
AMERICAN COUNCIL ON EDUCATION
(ACE) INTERNATIONALIZATION
LABORATORY REPORT

UNIVERSITY OF COLORADO AT BOULDER

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This report represents the work of a task force of University of Colorado at Boulder faculty and staff over a seventeen month period from September, 2008 through January 2010. The ACE Internationalization Laboratory Task Force was appointed by Provost Phil Distefano in August, 2008 as the leadership group for CU-Boulder's participation in the American Council on Education's Internationalization Laboratory. Task Force members were:

John Stevenson, Co-Chair	Interim Dean, Graduate School
Lawrence Bell, Co-Chair	Director, Office of International Education
James Austin	Associate Dean (Faculty), College of Music
Steve Chan	Professor, Political Science
Gary Gaile	Professor, Geography
Clayton Lewis	Professor, Computer Science
Dennis McGilvray	Chair, Anthropology
Polly McLean	Associate Professor, School of Journalism & Mass Communication
Laurel Rodd	Professor, Asian Languages & Civilizations and Director, Center for Asian Studies
Anne Schmiesing	Chair, Germanic & Slavic Languages & Literatures
Diane Sieber	Associate Professor, Engineering-Herbst Humanities
Richard Wobbekind	Associate Dean (MBA and Executive Programs), Leeds School of Business and Director, Business Research Division
Thomas Zeiler	Faculty Director, Global Studies Residential Academic Program and Professor, History

This work could not have been completed without the able assistance of a number of staff – Kim Kreutzer (Associate Director of International Education), Jami Nelson Nuñez (Task Force Research Associate), and Lisa Hutton (Executive Assistant to the Vice Chancellor for Research and the Dean of the Graduate School).

We also received much additional assistance along the way. Most notably from ACE Senior Associate at the Center for International Initiatives, Barbara Hill; CU-Boulder Professor Fred Pampel; and the Peer Review Team of Barbara Hill, Gene Allen, and Bill Lacy.

The Task Force would like to make special mention of one of its key members. We issue this report in the memory of Professor Gary Gaile, a member of the Internationalization Laboratory task force who passed away on February 13, 2009. Gary's commitment to internationalization was legendary and he worked in or visited some 108 countries during his illustrious career. Gary also had worked on previous international committees and will be missed for his many contributions.

TABLE OF CONTENTS

INTRODUCTION AND EXECUTIVE SUMMARY	1
RECOMMENDATIONS	3
I. CREATE A NEW ASSOCIATE VICE CHANCELLOR FOR INTERNATIONAL POLICY AND PROGRAMS	3
II. INCREASE INTERNATIONAL STUDENT RECRUITMENT, ENROLLMENT, AND RETENTION	5
III. CREATE A SHARED SPACE FOR INTERNATIONAL PROGRAMS ON CAMPUS	7
IV. INCREASE STUDY ABROAD PARTICIPATION	8
V. INCREASE THE DEVELOPMENT OF GLOBALLY FOCUSED RESEARCH/CREATIVE WORK, TEACHING AND SERVICE THAT INVOLVE COLLABORATION WITH DOMESTIC AND INTERNATIONAL PARTNERS	10
VI. INTERNATIONALIZE THE CURRICULUM FOR UNDERGRADUATES	14
VII. EXPAND INTERNATIONALLY FOCUSED GRADUATE PROGRAMS AND INITIATIVES	16
VIII. DEVELOP COMPREHENSIVE INTERNATIONAL PARTNERSHIPS	18
IX. ESTABLISH NEW LIVE/WORK COMMUNITIES	19
CONCLUDING DISCUSSION	20
APPENDICES	22
APPENDIX 1: THE ACE INTERNATIONALIZATION LABORATORY	23
APPENDIX 2: OBSTACLES TO INTERNATIONALIZATION AT CU-Boulder	26
APPENDIX 3: PREVIOUS COMMITTEES AND TASK FORCES ON INTERNATIONALIZATION	29
APPENDIX 4: LINKAGES BETWEEN FLAGSHIP 2030 AND TASK FORCE RECOMMENDATIONS	35
APPENDIX 5: DESCRIPTION OF THE UNIVERSITY OF COLORADO AT BOULDER	38
APPENDIX 6: THE OFFICE OF INTERNATIONAL EDUCATION	39
APPENDIX 7: ORGANIZATIONAL CHART OF THE OFFICE OF INTERNATIONAL EDUCATION	41
APPENDIX 8: EXECUTIVE SUMMARY OF THE STRATEGIC PLAN FOR THE OFFICE OF INTERNATIONAL EDUCATION	42
APPENDIX 9: LANGUAGE OFFERINGS AT CU-Boulder	44
APPENDIX 10: COMPARISON TO PEER INSTITUTIONS	45
APPENDIX 11: DRAFT OF ASSOCIATE VICE CHANCELLOR FOR INTERNATIONAL POLICY AND PROGRAMS POSITION DESCRIPTION	48
APPENDIX 12: REVIEW OF TECHNOLOGY FOR INTERNATIONAL COLLABORATION AND RESEARCH	50
APPENDIX 13: REPORT ON FACULTY AND STAFF INTERNATIONAL ACTIVITY FROM FRPA AND ACE TASK FORCE SURVEY	51
COMPILATION OF DATA FROM THE FRPA	51
RESULTS FROM CU-Boulder INTERNATIONAL EXPERIENCE SURVEY - 2009	59
APPENDIX 14: INTERNATIONAL STUDENT RECRUITMENT PROPOSAL	65
APPENDIX 15: ACRONYMS	70
APPENDIX 16: REPORT ON THE UNIVERSITY OF COLORADO AT BOULDER PARTICIPATION IN THE ACE INTERNATIONALIZATION LABORATORY BY THE AMERICAN COUNCIL ON EDUCATION PEER REVIEW VISIT TEAM	71

INTRODUCTION AND EXECUTIVE SUMMARY

Charged with developing a strategic plan for internationalization at CU-Boulder, the American Council on Education (ACE) Internationalization Laboratory Task Force began to meet in fall 2008 to assess the level of international activity at CU-Boulder. The initial findings indicate a remarkable amount of international activity, despite the absence of a concerted campus-wide effort for internationalization.

Much of this activity can be credited to the Office of International Education and a number of individuals and departments who have taken it upon themselves to pursue the full range of international activities available in higher education. They have set up research partnerships, developed exchanges, travelled to foreign archives and other research storehouses, presented work at conferences held abroad, invited scholars from around the world to speak or collaborate here, and so forth. As is so often the case at CU-Boulder, the prevailing engine driving much of the international activity here has been the spirit of entrepreneurship; a spirit that has been a condition of survival on a campus where resources have typically been limited. It is a tribute to the resourcefulness of the CU-Boulder faculty and staff that such individual and largely independent effort has succeeded so well, but it also raises the important question: how much better could we do if we actually pulled together, with an informed plan, adequate central support and guidance, and a fully transparent flow of information?

Our work on the Task Force has demonstrated two facts that are beyond dispute: one, that there is a great deal of international activity, and two, the actual extent of that activity is currently very difficult to measure accurately. An excellent foundation for future work is in place. We have an active and internationally engaged faculty and a well-functioning Office of International Education. CU-Boulder also has another precious asset. Our location at the base of the Rocky Mountains, in a community long dedicated both to the value of higher education and the preservation of the area's remarkable beauty, provides us with a magnet powerful enough to draw students and scholars from around the world. Boulder is also home to a number of federal laboratories and there are more highly-trained people doing advanced scientific research in this community than in almost any location this size in the U.S. This is a powerful draw for international students and scholars and also provides a strong nexus for international connections. If we did not have talented faculty and excellent programs, location alone would not be enough, but the combination of location with high academic quality provides us with a remarkable set of assets that have yet to be adequately tapped.

To be clear, the strides that we have made in internationalization have been achieved with great effort – and in some cases, with victories only very narrowly won. The development of the Center for Asian Studies, for example, ultimately secured Title VI program support but this was largely due to the personal efforts of key individuals when institutional support was limited. While a great deal of international activity can be found around the institution, it is very loosely connected and it is quite common for individuals and departments to be totally unaware of similar efforts taking place in other departments. These silos of international activity are problematic in that many remain disconnected from resources in other departments on campus. While the entrepreneurial spirit is advantageous for the campus in forging new opportunities, there is no central structure that ensures that such efforts follow university procedures or administration's desires. For example, new exchange agreements developed outside of the Office of International Education have occasionally led to problems for exchange students and the institution due to failures to arrange

adequate tuition exchange processes and visa documents. Lastly, in the absence of a single centralized internationalization plan and structure, we fail to capitalize on the networks and connections we do have, which represent valuable research opportunities and possibly funding sources.

While the Flagship 2030 strategic plan highlights the importance of internationalization by recommending, as a flagship initiative, that CU-Boulder become a “global crossroads,” there was no 2030 task force charged specifically with developing a plan to achieve this goal. This report hopes to provide such a plan, so that the campus can begin to more efficiently capitalize on our international resources and develop the kind of infrastructure of people, policies, programs, and facilities that can make our identity as a true global crossroads into a reality. By working to remove obstacles that have impeded internationalization efforts on campus, the ACE Internationalization Laboratory Task Force believes that the institution can achieve not only the goals outlined in Flagship 2030 that are explicitly international in nature, but also make progress towards many other Flagship 2030 goals. Tapping into this international resource could strengthen Colorado’s Research Diamond, foster interdisciplinary research and creative work, advance graduate student education, and present new funding opportunities.

This document outlines a plan to achieve coherence and a centralized organization that will allow us to internationalize the campus to its full capacity. What follows are the ACE Internationalization Laboratory Task Force recommendations necessary to achieve these goals (in order of priority).

I. Create a new Associate Vice Chancellor for International Policy and Programs	3
II. Increase international student recruitment, enrollment, and retention	5
III. Create a shared space for international programs on campus	7
IV. Increase study abroad participation	8
V. Increase the development of globally focused research/creative work, teaching and service that involve collaboration with domestic and international partners.....	10
VI. Internationalize the curriculum for undergraduates.....	14
VII. Expand internationally focused graduate programs and initiatives.....	16
VIII. Develop comprehensive international partnerships	18
IX. Establish new live/work communities	19

RECOMMENDATIONS

I. CREATE A NEW ASSOCIATE VICE CHANCELLOR FOR INTERNATIONAL POLICY AND PROGRAMS

CU-Boulder's ability to fulfill its teaching, research, and service mission in the years and decades ahead will depend in great part on its ability to become the *Global Crossroads* envisioned in the Flagship 2030 strategic plan. The plan's Flagship initiative, *Building a Global Crossroads*, calls for the expansion of international activities and a senior-level administrator to coordinate and advocate for this expansion. We agree and strongly recommend that the campus establish the position of Associate Vice Chancellor (AVC) for International Policy and Programs. Without the establishment of such a position, it is unlikely that CU-Boulder will be able to achieve many of its key internationalization objectives, including many of those recommended later in this report.

The failure to create such a senior position would in turn place us at a significant disadvantage relative to our peers, who in an age of globalization are increasingly articulating and facilitating their international objectives by appointing cabinet-level administrators directly responsible for internationalization. This is corroborated by a peer review we conducted. Nine of the ten peer institutions that were reviewed have cabinet level positions to help coordinate international policy and activities on campus (see Appendix 10).

Currently the only CU-Boulder office charged with the responsibilities of internationalization is the Office of International Education. It handles study abroad programs, the processing and support of international students and scholars, support of undergraduate and graduate international scholarships such as Fulbright and Boren, and the implementation of student exchange partnerships. (see Appendix 6 for more detailed information).

It has a solid strategic plan (see Appendix 8) that articulates specific goals for two of the major areas of its responsibility - International Student and Scholar Services (ISSS) and Study Abroad programming (SAP) - and aspirational goals for broader, comprehensive internationalization. These broader goals and progress toward them are impeded by the fact that OIE has limited authority, limited resources and no formal connections to the programs and departments across campus that engage in international research and programming. Many aspects crucial to internationalization of the campus fall outside of the purview of OIE, such as supporting international research, developing international degree requirements or international certificates, and facilitating visiting international faculty and guest speakers.

