in the number of international students coming to the U.S. to study overall. The IIE's annual Open Doors Report indicated that 565,039

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[8] Information retrieved from http://opendoors.iienetwork.org/file_depot/0-10000000/0 10000/3390/folder/48524/FastFacts2005.pdf. and http://opendoors.iienetwork.org/file_depot/0-10000000/0-10000/3390/folder/50084/Open+Doors+2006_FastFacts.pdf

international students enrolled at American colleges and universities during the 2004-05 academic year (IIE, 2006). This represented a 1.3% decline from the previous academic year (2003-04), when the total was 572,509 foreign students (IIE, 2006). The declining numbers began in 2002-03, when a 2.4% decrease in numbers was noted (IIE, 2006). In contrast, the Open Doors Report recorded increases of 6.4% during the academic years between 2000 and 2002 (IIE, 2006). Although the raw numbers have grown, the percentage of international student enrollment has dropped consistently during the academic years between 2003 and 2005. "Although the trend line is relatively short, and

therefore could change, data on international students indicate that genuine problems have emerged" (Anderson, 2005, p.25). The clear intervening factor was the terrorist attacks of September 11.

It is important to note that only a negligible decrease of .05 % was recorded in the Open Doors Report for the 2005-2006 academic year. The Institute considers this positively, noting that the "new Open Doors report shows total international student enrollments that are virtually flat compared to the previous year, along with a rise in new international enrollments for 2005/06, suggesting that international enrollments have stabilized and are poised to rebound" (IIE, 2006).

Best Practice #1: Annual reporting to Open Doors not only helps the university keep track of the numbers of international student, scholars, and study abroad participants, but also contributes to the understanding of student enrollment within and outside of the U.S. on the national level.

International Student Enrollment in U.S. Higher Education: The Impact of September 11

The landscape in which international student advisers conduct their work has changed drastically since September 11, 2001. Marlene Johnson (2005), CEO of NAFSA: Association of International Educators (NAFSA), writes

"the pace of economic and political change around the world and the tragic events of September 11, 2001 have put the issues of international education at the forefront of national and international policy discussion" (p. 4). While the discussion has involved efforts to increase opportunities for American students to

study overseas, it has simultaneously tightened the opportunity for international students to pursue education within the U.S.

While the terrorist acts were likely the impetus for the decline in international student enrollments, many American educators working in international affairs believe that the U.S. government's response to the attacks with regard to international students caused the lackluster numbers in the years to follow. There are multiple reasons for the decline, including: additional scrutiny in the visa interview process; lengthy security clearances imposed for student visa applicants from certain countries or those wanting to study in "dual-use technology" fields; and stricter monitoring of students with advent of the Student Exchange Visitor Information System (SEVIS). Further, prospective students may be wary of the U.S., as it is no longer perceived as being a "safe" country due to the terrorist attacks and subsequent wars in Afghanistan and Iraq. Meanwhile, other English-speaking nations, such as Australia, Canada, and the United Kingdom, successfully increased their recruitment efforts to attract international students.

"When one of the terrorist was identified as having entered the country on a student visa, public policy and media attention focused on foreign students as a national security risk" (Johnson, 2005, p. 4). Further, "a widespread public perception took hold . . . that it is too easy to enter the U.S. from abroad" (Anderson, 2005, p. 27). With the public eye on international visitors to the U.S., it came as little surprise that the government would enact new policies to monitor international visitors and students. "But the maze of laws and regulations that have been put in place since September 11, 2001, has created a confusing, overly restrictive and punitive environment, which has deterred some students who want to study in this country" (Kless, 2004, p. 3). As such, among those involved with international students in the U.S., there is a widely held belief that the U.S. government needs "to improve the visa process, enhance the sense that the U.S. is safe, and more generally, to restore the favorable image of U.S. higher education" (Bain & Cummings, 2005, p. 19).

Student Immigration and Visa Policy since September 11

For decades, the U.S. has been a popular destination for students from around the globe wanting to pursue higher education. In order to study in the U.S. legally, non-immigrant, international students must enter on F-1 or J-1 student visas, which are governed by the Department of Homeland Security (DHS) and the Department of State (DOS). Colleges and universities who accept international students must designate administrators, who are recognized by DHS and DOS, to issue documents needed so that the students can obtain and maintain the proper visa status. Designated School Officials (DSO) oversee F-1 students' issues while Responsible Officers work with J-1 visa holders.

A significant immigration-related change that resulted from the terrorist acts on September 11 was the creation of the executive branch level DHS via the Homeland Security Act of 2002. Previously under the Department of Justice, Immigration and Naturalization Service (INS) was divided into three main subunits in 2002. Immigration and Customs Enforcement (ICE) oversees the

Ports of Entry, customs, and border patrols; the Border and Customs Protection (BCP) conducts investigations and oversees the Student Exchange Visitor Information System (SEVIS); and Citizenship and Immigration Services (CIS) handles processing and adjudications previously associated with INS. Each unit has specific functions, and the average international student deals with each at some point during his or her academic tenure. The functional areas of the ICE and BCP were especially visible and important in the creation of DHS, due to the heightened concern about terrorism in the U.S.

The Department of State also underwent some changes as homeland security fell onto the macropolitical agenda. Prior to August 2003, not all students coming to the U.S. were required to meet with a consular officer in person in order to get a visa. This changed because "all 19 of the September 11 hijackers entered the U.S. on valid visas, most of them without being interviewed by an American consular officer" (Hockstader, 2003, p. 1). Since August 2003, stricter interview policies have been enforced, with few exceptions, ensuring that all students (and most others) face a

consular officer before being granted permission to come to the U.S. Additionally, U.S. consulates also began enforcing some policies that were already in place but were seldom used. An example is conducting additional background checks on students and scholars coming to study or conduct research in dual-use technology fields (such as virology, chemical engineering, or nuclear technology), which may be referred to as "visa mantis" checks.

One policy implementation that made headlines on all major newspapers and television channels in the U.S. was the National Security Entry-Exit Registration System (NSEERS). This "special registration for men from predominantly Muslim countries" required them to be inspected by an immigration officer upon arrival to and departure from the U.S., as well as requiring those already in the U.S. to visit their nearest immigration offices on an annual basis. These men (and some women) were fingerprinted, interviewed, and photographed as part of the security effort.

However, of the post-September 11 policy changes, the Student Exchange Visitor Information System (SEVIS) affected not only the international student,

but also each U.S. college or university with permission to accept them. Congress in 1996 passed a law ordering the creation of a student tracking system in response to the first terror attack on the World Trade Center (Connell, 2005, pp. 36-37). This system, called the Coordinated Interagency Partnership Regulating International Students (CIPRIS), was being tested on a small number of institutions at the time of the 2001 attack. With the Patriot Act of 2001, funding for the system and full implementation of it at all colleges and universities was granted. With this, CIPRIS morphed into SEVIS. SEVIS policies were announced in December 2002, with the requirement that all schools transfer all new and continuing international student records to the system by the end of July 2003.

SEVIS is an "internet based government tracking program . . . which includes verification of the dates of every internationals student's academic term and continuous reporting of their addresses, majors, and changes in status" (Kless, 2004, pp. 1-2). In essence, SEVIS requires international student advisors to monitor and report on international students' ongoing status while at the university. An all-encompassing, Internet-

based database, versions of SEVIS can be seen by designated school officials at the university, consular officers, port of entry officials, and other DHS and DOS personnel.

While some of the policies implemented by DHS and DOS were already in the regulations prior to September 11, they were enforced irregularly or at the discretion of the officer or agency involved. With public attention on the U.S. borders, security, and terrorism, change was bound to and did occur. Under the scrutiny of the media, the American public, and executive and elected officials, immigration and visa-related policy areas and policymakers were suddenly held accountable and needed to become increasingly transparent in their decision making.

To illustrate and summarize the number and the range of the policies imposed after September 11, an international student administrator writes, "we had to cope with endless travel matters for students, including a variety of security clearances, new procedures at ports of entry to the U.S., changes in consular processing of visas, and new visa forms and fees" (Kless, 2004, p. 1).

> Best Practice #2: Universities must keep abreast of immigration regulations and visa policies. Universities should develop internal processes to ensure compliance with regulations.

International Student Orientation

First-year, undergraduate orientation programs are an important activity at most colleges and universities in the U.S. Research shows that "the experiences that students encounter in their first year play a crucial role in determining their ultimate success" (Feldman, 2005, p. viii). As such, it is common for universities to dedicate funds, resources, and staffing to the orientation process of new students. It is considered an important endeavor as colleges believe that providing a "supportive environment (academically and socially) can spell the difference between a successful college career and one in which students do not reach their potential, fail, or even drop out" (p. viii). Further, a review of literature finds that "students who participated in orientation programs were thought to be more

successful in becoming initially integrated into an institution's academic and social system than students who did not participate in an orientation program" (Wessel & Reed, 2005, p. 19).

It is important to realize that "first-year international students present unique challenges, even to institutions committed to first-year student success" (Schuh, 2004, p. 441). The orientation of international students merits particular attention as successful adjustment for this population of students typically encompasses a broader range of issues than for their American counterparts. When considering international students and orientation programming, it is important to note, "While in some ways first-year international students share the same transition concerns as other students, they do present some unique problems that must be addressed in orientation programs specifically designed to meet their needs" (p. 442).

Most international students operate in a culture and language other than their own when studying in the U.S. To help accommodate students' adjustment, international offices typically focus initial adjustment programming

toward the topic areas of immigration policies, academics affairs, practical matters (e.g., campus tour, trips to stores to purchase necessary items), community norms, and social involvement (Wessel & Reed, 2005; NAFSA, n.d.). Because "once international students arrive, there are a myriad of issues to be resolved," the goal of initial orientation programming is to address a broad range of timely issues to meet their unique needs (Schuh, 2004, p. 442). International student orientation programs operate under the assumption that the programs "should be distinct from those provided the general student population" (p. 20). With this in mind, special programming should be sensitive to the many and varied needs of international students as they first come to campus and as they make their adjustments to life in the U.S. and to college, over the course of their first semester. Finally, it behooves universities to consider how these issues apply to international graduate students as well and to design programs to address their needs as well.

Best Practice #3: Orientation events that address the academic, social, and cultural adjustment needs of international students are imperative for their retention.

Using Cultural Theory

To examine and consider the possible influence of cultural differences among internationally diverse student populations in academia, educators can utilize various theories on cultures. The purpose of learning about cultural theories is to become familiar with cultures outside of the U.S. Cross-cultural training, including the discussion of cultural theories, facilitates such learning. One such theory was developed by anthropologist Edward Hall (1977) and has been utilized by researchers in a variety of ways to explain cultural phenomena.

As a well-established, continuum-based framework,[9] high and low context cultures can help educators understand how cultural differences may affect learning styles and preferences of international students. Simply explained, the theory describes people from high-context cultures (i.e., Asian, Arab, Southern European, African, South

American, other Northern Europeans) generally as valuing community, collaboration, interaction, and the sharing of information. As students, they may gather information from their surroundings and the people within them, including non-verbal communications (Nossoff & Young, 2004). People from low-context cultures (i.e., Swiss, German, Scandinavian, American, Australian) are described as being less community focused, in general. As students, they may prefer to receive information explicitly and verbally and may view knowledge as a commodity (Nossoff & Young, 2004).

Not only has the high-low–context concept been used to describe people, but also it has also been utilized to describe the overall environment at the university as well. Nossoff and Young (2004) believe that universities reflect a low-context cultural environment, "where objectivity, univocality (i.e., one voice predominates), abstraction, and noncontextualized knowledge received from authorities are emphasized" (p. 143). Ultimately, with regard to the academic experience, there is something for

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[9] It is important to note that these are broad generalizations, which do not account for individual differences.

students from both high and low contexts to gain. As Nossoff and Young (2004) concluded:

> The interdisciplinary, community-oriented, collaborative approaches . . . address strengths of the high-context students and help them to understand and enable them to succeed within the low context world of academia. Low-context students gain as well . . . from the increased opportunities to process actively and reflect in their learning while also absorbing how

to make sense of sense of diverse perspectives. (p. 143)

Understanding the high-low–context theory and considering how the students' origins may influence their learning styles and preferences may be a useful activity for faculty as they make their course curricula accessible and effective for all students. Understanding the role of culture may also provide a mechanism for exploring and understanding how people from different cultural backgrounds may interact in and perceive the academic environment.

Best Practice #4: An understanding of cultural differences and theories about culture informs those working with international students.

Cross-cultural Training

Cross-cultural training is becoming an increasingly important topic both in the workplace and on the campus alike and is especially relevant for international education initiatives. The critical components for cross-cultural training include: general and country-specific cultural awareness; areas studies (history, geography, politics, economics); frameworks for understanding and valuing cultural differences; business and social customs in the host country; international

transition and stress management; practical approaches to culture shock management and lifestyle adjustment; and repatriation as a pre-departure issue (Bennett et al., 2000, p. 243). As noted interculturalist Margaret Pusch (1994) explains, "cross-cultural training is designed to address those issues that arise when people of different cultural origins must work, study, or play together at more than a superficial level" (p. 109). The cross-cultural experience is complex partly because people are generally unaware of

their cultural identity and its impact on human relations. However, people do have the capacity to change their "behavior and attitudes and grow in knowledge and skills" (p.109).

Cross-cultural information should be included in the pre-departure, reflection, and re-entry components of study abroad programming. Pusch (1994) stresses the importance of design principles to ensure that the cross-cultural training "provides a conceptual framework for understanding differences among culture groups in general and comprehending how those concepts might be used in face-to-face interactions

with people from other cultures" (p. 114). The cross-cultural training design should meet participant and program objectives, utilize adult learning styles in a balanced manner, and "integrate the cognitive, affective, and skill learning" taking place (p. 122). As such, cross-cultural training, which focuses on the country to be visited as well as the personal learning that occurs when one is outside of his or her own comfort zone, is an important component of study abroad programming that should be included in pre-departure orientation as well as utilized as a reflection tool during and after the experience.

Best Practice #5: Cross-cultural training provides a foundation for learning and working in a diverse and global society.

Cross-Cultural Training: An Exemplary Training Resource

The Peace Corps' "Culture Matters" training for Peace Corps volunteers and the Paul C. Coverdell Worldwide Schools resources for educators are exemplary models of cross-cultural training as it embodies much of what the literature describes as important with regard to content.[10] "Culture

Matters" is a set of information and activities designed to prepare Peace Corp volunteers prior to their journey abroad and is used to complement the language, job responsibility, and country-specific training that volunteers receive. The Worldwide Schools provides K-12 teachers with lesson plans and resources for discussion of countries, cross-cultural understanding, the environment, and

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[10] See http://www.peacecorps.gov/wws/educators/enri

chment/culturematters/workbook.pdf and http://www.peacecorps.gov/wws/educators

more. While it is designed for younger students, some of the materials could be easily adjusted for an older audience or simply could serve as a model for developing materials for college-level students.

The "Culture Matters" approach is proven and successful, and its components can be easily borrowed by others charged with designing training for international initiatives, such as study abroad programs. The course and material topics cover "fundamentals of culture," which encompass: understanding culture; American culture and diversity; styles of communication; culture in the workplace; social relationships; and adjusting to a new culture. Key concepts in cross-cultural training are introduced, including: low- versus high-power distance; individualism versus collectivism; ethnocentrism versus ethnorelativism; internal versus external locus of control; and direct versus indirect, and non-verbal, communication styles (Culture Matters, 1999). Discussions, quizzes, simulations, role plays, and case studies are some of the activities and exercises that support learning about culture fundamentals in the training. Self-reflection exercises such as inventories, discussions, critical incidents,

and letter-writing assignments are also part of the training. The concepts behind the curriculum reflect some of the most significant contributions from scholars such as Geert Hofstede (1980), and others, whose work is often cited in the body of intercultural knowledge and literature.

The Bologna Process: An Overview

In addition to considering issues and trends that have a direct or immediate impact on U.S. campuses, American educators must also look toward global educational trends like the Bologna Process to have an understanding of potential impact. As an example, the Bologna Process demonstrates how a development in Europe's higher education can have potential effect on American graduate education.

The Bologna Process was designed to develop and enhance compatibility among European universities in order to facilitate student mobility, increase employability of European university graduates, and for European institutions to become more competitive in global education and economic markets (Schatzman, 2005). "It is hoped that this will lead to Europe's

greater success in today's competitive international education and economic environment" (p. 26). Specifically, the Bologna Process are sets of agreements and administrative actions creating a structure of easily readable and comparable degrees within a two-cycle degree framework that features an effective credit-based recognition scheme. Such a system will promote quality assurances and remove barriers to the mobility of students (and faculty) across European national boundaries.

British scholar Roderick Floud (2006) describes the components of the Bologna Process as having the potential to produce "revolutionary" change within the European higher education system. Other scholars are more cautious, recognizing that "structural reform alone will not suffice to make Europe a global higher education leader" (Muche & Wachter, 2005, p. 42). As the 2010 implementation deadline still lies ahead, whether all of the ambitious outcomes of the Bologna Process will be achieved remains to be seen, given the fact that European higher education is a "dynamic system" (Nyborg, 2004, p. 6). However, if successful, the Bologna Process can potentially challenge or change U.S. educational systems and processes.

Best Practice #6: U.S. universities must understand the potential impact that the Bologna Process and a more unified system of European higher education can have on U.S. higher education with regard to graduate student issues and study abroad programs. American universities must recognize and consider the benefits of the multi-country educational consortium trend.

Implications of the Bologna Process for U.S. Graduate Schools

Educators and administrators at colleges and universities in the U.S. have been keenly interested in the Bologna Process. If the endeavor is successful, it could lead to greater competition for foreign students, especially at the graduate level.

The number of graduate students pursuing education in the U.S. has only surpassed the number of undergraduates since the 2001-2002 academic year (IIE, 2006). The growing attraction to graduate education may be a result of the growing

costs of undergraduate education in the U.S., the advanced systems of graduate education in the U.S., or the lack of doctoral education opportunities abroad. Additionally, American schools not only offer a wide variety of educational opportunities at the graduate level, but also many schools offer both research opportunities and financial assistance for pursuing these types of degrees. As a result, these programs have traditionally been very competitive internationally and have attracted great numbers of foreign students.

Graduate schools in the U.S. are posed with a new challenge due to aspects of the Bologna Process. A "bachelors" under the Bologna Process can last as few as three years, which is a source of controversy for those in the U.S. wanting to recruit these students for potential graduate study. Traditionally, graduate schools have not consistently recognized three-year bachelor's degrees, as they tend not to have the general, liberal education requirements found in the American undergraduate degrees. Bradley (2005) summarizes the concern for American graduate school admissions officers:

> While uniform European degrees should ultimately simplify the task

of credential evaluation for admissions officers in U.S. graduate schools, it is not yet clear how many American institutions will accept the three-year program as equivalent to the standard four-year U.S. undergraduate degree. Those who do not accept it may require applicants with European degrees to do additional undergraduate work before entering graduate school, a requirement that could hinder academic exchanges. (p. 14)

However, as the Bologna Process implementation in 2010 comes closer, greater levels of competition are imminent. As such, educators and administrators are justified in their concerns regarding enrollment and admission of Bologna Accord graduates into American master and doctoral programs. Those involved with graduate education and admission should be concerned with the Bologna Process's potential competitiveness in the widening of the global education market.

