



2005 SIMON AWARD WINNERS

FINDING THE PATH TO INTERNATIONALIZATION

[Profiles of Challenges and Success]

The five winners of NAFSA's 2005 Senator Paul Simon Award for Campus Internationalization had to travel different paths and overcome a diversity of obstacles to achieve the high level of internationalization they currently enjoy. The winners themselves are a diverse lot, including two private liberal arts institutions, a pair of large state-run universities, and a community college. The short profiles that follow give a brief synopsis of some of the important perspectives and pieces of advice that key players on these campuses felt would be helpful to international educators at other colleges and universities who are building their own institutional capacities.





COLBY COLLEGE

The push to internationalize Colby's curriculum and the faculty began under former President William R. Cotter (1979-2000) and has moved apace under Cotter's successor, President William D. Adams. The college recently launched the largest fund-raising drive in its history with the catchphrase, "Reaching the World."

Already new programs and centers have sprouted on the Mayflower Hill campus raising the visibility of international studies, most notably the Oak Institute for the Study of International Human Rights and the new Goldfarb Center for Public Affairs and Civic Engagement. Colby sends 70 percent of its students to study abroad and was among the first U.S. universities to create a short term in January, when many get their first taste of overseas study.

Colby has a flourishing Latin American studies program that did not exist 15 years ago, as well as an ambitious East Asian studies program. "The liberal arts curriculum has become much more diverse and fundamentally multicultural. You find that in every field," said Adams. To broaden its scope, Colby hired faculty with interests in research outside the Western canon.

Colby had already stepped up recruitment of international students when it had the good fortune to be selected as one of five U.S. campuses eligible to enroll graduates of the United World Colleges on full scholarships provided by financier Shelby M.C. Davis and his family. The United World Colleges are 10 international boarding schools on five continents that provide a two-year International Baccalaureate education to top students drawn from scores of countries. Today, 10 percent of Colby's 1,800 students are international, and faculty run out of superlatives in describing the impact of the United World College scholars on class discussions. The Davis family recently began funding partial scholarships for UWC graduates at several dozen more U.S. campuses.

What can other campuses learn from Colby's internationalization? Here is how several senior administrators and faculty answered that question:

- ▷ Dean of Faculty Edward H. Yeterian says, "It costs money to do internationalization well, whether it involves the faculty or the students; it's not free." For the faculty, "doing your primary research in China or Hungary or Africa is different from having a laboratory on campus or being able to go up to the library, pull all of your source material from the shelves ... take it back to your office and begin working," the dean says.
- ▷ Leo Livshits, an associate professor of mathematics, notices international and U.S. students tend to sit apart in the cafeteria. He hears complaints from international students "that a good number of Americans are only interested in talking about cars and clothes, not about world politics, (while) Americans say that international students have to relax a little, that they are so focused on philosophy and politics and studying, they do not play enough."
- ▷ President William D. Adams says special efforts are required to help international students fit into the full life of the campus. "The melting pot doesn't melt perfectly spontaneously," says Adams.
- ▷ Adams fears that without philanthropists such as Shelby Davis, it will be difficult to sustain access of international students to private, residential liberal arts colleges.

COLBY COLLEGE in Waterville, Maine, one of the nation's oldest liberal arts colleges, has cast an ever wider net for its 1,800 students in recent decades, first outside New England and, increasingly, from dozens of countries around the globe. To do so, it has had to overcome its relative isolation in the middle of Maine, on the outskirts of the old mill town on the Kennebec River where Hathaway Shirts used to be made.



COLGATE UNIVERSITY

Many go for a full semester with one of the Colgate Study Groups that regularly go to 19 sites scattered around the world, from London to Beijing to Chennai, India, and Wollongong, Australia, as well as four in the United States. Others lead three-week Extended Study Groups after regular classes end that are growing in popularity. More than 400 of Colgate's 2,800 undergraduates study abroad each year.

Kenneth G. Valente, an associate professor of mathematics, has led study groups to Cardiff, Wales, and to Manchester, England, and, in the process, discovered an interest in the history of science. Valente is amazed at how many scientists are willing to leave their labs for a semester to lead Colgate science majors to the University of Cardiff in Wales.

Lyle Roelofs, Colgate's provost and dean of faculty, shares some of that amazement. Roelofs, who spent two decades as a physics professor and administrator at Haverford College, said, "If you just plunked this (study group) system into the laps of the Haverford or Swarthmore faculty, they'd be up in arms."

