Measuring Commitment to Internationalizing the Campus: An Institutional Fingerprint

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The idea of internationalizing our educational institutions is now commonplace around the world, and is now considered part of an institution's role in educating its students. Typically this is seen as the infusion of an international perspective into teaching, research, and service and for many institutions has become a key component of administrative goals, policies, and mission. However, there remains a significant difference between simply talking about internationalization and actually taking concrete steps in implementing this across a campus. In an effort to address this gap, an instrument is introduced to assess concretely what an institution is actually doing to internationalize its campus. These questions were developed from personal observation, literature from the field of international education, and through a survey with international educators from across the country. This information can be used to assess what is being done well on a campus and what needs to be improved. It may provide added impetus for change by international educators and their administration.

Over the past 20 years educational institutions around the world have made efforts to "internationalize" their campuses, and this continues to be a significant goal for a wide range of very different kinds of institutions in any number of countries. Often defined as the infusion of an international perspective into our teaching, research and service, the idea of internalization has transitioned from the periphery of our agendas to becoming a core value of our educational missions. University administrators, whether they are Presidents, Chancellors, Vice Rectors, or Provosts, frequently make internationalization a key part of their

rhetoric as the idea has reached the educational mainstream. In fact, in today's global environment few administrators would omit this from their own personal agendas or from that of their institutions.

Having entered the mainstream, we face the possibility that words like internationalization or globalization have become so common-place that the terms have begun to lose their meaning. For those of us faced with the daily realities of working in an international office, this administrative rhetoric is nice to hear but is sometimes difficult to document in any substantive manner. All too often a gap exists between the bold declarations made by our institution's administrators, mission statements and/or strategic plans, and the realities of our daily chal-lenges. The question becomes one of tangible, measurable support of our international efforts that moves beyond the language of institutional proclamations to actual commitment through behavior.

Part of our current problem is that the educational impact of in-ternational education upon participating students remains difficult to measure despite the fact that there is a general acceptance that students change for the better. Despite the efforts of researchers over the years, quantitative data supporting student learning and developmental outcomes resulting from an international experience remains elusive, making it easier to be ignored by hard-pressed administrators. Conse-quently, we must ask ourselves: "Are we moving from the rhetoric of internationalization to the actual implementation of these ideas on our campuses"?

This question is nothing new to educational researchers as this has been investigated for a number of years in a variety of institutions and countries. To take this research to another level, however, we must increase our sophistication in measuring the current status of our international efforts as well as in developing hands-on instruments that enable practitioners to determine the degree of internationalization on their campuses.

Fortunately we have a long history of educational research that considers the relationship of resources and performance outcomes. The 1970's and beyond was marked by a push for greater assessment and accountability throughout our educational system, including higher education, and culminated in a series of "performance indicators" designed to accurately measure the success or failure of our institu-tional efforts. Often tied to funding initiatives, the focus shifted from

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educational inputs (more dollars) to the measurement of educational outcomes based upon performance. Researchers from around the world have addressed such questions (e.g., Bottani & Walberg, 1992; Nuttall, 1992; Knight & deWit, 1999; & Paige, 2005). Paige (2005) also includes a summary of several other studies.

By far, the most extensive effort to measure institutional internationalization efforts involves the work of Madeleine Green and others from the American Council on Education (ACE). The "Mapping Internationalization on U.S. Campuses" studies (Green & Olson, 2003; Green, Luu, & Burris, 2008) provide us with information about the policies and practices of American educational institutions and offers a detailed look at "high activity" campuses as well as "less active" institutions. This research will continue on a longitudinal basis and in the future will continue to offer insights about the ongoing process of the internationalization of American campuses. Published accounts have been supported by on-line webinars offered by the ACE in conjunction with NAFSA (the Association of International Educators), and provide international educators an opportunity to learn more about internationalization efforts across the country.