*The Role of Study Abroad in
Internationalization*

In addition to international student issues, study abroad programs play a vital role in ensuring a successful internationalization of higher education. Given the spotlight on international education since September 11, study abroad initiatives have become recent trends on college campuses. John Hudzik, Dean of the Department of International Studies at Michigan State University, pinpointed the benefits of study abroad program:

> Study abroad—when integrated into the regular curriculum— provides the best means for incorporating the experiential component into international education, for infusing international education with a reflective dimension, and for providing firsthand experience in how others think and make decisions. By providing hands-on learning and practical experience, study abroad complements on-campus classroom learning and serves both national security and economic competitiveness goals by preparing a citizenry better able

to live and work effectively in a global environment. (Cited from MSU website, n.d.) [11]

Study Abroad Learning Outcomes

Increasingly, higher education administrators and leaders are focusing on the learning outcomes of study abroad programs. Assessment and data collection provide evidence for justifying study abroad programs and internationalizing curriculum. Statistics from the 2004 Institute for the International Education of Students (IES)[12] indicate that living in a foreign country helps students embrace a worldview. Ninety-eight percent of the students who responded to the 2004 IES survey reported that studying abroad helped them understand their own culture better. Ninety-four percent reported that the experience continued to influence their interactions with people from different cultures. Almost all (97%) of the students felt that study abroad programs helped them mature and become more self-confident. Further, 89% of students felt that they were better able to tolerate

[11] Information retrieved from http://www.studyabroad.msu.edu/
[12] The 50-year IES alumni survey. Information retrieved from http://www.lincolncommision.org/trendandbarrier.pdf .

ambiguity. According to the IES data, study abroad programs also "open the door to new career paths" (Lincoln Commission Report, 2005, p. 9) Seventy-six percent of returnees have reported that the skills learned while overseas have influenced their career paths, and 62% of returnees indicated that study abroad ignited a new career interest that they pursued after graduation.

In a 2004 report prepared for IIE, the data showed that studying abroad makes students more attractive to employers. The report states that "Employees agree that candidates with an international study experience are likely to possess cross-cultural communication skills, flexibility, autonomy, leadership skills, innovation, maturity, presentation skills, ambition, independence, and cultural awareness." (2004 IIE report, in the Lincoln Commission Special Report, n.d.)

The data collected by external agencies such as IES and IIE are useful to determine and delineate the concrete benefits of study abroad programs and international education as a whole. It is important for higher education institutions to collect quantitative and

qualitative data at the institutional level. NAFSA's website provided a list of reasons why data collection is important in order to further the goals of international education[13]:

- Working definitions
- Advocacy
- Campus cooperation
- Setting and tracking progress toward university/division goals
- Scholarship and other support
- Recruitment/admissions issues
- Financial aid and budgets
- Marketing
- Solidifies the areas that have solid interest/support
- Physical space
- Programming
- Program development and sponsorship
- Staffing
- Technology

(Cited from the NAFSA Website, n.d.)

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[13]http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/education_abroad_2/practice_resources_12/data_collection/study_abroad_why_numbers.

Curriculum Integration

Universities need to understand that sending students overseas, while important, is only one part of the internationalization process. Internationalization also occurs on campus when international issues are effectively incorporated into course instruction and the core curriculum.

How universities define internationalizing the curriculum varies from institution to institution. According to the NAFSA website's section on curriculum integration, "Curriculum integration in study abroad refers to a variety of institutional approaches designed to fully integrate study abroad options into the college experience and academic curricula for students in all majors."[14] International educators recognize that in order for study abroad to be viewed as a fundamental part of higher education system, it has to be incorporated into the core curriculum. Two universities that provide good examples of, but different approaches to, curriculum integration are the University

of Minnesota and Michigan State University.

The University of Minnesota (UM), being a large Research I institution, recognized that a chasm existed between the administration of study abroad programs and the faculty. The UM leadership felt that for internationalization to occur, they needed to create a sense of awareness and ownership throughout different levels of the institution. With grant support from the Fund for the Improvement of Postsecondary Education (FIPSE) and the Archibald Bush Foundation, the University of Minnesota Learning Abroad Center Curriculum Integration Project proposed the "Minnesota Model," which other institutions could adapt.

At UM, the main goal of the model was to raise awareness and share ownership of the study abroad initiatives across campus and among academic advisors and faculty members and the senior leadership. Additionally, the project provides a pedagogical framework for faculty members to promote study abroad programs as a part of the larger internationalization effort. The five guiding principles of the UM model are:

[14]Information retrieved from http://www.nafsa.org/knowledge_community_network.sec/teaching_learning_and/internationalizing_the_3/practice_resources_24/curriculum_integration/overview_background

- ▪ Partnerships
- ▪ Partners are teachers and learners
- ▪ Ownership outside of study abroad offices
- ▪ Work within existing structures
- ▪ Long-term impact

(Cited from UM website, n.d.)[15]

Michigan State University's (MSU) curriculum integration project took place in 1997 at the same time with the UM Curriculum Integration Project.[16] However, unlike the UM model that sought support for a campus-wide integration of study abroad programs across all of the campus' faculties, MSU focused on the individual needs of the different colleges, schools, departments, departmental chairs, and academic majors and minors. Faculty and advisors were identified in each department to be the champions and promoters of study abroad programs. They were charged with designing a unique format of study abroad programs that would suit their own

particular academic discipline best. This approach is innovative in that it allows study abroad programs to be considered as a part of core curriculum within a particular field of study, rather than an elective course outside of students' major requirements. It also eliminates the issue of evaluation of foreign academic credits as students are considered to be taking MSU courses, designed and taught by MSU faculty members.

As evidenced by the UM and MSU models, faculty members serve as key gatekeepers and determinants of the curriculum integration process. According to an American Association of University Professors (AAUP) statement, faculty has primary responsibility for fundamental areas such as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process (2004, p. 4). Faculty members exercise their "professional authority" (Etzioni, 1964) when determining study abroad curriculum. Further, faculty members are more likely than the trustees and administrators to have better information with regard to decisions concerning curriculum, the creation of new academic programs, and

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[15] Retrieved from http://www.umabroad.umn.edu/ci/whatisCI/model.html
[16] Retrieved from http://www.umabroad.umn.edu/ci/index.html

general faculty governance decisions (Brown, n.d., p. 6). As such, study abroad administrators must consider that faculty engagement in the design and implementation of study abroad programs and engage them in the process.

> Best Practice #7: Institute a process that engages faculty in the planning, promotion, and assessment of study abroad programs to ensure curricular integration.

Study Abroad Program Design

Increasingly, study abroad programs have evolved from the traditional year or semester-long programs to short-term programs. Short-term study abroad programs can accommodate non-traditional students' needs and also have gained popularity among the mainstream students. The creation of short-term programs is advantageous in that they: overcome the barriers of delayed graduation; allow students who have commitments during regular semesters (work, families, illness, etc.) to study abroad; serve as a "stepping stone" for students who are concerned about cultural unfamiliarity when considering study abroad; and are financially more feasible than many semester- or year-long programs.

Short-term study abroad programs are growing in popularity. The Open Doors 2005 data shows that American students continue to study abroad in larger numbers but for shorter time periods, marking the continued decline in the popularity of traditional semester- and year-long programs. Only 6% of students who studied abroad did so for a full academic year (compared to 14% a decade ago in 1993-1994), while 38% studied abroad for a semester. The majority (56%) of U.S. students elected summer, January term, and other programs of less than one semester in length.

Despite the growing interest in them, short-term study abroad programs do have shortcomings. First, the brief and intense nature of summer programs can make cultural adjustment difficult for students as they "have to make a concerted effort to get significant exposure to the local culture and community" (Guerrero, 2005, p. 42). Second, students have limited time to learn and reflect upon the local cultures and community they experience while abroad, which "could lead to students

acquiring a skewed or at least inaccurate perception of life in foreign countries as well as its culture" (p. 42). Finally, there are also serious curriculum concerns surrounding the numbers of credits offered and the level of student learning that can be achieved during such a short period of time.

However, even with their shortcomings, the potential impact of these short-term programs on students can be significant. Connie Perdreau, the Director of the Office of Education Abroad at Ohio University, indicated:

Although to us professionals it is quite short, the impact can be substantial for a student who has hardly traveled anywhere. Spending two weeks in another country, even in an English-speaking country, can have a major impact. For some students, it is still the full year, but for others, even two weeks in Mexico or the Caribbean could be life-changing." (Cited in Dessoff, 2006, p. 23)

> Best Practice #8: Diversify the length and types of study abroad programs to accommodate multifarious student needs and characteristics.

Quality of Study Abroad Programs

At most higher education institutions, budgets determine and limit the expansion of study abroad programs. New programs cannot be developed unless there is enough student participation to be financially solvent. Program directors must pay close attention to the bottom-line figure in order to ensure a program's viability.

Often, study abroad programs face cancellation if there is insufficient student interest and participation. Program leaders also find that costs directly influence design-related issues. In fact, programs sometimes do not include activities that are educational, but expensive, in order to stay within the budget.

> Best Practice #9: Survey the APSU student's interest of program sites, then design and offer programs based on student interest as well as academic rigor.

In many instances, it is a "balancing act" between the quality and the cost of a program (Dessoff, 2006, p. 24). International educators have to be mindful of student interests as well as students' reaction to the sticker price of the study abroad programs. Study abroad advisors and program leaders often need to persuade students to look beyond the cost of the program to the value of the experience of studying abroad. Although many study abroad programs are cancelled caused by low student enrollment, many institutions recognize that the programs of great quality should not be cancelled solely by financial viability (p. 28). A common practice among institutions is financially to support a new study abroad program during its inaugural year before requiring it to become financially self-sufficient. However, overall budgetary pressures at colleges and universities dictate that a study abroad program must "break even" financially in order to be sustainable in the long run.

> Best Practice #10: Support a study abroad program during its inaugural year even if the program does not achieve the optimal student enrollment necessary to be financially viable.

Financial Aid for Study Abroad Students

Nearly two-thirds of all full-time undergraduate students in the U.S. receive some financial aid to help with the cost of education. Many students are relying increasingly on loans, leading to a higher debt burden upon completion of studies (Johnstone, 1999; Heller, 1997). According to policies, federal financial aid can be applied toward an academic experience overseas (Higher Education Act, 1992). In fact, the majority of students who participate in study abroad programs use financial aid to help pay for the costs associated with their programs.

However, many students still find study abroad to be cost prohibitive, and they do not want to incur debt from loans in order to participate. With this in mind, it has become critical for institutions to provide institutionally based financial aid and scholarships and to seek and apply for external grants to assist students who wish to study abroad but may not be able to do so without financial support.

Professional organizations, such as NAFSA, CIEE, and private foundations of international education, such as International Foundation of Study Abroad, understand the critical need for

financial support of international education. They provide extensive financial aid resources, both for international students and study abroad students, many of which can be found on the organizations' websites.[17] A seasoned study abroad administrator pointed out that many students may have misconceptions of using financial aid for study abroad programs:

> Some students may not realize that financial aid resources can be used to make an overseas experience affordable. Others may think there are endless scholarships out there waiting to be tapped for that experience in England. The education abroad adviser is increasingly called upon both to provide access to affordable programs and to be an expert on how students can obtain financial assistance. (Stubb, n.d.)

Best Practice #11: It is the responsibility of international educators to be familiar with the financial resources available and to provide them to students.

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[17] Information retrieved from http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/education_abroad_2/practice_resources_12/advising/nafsa_financial_aid_resource

Besides the availability of financial aid and scholarships for study abroad programs, higher education institutions, when deciding whether to allow the use of financial aid for study abroad, should also consider the effects the various types of aid have on students' opportunities to study abroad. Merit-based and need-based are the two categories of institutional aid that can be awarded for study abroad. These types of grants or scholarships can be given either to subsidize the travel costs associated with the program or to reduce the bottom-line cost for the study abroad participants. Researchers have argued that the trend toward merit-based aid has negatively impacted the access to American higher education (St. John, 2004; Cornwell & Mustard, 2004; Heller, 2001-2004). Merit-based financial aid is typically received by those who would likely attend college regardless, rather than those for whom finances are a barrier to higher education. Applying the same theories to merit-based aid to study abroad programs, providing monetary support based on students' merit (e.g., grades) may undermine access for students who, although may desire the experience, cannot study abroad because of financial need.

> Best Practice #12: Diversify institutional financial aid to be inclusive of different student groups.

Parental Support for Study Abroad and Student Characteristics

Although working with campus stakeholders is vital to the success of student recruitment, parents also play an important role in a student's decision to study abroad. Research on the formation of higher educational aspirations, in general, indicates that the role of parents is ever-present in students' college-related decision making (Hossler, Braxton & Coopersmith, 1989; Sewell & Shah, 1978). If these concepts extend to international education, then parents would also have substantial influence on a student's decisions regarding study abroad. Thus, international educators should work with parents not only to address their concerns but also to promote the study abroad experience with regard to traditionally aged students.

There is a large body of research regarding first-generation college students and their parental support. Hossler, Schmidt, and Vesper (1999) stated that parents' education or income levels are not important determinants of college-related aspirations, but their encouragement and support of their children are. McDonough (1997) found that:

> Although college choice, persistence, and degree attainment may pose many challenges to most students, the children of parents who never attended college, known as first-generation college students, often face greater difficulties in each of these processes than students whose parents attended college. First-generation students are less likely to apply for admission to colleges and are less likely to enroll than children whose parents attended college (second-generation students). (Cited in Duggan, 2004, p. 169)

Khanh (2005) further discovered that first-generation college students tend to have less social and cultural capital (Bourdieu, 1977) than second-generation college students, which may also impact their participation in study abroad. First-generation college students may not have had opportunities to travel abroad prior to college. They may also lack parental support or encouragement to study abroad. Gary Rhodes, Director of Center for Global Education at Loyola Marymount University, pointed out that it is difficult to get first-generation college students to think about study abroad, stating:

> Overseas travel is not a part of the family culture, and the education values of serious time spent abroad is not taken as a given . . . just getting to college and leaving their homes can be a big push. . . . Getting beyond to think about study abroad does not come naturally to them. (Cited in Dessoff, 2006, p. 24)

Best Practice #13: Understand student demographic profiles and market study abroad programs accordingly.

In addition to first-generation college students, there are other groups of students that require the extra attention from international educators. NAFSA's Sub-committee on Underrepresentation of Education Abroad has identified the following groups as underrepresented in study abroad participation.[18] The major categories of underrepresented populations are:

- Men
- Science and technology majors
- Students from professional schools
- Students of color
- Two-year college students
- Students with disabilities
- Gay, Lesbian, Bi-sexual, and Transgender students

(Cited from NAFSA's website, n.d.)

By considering these student populations, international educators are recognizing that "an array of financial, cultural, and institutional obstacles often discourages underrepresented students from studying abroad" (Dessoff, 2006, p.

20). Thus, it is important for study abroad designs to be created with underrepresented students' special needs and interests in mind in order "open up these important opportunities to more students" (p. 20).

Barriers to Study Abroad

The 2002 American Council of Education public opinion poll revealed that "50% of college-bound high school students express interest in study abroad" and "75% of students think it is important to study or participate in an internship abroad during their academic career" (cited from Lincoln Commission Special Report, n.d.). However, IIE's Open Door data over the years has shown that less than one percent of all enrolled American undergraduates study abroad. As such, it is important for educators to consider the range of barriers that may prevent or discourage participation in overseas study. A report by the Lincoln Commission identified the following seven areas as the major barriers of study abroad programs[19]:

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[18] Information retrieved from http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/education_abroad_2/practice_resources_12/underrepresented_destinations_5

[19] Information retrieved from http://www.lincolncommision.org/trendandbarrier.pdf.

1. Awareness/access to opportunity
2. Cost
3. Institutional culture
4. Curriculum constraints
5. Language skills
6. Safety concerns
7. Family support

(Cited in Lincoln Commission Special report, 2005)

In many cases, students do not participate in study abroad, not just because the lack of funding, but also because the lack of knowledge and advisement. Gary Rhodes noted that since "most colleges do not require study abroad . . . many of those students who can benefit from study abroad lack the information, as well as resources and support, that can motivate students' participation" (cited in Dessoff, 2006, p. 27). As such, collaboration among the faculty, campus offices involved in international education, and student services are often crucial in supporting study abroad programs and international education on a campus.

> Best Practice #14: Cultivate institutional culture that encourages international experiences by involving multiple stakeholders in its promotion.

The Future: Lincoln Commission

A U.S. Department of Education report on higher education was released in September 2006 by Secretary Margaret Spellings. The Spellings' Commission on the Future of Higher Education (FHEC)[20] recommended "increased federal investment in areas critical to our Nation's global competitiveness and a renewed commitment to attract the best and brightest minds from across the nation and around the world to lead the next wave of American innovation" (Department of Education Report, 2006). From this, it becomes clear that internationalization of higher education is needed in America.

Recognizing the need to internationalize education, in 2004, Congress created a bipartisan commission to investigate options and make recommendations. The Abraham Lincoln Commission proposed sending one million students on study abroad programs over a period of ten years. In its 2005 report to the Congress, the

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[20] Information retrieved from
http://www.ed.gov/news/pressreleases/2006/09/09262006.html

Commission urged the creation of an Abraham Lincoln Study Abroad Scholarship Program that will require annual federal appropriations to provide funding support for study abroad programs. The Lincoln Commission made several recommendations[21]:

1. Students should receive the lion's share of program funding.

2. Diversity of students, institutions, and destinations should be a hallmark of the Lincoln Study Abroad Program.

3. Demanding quality control should characterize the Lincoln Study Abroad Program

4. Fellowship and scholarship amounts should vary and be limited to one year.

5. Federal funding should begin with $50 million and increase to $125 million by academic year 2011-2012.

6. National leadership and support is essential.

(Cited from the Lincoln Commission Website, n.d.)

On July 26, 2006, Senators Dick Durbin and Norm Coleman introduced the Abraham Lincoln Study Abroad Act of 2006 (S. 3744) to the Committee on Foreign Relations. They proposed that 2006 be called the "Year of Study Abroad," creating "a partnership between the federal government and higher education to expand participation by U.S. undergraduates in study abroad programs" (Durbin, 2006). In his address to the Congress, Durbin outlined a plan that "provides direct fellowships to students but also provides financial incentives to colleges and universities to make internal policy changes that make it easier for students to study abroad" (Durbin, 2006). In the same speech, he also urged higher education institutions to be proactive and institute change with regard to the promotion of study abroad. It is recommended that colleges and universities, especially in small to mid-size institutions, build an administrative structure and devote the human resources necessary to meet the growing need for the internationalization of higher education.

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[21] Information retrieved from http://www.lincolncommission.org/commissionreport.html

Best Practice #15: Universities need to be advocates for block grants and federal funding related to international education and be prepared to apply for such grants should federal appropriations become available.

Professional Development Organizations

In order to keep abreast of trends and emerging issues in international education, there are several professional development organizations that are worth joining. NAFSA: Association of International Education (NAFSA) is a professional organization to which many international students and study abroad advisors belong. NAFSA is an organization that interfaces with governmental agencies, lobbies, offers professional development, and provides members with detailed information on immigration and visa-related matters as well as the best practices and issues in study abroad. The organization also has knowledge communities for recruitment and admissions, teaching and scholarship, and leadership. Affirming the essence of the association's purpose, the NAFSA Board in 2003 identified three main objectives that guide their work in representing campus-based, international educators: "influence public policy; create and disseminate knowledge; and maintain a strong organization" (NAFSA, 2004).

Membership in NAFSA, participation in its national and regional conferences, and attendance at its various workshops and trainings is highly recommended for those both new and continuing in the field. By doing so, administrators keep abreast of the important issues and emerging trends in international education.

Other organizations exist including Council on International Educational Exchange (CIEE) and the Forum for Education Abroad. CIEE administers study abroad programs for high school and college students as well as opportunities for teachers and professors. They also provide training and advising resources for professionals, advocate for international education, and hold annual conferences. The Forum on Education Abroad was created in 2001 for those interested not only in best practices, but also in standards, curricula, outcomes, and other assessment. Like NAFSA, both organizations produce written materials, including CIEE's biannual *Journal for Studies in International Education* and the Forum's *Frontiers: The Interdisciplinary*

Journal of Study Abroad. However, NAFSA is the most comprehensive and largest of the organizations because of the range of international education areas served.