President Rebecca Chopp, writing in the Colgate Scene, said the faculty's willingness to "uproot their lives (and, in many cases, their families) to take our students for a semester off campus" has made Colgate "a leader among liberal arts institutions for our global approach to education."

With just three administrators in the Office of Off-Campus Study/International Programs, it inevitably falls to faculty to ensure that Colgate's far-flung array of offerings functions properly and meshes with the Colgate curriculum. "The level with which we're involved in study abroad is incredibly time consuming," said Valente.

A few years back, Colgate used a Mellon Foundation grant to help its small geography department cement ties with geographers at the University of Wollongong in Australia, including exchanges and ongoing joint research projects. "We clearly wanted a good environment for our students and for field studies, but from my vantage in the geography department, I really wanted to give us some colleagues, some more people to talk with," said Ellen Percy Kraly, a geography profes-

sor who now has taught twice in Wollongong and researched Aboriginal issues related to Australia's colonial era.

What can other campuses learn from the ways that Colgate has threaded international study through its curriculum and through the lives of its students and faculty? Here are what several faculty and administrators had to say:

- ▷ The advantage of sending faculty out with students on study abroad trips "is that the students almost always have a sound academic experience," says Provost Lyle Roelofs. "It's almost always valuable to plunk the student down in some other culture, but (with every other model of study abroad) it's an awful lot harder to make sure that the academic part of that experience really works."
- ▷ Fernando Plata, an associate professor of Spanish and chair of Romance Languages and Literatures who has led several Study Groups to Madrid, observes: "It is a way for faculty to become better teachers, to become better scholars, to become reacquainted with the culture of the country where their field of expertise falls. It opens their minds and broadens their horizons the same way it opens our students' minds."
- ▷ Ellen Percy Kraly, professor of geography, says, "You won't have success by moving paper around; you have to move people around. You've got to invest time and allow people to build relationships."
- ▷ George Hudson, a professor of English and authority on Japanese poetry and culture, has led more than a dozen Colgate study groups to England and Japan. "Here we are in the middle of farm country in Madison County. Study abroad is the antidote to our provincialism," said Hudson. "For me, the existence of the study group has been the strongest tool in my (pedagogical) arsenal."

There are other liberal arts colleges that match **COLGATE UNIVERSITY'S** achievement of sending two-thirds of students study abroad before they graduate. But few institutions send so many of their own faculty with those students. Fully 10 percent of the Colgate faculty venture out from the scenic, hilly campus in Hamilton, New York, each year to teach Colgate students in other parts of the world.

HOWARD COMMUNITY COLLEGE



HOWARD COMMUNITY COLLEGE

in Columbia, Maryland, is blessed with a great location and strong financial support from taxpayers' dwelling in one of the nation's most affluent communities, nestled midway between Washington, D.C. and Baltimore, Maryland. What earned Howard Community College recognition as a 2005 Senator Paul Simon Award for Campus Internationalization was what it has done with those advantages to bring the world to this campus, and to give students and community residents of all ages enticing opportunities to study abroad.

Howard has woven international threads into its strong business training, distance learning and continuing education programs. Its English Language Institute is thriving, in part by meeting the needs of the fast growing local community of Korean Americans. It has partnerships with universities in Denmark and Turkey, and sends dozens of students each January to a Spanish immersion program in Cuernavaca, Mexico. Even the name of its modern languages department suggests the expansive outlook at Howard Community College. It is called World Languages, and it offers regular classes in Arabic, French, German, Italian and Spanish, and helps arrange tutoring and online resources for students to learn Chinese, Russian, Korean and Greek.

Howard Community College President Mary Duncan took the helm at Howard in 1998 after seven years as president of the State University of New York at Delhi. Delhi had had an exchange with a Chinese institution, and Duncan, a former high school Latin teacher, was surprised to learn at the first faculty meeting that Howard had no opportunities for students to study abroad.

Soon the World Languages program was offering a January immersion course in Cuernavaca, Mexico—and Duncan herself became one of the students.

Howard now offers students—both older adults and many teens fresh out of high schools—opportunities as well to study for credit in China, Italy, Greece, Russia, Costa Rica and elsewhere.

Last year Howard counted 174 international students among its enrollment of 6,600. The winning ticket in the student government elections was headed by students from Germany and Syria.

