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Further information about the International Activities Planning Commission and its activities can be found on its Website:

http://www.virginia.edu/virginia2020/inter/inter-meetings1.htm
If the University of Virginia is to make its international activities a central component of its mission, diffused throughout all of its operations, we must dramatically increase the number of students and faculty studying, teaching, and conducting research abroad.

Currently, just 16 percent of our students study abroad at some point during their time at the University. The proportion studying abroad has actually risen sharply over the past five years, up from 11.5 percent in 1994-1995, but it remains far below levels found at peer institutions. At Duke and Michigan State, for example, 40 and 23 percent of students (respectively) study abroad. Studies show that nothing improves language ability more than a semester or two spent in residence in a country where the target language is spoken. Similarly, our students will not be able to comfortably navigate across borders, remaining sensitive to cultural differences, unless they spend some time dealing with these challenges in daily life abroad.

It is equally important that our faculty develop international networks through research and teaching abroad. Academic study across all disciplines is an increasingly global activity. Our colleagues abroad are in many cases on the cutting edge of scientific and humanistic inquiry. Foreign settings also provide vital opportunities for exploring the full diversity of the human experience. If we remain focused only on Virginia and the United States, we will miss out on these opportunities for intellectual growth, short-changing not only our students but also our scholarship.

Our vision of an internationalized university requires that the number of students and faculty spending time abroad be dramatically increased. Our peer institutions will not stand still, even as we struggle to catch up. We therefore recommend an increase in the proportion of students studying abroad from the current 16 percent to a target of 40 percent by 2010 and 80 percent by 2020. These students should study not just in the traditionally most-popular destination (Western Europe) but also in Asia, Africa, and Latin America. To facilitate this aim, we will need to build institutional alliances with leading universities in these areas and create new UVa study-abroad programs there. We also propose that by 2020, every faculty member should be able to list professional activities with an international dimension—attendance at a conference abroad, a liaison relationship with a foreign research institute—in their annual reports of activities.
To encourage more of our students and faculty to go abroad, we need to expand the infrastructure supporting these activities—most notably by increasing the staffing and funding of the International Studies Office. We also need systematically to remove the disincentives that keep faculty and students from exploring opportunities abroad and to provide positive incentives for them to engage in these activities. In the following sections of our report, we flesh out in more detail what we believe needs to be done in each of these areas. We conclude with some suggestions on how to fund the University's international activities.

The International Studies Office

As staffed, the International Studies Office is not in a position to provide adequate services to the University's international scholars, employees, and students who wish to study abroad. The ISO has been short-staffed for many years, even as the number of students going abroad has risen from 329 to 509 per year in the last five years. This has further compromised the office's ability to provide adequate services. Today, the ISO has just one staff member for every 500 students studying abroad. In contrast, the University of Wisconsin and Michigan State have staff to student-abroad ratios of 1:300. Just to reach this ratio, providing adequate support to the current number of students studying abroad, would require increasing our staff by 120 percent, or 3 persons.

First, the office needs additional study-abroad counselors. Currently, a single person serves all the students going abroad! Second, the office manager needs to be relieved of some of her duties through additional staffing. She currently functions as a receptionist, secretary and fiscal administrator. Too many tasks are assigned to this position and, as a result, adherence to state mandated directives is compromised. The ISO will also need more space and office equipment to accommodate additional staff. We emphasize that this space be readily accessible to the constituency the ISO serves.

Recommendations for immediate implementation

1. Appoint three new staff members (receptionist and two study-abroad advisers)

2. Provide additional office space in Minor Hall.

3. Provide new furnishings for the public areas in the ISO as well as furniture and office equipment for additional offices.

4. Design a new Website for the ISO/IC and provide funding for its long-term maintenance.

5. Additional OTPS and discretionary funds for ISO/IC Director.
**Encouraging Study Abroad**

To achieve our goal of increasing the proportion of students studying abroad to 80 percent by 2020, we need to begin immediately to support faculty and staff who create and implement study-abroad programs and address barriers (such as the lack of financial aid for students studying over the summer) that prevent students from taking advantage of study-abroad opportunities.

*One specific activity we need to encourage is faculty leadership in expanding current study-abroad programs and creating new ones.* Fernando Opere’s program in Valencia, Spain, shows what can be achieved. By taking advantage of contacts he had at the University of Valencia and gradually building an infrastructure to support this program, he has grown this program to the point where it serves about 100 Virginia students each year (along with 150 students from other universities). Other UVa programs currently offer students opportunities to study in Venice, Oxford, Beijing, Denmark, India, Russia, Peru, Mexico, Brazil, and Ghana.

Many of these programs are small and limited to serving students from a single college within the University. We should look for opportunities to expand them so as to serve a larger number of students. At the same time, we need to look for opportunities to create new programs to plug geographical gaps in the coverage of UVa programs. Currently, the Ghanaian program (which is limited to health science at this time) is our only ongoing program in Africa. Our coverage in China is also weak, as our program in Beijing operates only in the summer.

To encourage faculty and departmental entrepreneurship to create and expand these programs, we need to provide infrastructural support and leadership at the highest levels. We propose that the vice-provost for international affairs (described in detail in the report of Task Group 5) set up an incentive fund to support new and expanded programs with seed money. Because we feel this is among the University’s greatest needs, we recommend that $200,000 a year be set aside from within the vice-provost’s incentive budget for study-abroad initiatives. All new programs, like those that currently exist, can pay their own way with fees once they have been up and running for a few years. In the initial years, however, the number of students attracted tends to be lower and unpredictable, making seed money essential for getting them off the ground.

Before the vice-provost awards any money, however, the University needs to modify the way it distributes revenues coming in from study abroad so that it fairly compensates those individuals and divisions who are putting in extra hours to support these activities. We therefore propose that the International Activities Committee (the body carrying forward the work of the IAPC) devise a funding formula within the next academic year. Devising a formula is critical because under our timetable we expect new programs to begin coming online in year two.
Setting up and running international programs requires the cooperation of many offices and individuals. Typically, faculty members take the lead, drawing on their connections with institutions abroad, knowledge of the country, and familiarity with the needs and interests of students to design the program and make arrangements for the first year. Researching and setting up the logistics of a program requires faculty to take time away from other activities such as research.

Setting up such programs also requires money for travel, international phone and fax, and entertaining visiting groups from the cooperating institution. Programs also need to be promoted through brochures and websites, and staff need to answer questions about the program—work probably best done by the International Studies Office (ISO). As programs grow, the work of arranging logistics (travel, visas, housing, teaching) can grow to the point where it can keep a staff member busy full-time. Finally, some unit of the University has to award credit and handle requests for transcripts.

At the present time, these functions are performed on an ad hoc basis that changes from year to year and varies from program to program. The ISO and the staff of departments that run their own programs do some of the work described but, aside from some cases where the ISO has worked out a revenue sharing plan with a specific program, these units do not receive extra revenue to help them deal with the growing number of students participating in UVa programs. Faculty are often uncompensated for the substantial time they take away from research to run these programs.

The summer school, which might seem an appropriate unit to assist in running summer study-abroad programs, has been of no use in supporting international activities (see the separate proposal for reform below). Although some programs such as the one in Valencia, have grown large enough to generate the revenue they need to do all of the work themselves, lack of administrative and financial support has kept other programs small and prevented others from even being launched.

The University will never get 80 percent of its students to spend time on a study-abroad program unless it sets up more of its own programs. Other peer institutions that have set out to expand study abroad run large numbers of programs for their own (or consortium) students. Taking this step seems especially critical if we are to expand opportunities for lower income and in-state students who tend to be dissuaded from study abroad by the high cost of programs run by private and out-of-state public universities.

Programs run by UVa (or as part of a consortium) can keep costs down and recycle extra program revenue to lower-income students through financial aid. Other universities have found that revenue brought in by their programs generates enough income (after covering the cost of housing and teaching students at foreign institutions) to cover administrative costs at home and compensate faculty involved in running programs.

We recommend that next year’s International Activities Committee consider the above needs and devise a formula to encourage departments and schools to take the initiative in
proposing new programs. The formula could then be structured so that program revenues in excess of local costs (for housing and teaching students abroad) are distributed to the units who provide administrative support:

- to the ISO for promotion and information
- to departments for staff time and OTPS expenses such as international telephone/fax, hosting visiting delegations, and faculty travel
- and to faculty as summer salary for the time they spend running programs.

Since it will probably take a full year for the committee to settle on an appropriate formula for allocating responsibilities and revenues connected to international programs, we feel the University should not begin providing “seed money” in this first year to actually operate new programs. Instead, we recommend that the committee set up to carry forward the work of the IAPC in the coming year establish regional subgroups to investigate whether there are specific needs for new study-abroad programs that the University should attempt to meet and to identify specific opportunities to develop new programs in these places. Right now, the University operates a number of programs that cover some areas of the world quite well (see list above). Students interested in other areas, such as France, are well served by programs operated by other institutions.

Nevertheless, there are likely to be other areas where we can best expand opportunities for our students to study abroad by strengthening or broadening existing programs or establishing new ones. Since our faculty who work on (or in) specific regions of the world know best our students’ needs and opportunities for building programs at institutions in these regions, we suggest that the subgroups be composed mostly of faculty and that they be charged with identifying specific priorities for new regional academic centers in Latin America, Western Europe, Eastern Europe/Russia, East Asia, South Asia, Africa, and the Middle East. Task Group 4 has devised a similar proposal and attached a budget.

While our proposals for devising a formula and providing seed money should go a long way toward creating incentives to expand study-abroad programs, a barrier which needs to be addressed for full implementation of our goals is the summer school, which currently does little to support international programs or students seeking to study abroad during the summer. There are also problems with running summer ESL and American Studies programs here. We recommend that the provost appoint a committee to examine these problems more closely and reform the summer school in ways to address our concerns.

Our first concern is that, currently, students attending study-abroad programs during the summer cannot receive financial aid because the summer session is not a part of the regular academic year. Many study-abroad programs operate only in the summer, and in other cases students’ academic requirements make the summer the most appropriate time for them to go abroad. It is unfair to limit the opportunities of poorer students to gain international experience in cases such as this because of what seems to be a bureaucratic artifact.
Another problem is that the financial framework of summer school is not conducive to program-building. If programs operate as part of the summer school, they must charge very high summer school rates (we heard that rates are higher than those at Georgetown University, a private school), which makes attracting students difficult. And if they do succeed in attracting students, all of the extra revenue goes to summer school rather than to program-building.

Realizing this, most successful study-abroad programs currently operating in the summer here at UVa do so outside the summer school system. They have opted out of summer school (and consequently taken on extra administrative burdens) because doing so gives them more flexibility. If they are successful in attracting students, they can recycle some of the extra revenue in the form of financial aid or reductions in program tuition. They can also use this revenue for promoting the program. While the ad hoc arrangements whereby current summer programs operate outside of summer school (and with only minimal support from the ISO) are feasible for established programs such as the large one in Valencia that can hire its own staff, they place major hurdles in the way of those who might want to establish new programs.

**Facilitating International Work for Faculty**

UVa faculty are already involved in research in every corner of the globe. In rural San Luis Tlaxialtemalco, Xochimilco, Mexico, Julie Novak leads a group of nursing students to help provide primary health care in a rural clinic while collecting data on air and water quality. In New Delhi, John Echeverri-Gent is studying the process of economic liberalization. Others, whose work was been concentrated on (and in) the United States, have expressed interest in exploring international dimensions but need encouragement and facilitation of their efforts. If we are to reach our aim that every faculty member should be able to list professional activities with an international dimension—whether it be attendance at a conference abroad or a liaison relationship with a foreign research institute—in their annual reports of their activities, we need to build the infrastructure and administrative capacity to support them.

First, we need to provide faculty with easily accessible information about how to maintain benefits when they spend a semester or more abroad. We propose that the Human Resources Division of Employee Benefits construct a Website to address frequently asked questions regarding university policies on faculty benefits (e.g., health and accident insurance coverage, pension contributions, group-term life insurance coverage, etc.) for faculty temporarily on leave to pursue teaching, research, and relevant work experience overseas.

Second, we propose that David LaRue (a Commerce School faculty member specializing in international taxation) construct a Website clearly explaining the tax consequences of foreign work to faculty members. David has already begun developing an intuitive, easy-to-use computerized system that will enable faculty and students to determine the federal, state, and foreign income tax consequences of earning compensation income abroad (e.g.,...
from teaching at a foreign university, from working as an intern with a foreign company, etc.) or of receiving stipends, grants, or scholarships for research or study abroad.

This sophisticated program will enable faculty and students to estimate, in advance, the combined income tax liability associated with each alternative under consideration. It will also assist faculty and students in determining their tax liability after the fact. The program integrates and maps elements of the U.S. federal and Virginia state income tax laws (e.g., foreign tax credit, earned income exclusion), the tax rates imposed by each of over 200 different developed countries, and the effect of special treaty exemptions available to faculty and students under each of the 46 tax treaties that the U.S. currently has in effect with developed nations around the world. This toolkit also identifies and explains, in lay terms, several strategies for overall tax minimization.

Finally, we propose that the University create ways for faculty (and students) returning from abroad to share their experiences so that those who follow them can learn from their experiences and have a smoother transition. Once again, a Website could serve this purpose by compiling narratives solicited from returning faculty and students regarding their international study/research experiences.

**Funding International Initiatives**

This task group report, like the others, has proposed a variety of initiatives that will each require financial support. Among the commission’s priorities are the following:

- Provide funding for three additional positions in ISO
- Hire a Vice-Provost for International Affairs
- Provide for incentive funds as seed money for study-abroad programs and which facilitate faculty exchange and research
- Fund a Website providing faculty and students with information facilitating study and work abroad
- Develop Area Centers that qualify for Title VI funds
- Provide funding for a Foreign Language Quarter
- Provide funding for an ESL program
- Provide funding for an International Institute of American Studies
- Provide funding for a fifth-year scholarship program modeled on Junior Fulbright
- Provide funding for attractive housing dedicated to international scholars
- Provide funding for scholarships in an effort to facilitate study abroad
- Provide funding for research grants for graduate students
- Create international internships
- Create career counseling opportunities
- Support an already existing international alumni network and alumni clubs.

Some of these items will have to be paid for out of general university revenue, but we are optimistic that there are numerous opportunities to cover specific program costs through private donor, federal and foundation support. Once fundraising priorities have been determined by the vice-provost for international affairs in conjunction with the International Activities Committee and the vice-president for development, then development officers can begin the process of creating a case statement for international fundraising. The agreed-upon fundraising priorities and goals should be part of an ongoing effort by the University in its central fundraising mission.

The job of raising money for international activities and programs will be incredibly complex and challenging. With the exception of Darden, there has been no coordinated effort in the international arena. Engineering and McIntire are just starting to make inroads, but generally most schools recognize they need to cultivate their alumni in this country before going elsewhere. There is no built-in constituency for the fundraising we are about to undertake. Results will not be immediate and we need to understand that when setting priorities.

That said, there is potential for a successful fundraising effort that would involve alumni and friends (parents) of international students. The numbers below represent alumni and friends of the University, while the financial totals primarily represent the efforts of the Darden School and reflect their long-time commitment to international fundraising. In looking at the numbers, it becomes evident that the two areas of concentration should be the Pacific Rim and Western Europe. As of November 1998, our five largest alumni populations (and friends) in the Pacific Rim are found in Japan (128), Australia (97), Taiwan (53), Singapore (50) and India (46).

At the same time, total giving to the University reflected a different trend: Indonesia ($290,000), Hong Kong ($243,000), Philippines ($208,000), Singapore ($186,000), Australia ($60,000). There are only (9) alumni and friends in Indonesia, (77) in Hong Kong, (14) in the Philippines. The difference in Western Europe is not as great between population and amount. Here we find England with (388), Germany (150), France (126), Switzerland (67), Netherlands (56). Total giving: in England ($640,000), Germany ($133,000), Belgium ($80,000), France ($38,000), Switzerland ($36,000). The development staff will marry major gift prospects with the list of funding opportunities above.
We feel that, in the long run, an endowment of $20 million can and should be raised to support international initiatives. To reach this goal, we will need to begin investing in international development efforts immediately. In raising major gift monies, the time between cultivation, the ask, and closure can take months and possibly years. But with proper planning and then strong execution, we can do it.

Prioritized summary of budgetary items needed to fund Task Group 1 recommendations:

1. Enhanced funding for the International Studies Office (see Task Group 3 Report for specifics, all of which we endorse).

2. Funding for the vice-provost for international affairs and incentive budget (see Task Group 5 Report for specifics, all of which we endorse).

3. Funding for exploration of international institutional arrangements supporting study abroad (see Task Group 4 Report for specifics, all of which we endorse).

4. Website serving faculty and students going abroad (startup, $25,000-30,000; annual maintenance, $12,000).
Task Group 2
Internationalizing the Curriculum

Introduction/Mission Statement

A. The complexities of creating international intellectual community

The University of Virginia, a leader among publicly-funded universities nationwide and an institution with international standing, has a responsibility and a vested interest in providing students with the tools needed to be global citizens who can creatively address the challenges of the 21st century. At every turn, the world is being fundamentally transformed from the way it was even twenty years ago. The exponential development of information technology is breaking down traditional boundaries between the individual and the world. Globalization is deepening the complexities of public medicine, international diplomacy, law and business practices and is forcing educators in all disciplines to rethink their curricula in order to better prepare their students to be effective participants in the new global society.

The strength of the liberal arts curriculum offered by the University from the time of its founding by Thomas Jefferson has been to make its students multitalented model citizens who will eventually have a positive impact on their communities, the Commonwealth of Virginia, the nation, and the world. Charlottesville may rest in the midst of an idyllic, pastoral setting and its residents may enjoy the intimacies of living in a small community, but Thomas Jefferson’s life stands as a continual reminder of the benefits of looking outward. He was a model in balancing the demands of being a local, national, and global citizen. As the Marquis de Chastelleux wrote in 1782: that he had found an “American, who . . . is musician, draftsman, surveyor, astronomer, natural philosopher, jurist, and statesman.” Jefferson, who served as the ambassador to France, spoke French fluently and knew Latin and Ancient Greek.

Following this tradition, we see the task of internationalizing the curriculum as fundamentally linked to the creation of an international intellectual community at UVa. Curriculum cannot be confined merely to the realm of courses, majors, minors, and programs within every department, center, and school. It must also encompass students and faculty abroad, international students and faculty on grounds, institutional liaisons, and a broad array of international activities—from lectures to films and international cultural events as a regular feature of student life. International learning takes place in the classroom, but also in the larger educational arena of university life.

Therefore, the scope of our recommendations reflects this level of complexity and eclecticism. We think the ideals we give for the institution in 2020 are far-reaching and, dare we say it, visionary. We make claim to being visionary because we see technology as being
central to the international objectives represented by this commission and because we propose breaking down some of the traditional barriers between administrative units, divisions, departments and disciplines in order to enable students to dynamically blend majors and minors so that they can prepare themselves to be world citizens. The University of Virginia already boasts an international reputation in teaching and research; many of its centers and degree programs have already integrated international perspectives. For instance, already positioned as one of the nation’s leaders in the development of digital libraries and in the use of technology in teaching, the University is poised to be in the vanguard of those who create technological advances to internationalize higher education.

The University of Virginia (UVa) has a long tradition of faculty-driven initiatives and change born of collaboration and consensus. One small body such as this task group making predictions about curriculum is bound to be controversial and may even miss the mark. Fundamental change can only arise in an active and engaged dialogue from all quarters—from the ground up and the top down. Creating a community in which international initiatives are deeply imbedded in the very fiber of the institution also implies deep changes in the culture that already exists.

Therefore, inasmuch as our report strives to provide a snapshot of what international intellectual community may be like in 20 years, we are primarily providing recommendations for how faculty and students may be empowered to participate in formulating and implementing a shared vision out of the fertile ground of intellectual dialogue. The final product may or may not embrace part or all of what this task group is recommending. This is fine. We believe that successful change can only grow out of a democratic process rather than autocratic directives.

B. The basic premises behind our recommendations

The first premise in our vision statement is that language training and support is the single most important element in any internationalization initiative in the 21st century. Achieving true competency in a foreign language provides unparalleled access to the values, mindset, history and culture of other societies. In turn, foreign language instruction at UVa will not merely set as its goal the achievement of basic grammar and speaking skills, but strive to attain high levels of cultural competencies among the student body. To this end, we are continuing the tradition of languages being central to a liberal arts education, as Jefferson himself proposed in the Report of the Commissioners for the University of Virginia, 1743-1826:

The considerations which have governed the specification of languages to be taught by the professor of modern languages were, that the French is the language of general intercourse among nations, and as a depository of human science, is unsurpassed by any other language, living or dead; that the Spanish is highly interesting to us, as the language spoken by so great a portion of the inhabitants of our continents, with whom we shall probably have great intercourse ere long, and is that also in which is written the greater part of the earlier history of America. The Italian abounds with works of very superior or-
der, valuable for their matter, and still more distinguished as models of the finest taste in style and composition. And the German now stands in a line with that of the most learned nations in richness of erudition and advance in the sciences. It is too of common descent with the language of our own country, a branch of the same original Gothic stock, and furnishes valuable illustrations for us.

Therefore, we are embracing the paradigm of Foreign Languages Across the Curriculum (FLAC) as the means to nurture such goals and projects within the curricula. This paradigm will be explained in more detail in later sections. At UVa, as at other institutions of higher education, foreign languages have traditionally been underemphasized and under funded. Not only is training in foreign language and culture necessary to internationalize the University but at UVa, in particular, the foreign language departments will need to be made a higher priority institutionally if our objectives are to be met.

The second premise in our vision statement is that internationalizing the curriculum means strengthening existing programs that seek to achieve this goal while increasing support for and creating new majors. Students must be exposed to international perspectives relevant to their area of study, whether in the sciences, business, law, medicine, the arts and humanities, education, or the social sciences. To this end, each school must think creatively about its programs and aim to enhance international perspectives. The paradigm we are proposing involves broadening and deepening the role of Area Centers, enhancing the University seminars, breaking down administrative impediments to interdisciplinary teaching, and other recommendations for enhancing international opportunities in all the disciplines.

The third premise in our vision statement is that in order for curricular changes to take place and to be far-reaching institutionally, the processes put in place to facilitate change must take place at all levels organizationally: in academic departments, in all research and service centers, in all the libraries and digital centers, in the administrative offices of each college and division, in development offices, in the offices of the provost and ITC, and in the president’s office. All the efforts of these bodies must have a shared focus of serving and supporting the internationalization of the curriculum.

Therefore, we are recommending that certain key subcommittees work closely with a standing committee in the office of the vice-provost of international activities to determine the direction of change within the institution and that adequate funding be provided for the necessary research and surveys that will need to be done. A small body such as this task group cannot in such a short time, given all its members’ other responsibilities, do the type of outreach and development to departments, programs, centers, and schools that is necessary to explore what already exists and to make deep and meaningful suggestions for change.

The fourth premise of our vision statement is that technology will be a key component in the successful implementation of curricular international initiatives and the creation of
international intellectual community. The objectives of institutional liaisons wedded with a robust technology infrastructure at the curricular level will make the concept of FLAC achievable without needing to significantly rebuild faculty and curricula at home. In the year 2020, technology will have stabilized due to established manufacturing and platform standards, thus rendering barriers of time and space around the globe more permeable and flexible. As UVa establishes institutional liaisons and partnerships on a global basis, technology will be the single most effective way to establish and maintain those connections while serving those populations in developing and underdeveloped countries that are currently sorely under-served.

Technology will also provide UVa students with immediate real-world access to the target language and culture in their second and third language studies. In this way, technology will actually enable UVa to preserve the rich academic traditions of a liberal arts education while building upon and developing new international courses and curricula and new learning constituencies.

However, to get to that end point will take time and a rethinking of how resources are allocated and used. We must start to do this now, as technology developments within the corridors of this institution already presage new times ahead. Our recommendations reflect this reality.

Our fifth premise is that UVa is already well on its way to internationalizing the curriculum and to parlaying the power of technology to do so. Therefore, even as we keep our eyes level on our vision of the future, we must first capitalize upon the pockets of existing international curricula and intellectual activities and materials that are available here and now. In this way, we can build international curricula out of our strengths, acknowledging what we are doing right and pointing out areas that need further work and growth.

Our sixth and last premise is that we must preserve what we have done well for almost two centuries. Technology may not be able to provide access to resources and knowledge in many of the areas that comprise UVa’s strength. While technology remains in a transitional state institutionally and internationally, an internationalized curriculum must continue to use and treasure these historically valuable interactions:

- traditional classroom-based teaching methods
- the continuing development of a textual archive of rare, paper-based materials and books
- the joy of in-person, face-to-face classroom discussion and visits and lectures by scholars from abroad
- the adventure of sending our own students and faculty abroad to live immersed in another cultural context
continued support of language houses, a language precinct, language tables, and other arenas where exposure to real-life culture and language is a daily, lived reality.

Our short-, mid-, and long-term recommendations grow out of and reflect these organizational and institutional philosophies and approaches. We feel they are inclusive and flexible enough to stimulate new thinking on the topic of internationalizing the curriculum so that our vision of the University in 2020 will be manifested in philosophy at least, if not in exactly the same form. This is a vision wherein resources and opportunities at the University for developing language skills and cultural knowledge, for developing cultural awareness in the practical application of knowledge (such as in the sciences and medicine), and for deepening language skills within an area of practical and/or scholarly expertise will be dynamically interconnected through institutional commitments at every level of the organization and through the ability of technology to create a bridge between UVa and the global community.