For the purposes of this article, it is important to acknowledge that Green summarizes this work by stating: "This survey isn't about the talk, it is about the walk. I think there is still a very big gap between the rhetoric and what actually happens on campuses" (Green, as quoted in Fischer, 2008). Green goes on to say that

> we found that significantly more institutions stated a commitment to internationalization in their recruitment literature than did their mission statements and strategic plans or their policies and practices. The presence of internationalization in recruiting materials suggests that institutions realize its importance as a component of institutional quality and attractiveness, but that a gap exists between the image institutions seek to project and the implementation of internationalization. (Green et al., 2008, p. 82)

The idea of a gap between institutional rhetoric and measurable commitment to internationalization has been previously established, as is evidenced by Jack Van de Water's (1997) classic article entitled "Gaps in the Bridge to the Twenty-First Century" that was published in the *International Educator*. In this article, he offers the perspective that there is a considerable gap between the rhetoric behind internationalization, the agendas that result, and the lag in the budgets that then limits any real progress. Given the likelihood of a further reduction in financial support within American institutions for the immediate future,

the gap between the rhetoric for internationalization and the funding required to support it will probably broaden.

Green's work represents a culmination of the efforts of international education scholars over the past 20 years, as we have moved from merely discussing the need for internationalization to actually measuring what we are doing. Representative of these earlier efforts and a clear transition to our current efforts is that of R. Michael Paige (2005) of the University of Minnesota, who discusses the link between researchers who first focused upon the identification of "internationalization concepts" to later efforts to develop specific performance indicators designed to assess an institution's international efforts. As discussed by Paige, researchers in many different institutions and countries have identified "internationalization concepts" that form the basis for the development of specific performance indicators designed to assess international efforts. Internationalization concepts were described by Ellingboe (1998), Knight and de Wit (1999), Paige and Mestenhauser (1999), Mestenhauser (2002), Green and colleagues (Green & Olson, 2003; Green et al., 2008), and at such diverse institutions as the University of British Columbia, the University of Minnesota, the University of Ballarat in Australia, the University of Regina, and Malmo University in Sweden (Nilsson, 2003). Although each is unique in their own right, they address such common themes as leadership/administration, research policies, international and study abroad students, internationalized curriculum/degrees, and strategic plans and policy.

Based upon these generic internationalization concepts, Paige (2005) goes on to present a set of international education indicators that can be used in assessing a campus' efforts in international education. He offers ten such performance indicators comprised of the following: (1) University Leadership for Internationalization; (2) Internationalizing Strategic Plan; (3) Institutionalization of International Education; (4) Infrastructure-Professional Interaction Units and Staff; (5) Internationalized Curriculum; (6) International Students and Scholars; (7) Study Abroad; (8) Faculty Involvement in International Activities; (9) Campus Life/Co-Curricular Programs; and (10) Monitoring the Process. Within each category, Paige includes a series of specific statements or questions that reflect the main goals for the performance indicator, resulting in an overall assessment of an institution's internationalization efforts.

For the purposes of the instrument developed for this article, many of Paige's (2005) basic ideas have been expanded in scope and specificity. Additional information was added from Green et al.'s (2008) efforts on evaluating U.S. campuses, plus two more clearly defined dimensions have been added. Reflecting the changes now occurring within the field of international education, additional dimensions for marketing and alumni relations have been developed consistent with

the increasing significance of these areas in internationalizing a campus.

Although our ability to measure the role of internationalizing a campus has improved, there remains a basic issue with the use of this information. There exists a divide between the theoretical basis of this research and the actual application of this information into the day to day activities of many international offices. Many international education professionals are so overwhelmed with meeting their daily challenges that they are unaware of this information or how this might impact their daily operations. Consequently, in an effort to address this need, we have developed an instrument that reflects realistic issues on today's campuses and that will assist international educators in evaluating where they and their institution stand in the internationalization process. This "institutional fingerprint"—suggesting that each campus is unique—establishes a greater awareness of where an institution is concerning internationalization, promotes an increased understanding of what other options are available, and helps move the institution forward in addressing their shortcomings by acting as a catalyst for change.

The idea of moving beyond the rhetoric to actually measuring educational activity can also be adapted within other areas such as applied or service learning, with the shared long-term goal moving the agenda forward. As there is no attempt at comparison to other programs or institutions other than indirect ones, a realistic assessment of an institution's efforts can be made relatively safely without the fear of being portrayed in a negative light.