The lack of a cabinet-level administrative position specifically designated for internationalization makes it difficult for faculty members and departments to develop interdisciplinary international programs. For example, it is not surprising that CU-Boulder has only one Title VI National Resource Center (NRC), whereas many of its peers have several (see Appendix 10). Faculty members and departments wishing to apply for federal funding to establish NRCs or maintain the existing NRC must often serve as their own advocates when approaching CU-Boulder colleges for matching support. Since NRCs are by nature interdisciplinary, they benefit several of CU-Boulder's colleges and require administrative oversight, advocacy, and funding beyond that which any one college can provide.

This call for a cabinet-level position to oversee campus internationalization is not new. The lack of a strong infrastructure for the coordination of international initiatives has caught the attention of several previous committees who have sought to increase internationalization at CU-Boulder (see Appendix 3 for a listing of these committees and their recommendations). Among these committees, three have cited the need for better coordination of international activity across campus and five have recommended structural changes for internationalization at CU-Boulder by creating a higher-level position, such as a dean or vice-provost, or changing the reporting structure for the Director of International Education.

The Associate Vice Chancellor for International Policy and Programs, charged with articulating, achieving, and maintaining CU-Boulder's international objectives, would report directly to the Provost. He or she would work to accomplish the following goals that are necessary to make strides in internationalizing the campus:

- establish an international advisory committee comprised of faculty appointed by the deans and staff from critical positions in international program offices across campus to facilitate communication among the schools and colleges and help the AVC advocate for international initiatives
- work with the Office of International Education (OIE) to support Study Abroad Programs and International Student and Scholar Services

(The Task Force sees this as a crucial point: we are recommending the creation of the AVC position *not* to revamp or change the activities of the Office of International Education, but rather to supplement OIE's efforts and help to foster the realization of its strategic plan, which will greatly contribute to the internationalization of the campus.)

- coordinate and encourage faculty and college efforts to pursue external grant opportunities such as federally funded NRCs, support existing grants, and provide information about other grant opportunities for international programming and research
- collaborate with the Graduate School, OIE, colleges, deans, and faculty to facilitate the growth of international partnerships such as joint degree programs, faculty exchanges, and joint faculty research opportunities
- work with the Office of Diversity, Equity, and Community Engagement (ODECE) to bridge multicultural and international awareness
- maintain a continually updated inventory of international activities and create an international network on campus to increase awareness of the international activities on campus and help connect individuals who may benefit from collaboration

(We do not recommend that all international departments and programs report to the new Associate Vice Chancellor for International Policy and Programs, but that the Associate Vice Chancellor would be charged with creating a stronger network among these groups such that they can strengthen each others' efforts.)

- work with ITS, ATLAS, and ALTEC to expand CU-Boulder's access to technologies that facilitate international collaboration for teaching and research

- serve as a liaison to the Alumni Association and the CU Foundation, and in this capacity work to ensure that CU-Boulder cultivates international donors and increases its recruitment of international students
- establish dedicated faculty lines for visiting faculty, and work with the Vice Chancellor for Administration to ensure the availability of accommodations for short-term and long-term visitors
- work to identify and implement campus-wide measures whereby faculty international efforts are recognized and rewarded

In order to accomplish goals such as these, the campus needs an Associate Vice Chancellor directly responsible for proactive leadership in internationalization (see the draft position description in Appendix 11). If it is not immediately possible to create an AVC position, the Task Force recommends a broader charge for OIE, which would include the creation of an international advisory committee and direct reporting of the OIE director to the Provost. This alternative would still facilitate progress on the above goals.

II. INCREASE INTERNATIONAL STUDENT RECRUITMENT, ENROLLMENT, AND RETENTION

In fall 2009, the University of Colorado at Boulder enrolled 1,248 international students and these students comprised 4.13% of total enrollment. For an institution of our size, these are low figures and expansion in this area represents a golden opportunity in terms of internationalization. CU-Boulder ranks 32nd among 34 AAU public institutions in the percentage of international students represented in the student body. In comparison to the ten peer institutions reviewed as part of this project, we have the lowest number of international students (see Appendix 10).

Increasing international student recruitment, enrollment and retention is a key part of the OIE strategic plan as well as campus Flagship 2030 initiatives. In his 2009 Chancellor's State of the Campus Address, Chancellor Philip DiStefano articulated an ambitious goal of having 10 percent of our student population be comprised of international students in the next five years.

Seven primary obstacles remain to increasing international student recruitment, enrollment and retention:

1. The institution currently has no enrollment management plan for international students - despite many statements in support of increasing the international student population. As a result, we fail to capitalize on many international recruitment fairs and other opportunities. We are not planning and instead reacting. When we were invited to a recruitment fair in India last year, we had so little time to prepare that we were only able to have a first-year Indian undergraduate from CU-Boulder sit at the table without any brochures or other materials. Most institutions of our size have formal recruitment policies, plans and dedicated resources for international student recruitment.
2. Current non-resident enrollment restrictions at the state level serve to deter international student recruitment, enrollment and retention. At the time of this report, both Chancellor

DiStefano and President Bruce Benson are pursuing legislation to alter this restriction to allow an increase of international students.

3. The fact that international students pay non-resident tuition and fees has been and continues to be a major issue in the recruitment and retention of international graduate students. For graduate students on appointment, the tuition issue has been mitigated by the tuition remission program. However, international students on fellowship are not eligible for this benefit.
4. We have a weak international student alumni network. Having weak connections to our own students is a missed opportunity in terms of funding sources and international connections for the University.
5. There is very little funding available for international students. The amount of support available for international graduate students varies widely across the disciplines. In particular, funding for international graduate students in the arts, humanities, and social sciences remains very low. There is a clear need for scholarship money since many students are lured away by peer institutions who have designated resources to support international students. Moreover, to increase retention at CU-Boulder, we need more back-up funding for international students who experience financial difficulties after arriving.
6. Changing and complex federal regulations related to enrolling international students place increasingly demanding obligations on staff time.
7. One of the impediments to enrolling more international students is the legislated limit on CU-Boulder which prohibits enrolling more than 33% non-resident students. This maximum is currently fully utilized by domestic non-resident students and this discourages the recruitment of international students. Legislation has been introduced to allow the flexibility to remove international students from the cap count. This flexibility legislation is critical to allowing more international students to be recruited and enrolled at both the graduate and undergraduate level.

In light of these obstacles, the Task Force proposes that the University:

- **Establish a planning committee for international student and scholar recruitment that includes the Office of International Education, Office of Admissions, the Graduate School, the Alumni Association, and departmental graduate programs**

This plan should detail overseas recruitment strategies and goals, including collaboration with overseas alumni to establish active alumni networks around the world, a review of possible admissions bottlenecks that happen at the departmental level, and use of international student recruitment websites and other affordable recruitment tools (see Appendix 14).

- **Provide funds to sustain the formal recruitment program developed in the preceding point**
- **Provide more assistance in the form of mentoring, advising, and special programming for international students who matriculate at CU-Boulder**

This will require additional staffing for ISSS and possibly other support for offices that support international students, including academic advising. Additionally, the campus should consider an international house, and more comprehensive academic and cultural support for those international students whose academic cultures have different expectations with regard to intellectual property and academic citation.

- **Encourage incoming study abroad and exchanges**

This represents a potentially lucrative, untapped resource. New organizations, such as the Study Abroad Foundation that has branches in Japan and Korea, are sending study abroad students to U.S. institutions for a semester or two. For other American institutions, tapping into this has radically increased international student enrollment. In order to pursue this option, we need a process to admit and support semester and year long incoming study abroad students rather than having these students go through the entire process for admission into a degree program.

- **Aggressively seek funding to create competitive International Graduate Student Fellowships for international students nominated by their departments, schools, or colleges to help attract and retain the best and brightest international students (such fellowships must carry tuition support)**
- **Expand and seek new areas of collaboration with departments, schools, and colleges in training international TAs and GPTIs in cultural competencies and oral English comprehension; consider whether this training should be mandatory for international graduate TAs and GPTIs who do not have prior U.S. experience**

III. CREATE A SHARED SPACE FOR INTERNATIONAL PROGRAMS ON CAMPUS

After many years in which we had no Title VI programs (a significant gap for a large AAU public research university), the campus now hosts the thriving Center for Asian Studies. Other centers on campus also have an international focus, and offer both organized locations for faculty and graduate student research and teaching opportunities, such as the Center for British and Irish Studies, the Center for Central and East European Studies, the Carl McGuire Center for International Studies (for work on International Economics), the Mortenson Center in Engineering for Developing Communities. and the Colorado European Union Center of Excellence.

As mentioned elsewhere in this document, international initiatives at CU-Boulder are rarely coordinated at the institutional level and connections between international programs and departments are often weak or nonexistent. Further, the existing space for some units is very poor. For example, in order to support its activities and staff, the Center for Asian Studies occupies space in four different areas on the main and East Campus.

Therefore, the Task Force proposes consolidating existing international offices into one building, such as the University Club. Such a space would need to provide appropriate office space, meeting rooms, and a larger space to host events and lectures appropriate for a vibrant international community. Area studies programs could be co-located with the Office of International Education, national repository initiatives and faculty exchange facilities, thus increasing communication

among programs and potentially eliminating wasteful duplication of effort. There would also be more opportunities for synergy and cooperation, leading to more joint-programming, and the development of international partnerships and even projects that span more than one region.

Locating international centers and programs in the same building would further raise the profile of international education and exchange on campus. Having such a formal designated space would honor international guests and serve as an appropriate gateway for international partnerships.

IV. INCREASE STUDY ABROAD PARTICIPATION

The Study Abroad Programs section of the Office of International Education at CU-Boulder has remained a leader in the field of International Education for many years. Last year, CU-Boulder was ranked 12th among U.S. doctoral institutions for mid-length duration of study abroad. CU-Boulder tends to send students for longer duration study abroad programs than many of our peers. Another characteristic that sets CU-Boulder apart is the remarkably low withdrawal rate of students, which is due to a model that provides exceptional support to applicants, participants and returnees.

In terms of sheer numbers of participants in study abroad, CU-Boulder does not currently rank in the top 20 institutions as it has in the past. As study abroad has grown at CU-Boulder, the emphasis of the Study Abroad Committee (a study abroad academic oversight committee comprised of faculty appointed by their Deans) and Study Abroad Programs (SAP) has been to prioritize the quality of the experience over the absolute quantity of students sent abroad. Yet, it is still in the interest of the institution, students, and SAP to increase the overall participation in study abroad. In October 2009, the Chancellor declared a goal to increase the number of students who participate in study abroad to half of the total undergraduate population in the next five years. The Task Force has also identified increasing study abroad participation as a priority for the institution. Study Abroad Programs is already mobilizing to reach this goal but many challenges remain.

Increasing participation to a higher percentage of the undergraduate population is a difficult task that other peer institutions have attempted. For the University of Minnesota, which ranked third in 2007-2008 for numbers of study abroad students by sending 2,521 students abroad, increasing study abroad participation was a major endeavor. After eight years of institution-wide effort, they are now sending 30% of their undergraduates abroad. We believe that CU-Boulder must undertake a similar campus-wide effort to significantly increase participation. **The way to increase participation is three-fold:**

- 1. Work with departments and colleges to integrate study abroad more broadly into the curriculum**

This involves identifying compatible programs and course equivalencies to ensure that study abroad will help students progress towards meeting graduation requirements and that advisors and faculty of all majors encourage students to incorporate study abroad into their academic careers. Study abroad should become an expected part of a university degree, not a privileged option.