Long-Range Goals—2020

A. Curricular enhancement

The International Studies curriculum in 2020 will give students global perspective and fluency in information, culture and language study. They will be able to focus in on wider global issues and/or focus on regional and/or cultural and language areas. To this end, our vision of 2020 is based upon strengthening programs, departments, and areas already existing at UVa and creating a few new programs. These centers and programs will hinge on the viability of interdisciplinary teaching and research initiatives and pooling resources around courses and departments where expertise in the area may already exist. Since it is not possible to anticipate the geopolitical configuration of the world twenty years from now, our recommendations for Area Centers and areas studies programs are based upon current realities. However, the University should remain flexible over the next twenty years to adjust accordingly.

1. Area studies majors and minors

Existing Area Studies programs will be strengthened and, in a few cases, new programs will be created by more closely coordinating existing courses within the University. Students will have the option of choosing an Area Studies major or minor in the global arena of their choice (see Appendix B). This may be their only major or minor area, or they may have a double major or minor along with a major in any other area currently offered by the University (see Appendix C). They will take courses across a broad range of disciplines, including anthropology, art, history, economics, education, literature, government, engineering, environmental sciences, foreign affairs, and medicine, among others. Area Studies programs will be available in the following regions: Africa, East Asia, Latin America and the Iberian Peninsula, the Middle East, Russia and Eastern Europe, South Asia, and Western Europe. Every Area Studies student will be required to spend a summer, semester, or year
abroad and will, upon returning to campus, enter a capstone course to capitalize upon their enthusiasm, newly developed language skills and area expertise.

2. Coordinating and adding to current course offerings to create robust new curricula in international studies

There currently exist course offerings that, if coordinated, could easily provide students with new opportunities for interdisciplinary international study by 2020, if not before. Providing some funding for administration, development of interdisciplinary courses where lacunae exist, and faculty hiring over a period of 20 years can result in well-functioning programs offering majors and minors to interested students. These include the following:

**Global Studies Program:** The Global Studies Program will be the comparative international counterpoint to the Area Studies curriculum that focuses on particular culture and language areas. Students can combine a Global Studies and an Area Studies major or minor or may choose the Global Studies Program as an adjunct to other majors within the University, such as commerce, history, or medicine. The program would be based on the premise that students in many fields need a global, comparativist perspective. The program would be based loosely on the model set by the University of Wisconsin. Their website, which focuses “on topics relevant to understanding local developments in several world regions,” is:

http://wiscinfo.doit.wisc.edu/globalstudies/

Courses in the program, if they don’t already exist within U Va, will be built collaboratively by the University and its partners in the state and internationally and will dovetail with courses offered with the Area Studies Programs. The University of Wisconsin Global Studies Program calls this model “multi-regional learning communities.”

Although there already exist many courses at U Va that would fit into a Global Studies curriculum, some will have to be created to meet curricular needs. For instance, as at the University of Wisconsin, the curriculum of “the Global Studies Program will include introductory courses that describe cross-cultural comparisons and introductory surveys that describe an important culture or world region outside the United States.” A foundations course, Introduction to Global Cultures, will be designed for students in the program and will be team-taught by faculty from different departments focusing on a comparison of cultures in relation to several common themes, such as the idea of justice, the human image in art or literature, attitudes toward the life cycle, religious beliefs. Students who wish to complete the program may choose additional upper-level courses in comparative cultures from an extensive course list or may combine such courses with study abroad. A capstone requirement of a seminar for seniors will help integrate the knowledge gained by students during their comparative course work and/or overseas study.

**Ethnic Studies Program:** An Ethnic Studies Program will draw together already existing courses in the University so that students can focus specifically on the rituals, traditions,
housing and work patterns, and traditional arts of ethnic groups in Europe, Asia, Africa, Latin America, and the United States. This program will also be particularly targeted at helping faculty in UVA's professional schools find or develop courses to build cultural competencies needed by students who do business with or administer medicine in a foreign country.

Further, since international intellectual community also involves embracing Heritage-American students at the University, this program will also serve their intellectual interests, enabling them as part of the program to take courses in government and foreign affairs, economics, and other topics informing the forces behind emigration and assimilation. This program will create a bridge between many disciplines within the University, including art, anthropology, English, foreign languages, history, linguistics, literature, music, and sociology (see Appendix C).

European Studies Program: The European Studies Program would capitalize on one of UVA's strengths by bringing together under one rubric dozens of courses focusing on Western Europe as a whole. As with other programs, cluster hiring will strengthen course offerings in sociology, government, foreign languages, media, law—to name just a few possibilities. Currently, there is no systematic attempt to pool such courses into a coherent program of study. Moreover, it often appears that when our students study Europe they do so from an American policy perspective. Development of this program over 20 years would incorporate “cultural competency” courses providing points of view on various topics, such as economics, history, foreign affairs, and other disciplines from viewpoints other than the American. To this end, funding for the program would bring speakers from European countries who can offer a European perspective on world affairs and other relevant topics.

3. Area Centers

Well-staffed, federally funded centers will exist for East Asia, Latin America and the Iberian Peninsula, Russia and Eastern Europe, and South Asia. These centers will coordinate programs falling under their purview, serve as liaisons between departments, coordinate with the Foreign Language Center (see below) on language offerings, offer lectures, symposia and other forums for supporting intellectual community, provide graduate fellowships, and fund courseware development. They will also coordinate the Area Studies Majors programs explained below. Area Centers will also coordinate the programs and course offerings aimed at supporting the global and culture knowledge needed by students in business, law, commerce, and medicine.

4. Strengthen offerings in key academic departments: cluster hiring

Faculty and courses will have been added over a twenty-year period through cluster hiring practices in departments whose curriculum is seen as central to the international studies mission, such as foreign languages, government and foreign affairs, and economics, among others. New faculty lines will be offered to departments as incentives towards fulfilling Global and Area Studies curricular goals. In order to create a critical mass of faculty who
can contribute fully to the internationalized curriculum proposed here, cluster-hiring practices based on the University of Wisconsin model will be standard practice.

Faculty will be sought who have multidisciplinary experience and an area background. Fifty percent will be set as the defining mean for number of faculty with this expertise and background. For instance, in some departments such as history, internationalization is more readily a part of their agenda; therefore, the number of faculty would be higher, while in other departments where internationalization may be a small but important component, such as engineering, the number of faculty might fall well below 50 percent. Thus the overall average within the University would be 50 percent.

5. Other opportunities for earning credit from experiences other than coursework

By 2020, U Va will have effectively dismantled any disincentives or impediments to both interdisciplinary teaching and research. In addition, with Area Studies, Global Studies, and Ethnic Studies majors and minors, students will be able to earn credit for part or all of certain opportunities for learning language and culture or for extending cross-cultural competencies. For example, medical, epidemiology and other students and fellows in the Medical School currently obtain elective or research credit by working with (or extending) ongoing collaborative research or service projects abroad.

This vehicle provides a highly effective learning experience in language and culture since it involves total immersion within the context of hands-on work-study projects. Similar vehicles could be set up so that students in the McIntire School of Commerce, the Darden School, the School of Law and other schools can earn credit towards the international requirement for their degree.

B. Foreign language competencies

1. Foreign Language Center

By 2020, foreign language competency will be a requirement in almost every department, program and school through a FLAC program. FLAC provides students with the ability to do intensive, contextualized language training in a targeted area of expertise. This training will be provided in three ways:

1. Through currently existing language departments, in new departments and programs, and in departments where historically less commonly taught languages such as Tibetan and Swahili have been offered. These departments will provide the language and pedagogical expertise needed to develop and deliver language instruction and language-enhanced curricula in all the disciplines. This dimension of the curriculum will be supported fully through university-wide funding.

2. Through commitments by schools, departments and programs to hire faculty who are able to teach contextualized content courses in particular language areas.
3. Through computer-assisted language instruction combined with lecture and discussion sections either with instructors on grounds or at partner institutions internationally via videoconferencing technologies.

Standard measures for determining language competency and skill level will be established across languages. For instance, programs could take advantage of the “Statement of Philosophy” of the American Council of Teachers of Foreign Languages (ACTFL). The language requirement of all programs will be geared towards providing students with proficiency in at least one, if not two, languages relevant to their area of study. The standards of communication articulated by ACTFL are as follows:

- **Standard 1.1**: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2**: Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3**: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

A Foreign Language Center, funded by a Title VI grant and reporting to the vice-provost of international activities, will act as the gateway for language competency and provide administrative and technical support for departmental curricula and initiatives and for those languages that do not have a home in already existing departments and programs. When a particular language expertise is not available either through language departments and programs, the FLC will arrange for other resources in support of instruction in that language, such as through international students and scholars, or through partner institutions abroad.

The Foreign Language Center will work closely with Area Centers and programs to parlay these and other resources in support of language training. The FLC will have a list of certified ACTFL oral proficiency testers on grounds and abroad in every language offered, and standardized tests will be offered in reading and writing. If students are studying languages via distance learning or other technological means and an instructor is not available on site, the FLC will acquire testers through ACTFL’s international network.

The FLC will provide centralized support for proficiency testing that would be useful, for instance, to a five-year joint Curry School and GSAS BA/M T (M aster of T eaching) program. In another example, if the Darden School sets up a requirement that their students must have advanced language proficiency in their area of expertise, they will approach the Foreign Language Center, which will in turn coordinate with the departments to develop strategies for providing and implementing the needed training. This could be a combination of classroom-based teaching, computer-aided instruction, and an arrangement with a partner institution abroad to provide tutoring, on-line learning modules, intensive language study abroad, and/or expertise to develop such programs at UVa. The Darden School
would also offer opportunities to use the target language in selected courses through lectures in the target language, through certain research requirements in the target language, and through other means.

In another example, if the Southeast Asia Center and the Department of Art were to determine that students majoring in Southeast Asian Studies and art should be able to read and interpret arcane orthography in Hindu art and architecture, but no courses on this topic existed, the Southeast Asia Center would coordinate with faculty expertise in other departments in the University and/or with a partner institution overseas to develop technology modules on this subject matter. Students would be required to learn and show mastery through an online test. Once the resources are provided for developing these modules and the project is completed, no further personnel resources will be needed to support this instructional need.

2. Speaking Freely

UVa will have a robust “Speaking Freely” program modeled upon New York University’s popular program. Non-credit, free short-courses on a variety of languages will be offered as a “teaser” into deeper study. Courses will be taught by international students or graduate students paid a nominal fee per course to give students a smattering of basic language and culture knowledge, such as food ways, rituals, family and work life. The UVa Speaking Freely program will be administered by the Foreign Language Center and will be part of the endeavor to enrich international intellectual community.

C. Research enhancement

Research is the bedrock of instruction. Therefore, UVa libraries will have state-of-the-art access to digital resources worldwide while also maintaining a traditional text-based archive in those subject areas where digital resources are not as readily available. Area centers will have been expanded to include South Asian, East Asian, Russian and Eastern European, Middle Eastern, Latin American, and American. These centers will work closely with the departments whose constituencies they represent to fulfill the mission of an international curriculum.

D. Technology support for internationalization

By the year 2020, technology will be able to do things that now seem difficult. For instance, technology will allow students and faculty:

- To see and hear lectures and participate in symposia featuring prominent scholars from around the world

- To study languages under the tutelage of teachers living in Africa, Asia, Latin America, Eastern or Western Europe and other countries, supplemented by rich computer-based curricula and on-site lecture and discussion sections
To access and even contribute to databases filled with text, images, audio and video recordings that will enrich learning and research, empowering even undergraduate students to become partners in international research projects with their UVa and international faculty mentors.

To take full-fledged courses in a second language offered by UVa’s partner institutions from around the world without ever leaving Charlottesville, and/or to prepare for study and research abroad.

To exchange and/or collaborate on papers, multimedia research projects, and carry on complex discussions on course topics electronically with colleagues, classmates and instructors at home and abroad.

To have one-on-one tutorial sessions with instructors abroad in English and/or another language the student is pursuing as part of the major or minor.

To take and offer courses that are team-taught by instructors at UVa and at institutions abroad.

To watch news and other live programming from any country around the world in any class or dorm room, while integrating knowledge and interpretation of such media into course curricula.

New technologies will enable students to encounter real-life materials and to learn, review, and drill grammar and structure outside of the traditional classroom three-, four- or five-day/week meeting schedule. Instead, face-to-face time with faculty and teaching assistants can be spent on productive communicative activities and in addressing particular difficulties. Technology will also enable high-quality student work to become a permanent part of the University archive. Indeed, because of the highly public nature of work that is made available digitally, students are now and will likely continue to be motivated to produce more significant, well-written and conceived contributions to the fields they are studying.

Technology will also enable language instruction to take place without extended instructor time commitment in what have heretofore been considered highly specialized and obscure areas, such as Old Church Slavonic in medieval texts and iconography. In addition, since technology will eventually enable students from all over the world to take classes and work collaboratively with teachers and students, courses that today only have small enrollments and that are in danger of being eliminated may still be able to be offered, either here or abroad. We have attached as an addendum to this report a day in the life of Thomas Baggett, a student in the year 2020, in order to illustrate how technology can potentially change the landscape of teaching and learning at UVa.

The University will eliminate obstacles to electronic communication in languages other than English. Through a coordinated effort, solutions will be implemented for e-mail, the creation and viewing of list servers, electronic forums, and Websites in foreign languages.
and particularly in the less-commonly taught languages to facilitate the exchange of research results, ideas, and information with scholars in other countries.

This effort, to be undertaken by members of the University community with expertise in computing and foreign languages, will replace the current system in which competing ad hoc temporary solutions are created by individuals, with standardized long-term solutions which will be easily accessible and well-supported. By facilitating the exchange of ideas and joint research with scholars in other countries, the University will enhance the quality of research at the institution, and allow faculty to make more effective use of their time. Although this effort will require a commitment of funds, the University will reap returns by eliminating duplication of efforts to circumvent current obstacles.

E.  Internationalizing student life and enhancing international intellectual community

By 2020, the average UVa student will be able to choose from a variety of residential learning environments modeled upon the International Living and Learning Center and the Foreign Language Precinct of Jefferson Park Avenue. Within these residential environments, departments, programs and schools, student life personnel will work to coordinate colloquia, seminars, and lectures on topics relevant to the international curricula at UVa. These programs will tap the expertise of visiting international faculty and students, will bring international scholars to grounds for special programs and, through distance technologies and videoconferencing, will expand the global reach of these offerings.

Other opportunities for foreign students and scholars to become better integrated into international intellectual student life will be provided by participation in a Global Issues Forum, informal brown bag lunches on selected topics, contribution to weekly discussion groups about the international news, videoconferences with scholars and groups overseas, as well as by serving as advisors and informants on international research projects, and by pairing off with UVa students majoring in an international studies topic area or in a regional studies program.

Opportunities for study abroad will be closely coordinated with curricular objectives, enabling up to 80 percent of the student body to study in their major and minor areas at reputable programs around the globe. In those regions and nations where technology is accessible, students will prepare for study-abroad stay via distance technologies prior to their departure. Through the Studies Abroad Office, graduate exchange programs will be supported by interdepartmental consortia so that the financial and administrative burdens are shared and a wider population of graduate students at the University can take advantage of this opportunity.

F.  Service to the community

There are other areas where UVa will take an active role in leadership and collaboration in the local community. For instance, the Foreign Language Center will also work with area
high schools, middle schools, and Piedmont Virginia Community College to include active support for the teaching of foreign languages and cultures beginning at the elementary level. This will ensure that language curricula locally at each level and institution dovetail with UVa’s initiatives so that area students will be more promising candidates for admission and, once they begin work here, will be more successful in their studies.

In addition, PVCC is itself introducing an international studies major, making the connection to UVa a richer one for all participants. UVa’s Division of Continuing Education will also have a robust international component to its offerings, thus taking advantage of the capabilities of technology and enabling adults who wish to learn a foreign language, travel abroad or gain further professional training to do so.

**Mid-Range Goals—2010**

**A. Curricular and research enhancement: College of Arts & Sciences**

It is important to focus initial energy and efforts in those areas where success is most likely to be achieved, where change will be deep and far-reaching, and which can therefore be held up as a model to other schools and programs within the University community. Because FALC and international studies in other universities have traditionally been focused on the humanities and social sciences at the undergraduate level and because Arts & Sciences is the largest school within the University, the first goal of the office of the vice provost of international activities should be to develop international curricula within the College of Arts & Sciences, particularly in the humanities and the social sciences.

The first critical step towards internationalizing these disciplines is to establish and/or expand—by no later than 2010—Area Studies Programs, Area Centers, the Global and Ethnic Studies Program, and the Foreign Language Center (FLC). Each center should have staffing (at least a director, an assistant director, and an administrative assistant) and budget to enable it to fulfill its mission as the body to coordinate all FLAC endeavors. Each should be funded at the University level and report to the Office of the Vice Provost of International Activities.

With the cooperation of chairs of foreign language departments, an internal and independent assessment of the required course sequence and the effectiveness of all levels of language teaching, including summer programs, will be undertaken—to be completed no later than 2005. This study will address ways that foreign language departments will need to deepen the Foreign Language Requirement (FLR) in the College of Arts & Sciences:

- Redefining the FLR not as an end in itself, but as a gateway to study abroad and to mastery measured as professional level of proficiency within the declared major
- Ensuring that students know that the two-year FLR does not provide professional level competency but is only a threshold to competency
Establishing competency levels for participation in FLAC courses.

We also envision that the foreign language departments and appropriate departments of the social sciences and humanities will have made some progress towards internationalizing the curriculum by no later than 2007. Non-language departments would be measured by whether they offered up to three courses with international and some second-language content. For language departments, the measure would be the extent of their fulfillment of the mission to provide service to the University in language learning and teaching.

This task group also recommends that the following programs be established as part of each department's offerings and/or as a way to bring more students on board:

- Third- and fourth-year seminars (modeled on the USEMs, or University Seminars) that address international issues and are geared towards students returning from abroad
- Creation of an International Studies Honors program or certificate that will involve yearlong international research and a special citation on the UVa diploma to that effect. This Honors program would be done during the regular four-year curriculum or during the fifth year, should a student opt to do so.
- Creation of an introductory level course on international issues, taught in English, to initiate students into the compelling issues of the geographic area studied.

However, foreign language and many departments in the humanities and the social sciences will also have to be offered incentives for change and for participation in reaching these objectives. Investment of resources on an institutional level in faculty development will ensure success; without such an investment, any internationalizing initiatives will be doomed to failure. It is not realistic for the institution to ask for more from faculty and departments than they are already giving without sufficient additional resources to make it worth their while and to ensure that their workloads will not be significantly increased.

Further, convincing faculty to change the traditional ways that they themselves have learned and the ways they teach, is a daunting task, particularly in the foreign languages where many current approaches to teaching have been well entrenched since World War II. Change must be perceived as coming with individual and departmental perks and benefits, rather than additional burdens and responsibilities. This change in perception can be done gradually over a ten-year period through concentrated faculty development initiatives and through changing and adding funding priorities at the college level. Certain incentives such as the following can be built in, some funded internally, some externally:

- Semester leave to develop international curricula for individuals or a group
- Summer stipends


- Tenure and promotion decisions weighed partially on the degree of participation in internationalizing objectives by individual faculty

- Increase in operating funds, graduate student fellowships, and staffing for foreign language departments that participate

- Special programs with funding and course release to develop new courses and rethink old courses using technology tools

- New faculty lines in areas where need is proven to be critical in order to be successful.

Such incentives should be focused, in particular, on the required language sequence, since changing course content, integrating technology and retraining graduate assistants all take time and money. However, once course development has been completed, the need for resources will drop, including the number of teaching assistants, since existing resources will be more efficiently used.

Part of this process of building during the initial five-to-seven-year period should involve expanding upon and broadening support for existing Area Centers so that they can more effectively coordinate with the FLC in supporting faculty and development of new curricula. Support for the administration of study abroad at the undergraduate and graduate level should be increased by the University, as well as funding for programming aimed at building and extending the international intellectual community and, by extension, curricular objectives in student life.

B. Curricular and research enhancement: professional schools and programs

The establishment of the Foreign Language Center will be a first step in encouraging the participation of the professional schools in internationalizing their curriculum. Along with the office of the vice provost of international activities, the FLC should determine whether and how a FLAC initiative would work. If a FLAC initiative is not seen as being the best “fit” for the school, then other modalities will be tried on an experimental basis with the goal that, by 2010, several robust programs in each school will be in place.

For instance, the needs and goals of Medical School students at the graduate and undergraduate levels are very different from those of students in the humanities and social sciences. Currently the Medical School is working with the Arts & Sciences Center for Instructional Technologies to decide how to use technology to make available Spanish and English as a Second Language to graduate students and visiting fellows. In both languages, knowledge of specialized medical terminology is needed, while in English, students may already know the language but need help with pronunciation so they can be understood when they lecture and teach. In Spanish, students may need to learn the language quickly from the ground up while incorporating special medical terminology as part of their study.
Student workloads and course requirements in the Medical School are extremely heavy. Since flexibility of access to language resources is critical to success, a technology approach seems to fit best with their long-term needs.

In another example, the Darden School’s objectives might be to provide students with cultural competencies rather than with language proficiency, since the parlance of business practices is predominantly in English around the globe. Therefore, they might need to have short courses to develop cultural sensitivities and skills, perhaps on Japanese or Chinese etiquette or on differing needs for personal space among people of different cultural backgrounds. If a student in the Darden School needs to develop language competencies, he or she might need to do so very quickly without having had any prior language study. Or the student might already know basic Spanish, for instance, and only need to learn specialized vocabulary for specific business practices.

Starting in 2005, the FLC will parlay both human and technology resources to serve their needs. The office that serves international students and scholars will coordinate hiring them as tutors and teachers, thus providing visitors with what is often sorely needed income. The power of technology to respond to varying levels of need without requiring the hiring of teachers with specialized knowledge will be used by the development of modules targeted at particular professional vocabularies, oral and aural skills.

Given the specialized nature of this endeavor, our task force target date will be 2010 for the provision of adequate language tools and training in the professional schools. This will involve hiring one full-time general faculty member in each participating school who will act as that school’s coordinator for language training and instruction in consultation with and using the resources of the FLC. An additional role of this individual will be to do faculty development in assisting instructors to envision how the curricula can have a greater international scope. Just as incentives need to be provided to faculty in the Arts & Sciences to internationalize the curriculum, so should the same incentives be offered to the professional schools.

C. Internationalizing student life

By 2005-2007, students should have an “international experience” by October of the first year (e.g., an invitation to dinner or a movie at one of the language houses, the Center for International Living and Learning, the International Center, or one of the many international student groups on grounds). Orientation materials and a program of activities particularly designed for them will be part of the first-year experience in cooperation with first-year dorms. International news programming will be delivered to all dorms and dining halls. In short, we feel that with some coordination with the Office of Student Affairs, it is realistic, to predict robust arenas of international intellectual community along with internationalizing objectives in the curriculum and outside the classroom by 2010.
D. Technology infrastructure for internationalizing the curriculum

Since international communications will be central to the successful implementation of an international curriculum, easy and flexible access to and use of technology tools should be part of all such initiatives. In curriculum development, the following approaches and models should be in place in experimental modules by 2005, with the goal that the following practices should be firmly ensconced in the delivery of instruction by 2010:

- Pedagogies must be adapted keeping cultural differences in mind.
- The choice of technology tools should be driven by the pedagogy so that, for instance, a choice can be made between synchronous (chat rooms, videoconferencing) and asynchronous contexts (e-mail, Web-based technologies), blended with more traditional face-to-face discussion sections and lectures.
- Self-instruction should be built in alongside traditional models of teaching and learning.
- Student energy should be used in the classroom context to help build archives, collections, and forge international connections as part of their graded work.

For instructional design to be successful, support per the models currently provided by the Instructional Technology Group (ITC) and the Arts & Sciences Center for Instructional Technologies will be critical to the success of any international initiative using technology. Therefore, we strongly encourage that the following practices be institutionalized by 2005:

- Higher-level administrative commitment to technology as central to initiatives
- One individual overseeing all technology efforts reporting to international dean or provost
- Encourage faculty participation and development of technology tools through such incentives as grants, release time, and inclusion in tenure decisions
- Encourage collaboration among academic computing, campus-wide computing services, and digital media centers
- Team of full-time multimedia developers and instructional technology advisors versed in international issues on the technical and the academic sides
- Faculty advisory committees on technology, teaching, and research
- Robust programming to disseminate institution-wide goals and curricular innovations with technology
Discipline-specific training workshops for faculty on how to internationalize the curriculum using technology.

By 2010, the University should be able to support whatever technology tools are current at the time of implementation. This means that the following technical infrastructure should be well established, with adequate support personnel and funding:

- Funding for hardware, software, and server space
- Broadband Ethernet connections and cable networks for satellite television in every classroom, office, and dormitory
- Site licenses to SCOLA (Satellite Communications for Learning), I-Channel and other satellite television programming, reaching into every dorm, office, and classroom on campus
- Adequate funding for software and hardware in labs and classrooms to support special international initiatives, including instructional software, conferencing software and hardware, and tools to facilitate international communication
- Institution-wide standards for foreign language encoding for word processing, e-mail, and the Web
- Funding for instructional software, conferencing software, and other tools to facilitate international communication in all offices, public labs, and technology-equipped classrooms.