MEASURING INTERNATIONAL COMMITMENT

The "institutional fingerprint" instrument is comprised of 125 questions divided among eight components or dimensions representing various aspects of a campus' institutional efforts toward internationalization. These components are similar to those used in previous research models with the exception of the addition of two dimensions that focus upon recent developments in the internationalization of a campus—international alumni relations and marketing/communications. Each of the eight dimensions includes a series of specific questions that a respondent considers about his/her campus and answers as never (0), seldom (1), sometimes (2) and always (3). These in turn are summarized into totals for each dimension and scored on a graph that displays areas of strength and weakness concerning the internationalization of the institution. In an effort to determine if some questions reflect a greater importance in internationalizing a campus than do others, 50 international educators from 12 states responded to a survey

in which they were asked for their opinions concerning the significance of these questions. As a result of this feedback, several questions were considered of greater importance to the internationalization of a campus and these are weighted differently than are the other questions. Those that are weighted differently are then multiplied times the number representing the response provided for each question and added for an overall score for the dimension, which is then plotted on the graph. This information for weighted questions is included at the conclusion of the survey's eight dimensions.

INSTRUCTIONS FOR THE INSTITUTIONAL FINGERPRINT MEASURE

The series of questions below are designed to help you determine your institution's level of commitment to the internationalization of your campus. The questions are divided into eight different dimensions related to internationalization, and the total scores for each dimension will be tabulated to determine your "institutional fingerprint." Some questions will be "weighted" differently than others based upon their significance for internationalization. Do not calculate sum totals for each section until you have completed the entire scale and have read and followed the instructions for weighting at the end of the scale.

Please respond to each item on each of the eight dimensions based upon the scale below:

Never=0   Seldom=1   Sometimes=2   Always=3

RESOURCES DIMENSION:
1. Adequate, attractive, and up-to-date facilities are available to house the offices working within international education on your campus.
2. Adequate staff is available to meet the needs of faculty, international students, and study abroad students.
3. Assistance is available on campus for writing internationally-oriented grants.
4. Your institution has a number of active international partner institutions
5. Endowed chairs have been established for professors from internationally-oriented disciplines.
6. Your institution has its own study abroad and/or research facilities abroad.
7. Long-term housing for international guests (a semester or longer) is available and provided by the institution.
8. Financial support exists to support faculty international travel, research, and/or teaching opportunities.

9. Resources and individuals are available to provide support for obtaining internally-based grants for students and faculty. (such as Fulbright grants)
10. Short-term housing for international guests is available on your campus. (less than a semester)
11. Resources are provided to support on-campus organizations such as Phi Beta Delta. (honorary international fraternity)
12. Staff is provided with opportunities and support for international involvement.
13. Adequate resources are available for the expansion of international activities on your campus.
14. Your institution provides resources to provide study abroad scholarships.
15. The international office's budget is adequate to meet your needs.

Sum total: _____

ADMINISTRATION DIMENSION:
1. Upper-level administrators actively involve themselves in international activities on campus.
2. Upper-level administrators actively involve themselves in overseas international activities designed to promote the institution.
3. The principal international officer on campus has direct and consistent access to upper-level administrators.
4. The chief international officer holds an upper administrative rank of director or above.
5. The chief international officer also holds faculty status.
6. Administrators regularly acknowledge the importance of international students on the campus and within the community.
7. The administration requires an institutional review process that links student outcomes to the goals of internationalization.
8. Upper-level administration supports the role of the international office in promoting widespread communication, cooperation, and coordination with other units across campus.
9. Administration is responsive to new staffing and resource needs that arise within the international programs. (e.g., SEVIS)
10. Upper-level administrators attend regional, national, or international meetings that focus in part on international education.
11. Upper-level administration understands and supports the role of the intensive English program on the campus.
12. Upper-level administration supports and assists in the efforts of the alumni and/or development offices in forging and maintaining links with international alumni.
13. International topics are included in the chief administrator's public comments to the faculty, campus, and community.

14. International topics are included in the regular discussions among institutional governance groups like the Board of Trustees or Regents.
15. Chief administrators are willing to meet with international guests.
16. International initiatives from across campus are typically coordinated through the international office.

Sum Total: _____

INSTITUTIONAL PHILOSOPHY DIMENSION:

1. The institutional mission statement offers a specific endorsement of the role and importance of international education for the campus.
2. Concrete, measurable actions follow up public statements from administrators who claim to support international education.
3. The institution plays an active role in interacting with local, regional, or state-wide agencies involved in supporting or attracting international businesses.
4. There is a strong communication link between the international office and various constituencies across the campus.
5. The provision of resources is done in anticipation of need rather than in reaction to it.
6. The institution has implemented a study abroad scholarship fund with all students contributing on a semester or yearly fee basis.
7. International activities on the campus are regularly discussed as an agenda item by the governing board of the institution.
8. Scholarships are available for study abroad students as well as incoming international students.
9. The importance of international education is reflected in the use of international symbols on campus. (flags, within school materials, etc.)
10. Information about international opportunities for prospective students is part of the institution's recruiting materials.
11. Specific materials exist for recruiting international students.
12. Your institution has membership in international education organizations at the state, regional, and/or national level.
13. During graduation ceremonies international activity/involvement by the students is acknowledged. (through wearing country-specific sashes, verbal recognition, international medallions, etc.)
14. Concerning international matters, your institution has cooperative links with other institutions or organizations within the state or region.