2. **Strategically expand short-term faculty-led Global Seminar programs in partnership with schools and colleges**
3. **Provide substantial scholarship money**

These three activities require greater resources than Study Abroad Programs can currently afford. An issue that the SAP administration faces is the lack of campus financial support. Except for the director's salary, student fees fund the entire staff of 13.85 FTE and 100% of the operating budget for Study Abroad Programs. This lack of support from campus administration has occasionally been less of a problem because the program is allowed the flexibility of working as an enterprise operation under Colorado statutory rules. However, if the campus seeks to expand study abroad and related activities there must be some form of campus support for these activities. As an example, if the campus wishes to have more reciprocal exchange programs (which are exceptionally labor intensive), then fiscal support from the campus could make that happen. Study Abroad Programs has attempted to provide support for faculty initiatives and greater numbers of graduate programs; however, the lack of funding has severely limited the possibilities.

Given these developments, recommendations and concerns, **the Task Force recommends the following:**

- **The establishment of a planning committee to conduct a university-wide study outlining the steps required to reach the goal of 50% undergraduate participation in study abroad**

The committee should include representation from Study Abroad Programs, the Chancellor's Office, Associate Deans, and the service units that study abroad impacts, such as Financial Aid, Records, Registration, Judicial Affairs and the Bursar's Office.

- **An increase in financial support to make the expansion of participation possible**

There is a clear need to provide funding to not only support the existing activities of SAP but also expand the staff of Study Abroad Programs. Further, in order to increase participation, students need greater access to scholarship opportunities. The Task Force identified two ways in which this can be accomplished. First, the institution should provide funding directly for study abroad scholarships. Second, with additional support for staffing increases, Study Abroad Programs can work with the CU Foundation to identify more outside funding sources and increase support to facilitate applications for current national study abroad scholarships.

- **Strong encouragement from the administration for departments and colleges to increase participation in study abroad**

Increases in participation will need not only a bottom-up effort but top-down effort as well. A few departments and colleges have already collaborated with Study Abroad Programs to increase study abroad participation. This is not a priority, however, for many departments who either fail to recognize the value of study abroad as it relates to their academic program or lack resources and encouragement to engage in these efforts.

V. INCREASE THE DEVELOPMENT OF GLOBALLY FOCUSED RESEARCH/CREATIVE WORK, TEACHING AND SERVICE THAT INVOLVE COLLABORATION WITH DOMESTIC AND INTERNATIONAL PARTNERS

To discuss a path ahead in terms of increasing the international activity of faculty, we begin with a brief discussion of the current state of international teaching, research, creative work and service among the CU-Boulder faculty. The Task Force conducted a detailed assessment of the current state of international activity among Boulder campus faculty based on two sets of data¹. The first set of data was gathered from the Spring 2009 Faculty Reports of Professional Activity (FRPA), which included, for the first time, a battery of questions about international activity. Because completion of the FRPA is required, it captures the international activity of all tenured, tenure-track, and instructional faculty. The second set of data was elicited by a survey of faculty and staff conducted by the Task Force in spring 2009.

The FRPA results indicate how extensive faculty international activity on this campus really is: 945 out of the 1488 faculty surveyed indicated some kind of international work—that is, almost two-thirds of the entire faculty. Moreover, if only tenured and tenured-track faculty are examined, almost three-fourths of those faculty members reported at least one international activity between 2006 and 2008. Survey categories for such activities included a) collaboration with foreign scholars, b) conducting research in a foreign country, c) foreign teaching or teaching-related activity, or d) other international activity. The most common response was collaboration with foreign scholars (over 40%), while over 35% conducted research abroad (these activities can, of course, overlap). The percentages for teaching activities trail the research numbers, but are still impressive, with about 20% of our faculty engaged in some kind of international teaching, be it abroad or teaching a class that includes substantial international content.

The level of international activity varies by discipline. Engineering and science departments have the most faculty engaged in these activities, but several arts and humanities departments also rank high (see Appendix 13 for full departmental listing). Among active faculty in engineering and the natural sciences, collaboration with international colleagues is most common, illustrating the global span of work on many engineering and science problems. Also, teaching in foreign countries appears particularly common in engineering. Among active faculty in the humanities, research done in foreign countries is the most common activity, reflecting the nature of scholarship in language and literature disciplines. The social sciences have inherently comparative subject matters but often rank toward the middle and bottom in percentages. Departments with high international activities offer resources we can build on, and departments with lower international activities suggest areas to strengthen.

Faculty conduct research on nearly all the nations of the world but tend to concentrate on Western Europe and East Asia. The top 12 most commonly listed countries for research include the UK, Germany, France, Canada, Italy, China, Australia, Japan, Switzerland, Spain, Sweden, and the

¹ We would like to express our gratitude to Professor Fred Pampel for his assistance in analyzing the data and generating a succinct and informative report (see Appendix 13).

Netherlands.² Expanding research foci to the less studied areas of the world will require strategies that reorient our outlook beyond the naturally occurring and already extensive interests in Western Europe and East Asia.

The Task Force survey indicates that a good deal of the international work receives funding. About 62 percent of faculty respondents have applied for grants for internationally focused collaborative research. Most of the grant applications reported in the survey, 86 percent, received funding. Most of these awards come from internal CU-Boulder funding. The National Science Foundation and private foundations rank next as sources of international funding. The Fulbright Program and the National Endowment for the Humanities fund a smaller but still substantial number of grants. The cost of foreign travel makes funding support crucial to international research.

The survey data elucidates the quantity of international activity at CU-Boulder but does not fully showcase the quality of the activity. We are aware of a number of exemplary initiatives that provide inspiration for our recommendations. One such example is a path-breaking initiative that has culminated in an international science joint degree program with the University of Wollongong and Dublin City University. The project began with jointly taught classes via video conferencing at the three institutions. It developed to include student exchange opportunities, and later, a unique full degree program that requires participants to study abroad at one of the other institutions (preferably both), and participation in three semester-long video conference courses. While such collaborative projects are difficult to develop, this endeavor shows the power of collaborative teaching projects which can lead to strong institutional partnerships, help to internationalize the curriculum, and provide unique international opportunities for undergraduates and faculty alike.

A number of obstacles in supporting faculty engagement in international teaching, research, creative work and service exist. Among these, we highlight the following:

- Currently, we are not maximizing our potential to bring international scholars to the campus. While assisting international scholars accounts for a large portion of the work that International Student and Scholar Services does, many gaps remain. As mentioned elsewhere in this document, there are no short-term housing options for visiting international faculty or researchers, there is a dearth of temporary office space, and funding is scarce to support such visits. Because of this and because there is no coordinated effort to accommodate international scholars, CU-Boulder misses the opportunity to attract international scholars and bring Fulbright Scholars here for short teaching & research programs.
- There is no process to assist with faculty exchange (including no pool of funding to support such efforts, a lack of short-term housing for incoming scholars) and no visa assistance for faculty going abroad.
- There has been a lack of centralized information on faculty/staff international travel, institutional relationships, and international academic expertise. Many departments and faculty members are not aware of the opportunities that do exist and they are often unaware of colleagues who are doing similar work or have connections to institutions or scholars abroad

² The list of countries is similar for both teaching and research activities. India makes the top ten for teaching but not for research, while Spain makes the top ten for research but not for teaching. Otherwise, the same countries appear in both lists.

that might prove useful to them. The Office of International Education has created an international expertise database and developed information on international opportunities for faculty but this effort demands more institutional support to be current and complete and to advertise its existence to faculty. The development of a new travel authorization program led to an important breakthrough in increasing awareness for key offices on campus of faculty who are traveling abroad, but limited resources make it impossible to follow up and support these faculty members.

- Because much of the international activity in which faculty are engaged is a function of their own enterprising efforts, many linkages that exist and the programs faculty have developed are tied to individuals rather than the institution. This presents a risk of loss if these faculty members leave CU-Boulder.
- There is a need for better incentives for CU-Boulder faculty to develop summer faculty-led Global Seminar programs (which are offered abroad), such as support for developing curricula or course buy-outs.

To increase the development of globally focused teaching, research and creative work, we focus our recommendations on enhancing opportunities, providing means and encouraging motivation for international engagement. Increasing opportunities for faculty to engage in collaborative international teaching, research, service and creative work entails improving opportunities for faculty to connect with scholars both at home and abroad. **The task force therefore recommends the following actions:**

- **Increase the number of visiting scholars by:**
 - **working to attract more scholars and professionals sponsored by the Institute for International Education, such as Fulbright Scholars, to come to CU-Boulder through the provision of matching funds or teaching/research assistantships**
 - **providing additional resources to Summer Session to assist in creating five dedicated FIRST (Faculty in Residence Summer Term) grants to bring distinguished international scholars to teach Summer Session courses at CU-Boulder**
 - **establishing short term housing and office space for visitors (see recommendations 3 and 9 for further detail)**
 - **supporting programs that invite visiting international scholars for teaching and research**
- **Develop more and stronger partnerships with institutions abroad to support faculty exchange, collaborative teaching projects, and joint research and creative work**

This can be accomplished in a number of ways, including capitalizing on relationships with our doctoral graduates who now work at universities in other countries and exploring faculty exchange with institutions with whom we already have other exchange agreements.

- **Increase participation in inter-university international consortia for study and training in world areas (e.g., Mid-America Universities International and Study Colorado), and**

build strategic partnerships with universities in the Rocky Mountain west that will advance international studies and be mutually beneficial to each university

- **Explore ways to expand online teaching and learning opportunities such as webinars, simple projects or complete courses to include students and/or faculty in other countries**

Increasing the means for faculty to engage in globally focused work involves increased funding. **The task force recommends the following steps to capitalize on existing funding opportunities and to strategically invest in providing new opportunities:**

- **Support faculty fellowship opportunities, with a goal of increasing the number of faculty receiving Fulbright and other prestigious international awards**
- **Seek donor support through private fundraising to create an international program development fund for faculty international research and creative work in key geographic areas, particularly the Middle East, Asia and Latin America**
- **Work with the CU Foundation to create a plan for funding opportunities and promotional work with international corporations, alumni and other donors**
- **Work with the Office of Contract and Grants to track funding opportunities for international research across all disciplines and to make this information available on their web site**
- **Work with Vice Chancellors and School and College Deans to enhance development efforts that are focused on international initiatives**
- **Provide international program development and grant-writing support to Colleges and Schools**
- **Support faculty exchanges by connecting faculty with overseas exchange partners so they can explore possible visiting positions, providing funding to fully cover instruction in the CU-Boulder faculty member's unit, and developing grants to help with transportation and lodging for the incoming faculty member**

Lastly, to enhance the motivation for faculty to engage in globally focused teaching, research, creative work and service, **the task force recommends the following strategies to create an incentive structure:**

- **Review the FRPA to seek ways in which international teaching, research and service in international venues would be recognized**
- **Develop a statement that is part of faculty hiring announcements that might read, "Interest or experience in international work relevant to the position is desirable"**
- **Create a new award through the Boulder Faculty Assembly or supplement the Office of International Education Global Citizen Awards to recognize international achievement in teaching, research and service**

- **Include teaching for a study abroad summer Global Seminar as part of the teaching load for faculty**
- **Seek additional ways to recognize and reward faculty for their scholarly achievements and the entire range of their contributions to international scholarship**

VI. INTERNATIONALIZE THE CURRICULUM FOR UNDERGRADUATES

A key element of the effort to internationalize the campus is the University's teaching mission. The Task Force explored the ways in which current offerings do or do not encourage our students to become more internationally educated with a specific focus on undergraduate curricula. Two categories are important here: first, those students with a particular interest in a specific country or culture or in international affairs more broadly (specialists of a sort) and those without such a particular interest but who must fulfill the general education requirements of the school or college in which they are enrolled (generalists). The former category would include those who major in one (or more) of the foreign language departments on campus or those who major in International Affairs or whose work in, for instance, Anthropology, Economics, Geography, or Political Science is focused on broad or comparative international topics.