These institutional commitments should then continue building and supporting that infrastructure to keep abreast of new technological developments enhancing distance international communications of all kinds.
Immediate Goals

A. Research

1. Looking for “low-hanging fruit” and strengthening or expanding already existing programs and areas

There needs to be an extensive study of which courses, curricula, programs, departments, centers, and schools currently in place already fulfill a part of the stated goals of this task group. Such a study also needs to find the points of articulation among these elements. The appendices of this report point to areas where research should be done and how it should be compiled. These studies would be coordinated and undertaken by a standing International Activities Committee consisting of the 30 members recommended by Task Group 5. With support from a graduate assistant in the Office of the Vice Provost of International Activities, the studies should involve:

- Searches on the University’s Website and in the Course Offerings Directory in order to find points of articulation among departments, programs, centers, course offerings, majors, and minors
- A Web- and paper-based survey of departments, programs, and schools to explore their interest in internationalization efforts
- Informational visits with faculty, staff, deans, and other administrators, and further research on how other institutions have begun the process of internationalizing the curriculum, particularly regarding the use of technology
- Travel to sites, such as to the University of Wisconsin, for further exploration of how and where to internationalize the curriculum.

More specific areas of inquiry and exploration on the part of the office of the vice-provost of international activities and the participating Standing Committee on Internationalization should cover the following topics:

1. What course offerings and programs already existing in the University point in the direction of our recommendations for 2020 and how can they be improved, expanded, capitalized upon, or coordinated in the short- and mid-term?
2. How can the existing interdisciplinary major be expanded to support international objectives?
3. To what extent are foreign language departments currently open to the idea of supporting a FLAC initiative short- and long-term as part of their service to the community and as a way of building and strengthening their own majors, minors, and graduate degree programs? What programs do they currently have in place that already do these things? In what ways can language offerings, instructional method-
ologies, and means of delivery be changed in order to embrace the goals of this initiative (course structure, class meetings, discussion sections, use of technology, etc.)?

4. In what areas can each department, program, and school expand its offerings to support the internationalization of the curriculum? How could language expertise in the disciplines—particularly in those areas other than the humanities where knowledge of a language other than English is not generally required—actually enable students to apply their knowledge in a real-world, global market? How can this vision then inform the ways the curriculum is altered or added to?

5. How can currently existing study-abroad programs and institutional liaisons better support future current and future international curricular objectives?

6. How can the summer Foreign Language Institute be reshaped or better supported to enable us to realize the goals of internationalization of the curriculum?

7. In what ways are library resources currently used to support building text and digital archives for use by students and scholars who are a part of an international curriculum? In what ways can these resources be changed to meet such goals? Should regional studies biographers be reintroduced? Regarding the traditional support provided by libraries to courses with foreign language and international content, what areas should be maintained in lieu of electronic resources?

8. What areas of student life currently support international curricula and how can they be expanded to make future goals realizable?

9. What core instructional technology tools should be developed that can serve a broad range of needs and interests in this effort?

This list may not be inclusive. We are sure that once the proverbial Pandora's box is opened up, other areas needing study or a recommendation will appear. One product of this survey of university resources and programs would include further specific recommendations to the office of the president and to Peter Low for resources needed to expand existing or implement new programs.

Costs for “Low-Hanging Fruit” Study

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<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<td>1 Graduate Assistantship</td>
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<tr>
<td>Travel to 2 sites, 2 faculty members</td>
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</tr>
<tr>
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</tbody>
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2. Providing information on areas of international curricula to foster awareness of internationalizing objectives and benefits to departments and programs

At the end of the first year, the research above should result in the development of a Website with an image map clickable by geographic or regional area so as to enable students and faculty easily to find courses and other researchers pertinent to their interests. Linking directly to UVa’s first splash page, this tool would be emblematic of the institution’s commitment to making its students members of a global community. This connection would also provide greater exposure for the objectives of the office of the vice provost for international activities and would bring some awareness to departments and already existing programs of the benefits they would accrue by greater affiliation with internationalizing initiatives.

**Website Costs**

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<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Site development (1 consultant @ $12/hour x 600 hours)</td>
<td>$7,200</td>
</tr>
</tbody>
</table>

**B. Pilot Programs**

As a first-step to initiating larger and more costly endeavors, this task group recommends that the following pilot projects be funded starting in fall 2000:

1. **New programs: European studies and ethnic studies**

Funding for start-up of European and Ethnic Studies Programs should be provided. Since this endeavor would be one of the “low-hanging fruit” items that merely requires funding for coordination and planning, we feel this should be a first priority.

**Costs, European and Ethnic Studies**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year-1 program costs x 2</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

2. **Speaking Freely: Spanish**

Since Spanish is currently the largest language program and possibly the one with the greatest need of funding for T As, a Speaking Freely short course would be offered out of the department of Spanish. The rate of pay for a TA teaching one course would be $600.

**Costs, Spanish short course**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate student wages @ $10.20/hour x 60 hours (20 week course meeting 3 hours/week)</td>
<td>$612</td>
</tr>
</tbody>
</table>
3. Global focus seminars: International seminars for advanced undergraduates

When students return from study abroad, they are “on fire.” Their horizons have expanded; they have matured personally and intellectually; they have had many new experiences; and being back at UVa isn’t always as easy as it seems (particularly if they have been living in a culture quite unlike their own). Often students have experienced episodes or encounters while abroad that remain puzzling to them. Sometimes they haven’t had the opportunity to make sense of these experiences or to probe their meaning as completely as they might like. Also their identities as Americans were often challenged, or at least raised, for the first time. This moment—when students have returned from study abroad—is an unprecedented one for learning. Until now we have not capitalized upon it as a key time for deepening knowledge and building upon the experiential base of those who have studied abroad.

Global Focus Seminars offering 3 credits will be a capstone experience for these students: small seminars with an international focus that could be offered by faculty from a number of different departments, in English or another language, depending on the topic and the number of students returning from study abroad. The seminar work might entail writing a research paper that draws upon and expands upon the study-abroad experience. Individual courses might focus on Europe, Africa and France and cover contemporary culture, politics, and society.

**Costs, Global Focus Seminars**

| Funds for designing and teaching a focal point | $8,000 |
| seminar x 4 courses @ $2,000 | |

4. New instructional tools in beginning Arabic

To see whether the new technologies recently acquired by the Multimedia Language Learning Laboratory can positively impact on cost and flexibility of access, the Arabic Program has agreed to work with ASCIT (College of Arts & Sciences Center for Instructional Technology) and ITC to develop self-paced instructional modules in beginning Arabic, combined with dynamic tutorial and small-group instruction. Target date to launch the first iteration of this project would be fall 2002.

**Cost, Arabic Program**

| Software, hardware and supplies | $11,840 |
| Graduate Assistant @ $10.20/hour x 20 | $8,160 |
| Total | $20,000 |
5. Special one- to four-month work-study projects

We recommend an experimental program wherein highly qualified seniors would go to another country for a period of one to four months to undertake fieldwork in their field of expertise. This pilot program would be competitive. For instance, a student in nursing might go to Brazil to do fieldwork in the treatment of infectious diseases.

Four Work-Study Fellowships @ program cost $5,000

C. Technology and Internationalization

1. Information technology infrastructure

We recommend that an Internationalization and Technology Advisory Committee be formed, focusing specifically on how technology will be parlayed now and in the future to support internationalizing the curriculum. This committee would consist of one representative each from: ITC, the library, and Arts & Sciences Computing Support. It would also include: Rich Israel, Rachel Saury, a member of this task group and Director of the Arts & Sciences Center for Instructional Technologies, home of the Multimedia Language Learning Laboratory, and one or two faculty members interested in issues related to technology and teaching in this area. This committee will work closely with the office of the vice-provost of international activities to develop strategies for creating more broad-based support for short- and long-term use of technology in support of internationalizing objectives.

If UVA is to truly develop an international intellectual community, its faculty, staff and students will need to develop facility with many and varied technology tools in foreign languages, including:

- the ability to send and receive e-mail
- the ability to create and read Websites
- creation of multimedia research and teaching projects
- videoconferencing here and at international partner institutions
- databases of text, images, audio and video that are easily customized to the needs of each course, program, and/or curricular objectives
- the ability to keep abreast of media in other countries, from TV to radio to newspapers.

Currently, ITC has only slowly developed support for technology in research, teaching, and learning. Public labs for students are not at all set up to support any of the functions described in the list above. There is a small group devoted to the development and support of
instructional technologies in ITC called the Instructional Technology Group, under which falls the Digital Media Lab, a resource for faculty needing help using technology in teaching. However, the group is sorely under-resourced, given that their mission is to serve the teaching and technology needs of the entire university.

The Robertson Media Center and Alderman Library also provide support of technology tools in research and teaching. In Arts & Sciences, Computer Support Services under the direction of Rich Israel, helps faculty customize their desktops to foreign language computing needs. The Arts & Sciences Center for Instructional Technologies primarily supports the technology needs of the foreign language departments.

This task group does not know what technology support exists for international or other computing in other schools and divisions. Nonetheless, the resources we are aware of will not be enough in the near and long term to enable teachers to bring international curricula to their students, for offices supporting those endeavors to have reasonable electronic means of communication with one another and partner institutions in a foreign language, and for students to undertake projects and reports for classes with foreign language content. Therefore, the tasks of the Technology Advisory Committee will be as follows:

1. Explore what foreign language technology tools are available and where and what lacunae exist
2. Work with technical experts to create the image map described in Section A above
3. Highlight technology issues pertaining to international activities in ITC and other technology support divisions across grounds
4. Recommend standards for foreign language and international computing within the boundaries of the University that will permit sharing and broad-based applications of existing databases, images, digital texts, etc., across disciplines, on faculty and staff desktops, and in student computing labs
5. Make recommendations to the Office of the Provost, ITC, and other schools and divisions for future funding and development in this area
6. Disseminate information about technology, teaching, and research initiatives with international content and to coordinate these efforts.

**Costs, Creating Technology Infrastructure**

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of graduate assistant, $12/hour @ 20</td>
<td>$7,680</td>
</tr>
<tr>
<td>Hardware and software for testing</td>
<td>$10,000</td>
</tr>
<tr>
<td>Total</td>
<td>$17,680</td>
</tr>
</tbody>
</table>
2. International teaching technology project support

The University should expand the incentive program called the Teaching + Technology Initiative to include up to three fellowships per year, particularly targeted at development of computer-based tools for use in FLAC and in courses with international content. The University should also hire an additional instructional technology advisor as part of the Instructional Technology Group or the Multimedia Language Learning Laboratory to support these and other international technology projects.

The number of projects currently being worked on at U Va is staggering, and they promise to develop into core tools for use in the future across disciplines and platforms. However, personnel and cash resources are inadequate to meet demand. If U Va is to remain a leader in the area of digital technologies and as a publicly funded university, it is critical to make the support of these projects a high priority.

Costs, Teaching + Technology Support

Three Fellows @ $20,000 ea. $60,000

Total Pilot Project and Start-up Costs, 2000-01 $147,692
Appendix A: A Day in the Life of Thomas Baggett, Year 2020

Our student, whom we'll call Thomas Baggett, is in his fourth semester at UVa. It is spring 2020, and he is preparing for a year abroad at the University of Dakar in Senegal where he will study land-use issues and public health for his double major in Francophone African Studies and Public Policy. Part of the requirement for the major is to have near-native proficiency in French and at least one West African language.

Although this latter language requirement may seem unusual now, given the fact that technology has globalized the skilled job market for anyone with a Bachelor's degree or above, and because of the social, health, and environmental crises that have been manifest around the globe, it is not unusual for top-flight institutions of higher education in the U.S. and Europe to have language requirements in a major European language and one or two other languages native to the region being studied. This trend has also emerged because of the insistence of the tribal and indigenous peoples in many developed and developing nations worldwide that their native languages and cultures be preserved and that their own people be empowered to collaborate in finding solutions to their own problems.

The socio-political goals of these groups came to the fore in the first decade of the 21st century—along with a realization on the part of the governments of the industrialized and developing nations, public policy think tanks, and grass roots and international relief organizations dealing with various health and environmental crises such as AIDS that social, educational, and medical outreach would be more successful if team members were not only trained in policy issues but could deeply understand the cultural roots of the peoples being impacted. Knowledge of the tribal language also enables them to work more closely with those they serve and their native collaborators.

Responding to these new needs and pressures, various consortia of universities and institutes around the world developed and maintain distance technologies, epidemiological datasets, and digital databases to collaboratively preserve, catalogue, and deliver real-life cultural, linguistic, literary, and artistic materials and artifacts.

Therefore, Thomas's intellectual interests and career goals are in line with the trends of the time. Today he has a monthly discussion session for his French 425 ("French Readings in Public Policy and Cultural Preservation") class at 9 a.m. This seminar-style class brings together electronically students who have an Area Studies concentration in a Francophone nation or region at UVa, Berkeley, and the University of Dakar. Students in the U.S. are required to do their research in French using various text and electronic resources. Because the American students based at the University of Dakar meet with their Senegalese classmates and instructor using a Web-based videoconferencing program, they also are getting critical language practice in their area of specialization.

They only meet once a month for four hours since much of their discussion and research findings take place on and are posted to a Web-based threaded discussion and collabora-
tive writing program. Their annotations of texts, websites, and other materials relevant to the topic are also entered into a shared digital database supported by the library. In this way, student work is saved and catalogued, helping build resources for future researchers and policymakers. One student per month is responsible for presenting orally a body of material assigned to her. The oral presentation is in French. This week it is Thomas's turn to present his material on how the AIDS crisis in Senegal has eroded cultural identity.

As he grabs his towel and bathrobe, he flips on his computer so it can boot while he showers and gets dressed. It is 8:25 by the time he is dressed. With 15 minutes before he has to leave the dorm to get to class, he sits down at his computer to log onto the Multimedia Language Learning Laboratory's website, where he finds review modules for the language called Fulfuldi spoken by the Wolof and Fulani peoples on the west coast of Africa. He has to take a quiz by 5:00 p.m. today on new vocabulary for shopping in the outdoor markets of Senegal.

He didn't get a high enough score on his first try, so he is going to take it again. Each time he takes it, the computer records which words he missed and which vocabulary items still have not been tested. Each quiz will test slightly different material while also reinforcing new material. He logs into the language lab's server, using his personal login id and his password that pulls up a screen showing icons for each of the language courses he is taking. He clicks on “Fulfuldi at the University of Dakar,” and a screen opens up showing him how many modules he has completed, how many quizzes he has taken, and his current cumulative score for them.

At UVa, instead of developing a course in Fulfuldi itself with an instructor on-site—a project which would have been prohibitively expensive—they have created a partnership with the University of Dakar in Senegal so that students can take online courses, including language study and the seminar in French readings also being taken by Thomas. What Thomas doesn’t know is that part of his tuition covers the cost that UVa pays to the University of Senegal for providing the Web-based language course and the native speaker with whom the UVa students will meet via a Web videoconferencing program once a week in addition to their course modules. The tuition also covers UVa’s nominal administrative costs and the technical support staff who help students who encounter technical difficulties.

There are currently seven students other than Thomas at the intermediate level of Fulfuldi at UVa: one graduate and one undergraduate in African Studies, two undergraduates majoring in African languages and linguistics, one undergraduate majoring in French and economic and political theory, one student from the Law School majoring in international law in developing nations, one postdoctoral infectious diseases fellow in Geographic and International Medicine whose research on novel means to improve absorption of new anti-AIDS drugs will take her to Senegal for field work next year, and one woman who is enrolled in the Division of Continuing Education because she wants to learn a little bit of Fulfuldi in preparation for a trip she and her husband are taking to West Africa in the summer to visit their son who is in the Peace Corps in a remote village.
Their discussion sections are designed so that they will actively use the language they have been studying using the Web-based modules. However, the bulk of their learning takes place via grammar, culture, vocabulary, and reading modules reinforced by video and audio on the Web.

Thomas clicks “In the Senegal Market,” and several icons appear, each representing various activities. He clicks on “flashcard practice” and an easy-to-use interface opens up. He drills himself in three skills for each word and idiom: reading, writing, and listening comprehension. He realizes that he really doesn’t understand one idiomatic construction that he needs to know and sends a quick message in French to the tutor in Dakar with his question. He has gotten so absorbed in what he’s doing that he momentarily forgets about the time until it’s almost 9:00. He quickly logs off the system and runs out the door.

He arrives at his Cabell seminar room two minutes late. Students and instructors in the U.S. and Africa in the French reading course are chatting and laughing as they catch up since the last time they saw one another face-to-face. Even though they are accustomed to the way technology enables them to see one another from classrooms around the world, the first few moments of contact remain exciting and novel throughout the semester.

Thomas sits down at his computer workstation and pulls up his materials for presentation. He room quiets down when he clears his throat, indicating he’s ready to start. He gives a 45-minute presentation to the 20 other students in the class—6 in the U.S. and 14 in Dakar. Then, in the native tradition of the Fulfudi and Wolof peoples, each student in the class gets two minutes to respond to and make oral comments on his presentation. After that, the floor opens for his responses and general discussion.

At 1:00 p.m., the class is over. Thomas is satisfied with his presentation and the group response. Based upon his oral presentation, the instructor has made some suggestions for changing how Thomas has entered and categorized materials in the database for the past two months. He will do that this afternoon after he takes his quiz. He’ll also get some help from the reference librarian on the best and quickest way to change topic entries in the database. But first he goes to have lunch in the International Living and Learning Center’s café where he knows he will find some of the other students and graduate instructors in the African Studies program hanging out.

The café is a favorite place to go, not only because it is the central gathering place for students majoring in Area Studies programs of various kinds, but because news broadcasts from all over the world are piped in every day. Individual computers are also available so that students can read electronic newspapers from all over the world and listen to live radio broadcasts. Since most students who are in Area Studies programs are required to know at least two languages other than English and since the international students and scholars also live in the Center itself, the café is a place where one hears the babble of tongues from all over the world. The food selections represent cuisine from all around the world.
Thomas finally tears himself away from an interesting conversation with a friend who is a graduate student on a one-year program from the University of Dakar. He needs to go to the Multimedia Language Resource Center to take his Fulfuldi quiz. He finishes the quiz in a half-hour and his score, shown to him in a pop-up window when he finishes, indicates that he has passed that module. His instructor will get a record of his score dumped into the special database that keeps track of Thomas's work.

Since he has set a personal goal to finish the intermediate Fulfuldi course by mid-summer, he figures he has about 8 weeks to finish 14 modules. The pace will be fast, but because he is motivated by the fact that he wants to get approval by July 15 to leave for Senegal on August 15, he is willing to push himself. In addition to passing the final online test, he'll also have a half-hour oral testing session with his instructor in Senegal before he'll be given the go-ahead to leave.

If he leaves for Senegal with intermediate knowledge of Fulfuldi, he anticipates he'll be able to pass the advanced requirement when he returns because part of his stay in Senegal will include an internship out in the villages, assisting healthcare workers disseminate information on AIDS prevention. During that time, he will probably speak a lot of Fulfuldi. He will be tested in another half-hour interview with his tutor before he leaves to return to the U.S. so that he can be placed in what is his new competency level after being in Senegal for a year. When he gets back, he will have to complete another 20 computer-based modules in Advanced Fulfuldi and pass the written test in order to get his certification for completing the African language requirement for his major.

As part of his African Studies major, he also has to take a course taught by a professor of anthropology on the tribal cultures of West Africa. This class also has an online component and is taught collaboratively by two faculty members—one at UVa and one at the University of Dakar. The next class meets via videoconferencing tomorrow at 8:00 a.m. Thomas wants to finish to assigned reading. He also missed the last lecture, so he has to watch the recorded session online. Since all these materials are available on the Internet, he decides to stay in the Language Learning Center to complete the assignment.

By the time he has finished watching the lecture in French and reading the materials in French and English, it is 5:00 p.m. He has plans to meet friends for dinner in town after an intramural soccer match. Thomas goes back to his dorm to change for the game and for his evening activities.
Appendix B: A Sample International Studies Curriculum at UVa: Undergraduate Major, Minor and Program Requirements

Area Studies Majors: All Area Studies majors are required to earn 36 credits in their area; in addition, they must fulfill 18 credits in one of the major languages offered in their area and/or pass the language proficiency exams at level 3 or higher, based upon ACTFL proficiency standards. Students are encouraged to select a second major in a discipline such as history, sociology, anthropology, ethnic studies, environmental sciences, government and foreign affairs, engineering, or any other discipline in the arts, sciences and humanities. We have used African Studies as an example, since there already exists an African-American and African Studies Program at UVa, which would be strengthened in the area of African materials, while adding a language requirement.

Area Studies Minors: All Area Studies minors are required to earn 21 credits with 6 of them in the required Gateway Courses for each program.

African Studies: We recommend expanding upon the currently existing African American and African Studies Program. The core curriculum consists of 19 courses taught by Africanist faculty. Interdisciplinary courses may be on general topics in which at least two-thirds of the content is focused on Africa or issues related to Africa. Following are the courses currently offered at UVa:

Gateway Courses:

- African Literatures and Cultures (French)
- Early African History through the Era of the Slave Trade (History)

Core Courses:

- African Oral Literature (Anthropology)
- Black Atlantic Critical Thought (History)
- Francophone Literature of Africa (French)
- African Archaeology (Anthropology)
- African Arts & Web Museum (Art)
- African Literature (English)
- Africa Since 1800 (History)
- History of Southern Africa (History)
- History and Culture of South African and the United States South (History)
- Performance in Africa (Music)
- African Drumming and Dance Ensemble (Music)
- Music and the Black Atlantic (Music)
- Studies in African Ritual (Anthropology)
- African in Cinema (French)
Langauge Courses:

Beginning French (101/102)
Intermediate French (201/202)
Advanced French Grammar
Beginning Portuguese (101/102)
Intermediate Portuguese (201/202)
Introduction to Swahili Part 1 (Anthropology)
Introduction to Swahili Part 2 (Anthropology)

Interdisciplinary Courses (at least 25 percent of the content of these courses focuses on African or issues related to Africa):

Normative Approaches to International Relations (Gov't. and Foreign Affairs)
Primitive Art/Civilized Places (Anthropology)
Shamanism, Healing and Ritual (Anthropology)
Ecology and Society (Anthropology)
Sociolinguistics (Anthropology)
Slavery in World History (History)
Population Ecology (Environmental Sciences)
Materials that Shape Civilization (Environmental Sciences)
Resources and the Environment (Environmental Sciences)
Elements of Ecology
Introduction to Folklore (English/Anthropology)
Introduction to Anthropology (Anthropology)
Land Use and Environmental Impact (Environmental Sciences)
Environmental Choices (Environmental Literacy Program/Architecture)
Introduction to Environmental Engineering (Environmental Literacy Program/Architecture)
Ethics and Public Health (Bioethics)
Ethics and Human Rights (Bioethics)
Introduction to International Politics (Gov't. and Foreign Affairs)
Ethics & International Relations (Gov't. and Foreign Affairs)

Courses recommended to be added to UVa offerings:

Economic Development Theory and Practice
Africa Practicum in Senegal
African Law
Politics of Developing Areas
Economic Problems in Developing Areas
Ethnic and Tribal Identity in Africa
Appendix C: A Profile of Majors and Minors

Student #1

Major: Environmental Studies and Russian Studies
Minor: Biology
Language fulfilled (4 years): Russian
Thesis: Environmental Protection of Lake Baikal and the Influence of the Indigenous Tribal Revival Movement

Student #2

Major: History and East Asian Studies
Minor: Art
Language fulfilled: Chinese
Thesis: The Art of the Tang Dynasty

Student #3

Major: Nursing and Ethnic Studies
Minor: Anthropology
Language fulfilled: Spanish
Thesis: How Ethnicity Influences Medical Choices in Prenatal Care

Student #4

Major: International Business and European Studies
Minor: Accounting
Language fulfilled: French and German
Thesis: The Impact of the Euro on E-Business

Student #5

Major: French Languages and Literatures and European Studies
Minor: American Sign Language
Language fulfilled: French and American Sign Language
Thesis: A Comparison of French and American ASL in Discourse on Literature

Student #6

Major: European Studies
Minor: Ethnic Studies
Language: French
Thesis: Gendered Images in Medieval French Folk Engraving: Elevation of Subordination
Student #7
Major: Government and Foreign Affairs
Minor: Russian and East European Studies
Language: Serbian
Thesis: Religion and Ethnic Identity as the Cookpot of Rebellion: The Case of Chechnia

Student #8
Major: Women and Gender/Ethnic Studies
Minor: Music
Language: German
Thesis: She Still Sings Those Old German Songs When She Works: Women, Work, and Music from the German Homeland to the Shenandoah Valley Immigrant, 1810-1920
Task Group 3
International Students and Scholars

Task Group 3 was charged to investigate the situations of international students and scholars who come to the University. Our primary interest has been to facilitate initiatives for bringing students and scholars to the University and to look for ways in which the University might ease the transition from their own country and culture to the University community. We see this as involving four interrelated areas that in many respects touch on the concerns of other task groups:

- language training
- assistance for visitors
- International Living and Learning Center
- International Studies Office (ISO)

Long-Term

The International Studies Office must become the central office and visible symbol of the University's commitment to international studies. This must be both a spatial and an administrative transformation of the office and its functions.

The central administration should establish a program to invite visiting scholars for short terms, semesters, or for academic years. These need not be exchanges. They might be individual invitations to scholars whose interests and skills fit with the particular projects within the University. Such a program could invite visitors to come on a regular basis, thereby creating ongoing relationships with international scholars. These relationships may be essential building blocks as the University strives to expand its international programs.