> Best Practice #16: Active membership in NAFSA and other international education organizations and attendance at conferences enable professionals to learn about emerging trends, issues of concerns, and best practices.

Summary of Best Practices

The following list summarizes the best practices derived from the external environmental scan of important and emerging issues from the field of international higher education.

1. Annual reporting to Open Doors not only helps the university keep track of the numbers of international student, scholars, and study abroad participants, but also contributes to the understanding of student enrollment within and outside of the U.S. on the national level.

2. Universities must keep abreast of immigration regulations and visa policies. Universities should develop internal processes to ensure compliance with regulations.

3. Orientation events that address the academic, social, and cultural adjustment needs of international students are imperative for their retention.

4. An understanding of cultural differences and theories about culture informs those working with international students.

5. Cross-cultural training provides a foundation for learning and working in a diverse and global society.

6. U.S. universities must understand the potential impact that the Bologna Process and a more unified system of European higher education can have on U.S. higher education with regard to graduate student issues and study abroad programs. American universities must recognize and consider the benefits of the multi-country educational consortium trend.

7. Institute a process that engages faculty in the planning, promotion, and assessment of study abroad programs to ensure curricular integration.

8. Diversify the length and types of study abroad programs to accommodate multifarious student needs and characteristics.

9. Survey the APSU student's interest of program sites, then design and offer programs based on student interest as well as academic rigor.

10. Support a study abroad program during its inaugural year even if the program does not achieve the optimal student enrollment necessary to be financially viable.

11. It is the responsibility of international educators to be familiar with the financial resources available and to provide them to students.

12. Diversify institutional financial aid to be inclusive of different student groups.

13. Understand student demographic profiles and market study abroad programs accordingly.

14. Cultivate institutional culture that encourages international experiences by involving multiple stakeholders in its promotion.

15. Universities need to be advocates for block grants and federal funding related to international education and be prepared to apply for such grants should federal appropriations become available.

16. Active membership in NAFSA and other international education organizations and attendance at conferences enable professionals to learn about emerging trends, issues of concerns, and best practices.

THE CURRENT STATUS OF INTERNATIONALIZATION AT APSU

Qualitative Methods

The main qualitative method utilized in this project involved interviews with seven students, eight administrators or staff, and fourteen faculty members (including instructors and some who hold academic leadership positions within their units, such as deans). Two interview protocols were developed, each geared either toward the student interviewees or for the faculty and administrators (see Appendix G & H). Additionally, an analysis of documents enabled the consultation team to learn more about internationalization efforts currently in place at the APSU. The document analysis focused on study abroad programs details, International Council reports, and relevant quantitative information generated from National Survey of Student Engagement (NSSE) data sets and other institutional research. Confidentiality was upheld by collecting and maintaining data carefully and ensuring that student, faculty, or administrator identifiers were not included in the analysis of findings. (See Appendix H for a detailed methodology and discussion of limitations.)

Key Findings about Current Internationalization Efforts at APSU

The following is an analysis of the interviews conducted for this consultation project. Key findings from the interviews are organized by the three main components in the conceptual framework: perceptions of international students; study abroad, and the internationalization of the curriculum. Following a description of the major findings, illustrative quotes are included for further understanding.

Perceptions of International Students
Visibility of International Students

Overall, the interviewees agree that having international students at APSU is beneficial to the university environment, and they want greater numbers of international students to enroll. However, in terms of actual numbers currently enrolled, the presence of international students appears to be not commonly known at APSU. This impression derives from the fact that all but two of the interviewees have an inaccurate account of the number of

international students currently enrolled at APSU. The actual enrollment of international student is 38 students[22] for the 2006-2007 academic year (based upon fall enrollment numbers).

When asked about the activities and events hosted by or for the international student population, almost all interviewees could only name the International Night. The International Night is held annually at the beginning of APSU's Homecoming Week in the campus ballroom. The event features approximately 20 booths representing different cultures, food, cultural displays, and traditional dances. This event is organized by APSU's International Student Organization (ISO), which invites administrators, faculty, and American students to attend. Interviewees who have attended have positive impressions of the event (see Appendix I). One faculty member mentioned the Hispanic Cultural Center, which promotes awareness and cultural events of the Hispanic population on campus (see

Appendix J). About half of the faculty members and administrators commented that APSU does not have a substantial amount of international activities because of limited resources.

The majority of interviewees believe that there should be more events at APSU that highlight the presence and cultures of international students. Most want to see activities that promote more in-depth interaction than simply "eating the food and seeing the dances."

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[22] It is important to note that the 38 students are in the U. S. on non-immigrant student visas. A few interviewees asked for clarification about whom the consultation team defined as international. Others pointed out that if the definition were to include students from other countries whose initial purpose in coming to the U.S. was not education, but enrolled at APSU nonetheless, the number of the international students would be higher.

Administrators
- *"I know that there are other universities of our size that have attracted a lot of international students. . . . I would like to see a lot more at APSU . . . it is a growth potential."*

- *"There are only two or three events that are related to international students and that's it. I think there ought to be more."*

- *"The international night is a lovely event, but there is no time to interact with international students meaningfully."*

Faculty members
- *"We need to increase the number of international students to maintain the international atmosphere on campus. It seems to me that the international students and American students are interacting well."*

- *"Their presence is not felt on this campus, and they may want it that way. They may choose to blend in rather than stick out."*

- *"I think it has to be a more sustained, ongoing effort of international activities on campus."*

Students
- *"I know that we have some [international students], but I don't know the numbers."*

- *"We need to get as many of them as we can get."*

- *"I like to see international students in all disciplines. . . . I only see two in Science."*

Student Recruitment and Diversity

Diversity is one reason why students, faculty members, and administrators think it is important to increase the number and visibility of international student population. Currently, many in the campus community do not regard APSU as diverse. The majority of interviewees think it is important to strategically attract international students to APSU through marketing and purposeful recruitment as a means of increasing the campus' diversity.

Three international students interviewed in this project are attending APSU because of their involvement in collegiate athletics. One student reported that he saw APSU's advertisements on a sports recruitment website and thought it was an effective way to attract students. Another commented that collegiate athletics is a unique feature of American

higher education and suggested that APSU should use it as a recruiting tool to bring more students that are international to APSU.

One staff member and one student gave an interesting explanation about how international students find APSU: the first word in its name. "Austin Peay" is often one of the first universities in alphabetical listings of U.S. higher education institutions. The staff member also recommended that APSU embraces and capitalizes on this effortless marketing advantage.

Many faculty members and administrators pointed out programs of academic excellence as ways to attract more international students. These interviewees share a sense of pride and confidence in APSU academic programs (e.g., engineering technology, psychology, and global studies). APSU has become the "fastest growing university in Tennessee,"[23] a position that is described by the interviewees as a marketing "edge."

One issue that APSU must keep in mind when recruiting international student is its geographical disadvantage when compared to the universities on the U.S. coasts. As the IIE Open Doors data

(see Figure 3) points out, the majority of international students choose to attend colleges and universities located in the coastal states or in states with major cities.

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[23] A tagline from the main university website, http://www.apsu.edu