Vice President of Academic Affairs Ron Roberson personally helped arrange Howard's exchange of students with a technical institute in Denmark, and also spearheaded a new program that allows Howard students to study Chinese at Suzhou University.

Roberson, a fine arts professor and was a Fulbright Fellow at the University of Louvain in Belgium after graduating from Morgan State University, says Howard's international efforts took off after business professor Rebecca Mihelcic added to her duties the part-time job of coordinator of international education in 1999. "Nothing happens in education unless you've got somebody on fire about an issue," says Roberson.

Mihelcic cajoled faculty at every turn to pursue international travel and research opportunities and gently prodded them to incorporate international content into their classes.

Here are other thoughts from the faculty and leaders of Howard on how they pursued internationalization:

- ▷ President Mary Ellen Duncan expresses pride in the achievements of Howard's 174 international students. "They often win prizes here for excellence. They work so hard. It's great for our (U.S.) students to mix with students from other countries because education means so much to them," she says.
- ▷ Vice President of Academic Affairs Ron Roberson puts to rest any perception that internationalization is anything but hard work. "We're known as an innovative institution that's not afraid to do things differently, to tackle new things. But that doesn't mean it's easy. My observation has been (that with) every new thing you do, you go through a period where it's quite an uphill battle."
- ▷ Roberson believes that a key to forging successful international partnerships is keeping the exchanges focused and as economical as possible. "You don't want to design it so that it takes \$50,000 to do something little," he says. On the other hand, he adds, "it doesn't cost much more to fly to Denmark these days than it costs to fly to California. People have to realize that the barriers that once made this difficult are virtually nonexistent."



UNIVERSITY OF KANSAS

“Our location is what makes us international,” said Diana Carlin, dean of international programs and the Graduate School. “When you’re in the middle of the Midwest, you’re very aware that you’re not the center of the universe, and that it’s important that you bring the world to your campus.”

KU leaders set out in the 1950s and 1960s to make the Lawrence campus a bastion of area studies and languages, and their legacy includes strength in Latin American, East Asian, Russian and African studies programs as well as Spanish. KU also has capitalized on its proximity to Fort Leavenworth, home of the Command and General Staff College where the Army for generations has trained its future leaders. After World War II, the United States brought a generation of young scholars from Japan to pursue Ph.D.s at KU, in part because the military knew the visitors would be treated hospitably in Lawrence. Those scholars returned home to a country on the mend, and today KU enjoys close ties with leading institutions across Japan and other parts of Asia.

KU nurtured ties to other regions of the world as well. KU’s exchange with the University of San Jose in Costa Rica is said to be the oldest in the Western Hemisphere. KU’s Applied English Center still attracts 200 international students to its intensive English language classes each semester.

Over the years, studying abroad became as much a tradition among KU undergraduates as raising the rafters in Allen Field House, where Wilt Chamberlain scored 52 points and snared 31 rebounds in his 1956 college debut. KU has mastered the knack of keeping study abroad costs low. A semester at the University of Costa Rica costs less than \$8,800 for tuition, room and board, and KU students can spend a semester in Bonn, Germany, for \$10,600 and in Great Britain or Hong Kong for around \$12,000. That is no more than what out-of-state students pay for a semester in Lawrence.

Outgoing Provost David Shulenburg was concerned that most of those who make the walk down Campanile Hill to Memorial Stadium in their caps and downs still had no formal learning experience outside the

United States, so he helped create a Global Awareness Program that allows students to get certification on their transcripts by taking more courses with an international focus and volunteering for international service programs on campus.

Chancellor Robert Hemenway’s goal is for KU to advance into the ranks of the nation’s top 25 public universities in terms of research and reputation, and Hemenway says no university can be great without being international.

Here are some lessons about internationalization that KU’s leaders shared:

- ▷ Erik S. Herron, an associate professor of political science and director of the Center for Russian, East European and Eurasian Studies, says, “What has amazed me about KU is that we’re actually able to do so much when KU has to fight so hard to get resources. International activities aren’t cheap. ... KU is charting its own path for how it’s going to internationalize.”
- ▷ Elizabeth Anne Kuznesof, a professor of history who directs the Latin American Studies program, says that to internationalize the faculty, “You need to help your faculty think of themselves as a community, find ways to get together, find common projects that engage your faculty in the world area, help them bring in speakers, hold conferences, and just get over this sense of isolation that faculty tend to have within their individual departments.”
- ▷ Danny J. Anderson, chair of the Department of Spanish & Portuguese, who has had difficulty hiring faculty fast enough to keep up with booming Spanish enrollments, says, “If you look at the demographics in the last Census. Hispanic is becoming the dominant minority in Kansas. What that means is that KU is going to be a different university.”