The University should strive to create an international precinct in the area of the International Living and Learning Center by moving the International Studies Office and certain of the international programs into that area. It would then be a natural focus for programming which could involve students, faculty, and visitors with academic and cultural interests in International Studies. Task group members feel strongly that when this international precinct is fully functioning, the ISO should be located within the precincts of the residential college, making it more identifiable and accessible. Some members of the group argue that this is so important that it should properly be one of our “next steps.”
Midrange

Our ESL program should be revised and expanded. It is presently designed to assure that students reach a certain minimum competence. Our international students, especially graduate students, need more aid with writing and the presentation of technical papers. The issue is not simply one of minimal competence, but one of introducing students to the language, customs and culture of American scholarly research, writing and exchange. Members of the University community are involved in a number of initiatives for training personnel in a wide variety of linguistic skills. The ESL program must have the capability to assist in these special projects.

There are several ambitious projects in Health Sciences which will require extensive language training for medical researchers and technicians from countries where English is not normally spoken. These students will be a natural constituency for our ESL programs. Nonetheless, as these services become more generally available, more departments will be able to aggressively recruit foreign research students who will need help in adjusting to an American environment. And we must also be able to assist the growing number of permanent residents and citizens whose first language was not English.

The University needs to investigate our present supervisory, programming, and support services provided through the ISO. Compared to peer institutions, we have a modest staff of only six full-time workers and a tiny budget. Our ISO often seems an adversary (or so some students tell us) since their primary function appears to be dealing with visa and residence issues. This is of course unfair, but it suggests that we need to reorganize our services. We must add a serious outreach and cultural component to the work done by the ISO itself. Only in this way can the ISO become a natural reference point for foreign students as well as American students and scholars who are interested in study or research abroad.

The University should redouble its efforts to recruit a diverse international student body. A majority of our international undergraduates tend to come primarily from one or two regions and almost exclusively from affluent backgrounds. In order to recruit more effectively, the vice-provost should work with the alumni association to create an endowment which can be used to recruit able international students whose families otherwise could not afford to send a student to UVa. We may be able to use the highly successful Jefferson Scholars model for raising money with the understanding that those alumni who raise the money can influence who is chosen to hold the scholarship.
**Next Steps**

The University must immediately increase the ISO budget and find it additional space. At critical times, for example when processing visas or during admissions when students desperately need to contact the ISO, a shortage of people and an inadequate operating budget restrict the ability of staff to respond to requests or send materials by express mail. We have heard specific complaints of international phone calls not being returned because there is not enough money in the budget to pay for long distance or international calls. The result is that the ISO and the University seem unresponsive and uncaring about international students with special concerns. The University cannot afford to leave such a negative impression. Our specific proposals are outlined below in the Addendum on the ISO.

Webpages of the ISO and of those offices dealing with international students and scholars need to be updated and redesigned to make information clearer and more easily available to students and scholars who do not always know what administrative offices can provide the varieties of information they need. This is a relatively minor issue, and one that the ISO has already begun to address. Yet there are other pages maintained by a variety of schools, departments and offices, which also should contain up-to-date links designed for international students and scholars.

We need to clarify and simplify procedures for hosting international scholars. The University's cumbersome financial and residential arrangements for hosting international scholars often deter international initiatives, particularly those involving scholars from developing countries. Financial circumstances of these scholars usually require an advance of expense money at the time of arrival, but accounting practices (developed with domestic conferences in mind, or perhaps for visitors from wealthy countries who can afford to wait for delayed reimbursement) stand as a major obstacle.

Those procedures have often meant that advances come from the personal funds of the sponsoring faculty UVa member or that faculty members stand personally accountable for repayment—even when the conference funding ultimately derives from an outside grant which that sponsor had obtained. While it is true that some individuals have managed ways to work around the problem, these solutions are not widely understood. These procedures should be reviewed in detail and revised comprehensively in order to facilitate and encourage greater engagement with foreign scholars.
Addendum on the ISO

Task Group 3 Recommendations for the International Studies Office

December 29, 1999

As Task Group 3 and others have noted, the International Studies Office needs to be reorganized and its resources significantly expanded. We would like to suggest that the following changes be made over the short term. Most must be made within the next year.

1. **Staffing:** By any measure the ISO is understaffed. We have only one person advising students looking into study-abroad programs. Our staff to student ratio is approximately 1:300! The University of Wisconsin has at least five academic staff and four support staff for the same number of students. Wisconsin also has eleven full-time employees (FTEs) to work with international students and scholars. Michigan State has one staff member for every 116 study-abroad students. We have two people who advise 1200 international students, deal with normal visa work, and handle all visiting scholars. And there is only one person to deal with visa problems or applications for permanent residence. Done properly, student advising, visa or residence applications, and emergency counseling are all time-consuming. The staff is inadequate to present needs. It would be incapable of meeting the expanded requirements of an internationalized university.

2. **Staff size:** The office needs at least five more staff members to help with study-abroad programs, International Students and Scholars programs, and with processing visas or other necessary administrative issues. The office also needs a bookkeeper, perhaps half-time. With these additions in staff, the ISO can expand and reorganize its programming and prepare for the increase in international activities which the IAPC foresees.

3. **Rank:** Presently some members of the staff have professional status—that is, they are members of the general faculty—while others have none. The director must be given authority to revise job descriptions and designations such that there is more uniformity in rank and status. This task group urges that the professional staff all be given general faculty status, much like the association deans in Arts & Sciences with whom they share many similarities.

4. **OTPS budget:** The office’s budget for supplies, communications, advertising and the like must be increased. As countless observers and office staff have told us, the ISO budget does not allow staff to return long distance calls or use express mail. This office is in many cases the first introduction to the University that international students and their families will have. It is unfortunate if lack of funds makes this first contact more adversarial and bureaucratic than it needs to be. The office’s present budget is tiny; doubling it would not cost the University a great deal.
5. **Office Space:** Minor Hall is indeed an ideal location and ought to remain the locus of ISO activities for the present. It is at a crossroads of university traffic, making it easy for students and scholars to reach. The ISO should not move from there until it is clear that students will find the new location equally convenient. Because the present facilities so small, the director has no conference room for meetings with visitors to the University or even with staff or faculty who administer many of the ISO’s programs. Further, there is no space for the added staff that observers agree the office needs.

6. **Location:** Initial plans had called for the ISO to have all or most of the second floor of Minor Hall. We urge the University to reorganize the use of Minor Hall to make more room available to the ISO. Unoccupied space (presently or projected) in Cabell, Garrett or elsewhere could be used for some of the offices presently on the second floor of Minor.

7. **Furnishings:** The ISO desperately need remodeling. Desks, chairs, tables, even computers seem to have been casually gathered from surplus stock throughout the University. The ISO does not look at all impressive. If this office functions as a first significant representative of the University to students, visiting scholars or delegations from foreign universities, it ought to look like an important part of the University structure.

8. **Director’s Discretionary Fund:** The director often is the source of first resort for students during periods of emergency. The director must have discretionary funds which can be given as short-term emergency loans to students who are waiting for funds to clear, regular salary to commence, or who face unexpected domestic emergencies. Further, these funds would allow the director to assist students with special projects, academic exchanges, and scholarly pursuits which students with limited resources might otherwise be unable to undertake.
Task Group 4
Institutional Liaisons

Purpose of Task Group 4
Task Group 4 is to make recommendations to the 2020 International Commission about the kinds of ties to foreign academic institutions, and the ways and means of establishing them, that would best help to make UVa the world university that is the premise of this exercise.

Working Premises
Our task group proceeds from certain general assumptions about its mandate:

1. Ensure that proposed relationships directly promote the academic mission of the University.

2. Draw upon existing strengths, especially in developing university-wide institutional relationships.

3. Arrangements with foreign academic institutions should help integrate international studies into the curriculum, especially at the undergraduate level.

4. Faculty, who are the motor driving most international ties, should be encouraged to develop proposals for institutional initiatives. The University, for its part, should be expected to support only those initiatives that promise to become a vital and sustained part of its academic life. Consequently, there should be an administrative and logistical infrastructure, including funding, that will adequately support existing and future institutional arrangements and their consequences.

5. UVa need not be everywhere, but it should aim to have a significant academic presence in every major world region.

6. UVa should aim to have a network of international academic arrangements to make meaningful the commitment enabling every undergraduate to spend at least one semester abroad well before 2020.

7. Area studies centers, it should be noted, are central as institutional bases for developing such initiatives.
8. Initial budgeting assumptions are as follows: In the final analysis, it will be up to another body to decide, upon the basis of formal proposals submitted—including a method by which the program can become ultimately self-financing—which programs will and which will not be funded. Each budget should emphasize initiatives (versus replacement costs) and development costs (rather than eventual full operating expenses), building on existing strengths and focusing on regions or fields where the educational value is greatest (i.e., the developing world). For full itemized details, see the appended budget.

Recommendations

The University cannot be excellent without being global. Yet, as with learning foreign languages, quality international programs are not built in a year, or even two. If they are not cultivated, some opportunities will be lost and others will wither. Therefore, based upon intensive and extensive discussions among ourselves, with colleagues around grounds, and in light of the practice of relevant peer institutions, we make the following recommendations, classified according to long-term (2010-2020), medium-term (2005-2010), and short-term (2000-2005) objectives:

A. Long-term recommendations (2010-2020)

1. Develop an infrastructural capacity adequate to encourage and sustain flexible academic relationships with appropriate institutions and programs abroad.

2. The University should set as a long-term objective the establishment of a select number of comprehensive institutional relationships with the most outstanding universities in the world, with due consideration given to the geographic distribution of such relationships. These would provide the University with an institutional pied à terre throughout the world, encourage a fluid set of more specific relationships among academic programs, and lower the costs of doing academic business abroad.

3. More particularly, the recent agreement between MIT and Cambridge University to substantially merge a number of their science programs into what constitutes in effect a single academic enterprise appears to represent the cutting edge of university internationalization. Systematic thought should be given to the issue of how such an internationalization with peer universities (and/or peer programs) would best advance the mission of the University in a rapidly changing intellectual culture worldwide.

B. Medium-term recommendations (2005-2010)

1. UVa has every reason to aspire to become one of the leading international centers for American Studies. Because it builds upon unique strengths on grounds, across disciplines, and would provide a local fulcrum for a whole set of our international
academic relationships, U.Va should establish an International Institute for American Studies, with international academic liaisons enabling us to draw upon global expertise in every field of American Studies.

This omnibus institute would be fruitfully associated with, and draw upon the successful experience of, the existing International Institute for Jefferson Studies. The new institute should go far toward establishing U.Va as a world university: i.e., no one who wishes to contribute to American Studies could afford to ignore what was happening on grounds in this area.

In addition, establishing such an institute would almost certainly stimulate the formation of comparable programs around the world. The ensuing synergy would create a significant benefit for the University, as Americanists from around the world would be enriching our intellectual life in novel and mutually reinforcing ways. Such an institute, which is in many respects already implicit at the University in terms of the depth and breadth of faculty strength across many departments, could be established quickly, were the funding to be secured.

2. To establish and consolidate a network of academic linkages integrating what goes on intramurally—across as much of the University as possible—with every major world region. This will have to build upon existing ties and linkages that can be quickly established and/or broadened. Ideally, we should want to see a program along the lines of our Valencia program (although almost certainly not so large, i.e., 360 students per year) in every major world region.

Indirectly, to facilitate this objective, there will clearly have to be a university-level administrative office with an international focus that disposes of significant seed money to encourage such initiatives to go beyond the declaratory and symbolic levels.

3. Toward this end, departments and professional schools should be required to undertake a study—on the model of the self-study process—and issue a report on their interests with respect to developing overseas institutional partnerships.

4. As we develop our institutional linkages abroad, the University should strive to establish consortial library arrangements with partner institutions, incorporating the latest information delivery technologies. Similarly, we should use the latest technologies to help foreign partners sustain academic programs of mutual benefit through the application of distance-learning technologies, such as teleconferencing.

C. Short-term recommendations (2000-2005)

The University of Virginia currently has contractual agreements with about 140 programs and agencies for purposes of student study abroad, according to data provided by the International Studies Office. The large majority of these are located in Western Europe, of
which the most outstanding example is the study-abroad program in Valencia, attended by 360 undergraduates in a given year. Other sound and significant programs are currently operating in the following areas:

- Jodhpur, India (Center for South Asian Studies in consortium with Emory University)
- Federal University of Ceara, Brazil (the Medical School)
- Beijing, China (Architecture)
- Venice, Italy (Architecture)
- Accra, Ghana (the Medical School)
- Oxford and London, including the UK Teaching Fellows Program
- Kazan, Tatarstan in Russia (the Slavic Department)
- University of Jena, Germany (the German Department)
- Universidad del Mexico (the Nursing School)
- University of Bordeaux (French and Government Departments) and the University of Lyon (the French Department)
- Seven European Union Universities (a consortium of Engineering and Science Departments in the U.S. and Western Europe)
- Pontificia Universidad Catolica del Peru (the Latin American Studies program)
- Yarmouk University, Jordan.

The Latin American Studies program has also just established a collaborative institute on Latin American Literature with the Centro de Alto Estudios Chaqueños, in the Chaco, Argentina.

Several points emerge from our review of existing institutional arrangements:

- They are concentrated in Western Europe, and even there the program in Spain dwarfs all the rest.
- Programs outside of Western Europe are highly program specific, e.g., the invaluable Medical School research programs in sub-tropical medicine in Ghana and Brazil.
- Too small a percentage of our students (about 15 percent of college students, as compared to 45 percent at peer institutions like Duke) avail themselves of the opportunities that already exist.

- A smaller list of study-abroad contractual relationships in a more balanced network of institutional arrangements should—with proper encouragement and funding by the University—encourage more significant study abroad by college students.

Consequently, the University should:

1. **Establish and develop existing and prospective institutional linkages as comprehensively as possible in areas where U Va is currently seriously underrepresented.**

   Strengthen serious established programs in Western Europe along the lines of the outstanding Valencia program. The focus here is on study abroad with the possibility of faculty exchanges as appropriate. Areas where efforts should focus in the short term include:

   a) In sub-Saharan Africa, where apart from a Medical School research program in Accra, Ghana, the University appears to be without a significant outlet for study abroad, the University should move to establish broad academic links with the University of Dakar in Senegal in Francophone Africa and in Anglophone Africa a consortium arrangement with the University of Capetown, the University of the W. estern Cape, and Stellenbosch University, all in the Cape region. Apart from their intrinsic value, such relationships would position U Va to explore further opportunities as appropriate in much of sub-Saharan Africa.

   Note that the University of Dakar serves students from many West African countries, Anglophone (from Nigeria, Ghana, Sierra Leone, etc.) as well as Francophone. Several African languages are also offered. Dakar has study-abroad relationships with several U.S. universities, including the University of Wisconsin at Madison, is familiar with American requirements, and in fact follows the U.S. academic calendar. A program in Dakar would also permit linkages with existing U Va Medical School programs in Ghana, so that an anchor area of study and research might be developed.

   The Capetown consortium offers unique areas of scholarly excellence, e.g., African languages at W. estern Cape, science at Capetown, and graduate international studies at Stellenbosch. These universities already form a consortium among themselves, so that U Va students would have easy access to the resources of all three institutions. (The Cape universities' nine-month academic year begins in January, which would require a modest adjustment in students' academic calendars in order to take advantage of a full academic year there.)
Finally, financial costs in sub-Saharan Africa will be much less than is the case in Western Europe (although airfare is likely to be higher; here, a partial subsidy from the University—making up the difference between a European and an African ticket—would seem to be in order).

**Key contacts** at the University are Kandioura Drame of the French Department, Joe Miller of the History Department, Cynthia Hoehler-Fatton of Religious Studies, David Sapir of Anthropology, Robert Fatton of the Department of Government and Foreign Affairs, and Richard Geurrant of the Medical School.

b) In Latin America, it is felt that the best strategy is to build up existing and nascent programs rather than embark upon entirely new ones, especially as they might work at cross purposes with the Valencia program. Resources and especially publicity should be devoted to developing the three-year-old program with the Universidad Catolica de Peru in Lima and the new link with the Centro de Alto Estudios Chaqueños in Argentina. Moreover, thought should be given to exploiting the umbrella agreement that the University already has with the Federal University of Santa Catarina in Brazil, which is currently of interest mainly to the Medical School but which may open vistas to Lusophone Latin America.

**Key contacts** at the University are Fernando Opere of the Spanish Department, Tico Braun of the History Department, David Jordan of the Department of Government and Foreign Affairs, and Julie Novak of the School of Nursing.

c) No more than a dozen college students take time to study in East Asia. Apart from the Beijing Summer Architecture Program and a program that History Professor John Israel operates for his graduate students at Yunnan University, there appear to be no other study-abroad programs in East Asia that are regularly promoted by the University. Thought might be given as to whether a broad program in either China or Japan might be established along the lines of the program that the Center for South Asian Studies has established in Jodhpur, India, in consortium with Emory University.

**Key contacts** at the University are Brantly Womack of Asian and Middle East Languages and Cultures/Government & Foreign Affairs, Len Schoppa of Government and Foreign Affairs/East Asia Center, and John Israel, History.

d) In Eastern Europe, the University should maintain its successful program at Kazan State University in Tatarstan, the Russian Federation, and consider a more formal relationship with the Diplomatic Academy of the Russian Federation in Moscow (the first two UVa students studied there in July 1999). Thought might also be given to establishing a science research link with the Novosibirsk branch of the Russian Academy of Sciences (Hank Shugart of Environmental Sciences was recently made a foreign member of the Russian Academy of Sci-
ences). Outside of the boundaries of the former USSR, the University should explore establishing a study link with both the University of Warsaw, which offers an outstanding Russian and East European Area Studies program, and the Central European University with branches in both Warsaw and Budapest. The latter offers a broad range of social science and humanities disciplines focusing on post-communist Europe and taught by leading European and North American scholars.

Key contacts at the University are: Allen Lynch, Center for Russian and East European Studies/Government and Foreign Affairs, Karen Ryan and Dariusz Tolczyk, the Slavic Department, Arista Cirtautas, Government and Foreign Affairs, and Hank Shugart, Environmental Studies.

e) The Engineering, Applied Science and Science Departments are already broadly internationalized in terms of research activity and composition of the faculty and graduate students (about 50 percent of the graduate students and about 15 percent of the faculty were not born in the U.S.). Undergraduates are not typically integrated into this mix, however, and graduate students are often deterred from study abroad by the formulas used to fund graduate education. Moreover, most international activities represent individual and uncoordinated faculty activities. The school is involved in university-to-university exchanges in the UK and participates in a U.S.-European consortium, but these involve a small number of students to date.

In this light, the most important needs for these departments are:

1) short-term visiting scholar residences of the sort that are common at many European universities
2) graduate students from Europe, South America, and Africa (beyond the Middle East and Asia)
3) developing focus areas where Virginia can make an impact (like the EU/U.S. Engineering School Consortium that UVa already participates in)
4) encouraging foreign language studies for undergraduates in Engineering
5) similarly, making international internships for undergraduates a sign of excellence.

All of these objectives will be easier to develop if the University approaches its key international partnerships in a broad light, i.e., not limited to one segment of the University but with the Sciences, Humanities, Social Sciences, and Professional Schools as peers in a global network of strategic arrangements linking the University as a whole with peer universities abroad as a whole.
Where appropriate, such programs may be organized in consortial relationships with other Virginia institutions.

Our other short-term recommendations:

2. **Bring to life the International Living and Learning Center**, as—*inter alia*—the logistical fulcrum at UVA for its external relationships.

3. **Area Studies Centers** are a vital link in the chain of international interaction in general, and institutional interaction in particular. It is important that these centers (e.g., the Center for South Asian Studies, the East Asia Center, the Middle East Studies Program, the Latin American Studies Program, the Center for Russian and East European Studies, etc.) be appropriately staffed and funded in order to interact well.

4. **Design a pilot, summer International Institute of American Studies** from which would emerge after a period of trial and error the full-blown Institute described in B-1 above. We envisage that, this summer, non-degree program would involve foreign college and university teachers (and perhaps even government officials) whose tuition would be paid by their home governments or institutions and who would receive a certificate of attendance from the summer institute. Along with the institute we recommend the following:

5. Consider the establishment of a summer, advanced English-as-a-Second-Language (ESL) program for foreign students, undergraduate and graduate. Tuition relief for foreign students, in the form of charging in-state tuition, would be essential to make this a going proposition for students. We see this as a vehicle for integrating foreign students, teaching assistants, and scholars into the University at the highest level of English fluency (surpassing the already high bar of a minimum 600 score of the TOEFL test) as well as complementing the proposed summer Institute of American Studies with what we intend as ESL Master Classes.

Experience strongly suggests that such a program, even at the reduced tuition rate, would be a major profit earner for the University. If no other recourse is possible, might not one of the University foundations become involved to offset the difference between in-state and out-of-state tuition for such foreign students, with the understanding that revenue from the program would be channeled back either to the foundation or to programs that the foundation approves?

6. **Establish guidelines for the acquisition of property abroad** reflecting the following considerations that the experience of peer institutions suggests is warranted:

   a) There should be a steady stream of students or scholars throughout the year to maximize revenue flow.
b) Two kinds of administrative functions have to be performed by separately qualified individuals: superintendence of the property and resident academic supervision.

c) Can the property be leased or otherwise operated through the local academic institution? In other words, why would it be better to actually purchase the property?

7. **Set policy guidelines** concerning the establishment of international institutional relationships. Such guidelines would include:

   a) How great is the need for U.Va programs in the given area?

   b) What kind of relationship is desired? A friendship relationship, with minimal obligations? A program-specific tie? An all-university institutional relationship?

   c) What is the relationship between the proposed program(s) and the U.Va curriculum?

   d) What are U.Va strengths that would be built upon in a given area?

   e) How much campus interest is there in the foreign region of the proposed program or linkage?

   f) How would U.Va communicate with the overseas partner?

   g) What might the key points of an agreement be?

   h) What might the nature and sources of financial support for the proposed linkages be?

   i) Be sure that any understandings concerning the commitment of university resources are committed to writing and review by the appropriate administrative level of the University.
Budget Report of Task Group 4

The following budget statement consists of two parts: The most elaborate part, appended below, sketches out the budgetary implications of our report as it has already been presented to the commission. This full-blown budget was drawn up without knowledge as to likely budget constraints in 2000-01 and is designed to illustrate what it would likely cost to implement the report in its entirety. What follows below in the left-hand column is a much-reduced budget drawn up in light of the likely budget constraints for next year. In the final analysis, it will be up to another body to decide, upon the basis of formal proposals submitted—including a method by which the program can become ultimately self-financing—which will and which will not be funded. It should be noted that some proposals, e.g., a science initiative and an African initiative, may be folded into each other, thereby reducing costs as detailed below.

Each budget emphasizes initiatives (versus replacement costs) and development costs (rather than eventual full operating expenses), building on existing strengths and focusing on regions/fields where the educational value is greatest (i.e., the developing world). Area Studies Centers, it should be noted, are central as institutional bases for developing such initiatives. (For full itemized details, see Budget Drafts, below.

### Revised Budget for 2000-01

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. African Initiatives</td>
<td>$10,500</td>
</tr>
<tr>
<td>(1 trip in lieu of 2): 1 trip for 2 faculty</td>
<td></td>
</tr>
<tr>
<td>to Univ. of Dakar</td>
<td></td>
</tr>
<tr>
<td>2. Latin American &amp; Spanish Initiatives</td>
<td>$13,000</td>
</tr>
<tr>
<td>(1 trip for 2 faculty to Fed. Univ. of Brazil/Ceara) + development costs for 2 other Latin American programs</td>
<td></td>
</tr>
<tr>
<td>3. East European Initiatives</td>
<td>$3,780</td>
</tr>
<tr>
<td>(1 trip/1 faculty to Univ. of Warsaw)</td>
<td></td>
</tr>
<tr>
<td>4. East Asian Initiatives</td>
<td>$18,000</td>
</tr>
<tr>
<td>(1 month salary for faculty + 2 trips to China &amp; related costs)</td>
<td></td>
</tr>
<tr>
<td>5. Science/Engineering Initiatives</td>
<td>$20,000</td>
</tr>
<tr>
<td>(Two $10,000 matching grants, w. at least 1 non-EU initiative)</td>
<td></td>
</tr>
<tr>
<td>6. Area Studies Incentive Fund</td>
<td>$20,000</td>
</tr>
<tr>
<td>($5,000 Director’s Fund x 4 centers)</td>
<td></td>
</tr>
<tr>
<td>7. International Institute for American Studies</td>
<td>$13,000</td>
</tr>
<tr>
<td>(Investigative Comm., 1 month faculty salary + admin. costs)</td>
<td></td>
</tr>
<tr>
<td>8. Committee to investigate Consortial Arrangements with other Virginia Institutions (small conference)</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**Total** $108,280

### Summary Full Budget for 2000-01

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. African Initiatives</td>
<td>$23,500</td>
</tr>
<tr>
<td>(2 trips to 2 locations)</td>
<td></td>
</tr>
<tr>
<td>2. Latin American &amp; Spanish Initiatives</td>
<td>$80,500</td>
</tr>
<tr>
<td>(Includes full-time program officer)</td>
<td></td>
</tr>
<tr>
<td>3. Eastern European Initiatives</td>
<td>$3,780</td>
</tr>
<tr>
<td>4. East Asian Initiatives</td>
<td>$18,000</td>
</tr>
<tr>
<td>5. Science/Engineering Initiatives</td>
<td>$72,000</td>
</tr>
<tr>
<td>(3 matching grants, int’l travel grants for asst. profs., EU collaboration)</td>
<td></td>
</tr>
<tr>
<td>6. Core Area Studies Funding</td>
<td>$135,200</td>
</tr>
<tr>
<td>(core cost of $33,800 x 4)</td>
<td></td>
</tr>
<tr>
<td>7. International Institute for American Studies</td>
<td>$13,000</td>
</tr>
<tr>
<td>8. Committee to investigate Consortial Arrangements</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**Total** $355,980
Please note: The following budget was developed without information as to likely budget constraints in the 2000-01 academic year. Its purpose is to illustrate the costs entailed in acting upon the premises and proposals contained in our report. A separate, much smaller budget that reflects likely budget constraints is presented above.