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STATES
with the Most International Students, 2004/05 & 2005/06
                                                    %
Rank    State              2004/05   2005/06    Change
1       California          75,032    75,385       0.5
2       New York            61,944    64,283       3.8
3       Texas               47,367    46,869      -1.1
4       Massachusetts       27,985    28,007       0.1
5       Florida             26,264    26,058      -0.8
6       Illinois            25,021    25,116       0.4
7       Pennsylvania        22,773    22,418      -1.6
8       Michigan            20,879    20,827      -0.3
9       Ohio                17,952    18,002       0.3
10      Indiana             13,149    13,992       6.4
11      Maryland            13,439    12,887      -4.1
12      New Jersey          12,571    12,779       1.7
13      Georgia             12,111    11,921      -1.6
14      Virginia            12,501    11,701      -6.4
15      Washington          10,674    11,234       5.2
16      Missouri             9,540     9,641       1.1
17      Arizona             10,011     9,617      -3.9
18      North Carolina       9,029     9,507       5.3
19      Minnesota            8,491     8,709       2.6
20      Oklahoma             8,454     8,149      -3.6
```

Figure 3. Open Door 2005-2006 Data of International Student Enrollment

Many interviewees, especially the international students interviewed, expressed that word of mouth is effective in attracting prospective students to APSU. The interviewees expressed that they have heard about the positive experiences of other students from their home country who attended APSU. One international student interviewee chose to attend APSU because his cousin was already enrolled at the institution and encouraged him to apply. Although this view may not be generalized to all 38 international students at APSU, the underlying lesson to be learned is that the APSU campus environment and the experience that any international student has (whether positive or negative) can directly influence the recruitment of new international students.

Administrative Support for International

Students

Most of the international students interviewed responded positively to questions concerning the student services on campus. For some, this is in spite of the fact that there is no official international office. Without a centralized international student office, the international students seek assistance from their faculty members, ESL instructors, and fellow members of the ISO. Majority of the international students interviewed have received adequate administrative support through their own personal contacts with other APSU students and administrators. However, one student who attended another university prior to enrolling at APSU said the lack of an international student office was "surprising" and a disadvantage for international students. One other international student interviewee expressed that it is "important to know someone before you come, otherwise it is going to be really, really hard."

This appears to contradict what most faculty members and administrators commented about the need for an international student office. From the administrator's perspectives, a non-existent international student office means the lack of administrative support for international students. Currently, there is no international student orientation at APSU. Administrators from the library and English as a Second Language Institute (ESLI) have expressed concerns that although the ESL international students have access to the library collections and the computer laboratories, they do not have equal access to the recreation center and the dormitories. On a related note, the ESL Institute has difficulties obtaining classroom space on campus each year. According to an administrator, the lack of classroom space and an office for ESL international students is a disadvantage, as they "need to have a sense of belonging and a spot where they can hang out on campus."

Administrators
- "We have more responsibility drawing the [international students] in, and I am not sure how well we are taking that responsibility. I see them on campus, but I don't see them interacting with American students . . . this could very well be a predicament."

- "There is no one centralized place for information. . . . I tried to help the international students, but sometimes you call all over the place to get information for them."

- "I think the international students are supported here. My colleagues sometimes have a hard time understanding them, but they send them to me."

Faculty members
- "Our international students are sensitive to the tuition price. . . . APSU can appeal to them as a public institution as it costs a lot less than Harvard. . . . We have certain niche in academic expertise here."

- "I have written three times to the [APSU] to get classrooms on-campus . . . and I just get what's left over . . . my students are unhappy and have asked me to get them back on campus . . . the university is not against international students, but I just would like to see a lot more enthusiasm."

Students
- "One international student coming here to APSU had a difficult time about approving their transcripts . . . another one has problem with insurance . . . I don't think APSU is very organized in helping international students with that kind of stuff."

- "We [ISO] try to do more things; international night is very expensive, so we have limited resources."

- "I like it here . . . people are very friendly and helpful." (From an international student)

- "I get by alright, mostly because I made a lot of friends through athletics . . . I don't know what I would do without them." (From an international student)

Engagement in Campus and Academic Life

Engagement of international students at APSU ranges from their social integration with other APSU students to their interactions both in and outside of the classroom. Regarding the interactions between American students and international students on campus, three of the interviewed American students expressed that they saw international students on campus and in classes, but rarely had opportunities to befriend them. This was echoed by an international student, who was disappointed by the lack

of interactions outside of the classroom. One international student did experience a certain degree of discrimination as he felt that he was teased because of his foreign accent. An American student felt she had more contact with international students than her American counterparts because of her involvement with the ISO. However, this student's interactions are atypical of those commonly held among American students and international students at APSU.

Faculty members generally welcome international students in their classrooms. Both administrators and faculty members recognized the value of the different perspectives that international students can contribute to the campus and the classroom. Faculty members who were interviewed think that American students who have lived abroad because family members were in the military are friendlier toward international students. The proximity and connection to Fort Campbell is not inconsequential, as the university currently serves approximately 2,000 students at the APSU satellite campus on the military base. Of these students, roughly two-thirds are active-duty military, military dependents, or veterans of the military.

> *Administrators*
> - *"In reality, I am an administrator, so I don't have a lot of day-to-day contact with international students."*
>
> *Faculty members*
> - *"They are hard-working and pleasant, but they still tend to be isolated from the rest of student community."*
>
> - *"There are two French girls who have only befriended one another. They seem surprisingly uncomfortable. . . . I tried to create situation where they can meet more local students, but both sides are very shy."*
>
> - *"I love the international students that I've taught. But often time they are very quiet."*
>
> - *"Most international students do not take another foreign language, so I don't have much to do with them."*
>
> *Students*
> - *"The students here are friendly." (From an international student)*
>
> - *"My communication with [international students] has been very short, but they have been positive."*
>
> - *"We are just really curious about the international students, because most of us have not grown up around them."*

Perception of Study Abroad Programs

Quality of Programs

From the students' perspective, APSU provides good opportunities for students wishing to pursue studies overseas. Many feel that that the main support for study abroad comes from the faculty leaders who are responsible for programs. In general, student interviewees agree that administrative offices (i.e., financial aid and registrar) are supportive of study abroad programs, noting positive experience with regard to credit transfers and course equivalences. However, one student felt that she was not supported financially by the APSU administration to study abroad and, as a result, has not studied abroad.

At the faculty and staff level, all but one interviewee hold the APSU study abroad program in high regard. The majority of interviewees agree that the study abroad programs are "well-founded in academics and level of interest." Only one faculty member expressed concern

about the academic rigor of the programs. This interviewee was skeptical about the fact that students earned three credit hours after only two weeks in the course.

Program Design

Regarding the length of the study abroad programs, some interviewees believe that longer programs are better. Others, however, felt that the shorter programs increase the likelihood of participation by non-traditional–aged students as well as by students who work. Faculty members who lead study abroad programs also suggest that study abroad programs should widen in scope geographically. Two faculty members interviewed expressed the need for study abroad programs in Latin America and Africa. Currently, APSU has study abroad programs to the following geographical areas shown in Figure 4[24]:
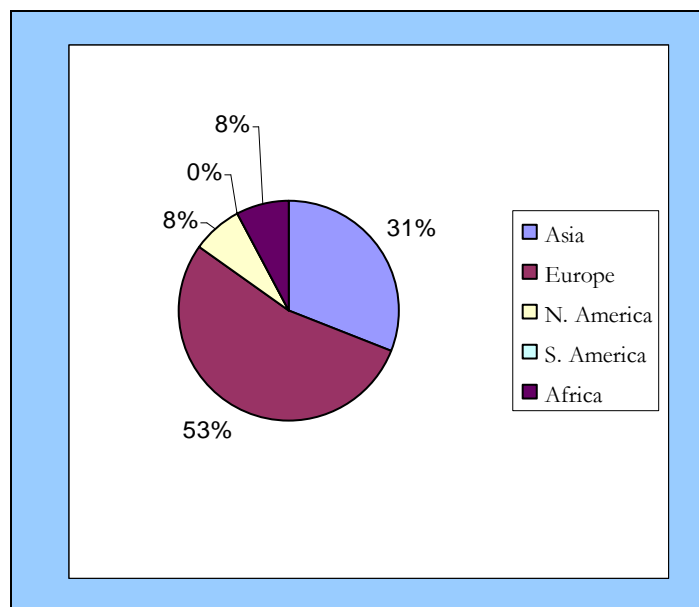

Figure 4. Distribution Chart of Study Abroad Programs by Continent.

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[24] Data reported according to the official APSU website. Several programs are offered in alternative years.

Another theme that emerged from the interviews is that distribution of APSU study abroad programs are skewed toward certain disciplines. From the aforementioned list of study abroad programs, the academic discipline distribution is shown by Figure 5:
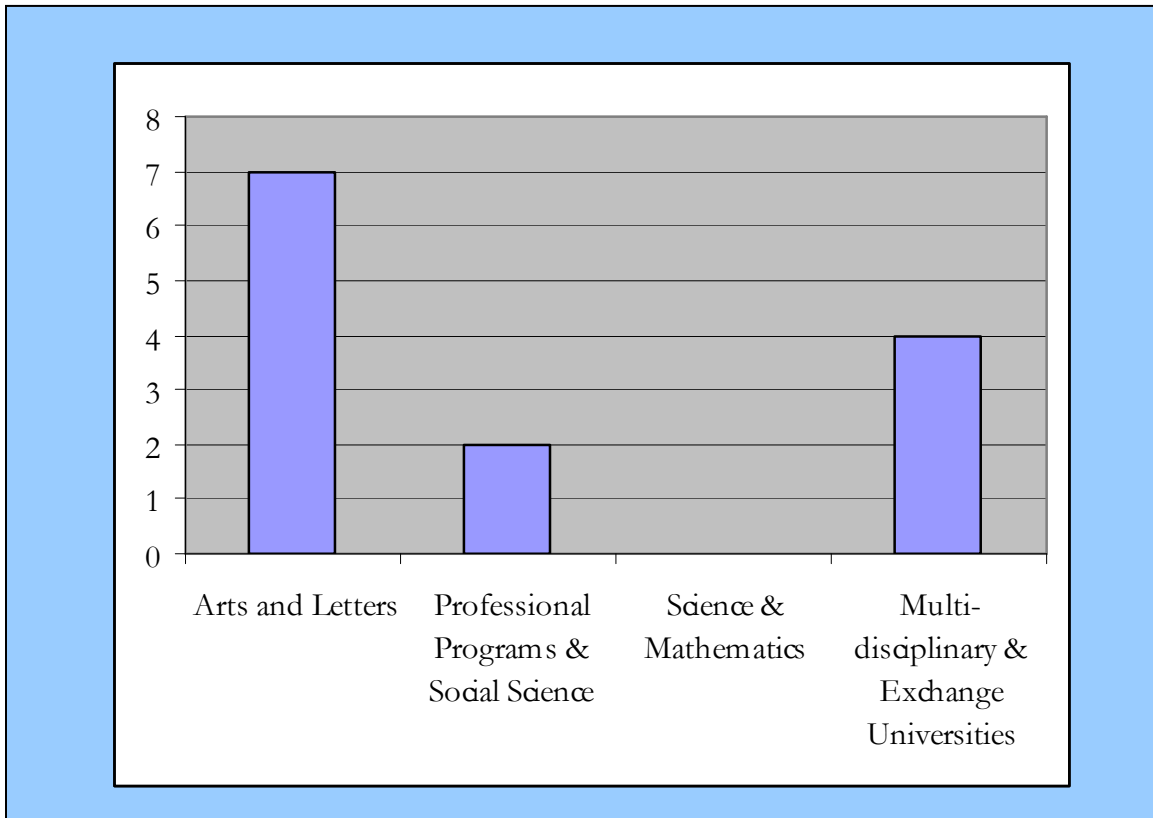

Figure 5. Number of Study Abroad Programs Offered by APSU Academic College [25]

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[25] It should be noted that the program is categorized by the responsible faculty leader's home academic department. Exchange programs and CCSA are categorized as multi-disciplinary, as students from all majors can participate in these two programs.

Students express that it is difficult to "fit" study abroad into their plans of study if they are in "high consensus disciplines"--academic disciplines that have relatively more absolutism and less room for disagreement in theories (Holland, 1960, 1973), such as science, technology, mathematics, or nursing. One student interviewee shared that she was not able to study abroad because of the course requirements of her major. Developing support from faculty in these disciplines is also an issue because some may perceive study abroad programs as "good, but not necessary."

Administrators
- "Students tend to think: major, minor, and then study abroad. They don't think of study abroad as a component of their degrees."

Faculty members
- "Another thing is that students would see that [study abroad] is valuable to their degree. In other words, it is not just an 'add on' or a 'feel-good.'"

Students
- "Chemistry is structured so that a lot of classes are sequenced. I did not want to study abroad because I did not want to mess up my schedule . . . my teachers don't really care about study abroad, they care more about the research and the internship that I've done."

Demographic Factors

All interviewees were aware of the APSU student demographic characteristics as a limiting factor with regard to level of study abroad participation. In general, the student body was described as first-generation college students, many of whom commute, and most of whom are employed part-time or full-time to support their educational expenses. Some of the characteristics of the APSU student body are inconsistent with the majority of the literature on study abroad. For instance, the majority of APSU students are the first in their families to attend college. Approximately 85% of students rely on self-help loans and grants.[26]

Possibly because of the lack of intergenerational higher education, some students may not receive much parental support to persist in college. These

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[26] Information retrieved from 2005-2006 APSU Common Data set Report on Financial Aid.

parents may passively support the study abroad experience. Another reason some parents are, at best, not supportive of the study abroad programs is because of concerns about safety. Two faculty program leaders interviewed have cited resistance from parents, based upon issues of health and safety. Another commented that she had never received a call from a parent throughout her tenure as a program leader. One faculty program leader invites parents to the orientation for his program in order to address any concerns and so that they feel more involved in their student's experience.

Financial and Administrative Support

A repeated theme from administrators, faculty, and students was the lack of funding for study abroad at APSU. They all expressed a desire for more financial support for study abroad programs. In general, both students and study abroad program leaders felt that scholarships for study abroad would allow more APSU students to participate. A faculty program leader reported that she conducted an informal survey in her classroom in which she asked if students were to receive "serious" financial aid would they consider studying abroad. She reported, "All of the twenty students in the classroom raised their hands."

Administrators
- *"The big hurdle here is to recruit enough students to make a study abroad program financially viable."*

- *"The biggest issue here is money. We have first generation students who are working, so it is really difficult for them to think about study abroad."*

- *"If I were a student, I don't know if I would want to borrow more money to go study abroad."*

Faculty members
- *"Our students are eager to go overseas, but they all have to work. Even a $500 scholarship will make a huge difference to them. I have never heard students giving any other reasons [not to go] other than finance."*

- *"We are dealing with a lot of first-generation students that their parents are not paying for their education . . . so it is difficult to market study abroad program."*

Students
- *"If my parents did not fund it, I would not be able to go."*

- *"If I had more money, I would do it again."*

- *"I think it is a good opportunity, but it is kind of expensive. . . . People are thinking about graduation, not going away."*

Currently, all the President's Emerging Leadership Program (PELP) students can receive scholarships to study abroad. Such funding derives from campus-based fundraising activities. For example, the President and the Provost performed at a musical event during Homecoming week, in which the proceeds from ticket sales were donated to study abroad scholarships. While this particular event demonstrates support of study abroad programs from the administration, some interviewees argued that the funding raised only contributes to an elite program (i.e., PELP), which ultimately benefits a small number of students. These faculty members further argued that the financial support from the administration needs to be conducted more widely. A few of the interviewees suggested the use of a "study abroad fee." One faculty leader puts the student fee in the context stating, "For the price of a cappuccino, every student can have access to a dream."

A student leader revealed that the fee was welcomed within the Student Government Association but was rejected by the APSU administration. The only explanation offered about the rejection was that potentially any new fee would have to be approved by the Tennessee Board of Regents. For those in support of the fee, this rejection reflected negative feelings toward the administration.

Administrators
- *"The fact is some people want to be romantic about higher education, but we can only deal with our problem with the limited resources that we've got."*

Faculty members
- *"There is a little bit of money to help study abroad, but I think there needs to be more of a cultural change among the faculty members to promote study abroad programs"*

- *"They have big dollars to support the college football team, but they don't have money for student scholarships to study abroad."*

- *"[Internationalization] has been a sexy topic . . . it has been on again, off again . . . depending on the administration. I think everyone likes to talk about it, but when it comes to opening the check book, it is always a horse of different color."*

Faculty leaders that participated in this project generally wished that they had more clerical and administrative support from the central administration. Currently, APSU study abroad programs operate in an "Every-Tub-on-its-Own-Bottom" model, which is a management philosophy that makes the subunits responsible for their own enrollment and financial affairs (Birnbaum, 1988, p. 17). Each APSU faculty member is responsible from his or her own program, including logistics, finance, paperwork, student advising, publicity, and legal matters. One program leader commented that each program operates in "silos" and there is "limited communication between silos." Faculty program leaders reported that due to the lack of unified promotional effort of study abroad programs, many APSU students remain unaware about the opportunities, especially "if they are not in foreign language majors." Despite the lack of centralization of administrative support, one program leader commented that the administration is cautious and

skeptical about the process of study abroad and that they should have "more

confidence and faith in the faculty members."

> *Faculty members*
> - *"It is a lot of work, there are hard-working people who try to make a difference in students' lives, but their efforts are not being rewarded . . . all the burdens are falling on the program leaders' shoulders."*
>
> - *"The most important thing is to have the administration to make clear to incoming students that [study abroad] is important in liberal arts education."*
>
> - *"I think our study abroad programs are some of the best kept secrets in Tennessee . . . they are excellent and unique in their qualities, but they are being not promoted enough."*

Many of the faculty members were cautiously optimistic about the new coordinator of international education position that was to be added in Spring 2007. Most faculty members and administrators expressed concerns about the qualifications required for this position, as only a bachelor's degree is required. Further, most of the faculty and deans interviewed felt that hiring a person from the ranks of the faculty in the international education administration role would add legitimacy to the position and its functions.

Another observation regarded the unclear expectations and misunderstandings of what this new position means for the current internationalization effort. Less than half of the interviewees accurately cited the

proper job title of this new position. Interviewee's perspectives of this position ranged from "coordinator" to "director" to "dean." When asked about the expectations of this new person, interviewees hoped that the coordinator would be responsible for: publicizing study abroad programs; conducting campus discussion forums; acting as a clearinghouse for information; providing oversight for SEVIS regulations; and supporting international student engagement. Some expressed expectations for the coordinator simply as "moving things forward."

Administrators
- *"There needs to be a change of culture among the faculty themselves, that they see it as a valuable experience in their areas as well."*

Faculty members
- *"In our department, due to many faculty members being from different countries, we support internationalization . . . but passively."*

- *"I think the finance is one critical thing."*

- *"There is an active core group of faculty leaders for study abroad, but not much activity beyond that."*

Students
- *"Austin Peay never really offered me anything for it. I have to seek out the program. I have to find it within me to be curious about it, because there was nothing piquing your interest, like it was not in your face."*

Value of Study Abroad Experience

Perceptions of Americans abroad were another area of interest to this project, as one of the intended learning outcomes of study abroad programs is to allow returnees to be able to discuss the perceptions and stereotypes of Americans abroad, as well as to reflect upon their own experiences and cultural contexts. Many of the interviewed faculty, staff, and students reported that American students overseas are perceived as "spoiled" and "loud" during the interviews. Almost all interviewees are sensitive about cultural stereotypes and demonstrated objective viewpoints toward these stereotypes and generalizations. The study abroad returnees who participated in this project were able to compare and contrast between the countries that they studied abroad and United States in detail. The study abroad returnees reported that their experiences have helped their personal growth and academic learning.

> *Faculty members*
> - *"In the world that we live in, one would have to be living in a box to think that we don't need to internationalize."*
>
> *Students*
> - *"I think the experience definitely opened up doors for me to communicate with other international students."*
>
> - *"The most useful thing I probably have done in my life."*
>
> - *"I have learned so much that I don't think I can gain from any textbooks. . . . [Studying abroad] is definitely worth my while."*

Perception of Internationalizing the Curriculum

Defining International Education

When asked to define "international education," the majority of faculty and administrators indicated that involved increasing the number of students who study abroad as well as the number of international students enrolled at APSU. Some interviewees also expressed that, other than increasing the quantity and "play the number's game," the concept also included improving the quality of the teaching and pedagogy and student learning. Several pointed out that international education goes beyond study abroad programs, even though they considered the programs as the "quickest way to make an impact."

Administrators
- *"Let's face it. In reality, only a limited amount of students can afford to study abroad."*

- *"If our students cannot study abroad, how can APSU internationalize the curriculum so that people are more familiar with other cultures than the United States?"*

- *"I think the best shot we have . . . is to increase the language offerings. But, our students are not required to take languages. We are not teaching [students] languages, we are just having them jumping through hoops."*

Faculty members
- *"There is a good nucleus of courses that has international content . . . but we have a lot more that do not."*

- *"Study abroad is not the only answer . . . certainly we need more students understanding other cultures from other ways too."*

- *"Until we work it into our curriculum in some way, then we won't be able to truly internationalize."*

Students
- *"For me, internationalization means study abroad. The study abroad program here was above and beyond my expectations. I wouldn't trade it for the world."*

Barriers to Internationalizing the Curriculum

When questioned about alternative methods to internationalize APSU, almost all faculty members and administrators mentioned the usefulness of foreign languages and the limitation of the current structure of curriculum. Currently, faculty members think it is difficult to integrate internationally related courses and study abroad into the core curriculum. In fact, many believed that study abroad is not viewed as a fundamental part of the core curriculum, but as an "add-on." Some interviewees noted the difference between electives courses and the core curriculum. The Tennessee Board of Regents (TBR) set the minimum credit hour requirement to earn a bachelors degree at 120 hours. One interviewee suggested that in order for study abroad programs to be included into the current curriculum, it would be necessary to increase the number of credits required beyond the current minimum standard. However, the interviewee believed that such a change would likely face tremendous oppositions from faculty, parents, students, as well as the TBR.

Faculty and administrators who support international education also pointed out that the current curriculum set by the TBR underestimated the importance of foreign language learning and international education. It is the consensus among faculty members and the administrators that APSU students should be encouraged to take more language classes because of their belief that language acquisition is related to cultural learning. Currently, APSU students are required to take one foreign language class to satisfy their general education requirement for the Bachelor of Art degree and none is required for the Bachelor of Science degree. Interviewees suggested that the general education core needed to focus on areas outside of North America. Some faculty and administrators admitted that it is easier to send students overseas than to change the curriculum specified by the TBR. They felt that there were limited options because of the TBR's policies on curriculum.

Administrators

- *"To keep my head, I would not mention what to leave out of the curriculum to integrate study abroad in it . . . because that becomes very territorial."*

- *"Languages are taught and required of one class, but it is inefficient. . . . 120 hours are not sufficient to accommodate a liberal arts education. The 120-hour number is geared towards the utilitarian function of higher education. Tennessee is not willing to pay above 120 hours."*

- *"I think it is appropriate in the vast majority of the disciplines that the curriculum focuses on areas other than just euro-centric curriculum. I honestly do not know how extensive that is already done."*

Faculty members

- *"It has to be integrated into the curriculum. Currently it feels more like an add-on . . . but that in itself is problematic because we need the blessing from our Board of Regents."*

- *"High schools need to do a better job in foreign languages. We are just behind."*

- *"Besides the foreign professors and the study abroad program leaders, the rest of the faculty members don't really talk about internationalization."*

- *"If we go over the 120 hours, students would not be willing to do it."*

Institutional Support for Internationalizing the Curriculum