The kinds of opportunities available for what we are calling specialists is strong in some areas. The International Affairs program boasts an impressive number of approximately 1,000 majors to whom it offers a broad interdisciplinary curriculum with requirements that include courses from Political Science, Economics, History, Anthropology, and Geography. Additionally, students choose an area of geographic concentration, allowing them to become well acquainted with at least one region of the world outside of the United States; majors must also attain proficiency in a language of that region. The program offers an internship class and as well as an International Media Certificate with the School of Journalism and Mass Communication.

The University offers instruction in 18 ancient and modern languages (details in Appendix 9) and students can major in seven of those. Students studying foreign languages enjoy a significant technological resource in the Anderson Foreign Language Technology Center (ALTEC). Majors in Anthropology and Geography have abundant opportunities to study international issues, as do (if to a lesser degree) undergraduates majoring in Economics and Political Science. Other academic programs with a strong international emphasis include: the International Engineering Program, the Program for Jewish Studies, and the Global Studies Residential Academic Program.

We need to look beyond these strong specialist programs. Clearly, the dominant general education curriculum on campus is that of the College of Arts and Sciences (the Core Curriculum). Arts and Sciences enrolls about 70% of all undergraduates on campus, and students enrolled in some of the other schools and colleges use the Core for their own general education requirements. The Arts and Sciences Core is, then, the most important consideration in assessing the international character of the general undergraduate curriculum.

On its face, the Arts and Sciences Core might appear to be well-designed to encourage an international quality in the general education of its undergraduates. There is a foreign language requirement that demands "third level proficiency in a single modern or classical foreign language." The Content Areas among which the requirements are spread also provide plenty of opportunities for study of foreign cultures in either historical or contemporary contexts: Historical Context

(almost all of whose courses focus on non-U.S. cultures), Human Diversity (many of the classes here study non-U.S. issues and civilizations), Literature and the Arts (again, the range of courses dealing with non-U.S. culture is impressive), Contemporary Societies (many of which are, as the category's name implies, international), and Ideals and Values (where a number of classes look at a variety of internationally-inflected issues). In fact, of the seven Content Areas in the College Core, only two—United States Context and Natural Science—do not include classes in which there is a strong international focus.

The difficulty is that, while it is likely that an individual student will take some classes that cover international issues in the course of fulfilling the Core requirements, such an outcome is probably produced by accident rather than design. Moreover, it is possible to finish the Core without taking a single such course. In some ways, this is a function of the sheer number of courses that satisfy the various Content Area requirements. More problematic, perhaps, is the fact that while internationalization is diffused throughout the Core, it is the specific focus in none of the Content Areas.

Even the requirement that students learn a foreign language sends a double message. On the one hand, the Core description eloquently states, "The goal of the foreign language requirement is to encourage students to confront the structure, formal and semantic, of another language, significant and difficult works in that language, and one or more aspects of the culture lived in that language." At the same time, the requirement description dryly states that such proficiency should be completed "while in high school." Such a level of proficiency is not likely to produce the kind of knowledge that the requirement's own rhetoric demands. Further, only a handful of degree programs require language instruction beyond this requirement.

Based on the current Core arrangements and because we believe the curriculum is part of the foundation of all other internationalization on campus, **we make three recommendations:**

1. Implement an international content requirement

The pool of courses already available to meet such a requirement is deep, including existing Core courses, residential academic program courses, certain majors, some distance education courses, and area studies or literature courses in language departments.³ (We propose that language skill courses would not count but other courses in language departments could count.) Additionally, students could satisfy the requirement through studying abroad. To increase the number of courses that could satisfy this requirement, CU-Boulder should increase the number of disciplines offering courses with international content by offering course development grants.

2. Increase the number of international certificate programs

While a core requirement would guarantee students be exposed to international content through at least one course, offering international certificates in appropriate disciplines would further encourage students to expand their international exposure. The existing

³ Approximately 20% of Core courses (around 95 courses) in the following Core areas have a contemporary international focus: Historical Context, Human Diversity, Literature and the Arts, Contemporary Societies, Ideals and Values and Critical Thinking.

Business, Engineering, and Journalism certificates can be used as models for developing international certificates in other departments and colleges.

3. Strengthen the language requirement

In the current economic downturn, some universities have discussed reducing or eliminating language requirements. It is crucial to protect our current requirement and to explore ways to make it more rigorous in the future as circumstances allow.

VII. EXPAND INTERNATIONALLY FOCUSED GRADUATE PROGRAMS AND INITIATIVES

Graduate programs have made important strides in terms of internationalization through the development of 1) international certificate and degree programs, 2) dual degree opportunities and, 3) more international study opportunities for graduate students. These developments serve as important models for future programs and illustrate ways in which the Task Force's recommendations for further internationalization of graduate programs might be implemented.

Many graduate degrees have an international emphasis by their very nature of the discipline such as the language, literature or cultural studies programs as well as much of History, Anthropology, Political Science, and so forth. Among the STEM fields, the College of Engineering and Applied Science has mounted a sustained effort to internationalize its curriculum and institutionalize international opportunities. It offers to its graduate students a certificate program in International Engineering, enhancing the Master of Science, Master of Engineering, and Doctor of Philosophy degrees. The purpose of this program is to make available to engineering graduate students overseas research internships and coursework with an international focus, which will prepare them for work as part of multi-national teams. There are future plans to develop an International Master of Science in Engineering program. An additional international track is available through the Mortensen Center for Engineering for Developing Communities, which offers graduate tracks in the MS/PhD program in Environmental Engineering and the MS/PhD program in Civil Systems. These tracks aim to educate engineers both in the classroom and through participatory projects in order to contribute to the relief of the problems faced by developing communities worldwide.

The development of dual degree programs provides another path for internationalization at the graduate level. The dual degree programs currently being piloted include engineering dual degrees with the University of Leoben in Austria, Pontificia Católica de Chile in Chile, and the University of Trento in Italy; there is also a law dual degree program with the University of Alberta in Edmonton, Canada. A number of others are currently in development, including agreements with Fudan University and Tianjin University in China. The programs developed so far or in prospect have grown directly from relationships that CU-Boulder faculty have with colleagues at these other universities.

Dual degree programs are a particularly promising path to internationalization of graduate education, though they raise questions that have not yet resolved into consensus answers. In particular, some faculty remain concerned that the concept of "one thesis-two degrees" represents a problematic dilution of academic rigor. The 2007 Task Force on International Graduate Education at CU-Boulder noted, "While dual and joint degree programs require careful consideration, they ultimately demonstrate an important institutional commitment to global education and create

programs with permanence.” In other words, there are questions that need to be resolved even as we recognize their strong potential. Dual degree programs not only serve to create opportunities for CU-Boulder graduate students to go abroad but they also bring international students to the campus. Moreover, having a consistent exchange of students and joint curricula increases the opportunities for collaborative research and teaching.

Lastly, the number of opportunities for graduate students to study in other countries as part of their graduate degree at CU-Boulder has increased. The number of graduate exchange programs for CU-Boulder has expanded to eight with two more pending signed agreements. These include:

- MBA Exchange at the Indian Institute of Management - Calcutta, India
- Sophia University - Tokyo, Japan
- MBA Program at the Instituto de Empresa - Madrid, Spain
- National Chiao Tung University (NCTU) - Hsinchu, Taiwan
- Bucerius Law School - Hamburg, Germany
- Free University Berlin - Berlin, Germany
- University of Regensburg - Regensburg, Germany
- University of Göttingen - Göttingen, Germany
- Technische Universität Darmstadt - Darmstadt, Germany (pending a signed agreement)
- Tokushima University - Tokushima, Japan (pending a signed agreement)

Additionally, the Law School now offers one-way study abroad programs in Ireland, Italy, England, France, Russia, and Spain.

While we note these encouraging developments, substantial obstacles to encouraging study and research abroad at the graduate level remain, including:

- The lack of a mechanism to register CU-Boulder graduate students at CU while they are abroad

Currently, because of the continuous enrollment rule for graduate students, students studying abroad must either pay two tuitions or disenroll (or enter the Time Out Program at CU) while they are away. This may be less problematic for some types of international study or research, but it is a particular difficulty for students in dual degree programs where students are earning credits abroad that apply toward their degrees at CU-Boulder although they are not enrolled at CU-Boulder while taking the course work.

- Limited financial resources to assist graduate students in conducting research abroad or study abroad

Some important grant opportunities do exist that help graduate students conduct research or study abroad but these are very limited and not accessible to graduate students across all degree programs.

- The lack of departmental opportunities or encouragement

Some departments and colleges have made impressive strides to create international opportunities for graduate students, yet others have either struggled to do so due to a paucity of resources or they have lacked incentives to advocate for such changes.

- Limited language training opportunities for graduate students

Graduate students interested in applying for international fellowships or conducting research abroad often face challenges in securing sufficient training in languages other than the 17 offered to CU-Boulder undergraduates.

The Task Force makes the following recommendations:

- **Make strategic investments in key international areas to expand international opportunities for graduate students through faculty research projects; faculty-led graduate study abroad programs; and international cooperative education opportunities with national and international universities, corporations and non-profits**
- **Develop a process to enable graduate students to study abroad or conduct research/creative work abroad and remain enrolled at CU-Boulder**
- **Continue to explore the development of dual and joint degrees**

Given the emergence of these kinds of degrees around this country and the world, it is imperative that we not miss what may well be an important opportunity. However, as is so often the case on this campus, the work so far has been highly localized and has not always been subject to proper scrutiny and review by relevant offices. The Task Force believes that it is crucial that a systematic method for developing, reviewing, and approving these degrees be established.

- **Pursue directed independent language study programs possibly coordinated through ALTEC**

Programs exist that would enable CU-Boulder to dramatically boost its language offerings, benefitting not only graduate students but also faculty and possibly undergraduates as well.

VIII. DEVELOP COMPREHENSIVE INTERNATIONAL PARTNERSHIPS

Advocates for improving internationalization on campus have consistently recommended increasing exchange partnerships. While there is tremendous potential value in such partnerships, the full benefits are not realized without a good deal of effort. To be successful, partnerships need to draw the institutions together in a myriad of ways. Rather than establishing only student exchanges, the goal should be wider and deeper relationships with partner institutions. Joint initiatives might include cooperative research projects, reciprocal faculty and staff exchanges, joint and dual degree programs, co-taught virtual conference classes, and even the sharing of curricula. All of this requires a great deal of effort on the part of both partner institutions; first to establish the initiatives and most importantly to maintain the relationships.

Partnerships require contracts between institutions in order to delineate the responsibilities of each partner. This involves review by legal counsel at both institutions and a variety of levels of academic review and administrative approval. While these hurdles are not usually difficult to overcome, they do require time and require units to follow campus processes. Partnership agreements with most institutions take six months to a year to develop, to secure the necessary approvals, and to negotiate through any institutional differences. CU-Boulder already has a detailed

process for the approval of partnerships that conforms to university and state requirements. Unfortunately, this process is not always followed. In order for us to better track all of the agreements that exist, to make sure they all conform to university and state regulations, and to more efficiently build partnerships, all parties on the campus need to be more aware of, and follow, the existing process.

Nearly all of the other recommendations in this report suggest specific ways in which partnerships could be helpful in implementing that specific recommendation. However, none of these sections details a successful implementation strategy for partnerships. To avoid duplication of effort, the campus should develop a master plan for partnerships. This plan would have at least two major elements: first, a plan that spells out how partnerships would be developed to enhance academic programs at CU-Boulder and to focus on specific regions of the world; and, second, the campus should develop a priority list of institutions with which to engage.