### 1. African initiatives, 2000-01

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Cost (per person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Exploratory visit to the University of Dakar, Senegal</td>
<td></td>
</tr>
<tr>
<td>1. Airfare for 2 faculty ($2,000/person)</td>
<td>$4,000</td>
</tr>
<tr>
<td>2. Room &amp; board for 2 faculty for 10 days ($250/day/person)</td>
<td>$5,000</td>
</tr>
<tr>
<td>3. Local travel (car and/or driver, $150/day)</td>
<td>$1,500</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$10,500</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Cost (per person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Exploratory visit to the University of Capetown, University of the Western Cape, and Stellenbosch University, South Africa</td>
<td></td>
</tr>
<tr>
<td>1. Airfare for 2 faculty ($2,500/person)</td>
<td>$5,000</td>
</tr>
<tr>
<td>2. Room &amp; board for 2 faculty for 10 days ($300/day/person)</td>
<td>$6,000</td>
</tr>
<tr>
<td>3. Local travel (car and/or driver, $200/day)</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$13,000</strong></td>
</tr>
</tbody>
</table>

C. Longer-Term Costs: Because of the exceptional travel costs involved in air travel to sub-Saharan Africa, the University should be expected to provide a subsidy of approx. $2,500 per student involved in study abroad in Africa. Beyond that, programs should quickly become self-financing, if indeed not profit makers, given the very low costs of local tuition, room, and board associated with regional universities.

**Total Costs for African Initiatives for 2000-01**: $23,500

### 2. Latin American and Spanish initiatives, 2000-01

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Cost (per person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Exploratory visit by two faculty members from Arts and Sciences to the Federal University of Brazil/Ceara (where Medical School is involved under an umbrella agreement)</td>
<td></td>
</tr>
<tr>
<td>1. Travel for 2 faculty ($1,500/person)</td>
<td>$3,000</td>
</tr>
<tr>
<td>2. Room &amp; board for 10 days ($250/person)</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$8,000</strong></td>
</tr>
</tbody>
</table>
B. Development of study abroad in Lima, Peru (Universidad Catolica de Peru)

1. Publicity materials $2,500
2. Grants for students in need (5 x $2,000) 10,000

Subtotal: $12,500

C. Development of study abroad in the Chaco, Argentina (Centro de Alto Estudios Catolica de Peru)

1. Publicity materials $2,500
2. Grants for students in need (5 x $2,000) 10,000

Subtotal: $12,500

D. Development of study abroad in Spain (Universidad de Valencia)

1. Grants for students in need (5 x $2,000) 10,000

Subtotal: $10,000

E. Establishment of a permanent UVa Program Coordinator for all Latin American and Iberian Peninsula programs (350-450 students)

1. Salary (full-time) $30,000
2. Fringe (approx.) 7,500

Subtotal: $37,500

Total Costs, Latin American and Spanish Initiatives $80,500

3. East European initiatives, 2000-01

A. Exploratory trip to the University of Warsaw for 1 faculty member (10 days)

1. Airfare $1,500
2. Room & board ($228/day) 2,280

Subtotal: $3,780

B. Longer-term costs

1. Annual trip by faculty coordinator to supervise program (costs, as in 3.A.1-2, supra) $3,780
2. Annual stipend to faculty coordinator 2,000
3. Annual scholarship budget 3,000
4. Visiting teaching professor, University of Warsaw (every other year) 37,000
   Plus fringe (approx.) 9,000

Subtotal, second-year cost: $52,780
Average annual cost: $26,390
### 4. East Asian initiatives, 2000-01

**A. Establishing a Language-Oriented study-abroad program in China**

1. Competitive grant to 1 faculty to submit proposal to investigate China links 1 month extra salary, or $8,000, + $2,000 fringe
   - $10,000
2. Travel to China (2 trips @ $1,500/trip)
   - 3,000
3. Room & board in China ($250/day x 10 days x 2)
   - 5,000

**Subtotal:** $18,000

**B. Second-year and out costs**

1. Travel subsidy ($1,500/student x 10)
   - $15,000
2. Part-time program coordinator
   - 7,500
3. Faculty travel to supervise program ($1,500 airfare + $2,500 room & board)
   - 4,000
4. Annual stipend to faculty coordinator
   - 2,000

**Subtotal:** $28,500

### 5. Science and engineering initiatives, 2000-01

**A. Three matching two-year grants of $20,000 each, to be matched by the given department, for proposals to initiate substantive institutional exchange agreements in the sciences (a plan for achieving financial self-sufficiency would be required), including at least $30,000 for one non-EU initiative**

**B. International travel grants for all assistant professors ($1,500/person for approx. 20 faculty/year in A&S science departments and Engineering)**

- $24,000

**C. Short-term travel for groups of faculty to explore collaboration with European Union Science and Engineering Consortium**

- $12,000

**Subtotal:** $72,000

### 6. Core funding for Area Studies Centers (Center for South Asian Studies, Center for Russian & East European Studies, East Asia Center, Middle East Studies Program)

**A. Based on experience of peer institutions:**

- Half-time administrative assistant @$10/hour x 20 hours x 44 weeks)
  - $8,800
- Lecture series
  - 5,000
- Basic OTPS (overhead)
  - 5,000
- Director’s contingency fund
  - 5,000
- Director’s stipend (1 month salary: $8,000 + $2,000 fringe)
  - 10,000

**Subtotal:** ($33,800 x 4) $135,200
7. International Institute for American Studies

<table>
<thead>
<tr>
<th>A. One-month stipend for faculty member to head investigative committee</th>
<th>$8,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plus fringe</td>
<td>2,000</td>
</tr>
<tr>
<td>B. Associated administrative expenses</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$13,000</strong></td>
</tr>
</tbody>
</table>

8. Committee to investigate consortia with other Virginia institutions

| A. Small conference | $10,000 |

**Summary Budgets**

**Costs for 2000-01**

| A. African Initiatives | $23,500 |
| B. Latin American & Spanish Initiatives | 80,500 |
| C. Eastern European Initiatives | 3,780 |
| D. East Asian Initiatives | 18,000 |
| E. Science & Engineering Initiatives | 72,000 |
| F. Core Funding of 4 Area Studies Centers | 135,200 |
| G. Int'l. Institute of American Studies | 13,000 |
| H. Comm. to Investigate Consortia | 10,000 |
| **Total for 2000-01** | **$355,980** |
### Costs for 2001-02 and beyond

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. African Initiatives</td>
<td>$25,000</td>
</tr>
<tr>
<td>B. Latin American &amp; Spanish Initiatives</td>
<td>71,500</td>
</tr>
<tr>
<td>C. Eastern European Initiatives</td>
<td>*52,390</td>
</tr>
<tr>
<td>D. East Asian Initiatives</td>
<td>28,500</td>
</tr>
<tr>
<td>E. Science &amp; Engineering Initiatives</td>
<td>72,000</td>
</tr>
<tr>
<td>F. Core Funding for 4 Area Studies Center</td>
<td>135,200</td>
</tr>
<tr>
<td>G. Int’l Institute of American Studies</td>
<td>unknown</td>
</tr>
</tbody>
</table>

**Total for 2001-02** $384,590

*Because the faculty exchange from the University of Warsaw will operate every other year, the average annual cost of the program will in fact be $26,390.*
Task Group 5
Organizing for Internationalization
of the University

Committing to internationalize the University of Virginia will ensure that the education provided to our students and the research carried out by our faculty remain among the finest and most inclusive offered in any institution of higher learning. Internationalization means enriching the curricula in our classrooms, deepening the links between the University and other leading institutions, and expanding student horizons through study-abroad programs and overseas internships.

As we bring to bear an international perspective on teaching and research, the questions we ask and the answers we come up with will be more nuanced, less parochial, and more in tune with concerns on a global level. But none of this can happen without leadership, resources, and commitment. How we organize for internationalization and the resources that we are able to raise and dedicate to international activities will determine whether our efforts are part of a major restructuring of the University or a form of tokenism.

We strongly believe that internationalization is an imperative if the University of Virginia is to retain its position as a leading academic institution. We cannot afford to be seen as a parochial, inward-looking university at a time when so many of our peers are expanding their horizons through international activities. We cannot continue to provide a first-class education for our students if we are not in touch with what is happening abroad in major teaching and research centers.

Faculty who specialize in such areas as the Middle East, Asia, Africa and Latin America cannot credibly teach, do research and publish without regular visits to their areas of study. They also need to have scholars from those regions visit the University. And our students, many of whom have had no international experience when they arrive on grounds, will be deprived of one of the great learning opportunities if they do not have the chance to study and travel abroad.

Internationalization also holds out the prospect of making the University and its activities visible to a whole new category of potential supporters. Internationally oriented businesses, government programs and foundations designed to support international education, and alumni with a special interest in global affairs—all may be attracted to the idea of supporting well-designed international activities at the University. A major commitment to internationalization will, of course, involve substantial resources, but we are convinced that such resources can be found if we are prepared to look in new places and to design our programs well.

Fortunately, we do not start with an empty slate. Many of our courses, faculty, and students are already engaged in one form or another of international activities. We have an excellent library and state-of-the-art computer links to the rest of the world. We have strong foreign
language programs. We have a foreign affairs major that attracts hundreds of students each
year. We have Area Studies centers and programs, and many of our students already find
opportunities to study abroad. We have professional graduate schools that are already
active in the international arena. We are near Washington, D.C., which allows us to attract
many international visitors without excessive expense or effort. We have much to be proud
of, and whatever we now try to add should not be at the expense of those programs and
activities that are already contributing so much to the life of the University.

Nonetheless, any comparison of what we are now doing in the international field and what
our peer institutions are doing reveals substantial shortcomings. We are, in brief, not
committing as many resources to international activities as such universities as Wisconsin,
small percentage of our undergraduates have the chance to study abroad; we have relatively
few institutional relationships with foreign universities; we attract a fair number of foreign
students and scholars, but do not always do well at integrating them into the University
community. And the support system on grounds for all of these activities is woefully under-
staffed and underfinanced.

It is noteworthy that we have no senior position in the central administration of the Univer-
sity from which sustained leadership in international affairs can be directed. Such a position
would give us the ability to coordinate programs across the various schools of the Univer-
sity—Law, Darden, Medicine, as well as the College of Arts & Sciences—and to reach across
disciplinary boundaries to promote activities both international in focus and inter-
disciplinary in design.

At present, we also have no building that groups Area Studies and other international
programs. We have no regular budget set aside for the encouragement of international
activities. We have no development officer specifically charged with raising money for
international activities. We have no one in the Alumni Office who deals primarily with
overseas alumni. If we are to become a truly international university, we will need a strate-
gic plan to begin to remedy these deficiencies, while continuing to build on our areas of
strength.

**Leadership**

In each of the successful cases we have studied of major universities moving toward greater
emphasis on internationalization, the story begins with a commitment from the top leader-
ship of the institution. Support of the president and provost is crucial. In addition, a central
position—vice provost, dean, center director—filled by an "academic entrepreneur" of
considerable stature seems to be a key to success. We have found several models that have
worked elsewhere, and each involves these essential ingredients of leadership.

Since we do not start with particularly strong components of an international program that
simply need to be better coordinated, we need to encourage new activities and effectively
support those that already exist. We would do well to establish the position of vice provost for international affairs. This person would have a discretionary budget to encourage schools and departments to enhance international activities. He/she would also function as a clearinghouse for resolving problems that get stuck in the bureaucracy or become issues between departments and schools.

This office could insure a grounds-wide exchange of information on international activities, including a regular newsletter and an up-to-date webpage. Faculty and student involvement with international activities could be encouraged from such an office. The words that come to mind to describe the roles of the person who would fill this position are “catalyst,” “facilitator,” “ombudsman,” “coordinator,” “energizer,” “umpire,” “promoter,” and “fundraiser.”

Where this model has worked well, it has been filled by an academic with entrepreneurial skills. We are open-minded about the credentials of such a person but believe a full national search is desirable. We see two essential requirements for the job. One, this person must know the folkways of the University and must be able to work well with the faculty. Without effective involvement of the faculty, our hopes for internationalization will make little headway. Knowledge of the particular subculture of this university would obviously be of benefit, but individuals with requisite experience from outside should not be excluded from consideration.

The second essential skill for the job is that of an entrepreneur, one who sees openings and knows how to turn them to good advantage, one who works particularly well with others, one who is good at conveying a sense of excitement and purpose when discussing programs and activities. Some politicians, businessmen and diplomats have these qualities, but they rarely know the University culture well enough to win the confidence of faculty and other administrators with whom they would have to work.

So we come back to the idea of a high-profile position, with strong support from the University leadership, to be filled by an academic entrepreneur. The position need not involve a significant expansion of bureaucratic functions. One first-rate university with which we compete in terms of quality, has a vice provost for international affairs, with a secretary, and an annual budget of $500,000 in discretionary funds above operating expenses. This has permitted a host of new activities, a strengthening of study-abroad programs, and incentives for programs to raise matching funds to obtain a grant from the vice provost to support their activities. On the whole, this seems to be one way of quickly raising the profile of international activities at a university.

Other models are either variations on this theme—the dean at one large public university described his job as that of a de facto vice provost—or they involve a well-established and well-financed International Studies Center from which many of the activities we have described are already run. Since we have no such center to begin with, and creating one will take considerable time and effort, we believe that it makes more sense to start by creating the vice provost position with a discretionary budget of $500,000 (above operating ex-
penses) in order to leverage activities of our existing programs and begin to build the foun-
dations for a stronger institutional base for international studies at the University.

However this central position is defined, a broad advisory and consultative body will be
needed to regularly bring together those most concerned with international activities. This
might take the form of a Vice Provost’s Advisory Council on International Activities, with
participation by the heads of the Area Centers, the head of the International Studies Office
and the Institute for International Affairs, directors of the study abroad and international
visitors offices, representatives of each of the schools, and perhaps representatives from
those departments most involved in international studies. Such a group should meet at
regular intervals with the vice provost to develop a shared vision of how to move forward
with the internationalization of the University.

At the end of this report, we provide an illustration of how the vice provost would become
the focal point for the internationalization of the University.

Institute for International Studies

We should set for ourselves the goal of creating, within the next five years, an Institute for
International Studies that would provide a natural home for our existing Area Studies
programs—East Asia, South Asia, Middle East, Russia/Eastern Europe, Latin America,
Europe—as well as overseeing institutional exchange programs with foreign universities and
coordinating with other institutions within the University. Such an institute would not
replace the International Studies Office, which would continue to administer study abroad
and international visitors programs. Such an institute should have a director (possibly the
same person as the vice provost), an executive director who could devote full time to the
project, and appropriate professional staff. The institute should coordinate with other
institutions such as the Miller Center and the Institute for Global Policy Research.

In researching other programs, the point was frequently made that they require high-quality
professional staff—often people with Ph.D.s of their own—to do the needed day-to-day
management. Our current programs need both to be upgraded and expanded if we are to
do the job envisaged for the future. The advantage, of course, of grouping these activities in
a common space will be that some economies of scale can be achieved through shared
overhead costs. Still, we will need new resources if such an institute is to thrive. Fortunately,
an institute of this sort, and a building to house it, may appeal to supporters who might
want their names associated with it. This could be a major target of fundraising in coming
years.

While space is always at a premium, a building, or part of one, bringing together the Area
Studies centers with other international activities and providing meeting space and informal
areas for interaction among faculty and students, would have a significant impact on the way
in which international studies are conducted at the University. We need places where inter-
disciplinary and international activities come together naturally, where people get to know
about one another’s work, where students and faculty regularly meet outside the classroom. We have no specific recommendation on where such an institute should be but are convinced it will be an important part of our international program.

**Funding**

Internationalization should be seen as a means to open opportunities for increasing the total resources of the University. Not only are international activities often of special interest to foundations, corporations, and individuals, but possibilities exist for government funding.

Internationalization cannot and should not be done on the cheap. Funds will definitely have to be earmarked for student and faculty exchanges, but we anticipate that new sources of funding will be found to support many of our activities. In addition, study-abroad programs, which are essential for our students, can be run largely on a self-supporting basis. Most exchange programs do not entail significant costs. Increasing the number of qualified international students who come to the University will not run a deficit.

Our Area Centers, some of which now operate on miniscule budgets, could actually become a source of income through Title VI grants. A few more resources might make these centers competitive for such grants. Title VI funds can bring hundreds of thousands of dollars annually to support Area Studies and language instruction. At present, we have one center (South Asia) with Title VI funding. Russia/East Europe has a good chance of gaining such support. East Asia and Middle East need several more faculty lines before they would be competitive, but they are within striking range. Over the next few years, we could make a major effort to secure Title VI funding for all our centers.

International business understands the need for students to go abroad and to know foreign languages. Many such corporations are located in the Commonwealth, especially in northern Virginia. Support for internships and externships abroad may be possible from these and other multinational corporations. One public university in our peer group has managed to convince its state government that study abroad is a valuable investment in preparing students for the global economy; the state legislature has earmarked $1 million a year to all public state universities to provide travel grants to help cover the costs of such programs. This was politically possible, in part, because the University was actively engaged in an outreach program to international businesses in the state.

We may also find that a serious commitment to international studies will attract support from foreign sources, groups and individuals within the United States with close ties to foreign countries. If we commit to the teaching of Turkish, for example, we may perhaps secure funding from the government of Turkey for a chair in Turkish studies. Named projects, e.g., the Institute for International Studies and named fellowships for international exchange, might attract donors wanting to be associated with such institutions.
Other universities have told us that it is important to have a development officer with full-time responsibility for raising funds in support of international activities. A designated person should also be named to seek support for our international programs from overseas alumni and make periodic visits to them. These two individuals should report directly to the vice provost. We also need to convince our faculty and Area Centers to play a part in raising funds for international activities.

Finally, if international studies are to enjoy long-term support at U.Va, a certain percentage of the endowment needs to support these activities. If a total of $20 million, for example, could eventually be earmarked for international activities as part of the capital campaign, that would mean approximately $1 million a year could be made available to enhance international programs without drawing down on the endowment fund. This would represent a massive increase in the amount now devoted to international affairs and go a long way toward ensuring we retain our edge well into the next millennium as a first-rank university with a flourishing international program.

Illustrative Organizational Chart: International Activities

![Organizational Chart](image-url)

- **VICE PROVOST FOR INTERNATIONAL AFFAIRS**
- **DEVELOPMENT OFFICER FOR INT’L. AFFAIRS**
- **INTERNATIONAL STUDIES OFFICE** (Director)
  - Study-Abroad Programs
  - International Center
  - Visa Office
  - Int’l. Living and Learning
- **COORDINATOR FOR RELATIONS WITH OVERSEAS ALUMNI**
- **ADVISORY COUNCIL**
  - Representatives of schools, faculties, area centers, language programs, study abroad, administrative units, Int’l. Center, Int’l. Living and Learning
- **INSTITUTE FOR INTERNATIONAL STUDIES** (Director and Executive Director)
  - Area Study Centers
  - Int’l. Exchange Programs
  - Institutional Relations
Topical Reports

1. The International Studies Office in a Global University

Our International Studies Office provides administrative, counseling and programming services to university students, international students and scholars who wish to take advantage of international activities at the University. With its present space and staffing the office is responsible for:

- processing applications by UVa students wishing to enter study-abroad programs
- supervising present UVa study-abroad programs
- reviewing English language abilities of applicants to the University’s undergraduate and graduate programs
- overseeing visa requirements for international students and scholars
- coordinating programming for international students and scholars as well as those interested in social and cultural exchanges.

Internationalizing the University

The office and its mission are at the heart of the University’s international initiatives. It is charged with overseeing the study-abroad programs and with seeing to the needs of international students and scholars. If the University does increase student and faculty participation in study programs and externships, the ISO will be responsible for helping students to evaluate opportunities.

Similarly, if we are to recruit increased numbers of international students and scholars, it is again the ISO that will be responsible for assuring that students meet legal requirements for residency. We will be adding an ambitious English as a Second Language program, emphasizing American life and academic culture and creating an International Residential College intended to bring international and domestic students together in atmosphere of mutual learning. To accomplish this necessary and important work, the ISO is a uniquely placed facilitator. Another critical issue for students and scholars is communication. The ISO can help inform students about programs and bring scholars to those programs.

Study Abroad. UVa students presently patronize a relatively few programs, primarily in a few predictable European settings. It is in our interest to increase the number of students studying abroad and the variety of places where our students go. An expanded ISO can
investigate study programs, short-term special visits, and externships. There are numerous possibilities, but most students do not know of them.

Further, students face complex issues of how to complete majors, preprofessional requirements, and special programs while still managing an experience outside an American environment. The ISO’s advisors have the information and experience to help them find programs that best fit their own interests and situations. One UVa undergraduate recently agreed to work with the UVa public health project in Brazil. She only found out about the program by accident. It is the ISO’s mission to make this sort of information available to the entire university community.

International Students. International undergraduate and graduate students often need help adjusting to the social and cultural environment of the University. The ISO and the International Center it supervises already provide some programming for the international community. This programming will become ever more important as the number of international students and scholars increases.

Coordination of International Initiatives. With its advising and programming functions, the ISO should act as a link between the University community as a whole and our new international initiatives. The International Residential College and the ISO will be natural partners in informing students about international programs and issues. Further, the English as a Second Language program envisioned for the University is to be a program in American language and culture, depending on exchanges between visitors and interested Americans. The International Center has experience with such programs. A more ambitious ESL program will need the help of those interested in international exchanges.

Immediate Requirements. In order to begin to meet the present needs of the University community and to begin planning for the expected expansion of administration and programming, the ISO must be enlarged. The ISO is presently in cramped, inadequate quarters. If its staff and its mission are to be expanded at all, the office will need a minimum of four more rooms in its Minor Hall location.

Staff: The ISO presently needs administrative staff, as well as advisors to work with study-abroad programs, international students, and visiting scholars. Precise assignments will depend on the organizational decisions by the director. It is clear, however, that simply to continue dealing with present students, visitors, and programs the office will need four more people—both administrative and general faculty positions.

Budget: The cost of expanding the staff will require an additional expenditure for salaries and benefits. The director also should have an additional OTPS budget to pay for additional programming, advertisement, and office administration—especially mail and phone communications. And finally, there must be funds for office furnishings.

| Added salaries and benefits | $160,000 |
| OTPS budget | $ 20,000 |
| Furnishing office space | $ 20,000 |
2. The Center for International Health
    UVa School of Medicine

On our ever-shrinking planet, we increasingly appreciate our interdependence with the majority of the global population who live in developing areas of Asia, Africa, and Latin America. Health, a universal human value, transcends geopolitical boundaries, provides an unassailable basis for improving human and international relationships, and is critical in controlling population overgrowth while maintaining human dignity. Therefore, recognizing the importance of addressing the health of the disadvantaged, the School of Medicine aims to build on its history of sustained international collaboration and Jeffersonian tradition to establish a Center for International Health committed to excellence in research, training, and education.

History

Starting with the original Division of Geographic Medicine established with the help of the Rockefeller Foundation in 1978, the International Medicine Program at the University of Virginia School of Medicine has grown into a premier organization in the field of international health. More than 80 faculty, fellows, and students have performed clinical and basic research in various aspects of international medicine. Former trainees currently hold key and prestigious governmental, academic, and research positions worldwide. Furthermore, a remarkable 100 percent of international trainees have returned to their home countries to become leaders in developing indigenous programs and centers. This successful collaboration with colleagues in the international health community in education, research, and service represents one of the most important results of the program.

In addition, present program members are widely acclaimed for their research accomplishments and clinical aptitude. Areas of research expertise range from the molecular biology of diarrheal and parasitic infections to discovering new anti-cancer drugs from natural products found in tropical rainforests. Members have attained leadership roles and positions in a number of prestigious academic and governmental societies and organizations. Building on this established excellence in the Division of Geographic and International Medicine, the Office of International Health, and the Traveler’s Clinic, our new Center for International Health will seek to combine and expand these resources at the University of Virginia.

Mission

Using the widely acclaimed and successful Markey Foundation Center for Cellular Signaling and the Howard Hughes Medical Research Institutes as models, the new center plans to develop state-of-the-art laboratory research capabilities and expand existing international on-site research collaborations. Research interests will be diverse, focusing on biomedical areas of basic science and clinical interest relating to international health in its broadest
sense. In addition to research, training for American and international students, scientists, and physicians will be a core component of the center.

The center is currently assembling a distinguished advisory board of scientific, academic, clinical, and business leaders in areas related to international health. The advisory board will work together with faculty and administrative personnel at the University of Virginia to establish and organize specific project and funding goals of the center.