Some faculty and administrators spoke about the financial crisis that APSU experienced approximately five years ago, which seemed to dampen international education efforts overall. Many of the faculty participants recalled the way international education was organized at APSU in the past. They indicated that a faculty member had "release time" to work on international initiatives. Through this office, there was support for publicizing international initiatives and assistance with the administrative costs and overhead associated with international endeavors. In contrast, faculty members who lead study abroad programs today are responsible for coordinating all aspects of the program, including logistics and program promotion. The students that are interested in study abroad are burdened with multiple visits to various offices and to the faculty program leaders to seek program information. Many of the interviewees hoped that the international education office would be reinstated and welcomed centralization of international programs. While some faculty members praised the administration for forming the International Council after eliminating the position, they did not feel that they had been kept apprised of the specific progress made by the International Council. A couple of administrators commented on the progress made during the last five years and indicated that they have a positive outlook for APSU's future internationalization efforts.

Administrators
- *"The report from the International Council is pretty generic; it does not get down to specific strategies. Maybe we are only supposed to identify that there is a need for internationalization.*

- *"We are currently developing an international education office . . . the progress may seem slow, but we do a lot with the time that we have."*

- *"There is no cooperation across campus for international education."*

Faculty members
- *"It is a necessity to provide an international environment for our students."*

- *"Maybe the [Internationalization] Council is just formed to identify that there is a need, but is not expected to come up with specific methodologies."*

From the faculty members and administrators' perspective, finances remained the most prevalent barrier to internationalization. Thus far, the internationalization at APSU has been "sporadic" and "inconsistent." Apart from the curriculum, interviewees reported that there is limited number of events and student services that support internationalization on campus. Current efforts include: an International Night sponsored and organized by the ISO; study abroad information sessions organized by the ISO (separate from the pre-departure orientation session run by the individual faculty members); and the Hispanic Cultural Center.

Administrators
- *"Our budget here is very, very thin. It is still basically the same as 20 years ago."*

Faculty members
- *"Administration desires for it to happen, but it is another matter when it comes to putting the money where the mouth is."*

- *"It is difficult to do exchange programs. It is easier for Chinese students to come, but here we don't have a Chinese language program, so it is difficult to find American students to go . . . study abroad programs actually will be the easier way to send students."*

Students
- *"There are opportunities on campus to learn about other cultures, but they are not utilized. APSU is a backpack campus. There is hardly any student on campus after 2:00pm. So unless the event is in the middle of the day or has free food, you are not going to see a lot of students."*

University-level Engagement in Internationalization

All interviewees agreed with the assertion that APSU exists within a global economy and that international education is imperative to a well-rounded college education. When asked about what they would like to see in APSU's future with regard to internationalization, study abroad returnees indicated that they would like to see more of their peers studying abroad. In order to do so, the students wished that the APSU administration provided more financial resources. American students wanted to see student leadership groups, such as the SGA and PELP, involved in the institutional financial budgeting process

for internationalization. Faculty members and administrators want to see more administrative support to reinforce study abroad programs.

Staff and administrators felt that there is insufficient funding to support activities on campus. Some students reported that it is difficult to offer successful events on campus, largely because of the nature and demographics of APSU's student body. A large portion of the students leave the campus in the afternoon to work off-campus, and there is low attendance at all campus events, in general.

There were mixed responses to whether or not international issues were present in the discussions and subjects

taught in the typical APSU classroom. Several of the faculty members reported that they made it a personal goal to raise discussions that relate to international issues in their classes. However, one commented that he is the only one in his department that has such a practice. The administrators interviewed expressed that they do not have a good understanding of whether or not international issues are present in classroom discussions. All of the student interviewees wanted to experience more of an international emphasis in their classes.

Administrators
- *"We have some courses that probably are doing [internationalization], but I am not sure how pervasive that is in other departments."*

Faculty members
- *"The effort is somewhat spotty. We have a core group of very engaged faculty members who take students overseas, but beyond that, I don't know."*

- *"I have tried to raise international issues in my classes. That is okay, but that course is not a core course for my students to take."*

- *"If internationalization is such a hot-topic issue, then why is it that I am not seeing international courses in the core [curriculum]?"*

- *"When faculty and staff study abroad or teach abroad, they can bring those experiences back."*

- *"Even in my own department, I don't see folks going out of their comfort zone in their teaching style"*

Students
- *"I don't really hear my professors talk about anything international in my classes."*

- *"It was a little difficult to understand my foreign-born professor . . . but it was actually not that difficult."*

- *"[The topic of internationalization] is not the talk around the water cooler."*

- *"Here at APSU, you deal with all American students and faculty members, but we need to be more prepared. I'd love to hear from my professors about their own experiences working with other international colleagues."*

Comparative data

One of the limitations of this project is the small student sample size (n=29). The seven student interviewees provided illustrative qualitative data regarding their experience with international education efforts. However, it is also important to measure the overall student experience at APSU as the majority of APSU students do not study abroad or engage in internationalization activities.

This consultation project utilizes the 2006 National Survey of Student Engagement (NSSE) data in order to understand the current level of overall student engagement at APSU in international education. The NSSE data also helps the consultation team gauge APSU's level of internationalization as compared to their peer institutions, which provides benchmarking information for developing a strategic plan. The relevant NSSE data that provides valuable information in regard to diversity and internationalization is highlighted as follows:

Table 1. Comparisons between Means [a] of APSU and Peer Institutions on Student Engagement in Internationalization and Diversity

NSSE Questions	Class	APSU	Selected Peers	Carnegie Peers	NSSE 2006
Include a diverse perspective in class discussions or writing assignments	FY	2.69	2.79	2.76	2.76
	SR	2.88	2.88	2.83	2.78*
Had serious conversations with students of a different race or ethnicity than your own	FY	2.57	2.58	2.51	2.55
	SR	2.76	2.76	2.61**	2.64*
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.63	2.66	2.64	2.68
	SR	2.71	2.77	2.68	2.71
Attend an art exhibit, gallery, play, dance, or other theatre performance	FY	2.32	2.01***	2.08***	2.10***
	SR	1.80	1.91*	1.96***	2.01***
Tried to better understand someone else's view by imagining how an issue looks from his or her perspective	FY	2.66	2.79*	2.72	2.74
	SR	2.83	2.91	2.82	2.83
Learned something that changed the way you understand an issue or concept	FY	2.66	2.82**	2.78*	2.80**
	SR	2.76	2.94***	2.85*	2.87*

Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.43	2.51	2.55	2.57*
	SR	2.35	2.58***	2.42	2.40
Institutional emphasis on attending campus events and activities (special speaker, cultural performance, athletic events, etc.)	FY	2.64	2.66	2.69	2.75
	SR	2.25	2.53***	2.50***	2.57***
Institution contribution to understanding people of other racial and ethnic backgrounds	FY	2.38	2.61***	2.58**	2.57**
	SR	2.50	2.73***	2.60*	2.57
Participation in foreign language coursework [b]	FY	.08	.14***	.19***	.22***
	SR	.24	.34***	.36***	.41***
Participation in study abroad [b]	FY	.02	.04*	.03	.03***
	SR	.07	.16	.11***	.19

Note: Means based on a scale of 1=never, 2=sometimes, 3=often, 4=very often.
Note: a = Weight by gender, enrollment status and institutional size, b = The mean is a proportion responding "done" among valid respondents.
*Note: *p<.05; **p<.0.01; ***p<.001.*

Although the questions on the NSSE survey may not directly address the level of internationalization, the information and underlying trends are consistent with the qualitative data collected in this project. Freshmen and seniors at APSU report including a diverse perspective in classes less often than the students at peer institutions did, and APSU, at an institutional level, has made significantly less contribution to students' understandings of people of other racial and ethnic backgrounds than its peers. Combining the interviews with the quantitative data from the above table reveals that APSU has not performed well in bringing international themes into the classroom.

Across the board, APSU freshmen and seniors had lower participation rate in foreign language coursework and study abroad when compared to NSSE data collected at their peer institutions. APSU seniors has reported that APSU has less emphasis on encouraging contact among student from different economic, social, and racial, or ethnic backgrounds. This is further illustrated by the qualitative data that shows the lack of contact among international and domestic students. APSU seniors also reported that APSU has less emphasis in encouraging students to attend campus events and activities. This is echoed in the aforementioned qualitative interviews regarding the commuter nature of the campus.

In terms of student interaction, APSU seniors have engaged in serious conversations with students of a different race or ethnicity more often than the students at their Carnegie peer institutions have. However, both APSU freshmen and seniors were less likely than their peers at other institutions to try to understand someone else's view by imagining how an issue looks from his or her perspective. This may be because of the homogeneity of student views, but it can also be attributed to the low enrollment and the low visibility of international student population at APSU.

Summary of Key Qualitative Findings

The following are the highlights of the findings from the 29 qualitative interviews conducted with APSU faculty, staff, administrators, and students for this project.

Perceptions of International Students

The themes regarding international students included visibility, student recruitment and diversity, and international student engagement. Among the important findings are:

1. Greater numbers of international students is desirable as well as more campus events to highlight their cultures.
- Overall, the interviewees agree that having international students at APSU is beneficial to the university environment and they want greater numbers of international students to enroll.
- The majority of interviewees believe that there should be more events at APSU that highlight the presence and cultures of international students.

2. International students add to diversity to APSU, and, as such, intentional marketing and recruitment of them should occur.
- Currently, many in the campus community do not regard APSU as diverse.
- The majority of interviewees think that it is important to strategically attract international students to APSU through marketing and purposeful recruitment, which ultimately is a means of increasing the campus' diversity.
- Athletics is an avenue to pursue additional international students because it is a unique aspect of American higher education.

3. There is little consensus about the current services offered to support international students. While international students are valued both inside the classroom and within campus life, the levels and types of interactions with American students and administrative support could improve.

- Most of the international students interviewed respond positively to questions concerning the student services on campus.
- From the administrator's perspectives, a non-existent international student office means the lack of administrative support for international students.
- This was echoed by an international student, who is disappointed by the lack of interactions outside of the classroom.
- Both administrators and faculty members recognize the value of the different perspectives that international students can contribute to the campus and the classroom.

Perception of Study Abroad Programs

Addressing study abroad programs, interviewees commented on quality, design, demographic issues, financial and administrative support, and the value of the participation. Among the significant findings are:

1. There is consensus that the current student abroad program offerings are of good quality.

- From the students' perspective, APSU provides good opportunities for students wishing to pursue studies overseas.
- At the faculty and staff level, all but one interviewee hold APSU study abroad programs in high regard.

2. The designs of the programs may be inadequate given their short length and the lack of offerings in certain disciplines.

- Regarding the length of the study abroad programs, some interviewees believe that longer programs provide better learning opportunities.
- Another theme that emerged from the interviews is that distribution of APSU study abroad program are skewed toward certain disciplines.

3. The demographics of the APSU student body may have a negative effect on the levels of participation.

- All interviewees are aware of the APSU student demographic characteristics as a limiting factor with regard to level of study abroad participation.

4. Financial support is viewed as a barrier to participation in study abroad. Although there is some optimism about the hiring of an educational coordinator, concerns remain and reflect the desire for more administrative support.

- A repeated theme from administrators, faculty, and students is the lack of funding for study abroad at APSU.

- A few of the interviewees suggest that a "study abroad fee" be charged to all students to generate additional funds.

- Faculty leaders generally desire more clerical and administrative support from the central administration for the promotion and organization of programs.

- Many of the faculty members are cautiously optimistic about the new Coordinator of International Education position, as they believe its expectations are unclear.

5. There is consensus regarding the value of the study abroad experience as well as the existence of stereotypes about American students abroad.

- Almost all interviewees are sensitive about cultural stereotypes and demonstrate objective viewpoints toward these stereotypes and generalizations.

- The study abroad returnees report that their experience has helped their personal growth and academic learning.

Perception of Internationalizing the Curriculum

Participants were asked to share their definitions of international education, barriers to and institutional support for internationalizing the curriculum, and perceptions of the current level of campus-wide involvement in international education initiatives. The key findings are:

1. In general, interviewees believe that internationalization at APSU, at its core, involves the presence of international students and study abroad participation.

- When asked to define "international education," the majority of faculty and administrators indicated that it involves increasing the number of students who study abroad as well as the number of international students enrolled at APSU.

2. Many faculty believe that it is difficult to internationalize the curriculum because of Tennessee Board of Regents (TBR) requirements.

- Faculty and administrators believe that the current structure of the TBR-approved curriculum is a limitation.
- Currently, faculty members think it is difficult to integrate internationally related courses and study abroad into the core curriculum.

3. Interviewees' responses to questions about institutional support for the internationalization of the curriculum were broad and revealed organizational, financial, and demographic concerns.

- Many of the interviewees hope that the international education office would be reinstated and welcome the centralization of international programs.
- From the faculty members and administrators' perspective, finances remain the most prevalent barrier to internationalization.
- Some students report that it is difficult to offer successful events on campus, largely because of the nature and demographics of APSU's student body.
- Thus far, the internationalization at APSU has been "sporadic" and "inconsistent."

4. While all agree that internationalizing the curriculum is an important endeavor

for APSU, they hold differing viewpoints about how well it has been done thus far.

- All interviewees agree with the assertion that APSU exists within a global economy and that international education is imperative to a well-rounded college education.
- There were mixed responses as to whether international issues are present in the discussions and subjects taught in the typical APSU classroom.

STRATEGIC PLAN FOR THE INTERNATIONALIZATION OF APSU

Strategic Planning

As stated in the conceptual framework for this project, APSU's vision is "to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society."[27] In order to realize the vision statement, APSU must create, promote, and sustain a campus environment rich with academic and co-curricular opportunities within the realm of international education and initiatives. The internal and external environmental scan, findings from the qualitative interviews, and the review of documents and quantitative data inform the ensuing discussion and application of the conceptual framework into a strategic plan, which will assist APSU in accomplishing its vision.

Strategic planning is a dynamic and ongoing process that helps ensure that an organization remains flexible and responsive to their current needs as well as to the ever-changing environment.

Strategic planning involves the formulation of succinct and specific goals and objectives and emphasizes informed decision making and action (Keller, 1983; Dooris & Lozier, 1990; Hardy, 1991). In a university setting, the planning process relies on broad participation and acceptance, and its success is evidenced by the actions taken to implement the plan. As Keller (1997) states, "strategic planning must respond to the local campus culture, decision-making traditions, the degree of urgency, and the administrative vision, political skill, and courage at each campus" (p. 163).

The recommendations of this consultation project are an intentionally developed strategic plan with overarching goals as well as specific actions, which are described in the Progressive Scale for Internationalization. This plan charts a course for future internationalization by identifying goals and specific actions that will achieve different outcomes, or levels, of internationalization. If the overarching goals are accepted, the APSU administration and interested parties then must decide which actions to pursue, the priority and order assigned to each task, and the allocation of resources to achieve them. It is important to keep in mind that

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[27] Quote retrieved from
http://www.apsu.edu/general/mission.htm

while "the emphasis of planning should be on decisions and action," it is also the "strategic enhancement of selected programs through differential allocation of resources" that ultimately ensures success (Dooris & Lozier, 1990, p. 18, p. 12).

Recommended Internationalization Goals for APSU

The consultation team has identified four strategic goals, which are consistent with: the charge given the International Council; the best practices from the field of international education from the external environmental scan; and the findings of the qualitative and quantitative research. The four goals regard the presence of international students, increased participation in study abroad programs, internationalization of the curriculum, and the need for administrative support to ensure ongoing internationalization. The selection of each goal is based upon the direct findings from the interviews conducted at APSU, a review of the emerging trends and best practices, and the authors' professional knowledge of and experience with international education.

Goal #1 – Increase and Retain the International Student Population

- Attract, retain, and graduate an increasingly diverse, academically engaged, and achievement-oriented international student population.
- Maximize existing resources and commit additional funds to further international diversification of the student body.

Goal #2 – Create a System to Support and Promote Study Abroad Programs

- Institutionalize the study abroad administrative and promotion functions.
- Enhance offerings to reach new majors, students who have not traditionally participated, and in additional geographical areas.
- Improve current and seek new means to finance education abroad for a wider array of students.

Goal #3 – Cultivate a Campus Environment that Embraces Internationalization.

- Ensure multiple avenues for promoting international issues and learning both in the classroom and throughout campus life.
- Provide a supportive and welcoming environment for students, faculty, and administrators that values international education.

Goal # 4 – Provide the Necessary Administrative Support to Ensure Success

- Evaluate and assess administrative and financial needs to support and further internationalization goals.
- President and Provost–level promotion of internationalization through multiple means of communication and to diverse stakeholders.

A Progressive Scale for Internationalization at APSU

In order to implement the internationalization goals, specific actions (also called objectives) must be taken. The following scale advances from basic improvements that should occur at APSU to a vision of what an actualized international program at APSU would embody. The scale was developed by the consultation team and is based upon their professional experience and research in international education. The team created the scale because, to their knowledge, no such measure is currently in existence.

Taking the aforementioned recommended goals, the scale presents ideas for action at four different progressive levels. The scale demonstrates the types of activities congruent with for each goal at each of the four levels. The team developed the actions from the environmental scan, and as such it reflects emerging issues, trends, and best practices, as well as the internal scan of APSU.

The first level of the Progressive Scale for Internationalization, "Isolated Implementation," describes enhancements that could be implemented by various units around the university without total

or comprehensive buy-in and with limited budget allocations. The second level, "Cohesive Collaboration," entails an approach that requires the attention of multifarious parties on campus as well as some additional resources to support those efforts. The third level, "Purposeful Investment," involves a commitment to augmenting internationalization and to allocating funds and resources at a level that can sustain the advances in

international education over time. Building upon the prior three levels, the fourth, "Actual Internationalization," reflects a diverse and multilayered approach to international education that can be a role model for other universities. At this final stage, APSU would be considered truly international in its approaches and activities.
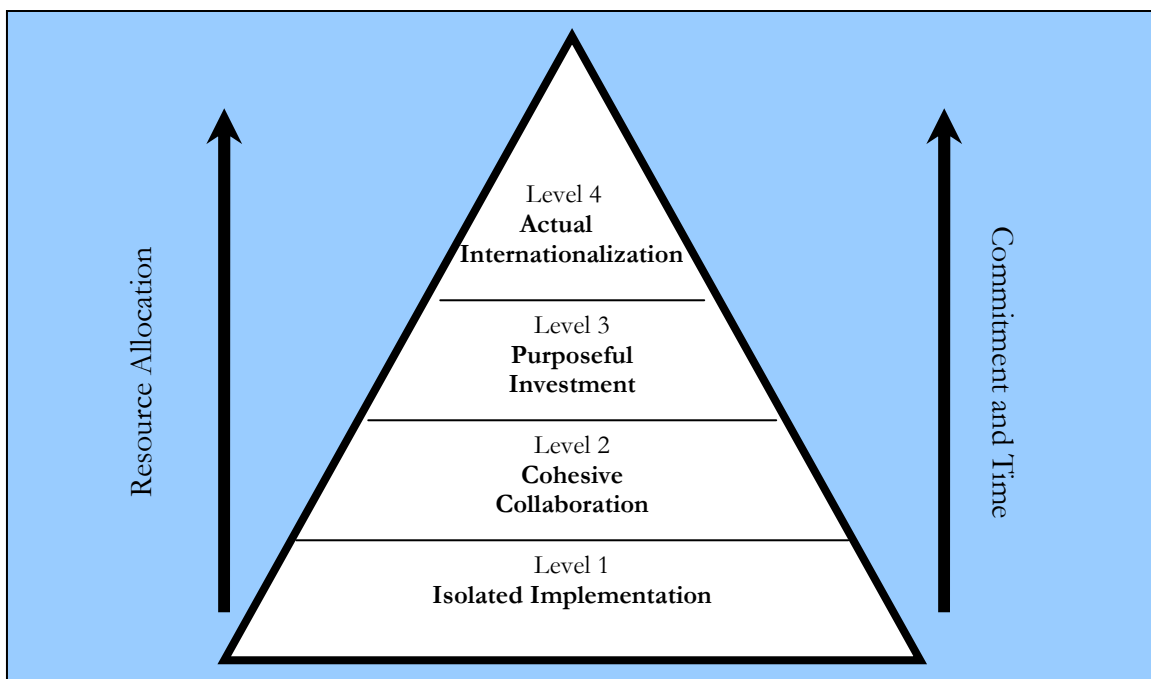

Figure 6. Progressive Scale of Internationalization

LEVEL 1 – ISOLATED IMPLEMENTATION

Isolated Implementation describes enhancements that could be implemented by various units around APSU without broad buy-in and with limited budget allocations. This first level builds upon the international activities currently in place, adding new actions and ideas to further enhance APSU's current international initiatives.

Goal # 1 - International Students

- International Orientation
  - o Conduct a two-hour session introducing immigration, cultural adjustment, practical matters (e.g., Social Security Number, banking, etc.), and include some social and welcoming components (e.g., reception, welcome from Provost or President).
- International Student Recruitment
  - o Review and change current admissions information, including frequently asked questions (FAQ), to ensure

international students' unique needs are addressed.

- Programming
  - o Offer a social event for international students and others interested in internationals issues offered once per semester that is organized by the Coordinator of International Education or Student Affairs. This is designed to augment, not replace, the events currently organized by ISO, the Hispanic Center, and others.

Goal # 2 - Study Abroad

- Orientation
  - o Offer pre-departure orientations, which not only prepare students for program logistics, but also incorporate cross-cultural themes and behavioral expectations.
- Programming
  - o Ask study abroad returnees to make presentations on their experiences at a

program on campus or in the residence halls or a classroom.

- Promotion
  - Develop an informational handout regarding the use of financial aid for study abroad, potential sources for funding, as well as the eligibility criteria and details of the existing APSU international scholarships.
  - Create promotional materials including standardized descriptions of the study abroad program options, including program costs, relevant courses and credit hours, program dates, application deadlines, and faculty leader contact information.
  - Develop in-class presentations to promote programs to a wider audience that can be done by the Coordinator of International Education and that includes all study abroad options.

- Expansion
  - Investigate a Spanish-language based program in Mexico, Central, or South America. Working through a consortium or investigating exchange opportunities may be fiscally advantageous.
  - Conduct faculty forums to introduce the possibility of teaching abroad for those who have not done so before.

Goal # 3 - Internationalizing the Curriculum

- Assessment
  - Create a list of courses with international focus to inform future decisions and course development.
- Faculty development
  - Organize a session each semester to discuss teaching strategies and ideas for incorporating global themes into the classroom.

Goal # 4 - Support

- Professional Development
    - o Provide funding so that
      Coordinator of
      International Education
      can attend at least one
      NAFSA and one regional
      international conference
      annually. If fiscally
      feasible, send additional
      faculty and staff to relevant
      conferences and
      workshops.

*LEVEL 2 – COHESIVE
COLLABORATION*

Cohesive Collaboration is an
approach that requires the attention of
multifarious parties on campus as well as
some additional financial and other
resources to support new actions and