Lastly, there is a misperception that most aspects of expanding overseas partner institutions require little to no funding. In practice, expanding partnerships in either number or volume of traffic is most often very resource intensive. Undergraduate and graduate student exchanges, joint research endeavors, joint or dual degrees, and the provision of regular communication through video conferencing are valuable pieces of internationalization only if the resources are available. For example, faculty exchanges can be an extremely valuable means of internationalizing the campus by connecting faculty with overseas exchange partners. But this does not come without costs. The most valuable full faculty exchange programs will require funding to back-fill instruction in the CU-Boulder faculty members' home departments. In addition, funding is needed for the reciprocal provision of transportation, lodging, etc. for faculty members coming in through reciprocal exchanges.

In order for partnerships to succeed, funding needs to be available to support the activities of these partnerships - minimally through a seed grant program to expand the number of partnerships and ideally through a continuing fund for the development and expansion of partnership activities for specifically focused programs.

IX. ESTABLISH NEW LIVE/WORK COMMUNITIES

We recommend fostering internationalization through new live/work communities designed around global topics. Such programs are currently represented in the Residential Academic Programs (RAP) managed in the existing residence halls, some of which are scheduled for renovation. These halls could be converted for use as foreign language and culture houses under the auspices of Residential Campus 2020 Plan. Faculty-in-residence, international students from target regions, and visiting scholars could interact productively with resident students. These residential academic spaces would provide resources, meeting spaces, classroom facilities and living space for members of an engaged community in target languages, regions, and cultures.

The Residential Campus 2020 Plan calls for expanding RAPs and adding additional programs as funds become available. The expansion of the Smith Hall International Program (SHIP) in 2008 was the first step in this plan. Now renamed the Global Studies RAP it could serve as a model for the new programs that were envisioned in both the Residential Campus 2020 Plan and Flagship 2030. We recommend fostering internationalization through these new live/work communities designed

around global topics. Existing residence halls scheduled for renovation could be converted to this new use.

New planning for East Campus should include at least one such live/work community focused on global/language topics. The facility could provide temporary housing for visiting scholars, a capacity the campus lost when the University Club discontinued offering visitor services. This is critical as well for supporting international faculty exchange partnerships with other institutions. Visitors staying 1-4 weeks currently have few options besides expensive and remote hotel accommodations. Housing visiting faculty in these global villages would allow direct interaction with students who have selected to study the region or field in which these faculty are experts.

Graduate students and TAs (both international students studying here and U.S. citizens preparing to go abroad) might also participate. There might, for example, be an Asian Studies or a Latin American Studies village in which students and faculty are committed to examining the interdisciplinary issues linked to the region as well as communicating in target languages. New student residence halls are necessary to accommodate the additional 6,500 we expect will enroll on our campus; designing these spaces with global education in mind will meet several goals at once.

CONCLUDING DISCUSSION

This report presents a clear path for comprehensive institution-wide internationalization. The suggested steps for the institution are as follows:

1. Create an Associate Vice Chancellor for International Policy and Programs
2. Increase international student recruitment, enrollment and retention by:
 - a. establishing a planning committee for international student and scholar recruitment
 - b. funding a recruitment program
 - c. providing more assistance through advising and special programming
 - d. encouraging incoming study abroad and exchanges
 - e. creating competitive International Graduate Student Fellowships
 - f. expanding training for international TAs and GPTIs
3. Create a shared space to house OIE, area studies programs and other international programs on campus
4. Increase study abroad participation by:
 - a. establishing a growth planning committee
 - b. increasing financial support to expand staff and support scholarship opportunities
 - c. encouraging departments and colleges to incorporate study abroad into the curriculum
5. Increase globally focused research/creative work, teaching and service that involve collaboration with domestic and international partners by:
 - a. increasing the number of visiting scholars

- b. developing more and more multi-faceted partnerships with institutions abroad
 - c. increasing faculty access to financial support through seeking donor support, tracking grants, supporting fellowship applications, and providing resources for faculty exchange
 - d. creating incentives for international teaching, research and service
6. Internationalize the curriculum for undergraduates by:
 - a. implementing an international content requirement
 - b. increasing the number of international certificate programs
 7. Expand internationally focused graduate programs and initiatives by:
 - a. providing resources for joint graduate student and faculty research projects and other international projects
 - b. developing a process to enroll graduate students at CU-Boulder while they are studying or conducting research abroad
 - c. exploring the development of dual and joint degrees and defining institutional goals and processes for their establishment
 - d. pursuing directed independent language study programs to be offered on campus
 8. Develop comprehensive international partnerships that provide exchange opportunities for undergraduates, graduates, and faculty and include collaborative teaching and research projects
 9. Establish new live-work communities, such as regionally-focused villages, which would bring together students, visiting scholars, and faculty with shared regional interests

These recommendations are listed as separate steps but in fact, the success and ease of implementation may depend on their joint development. In other words, some recommendations help pave the way for other recommendations. For example, the effort to increase study abroad will require that departments and colleges review their curricula to help identify how study abroad can fit within their students' degree plans. This step encourages and is encouraged by the establishment of an international content Core requirement. Similarly, as faculty are incentivized to increase collaboration with scholars abroad on research and teaching, the resulting informal linkages lend themselves to the establishment of more formal linkages such as faculty and student exchanges. Most importantly, having an Associate Vice Chancellor for International Policy and Programs can help provide structure and momentum for all of the other recommendations.

Internationalization is already a high priority for the institution, as evidenced by its repeated mention throughout the Flagship 2030 report. This set of recommendations provides a clear path ahead, so that interests and goals will translate into action and achievement. To move to the next stage, this campus needs a forceful advocate for increased internationalization. By cementing a strong place for internationalization that is embedded in the undergraduate curriculum, graduate programs, faculty research and teaching, as well as admissions, CU-Boulder can become the *Global Crossroads* it strives to be.

APPENDICES

APPENDIX 1: THE ACE INTERNATIONALIZATION LABORATORY	23
APPENDIX 2: OBSTACLES TO INTERNATIONALIZATION AT CU-Boulder	26
APPENDIX 3: PREVIOUS COMMITTEES AND TASK FORCES ON INTERNATIONALIZATION	29
APPENDIX 4: LINKAGES BETWEEN FLAGSHIP 2030 AND TASK FORCE RECOMMENDATIONS	35
APPENDIX 5: DESCRIPTION OF THE UNIVERSITY OF COLORADO AT BOULDER	38
APPENDIX 6: THE OFFICE OF INTERNATIONAL EDUCATION	39
APPENDIX 7: ORGANIZATIONAL CHART OF THE OFFICE OF INTERNATIONAL EDUCATION	41
APPENDIX 8: EXECUTIVE SUMMARY OF THE STRATEGIC PLAN FOR THE OFFICE OF INTERNATIONAL EDUCATION	42
APPENDIX 9: LANGUAGE OFFERINGS AT CU-Boulder	44
APPENDIX 10: COMPARISON TO PEER INSTITUTIONS	45
APPENDIX 11: DRAFT OF ASSOCIATE VICE CHANCELLOR FOR INTERNATIONAL POLICY AND PROGRAMS POSITION DESCRIPTION	48
APPENDIX 12: REVIEW OF TECHNOLOGY FOR INTERNATIONAL COLLABORATION AND RESEARCH	50
APPENDIX 13: REPORT ON FACULTY AND STAFF INTERNATIONAL ACTIVITY FROM FRPA AND ACE TASK FORCE SURVEY	51
APPENDIX 14: INTERNATIONAL STUDENT RECRUITMENT PROPOSAL	65
APPENDIX 15: ACRONYMS	70
APPENDIX 16: REPORT ON THE UNIVERSITY OF COLORADO AT BOULDER PARTICIPATION IN THE ACE INTERNATIONALIZATION LABORATORY BY THE AMERICAN COUNCIL ON EDUCATION PEER REVIEW VISIT TEAM	71

APPENDIX 1: THE ACE INTERNATIONALIZATION LABORATORY

The American Council on Education (ACE) is an organization that serves as a forum for higher education. Through its division on International Activities, ACE provides colleges and universities with programs in support of international education initiatives, most prominently the ACE Internationalization Laboratory. Each year a cohort of five to eight universities share experiences as each produces an international strategic plan throughout an 18-month program. The University of Colorado at Boulder began participating in the ACE Internationalization Laboratory as a member of the 2008-2009 cohort with Purdue University, Temple University, Western Michigan University, Central Connecticut State University, and St. Mary's College of Indiana.

The ACE Internationalization Laboratory at CU-Boulder had its origin in the spring of 2008, when then-Provost Philip DiStefano committed CU-Boulder to the ACE Internationalization Laboratory program as a follow-up to some of the preliminary recommendations from Flagship 2030, the campus' strategic plan, that addressed the importance of international initiatives for the campus. In discussions with campus international leaders it was determined that participation in the laboratory would not only dovetail nicely with Flagship 2030, but would also serve to provide information that would be helpful in preparation for the campus re-accreditation to come in 2010.

Provost DiStefano appointed a Task Force of campus leaders to examine the current state of internationalization and develop a strategic plan. This Task Force includes:

- John Stevenson, Co-Chair Interim Dean, Graduate School
- Lawrence Bell, Co-Chair Director, Office of International Education
- James Austin Associate Dean (Faculty), College of Music
- Steve Chan Professor, Political Science
- Gary Gaile Professor, Geography
- Clayton Lewis Professor, Computer Science
- Dennis McGilvray Chair, Anthropology
- Polly McLean Associate Professor, School of Journalism & Mass Communication
- Laurel Rodd Professor, Asian Languages & Civilizations and Director, Center for Asian Studies
- Anne Schmiesing Chair, Germanic & Slavic Languages & Literatures
- Diane Sieber Associate Professor, Engineering-Herbst Humanities
- Richard Wobbekind Associate Dean (MBA and Executive Programs), Leeds School of Business and Director, Business Research Division
- Thomas Zeiler Faculty Director, Global Studies Residential Academic Program and Professor, History

In addition to these Task Force members, Associate Director of International Education Kim Kreuzer has also participated and contributed to the ACE Internationalization Laboratory effort. The Task Force also employed a research assistant, Jami Nelson Nunez, to collect data and assist in

the drafting of the report. Professor Fred Pampel of the Department of Sociology analyzed survey data on faculty/staff involvement in international efforts and prepared the report in Appendix 13.

The charge for the Task Force includes the following mandates:

- To carry out a review of the current state of internationalization at the university
- To help frame a new conversation on internationalization within the university community
- To develop a strategic plan for further internationalization of the university to include:
 - Recommendations for expanded university-wide study abroad
 - Recommendations for improving the number and quality of faculty and staff international professional development opportunities
 - Recommendations for expanding the international student and scholar populations at the university
 - Suggestions for specific international grant initiatives

The Task Force has taken the following steps to this point:

- Following the initial meetings of the ACE Internationalization Laboratory and a cohort meeting in Washington, DC, the Task Force Co-chairs John Stevenson, Dean of the Graduate School and Larry Bell, Director of the Office of International Education (OIE), established regular meetings of the leadership group. The first of these meetings included an initial site visit by Dr. Barbara Hill, Senior Associate for Internationalization at ACE. Following these meetings, regular meetings of the Task Force ensued to gather information and engage in strategic planning. Meeting agenda and minutes can be found on the ACE Internationalization Laboratory section of the OIE website⁴: <http://www.colorado.edu/OIE/ACETaskForce/ACETaskForce.html>.
- To gather a better picture of the current level of international activity, the Task Force conducted a survey of campus faculty and staff. A copy of the survey and the results are in Appendix 13. Additionally, the Task Force was able to add internationally-oriented questions to the annual Faculty Report of Professional Activities (FRPA) that all faculty must submit each year. The survey analysis combined with FRPA results yielded interesting results which have informed the current set of subcommittee recommendations and will be incorporated in the final strategic plan.
- The Task Force also reviewed previous reports of committees that had studied international education on the Boulder campus. Those reports are summarized in Appendix 3 and were useful in informing the work of the current Task Force and its recommendations.
- At the end of the school year, the Task Force split up into subcommittees to work in greater detail on the areas of infrastructure, faculty development, research and creative work, and the student experience.