15. Campus culture strongly supports the presence of international students at your campus.

Sum Total: _____

FACULTY DIMENSION:
1. International involvement (presenting abroad, teaching abroad, grant-writing, and/or publishing on international topics) is viewed positively in meeting the promotion/tenure criteria for faculty.
2. Funding is available to support faculty interested/involved in cross-national research.
3. Funding is available for faculty interested in presenting at conferences abroad.
4. Funding is available for faculty to attend conferences abroad.
5. Funding and programs are available that support teaching abroad opportunities.
6. Funding is available to support in-coming international guest professors.
7. Colleges/departments have identified one or more individuals to lead the internationalization efforts for their unit.
8. The institution provides recognition to faculty for achievements/efforts in promoting international education.
9. Opportunities are provided for faculty and administrators to make site visits for international program development.
10. Faculty are involved in establishing programs or forums that regularly address international topics or issues on the campus.
11. Faculty are represented on various committees that address international topics/issues on the campus.
12. Departments of colleges have established international committees that help guide/promote the international agenda.
13. Faculty with international expertise are actively recruited by academic departments.
14. Release time is made possible for faculty interested in writing grants with an international focus, teaching abroad, etc.
15. International activity by faculty is encouraged by upper-level administration, institutional policies, the department chair, and/or departmental colleagues.
16. Your institution seeks international opportunities for its faculty by supporting such things as the Fulbright program or regular teaching opportunities abroad.

Sum Total: _____

CURRICULUM DIMENSION:

1. Specific courses with an international content are required in the general education program, and every student must have at least a minimal exposure to these.
2. Academic majors and minors with a clear-cut international focus exist for students. (international business, area-studies programs, international studies)
3. Joint or shared degree programs have been established with partner institutions in other countries.
4. A study abroad experience is required in specific degree programs or within an institution's honors program.
5. Faculty from different parts of the world are brought to campus on a regular basis to teach in different disciplines.
6. General education requirements include specific categories for multicultural or global issues courses.
7. International internships are offered by your campus on a regular basis.
8. Departmental chairs/advisors are flexible in evaluating transfer credit for courses taken abroad by study abroad students.
9. Students may earn certificates that recognize international study or activity on campus.
10. There are foreign language requirements for all students as part of their general education requirements.
11. Languages other than French, Spanish, and German are available as regular offerings in your curriculum.
12. Options are in place that would allow your education students to student teach abroad.
13. Study abroad options are available for virtually all majors on campus.
14. Your campus offers a variety of faculty-led, short-term study abroad programs every year.
15. The campus curriculum strongly supports student participation in study abroad.

Sum Total: _____

MARKETING DIMENSION

1. Information on international admissions, programs, and activities can be found easily from the main page of your institution's website.
2. The alumni/development office website includes a specific international component.
3. Individual departments/colleges have information for prospective

and current international students on their website.

4. Resources (money, materials and personnel) are dedicated toward active international recruiting efforts abroad.
5. Your institution uses study abroad as a key component of its recruiting strategies for domestic student recruitment.
6. International events/activities on campus are included in school and local newspapers.
7. Specific recruiting materials for international students are used to attract additional international students.
8. The brochures of the admissions office include specific information about international opportunities such as study abroad.
9. Study abroad information is available as part of an institution's regular recruiting fairs and as part of the summer orientation.
10. International enrollments are considered as part of the overall enrollment management strategy.
11. Portions of the international office website for your campus are available in languages other than English.
12. An interactive "chat room" is part of your international admissions website.
13. Your campus makes use of the "social media" (MySpace, Twitter, Facebook) in recruiting international students and in promoting study abroad.
14. Information about study abroad participants is shared with the students' hometown newspapers.
15. Your institution has as one of its major identities a reputation for providing international opportunities for its students.