activities. The actions described to meet
the goals at Level 2 further the
international activities currently in place at
APSU and assume that the actions at
Level 1 have been implemented.

Goal # 1 - International Students

- International Orientation
    - o Pick up students at airport
      and arrange for trips to

Wal-Mart prior to start of
classes. Utilize volunteers
to accomplish these
actions.
- o Design longer orientation
  session(s) to include more
  detailed information on
  immigration and cultural
  and academic adjustment.
- o Offer orientations in the
  Fall and Spring.

- International Student Recruitment
    - o Develop and implement
      "armchair" recruiting
      strategies (i.e., low cost, no
      travel abroad).
    - o Produce an admissions
      brochure specifically for
      international students,
      highlighting academic
      programs, cost advantage
      of a public intuition, and
      the benefits of APSU's
      location.
    - o Work with the Athletics
      department to develop
      ways of promoting APSU
      to international student
      athletes.
    - o Work with the Alumni
      Affairs department to

identify alumni abroad and ask them to help promote APSU to international students through high school visits, presentations at Education USA Advising Centers, and other means.

- Programming
    - o Organize multiple social and educational events to ensure visibility of international population and APSU's commitment to internationalization.
- Outreach
    - o Solicit campus volunteers, including student leaders (i.e., PELP, SGA), continuing international students, faculty, and staff to welcome new international students and to assist them in their integration into the campus community.
- ESL Institute
    - o Articulate the enrollment requirements, fees, scores required for entry and enrollment in the Institute's programs, and subsequent

enrollment in APSU degree-granting programs of study. This information should be centrally located, commonly known by those working in admissions units, and easy for international students to access.
    - o Develop conversation partner program to incorporate ESL students into campus life and support international interactions.
- Immigration
    - o Develop written guidelines regarding immigration and visa issues to assist in the advisement of international students on these issues.

Goal # 2 - Study Abroad

- Programming
    - o Initiate re-entry program to share stories, reflect upon experience, and inform students of campus- and community-based ways to continue involvement in international education.

- o Collaborate with local schools, sending APSU study abroad returnees and international students to present about countries and cultures.
- ▪ Expansion
  - o Identify geographical locations and academic fields that are not represented in current study abroad offerings, and develop new programs accordingly.
  - o Design courses that integrate study abroad components in both international-related (e.g., foreign languages) and non-internationally-related (e.g., biology) fields.
- ▪ Promotion
  - o Organize a Study Abroad Fair featuring all of the upcoming student abroad programs.
  - o Invite international students to attend study abroad information session to add their perspectives

about living and studying in another culture.

- o Work with Office of Alumni Relations to develop study abroad alumni database.
- o Train faculty and others who serve as academic advisers on study abroad programs and enlist their involvement in promoting the opportunities to their advisees.

Goal #3 - Internationalizing the Curriculum

- ▪ Assessment
  - o Promote existing programs and majors (e.g., foreign languages, IGSS) via admissions officer events and the academic advising process.
- ▪ Faculty Development
  - o Offer discipline-specific workshops to assist professors and departments in adding international content to their courses.
  - o Develop workshops to train faculty on issues specific to international

students, such as utilizing the high- and low-context theory to explain different learning styles or preferences.

- Academic Environment
    - o Encourage international and American students to form study groups with one another and to join together for team-based learning activities.

Goal #4 - Support

- Funding
    - o Investigate grant opportunities for international education.
- Professional Development
    - o Provide funding so that Coordinator of International Education can attend NAFSA and TNCIS conferences regularly.
- ESL Institute
    - o Provide classroom space and access to resources for ESL students, keeping in mind that they could become future APSU

degree-seeking students or promote the university upon their completion of the program.

- Outreach
    - o Tap members of the local community to serve as resources for the students, host families, or volunteers for international endeavors on campus.
    - o Continue to work with the community groups who sponsor the International Scholarships.
- Communication
    - o Communicate institutional support for and interest in international initiatives.
    - o Ensure that all official communications (i.e., strategic plan, vision statement, admission materials) need to make clear the vision and interests of international education.
- Other
    - o Respond to the annual IIE Open Doors survey, reporting on the numbers

of international students enrolled and the number who study abroad.

LEVEL 3 – PURPOSEFUL INVESTMENT

Adding to Levels 1 and 2, the actions at Level 3 focus on investing the funds necessary to ensure internationalization. Purposeful Investment involves a commitment to augmenting internationalization and to allocating funds and resources at a level that can sustain the advances in international education over time.

Goal # 1 - International Students

- Recruitment
  - o Participate in recruitment trips abroad to geographical regions of interest.
  - o Develop initiatives to attract international students at the post-baccalaureate level.
- Programming
  - o Program regular events and activities to support international students and faculty and expose the community to global diversity.

- Website Development
  - o Create easily accessible webpage for prospective international students, who often gather information via the Internet that provides updated online resources.
  - o Utilize international students as webmasters and focus groups to ensure that information is helpful and user friendly.
  - o Offer links to website in multiple languages as a tool to communicate with limited English-language skills, including parents and potential ESL Institute students.
- Assessment
  - o Conduct satisfaction surveys to improve services to international students.

Goal # 2 - Study Abroad

- Orientation
  - o Institutionalize study abroad pre-departure and re-entry programming for each program.

  - o Assess the diversity of the range of programs offered in terms of length, location, and majors served.

- Exchange Programs
    - Develop strategic partnerships with foreign universities with the goal of the exchanges being cost neural to both parties (i.e., students pay their tuition at their home institution).
    - Develop exchange programs in a variety of locations as a way to diversify the international students who attend APSU as well as the locations where APSU students can study.
- Design
    - Promote study abroad programs that include language training or that are conducted in English, to attract students who may not have language skills.
    - Work with TNCIS and TBR to develop a consortium for additional avenues for study abroad.

Goal #3 - Internationalizing the Curriculum

- Core Curriculum

- Work with TBR to adjust curricular requirements as needed to ensure that study abroad fits into all APSU degree programs with respect to the credit hours requirement
- Collect ideas and best practices from other institutions and conferences.
- Programming
    - Offer cross-cultural training and programs including speakers, simulations, and panels.

Goal #4 - Support

- International Office
    - Create an international education office to centralize administrative and promotional initiatives for study abroad programs as well as international student services.
    - Assign space for an international lounge.
    - Evaluate the staffing levels for international education, adding another

coordinator, student workers, and secretary, as feasible.

- o Appoint a faculty member to oversee internationalization efforts.
- ▪ Faculty Leadership
  - o Assign a faculty member course release time to work on issues related to internationalizing the curriculum and to develop workshops and resources to assist faculty who wish to infuse international topics.
  - o Recruit faculty members in each department to lead curricula integration efforts of international themes.
  - o Invite a consultant on internationalizing the curriculum to suggest further direction in this area.
- ▪ Funding
  - o Include funding for internationalization (study abroad scholarships, international student scholarships, administrative

overheads, faculty salaries, and incentives) into APSU's general fundraising or capital campaigns as well as its annual budget.

- o Seek TBR approval to establish a $3.00 per semester student fee to contribute to a study abroad scholarship fund. Generate $54,000 from the fees to support either small (e.g., $500), medium (e.g., $1000), or full scholarships for study abroad participation.

LEVEL 4 – ACTUAL INTERNATIONALIZATION

Actual Internationalization builds upon the previous three levels and reflects a diverse and multilayered approach to international education. Upon reaching this final stage, the work of internationalization is not complete, as strategic plans are an ongoing process. However, at this stage, APSU would be considered truly international in its approaches and activities and be a role model for other universities.

Goal # 1 - International Students

- Participation
    - o Increase international student enrollment to at least 10% of the total student body.

Goal # 2 - Study Abroad

- Participation
    - o Send 50% of APSU students on study abroad programs annually.
    - o Increase number of students who study abroad on semester- or year-long programs participation to 15%.

Goal #3 - Internationalizing the Curriculum

- Curriculum
    - o Integrate global themes in multifarious and relevant ways both inside the classroom and in campus events.

Goal #4 - Support

- Community Engagement
    - o Collaborate regularly with Clarksville community on global initiatives (e.g., Sister Cities, Clarksville International Festival).

- Professional Development
    - o Present at NAFSA, TNCIS, and other conferences about successful internationalization process.

- Outreach
    - o Promote the Institute for Global Security Studies as a national center for research, resources, and conferences on the topic.

- Funding
    - o Endow scholarships for international education.

Committing to Internationalization

To achieve internationalization at APSU or any strategic plan, "first there must be clearly articulated intentions; second, these intentions must be shared or at least accepted by members of the organization; and third, these intentions must be carried out exactly as intended" (Hardy, 1991, p. 382). In an article about environmental scanning, author Thomas

Mecca (1996) articulates a ten-step process for implementing the strategic decisions following a scan, such as the one conducted for this consultation project. The following ten steps, or intentions, are listed with specific considerations for APSU.

1. "Designate an individual as issue owner whose institutional responsibility is most closely aligned with the issue" (p. 23).

The hiring of a Coordinator of International Education was an important step, but support and involvement from the administration and the faculty are needed to ensure Ms. Tarpy's success in position.

2. "Form an action team of individuals from areas in the institution most sensitive to the issue" (p. 23).

The Provost should convene an advisory board to assist the new Coordinator of International Education with decision making, prioritizing, and implementing the action plan. The board should consist of those who work most directly with existing study abroad programs and those who provide services and programming for international students. Additionally, the president-

appointed International Council should continue to meet occasionally to provide vision and to ensure that internationalization is occurring at all levels of the institution. The Council should have representation from all of the major schools as well as administrative units (including student affairs, financial aid, and admissions).

3. "Conduct a situational assessment by defining the issue, gathering information, and studying the results" (p. 23).

Ongoing assessment should be done on an annual basis to ensure that emerging issues and opportunities in the field of international education are being addressed. Environmental scans, evaluation, and focus groups can be utilized to measure interests or concerns regarding specific aspects of the internationalization plan.

4. "Define the impact of the issue on the institution's future" (p. 23).

To maximize its impact, internationalization cannot occur in isolation. It must be infused into all aspects of academic and campus life. Thus, it should be a topic for curricula committees and Deans' Council meetings

as well as for the Admissions and

Student Affairs staffs. Moreover, such discussion should occur on a regular basis annually, and indefinitely.

5. "Identify and assess the ramifications of the issue from the perspective of stakeholders" (p. 23).

There are both campus-based and external constituencies that should be involved in discussions about internationalization and that should be informed of any progress made in this arena. While the internal stakeholders (students, faculty, staff, and administration) may be easy to identify and consult, other important stakeholders include APSU alumni and TBR representatives. The issue of internationalization should be presented to these and other external groups, such as the Clarksville community and at the Fort Campbell extension campus.

6. "Formalize a position on the issue directing the institution to achieve the desired outcome" (p. 23).

While this consultation project, the new Coordinator of International Education, and the efforts of President Hoppe's International Council all support

this effort, once a strategic plan of action is adopted, the institution's position and interest in international education should be shared widely. An upper-level administrator (the Provost or President) should engage multifarious stakeholders both on and off campus in discussions about the internationalization plan in order to convey the institution's interest and determination to reach its objectives.

7. "Help stakeholders develop objectives that contribute to the institution's position" (p. 23).

By sharing the internationalization goals and objectives with as many groups of stakeholders as possible, not only will interest be generated, but also new ideas and approaches may develop. Communication by the administration to stakeholders within and outside of campus is imperative to a successful international plan.

8. "Develop technical objectives that change the way the institution 'does business' " (p. 23).

The development and promotion of study abroad opportunities, the number and diversity of international students, the

infusion of international topics in the curriculum, and how funding is allocated to international objectives (including aid for study abroad) are all ways to change how business is conducted at APSU. Moreover, the resources allocated (including funding, release time, and other resources) to support the Coordinator of International Education, faculty, and administrative units in implementing internationalization plans and objectives are critical.

9. "Implement an action plan containing specific changes the institution will make to implement its strategies" (p. 23).

Please see the Progressive Scale for Internationalization in this report for a practical plan of action.

10. "Measure progress on the issue and fine tune accordingly" (p. 23).

Ongoing assessment is highly encouraged by the consultation team to ensure that the strategic plan is implemented as intended. Revisions to the plan should be made as necessary, but should continue to embody the overarching goals. Ongoing identification and edification on the trends and best practices in international education are

also encouraged as a framework for measuring and fine-tuning the internationalization plan.

CONCLUSION

Future Considerations

There are important leadership and financial implications that merit discussion with regard to this consultation report. As President Hoppe will retire from APSU at the end of the 2006-2007 academic year, it will be important to maintain momentum on the internationalization issue (see Appendix K). Moreover, bringing international issues to the attention of her successor will be imperative as "the support of the president and chief academic officer can make or break strategic planning" (Dooris & Lozier, 1990, p. 18). If possible, the issue of internationalization should be central during the search process. It behooves those involved to heed Keller's (1997) advice that "the most important ingredient in successful strategic decision making is to have a determined senior-level champion of strategic change" (p. 163). However, it is equally as important to have broad buy-in for any internationalization efforts, as Keller also points out that "rough agreement among and support from a majority of the deans, heads of academic departments, and major staff officials is vital for success" (p. 165).

In addition to the leadership implications, the issue of funding that emerged multiple times during the course of the interviews should be addressed prior to moving forward on the internationalization initiatives. To this end, Keller (1997) cautions that "unless money follows the new ideas, the strategic priorities will not get adequate support and the planning exercise will be perceived sham" (p. 168). Annual budget allocations need to reflect the strategic plans and provide adequate support for the actions to be taken.

Ongoing Assessment

This consultation report is only one point in the internationalization process, as strategic planning must be viewed as a continuous process to be effective. Campus stakeholders must view the internationalization process as dynamic and one that gradually evolves over time to its ultimate impact (Dooris & Lozier, 1990). Thus, "as the new strategy unfolds, the campus executives should keep reporting, verbally and in print, how the new structures, priorities, and behaviors are bringing in new results. . . . people must know the strategy is making a difference" (Keller, 1997, p. 166).

Further, as a dynamic process, attention must be continually paid to the ever-changing environment. Not only does this apply to international education within the context of higher education in general, but also to world events. Institutions must continue to consider the implications of September 11 and the wars in Afghanistan and Iraq as these events have had profound effect the role of and need for international education and cultural understanding. APSU must continue the evaluative processes and strategic planning and support of internationalization beyond this report and hiring of a Coordinator of International Education. It must continue to conduct internal and external environmental scanning to keep abreast of emerging opportunities and concerns and to develop ways to take advantage of the opportunities while solving the potential threats. Keller (1997) summarizes the need for this well, writing "we live in a time of fundamental changes within the United States and in the world. To ignore those changes is perilous for all of society's institutions, but especially for institutions of higher learning" (pp. 168-169).

Final Remarks

The consultation team has recommended a strategic plan and a set of goals that they believe can be implemented successfully at APSU. The Progressive Scale of Internationalization is subdivided by both goals and levels, in an effort not to overwhelm the internationalization process. While successful achievement of goals at each level should be celebrated, the APSU administration must continue their commitment to make the entire strategic plan a reality. The team believes that APSU will be successful and fully accomplish the internationalization plan if they are willing to commit the financial support needed to implement and sustain its goals.

From the interviews, the consultation team learned that some skepticism exists as to whether APSU could achieve the internationalization goals previously defined by President Hoppe and the International Council. This skepticism, which mainly came from faculty, also extended to the level and required educational background of the Coordinator of International Education position. Further, some interviewees questioned the commitment of the APSU

administration toward international education. Although the skepticism and apprehension may or may not be accurate or warranted, it is important for the APSU administration to recognize and address them as legitimate concerns. Moreover, it is imperative for the administration to look toward future internationalization initiatives with a positive commitment to change.

The consultation team encourages the APSU administration to continue to strategically plan as internationalization is a dynamic process. The re-evaluation and modification of the plan and goals presented in this report is not only highly recommended, but also necessary. Campus-based assessment and the use of outside consultants will help ensure that the progress of APSU's internationalization is achieved and sustained over time.

APSU is an impressive institution of higher education that actively strives toward academic excellence. Thanks to the academic and co-curricular efforts currently in place, APSU has established a solid foundation for international education. The information and recommendations presented in this consultation report can assist APSU in

furthering these efforts by working toward strategic goals. Ultimately, the consultation team believes that internationalization will positively benefit the APSU student body by preparing them to be successful in the global society upon graduation.

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APPENDIX A
TENNESSEE CONSORTIUM FOR INTERNATIONAL STUDIES BYLAWS

ARTICLE 1
NAME

The name of the Corporation is Tennessee Consortium for International Studies, Inc.

ARTICLE 2
OFFICES

The principal office of the Corporation in the State of Tennessee shall be located at Pellissippi State Technical Community College, 10915 Hardin Valley Road, Knoxville, Tennessee 37933, in Knox County, Tennessee, or at such other place as shall be lawfully designated by the Board of Directors, hereinafter sometimes call the "Board". The Corporation may have such other offices either within or without the State of Tennessee, as the Board may designate or as the affairs of the Corporation may require from time to time.

ARTICLE 3
PURPOSES

The purposes of the Corporation shall be as provided in it's Charter, to wit:

a. encourage, promote and support study and research abroad by Tennessee college and university students and faculty;

b. recruit international students to study and faculty to teach and undertake research in Tennessee;

c. support and facilitate relationships, associations and agreements among Tennessee institutions and those of other countries;

d. assist Tennessee colleges and universities in the coordination and dissemination of information regarding study abroad, international courses, programs, and activities;

e. promote and support economic development through international initiatives;

f. do any and all things necessary or proper to improve international education and cultural awareness;

g. to plan, organize, and execute local and national seminars, meetings, and symposiums which will provide a broad forum for the rigorous academic and practical discussion of all issues regarding international education;

h. to publish reports and journals and to distribute them in an effort to further the aims of the Corporation;

I. to acquire, maintain, and operate locations, and any and all other establishments, for the purposes of the Corporation;

j, to solicit, collect, receive, accumulate, invest, administer and disburse funds and property in such a manner as will, in the sole discretion of the board of directors, most effectively operate to further charitable, scientific, or educational purposes, either directly or by contributions to any organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code;

k. to do any or all of the things hereinbefore set forth, and all things usual, necessary or proper in furtherance of or incidental to said purposes;

l. the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code;

m. notwithstanding any other provision of these articles, this Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this Corporation.

The aims of the Corporation are to be carried out through any and all lawful activities, including others not specifically stated in the Charter but incidental to the stated aims and purposes, both directly and through contributions to any other corporation, trust, fund or foundation whose purposes are religious, charitable, scientific, literary, educational, artistic or cultural, provided that any such activity or contribution shall conform to any applicable restrictions or limitations set forth in the Corporation's Charter or which are imposed on corporations described in Section 501(c)(3) of the Internal Revenue Code and the Regulations thereunder or on any corporation the contributions of which are deductible under Section 170(c)(2) of the Internal Revenue Code as

presently enacted, or as they may hereafter be amended or supplemented, or, if they are replaced by new sections of similar import, and to the final regulations thereunder.

ARTICLE 4
MEMBERS

The Members of the Corporation shall consist of the president, or his or her designee, from each of the universities, colleges, and community colleges that subscribe to and maintain active membership in the Corporation. Varying levels of membership participation is expressly permitted.

ARTICLE 5
BOARD OF DIRECTORS

5.1 Qualifications.
The affairs of the Corporation shall be managed by a Board of Directors, each of whom shall be of legal age. Directors need not be residents of the State of Tennessee.

5.2 Number
There shall be no fewer than three (3) nor more than thirty-five (35) directors, the exact number to be determined from time to time by the Board of Directors. Each entity participating in the Corporation as a member of the Corporation shall have the right to designate a person to serve as a director. All directors shall have equal and full voting rights and responsibilities as members of the Board of Directors.

5.3 Election and Term
Directors shall be elected by the members at its annual meeting for terms not to exceed one year (1) year. Each director shall hold office until the expiration of the term for which he or she is elected, and or until removed or until his or her successor has been elected and qualified, or until removed as provided in Paragraph 5.5 below.

5.4 Vote
Each director shall be entitled to one (1) vote and results will be determined by the majority of the votes cast..

5.5 Removal, Resignation
Any director may be removed with or without cause at any time, and his or her successor elected, by the vote of three-fourths (3/4) of the then serving directors. Directors may resign at any time on the written notice to the president or secretary.

5.6 Vacancy