⁴ The Task Force website houses not only background material on the establishment of the Task Force and its work record, but also provides a link to previous international review committee reports, a link to ACE, and a link for the campus community to provide feedback to the Task Force.

- At the end of the 2009 fall semester, the Task Force concluded its report for review by the ACE peer review team, who visited the campus in December.

The next step for the Task Force will be to submit the final report to the Provost and the Chancellor for consideration.

APPENDIX 2: OBSTACLES TO INTERNATIONALIZATION AT CU-BOULDER

The following is a list of some of the obstacles to internationalization that were known prior to the start of this project or uncovered during Task Force meetings and research. The obstacles are not listed in any special order or by level of difficulty to resolve. Some of them have relatively simple solutions and some imply much more complex steps. The Task Force recommendations seek to address many, but not all of these issues.

ISSUES RELATED TO THE INFRASTRUCTURE FOR INTERNATIONAL ACTIVITIES

There is:

- No "central administration voice" on international activities - there is currently no one on the Chancellor's cabinet or the Dean's Council providing a voice on international issues or goals
- A need for a strategic framework for internationalization at CU-Boulder
- No formal process to ensure that colleagues working with overseas partners can share that information for best effect and a lack of communication among campus units working on international activities sometimes resulting in silos of internationalization at CU-Boulder
- No means to regularly collect information from faculty/staff about international efforts
- No process for monitoring grants that are international and coordinating resources
- No requirement to inform a central office when an agreement is made with an overseas institution (although there has been an attempt to centralize this with OIE)
- A need for greater awareness on campus regarding the process for implementing an MOU and the complexities of establishing a new exchange – poorly executed MOUs that have not brought in the appropriate offices on campus have led to problems of funding, support, tuition exchange and visa issues for students (either incoming or outgoing)
- No regularized process for the approval of dual or joint degrees
- No central umbrella for area studies centers (neither for development of centers nor for the maintenance of centers) - the academic activities of these centers are campus-wide
- A lack of coordination among some of the units that provide international activities
- A need for a streamlined and common sense process for entering into contracts with non-U.S. entities - the current process is very difficult and limiting and makes study abroad projects difficult, inhibits the MOU process, and encourages units to avoid sharing information with the institution in order to establish international partnerships (so they can establish the partnerships without following procedures)
- A need for a more streamlined way to handle purchasing issues across borders

ISSUES RELATED TO RESEARCH, CREATIVE WORK AND FACULTY DEVELOPMENT

There is

- A need for low cost, short-term housing options for visiting international faculty or researchers and for temporary offices and funding to support such visits
- No coordinated effort to bring Fulbright scholars here for short teaching & research programs
- A lack of centralized information on faculty/staff international travel, institutional contacts, and academic expertise
- No process to assist with faculty exchange (no pool of funding to support such efforts, lack of short-term housing, visa assistance for those heading overseas)
- A risk due to individual faculty who develop international programs that never get institutionalized
- A need for better incentives for CU-Boulder faculty to develop summer faculty-led programs

ISSUES RELATED TO STUDENTS

There is

- No enrollment management plan for international students - despite many statements in support of increasing the international student population, there are no stated goals and no campus plan of attack on this issue
- A need for scholarship money or at least more back-up funding for international students who experience financial difficulties after arriving - there is very little funding available for international students
- A barrier to recruiting international students because of the overall cap on enrolling non-resident students (it is less expensive to recruit domestic non-residents)
- A need to adjust the tuition for incoming Fulbright students (by waiving the non-resident differential as other institutions do) - Fulbright grants don't cover our full tuition and that limits the number of these prestigious scholars who can afford to do their studies here
- A need for more comprehensive academic/cultural support for those international students whose academic cultures have different expectations with regard to intellectual property and academic citation
- The lack of an international requirement for graduation or an optional track such as a global awareness certificate at both the undergraduate and graduate levels

- A stated goal (Flagship 2030) to send more students on study abroad programs, but no specific plan to implement the process
- A need for scholarship money for study abroad, especially as we hope to greatly increase the percentage/number of students who study abroad
- A need for the necessary staff if CU-Boulder is to have significant increases in international and study abroad students
- A need for better support for graduate students who often lose departmental support if they get a Fulbright or go on a program abroad
- A lack of a sufficiently broad range of foreign language instruction
- Inconsistent support for students to study abroad - some departments help incorporate SA work into the major, others prohibit overseas work from counting toward the major - academic advising for study abroad options is not consistent
- A need for a system for registering dual degree students at CU-Boulder for the semesters when they are at the other institution
- A weak international student alumni network – having weak connections to our own students is a missed opportunity in terms of funding sources and international connections for the University

APPENDIX 3: PREVIOUS COMMITTEES AND TASK FORCES ON INTERNATIONALIZATION

Over the past forty-four years, there have been a number of committees that have reviewed internationalization at the University of Colorado at Boulder. Many of these reviews have resulted in a simple enumeration of faculty, staff, and student international activities. Other reviews have produced specific recommendations to increase and improve international activities, some of which have been implemented while others ignored.

Reports from the previous committees and task forces include:

1965	McGuire Proposal for Expanded Office of International Education
1970	A Proposal to President Frederick P. Thieme for Restructuring the Administration of International Education at the University of Colorado, "The Time Is Now..."
1971	Grupp report and recommendations to the Faculty Council from the Committee on International Education
1972	Proposed Functions and Duties for the Vice Provost for the Office of International Programs
1976	Functions and Rationale for Expansion of OIE
1982	Denney Report from the International Education Study Committee
1990	Faculty Survey on international experience and interest in developing programs or projects with an international dimension
1991	Report on the Center for International Research and Educational Projects (CIREP) Conference, "How Many Ways to Internationalize the Campus"
1992	Van Vliet Report of the CIREP Internationalization Survey
1994	Ekstrand Report from the International Affairs Committee
2007	CU-Boulder: A Global Research University: Report of the Task Force on International Graduate Education

The previous committees' recommendations of ways to improve or increase international activities on the Boulder campus are listed below followed by the year of the report or reports that made them:

- Create the position of Dean of International Education:
1970
- Change the Director's report line to report directly to the Provost (like the Director of the Libraries):
1971
- Create a new position of Vice Provost of International
1972 & 1982 & 2007
- Create a Committee on International Education
1970 & 1971
- Form a Study Abroad Committee (faculty & administrators)
1970 & 1982
- Develop better processes for coordinating international programs across campus
1976 & 1994 & 2007
- Add staff positions for International/Foreign Student & Scholar Services
1970 & 1976 & 1982

- Provide evidence of an administrative commitment to internationalization
1971
- Add new positions from general fund sources to serve study abroad students
1976 & 1982
- Coordinate activities of international admissions, the International English Center, and OIE
1982
- Increase services to faculty developing international programs
1982 & 1990 & 1994 & 2007
- Create an "International Diploma Program"
1994
- Develop expanded relationships with Colorado firms doing business internationally
1994
- Seek international grant opportunities
1994
- Better utilize the Conference on World Affairs
1994
- Increase the size of the "international dorm"
1994
- Create an International Visitors Program (share foreign expertise across campus)
1994
- Increased support for foreign language instruction
1994
- Additional financial support for international graduate students
2007

For the ACE Internationalization Laboratory, these past efforts have provided useful stepping stones. The review of past reports demonstrates the importance of three points. First, previous committees have repeatedly sought to gauge the level of international activity and determine where support efforts are needed. This indicates that international activity at CU-Boulder has always been diffuse in nature.

This leads to the second point, which is that the overarching theme of previous committee work seems to be the need for a stronger international network and infrastructure on campus. For example, three committees have cited the need for better coordination of international activity across campus. Five have recommended structural changes for international at CU-Boulder by creating a higher-level position, such as a dean or vice-provost, or changing the reporting structure for the Director of International Education. And another five have highlighted the need for more support for the international entities on campus, such as expanding staff for Study Abroad Programs and International Students and Scholars, more resources for foreign language departments, and increasing the size of the "international" residence hall.

The last lesson to be gleaned from the experience of previous committees is that the culmination of their work has all too often fallen to the wayside. Therefore, the review of previous reports has allowed the current Task Force to learn from past action and inaction, to attempt to avoid some of previous pitfalls, and to create a broad strategic plan. In other sections of this report the ACE Internationalization Laboratory Task Force has presented its recommendations to campus leadership. While some of these actions may be deemed too costly or too difficult to implement and not be undertaken, other actions will certainly be taken. The attempt has been to build upon past

efforts to produce a comprehensive strategic plan for internationalization that will not only propose desired outcomes but also present milestones for measuring success.

Below, we connect the analysis of previous reports to the obstacles inhibiting internationalization that the Task Force has identified (see Appendix 2):

Obstacles to internationalization identified by 2008-2009 task force	Previous reports on internationalization that also mentioned the obstacles identified in 2008-2009										
Issues related to the infrastructure for international activities											
There is:	A	B	C	D	E	F	G	H	I	J	K
No "central administration voice" on international activities - there is currently no one on the Chancellor's cabinet or the Dean's Council providing a voice on international issues or goals	X	X	X	X		X				X	X
A need for a strategic framework for internationalization at CU-Boulder	X		X	X						X	X
No formal process to ensure that colleagues working with overseas partners can share that information for best effect and a lack of communication among campus units working on international activities sometimes resulting in silos of internationalization at CU-Boulder						X		X		X	
No means to regularly collect information from faculty/staff about international efforts	X							X	X		X
No process for monitoring grants that are international and coordinating resources		X				X		X		X	
No requirement to inform a central office when an agreement is made with an overseas institution (although there has been an attempt to centralize this with OIE)				X							
A need for greater awareness on campus regarding the process for implementing an MOU and the complexities of establishing a new exchange – poorly executed MOUs that have not brought in the appropriate offices on campus have led to problems of funding, support, tuition exchange and visa issues for students (either incoming or outgoing)											X

No process for the approval of dual or joint degrees												X
No central umbrella for area studies centers (neither for development of centers nor for the maintenance of centers) - the academic activities of these centers are campus-wide												X
A lack of coordination among some of the units that provide international activities	X			X		X		X		X		X
A need for a streamlined and common sense process for entering into contracts with non-U.S. entities - the current process is very difficult and limiting and makes study abroad projects difficult, inhibits the MOU process, and encourages units to avoid sharing information with the institution in order to establish an international partnerships (so they can establish the partnerships without following procedures)												X
A need for a more streamlined way to handle purchasing issues across borders												
Issues related to research, creative work and faculty development												
There is:	A	B	C	D	E	F	G	H	I	J	K	
A need for low cost, short-term housing options for visiting international faculty or researchers and for temporary offices and funding to support such visits												
No coordinated effort to bring Fulbright Scholars here for short teaching & research programs								X		X		X
A lack of centralized information on faculty/staff international travel, institutional contacts, and academic expertise			X									X
No process to assist with faculty exchange (no pool of funding to support such efforts, lack of short-term housing, visa assistance for those heading overseas)	X		X					X				X
A risk due to individual faculty who develop international programs that never get institutionalized												
A need for better incentives for CU-Boulder faculty to develop summer faculty-led programs						X						X

Issues related to students	A	B	C	D	E	F	G	H	I	J	K
There is:											
No enrollment management plan for international students - despite many statements in support of increasing the international student population, there are no stated goals and no campus plan of attack on this issue						X	X				X
A need for scholarship money or at least more back-up funding for international students who experience financial difficulties after arriving - there is very little funding available for international students	X		X								X
A barrier to recruiting international students because of the overall cap on enrolling non-resident students (it is less expensive to recruit domestic non-residents)											
A need to adjust the tuition for incoming Fulbright students (by waiving the non-resident differential as other institutions do) - Fulbright grants don't cover our full tuition and that limits the number of these prestigious scholars who can afford to do their studies here											X
A need for more comprehensive academic/cultural support for those international students whose academic cultures have different expectations with regard to intellectual property and academic citation			X								
The lack of an international requirement for graduation or an optional track such as a global awareness certificate at both the undergraduate and graduate levels										X	X
A stated goal (Flagship 2030) to send more students on study abroad programs, but no specific plan to implement the process						X					
A need for scholarship money for study abroad, especially as we hope to greatly increase the percentage/number of students who study abroad	X		X							X	
A need for the necessary staff if CU-Boulder is to have significant increases in international and study abroad students		X	X		X	X					
A need for better support for graduate students who often lose departmental support if they get a Fulbright or go on a program abroad											