**Needs**

The School of Medicine seeks an endowment of $2 million to establish this center. Additional endowment funds are needed to support research in international health, professorships to retain and recruit faculty leaders, fellowships and scholarships to enable students to train in developing areas. These funds may be named for their benefactors and will benefit not only the school but people all over the world through the plenitude of discoveries, education and training that they will make possible.

- Endowment to establish the Center for International Health $2 million
- Research endowment in geographic and international medicine $2 million
- Eminent scholars, professorships in international health $1 million
- Research fellowships in international health $500,000
- Geographic medicine scholarships (5 @ $500,000) $500,000

Division of Geographic and International Medicine

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3. From Ptolemy to Copernicus

Address by Brantly Womack, University of Virginia
Presented at: Towards the Global University II
Capetown, South Africa
16-20 April, 2000

The Copernican leap

First we should pay our respects to Ptolemy. Claudius Ptolemaeus (fl. AD 127-145 in Alexandria) was known as “the Great Astronomer” for almost as long as Aristotle was known as “the Philosopher.” His fame rested on a comprehensive synthesis of Greek astronomy, including his mathematical proof that the earth did not move and therefore was the center of the universe. While this thesis caused difficulties in predicting the apparently erratic movement of the planets, they were resolved by an ingenious arrangement of epicycles—circular orbits within circular orbits—which could be tinkered with and added to for greater accuracy.

Centuries of teachers have denigrated Ptolemy’s name in order to hold high the transcendent credibility of science. But it is not because his error was obvious that Ptolemy has become synonymous with silly, outdated thinking. Quite the opposite. We all live in self-centered universes, and Ptolemy provides the cosmology for this perceptual reality. Copernicus and his more outspoken successor Galileo were hard to accept because of their challenge to the natural way of viewing the universe, namely, viewing it from where we stand. The Copernican revolution took a universe that was complicated but cozy and made it into one of severe simplicity, putting us in orbit. This was profoundly unsettling, but the indisputable objective accuracy of the new, non-centric cosmology made it a foundation stone of the modern world.

Cosmology aside, universities—especially American universities and certainly the University of Virginia—tend to be Ptolemaic in their relationship to the rest of the world. No one denies the existence of the world or its importance, but it exists “out there,” circling the edge of the “really real.” The world periphery of our self-centered perspective is becoming increasingly active and interactive, requiring a great deal of ad hoc crisis management and occasionally stimulating opportunistic visions. Just as with Ptolemy’s epicycles, dealing with the world out there leads to an endless proliferation of complexities. The academic world is Copernican in theory and when viewed from a distance, but its practical center of gravity tends to reside in each institution.

This was not always the case. As befitted the activity of a former colony, American higher education started with the assumption that it had a special role, but one that existed in the orbit of European academic culture. I have heard that Harvard once offered Galileo a job. Certainly Thomas Jefferson, founder of the University of Virginia, turned to Europe as a
model and source of talent. Even though no American was more convinced of the originality of his endeavors, Jefferson saw his academic innovation, like the rest of the American experiment, as an active part of an international context. The University of Virginia was the first state-funded citizen university in the world, but Jefferson sought faculty in England, stonemasons in Italy, and the University was built by non-citizens from Africa.

As the United States prospered and matured culturally, the distance from European models and contacts gradually became greater. In the twentieth century the American academic world had become so vast that the rest of the world was edged beyond the pale of routine contact. To be sure, individual scholarly contact was encouraged, especially through the Fulbright program, and the rest of the world became an object of organized study as Area Studies programs proliferated. But for Americans, the domestic academic scene was in living color, while the rest of the world was in black and white.

Since the end of the Cold War, universities have sent mixed signals concerning internationalization. On the negative side, state funding for international education has been slashed, and foundations are becoming more diffident about supporting Area Studies programs. There is also a strong tendency in social science disciplines to devalue research that requires in-depth area knowledge.

On the positive side, the information and communications revolutions have removed physical barriers to contact and collaboration; there is a surge of American students in study-abroad programs; and international students form an increasingly significant segment of the graduate student population. As a result, leading universities have moved toward incorporating international activities into the basic structure of their programs and their leadership. In the past ten years, many American universities have added to their senior leadership a person responsible for international activities, usually a vice provost. So despite a certain intellectual malaise in globally-oriented research, the pacesetters among American universities are achieving unprecedented levels of international interaction.

A Copernican leap in international activities requires more than an increase in the quantity of international activities. The real challenge for American universities is both an intellectual and a moral one. We must act as if we are part of a larger reality, rather than simply addressing a new external reality. To some extent this appears to be simply a question of attitudes: The facts and the rationale for further internationalization remain the same from either perspective. This is actually not unusual in a paradigm shift: Both Ptolemy and Copernicus could predict the same eclipse. And precisely because the United States has become the economic, political, and military leader in the post-Cold War world, the Ptolemaic conceit is particularly tempting to us. Talking among ourselves, we frequently elide globalization into global Americanization.

The International Activities Planning Commission

As in most American universities, international activities at the University of Virginia have expanded over the past twenty years through various uncoordinated initiatives by faculty
and students. These efforts have been welcome in principle by the University, but because they have occurred on the periphery of its vision and interests, the necessary infrastructure has not kept pace, and the individual entrepreneur within the University bears most of the trouble and risk of innovation. While this kind of situation inevitably reaches the attention of university leadership, it usually arrives through the back door by being the source of many petty but acute crises. These typically lead to reluctant and stingy band-aid budgeting rather than strategic rethinking.

Fortunately, in 1998, the University of Virginia decided to embark on a major effort of strategic planning and development, and the area of international activities was one of the four targets set for concentrated progress across the University of the next twenty years. The entire program is called “Virginia 2020” because in the year 2020 the University will begin its third century.

The task of planning was entrusted to the International Activities Planning Commission (IAPC), twenty-five members well known for their international activities and drawn from across the University. Establishing the commission proved to be a better idea than relying simply on top-down administrative planning because the synergy of people from across different fields meeting to discuss a common interest has produced many new ideas that may result in innovative long term directions and programs. The IAPC has been meeting monthly since January 1999, and we are about to issue our report.

Four fingers and a thumb

One of the most challenging tasks in organizing the commission was figuring out how to structure its activities. International activities are by their nature diffused throughout a university. In the ideal environment, each student and faculty member would be offered attractive international activities through the University, but would still remain free to make their choices, and would be encouraged to innovate. Therefore, the primary task of the University in this area is to encourage and coordinate, not to restructure and regulate.

The necessary diffuseness of international activities touches directly on strategic planning. If long-term planning concentrates on one or two aspects of international activities, say, study abroad or setting up a vice provost position, then other important areas would not even be present on the international radar screen of the University. Of course, eventually priorities will have to be set and some things will be done before others, but priorities should not be predetermined by a partial view of the whole picture. So the first task of planning is to specify a comprehensive set of categories that includes all international activities.

Our commission came up with five broad categories of international activities, four of them substantive, one organizational. The substantive categories are:

1. Students and faculty abroad
2. Internationalization of the curriculum
3. Treatment of international students and scholars

4. International liaisons.

These correspond to the “fingers” to be used to encourage and coordinate international activities. The “thumb,” which holds the concrete tasks together, is the appropriate organization of international activities at the University. In some respects the organizational thumb is most important, but only because it is necessary in order for the concrete tasks to be organized and facilitated.

Although the four tasks can be described separately and the International Activities Planning Commission was organized into corresponding task groups, it is clear that their integration adds a new dimension of quality and stimulation to the University’s mission. For instance, students considering study abroad are better prepared if the curriculum is designed with their needs in mind; and when they return from abroad, the curriculum should be able to incorporate their new experiences and competencies. Likewise, the University’s capacity to treat international students and scholars well is essential for the reciprocity required in most international liaisons.

Each of the concrete tasks includes routine matters as well as opportunities for unique programs. For instance, study abroad clearly requires adequate staffing in the study-abroad program office, but we are also proposing fifth-year post-graduate programs that will be quite novel.

**Copernican inclusiveness**

The overall program suggested by the commission attempts to respond to a more Copernican view of international activities by proposing to add an international dimension to the University of Virginia that will touch the full range of its operations.

Beyond this general attempt at internationalization, however, a special characteristic of some of our most innovative proposals is that they are designed to be internationally inclusive from the ground up. I will describe one of these, the International Institute of American Studies (IIAS).

The IIAS is designed to be inclusive and collaborative along several dimensions. First, it will be multi-disciplinary, and it will be based on the cooperation of various departments and centers at the University of Virginia. It will avoid duplicating existing programs, but it will coordinate these in a specific direction and supplement them. Typically, the first thing built in a new structure within a university are its walls; we will try to break that pattern.

More important from an international perspective, we hope to collaborate with programs in American Studies throughout the world in the design and operation of the IIAS. Internationally the IIAS should be an open forum for American Studies rather than one more separate organization. We hope to begin with an international planning conference;
incorporate Internet capacities for group communications, information archiving, and broadcast of relevant programs; and serve as an American pied à terre for international students and scholars in this field.

We think that a truly international forum for American studies is important for America's self-understanding. The United States exists in a global environment, but it can only see its role from the inside out. Understanding cannot be achieved simply from an intense domestic study. It requires the external perspectives of the rest of the world in order to complete the picture.

Identity and development

Universities are not butterflies, and so it would be hopelessly idealistic to expect fundamental changes to occur overnight. Viewing international activities as peripheral may be a mistake, but it is also a habit and those with habits are reluctant to view them as mistakes. Nevertheless, a reorientation that expands the horizons of a university changes its mind and therefore its identity.

In the case of the University of Virginia, this process can be accelerated by the prospect of finding new sources of funding for international projects. Institutional identity is not just a matter of internal concern, it is also the basis of the persona that the University presents to the outside world. An international dimension can make a university more progressive and polyvalent in its external relations. To the extent that continued development depends on external funding, therefore, a new international “look” is an advantage. A university relying only on the attractiveness of its ivy will eventually appeal only to garden clubs.

Moreover, development initiatives targeted at international projects do not compete directly with traditional sources of support but rather expand the University’s development opportunities. In general, therefore, the University’s interest in development should help counterbalance the internal inertia of routine, the trench warfare of budgetary politics, and lack of imagination.

Still, it should be noted that development has its own Ptolemaic problems. International opportunities are first seen as opportunities “out there,” on the edge—the chance to develop international alumni associations and to target international foundations and businesses. Indeed, an international dimension is necessary to such endeavors, and it does take previously unexplored territory off the edge of the known (American) world and turn it into a frontier for exploration. The implicit idea is that international activities add a new growth ring to the outside of the University, not that the internal identity or general direction of growth is affected.

Instead of taking an international dimension as a new asset, development would discover new possibilities in familiar territory if it actually put on international lenses. The majority of today’s newly successful entrepreneurs know that their business is global, and they can appreciate what an international university can contribute to their business and societal
environment. A business or foundation located around the corner in Charlottesville might be more interested in housing for international scholars or a joint medical program in Brazil than in the football team.

And speaking of football, in the early 1990s the University of Virginia soccer team was the U.S. national champion for four years in a row. While the team got to meet President Clinton, was there a concerted effort to develop the University's international profile on the basis of this sports achievement? Were concerted efforts made to bring in the foreign media? If our football team had a comparable achievement, would it have had an effect on development? Was an opportunity lost because—without international lenses—it could not be perceived?

An appeal to the raw and competitive self-interest of a university may seem inappropriate for such an exalted and idealistic topic as educational internationalization. But the transformation of identity is more than an ethical imperative. An institution becomes different, and even its selfish actions are shifted to a different concept of self. Globalization is not the dissolution of individual identity in the Great Ocean of the All, but rather an adjustment of perspective to the fact that familiar horizons once set by the limits of communication and information no longer exist.

To acknowledge that one is located in an interactive and global environment does challenge convenient and reassuring assumptions about one’s centrality to the universe. Copernicus was too prudent to raise this challenge, and Galileo’s imprudence got him into trouble with the Inquisition. But facts are facts. The facts of the new millennium include a revolution in knowledge processes that is intrinsically global. Universities have three choices. They may attempt to lead this change; they may follow along behind, complaining about the pace; or they may righteously resist—in the name of received values. I think we can guess which one Thomas Jefferson would have chosen.
4. Memo

to: John Casteen, Leonard Sandridge, Peter Low, Bob Sweeney, Laurie Kelsh

From: Brantly Womack
About: Interim Vice Provost job description
March 30, 2000

In general

The interim vice provost would be the person responsible for the encouragement and coordination of international activities at the University of Virginia during the period of transition from the International Activities Planning Commission to the establishment of an office of vice provost for international activities. This would involve both more practical planning tasks and the initial efforts to implement new programs and directions. The primary instrument for these efforts would be the International Activities Committee, an all-university committee chaired by the interim vice provost. The interim vice provost would also work closely with designated persons in planning and in development in order to integrate international activities with the University's priorities and fund-raising. The transition should last one year, two years if necessary.

Qualifications

In the selection of the four planning commission chairs, a high standard of academic qualifications and leadership abilities was set, and we need a high standard in both of these respects for vice provosts at the University. Therefore, it would be peculiar to expect less from a person providing transitional leadership between the two. Moreover, the interim vice provost would be the first ex-officio chair of the International Activities Committee, a body that would continue under the vice provost, and it would be important that he or she have the respect of that body. A third qualification would be experience in international activities at the University, preferably on the International Activities Planning Commission. A fourth would be availability for a half-time appointment for one or two years.

Specific tasks

The interim vice provost would be expected to perform the following tasks, though the responsibility of leadership would not be limited to these tasks.

1. Cooperate with the chair of the International Activities Planning Commission in managing the formation of the International Activities Committee. This is a large committee with nominated positions from throughout the University. In the case of the commission, a smaller and less formally selected body, the process took a month.
2. Organize the International Activities Committee. Plans would have to be made over the summer and then implemented in September.

3. Organize specific task groups under the International Activities Committee. These could include people from outside the IAC. These tasks, more focused than the planning tasks of the commission, would include:

- study-abroad organizational and fiscal task group. A group to consider both how to realize the academic goal of maximum participation in study abroad and how to achieve fiscal self-sufficiency in these efforts.

- international initiatives task group. This group would manage the exploration of international liaisons and study-abroad sites. It would offer funding opportunities through faculty proposals on a competitive basis.

- internationalizing the curriculum task group. With a broad mandate, this group would probably create smaller working groups covering: development of Speaking Freely programs; technology and international learning; languages across the curriculum; etc.

- area studies task group. This group would study how to raise the capacity of the University in coverage of world regions, how to make area resources accessible and useful across the University, and how to develop foundation and other support for such activities.

- international students and scholars task group. Dealing with the problems of international students and scholars at UVa, the group would also consider how to maximize their contribution to the quality and diversity of UVa’s academic and social atmosphere.

Other ad hoc groups would study specific problems or proposals as they arise. Such groups would function to:

- be responsible to present options in international activities to the senior leadership and to keep the activities within budget.

- work with Laurie Kelsh in Planning so that all-university projects involving international activities can be highlighted and used to pull the various parts of the University together in common interests and projects.

- work with Bob Sweeney in Development. The potential contribution of international activities to development extends well beyond overseas alumni, but that is an area of special contribution. As with planning, the duty of the interim vice provost will be to help make international activities part of the University’s identity and its future. Specific targets would need to be developed and pursued as well.
- represent the new international face of the University to the outside world, including alumni and development prospects.

- Prepare, in cooperation with the incoming vice provost, for the permanent organization of international activities.

**Compensation**

The responsibilities outlined above are roughly similar in scope to the responsibilities of a commission chair: more concrete activity, but less general planning. Assuming staff support, the time demands should be similar, and presumably the compensation could be similar.

I would suggest one month’s summer salary in 2000, half-time release from teaching in 2000-01 (in my case that cost $12,000), two months’ summer salary in 2001, and in the subsequent summer if the position turned out to last two years.

**Support**

This position will require more regular office support than did the International Activities Planning Commission because more concrete projects will be running. However, given the pool of resources available at Fontaine, perhaps the need for exclusive staff could be minimized.

Similarly, development is a key activity for the transition, but perhaps the interim vice provost could work with a designated individual or set of people rather than have a development person on staff. However, it will be important to make sure that international projects do not get lost in the cracks. Regular consultation with Bob Sweeney would permit the emergence of a workable arrangement that might also continue with the vice provost.

International activities would require an incentive budget to get various projects started down the pipeline. I think that $100,000 could be well spent. The vice provost will also need a larger than usual travel budget. International activities implies international travel, and that is expensive.
5. The International Activities Committee

Brantly Womack
4 May 2000

In general

The International Activities Planning Commission (IAPC) clearly needs a successor next year, and its major task will be to begin implementation. Therefore, the arrangements for 2000-01 should provide a framework that can be continued as international activities are increased and transformed. We suggest an International Activities Committee (IAC) that meets regularly and advises its ex officio chair, the University officer responsible for international activities. When the transitional period is completed, the name of the IAC could be changed to the Advisory Council on International Activities, but its structure and function should remain the same.

From planning to execution

The relatively informal origins and structure of the IAPC have served well the general task of planning a new dimension, or at least a new framing, of university activity. Recruitment was done by quality of the candidates, their representativeness across the University, and their representativeness across geographical areas, but there was not a formal process of nomination or of ex officio membership. Members and tasks were parceled out to task groups, which had distinct areas of responsibility although there was much overlapping in content. The chair was extremely busy, but more from behind the scenes rather than from the top. Plans needed to be made rather than decisions, so the chair had the job of encouraging the task groups, integrating the recommendations, and representing the commission to the world outside.

The tasks of the IAC should be similar in content in that international activities will be the focus of its attention, but emphasis will shift from planning to implementation. A strong chair with a representative committee would still be needed, and elsewhere we recommend the permanent appointment of a vice provost for international affairs and a transitional appointment of an interim vice provost. A central task for each should be the ex officio chair of IAC. The committee structure and recruitment should also shift in general from ad hoc planning committee to standing implementational committee, and its business will be to encourage and coordinate specific projects and areas for development.

The chair should have considerable discretion (as at all of our aspiration institutions) because, in such a diverse area, there will be many decisions regarding priorities and opportunities that would be fatally encumbered by a weak chair/strong committee structure. Moreover, the chair should be credible both inside and outside the University as the leader. However, the responsibility of working with and reporting to such a committee would, in the background, strengthen the reach and prestige of international activities. Last
but not least, the chair and the committee would need a budget for encouraging and coordinating innovations in international activities.

**Suggested Committee structure**

The two principles of breadth involved in the selection of the IAPC are still important for the IAC. It must be all-university, and it must be comprehensive in geographical coverage. Below is a concrete suggestion for the committee’s composition.

<table>
<thead>
<tr>
<th>Function /Source</th>
<th>Count</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair: Interim Vice Provost for International Activities</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Arts &amp; Sciences, one language and one science person, nominated by dean</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Member nominated from each school</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Director, Arts &amp; Sciences Center for Instructional Technology</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Chairs of Area Centers (currently Slavic, S. Asia, E. Asia, Middle East, but others to be added, with the intent of global area coverage)</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>More members to complete area representation (Europe, Africa, Latin America, more?)</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Director or designate, Miller Center</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Director or designate, International Center for Jefferson Studies</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Director, Institute for Global Policy Research</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Director, Center for International Health</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Director, International Studies Office</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Member from Development</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Member from ITC</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Chair, International Student Committee</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>Undergrad student reps (how chosen?)</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Grad student rep</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>
Member nominated by Continuing Education | 1 | 31
Member nominated by Admissions | 1 | 32
Members nominated by Housing? Student Affairs? | 2 | 34
Head of International Residential College | 1 | 35
Three at-large members appointed by chair | 3 | 37

Although this is a large group, the size is necessary in order to obtain the necessary institutional reach and international expertise. A major task of the chair or interim vice provost would be to manage the committee in order to sustain efficiency. The experience of the IAPC shows that this requires strong and energetic leadership.

I think the term of membership for non-ex officio members should be two years, with a fair number of one- or three-year terms at the beginning so as to stagger seniority.

Committee substructure

It should not simply be assumed that the task group structure and divisions of the IAPC would be the most appropriate substructure of for the IAC. Perhaps there should be a subcommittee covering all the functions of the ISO—one for program development, one on internationalizing the curriculum, and a grants committee for managing incentive competitions. Of course the chair and the committee will have to decide about these things; I merely want to raise them as questions so that the committee does not automatically adopt a familiar structure that might prove to be inconvenient.

For 2000-01, a number of important ad hoc committees would be clearly necessary. These should be organized under the umbrella of the IAC, but their membership should be dictated by the needs of their specific task and should not be limited to persons who are already members of the IAC. Reporting to the IAC should inform the larger university community about the progress of their research and deliberations, and contact with the IAC will provide a measure of reality testing, reassurance and support for more focused work.

The task forces anticipated for 2000-01 include the following:

- study-abroad organizational and fiscal task group. A group to consider both how to realize the academic goal of maximum participation in study abroad and how to achieve fiscal self-sufficiency in these efforts.
- international initiatives task group. This group would manage the exploration of international liaisons and study-abroad sites. It would offer funding opportunities through faculty proposals on a competitive basis.

- internationalizing the curriculum task group. With a broad mandate, this group would probably create smaller working groups covering: development of Speaking Freely programs; technology and international learning; languages across the curriculum; etc.

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- international students and scholars task group. Dealing with the problems of international students and scholars at UVa, the group would also consider how to maximize their contribution to the quality and diversity of UVa’s academic and social atmosphere.

It will probably be a good idea for the committee to have an executive council that could meet more frequently than the entire committee. At this point, however, the creation and constituency of such a council is best left to the chair.
6. Tasks for Study Abroad in 2000-01

Brantly Womack
4 May 2000

Summary

Increasing study abroad at UVa is one of the key goals of the IAPC, since a learning experience abroad contributes most directly and comprehensively to the international dimension of education. Following the national trend, study abroad at UVa has grown rapidly over the past five years, but only minimal services can be provided by the current capacity in the International Studies Office. Increasing capacity, however, does not simply mean greater expenditure. The office is a self-supporting enterprise at Wisconsin, Michigan State, and other universities we have studied.

Therefore I propose the formation of an ad hoc committee on study abroad to deliver a report in February 2001 on the following themes:

1. providing concrete targets for expanding capacity and activities in study abroad over the next five years so that an interim participation goal can be set and reached by 2005.

2. fiscal restructuring of study abroad so that the services provided can be as self-sustaining as possible.

3. guidelines for program development, management, quality control of internal and external programs.

The committee should be under the general aegis of the interim vice provost and the International Activities Committee, and should include fiscal experts, people from ISO, and faculty with experience in study abroad. The committee will probably need some short-term external consultation at the beginning and end of its efforts.

The context

Study abroad is a 360-degree international learning experience. There are few educational experiences that can match life in a foreign environment for the variety and novelty of learning opportunities. Therefore the IAPC is proposing a target of 80 percent participation in study abroad by 2020.
Currently (1998-9), UVa has 509 undergraduates in study abroad, which is 16 percent of the 1999 graduating class. In 1994 there were 329 participants, 11.5 percent of the graduating class. So in four years there has been a 55 percent increase in study abroad. This growth has been driven by student interest and demand with very little advertising, encouragement, or development of new programs, so it can be expected that a serious effort to develop study abroad could lead to more remarkable increases. An interim target of 30 percent by 2005 does not seem unreasonable. Michigan State’s target for 2006 is 40 percent, and their program grew from 14 percent in 1995 to 23 percent in 1999. But the ad hoc committee should set the official interim target.

The structure of study abroad

In a fully functioning study-abroad program, the study-abroad office provides the following services:

- advising individual students about study-abroad options
- marketing, which comprehends materials for incoming first-year students, accessible office and Web information, general study-abroad fairs, and information sessions on specific study-abroad programs
- program development, in cooperation with interested faculty. The ideas and commitment come from the faculty, but the office bears the entire cost of development, including faculty-office joint site visits, as well as expertise on contract details
- program management, which covers registration, financing, payment, visa, and travel arrangements for participants. It also includes special case and crisis management for individual or site problems
- program standards, including quality control for in-house programs, gate-keeping for external programs, issues of health, safety and liability, and gathering student evaluations
- program coordination and leadership. Programs abroad have complex relationships with on-campus programs, and so liaison, coordination, and representation of the study-abroad programs is important.

The major universities run a large number of their own programs, and most of their students participate in these. The number of available in-house programs at Michigan State

* The standard calculation of study abroad percentage is: current study abroad students/current graduating class. This figure has an upward bias, given attrition and enrollment growth, but it would be extremely tedious to determine the actual percentage of study abroad of a specific cohort of graduates.
has grown to 130, with 53 new programs in the past 3 years alone. All but 3 of the new programs are considered successes.

Large and efficient study-abroad programs have staff:student-abroad ratios of between 1:50 and 1:100. Our ratio is 1:500. To achieve the ratio of University of Wisconsin (1:58) we would have to increase our study-abroad staff by 900 percent, or 9 people.

We currently have one staff member handling study abroad, assisted by the study-abroad Peer Advisor Internship Program, in which students (currently 12) actively engage in peer advising, residence hall outreach, and orientation sessions. Professional services are limited primarily to advising and to managing the internship program. Many study-abroad programs are run by sponsoring departments rather than by the ISO. For instance, the summer Arabic program in Yarmouk, Jordan, is run by the Division of Asian and Middle Eastern Languages and Cultures. We have minimal marketing and development of new UVa programs, which is just as well because we could not handle the extra management load that more students and programs would entail.