Sum Total: _____

ALUMNI RELATIONS DIMENSION:
1. International fundraising initiatives are established by your institution's alumni/foundation office.
2. An outstanding international alumni award is given each year by your alumni office.
3. An alumni newsletter exists that includes regular information about international graduates or a specific international newsletter is available on-line for international graduates.
4. International alumni assist in providing opportunities for current students in such as international internships.
5. International alumni are systematically tracked as are any other graduates of your institution. (addresses, employment, etc.)
6. Alumni associations are established abroad and are tied directly to the alumni office at your institution.
7. International alumni assist in institutional recruiting efforts.

8. During graduation ceremonies upper-level administrators make an effort to recognize international graduates, meet parents, have pictures taken, etc.
9. Graduation ceremonies are available on-line and are accessible for parents/families abroad.
10. Homecoming celebrations include specific activities/recognition for international graduates.
11. An international component is part of your alumni/foundation office strategic plan.
12. Your institution receives regular donations from international graduates and study abroad alumni.
13. Upper-level administrators assist the alumni office in making and maintaining links with international alumni or donors.
14. Scholarships for international students are supported in part by international alumni.
15. International trips for alumni are sponsored by your alumni office.
16. Your institution's chief international officer meets regularly with the head of the alumni office and/or foundation office.

Sum Total: _____

STUDENT/FACULTY SUPPORT DIMENSION
1. Unique needs of international students are recognized and addressed on campus. (provision of housing during breaks, food options, places of worship available, pre-registration available, satellite availability for watching TV)
2. Scholarships/graduate assistantships are available for international students.
3. Specific scholarships are available only for international students.
4. Programs using international students as campus or community resources exist and are conducted regularly.
5. Job opportunities exist on campus for international students.
6. Assistance is provided for international students interested in serving as resources for the campus, community, or region.
7. Friendship or host-family programs are available for international students.
8. Community organizations (service organizations, church groups, etc.) provide international students with opportunities to interact with them off campus.
9. Your institution provides new international students with an orientation program.
10. Your institution provides assistance for international faculty when they transition to your campus and community.

11. Information/programs on working with international students are offered on campus for support personnel from various offices.
12. International clubs/organizations exist on campus and are coordinated/supported through institutional resources.
13. When necessary, the institution's infrastructure will make adjustments in their policies in order to address the needs of international students.
14. International student health insurance policies may, under certain provisions, be accepted in place of the regular institutional health insurance policy.
15. Policies friendly to students wishing to study abroad are in place, such as shortened housing contracts.
16. Opportunities are available for staff to participate internationally through such things as site visits, short-term visits with counterparts, or recruiting activities.

Sum Total: _____

Weighting Instructions
For the following items on each of the eight dimensions, please weight the designated items by multiplying your response to the item with the weight indicated in parentheses below before calculating your sum total score for that dimension.

Resources: Question #2 (2 points), Question #8 (3 points)
Administration: Question #3 (2 points), Question #8 (2 points)
Institutional Philosophy: Question #1 (3 Points), Question #8 (2 points)
Faculty: Question #1 (2 points), Question #14 (2 points)
Curriculum: Question # 1 (2 points), Question #13 (3 points)
Marketing: Question # 1 (2 points), Question #4 (2 points), Question #5 (2 points)
Alumni Relations: Question #5 (2 points), Question #6 (2 points)
Student/Faculty Support: Question #1 (3 points)

CONCLUSIONS: USING THE
INSTITUTIONAL FINGERPRINT

As is suggested by the use of the term institutional fingerprint, the assessment of a campus needs to be viewed through the unique circumstances found at any individual institution. The widespread diversity of American campuses in terms of academic mission and resources makes inter-institutional comparisons essentially meaningless, and one should

instead focus upon an assessment that is designed to provide information for the improvement of that campus' internationalization efforts. While one can argue that historically there has been slow but steady progress toward meeting the international goals of our institutions, the recent financial challenges facing many campuses will place additional pressures on determining where we are internationally, where we would like to be in the future, and how we might get there.

With any measurement instrument, there is a tendency to wonder how one compares to others who have taken the same evaluation. Yet the value of measuring one's own institution is in the use of this information for future planning and in obtaining the financial commitments it will take to attain those desiderata. The questions offered in this survey represent practices that are being used somewhere in the country by at least one institution, and provide a framework of ideas that may be used in promoting change in the internationalization of a campus.

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