A lack of a sufficiently broad range of foreign language instruction						X		X		X	
Inconsistent support for students to study abroad - some departments help incorporate SA work into the major, others prohibit overseas work from counting toward the major - academic advising for study abroad options is not consistent						X					
A need for a system for registering dual degree students at CU-Boulder for the semesters when they are at the other institution.											
A weak international student alumni network – having weak connections to our own students is a missed opportunity in terms of funding sources and international connections for the University											X

Key for above chart

Report	Date	Abbreviations used on above chart
McGuire Proposal for Expanded Office of International Education	1965	A
A Proposal to President Frederick P. Thieme for Restructuring the Administration of International Education at the University Of Colorado “The Time Is Now...”	1970	B
Grupp report and recommendations to the Faculty Council from the Committee on International Education	1971	C
Proposed Functions and Duties for the Vice-Provost for the Office of International Programs	1972	D
Functions and Rationale for Expansion of OIE	1976	E
Denney Report from the International Education Study Committee	1982	F
Faculty Survey on international experience and interest in developing programs or projects with an international dimension	1990	G
Report on the Center for International Research and Educational Projects (CIREP) Conference. "How Many Ways to Internationalize the Campus"	1991	H
Van Vliet Report of the CIREP Internationalization Survey	1992	I
Ekstrand Report from the International Affairs Committee	1994	J
CU-Boulder: A Global Research University: Report of the Task Force on International Graduate Education	2007	K

APPENDIX 4: LINKAGES BETWEEN FLAGSHIP 2030 AND TASK FORCE RECOMMENDATIONS

In 2006, then-Chancellor G. P. "Bud" Peterson began a strategic planning initiative for the University of Colorado at Boulder. Setting the sights on 2030, the process of crafting such a long-range plan entailed gathering input from hundreds of faculty, staff, students, parents, alumni, business leaders, community members, government officials, and other university stakeholders. This feedback was generated through open forums and interviews that assessed the needs of the institution with respect to research, the student experience, and relations with the community.

Throughout the process of developing the strategic plan, *international* was a theme repeatedly mentioned in a variety of different focus groups. Additionally, the final report includes several references to internationalization, including the tagline for the document, "Serving Colorado, Engaged in the World." This document reviews these references and highlights the ways in which the Task Force recommendations supplement the goals outlined by Flagship 2030. The report begins by stating six central themes (on page 4), two of which have an international focus:

- Number 2: "CU-Boulder will become a dynamic global force for nurturing ideas and the uses of knowledge."
- Number 4: "CU-Boulder will help promote Colorado as a global crossroads of ideas and discovery."

The report then outlines the institution's core initiatives, which it justifies by stating "Attending to these priorities is critical if the university is to maintain the visibility and leadership needed to become a global presence" (page 5). Next it declares the institution's Flagship Initiatives. The following are the Flagship Initiatives that pertain to international or the recommendations in the Task Force report:

- 3. *Experiential Learning.*** *We will incorporate experiential learning programs more broadly in every student's education. These experiences may include research or creative projects with a professor, study abroad, honors or senior thesis projects, entrepreneurial initiatives, portfolios of creative work, full-time community service projects, or internships.*

The Task Force recommendation (number 4) to increase participation in study abroad contributes to this initiative. Our recommendations to develop comprehensive international partnerships that provide exchange opportunities for undergraduates, graduates, and faculty and include collaborative teaching and research projects (number 8) also provides avenues for pursuing this initiative. Lastly, Increase the development of globally focused research/creative work, teaching and service that involve collaboration with domestic and international partners (number 5) can create service and other experiential opportunities for students.

- 4. *Colorado's Research Diamond.*** *We will initiate a "Colorado research diamond" as a collaborative enterprise among regional universities, businesses, government, and federal laboratories. The research diamond will draw upon existing strengths to develop new technologies, patents, and intellectual properties—and apply them to real-world needs in Colorado and the world.*

As CU-Boulder attracts international students and scholars, the potential for collaboration and creativity offers important spill-over effects into research. In his research, Associate Dean of the College of Arts and Sciences Keith Maskus has documented this linkage, finding that increasing the presence of international graduate students increases the number of future university patents⁵.

6. *Building a Global Crossroads.* *We will establish a "Colorado Center for Global Education, Research, and Advanced Studies" that will bring the world's best thinkers to visit, work, and study at CU-Boulder. The center's competitively selected "Colorado Fellows" will address specific global issues facing government, business, industry, communities, the state, and society at large. In addition, we will expand student and faculty exchanges around the world.*

This Flagship 2030 initiative has the most direct relevance to both the spirit of the ACE Internationalization Laboratory report and many of its recommendations.

7. *Creating University Villages.* *We will develop a new "university villages" concept to guide plans for the build-out of major university properties. Working in collaboration with community leaders, we propose creating mixed-use, education-related spaces that meet the needs of the university, the community, and the state.*

The Task Force recommendation (number 9) regarding Live/Work Communities with regional themes ties in with this initiative.

10. *Making Enterprise Work.* *We will seek greater operating flexibility and expanded resources to meet our role and mission. A new relationship with the state of Colorado will emphasize our public mission and our accountability under a more self-reliant and market-driven model. We will enhance our private fundraising efforts in support of university initiatives.*

Weak connections with international alumni represent a lost opportunity in terms of possible donors and alumni support. To this end, the Task Force recommends that we work to establish and cultivate international alumni networks (recommendations 1 and 2).

Finally, we have also gathered additional quotes regarding internationalization from the Flagship 2030 strategic plan and Flagship 2030 Task Force meeting reports. These provide interesting context and reinforcement for the ACE Internationalization report and its recommendations:

- "We want to lead the state of Colorado in becoming a new international crossroads for ideas."
- "CU-Boulder has the capacity to become a truly "international" university, but we need to focus our efforts and expand our vision to reach this goal. Therefore, we propose establishing a new center to be called the Colorado Center for Global Education, Research, and Advanced Studies."
- "A senior-level administrator will be designated to coordinate and advocate for expanded international studies, study abroad, student and faculty exchange programs, international sabbatical programs, and opportunities for visiting faculty. With strengthened leadership, we will be able to focus our international efforts in new and creative ways. For example, we will consider creating "CU-Boulder satellites" with program offerings at other U.S. and international sites, including collaborations with higher education institutions around the world. We believe

⁵ Prof. Maskus' research can be found here:
[http://spot.colorado.edu/~maskus/papers/cmm_RIE_revision_Feb_2007\[1\].doc](http://spot.colorado.edu/~maskus/papers/cmm_RIE_revision_Feb_2007[1].doc)

such initiatives will foster the intellectual exchanges, interconnections, and relationships that will drive the world by 2030.”

- “Serving Colorado, Engaged in the World: The University of Colorado at Boulder will become a leading model of the 'new flagship university' of the 21st century—by redefining learning and discovery in a global context and setting new standards in education, research, scholarship, and creative work that will benefit Colorado and the world.”
- “CU-Boulder will become a dynamic global force for nurturing ideas and the uses of knowledge.”
- “CU-Boulder will help promote Colorado as a global crossroads of ideas and discovery.”
- “We will build upon our excellent record in interdisciplinary research and creative work to become a global leader in ventures that span traditional academic fields.”
- “In 2030, we expect the University of Colorado at Boulder will be a place that becomes a dynamic global force for the nurturing and development of ideas, the expansion of the frontiers of knowledge, the conception of creative work, and the dissemination and effective application of those ideas, works, and knowledge.”
- “Through curricular and other learning experiences, we want our students to gain a broader understanding of the world, develop a sense of personal and global citizenship, and build leadership skills.”
- “We intend to become a global presence in research and scholarship by 2030.”
- “Over the past 20 years, universities have seen a dramatic transformation in the use and study of new technologies, a trend we expect to accelerate during the coming decades. Already, technology has opened up new opportunities for global discourse, such as videoconferences with academic partners around the world.”
- “Because the world will be different in 2030, we can expect that graduating students will need new skill sets to succeed in their personal and professional lives. They will require more than a college degree and a command of traditional knowledge; they will need to cultivate core personal attributes and a level of global understanding not currently emphasized in most university catalogs.”

Further information about Flagship 2030 can be found at:

<http://www.colorado.edu/flagship2030/>

APPENDIX 5: DESCRIPTION OF THE UNIVERSITY OF COLORADO AT BOULDER

The University of Colorado at Boulder is an AAU institution, with just over 30,000 degree-seeking students. It is a Tier 1 research institution that was ranked 21st among all public universities for research funding in 2009.

CU-Boulder's 2008-09 total current funds operating budget was \$1.1 billion. State appropriations of \$8.6 million provided only 8.5% of this budget initially. The state appropriation was later reduced to \$2.6 million and much of the \$60 million reduction was replaced by temporary federal recovery act funds. Tuition and fees account for 41.3% and gifts, grants and other revenue comprise another 50.2%. This budget supports more than 3,100 staff and administrative officers, 1,100 tenure or tenure-track faculty, 1,180 research faculty, and another 1,200 instructional faculty. These resources, in turn, allow for an offering of 85 majors at the bachelor's level, 70 at the master's level, and 50 at the doctoral level, as well as more than 3,400 courses in about 150 fields of study.

The student body is 84% undergraduate and 16% graduate. Sixty-six percent are Colorado residents and 34% non-residents. 14% of CU-Boulder students are students of color. Four percent of student body is international and 25% of undergraduates have a study abroad experience before graduation. In 2008-2009 tuition and fees for an academic year for Colorado residents is approximately \$7,900 for undergraduate study in the College of Arts and Sciences and \$9,700 for graduate study in the Arts and Sciences. Non-resident undergraduates in Arts and Sciences pay roughly \$26,900, while non-resident graduates pay \$24,800 in the Arts and Sciences. In 2007-2008, 55% of the student body received some form of aid – scholarships, grants, loans or work-study employment.

This appendix provides some brief insight into the institution. The most comprehensive and accessible sources for further information can be found at:

<http://www.colorado.edu/news/facts/>

<http://colorado.edu/about/ataglance.html>

<http://www.colorado.edu/flagship2030/>

<http://www.colorado.edu/pba/>

http://www.washingtonmonthly.com/college_guide/rankings/national_university_rank.php

APPENDIX 6: THE OFFICE OF INTERNATIONAL EDUCATION

The Office of International Education (OIE) has a commendable history of contributions to both the campus and the field of international education. The structure of OIE can be most clearly seen in the organizational chart (attached at Appendix 7). The office is comprised of three general areas of operations: International Students and Scholars, Study Abroad Programs, and Global Educational Initiatives. Each area is addressed more specifically below.

INTERNATIONAL STUDENT AND SCHOLAR SERVICES

International Student and Scholar Services (ISSS) is predominately supported by the general fund. ISSS provides support on behalf of the campus to both students and scholars to CU-Boulder from overseas. This unit has a national reputation for excellence in advising international visitors on their options while here and is a leader in providing up-to-the-minute, accurate immigration advice. This allows both faculty and administration to be confident that this office will give appropriate advice as to whether an activity can be done legally. Timely and accurate preparation of immigration related documents is critically important to international visits and this office excels in those efforts.

There are 5.5 general fund supported FTE who work in this area. Most of their time is spent assisting students and scholars maintain legal status in the U.S. As a result, ISSS is not able to fully engage in supplemental activities that might be useful in supporting the broader needs of the international student and scholar population. Activities such as finding housing for short-term visiting scholars; providing support services for students, scholars, and families; and engaging our students and scholars with the Boulder community are done at a basic level due to lack of staffing and budgetary support. An area that remains problematic is the lack of funding and logistical assistance available for faculty to bring to CU-Boulder colleagues and research partners from overseas.