Kansas is Middle America, geographically and metaphorically. It is the place where settlers fought pre-Civil War battles and, in fiction, the starting point for Dorothy and Toto’s journey to Oz. In recent years it spawned the debate over whether creationism should be taught in public schools. Which makes all the more striking the deep internationalism of its flagship campus, the **UNIVERSITY OF KANSAS** in Lawrence. KU, as everyone affectionately calls it, enrolls more than 1,600 international students and in 2004-2005 sent more than 1,200 KU students to study abroad.



UCLA

Carnesale has just presided over the most successful fund-raising campaign ever by a U.S. university, raising \$3.05 billion over 10-plus years. That eclipsed the previous record of \$2.85 billion set by cross-town rival University of Southern California. Carnesale, who is retiring this year, says most of that \$3.05 billion was raised not from alumni but other successful Californians proud of the role that UCLA has played in nurturing the Golden State's economy, from technology and biotech firms to the hometown entertainment industry.

"California depends upon its public universities to compete not only with other public universities, but to compete with the finest private universities—and we do," said Carnesale, a taxi driver's son who became a nuclear engineer and arms control expert. More than 47,000 students applied for the 6,000 spaces available in UCLA's Class of 2010. Like other University of California campuses, it reserves 90 percent of those seats for Californians. International students comprise only 2 percent of the undergraduates. Carnesale argues that many UCLA students have immigrant parents and "bring two cultures to the party." But the preponderance of California students makes it even more essential that UCLA encourage study abroad, its leaders say.

And study abroad they do—some 2,034 students in 2003-2004. Only NYU and Michigan State sent larger numbers overseas.

UCLA is a whirl of international studies, lectures and activities. More than 40 languages—Afrikaans, Hausa, Quechua, Uzbek and Catalan among them—are taught regularly at UCLA. The International Institute, ensconced in Ralph Bunche Hall—named after the scholar-athlete in the Class of 1926 who won the Nobel Peace Prize for his work at the United Nations—coordinates international education and research through 14 multidisciplinary centers and programs focused on major regions of the world and global issues that cut across them all. The International Institute nurtures close ties not only with UCLA's political scientists, anthropologists and linguists, but with its architects, ethnomusicologists and cinematographers.

Its Burkle Center for International Relations regularly brings leaders from around the world to campus and its faculty associates probe the thorniest questions on the global geopolitical landscape.

It is a time of growth and change for the Institute, now headed by political scientist Ron Rogowski, the interim vice provost and dean. It launched a new Center for India and South Asia in 2005 and its Latin American Center, Center for European and Eurasian Studies, and Center for Southeast Asian Studies all began the 2005-2006 year with new directors. Rogowski also had a hand in the creation of a Global Fellows Program that brings 10 promising young scholars to Westwood for a year of research and seminars.

Few institutions anywhere possess UCLA's reach or resources. Nonetheless, here is what key faculty and administrators had to say about what other campuses can learn from UCLA's internationalization:

- ▷ Val D. Rust, professor of social science and comparative education and director of the UCLA Education Abroad Program, says that more than half the entering freshman say they want to study abroad, but "only 3 to 4 percent actually do go.... We could easily double or triple the number of students' going abroad if we had the resources to do extensive marketing and preparation for those students."
- ▷ Chancellor Albert Carnesale believes a predisposition toward interdisciplinary work has been key to UCLA's internationalization. "Geography matters, too," says the former Harvard provost. "The campus is compact. You can have a meeting; it's never more than a five-minute walk, and the weather's always nice to walk."
- ▷ Associate Professor of Public Policy Amy Zegart, an expert on national security and intelligence, says that in southern California, "You can't help but be acutely aware that we are part of a broader international community....The borders are porous and you sense that very day living in Los Angeles. There is an excitement about that, too."

Strolling around the **UNIVERSITY OF CALIFORNIA AT LOS ANGELES'S**

leafy Westwood campus—419 acres with fountains, a sculpture garden and dozens of graceful buildings, old and new—it is easy to forget that UCLA is an urban university. But that is what it is, in a well manicured corner of what

Chancellor Albert Carnesale calls "perhaps the most exciting, dynamic, global city anywhere—not just in the United States."