**Financing study abroad**

Despite the staff sizes at University of Wisconsin and Michigan State, their programs are self-sustaining. Enough is “earned” by the study-abroad office to pay for staff, marketing, and development costs, and the extra funds are used for study-abroad scholarships.

While there are a number of ways to generate revenue, the most common appears to be an overhead fee. Michigan State has reduced its overhead fee from 35 percent to 31 percent, and has a target of 28 percent. Current allocations are 62 percent for expenses, 7 percent for development (the budget for new program incentives), and 31 percent overhead. Each program is audited each year, and any surplus from the allocation for expenses is returned to the sponsoring college. This keeps the colleges happy.

Many universities hold study-abroad fairs and charge fees for displays. The University of Texas has added a study-abroad component to the general student activity fee. Some charge application fees, but high application fees would be self-defeating. While UVa charges a leave of absence fee of $66, this amount goes to the Bursar. Some programs, for instance the Denmark International Studies Program connected with the University of Copenhagen, give a coordinator’s fee ($100/student) back to the student’s institution.

One fiscal dimension very important to students is financial aid. Available for semester but not for summer programs (because students are not registered at the University during the summer), this lack of aid is a significant obstacle to study abroad. For many students summer is the most convenient time for a supplementary educational experience.

Finally, another dimension of study abroad is its general fiscal and resource impact, regardless of its own bottom line. A student abroad is using only the resources of the study-abroad office while away, thus reducing the load on other university services. If we had 50
percent participation in one-semester programs, there would be approximately 16 percent relief for marginal operating costs and a corresponding reduction of pressure on capacity.

These thoughts on fiscal matters are not systematic because the subject needs more thorough and more expert study than the IAPC could give it.

Tasks for next year (2000-01)

Three major tasks will give us a clearer idea of our options for progress in this area.

1. **Set concrete targets for the next five years.** This should be the lead task, because developments in study abroad should be driven by the academic mission rather than by revenue. The purpose is to make study-abroad opportunities available to all UVa students. There should be step-by-step plans for developing new programs and for developing capacity at the ISO in all of the service functions mentioned above.

2. **Fiscally restructure study abroad so that the services provided can be as self-sustaining as possible.** Clearly there are major opportunities to restructure the finances of study abroad so that fees generated by these activities can offset the cost of the office. On the other hand, it should be expected that an up-front capital investment in study abroad will probably be necessary in order to have the services justify the fees. Perhaps a dynamic balance could be set up in which revenues would aim to cover the expenditures on a three-year lag.

3. **Create guidelines for program development, management, and quality control of internal and external programs.** Some of these questions have been touched on by the IAPC, and they are not likely to be resolved next year. But they should be within the bounds of discussion by the ad hoc committee.

This committee should be part of the University’s general efforts next year to begin the transition from planning to implementation in international activities. Therefore it would be reasonable to have the committee under the charge of the interim vice provost for international activities and the International Activities Committee, assuming that these are established. This ad hoc group would help set the pattern for task-oriented, cross-university committees to include academic, organizational, and fiscal members.

For general orientation, it would probably be useful to have a visit from a successful figure in this field in September and, to critique the emerging ideas of the committee, another contact with a consultant in January. A target completion date of February 2001 would enable the committee’s report to be incorporated in the budget for 2001-02.
Purpose

This conference provides an opportunity to reflect on the implications of changes in the international context for American universities into the next century. These implications involve both intellectual reorientation and practical consideration of what is being done successfully now. Accordingly, the conference attempts to combine considerations of the general international challenges faced by universities with accounts of “best practices”: university programs that are already leading the way in specific areas.

The conference cannot aspire to address every issue of international education in detail, but it is important to provide a comprehensive framework in order to convey a sense of the whole range of activities and their possible interrelationships. For the University of Virginia and for many American universities, the basic challenge is how to reevaluate and reorganize a dimension of university life that has grown up on the periphery of its “normal” activities and to make international involvement part of the University’s core. Some universities have already made enviable progress in this direction, and we look forward to learning from their experiences.

In order to encourage interaction, the conference is structured in a series of plenary sessions featuring short presentations and discussion. Audience size will be limited. The University of Virginia's Board of Visitors, students, and faculty will be encouraged to participate, as well as academic, foundation, and media specialists in international education.

Thursday, 14 October

7:45 a.m. Registration and Continental Breakfast

8:30 a.m. Welcoming remarks
John T. Casteen III, President, University of Virginia

SESSION ONE: GENERAL REORIENTATIONS

9:00-10:15 a.m. Chair: Brantly Womack, Professor of Government; Chair, Division of Asian and Middle Eastern Languages and Cultures; and Chair, International Activities Planning Commission, University of Virginia
9:00-10:15 a.m.  “The World in 2015”

( cont'd. )  Enid Schoettle, Special Advisor to the Chairman, National Intelligence Council

“T he Public Interest in International Exchanges and Training”
William Kiehl, Staff Director of Interagency Working Group on USG-Sponsored International Exchanges and Training

“New Directions in International and Area Studies”
Mary Byrne McDonnell, Executive Director of International Programs, Social Science Research Council

10:15 a.m.  Break

SESSION TWO: AMERICANS ABROAD

10:30-11:45 a.m.  Chair: Julie Novak, Division Chair, Family Health Care and Director, Primary Care Nursing Program, University of Virginia School of Nursing

“New Challenges for American Education Abroad”
Craufurd Goodwin, James B. Duke Professor of Economics, Duke University

“Developing Study Abroad Programs in Virginia”
John Reynolds, Director of International Studies, Longwood College

“Lessons from the 25-year ACTR Experience in Study Abroad in Russia and the NIS”
Dan Davidson, President and Co-Founder, American Councils for International Education/ACTR/ACCLES

Noon  Lunch, Newcomb Hall Ballroom
Keynote Speaker, Donald Kennedy, President Emeritus of Stanford University

SESSION THREE: INTERNATIONALIZING EDUCATION ON CAMPUS

2:00-3:15 p.m.  Chair: Janet Horne, Associate Professor of French, University of Virginia

“Structural Implications of Information Technology”
Rachel Saury, Director, Arts and Science Center for Instructional Technology, University of Virginia
2:00-3:15 p.m  
“Rice University’s Center for the Study of Languages”
Maria-Regina Kecht, Director, Center for the Study of Languages, Rice University

“Speaking Freely at NYU”
Matthew Santirocco, Dean of the Colleges of Arts and Sciences, New York University

3:15 p.m.  Break

SESSION FOUR: IMPROVING THE AMERICAN EXPERIENCE FOR INTERNATIONAL STUDENTS AND SCHOLARS

3:30-5:00 p.m.  Chair: Duane Osheim, Professor of History and Associate Dean of Graduate Admissions, Graduate School of Arts and Sciences, University of Virginia

“Trends in the Management of International Students and Scholars”
Jody Olsen, Senior Vice President, Academy for Educational Development

“Michigan’s English Language Institute and ESL”
Elizabeth Axelson, Lecturer, English Language Institute, University of Michigan

“The Training of International Teaching Assistants”
Ghislaine Kozuh, Director, International Teaching Assistant Program, University of Texas at Austin

6:30-8:00 p.m. Reception and Dinner for Presenters and Commission Members, The Garden Room

Friday, 15 October

8:30 a.m.  Continental Breakfast

SESSION FIVE: INTERNATIONAL INSTITUTIONAL INITIATIVES

9:00-10:15 a.m.  Chair: Allen Lynch, Associate Professor of Government and Director, Center for Russian and East European Studies, University of Virginia

“Advantages and Problems of International Institutional Cooperation”
9:00-10:15 a.m.  “The University of Georgia’s Institutional Initiatives”
(Cont’d.)  Michael Adams, President, University of Georgia

“Lessons from Twenty-One Years of Medical Collaboration with Brazil”
Richard Guerrant, M.D., Director, Office of International Health, University of Virginia

10:15 a.m.  Break

SESSION SIX: APPROPRIATE STRUCTURES FOR UNIVERSITY INTERNATIONAL ACTIVITIES

10:30-11:45 a.m.  Chair: William Quandt, Harry E. Byrd, Jr. Professor of Government, University of Virginia

“Internationalization: A Tale of Five Universities”
Sheila Biddle, Senior Research Scholar, School of International and Public Affairs, Columbia University

“Academics and Opportunities at Cornell”
Ron Herring, Director, the Mario Einaudi Center for International Studies, Cornell University

“Uppsala University’s International Activities”
Bo Sundqvist, Vice Chancellor, Uppsala University

Noon  Lunch, Newcomb Hall Ballroom
Keynote speaker, David D. Newsom, former U.S. Ambassador to Indonesia and the Philippines, former Under-Secretary of State

SESSION SEVEN: WRAP-UP AND CLOSING REMARKS

2:00-3:30 p.m.  Discussions led by Chairs of previous sessions

5:00-7:00 p.m.  Reception, Garden VIII (Newcomb Hall Ballroom in case of rain)
Background and Research Materials

1. UVa International Initiatives Survey

160 respondents

1 assistant dean
85 professors, including
   7 with some type of dean or chair responsibilities
   6 that also serve in directorship capacities
   3 professors emeritus
35 associate professors, including
   6 center or program directors
   2 academic chairs
29 assistant professors, 2 of whom indicated that they are research professors
4 directors (of labs, consortia, or other entities)
5 lecturers, one with an additional administrative rank
1 visiting professor emeritus

Number of Responses by School

<table>
<thead>
<tr>
<th>School</th>
<th>Architecture</th>
<th>Law</th>
<th>Arts &amp; Sciences</th>
<th>McIntire</th>
<th>Curry</th>
<th>Medical</th>
<th>Darden</th>
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<th>Other</th>
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Citizenship of Respondents

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<td>Italy</td>
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</table>
Questions

Q 1.10 Have you been responsible for bringing international speakers, events, conferences, etc. to the University of Virginia? (Yes, 91; No, 67)

Q 1.11 Do you travel internationally for work-related purposes? (Yes, 144; No, 14)

Q 1.12 If you DO NOT travel internationally for work-related purposes, please choose the response that most accurately describes why:

Those faculty who stated they DID NOT travel internationally for work-related purposes gave the following reasons for not doing so:

International travel and/or research if not relevant to my work at the University  6
I would travel internationally for work if funds were available  4
Other  2
Only beginning to explore relevance of international research to my field.
Specific need to travel has not arisen (yet).

Other comments, from individuals not responding to Q. 1.11:

Would like to but have not yet had the opportunity.
Skip this question, please.

Q 1.13 Are you currently involved in any international projects, programs, and initiatives? Please note that these initiatives need NOT take place outside the geographic borders of the U.S. (Yes, 113; No, 35)

Q 2.13 Approximately how many international events, speakers, or programs have you helped bring to the University during the past 5 years?

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<th># of respondents</th>
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<td>6</td>
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<td></td>
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<td># of respondents</td>
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<td>2</td>
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<td>9</td>
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<td>3</td>
</tr>
<tr>
<td>20</td>
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Q. 2.2 What types of events have these been?

Most faculty who have been involved in bringing international events, speakers, or programs to the University during the past five years reported involvement through bringing international speakers/guest lecturers or visiting or exchange professors.

44 of 81 respondents (91 percent) reported bringing speakers or guest lecturers (short-term visitors)

47 of 81 respondents (58 percent) reported bringing visiting or exchange professors (extended stay)

27 of 81 respondents (33 percent) reported bringing conferences to the University

2 of 81 respondents (2.5 percent) reported bringing international cultural or artistic events

Q. 3.1 How many work-related international trips have you taken in the past five years?

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Q. 3.2 Of those faculty who reported information in the international travel grid:

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<th># of respondents</th>
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## 2. Study Abroad, 1998-1999
at University of Virginia

**AGGREGATE DATA, undergraduates**

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Graduating class = 3210

*NA = no answer given
### 3. Study Abroad, 1994-1995 at University of Virginia

**AGGREGATE DATA**

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**Gender**

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|        | 11      | 19       |

|        | 34      | 59       |

|        | 94      | 81       |

|        | 6.58    | 16.45    |

|        | 28.57   | 71.43    |

**School**

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|        | 99      | 9        | 5       | 1       | 20     | 1       | 0       |

|        | 289     | 23       | 6       | 1       | 20     | 4       | 3       |

|        | 14.63   | 7.30     | 17.14   | 0.97    | 24.10  | 1.16    | 1.82    |

|        | 87.84   | 6.99     | 1.82    | 0.30    | 0.91   | 1.22    |         |

**GPA on entry into S/A**

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|        |         |

**Race/ethnicity**

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|        | HISP    |

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|        |         |</p>
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Graduating class = 2857

*NA = no answer given
### 4. Study Abroad, 1994-1998
at University of Virginia

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|           | Female | 36.8 | 10.5 | 49.2 | 77.8 | 51.9 | 35.3 | -1.8 |

| School    | CLAS | 23.3 | 25.0 | 65.1 | 64.1 | 48.4 | 28.1 | -4.1 |
|           | COMM | 0.0  | -75.0 | -11.1 | -10.9 | -12.8 | -42.4 |
|           | CURRY | -50.0 | 30.0 | 58.3 | 91.1 | 2.3 |
|           | NURSING | 300.0 | 300.0 | 300.0 | 296.2 | 158.5 |
|           | SARC | 433.3 | 65.0 | 36.9 | 611.0 |
|           | SEAS | -50.0 | 300.0 | 300.0 | 150.0 | 135.7 | 61.6 |
|           | NA* | -100.0 | -100.0 | 533.3 |

| GPA       | Average | 1.3 | 0.0 | -0.1 | 0.0 | 0.3 |
|           |         |     |     |      |     |     |

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|               | AS-AM |
|               | ASIAN |
|               | CAUC |
|               | HISP |</p>
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Graduating class = 3210

*NA = no answer given
5. Study Abroad in Graphics

Total study abroad

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Study abroad class percentage

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Percentage to destinations

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Language and study abroad

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## National Statistics

### 1. Percentage of Foreign Students in Universities, 1997-1998

(from IIE Open Doors, 1997-1998)

UVa ranks #155 in total foreign students (858), #66 in percentage of this selected group, (4.7%) 

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</table>
## 2. Foreign Scholar Enrollment by Institution, 1997-1998

ranked by percentage, 1997-1998

(UVa is ranked #55 in total foreign scholars (426)

#87 in % of this selected list (2.35%)

<table>
<thead>
<tr>
<th>Institution</th>
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<th>total enrollment</th>
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Nat Howell and Bill Quandt visited Duke on August 24, 1999, to learn about the University’s internationalization effort. Duke set out in 1993 to add an international dimension to the University. It addressed all the issues that are on our agenda and seems to have done very well.

We spent most of our time with the vice provost for international programs, Bruce Kuniholm. A full professor at Duke, Bruce is a historian/political scientist who came to his present job after having set up the Sanford School of Public Policy. (He is also a former Marine and he noted that sometimes that training seemed more important than his academic credentials when it came to finally making decisions!) He explained that the decision to develop a position of vice-provost was largely due to the provost’s authority across schools. He said there was a strong feeling at Duke that the incumbent of his role had to be an insider, familiar with the University, and able to coordinate and facilitate many of the activities that already take place. Bruce reports directly to the provost and president, and that fact is central to his success.

From the outset, his office has had a substantial fund available for the vice provost to spend at his discretion. (The annual budget for his office is $500,000: Do not further publicize.) With these funds, he is able to leverage activities throughout the University that fit his criteria of adding to the international dimension of the University. He has set up competitions among departments for funds, has offered funds contingent upon individuals and departments matching those funds, and so forth. But he has had full discretion in how the funds are used.

To assist him, he has one secretary, and also a committee made up of the heads of area studies centers, representatives from each of the schools, heads of the International Center and so forth. This group may meet as often as every two weeks. By contrast, an advisory council consisting of potential funders did not work out well and has been disbanded.

What has worked well? When Duke began its assessment, roughly 20 percent of its students spent some time abroad. Now, about 45 percent of the graduating class has spent time studying abroad. (Wisconsin was one of the universities that they initially looked to as a model. At the time, it had 40 percent of its students studying abroad.) The numbers have been greatly facilitated by an impressive study-abroad office, well organized and staffed.

Duke has some 12 programs that it runs abroad for its own students. These usually consist of arrangements with universities abroad, rental of some space for a director’s office, a locally hired director who helps to place students in families and helps them deal with the University, one core course taught just for their students, and sometimes a Duke professor
who joins the students abroad and teaches a course. Otherwise the students take regular courses at the University and receive full credit. They pay normal Duke tuition and an added program fee to cover additional costs. Most of the programs are in Europe thus far, and the challenge will be to expand into other regions.

Duke students also participate in many consortium arrangements abroad. These seem to work well with little cost to the University. They have a list of some 150 programs abroad offering courses for which Duke students will get credit. A student who wants to go to a university not on the list can petition for credit.

Duke has many exchange agreements with other universities, but these do not amount to much. It is sometimes difficult to work out the precise nature of an exchange. The best arrangements have been those where a foreign scholar comes to Duke for one semester each year over a several-year period. That way institutional links develop. One-time exchanges have not been as successful.

To accommodate the many foreign students and professors who come to Duke, two offices exist. One is the International House which helps orient foreign scholars/students and their families. There are about six full-time professionals at the International House, a nice structure in the middle of the Campus. Duke is well-endowed with buildings to house the components of its international program. We were impressed with both facilities and the quality and number of personnel. There is also an office to deal primarily with visa and green card issues. It has twelve full-time professionals dealing with these issues in a shared facility.

Duke has several Title VI Area Centers and has made a big effort to expand this number. They now require foreign language of all students, but still lag somewhat behind in language teaching. They do however have SCOLA readily available (two channels), and are building their international library holdings, in one case in a consortium with UNC.

Internationalization has gone hand in hand with the encouragement of inter-disciplinary studies. There is also a vice provost for interdisciplinary matters, and all of the vice provosts are co-located with the provost's office and president's office.

We came away impressed with the quality of Duke's programs, with how quickly they have expanded their international outreach, with the importance of the right person in the vice-provost office, and with the need for funds. The associated programs were well staffed, well housed, and seemed highly professional. We were told that all of these positions had been upgraded in order to get high caliber people.

We have quite a bit of specific material about the study-abroad programs which we can share. Here are a few more random notes:

Duke is in the midst of a $1-billion fundraising campaign. There is talk of earmarking about $20 million of that money for international activities. One full-time fundraiser for
international programs works in the development office and has been essential to the success of raising money.

Area center directors report directly to the provost; Duke has five Title VI Area Centers, and is trying to get Title VI funding for its Center for International Affairs. To do so, one needs a theme, plus lots of supporting material. The Center for International Affairs now groups together some of the “orphan” area programs, and there is an effort to get some of the established programs to move to a central building (which would help reduce expenses by consolidating some overhead costs).

The vice provost uses some of his discretionary funds to help bring in speakers, support conferences, and help with grant proposals. Some money can go to supporting international positions within departments (salary increments). But in most cases, the program requesting money has to raise some of its own to qualify for matching funds from the vice provost.

Bruce spoke at first-year orientation and made a strong pitch about the importance of study abroad as part of the Duke experience.

Duke hosts 1300 foreign students, of whom 250 are undergrads. Duke is just beginning to offer fellowships to foreign students.

The Office for Foreign Academic Programs (the study-abroad office) has six full-time employees.

Bruce is also the director of the Center for International Affairs, which gives him more reach, some added staff (an executive director), and there he can invite speakers, organize conferences, etc.

He stressed the importance of having a building where international activities are centered and of having a good conference room there. We saw the Sanford Institute for Public Policy which cost $12 million to build and has a remarkable layout, lots of informal space for students and faculty, meeting rooms, class rooms, auditorium, high tech. Quite impressive.

A final note—to stay in touch with Duke students after graduation (and thus make follow-up fundraising easier), each is given a lifetime e-mail address.
University of Wisconsin

Bill Quandt and Brantly Womack visited University of Wisconsin-Madison on October 17-18, 1999, as part of the IAPC’s efforts to study advanced international programs at other universities. The following summary report was prepared by Brantly Womack.

Overview

The University of Wisconsin is a large (27,500 undergraduates) state university that is also part of an integrated state system. With the help of the Ford Foundation and the Department of Education, it established a large and comprehensive system of Area Centers in the ‘60s and ‘70s, and these centers still form the backbone of international activities and external funding. International coverage is now most impressive. There are 226 core international faculty, including 112 core language faculty, and an active and coordinated international involvement throughout the University.

Until 1990, however, there was little central coordination of international activities. At that point, the president, Donna Shalala, and the provost, David Ward, approached David Trubek and asked him to create a central organization for international activities. Trubek remains the dean of international studies, and Ward succeeded Shalala as president, so there has been a remarkable continuity of program leadership and of top-level support over the past decade. International Studies and Programs (ISP), a coordinator and patron of existing programs and the headquarters of efforts to improve and retain external funding, has become a major stimulus to new international programs. Wisconsin provides an outstanding example of a successful relationship between central leadership and an extensive array of specific programs and centers.

1. Students and faculty abroad

Wisconsin runs an extensive set of study-abroad programs which typically last at least one semester, are restricted to Wisconsin students (third-year and above) or to limited consortia. There are 640 students in programs directly administered by the Office of International Studies and Programs (OISP), 200 more in programs administered by business and engineering, and 250 students in non-Wisconsin programs—an estimated 14 percent of cohort with study-abroad experience. There are 60 different programs. The first was set up in India in 1961, and Wisconsin has a number of nationally known non-European programs, but 63 percent of Wisconsin students are in European programs, close to the national average of 61 percent. Women comprise 75 percent of study-abroad students.

OISP study abroad has 9 staff, 5 academic, 4 support, and 60-80 hrs/wk of student help. It operates a resource room and holds travel fairs that attract audiences of 700-1000. Study abroad is also a major part of new student programming. OISP has a budget of $4 million, which (except for donated space and services) is covered by student fees. Students pay their
regular tuition ($3000 for in-state), and OISP keeps the difference between normal tuition and external program cost. Not only does OISP finance its own operations, it also finances a scholarship fund.

2. International curriculum

UW has a remarkably complete set of language offerings and Area Centers. It offers 60 languages, 40 on a regular basis. Its 9 Area Centers are globally comprehensive, 6 of which are Title VI National Resource Centers. There were initially some hesitations among the centers about increased central direction, but the International Institute coordinated the most massive efforts of any university to preserve the national Title VI program when it was threatened by congressional action in 1993. Now the centers have been concentrated in one building along with the International Institute and the OISP.

The most innovative encouragement of new directions in internationalizing the curriculum is a program of cluster hiring now in its second year. The University has allocated 150 new faculty lines over 3 years, 50 each year, to interdisciplinary faculty proposals. The proposals must be interdisciplinary and the search is managed by an interdisciplinary committee. Then the line is located in one department, but if the occupant does not receive tenure the line reverts to the interdisciplinary pool. Although the cluster hires are not restricted to international interests, in fact many of them are international.

Another impressive initiative involving Wisconsin businesses is the World Affairs and the Global Economy Initiative (WAGE), which provides outreach services—primarily symposia, executive briefings, and Web access—to Wisconsin businesses involved in the global economy. The program has been useful to the University not only in generating business support but also in strengthening state support.

3. International students and scholars

UW has 3300 international students and 600-700 scholars. The ISO handles only J visas (Human Services handles H and green card), and it charges departments $175 per visa. The office has 11 FTEs.

The office has an impressive information system: its Webpage covers any visa question a person is likely to have. They have tried to raise their efficiency by minimizing repetitive personal contacts and emphasizing general information. For problems other than visas they direct people to other campus services available to all students. There is no housing service, though there is a unit called Global Village which houses 50 students. Our overall impression of services found them efficient but remote. However, there are also additional warm and friendly organizations, for example Madison Friends of International Students and the Campus Assistance Center.
4. International liaison

UW has excellent guidelines for institutional relationships. Generally, it does not buy property, and its agreements are program-specific rather than all-university. Some of its programs are limited consortia. Since faculty exchanges are complicated and difficult, they are best left to interdepartmental arrangements. Student exchanges are balanced every three years. Only 8 percent of OISP study-abroad students are on exchange programs (and this doesn’t affect student financial arrangements), but 90 percent of the business students are on exchanges.

Two recent initiatives are exceptional: the Asian Partnership Initiative (API) and an arrangement with the Chinese Academy of Science (CAS). API is an in-depth relationship with several universities in Thailand. The chancellor has funded this with $1 million. The CAS program brings in Chinese scientists through a plan where the International Institute pays their first year, CAS pays their second, and departments pick up the remaining years. The chancellor has funded this at $350,000.

5. Organization of international activities

Over the last ten years the International Institute has become the strong central force for international activities. It has done so not by taming the Area Centers and other existing programs, but by contributing new leadership, new connections to all-university leadership and resources, and by demonstrating the benefits of coordination. When we asked David Trubek why he was a dean and not a vice provost, he answered, “because they didn’t have vice provosts back then. I probably should be one.”

While Dean Trubek is in close contact with the chancellor, who is very supportive, he is clearly able to leverage his own resources into an even greater impact on the University through innovation and incentives. He has $250,000 per year for program incentives beyond the special projects such as API and cluster hiring. Total budget for the International Institute, excluding $4 million for the self-supporting study-abroad program, is $4.5 million, of which two-thirds comes from extramural grants, principally Title VI.

Trubek is proud of his senior staff, and he emphasized the importance of recruiting top quality staff and paying them well. UW has an impressive set of consultative faculty organizations surrounding international activities. Although they do not often function as planning bodies, they are an important linkage between the International Institute, the colleges, and the faculty at large.