Vacancies occurring in the Board by death, resignation, refusal to serve, or otherwise, shall be filled for the unexpired term by the naming of a new director by the entity originally naming such

 director to the Board of Directors.

ARTICLE 6
EXECUTIVE COMMITTEE

The Board of Directors may, by resolution adopted by a majority of the entire Board, designate an executive committee to consist of two (2) or more of the directors, as the Board may from time to time determine, and other committees, consisting of two (2) or more persons, and may delegate to such committee or committees all such authority of the Board that it deems desirable, except that no such committee or committees, unless specifically so authorized by the Board, shall have and exercise the authority of the Board to adopt, amend or repeal the Bylaws, or fill vacancies in the Board or in any committee. Except as herein above provided, the executive committee shall have and may exercise, when the Board is not in session, all the powers of the Board of Directors in the management of the business and affairs of the Corporation and shall have the power to authorize the seal of the Corporation to be affixed to all papers which may require it. The Board shall have the power at any time to change the membership of the executive committee, to fill the vacancies in it or to dissolve it. The executive committee may make rules for the conduct of it's business and may appoint such committees or assistants as it shall from time to time deem necessary. A majority of the members of the executive committee shall constitute a quorum.

The initial executive committee will consist of eight (8) members, three (3) of which shall be representatives of the universities of the Tennessee Board of Regents system, three (3) of which shall be representatives of the community colleges of the Tennessee Board of Regents system, and one (1)of which shall be a representative, named by the Chancellor, from the Chancellors office of the Tennessee Board of Regents. The chief executive officer of the Corporation will serve as the final member during such time as he or she serves as chief executive officer.

Members of the executive committee will serve three year terms, provided however, the terms of the first three university members and the first three community college members will serve staggered terms of one(1), two (2), and three (3) year terms respectively.

ARTICLE 7
DIRECTOR MEETINGS

7.1 Meetings of the Board and Committees
The Board shall hold an annual meeting each year, without call, on the last Friday in April. By resolution, the Board may change the date of the annual meeting and may establish a date or dates on which regular meetings of the Board or any committee shall be held between annual meetings. A committee of the Board may meet on the dates so established or, if none, called by it's chairman or by a majority of it's members. Special meetings of the Board may be called at any time by the chairman of the Board, the president, the secretary or any two (2) directors.

7.2 Place of Meetings
Meetings of the Board shall be held at any place either within or without the State of Tennessee that the Board may from time to time appoint by resolution, or, if no resolution is in force, at the principal office of the Corporation, or at such other place as shall have been designated in the notice of the meeting.

7.3. Notice Requirements
Notice of annual and other regular meetings and of any special meeting, setting forth the place and the day and hour of the meeting, shall be given to each director, by any usual means of communication, not less than two (2) days before the meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting need be specified in the notice or any waiver of notice.

7.4 Waiver of Notice
Attendance of a director at a meeting shall constitute a waiver of notice of the meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Whenever the Board or any committee of the Board is authorized to take any action after notice to any person or persons, or the lapse of a prescribed period of time, the action may be taken without such requirements if at any time before or after the action is completed the person or persons entitled to such notice or entitled to participate in the action to be taken submit a signed waiver of notice of such requirement.

7.5 Quorum
At all meetings of the Board, a majority of the number of directors then in office shall constitute a quorum for the transaction of business. The presence of a majority of the membership of a

committee of the Board shall be required for the transaction of business. Except with respect to indemnification proceedings, common or interested directors may always be counted in determining the presence of a quorum at a meeting of the Board or of a committee which authorizes, approves or ratifies a transaction of the Corporation. Once a quorum is present to organize a meeting, it is not broken by the subsequent withdrawal of any of those present. A meeting may be adjourned despite the absence of a quorum.

7.6 Voting
The vote of a majority of the members present at a meeting at which a quorum is present shall be the act of Board or any committees.

7.7 Presumption of Assent
A director who is present at a meeting of the Board, or any committee thereof, shall be presumed to have concurred in any action taken at the meeting, unless his or her dissent to such action shall be entered in the minutes of the meeting or unless he or she shall submit his or her written dissent to the person acting as the secretary of the meeting before the adjournment of the meeting or shall deliver or send such dissent by registered or certified mail to the secretary of the Corporation promptly after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action. A director who is absent from a meeting of the Board, or any committee thereof, at which such action is taken shall be presumed to have concurred in the action unless he or she shall deliver or send by registered or certified mail his or her dissent to such action to the secretary of the Corporation or shall cause such dissent to be filed with the minutes of the proceedings of the Board or committee within a reasonable time after learning of such action.

7.8 Action by Consent
Directors may take any action which they are required or permitted to take without a meeting on written consent, setting forth the action so taken, signed by all the directors.

7.9 Telephone Meetings
Participation by members of the Board or any committee designated by the Board in any meeting of the Board or committee shall be permitted by means of conference telephone or similar communication equipment by means of which all persons participating in the meeting can hear each other. Participation in such a meeting pursuant to this Paragraph 7.9 shall constitute presence in person at such meeting. The directors shall be promptly furnished a copy of the minutes of the meeting held under this Paragraph.

ARTICLE 8
OFFICERS

8.1 Title of Officers
The Corporation shall have a president, a secretary and such other officers as are elected. One (1) person may be elected to more than one(1) office, except that the office of president and secretary may not be held by the same person.

8.2 Election
All officers shall be elected or appointed at the annual meeting of the Board or at any special meeting of the Board. The initial officers shall be elected by the incorporator.

8.3 Term of Office
The officers of the Corporation shall be elected for terms of one (1) year. Each officer shall hold office until the expiration of the term for which he or she is elected and thereafter until his or her successor has been elected or appointed and qualified.

8.4 Removal
Any officer may be removed by the vote of a majority of the entire Board, with or without cause, whenever in it's judgement the best interests of the Corporation will be served thereby.

8.5 Chairperson of the Board
The Chairperson of the Board, if one is elected, may, if so determined by the Board, be the chief executive officer of the Corporation, and may if so determined by the Board be considered an

officer of the Corporation for purposes of these Bylaws and for all other purposes.

8.6 Duties
All officers as between themselves and the Corporation shall have such authority and perform such duties in the management of the Corporation, in addition to those described in these Bylaws, as usually appertain to such officers of corporations not for profit, except as may be otherwise prescribed by the Board.

8.7 Compensation
The Board shall fix the compensation, or provide for fixing the compensation, or all officers of the Corporation. The authority to fix the compensation of all officers other then the president or the Chairperson of the Board may be delegated to the president.

ARTICLE 9
DUTIES AS TO THE FUNDS OF THE CORPORATION

9.1 Disbursements
Disbursements from the income or from the assets of the Corporation for uses and purposes consistent with the objects and purposes of the Corporation as outlined in the Charter of Incorporation and these Bylaws shall be made on the order of the Board of Directors.

9.2 Contributions
Any contribution to the Corporation through any means whatsoever shall not be complete until accepted by the Corporation through action of the Board of Directors, and the Board shall have full authority to reject or refuse to accept any contribution for any reason deemed adequate of sufficient to the Board, including but not limited to the specification of a use of, or a restriction on the use of, any contribution which conflicts with the purposes of the Corporation, it's tax exempt status as a public charity.

9.3 Restricted Gifts
Notwithstanding any provision in these Bylaws to the contrary, the Board of Directors shall at all times be governed in the expenditure of any fund or funds or other property by any terms of restriction or direction which may be contained in any instrument under which the said property

may be received and accepted by the Corporation so long as said directions or restrictions are consistent with the donor's purpose in specifying them and are compatible with the Corporations's purposes, it's tax-exempt status, and it's status as a public charity. If at any time it shall appear to the Board that circumstances have so changed as to make unnecessary, undesirable, impractical or impossible a literal compliance with the expressed desire of a donor or testator, it may take such steps as it deems necessary to direct the application of any such funds to such other educational, charitable, literary or religious purposes of a public nature, or others of a similar nature recognized by the federal government as entitled to tax exemption, as in it's judgement will to the extent possible carry out the purposes of such donor or testator.

9.4 Management of Assets
Any fund or funds or assets of any kind or nature whatsoever which may be acquired by the Corporation from any source whatsoever may be transferred by the Board of Directors for the purpose of management and investment to any bank or banks in the State of Tennessee, having trust powers and active in the acceptance and management of trusts.

9.5 Agency Relationship
Any transfer of any asset of this Corporation made to any of such banks shall vest legal title to any such asset in the said transferee bank, as agent of an custodian for the Corporation, nevertheless, for the sole purpose of management and investment subject to the approval of the Board and income thereon shall be income of this Corporation. The Board may enter into an agency agreement with each such bank, giving each of them such powers and duties pertaining to the assets so held by it as may be deemed proper and consistent with the purposes of the Corporation by the Board of Directors, and agreed to by said bank

9.6 Authority
The Board may authorize any officer or agent of the Corporation by resolution to enter into any contract or execute and deliver any instrument in the name of the Corporation, and no officer, agent of employed shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge it's credit or to render it liable pecuniarily for any amount, without such authorization.

9.7 Depositories
All funds of the Corporation shall be deposited to it's credit in such depository or depositories as the Board may designate, and for the purpose of such deposits, any person or persons to whom such power is delegated by resolution of the Board may endorse, assign, and deposit checks, drafts and other orders for the payment of funds payable to the order of the Corporation. All checks, drafts of other orders for the payment of money issued by the Corporation shall be signed by such person or persons as may from time to time be designated by the Board.

ARTICLE 10
MISCELLANEOUS

10.1 Seal
The Corporation may have a corporate seal which may be altered at the pleasure of the Board; but the presence or absence of such seal on any instrument, or it's addition thereto, shall not affect it's character or validity or legal effect in any respect

10.2 Stock in Other Companies

In the absence of other arrangement by the Board, the president of the Corporation may vote, endorse for transfer or take any other action necessary with respect to shares of stock and securities issued by any other corporation and owned by this Corporation; and he or she may make, execute and deliver any proxy, waiver or consent with respect thereto.

10.3 Indemnification of Directors and Officers

Any director or officer, or his executor or administrator, shall be entitled to indemnification in accordance with and to the fullest extent allowable by Sections 48-58-501 through 48-58-509 of the Tennessee Nonprofit Corporation Act or as the same may be amended.

ARTICLE 11
AMENDMENT

These Bylaws may be amended or repealed, and new Bylaws may be adopted, by the vote of a majority of the entire Board. The resulting Bylaws may contain any provision for the regulation and management of the Corporation not inconsistent with law and the Charter. Any amendment of the Charter inconsistent with these Bylaws or parts of Bylaws which merely summarize or restate the provisions of the Charter of the provisions of the Tennessee Nonprofit Corporation Act of other law applicable to the Corporation shall be operative with respect to the Corporation only so far as they are descriptive of existing law and of the Charter as amended.

International Education Program					
Study Abroad & Exchange Programs	**International Studies Minor**	**International Students Recruitment & Admission**	**ESL Program (English as an Secondary Language)**	**International Student Organization (ISO)**	**International & Cultural Events**
*CCSA ***China** ***France** ***Gambia** ***Germany** ***Greece** ***Japan** ***Mexico** ***Nigeria** ***Quebec** ***South Africa** ***Spain** ***Sweden** ***Exchange contract/agreement development and arranging signing**	*Course Arrangement *Recruitment *Advisement *Collaborate with other departments to develop required courses and minor	*Recruitment *Issuing I-20 form (immigration form) *Immigration issues *Friendship/Host Families arrangement *Airport Transportation Arrangement *New International Student Orientation *Advisement *etc.	*Curriculum Development *Course Arrangement *Faculty hiring *Students Recruitment *Admission Process *Issuing I-20 Form *Airport Transportation Arrangement *Special Housing Arrangement *etc.	*Advising ISO *Sponsoring Field & Cultural Trips *Assisting international students (such as for shopping, transportation, etc.)	*Sponsoring international & cultural events/activities: - International Night - International Forums/workshops - Assisting community for cultural events & establishment of sister cities with other countries * etc.

agreement ceremony **Arrangement of administrators (President, Vice President & Dean) to visit sister Universities.* **Arrangement of faculty exchange programs (several of our APSU faculty had served as visiting scholars to our sister universities)* **Arrangement of administrators & faculty from sister universities to APSU* **Issuing IAP-66 forms (Visiting Scholar immigration documents)* **etc.*				

APPENDIX C
BEST PRACTICE MATRIX

School	Mission Statement	Structure	Student Resources	Faculty & Staff Resources	Academic Programs	Student Programs
Old Dominion (Norfolk, VA)	"A Portal to New Worlds" To broaden our student's vision to include the entire world in order to… 1) Understand the global transformations that are shaping the 21st Century; 2) Learn what it means to act ethically in a global age; 3) Be a part of the solution tot global challenges such as the spread of infectious diseases and global terrorism.	Office of International Programs International Admissions	English Language Center International Career Advantage Program International Hall International Student and Scholar Services International Student Organizations Model UN Society Presidential Global Scholarship International Student Scholarship ($4-8K per year) Scholarships & Grants for Study Abroad Study Abroad and Exchange	Faculty Fellowship Support International Employees International Travel Insurance Coverage Global Certificate Staff Training Program	11 Foreign Languages Asian Studies Institute Center for Regional and Global Study Global Engineering International Business (Undergrad) Int'l Higher Education Leadership (Grad) International Maritime, Ports & Logistics Management Institute Student Teaching Abroad	African Caribbean Assoc. Chinese Student & Scholar Assoc. Filipino American Student Assoc. Hellenic Society Indian Student Assoc. Int'l Student Christian Fellowship Model UN Multicultural Student Services Muslim Student Assoc.

			Programs Fulbright Fellowships Recognition of International Baccalaureate (IB) Program			
Beloit College						
Grinnell College						
Meredith College (NC)	Empower students to lead more responsible work, citizenship, leisure, learning, and service through a knowledge and understanding of the global environment	Office of Study Abroad Director of Study Abroad Asst. Director of Study Abroad Program Assistant	Study Abroad Work Abroad Volunteer Abroad Intern Abroad		B.S. in International Business International Studies Major U.N. Semester at Drew University Int'l Relations Semester at American University	
Missouri Southern						
MTSU		College of International Studies			B.S. in Global Studies (2005)	

International Education Advisory Project

	Study Abroad Website	Administrator	#of employees	# students/yr	professional memberships	countries thru consortia	countries thru university
Jacksonville State University http://www.jsu.edu/	http://www.jsu.edu/orgs/intp/	** this website is "temporarily unavaliabe"	not found	not found	not found	not found	not found
Morehead State University http://www.morehead-st.edu/	http://www.morehead-st.edu/oie/	Provost and Exec. Vice President	4 described	~ 100	not found	Australia, the Caribbean nations, England, Ireland, New Zealand, Scotland, South Africa, Kenya	China
McNeese State University http://www.mcneese.edu/	not found	not found	not found	not found	not found	not found	not found
Salisbury University http://www.salisbury.edu/	http://www.salisbury.edu/intled/	Provost	1 described	not found	not found	none listed with partner institutions	UK, Spain, Ecuador, Germany, Ireland, New Zealand, Honduras, Greece, Italy, India, the Yukon

North Carolina A&T University http://www.ncat.edu/	http://www.ncat.edu/~oip/home1.htm	Associate Vice Chancellor for Academic Affairs/Undergraduate Programs	4 described	not found	not found	Ghana, Russia, Bulgaria, Australia, Austria, the Czech Republic, England, France, Holland, Ireland, Italy, Poland, South Africa, Spain	not found
Western Carolina University http://www.wcu.edu/	http://www.wcu.edu/ips/	Provost and Vice Chancellor	8 described	not found	none found	none listed with partner institutions	UK, Ireland, the Netherlands, France, Germany, Spain, Bolivia, Austrialia
Texas A&M University - Corpus Christi http://www.tamu.edu/	http://international.tamu.edu/	Associate Vice President for International Programs	1 described	not found	not found	France, Germany, Japan, Mexico	Australia, Belgium, Brazil, China, Costa Rica, Denmark, Ecuador, France, Germany, Italy, Mexico
Midwestern State University http://www.mwsu.edu/	http://libarts.mwsu.edu/internationalstudies/index.asp http://libarts.mwsu.edu/internationalstudies/index.asp	Provost	1 listed	not found	not found	France, Germany, Mexico, Spain	not found
Radford University http://www.radford.edu/	http://intlprog.asp.radford.edu/	Provost	4 listed	not found	not found	Australia, Austria, England, Mexico, New Zealand, Spain, United Arab Emirates	Australia, China, England, France Germany, Greece, Ireland, Italy, Japan, Malawi (Africa), Panama, Scotland, Singapore, Slovenia, South Africa, Spain, Tiwan

University of West Florida http://www.uwf.edu/ uwfMain/	http://uwf.edu/int ered/index.htm	Vice President of Administrative Affairs	none listed ** study abroad only found through degree programs	not found	not found	China, England, Finland, France, Germany, Japan, the Netherlands, Portugal, Spain, Switzerland (found in brief dept.	not found
Valdosta State Univeristy http://www.valdosta. edu/	http://www.valdos ta.edu/cip/index.h tm	Vice President from Academic Affairs	7 listed	not found	not found	Chile, China, Czech Republic, Germany, Hungary, Japan, Mexico, Russia, Spain, Turkey, UK	not found
Morgan State University http://www.morgan. edu/	not found	not found	not found	not found	not found	not found	not found
					Office of Academic Affairs - researched by Betsy Crane, 08-29-06		

APPENDIX E
JOB DESCIPTION OF COORDINATOR OF INTERNATIONAL EDUCATION

General Description

Reporting to the Provost and Vice President of Academic and Student Affairs, the Coordinator of International Education is responsible for fostering an organizational culture and climate that fully supports global education and welcomes diversity. This will be achieved through developing policies specific to international education, offering international programs, applying for grant and funding opportunities, and through supporting international students who choose to study at APSU. The Coordinator will work very closely with the Office of Grants and Sponsored Programs, Admissions Office, Registrar's Office, College Deans, Public Relations and Student Affairs, and with the faculty coordinators of study abroad and exchange programs. The Coordinator is the primary staff responsible for study abroad and travel courses and also serves as the University's Primary SEVIS Designated Officer.

Primary Duties and Responsibilities

Technical Program Support
- Oversee group travel and accommodation arrangements.
- Advise students and parents of study abroad issues (health and safety, finances, cultural etc.)
- Plan and participate in pre-departure orientation sessions for students and parents, in cooperation with the campus coordinator of each study abroad or exchange program.
- Ensure that emergency information is provided to the Student Affairs travel staff.
- Act as "on call" administrator for faculty, staff, and students abroad.
- Serve as the Primary Designate School Official for SEVIS.

Recruiting
- Work with Public Relations to coordinate marketing materials for international programs and to promote international opportunities to internal and external audiences.
- Serve as the point of contact for providing study abroad and exchange program opportunities to students.
- Advise international students on visa requirements.
- Ensure compliance with SEVIS regulations.
- Serve as the primary contact for exchange students and international visiting professors.

Academic & Student Affairs Programs:
- Work closely with faculty and staff to ensure that program needs, policies, Study Abroad guidelines, and procedures are understood.

- Serve as a liaison between the Provost and International Council to facilitate proposals for internationalizing the curriculum.
- Work with faculty to develop budgets and timelines for international courses, internships, and service learning.
- Provide support to faculty advisors of cultural and international student organizations.
- Provide support for programs that raise awareness of global issues (i.e.: International Night).

Expansion:
- Collaborate with Office of Grants and Sponsored Programs to locate, select, and apply for grants.
- Coordinate legislative activities with legislative liaison of Office of Grants and Sponsored Programs.
- Coordinate externally-funded fellowships and assistantships with Office of Grants and Sponsored Programs.
- Serve as the institutional representative for developing and supporting the Tennessee Board of Regents Consortium for International Education.
- Assist College Deans, TBR officials, faculty, staff, and other groups with developing new opportunities for student exchanges with schools abroad.
- Perform other duties as assigned by the Provost.

Essential Functions and Abilities:
- Commitment to values of global education.
- Proven ability to develop, implement, and evaluate programs.
- Knowledge of student development and international issues.
- Attention to detail.
- Ability to travel in USA and in foreign countries.
- Experience with Student and Exchange Visitor Information System (SEVIS) requirements.
- Prior experience in study and /or travel abroad.
- Prior knowledge or willingness to learn the laws, policies, and processes for visas and embargoes.
- Ability to work with teams.

Qualifications
- Bachelors degree
- 3-5 years administrative experience – preferably with international programs and students
- Competency in English
- Strong budget experience; especially with revenue programs

A background check will be required for the successful applicant.

Inner**Action**

E-newsletter for faculty and staff at Austin Peay State University

Tuesday, (

HOMECOMING 2006

Celebrate return of 101st at Nov. 2 con

Austin Peay State University's Homecoming 2006 celebration, which runs through Saturday, Nov. 4, is not just about chariot races and tailgate parties.

One evening—Thursday, Nov. 2—has been set aside to pay tribute to America and to celebrate the safe return of the soldiers of the 101st Airborne Division. As if that weren't enough, all proceeds will go toward music and study-abroad scholarships at APSU.

"We hope the community will come out to show its appreciation for our soldiers and for our great country," said Roy Gregory, executive director for University Advancement. "And when the wonderful entertainment is over Thursday evening, the real winners will be our students who receive the resulting scholarships. It's an all-around win-win situation."

Besides amazing performances by APSU music faculty and students, patrons will enjoy the musical talents of APSU President Sherry Hoppe, piano, and Provost Bruce Speck, tenor.

The American Patriotic Flagship begins at 7:30 p.m., Thursday, Nov. 2 in APSU's award-winning Concert Hall, Music/Mass Communication Building.

Admission is $50 per person, but faculty/staff tickets are $25 each. Tickets are available through the University Advancement Office and the APSU

Celebrating
music
in america

Log on to
www.apsu.edu for
more information
on Homecoming
2006.

Tickets for faculty
and staff are $25
each. Purchase tick-
ets at the University
Advancement Office
or the APSU
Department of Music.

Department of Music.

Don't miss this special, once-in-a-lifetime event! For more information or to reserve your tickets, telephone (931) 221- 7127 or (931) 221-7818. -- *Dennie B. Burke*

BILL PERSINGER | APSU PUBLIC RELATION

APSU Provost Dr. Bruce Speck and President Dr. Sherry Hoppe will perfo
Nov. 2 concert that will celebrate the return of the 101st Airborne Divisio
raise money for music and study abroad scholarships and celebrate Home
APSU.

INSIDE THIS EDITION

TOPS IN THE NATION
Austin Peay's GoAPSU Web site recognized among the best admissions Web sites in the U.S.
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DIX COLLECTION EXPANDS
Relatives of native journalist donate more material to already vast Dorothy Dix Collection in Woodward Library.
Page 3