UW is much more oriented toward federal and state funding in its international activities than are most universities. It relies heavily on Title VI for its centers and is working actively to involve state government and business in its operations, especially in the WAGE program. On the other hand, UW is less oriented toward students and alumni than UVa.
Overview

In 1956 Michigan State University became the first major university to establish an Office of International Programs (later Office of International Studies and Programs, or ISP). Since this was part of a general reorganization and upgrading of the University, international activities became part of Michigan State’s identity and leadership structure.

As a land grant university, Michigan State’s primary international involvement has been project-oriented, and it has been one of the top recipients of USAID grants in the nation. More recently, they have become known for their study-abroad program. In 1998-1999 they ranked first in number of students served by the study-abroad office, and their entire study-abroad initiative is worthy of careful attention.

The success of study abroad and the overall quality of international activities at Michigan State confirms some of the general lessons noted from previous site visits: the importance of excellent leadership supported by the top leadership of the University and provided with incentive funds, the importance of senior staff, and the importance of faculty involvement in study abroad.

1. Students and faculty abroad

In 1995 the president of Michigan State, Peter McPherson, set a goal of having 40 percent of undergraduates participate in a study-abroad program by 2006. Behind this target was the intention to make study abroad a “normal and integrated” part of the undergraduate experience. Since that time, the percentage of students abroad has grown from 14 to 23 percent, the number of MSU students in programs has doubled, and the number of available programs has grown to 130, with 53 new programs created in the past three years alone. Much of the participation is in summer programs, but half the new programs are semester-length.

The purpose and guidelines for study abroad were specified by a task force report in 1995:

Students enrolled in all MSU study-abroad programs will engage directly with the host country’s society and culture and with its intellectual and professional environments. They will be able to choose among an array of programs that MSU will offer in every major region of the world, that will accommodate their
widely diverse interests, educational needs, and priorities, and that will vary in length from several weeks to a semester or longer.*

Just as impressive as the numerical size and rate of increase is the structuring of the programs. First, the process. Faculty propose new programs, with the support of their departments, to a university-wide committee. The involvement of several faculty and the department's commitment to the project are important. The committee accepts 70 percent of new proposals and an organizing visit is made by the faculty and staff from the study-abroad office. After approval by the dean, the program goes into operation.

Many of the summer programs are faculty-led, and the Office of Study Abroad provides generous salary and also State Department per diems. Keeping the faculty involved in international programs is of first importance. The faculty's personal involvement in summer programs helps stimulate support for semester programs, although those usually do not have accompanying faculty.

The Office of Study Abroad is completely self-supporting. It has reduced its overhead fee from 35 to 31 percent, with a target of 28 percent. Current allocations are 62 percent for expenses, 7 percent for development (the budget for new program incentives), and 31 percent overhead. Each program is audited each year, and any surplus from the expenses allocation is returned to the sponsoring college. This keeps the colleges happy.

The structure of the Office of Study Abroad is also quite interesting. They have 16.5 FTEs, and each college also has linkage personnel. Although Michigan State ranks first in students served and second in support staff size, it ranks eighth among the top ten in ratio of students abroad to support staff—116:1. The Director, Michael Vande Berg, deals with several associate directors with area responsibilities and a business manager who has professionals dealing with cross-cutting issues of advising, marketing, scholarships, international travel, and safety and security. Income is in excess of $3 million, based on an allocation of tuition equivalents figured on lifelong learning tuition, which is higher than in-state but lower than out-of-state. There are no overhead charges or facilities charges.

Besides the instructive details of these arrangements, two features stand out. First, the leadership of Michael Vande Berg has been crucial to successful development. Second, rapid success is possible if, as he put it, one “spends money to make money.”

Beyond the activities of the Office of Study Abroad, which are directed mainly at undergraduates, there is a program (Global Young Scholars) that provides funding for graduate students to attend international conferences. MSU does not fund graduate research abroad, but it has a very active pre-review program for federal grant applications—e.g., NSEP and

SSRC international pre-dissertation awards—and graduate students are often placed on World Bank and USAID projects.

The Office of International Studies and Programs also funds 50 percent of faculty international academic travel, with departments, colleges, grants, or individuals picking up the other half.

2. Internationalizing the curriculum

The major new initiative in internationalizing the curriculum is GATI, the Global Area Thematic Initiative. It was started in 1998 by the four Title VI centers, and it has a budget of $200,000 per year (half from ISP, half from the centers), in response to the Ford Foundation’s Crossing Borders grant program. It sponsors interdisciplinary faculty groups working on international initiatives. There are currently 12 interest groups from 7 colleges. A number of GATI projects have received major external funding after their incubation.

Because of the looming shadow of UM, Michigan State does not have a full array of top-ranked Area Centers. But its high level of international activity has led to four Title VI centers, and it maintains other Area Centers as well. Like Rice University, MSU has a Center for Language Education and Research, funded by Title VI. However I was not able to explore their activities.

MSU is looking for ways to make better use of international students in the undergraduate education process, and also to reintegrate students returning from abroad.

3. International students and scholars

Michigan State has 2700 international students and 570 international scholars. The Office of International Students and Scholars (OISS) serves their needs with a staff of 11 FTEs, which is considered inadequate and is under external review at the moment. OISS not only handles all the visa needs of students and scholars, it also very actively involved in support activities. For instance, it arranges volunteers to meet every new arrival at the airport and guarantees at least initial housing (university housing is not a problem at MSU).

There seems to be some tension between the OISS and upper leadership as to whether they should be so involved in general support services, but persons inside and outside OISS cited cases of emergencies where the problem-managing capabilities of the office were undoubtedly of great help to the students and also prevented serious, unresolvable problems from rising to the central leadership.

The ESL program is an autonomous part of the English Department and serves 200-250 students per year. The MSU program is devoted to students with TOEFL scores of 550 or below and also functions as an academic program with graduate degrees in TESL. Upon hearing that the UVa TOEFL standard is 600, director Susan Gass recommended that we keep the high standard and concentrate on intermediate and advanced ESL rather than low-level remedial. She also thought that a summer program in American Studies that
would include advanced ESL services would be unique, attractive, and profitable. There is an international dormitory, Landon International House, but it suffers from a staff shortage and weak student leadership at the moment.

4. International liaison

The principles for developing study-abroad programs at MSU have been discussed above. The basic idea is that all initiatives are faculty-led, faculty leadership is supported, and ultimately initiatives are reviewed and approved by the dean.

Michigan State avoids buying property abroad. The exception is a whole campus in Japan, which developed out of a sister state relationship between Michigan and Shiga Prefecture. The Japan Center for Michigan Universities was established in 1989, and 600 Michigan students, including 100 from Michigan State, have benefited from its programs.

5. Organization of international activities

Michigan State University is a place of many schools and many deans. There are four health sciences schools (including human medicine, osteopathy, and veterinary medicine), and separate schools exist for social sciences and natural sciences. The dean of the Office of International Studies and Programs is one of a few university-level deans, and when the office was established in 1956 there was no provost. A few years ago the deans rejected an external review proposal that the head of ISP be a vice-president or assistant provost.

The current dean, John Hudzik, is generally acknowledged to be an excellent leader and has strong support from top administration. He chaired the task group that remade the study-abroad program, and he succeeded a weak dean who did little to coordinate or lead university-wide initiatives. Essential to Hudzik’s success, according to him, is direct access to the president and strong relations with the provost, who is the administrator with whom he deals most frequently.

Dean Hudzik manages an office with 70 FTEs and a budget of $5 million. And this apparently includes only about half of the international activities establishment, much of which is built into the colleges or into autonomous organizations. When asked what he would do in a situation like UVa’s, he said that he would be “less organized.” Too much money is going into personnel overhead, too little into non-recurring allocations. In my opinion, the silver lining to Hudzik’s cloud of organizational overhead is that all those positions embody, like rings on a tree, the long-established centrality of international activities at MSU. But clearly UVa should start with growth, rather than with growths.

Hudzik emphasized the importance of staying close to the academic programs and to the faculty, pointing out that effective leadership even of nominal subordinates is a matter of inducing cooperation rather than commanding obedience.
New York University

On December 9-11, 1999, Brantly Womack visited New York University as part of the IAPC's efforts to study advanced international programs at other universities. Interviews were conducted with Norman Dorsen, founder and director of the Global Law Studies Program, Farhad Kasemi, newly appointed first Associate Provost for International Activities, Matthew Santirocco, Dean of Arts & Sciences and participant in our October conference, and Richard Kalb, Associate Dean and founder/manager of the Speaking Freely program. The following summary report was prepared by Brantly Womack.

Overview

NYU is a large private university in America's largest and most cosmopolitan city. The reason it was picked to be a member of the IAPC's aspiration group was, therefore, not that it is a similar university in a similar environment. Rather, what attracted our attention was that NYU had recently launched two of the most impressive innovations in international activities that we have seen. The first is "Speaking Freely," a program of free, informal, non-credit courses in language and culture. This is a path-breaking program in internationalizing the curriculum that could be emulated at UVa.

The second is the Global Law Studies Program of the NYU Law School. This program is a very serious attempt to structure international participation and global perspectives into the core of American legal education. Our site visit concentrated on these two programs.

Speaking Freely

The idea for an informal language and culture program was put forward by President Jay Oliva in spring 1996, and the program premiered in the fall. It was an instant success, with 350 students signing up for sessions in eight languages: French, Spanish, Italian (these three supported NYU study-abroad programs) and also German, Swahili, Chinese, Japanese, Korean, and Hebrew.

The program has grown rapidly. In 1998-99, over 1350 students participated each semester in 13 languages (the additions were: Arabic, Czech, Hindi, and Russian). Speaking Freely is now the second-largest extracurricular activity at NYU (the largest is public service). It attracts students from all levels—freshmen to graduate students—and all those involved in the program are enthusiastic. In spring 2000, 30 sessions are being offered.

Each session is 10 weeks long, with registration in the second week of the semester. Sessions meet once a week for 1½ hours. Size ranges from 5 to 25, with the optimum being 15. Sessions are held in the late afternoon (4:30 on) into the evening all over campus, including the residence halls. Programs are designed in 3 levels: beginning, some
background, and some speaking ability. The classes are fairly modular, with a cultural theme each night (for instance, shopping for food) and language work woven into the cultural discussion.

Students like the program because there is no pressure and they can get a beginning overview (15 class hours) of a language and culture without the risk and commitment of signing up for a regular language class. The courses are aimed especially at freshmen, and they provide socialization as well as cultural opportunities—something fun and educational to do together. The atmosphere in class is much more relaxed, which is probably good for language learning.

The "coaches" (teachers) like the challenge of teaching a group of students who don't have to be there. On the one hand, this produces a more vital classroom environment; no one has to hide in the back row. On the other, coaches have to keep the class interested. The territory between being too boring/condescending and pushing too hard must be discovered and explored each week. The coaches find it more pedagogically interesting than their normal sections of language courses.

More generally, for all participants the primordial incentives for learning—curiosity, challenge, other people—take first place. Unfortunately the American academic environment usually operates with a thick overlay of other concerns—grades, competition, certification, and so forth—that mask basic reasons why learning should be fun and useful. Programs like Speaking Freely could perhaps be inspirational to beginning students and also induce them to attend other lectures and events of interest.

Students sign up after they know their course schedule, and the sessions end before finals begin to heat up. Signing up is separate from normal registration and is handled by the program. There are no fees. There are no grades or certificates of completion. There are no mandatory attendance requirements, though the coaches might check up on students after two absences in a row. There is no textbook and, while class materials and exercises are provided, there is no mandatory homework. The syllabus is called an "itinerary."

Coaches are recruited from graduate language students recommended by their departments. They are paid $600 per course, and the work is in addition to whatever teaching they do for their assistantships. The coaches meet weekly with the associate dean at the beginning of the semester, then biweekly as things settle down. For languages without graduate programs, coaches are recruited as adjuncts, and language teaching experience is required. In Czech, an exchange student serves as co-teacher. Coaches are allowed a $100 expense budget, which they usually use to subsidize student participation in activities. They also have free access to copying.

If 30 sections are offered each semester in 1999-00, then the total teacher budget for the year would be $36,000. There is also a graduate assistant who helps run the program, but the total cost must be under $45,000. The cost per student participant is $17.
Global Law Studies Program (GLSP)

This program also began with a bright idea from the leadership. In late 1993, Dean John Sexton came up with the idea of weaving the global environment of American law into the basic structure of the law school. The program began in 1995-96, and it has just issued its five-year report, a condensed version of which is available in NYU Law School Magazine, Autumn 1999, pp. 56-69.

The initial thrust was to bring in international faculty members, many of them on a continuing basis, to teach a variety of elective courses involving global perspectives and themes. In 1999-00, there are 15 international faculty from 12 countries, most of them teaching more than one course. There are also special arrangements for short-term visits from “distinguished global fellows.”

Also part of the program from the beginning was a systematic series of scholarships for international students called the Hauser Global Scholars. This program brings in about 15 students a year with generous scholarships and takes care to integrate them with other law students, the community, and the faculty.

The above efforts have made contributions to internationalizing the curriculum at the elective level and internationalizing the faculty and the student body. The latest effort is to introduce global modules into the first-year required curriculum, a daunting task in a professional curriculum aimed at producing American lawyers.

A number of gala conferences have been associated with the Global Law Studies Program, and NYU recently agreed with the International Court of Justice to provide them eight clerks a year for five years, with only one each year being an American.

Two areas that are not well developed are relationships with international resources elsewhere at NYU and study-abroad linkages. Regarding the first, half of recent hires have had advanced degrees in other disciplines, usually social sciences, and some have been joint appointments, but Norman Dorsen felt that more could be done and the issue of interschool coordination should be discussed.

NYU has been making significant progress in study abroad in the past few years, but it does not have the comprehensive reach of programs that University of Wisconsin or Michigan State University have. This probably has inhibited such relationships for the law school, but in any case the Global Law Program also made an explicit choice to internationalize at home.
General Summary

A Comparative Perspective on International Activities at University of Virginia

Three Conclusions

The International Activities Planning Commission has attempted to put the situation of UVa’s international activities in comparative perspective by using existing national statistics, developing metrics from six universities that are clear leaders in various aspects of international activities, and by site visits, especially to Duke, University of Wisconsin, and Michigan State University. Several conclusions have clearly emerged from these comparisons.

First, UVa is not currently a leader in any aspect of international activities, but it does have a respectable level of international involvement. We rank 37th in percentage of foreign scholars, a category that tracks very closely with overall academic reputation. We rank 66th in percentage of foreign students (including graduate students). Comparable numbers are hard to come by for study abroad, but our 17 percent of cohort in study abroad appears to be above University of Wisconsin, though well below Michigan State University and Duke. This is the good news. Next come two vital items of bad news.

Second, it was clear on every site visit—and even from a brief comparison of web pages—that the world is a part of many American universities to an extent not dreamed of at UVa. International activities are part of their core identity and leadership. Not only is there a senior officer of the University in charge, but the encouragement of international activities is a central goal of the institution, the president and provost are directly involved, and coordination reaches throughout the University. UVa appears to be fifty years behind its aspiration group, though as the turnaround at Duke demonstrates the gap may be only ten years if a concentrated and well-led effort is made.

Third, our staffing in essential services for international activities is not only woefully inadequate, as we know from our internal study, but it is also ridiculously small compared to seriously internationalized universities. Large and efficient study-abroad programs have a staff:student abroad ratio of roughly between 1:50 and 1:100. Our ratio is 1:600. To achieve the ratio of University of Wisconsin (1:58), we would have to increase our study-abroad staff by 934 percent, or 9 ⅓ people.

In services to international students and scholars, most significantly visa services, both Wisconsin and Michigan State have a staff:client ratio of 1:300. Ours is 1:659. To achieve a ratio of 300 we would have to increase our staff in this area by 120 percent, or 3 persons.
Moreover, the larger staffs in our aspiration groups can be more specialized and efficient than a small staff, so a comparison of ratios actually understates the increased load at the International Studies Office.

These two comparisons get to the heart of our history of neglect in this area and our staff shortage, but they do not touch on the absence of incentive funds for new program development, advertising, etc., etc., that characterize successful programs. If we are not to trip over our institutional shoelaces, we must think beyond percentage increases in ISO’s budget to reinvention at a higher level.

These three factors together can well be combined into a challenge. Our current level of international activities demonstrates that we have the underlying capacity to be a global university. If we can achieve our current activity level under present conditions, we can expect rapid responsiveness and growth by providing leadership and the necessary resources. In both leadership and resources, however, a quantum leap must be made in order to keep UVa in the race for global excellence.

### Comparative Analysis by Data Category

#### National

The best-known national data on international activities is from the annual “Open Doors” series published by the Institute of International Education. Unfortunately for our purposes, there isn’t much institutional data. Moreover, it is gathered through self-reporting, and we know from our in-depth studies that wide variations exist in such reporting.

**Foreign students by university, 1997-1998**

In this category UVa ranks 66 with 4.7 percent, right behind Old Dominion University at 65 with 4.9 percent, and well behind Virginia Tech at 51 with 6.5 percent. There are several factors underlying these rankings. For Division I research universities, the high rates of international enrollments in graduate programs, especially in the sciences, boost the overall percentage. For some colleges and junior colleges in big cities, for instance NOVA (43rd and 7.2 percent) and GW U (15th and 12.7 percent), large local populations of international students provide the numbers.

While UVa is not interested in increasing the percentage of international students simply to expand its student body, its current ranking should cause us to reflect on whether our international recruitment and on-grounds services are adequate and attractive.

**Foreign scholar enrollment by institution, 1997-1998**

It is not surprising that the presence of international scholars tracks closely with overall academic reputation. After all, international scholars are attracted to places at the cutting edge of their disciplines, and that is the core of academic prestige. Of course, reputation
isn’t everything. International scholars have to be invited, they have to be housed, and they need visas, to mention only the most basic needs. Institutions that facilitate international contact do better, those that inhibit it through inadequate services do worse. If we control for size of institution by dividing the number of foreign scholars by the total student body, UVA ranks 37th. The rankings of our aspiration group are: Harvard 2nd, Wisconsin 29th, Duke 34th, Michigan State University 51st, NYU 58th. (I suspect a data problem with NYU.)

Aspiration group metrics

The members of our aspiration group were each chosen for strengths and characteristics that we would like to emulate. Many universities are clearly ahead of the University of Virginia in international activities and yet, as the metrics of even this distinguished set of universities makes clear, progress is uneven. Apparently Harvard has not given serious thought to study abroad, and UVA already has a higher percentage of students abroad than Wisconsin, though not in semester-length programs. Here are some of the group’s successes and strengths we can learn from.

Duke not only has a large percentage of study-abroad participants, but it completed a process of self-examination, reorganization and takeoff in 1995. Duke’s impressive successes show that what we are doing can work, and it provides strong hints about what is required for success.

Harvard is a useful model in two respects. First, it has extensive experience with the coexistence of numerous, self-funded international centers and programs, a problem we wish we had and that we might have in the future. Second, it demonstrates that internationalization is not simply a process of going out to the world, but of being attractive to the world. Initiatives like the International Institute of American Studies could put us in a Harvardian position of international prominence and attractiveness.

Michigan State University is a state university that made internationalization part of its identity in 1956 and has especially developed an extensive study-abroad program over the past five years. It exemplifies new prospects in study abroad and illustrates the supporting infrastructure required by successful internationalization.

University of Wisconsin covers the world perhaps more comprehensively than any other state university. A contributing factor has been strong, effective central leadership for the past ten years. Unlike Harvard, its programs are coordinated and successfully based on federal and state funding.

New York University certainly exists in an urban environment that is not quite Charlottesville, but its exciting innovations in international programming could be adapted to our situation. Two that deserve particular attention are “Speaking Freely,” an extensive program of informal, non-credit, free language courses, and the global law program.
The metrics reported for the above universities were gathered from websites and publications, corrected in some cases by site visits. Data compatibility and completeness was a problem, but the information from the aspiration group was much easier to collect remotely than U Va’s data would have been.

**Students and faculty abroad**

U Va’s percentage of students abroad (17 percent) appears impressive, but a large number are summer students in Valencia, while Michigan restricts its study-abroad programs to third-year semester-length programs. Michigan State is more comparable, and it currently has 23 percent, aiming at 40 percent by 2005. Incidentally, the standard formula for calculating percentage of study abroad is students abroad divided by current graduating class.

The site visit to Michigan State was particularly instructive. MSU has concentrated on expanding its study-abroad programs, and they have expanded by 74 percent since 1994, compared to U Va’s 44 percent in the same period. Each of the 13 schools sponsors at least one program, and Arts & Letters sponsors 34, for a total of 146 programs. The success of Michigan State is particularly impressive since their in-state competition for internationally-oriented students includes the redoubtable University of Michigan, which is comparable to Wisconsin in the comprehensiveness of its international programs.

All programs visited had vastly more staff and resources in study abroad than U Va’s one heroic person. Duke has six, Wisconsin eleven, and Michigan State 16.5. The next step cannot be something more for the existing staff to do, but rather more staff and ancillary resources.

U Va’s Valencia program, which accounts for more than half of our students abroad, shows our potential for expansion. And indeed expansion has already occurred. In 1980 there were only 160 students abroad; now there are over 600. If the same percentage increase holds for the next twenty years—that is, until 2020—then study abroad would have 2,250 participants, or 64 percent of cohort. By expanding the variety of programs as well as our capacity to initiate programs, we think we can do better than that.

**Internationalizing the curriculum**

The overwhelming impression of metrics in this area is that the aspiration group is far ahead in Area Centers, language programs, and related faculty and resources. Central resources and support have led to more comprehensive international coverage at the other universities, and this has in turn led to more federal support. Harvard disdains federal support, but has more than sufficient private support.

University of Wisconsin was the most impressive of the site visits in this regard. Their Area Centers are comprehensive in their coverage of the world and bring in faculty from across the University. Their most striking recent innovation has been “cluster hiring,” in which 150 new faculty lines have been allocated to proposals by interdisciplinary clusters of fac-
ulty who then handle the recruitment. This not only brings in new faculty with an interdisciplinary and often international interest but creates an incentive for faculty to cooperate across disciplines.

Another very impressive innovation from outside our aspiration group is Rice University’s Center for the Study of Languages, described by its director Regina Kecht at our conference, Universalizing the University, in October. Her center’s mission is the integration of language study with the rest of the curriculum.

**International students and scholars**

This is an area in which the difference between UVa and the aspiration group is not so much in the numbers but in the institutional capacity to handle the needs of international visitors. As the numbers quoted in the summary indicate, UVa has a staff:client ratio of 1:659; the programs at Wisconsin and Michigan State have ratios of 1:300, and Duke has a ratio of 1:133.

At the risk of some stereotyping, there seemed to be a distinct difference in focus and style between Wisconsin and Michigan State. Wisconsin’s approach to handling international students and scholars is to provide as much information as possible on the Web and in group meetings, and to reduce one-on-one contact time in which each client was asking the same questions and hearing the same answers. By contrast, Michigan State takes much more of a human relations approach, making sure that each student and scholar was met at the airport and serving as a major point of reference for life in Lansing.

**International liaisons**

This proved to be a difficult category to deal with in general or numeric terms, in part because the information is internal, and in part because of the great variety of possible liaisons. In this area the site visits were much more useful. It is clear that Wisconsin and Michigan State are leaders in this area, although other schools (Minnesota and Maryland, for example) also have extensive programs.

Generally speaking, the program leadership we interviewed avoided property ownership and developed program-specific liaisons rather than general institutional relationships. On the question of property ownership, they had very reasonable reservations about the pre-commitment to overhead that property involves. On the question of comprehensive relations, however, it seemed that they had simply not tried this approach.

**Appropriate organization**

Quantitative metrics are of least advantage on institutional matters, and this is demonstrated by the case at hand. Duke has a vice provost for international affairs, while Wisconsin and Michigan State (and Cornell) have deans. However, they are all university-level officials; all three officials report directly and frequently to the provost and president; and none has extensive faculty lines under their exclusive administration. The answer to the question of
why a dean and not a vice provost was the same at W isconsin and M ichigan State: T hey
didn’t have vice provosts when the office was created. Indeed, at M ichigan State in the
1950s there was no provost.

B oth U niversity of W isconsin and M ichigan State have extensive all-university advisory
structures. W isconsin has three, which is apparently at least one too many. H owever, since
the leadership’s function is to encourage and coordinate rather than to centralize, such
faculty councils are vital communication links.

T he leadership at D uke, W isconsin, and M ichigan State each emphasized the importance
of strong and sustained support from the president and provost. Clearly they were expected
to be major engines of innovation, and they were given the backing and the incentive bud-
gets to succeed. A nd they have succeeded. M oreover, it was evident to the interviewers that
these deans and vice provosts were unusually capable leaders, strong-minded and yet able
to induce cooperation across institutional lines.

I ncentive budgets were an important feature of all discussions. Since the mission of the
offices is to encourage programs rather than to run them, a major part of their budget is
venture capital for programs that, if successful, will be self-sustaining.

T he quality of senior executive staff was another characteristic of successful programs.
T hey are qualified, well paid, and they run their programs with little routine oversight from
the top leadership.

C onclusion

T he metric/aspiration group approach has added a vital dimension to the IAPC’s under-
standing of what can be done for international activities. Like visiting a foreign country, the
site visits raised our horizons and provided living proof that the context of international
activities at the U niversity of V irginia could be vastly different from its current situation.