FACULTY RESEARCH
Faculty member to present ta
history of Jews in Venice, foll
mer seminar:
Page 4

Interview Protocol for Students

Study Introduction
(To be read to all participants, in addition to reviewing and signing a consent form.)

"Thank you for agreeing to participate in this study of international education at APSU. The purpose of this study is to explore the current situation regarding international education at APSU in order to recommend a strategic plan for internationalization. We are particularly interested in hearing the perspectives of APSU faculty members, administrators, and students. This project is part of the capstone experience for a graduate program at Vanderbilt University.

This interview will last between 30 minutes and one hour. Your participation is voluntary. As such, you may choose to end the interview at any time or not to respond to a question, should you so desire. No penalty will result from refusing to participate. We will maintain confidentiality and not use specific identifiers in the final report.

Do you have any question before we begin?"

_____

General Information
- What is your major?
- What year are you in currently (freshman, sophomore, etc)?
    - Are you a full time student?
- Are you involved in any activities besides school?
    - Do you hold a job?

Defining International Education
- What does the concept of "international education" mean to you?

Perception of International Students/Professors
- To your knowledge, how many international students attend APSU?
    - Do you think this number should be increased, decreased, or is it about the right size? Why?
- What types of interactions with international students have you had at APSU?
    - Describe an interaction, if you have had some.
    - (If the student is international) What are your impressions of American students?
- How comfortable are you when communicating with students from a different nationality or culture?

- What are your general impressions of international students?
  - What, if anything, do you think international students contribute to campus?
  - What, if anything, do you think international students contribute to the classroom?
- Have you taken any classes from foreign-born professors?
  - Tell me about that experience.
  - Did you enjoy the class? Why or why not?

Perceptions about Study Abroad Programs
- Have you studied abroad at APSU? Why or why not?
  - If not, under what circumstances, would you consider studying abroad?
- Would you prefer to travel abroad for purposes other than study?
  - If so, describe those circumstances and where you would go.
- How do you think Americans are perceived overseas?
  - Are these perceptions accurate in your opinion?
- How supportive would your family be if you were to study abroad?
- How supportive would your professors/advisers be if you were to study abroad?
- How easy do you think it is for students to fund study abroad?
  - Can financial aid be used? Should it be used?
- Do you think it is easy to have credits and grades transferred back to APSU if you study abroad?
- What is the ideal length of time for a study abroad program?

Perceptions about Internationalizing the Curriculum
- Author Thomas Freidman argues that the world is flat – in other words, that countries are becoming more inter-connected thanks to technology, a more global economy, etc. Do you agree with this assessment?
  - You said your major is _____. How do think this major fits into a more global economy and interconnected world?
- Do you think there is sufficient emphasis on international issues in your classes?
  - Would you like to see more or less of an emphasis?
  - If more, what types of issues do you wish were being covered? Give some examples.
- Are their opportunities to learn about other cultures and countries at APSU?
  - Does or should this learning occur in the classroom?
  - Do you think it would be helpful for your future to learn about other cultures/countries? Why or why not?

Perceptions of Peers and about APSU
- What do you think it would take for a larger number of APSU students to study abroad?
- What do you think it would take for a larger number of international students to enroll at APSU?
- How comfortable do you think that your classmates at APSU are when communicating with people from a different nationality or culture?

- Do you think international experiences are important for APSU graduates?
- How supportive do you think the APSU faculty is of international education?
- How committed do you think the APSU administration is towards international education?

Closing Questions
- Are there any questions that you wished we had asked?
- Is there anything else that you think we should know as we work on this project?

Thank you for your time and participation!

Interview Protocol for Administrators, Faculty, and Internationalization Council Members

Study Introduction
(To be read to all participants, in addition to reviewing and signing a consent form.)

"Thank you for agreeing to participate in this study of international education at APSU. The purpose of this study is to explore the current situation regarding international education at APSU in order to recommend a strategic plan for internationalization. We are particularly interested in hearing the perspectives of APSU faculty members, administrators, and students. This project is part of the capstone experience for a graduate program at Vanderbilt University.

This interview will last between 30 minutes and one hour. Your participation is voluntary. As such, you may choose to end the interview at any time or not to respond to a question, should you so desire. No penalty will result from refusing to participate. We will maintain confidentiality and not use specific identifiers in the final report.

Do you have any question before we begin?"

_____

General Information
- What do you do at APSU?
- How long have you worked here?

International Education
- What does the concept of "international education" mean to you?
- What are your impressions of APSU's past and current efforts with regard to international activities and programs?
- What would you like to see APSU do in the future in terms of internationalization?

Perception of International Students
- To your knowledge, how many international students attend APSU?
    - Do you think this number should be increased, decreased, or is it about the right size? Why?
- What types of interactions with international students have you had at APSU?
- What are your general impressions of international students?
    - What, if anything, do you think international students contribute to campus?
    - What, if anything, do you think international students contribute to the classroom?
- What do you think it would take for a larger number of international students to enroll at APSU?
- How comfortable do you think that your students are when communicating with people from a different nationality or culture?

Perceptions about Study Abroad Programs
- What are your impressions of the study abroad programs offered at APSU?
- Do you think study abroad is useful for APSU graduates? Why or Why not?
- What do you think it would take for a larger number of APSU students to study abroad?
- What is the ideal length of time for a study abroad program?
- How do you think American students are perceived overseas?
  - Are these perceptions accurate in your opinion?
- How supportive do you think the parents of APSU students would be if their student showed interest in going abroad?
- How supportive of study abroad are APSU faculty members?
  - How supportive is the administration?
- How easy do you think it is for students to fund study abroad?
  - Can financial aid be used? Should it be used?
- Do you think it is should be easy to have credits and grades transferred back to APSU after students participate in study abroad programs?

Perceptions about Internationalizing the Curriculum
- Do you incorporate international themes into your classes? If so, please elaborate.
  - Do you think that there is sufficient coverage of international issues in other APSU classes?
- Are there specific things you do in your work to address the needs of international students? Please describe.
- Are there specific things that you do or could do to encourage internationalization at APSU in your work?
- Do you think international experiences are important for APSU graduates?
- Are their opportunities to learn about other cultures and countries at APSU?
  - Does this or should this learning occur in the classroom?
  - Do you think it would be helpful for your future to learn about other cultures/countries? Why or why not?
- Author Thomas Freidman argues that the world is flat – in other words, that countries are becoming more inter-connected thanks to technology, a more global economy, etc. Do you agree with this assessment?
  - You said you work in _____. How do think this fits into a more global economy and interconnected world?

<u>Closing Questions</u>
- Are there any questions that you wished we had asked?
- Is there anything else that you think we should know as we work on this project?

Thank you for your time and participation.

APPENDIX H
METHODOLOGY

For this consultation project, a qualitative research design was employed to explore the impact of international initiatives at APSU as it relates to important themes from the current body of literature on internationalization and the conceptual framework: international students, study abroad, and internationalization of the curriculum. Qualitative research designs offer the best mechanisms for discovering, in detail and in depth, the effect that international initiatives has on the APSU learning community. The qualitative inquiry method lends itself to comprehensive understanding because of its use of interviews and document review. The qualitative design leads to data that enhances understanding of internationalization at APSU as the methods "permit inquiry into selected issues in great depth with careful attention to detail, context, and nuance" (Patton, 2002, p. 227).

Subjects and Data Sources

"Qualitative inquiry typically focuses in depth on relatively small samples . . . selected purposefully" (Patton, 2002, p. 230). With this in mind, and in order to help inform the topic at hand, the sample interviewed at APSU included 29 students, faculty, staff, and administrators. As two of the guiding questions involved identifying constraints, challenges, and opportunities and the development of strategic plans, the faculty, administration, and staff members were selected based on their involvement in international initiatives or on the nature of their academic or professional position. The faculty and academic leadership interviewed represented all of the major colleges and schools at APSU and included some who serve as study abroad program leaders. The administrators and staff who were interviewed represented a range of offices and units that support the educational mission of the institution or provide direct advice, programming, or support to students.

The consultation team requested and interviewed a sample of students representing the six stratified groups that they believed were important to the international education questions being studied. The seven students interviewed represented: study abroad returnees, students in internationally focused majors (e.g., foreign language), students in non-internationally focused majors (e.g., science majors), international and exchange students, student leaders, and students considered by national findings to be underrepresented in study abroad (i.e., males and minorities).

Data Analysis

The systematic method of data analysis for this consultation involved data collection via interviewing, sharing, and comparing materials among the project team. The strategy that the consulting team employed mirrored the approach suggested by Rubin and Rubin (2005) and entailed "classifying, comparing, weighing, and combining materials from the interviews to extract the meaning and implications to reveal patterns or to stitch together descriptions of events into a coherent narrative" (p. 201).

The team conducted the 29 interviews separately but used the same interview protocols. The data collected (including interview notes and audiotapes) was shared amongst the team and reviewed in a timely manner. This allowed for the essence of the interviewees' thoughts and perceptions to be captured correctly, and enabled the team to ask one another for clarification or elaboration as needed while the information was fresh on their minds. Communication amongst team members was important because in qualitative research, "reports can offer multiple and sometimes conflicting themes" (Rubin and Rubin, 1995). Therefore, emerging themes were discussed throughout the process in order to reduce the possibility of divergent findings based upon differences in interview style or the interviewees themselves. The classification of themes was supplemented by the identification of illustrative quotes.

Interview Protocol

In order to ascertain the status and the future of internationalization at APSU, the interview protocol featured questions designed to elucidate perspectives on constraints, challenges, and opportunities. Determining and organizing the ensuing themes and topic areas was imperative for the analysis of the findings. As such, the data was organized according to these of the conceptual framework and sub-themes detailed in the interview protocol.

Specifically, each interviewee was asked for basic identifying information (i.e.: major, position) and to define the concept of "international education." To elicit perceptions of international students, interviewees were asked to describe the types of interactions and communication comfort levels among students of different nationalities at APSU. Interviewees were asked to quantify the number of international students attending APSU,

identify these students' contributions to the campus and classroom, and indicate what they believe was needed to increase enrollment. Additionally, the student interviewees were asked about their classroom experiences with foreign-born professors.

The topics explored with regard to study abroad programs involved general impressions of the existing programs; perceptions of American students abroad; and parental, faculty, and administration support for participation. The practicality and usefulness of the study abroad programs were also among the issues explored. Logistical issues related to funding the program costs, as well as transference of credit hours and grades, were also included in the interview protocol.

All were asked to reflect on Thomas Freidman's "the world is flat" concept and the ways this concept relates to APSU's curriculum. This section of the interview also explored the coverage of internationally related topics within the classroom and opportunities to learn about cultures outside of the classroom. All interviewees were asked to comment on whether international experiences were an important outcome for APSU graduates. At the end of the interview, the project team asked open-ended questions in case there were other relevant topics, themes, or information the interviewees wanted to share.

Through the utilization of the aforementioned qualitative methodology, a picture of APSU's current internationalization efforts has been drawn, both in color and in scale, as evidenced in the analysis of the findings section of this report.

LIMITATIONS

The limitations of this project are partly because of the nature of a consultation and the Vanderbilt University Capstone project requirements. Time constraints and the manner in which the team agreed to contact potential interviewees are at the heart of the limitations. Further, there are additional limitations related to reliability and validity concerns generally associated with the implementation of a qualitative methodology and design. These challenges, as well as the topic and purpose of the consultation and capstone project, prevented other methods from being utilized, such as observation, multiple interviews, or longitudinal approaches. As such, there was limited opportunity for triangulation.

Time Limitation

Due to the time constraints, the project team interviewed a relatively small sample of students, faculty, staff, and administrators. As anticipated, each interview lasted between one half hour and an hour in duration. To ensure that the interviews did not run too long, the team followed the interview protocol closely, which did not allow for much exploration beyond the main interview probes. The majority of the interviews were conducted before and after the Thanksgiving break, which occurs immediately prior to the typically busy semester's end. Given the timing constraints, each party was interviewed once, and no plans were made to contact interviewees for clarification following the interview, had it been needed.

Reliability and Validity

Reliability and validity are two important concerns in qualitative methodology and design. As such, "researchers judge the credibility of qualitative work by its transparency, consistency-coherence, and communicability; they design interviewing to achieve these standards" (Rubin & Rubin, 1995, p. 85).

Reliability speaks to the replicability of a study and its findings. Inherent to this is whether the external reliability methods utilized are "solid, appropriate, and grounded in the best practices and the cannons of qualitative research" (Smrekar, 2005). The selection of interviewees was channeled through an administrator in the Provost's Office. In fact, all the interviewees were informed of the Provost's Office involvement and interest in this project. This information may have created a reliability threat known as the "observer effect" as the interviewees may have only agreed to the interview because of the administration's involvement and said what they thought the APSU administration wanted to hear. The consultation team attempted to overcome the potential observer effect by reassuring confidentiality of the interviewees during interview sessions. The interviewers engaged participants in small talk and asked warm-up questions (i.e.: major, length of employment at APSU) to put the interviewees at ease before beginning of the actual interview sessions.

Interviewees were chosen to ensure the topic at hand was addressed from multiple perspectives; however, most faculty and administrator interviewees had direct involvement in APSU internationalization efforts. Interview location and conditions varied as interviews took place in faculty or staff member's offices or in a conference room. Convenience was key factor as to where the interviews were conducted. However, it may have posed a

limitation for this project as students may have felt uncomfortable being interviewed in a conference room, or faculty or staff may not have felt able to speak openly, given the close quarters of the office space.

In terms of internal reliability, if the project were to be replicated, other consultants should reach the similar results and interpretations. The measures utilized to increase internal reliability were the use of the same interview protocol by both members of the team, the audio recording of most interviews, and the careful quoting of interviewees in the data analysis. Verbatim accounts and quotes were used in the final report directly from the interview transcripts, therefore minimizing the degree of inferences.

Internal validity addresses whether what the team found accurately reflects what they observed. To reduce the possibility of unintended observer effects during the interview process, the team consulted with one another and shared interview notes and recordings. Conferring with one another during the data-collection stage helped ensure that interviewer opinions or spurious conclusions were not unintentionally interjected prior to data analysis.

The methodology as it relates to the sample of the APSU community interviewed for the project reflects another area of limitation. The time and resource constraints raised questions and critiques about the reliability and validity of this project. To paint a coherent and complete picture, interviewees were selected purposefully. Random sampling was not employed in the design. Further, there may have been selection bias as the interviewee selection was done outside of the team's control, based only upon the criteria indicated in their communications with the Provost's Office and IRB application (e.g.: the stratification of student groups or the representation an academic department or administrative unit).

External validity addresses whether the findings of this project can be generalized to other colleges and universities. Due to the time constraints, only seven students were interviewed. Good qualitative research is designed to continue its data collection process until the information has been saturated (Patton, 2002; Rubin & Rubin, 1995). Therefore, given the limited number of interviews collected, the findings of this study cannot be widely generalized. As this is a consultation, the findings and strategic plans are specific to APSU. However, the literature review of best practices and trends as well as the interview protocol could be useful for other institutions investigating internationalization for their campuses.

APPENDIX I
NEWSPAPER ARTICLE OF INTERNATIONAL NIGHT 2006, NOVEMBER 8, 2006

Features
The Real World
Former cast members visit APSU
page 5

The All State

The voice of Austin Peay State University since 1929

Volume 78, Number 10

NOVEMBER 8, 2006

Sports
Lady Govs basketball preview
Look inside for two pages of in-depth coverage

Saundra Hale

pages 8-9

First copy free, additional copies 50 cents each

Twenty countries visit campus

SHANNA MOSS/STAFF

Dancers perform authentic Meixcan routines for the International Night attendees. The event was held last Wednesday in the University Center Ballroom.

SHANNA MOSS/STAFF

The table representing Mexico was filled with cookbooks and authentic cuisine for International Night attendees to sample.

SHANNA MOSS/STAFF

Yazarette Guzman, front and Omar Gutierez, perform a dance native to Ecuador.
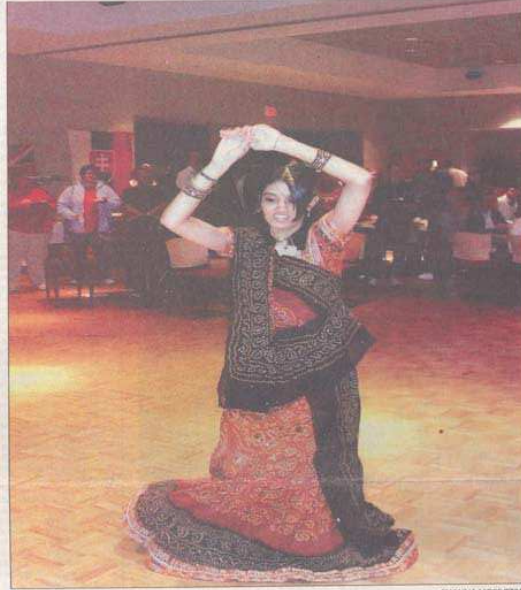
SHANNA MOSS/STAFF

Priyal Pandya performs an Indian folkdance at last week's International Night.

International Night brings food, culture, entertainment to campus community

By TINEA PAYNE
Staff Writer

Several anxious Austin Peay State University students waited outside the University Center Ballroom as visitors and representatives from 20 different countries prepared a night of food, dancing and traditions from around the world.

Faculty and students at APSU celebrated a clash of culture last Tuesday at the annual International Night, sponsored by Student Affairs and coordinated by International Student Organization (ISO).

The event is traditionally held during the week of Homecoming. Inga Fillipo, faculty advisor of the Study Abroad program, helped organize the annual event.

"We ask students and families of all cultures in the Clarksville community to come by every year," Fillipo said.

Fillipo describes the event as a way for students and faculty of APSU to intertwine cultures and learn about one another.

"Nation borders are taken away, and it brings students together with food and music; there's such camaraderie," Fillipo said. "[The event] does a good job with bringing our international students and American students together, to see where they're coming from."

Students not only enjoyed the blending of cultures, but seeing their own countries as well. The Puerto Rico display brought such excitement to vocal performance major Gregory Mercado, 18, who shares Puerto Rican roots.

Mercado enjoyed the event and said he wishes all countries, like his own, were represented more often than well-known ones.

"[Puerto Rico] is not usually represented. It's always Mexican Food," Mercado said. Although he enjoyed his country's food, Mercado had a taste of other cultures as well. "I liked the food from Argentina, India, Greece and Japan the best," Mercado said.

Aside from the multicultural cuisine, an abundance of dancing and music flooded the ballroom floor. Dancers from Colombia, The Dominican Republic, Mexico and India awed the audience. Slovakian and Russian performers provided soothing music as surrounding attendees rotated from one table to the next.

Each table also provided information for students interested in the Study Abroad program of that country. Ivan Joe Fillipo from the "Corporate Center for Study Abroad mentioned the "wide array of courses" the Study Abroad program provides. "There are eight to 10 different programs for students to choose from," Fillipo said.

APSU provides Study Abroad programs for Spain, Canada, Austria, China, Japan, Nigeria, Sweden and several others.

President of ISO, Deanna Hensley, said that cultural events give students "a great taste of the diverse culture that exists in Clarksville."

The event was the Student Government Association senator's third year being involved in International Night. This year was Hensley's first time actually being in charge of the event. A senior at APSU, Hensley enjoys the international studies program.

"I got interested in [the program] because it involves talking with people. I started to appreciate other cultures," Hensley also said the event helps students learn to respect and appreciate one another. "Respecting and learning to appreciate where we come from influences our values," Hensley said. ✦

Hispanic Cultural Center

The goal of the Hispanic Cultural Center is to develop, promote and increase awareness of Hispanic cultures through the implementation of cultural enrichment programs, the building of working relationships between the student clubs and organizations and the Hispanic community and the creation of an environment in which the Spanish language can be celebrated and practiced.

Located in the Morgan University Center, Room 120

Hours:
Fall and spring semesters:
10 a.m.-7 p.m., Monday-Thursday, 10 a.m.-5 p.m., Friday
(closed during the summer)

The Hispanic Cultural Center provides the following:

● Cultural events dealing with the Hispanic world such as lectures about literature and history, movie night, game night, Hispanic cuisine, travel, art and music.

● Language assistance with Spanish grammar.

● Translation assistance.

● Computers with Spanish keyboards and grammar correction programs (for students writing term papers in Spanish)

● Spanish magazines, dictionaries, videos, newspapers, history books, classics of Hispanic literature, copies of the texts used in Spanish classes at APSU.

● Recognition programs for Hispanic students as well as graduating Spanish majors and minors.

AP Austin Peay State University

APPENDIX K
NEWS ARTICLE ABOUT PRESIDENT HOPPE'S RETIREMENT, JANUARY 12, 2007

Austin Peay president Sherry Hoppe retires

By The Associated Press
January 12, 2007

CLARKSVILLE, Tenn.- The president of Austin Peay State University, Sherry Hoppe, announced her retirement Friday after six years in the position.

Hoppe said she wants to spend more time with her family. The resignation is effective July 1.

A 39-year veteran of higher education in Tennessee, she has worked at Roane State Community College, Nashville State Tech Community College, Chattanooga State Tech Community College and the University of Tennessee-Chattanooga.

Last September, a federal judge in Nashville dismissed on a technicality one of six discrimination complaints filed by black women against Austin Peay, but the school still faced claims for over $5 million in damages.

Laverne T. Walker, a former affirmative action program director, claimed she was subjected to a hostile workplace when Hoppe was appointed president.

In an e-mail to faculty and staff Friday, Hoppe said, "I have reluctantly decided to retire ... departing from APSU will be difficult for me; but after almost 20 years as a college president, it is time for me to spend more time with my husband and other family members."