Further detail on the recent accomplishments of ISSS and on its goals for the future are in the OIE strategic plan (see Appendix 8).

STUDY ABROAD PROGRAMS

The Study Abroad Programs (SAP) segment of OIE also has a national reputation for providing a wide variety of program options to students while at the same time ensuring the health and safety of its students abroad. With over 270 program options to choose from, CU-Boulder students can and do study abroad in significant numbers for a large public research university. By the time they graduate, more than 25% of CU-Boulder students will have had a study abroad experience. This compares favorably with our peers, and when the focus is placed on semester length programs, it far surpasses our AAU peer institutions. One area for growth that has not been fully realized is in faculty-led and other summer and short-term programs.

An issue that Study Abroad Programs administration faces is the lack of campus support. Except for the Director's salary, student fees fund the entire staff of 13.85 FTE and 100% of its operating expenses. The lack of financial support from campus administration has occasionally been less of a problem because the program is allowed the flexibility of working as an "enterprise" operation

under Colorado rules; however, if the campus seeks to expand study abroad and related activities there should be some form of campus funding for these activities. As an example, if the campus wishes to have more exchange programs (which are exceptionally labor intensive), then fiscal support from the campus could make that happen. SAP has attempted to provide support for faculty initiatives; however, they have few very funds that can be made available for such goals. Further detail on the recent accomplishments of Study Abroad Programs and on its goals for the future are in the OIE strategic plan (see Appendix 8).

GLOBAL EDUCATIONAL INITIATIVES

Global Educational Initiatives (GEI) has expanded its scope and role in the past two years. The work of this unit of OIE, with 6 general fund supported FTE, ranges from work on broad internationalization issues to fiscal, information technology, and personnel support for OIE. GEI coordinates the U.S. Student Fulbright program (105 recipients in the past 15 years); manages the work of monitoring exchange agreements and the process of approval for MOUs; works with other campus units to enable and coordinate efforts to internationalize activities on the campus; and, creates new opportunities for faculty and staff to develop new program initiatives for the campus. This year, GEI received a Fulbright Gateway Orientation grant to prepare 44 new Fulbright recipients from overseas for their upcoming residency at institutions around the U.S. GEI also manages OIE's self-funded Faculty Development Program and assists units in the process of getting approval for MOUs and other inter-institutional engagements. Further, it advocates with campus administration in support of international educational activities.

Further resources on OIE can be found at:

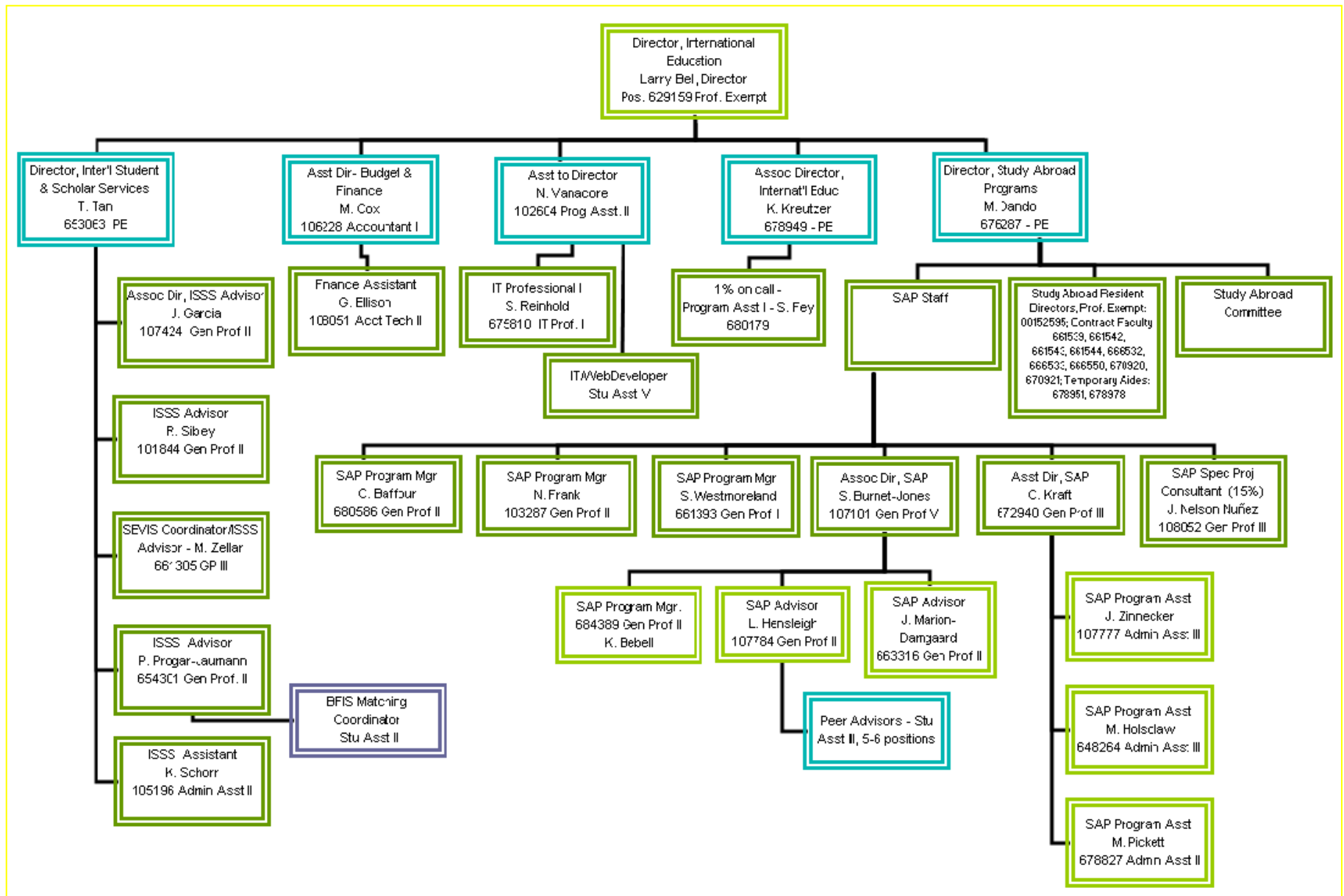
<http://www.colorado.edu/oie/>

<http://www.colorado.edu/oie/iss/index.html>

<http://studyabroad.colorado.edu/>

<http://www.colorado.edu/OIE/GEI/index.html>

APPENDIX 7: ORGANIZATIONAL CHART OF THE OFFICE OF INTERNATIONAL EDUCATION



APPENDIX 8: EXECUTIVE SUMMARY OF THE STRATEGIC PLAN FOR THE OFFICE OF INTERNATIONAL EDUCATION

In July 2007, the Office of International Education (OIE) undertook an update to its previous (2005) Strategic Plan. The effort was to ensure that the goals and objectives were up-to-date, given changes in the environment and to make the plan consistent with the University's Flagship 2030 Plan. The process included all OIE staff.

The planning process was led by the OIE Management Team, consisting of Larry Bell, Kim Kreutzer, Mary Ryan Dando, Tina Tan, Marie Cox, Nancy Vanacore and a consultant, Sharon McClew. The strategic plan addresses a 5-10 year planning horizon for long-range goals and a 3-year planning horizon for the operational work program.

OIE MISSION STATEMENT

The mission of the Office of International Education (OIE) is to actively promote international and intercultural understanding and to enrich the academic and cultural environment of CU-Boulder by facilitating the exchange of people and ideas. OIE brings CU to the world and the world to CU.

VISION STATEMENT

The CU-Boulder community (students, faculty and staff) has a broader world view, has a richer understanding of other cultures, and is more tolerant of differences, as a result of the educational experiences offered by the Office of International Education.

LONG-RANGE GOALS

The following long-range goals were identified as fundamental to fulfilling OIE's vision and mission and addressing critical strategic issues identified in the planning process.

1. To increase enrollment in CU-Boulder study abroad programs by an average of 6% per year for the next five years, leading to an overall increase of 34% from academic year 2006-2007 to academic year 2011-2012. This will include a special focus on under-represented students.
2. To take the lead and coordinate development of a campus-wide recruitment and retention plan for international students and scholars.
3. To partner with other units at CU-Boulder to create an internationally-aware and engaged campus community that will keep CU-Boulder among the top universities in the country for international education.
4. To successfully expand the Smith Hall International Program (SHIP) as a Residential Academic Program (RAP).
5. To enhance the Office of International Education's infrastructure to support the implementation of the OIE strategic plan and the Flagship 2030 Plan.

6. To create and implement a development/funding plan to finance the growth and programs to achieve the goals of the OIE Strategic Plan and the Flagship 2030 Strategic Plan. This will include a special focus on affordability for all students.

Although the Office of International Education has achieved significant results over the years and has earned a strong reputation among peer universities across the country, huge challenges remain. This written plan documents the next steps in meeting those challenges.

The full strategic plan for OIE can be found at: <http://www.colorado.edu/oie/finalplan.pdf>

APPENDIX 9: LANGUAGE OFFERINGS AT CU-BOULDER

LANGUAGE	NUMBER OF LANG. COURSES AT 1000-LEVEL	NUMBER OF LANG. COURSES AT 2000-LEVEL	NUMBER OF LANG. COURSES AT 3000-LEVEL	4000-LEVEL OR UPPER-DIV. LIT/AREA STUDIES TAUGHT IN LANGUAGE	GRADUATE COURSES	TENURE AND TENURED-TRACK FACULTY
1. Arabic	2	2	2	0		1
2. Chinese	2/3	2/3	2	5	X	5
3. Classic Greek	2	0	3	2	X	0*
4. Farsi	2	2	2	0		0
5. French	2/3	3	11+	13+	X	6
6. German	4	3	9	6	X	7
7. Hebrew	2	2	2	0		1
8. Hindi	2	2	2	0		1
9. Indonesian	2	2	1	0		0
10. Italian	2	3	7	3		4
11. Japanese	2	2	2	9+	X	5
12. Korean	2	2	2	0		0
13. Latin	2	2	2	4	X	0*
14. Norwegian	2	2	0	0		0
15. Portuguese	2	3	1	2		0
16. Russian	3	2	4	5		3
17. Spanish	2	3	14	16+	X	12
18. Swedish	2	2	1	0		0

*In the Classics department, tenured or tenure-track faculty do occasionally teach the language courses but an instructor is typically hired to do this.

APPENDIX 10: COMPARISON TO PEER INSTITUTIONS

	CU-Boulder	Indiana	Iowa	Kansas	Michigan	Minnesota	Penn State	Texas	UC Davis	UCLA	UNC Chapel Hill
Rank of Senior International Officer (SIO)	Director	Vice President for Int'l Affairs	Associate Provost and Dean	Associate Vice Provost	Vice Provost of Int'l Affairs	Associate Vice President and Dean	Vice Provost	Vice Provost	Vice Provost, University Outreach & Int'l Programs	Shared between Vice Provost & Dir. of Int'l Students/Scholars	(waiting for data)
SIO Reports to:	Associate VC Undergrad Education	President	Provost	(waiting for data)	Provost and Dean of College of Literature, Science and the Arts	Senior Vice President for System Academic Administration	Provost	Vice President and Provost	Chancellor, Provost & Exec Vice Chancellor	Vice Provost reports to Provost and Chief Academic Officer; Director reports to Vice Chancellor of Student Affairs	(waiting for data)
Office size (sq. ft.)	4,200 (will have 6,832)	14,494	19,795	(waiting for data)	6,101	N/A	7,300	(waiting for data)	2,627	N/A	(waiting for data)
Centralized into one office?	No (2)	No (5)	Yes	(waiting for data)	No (2)	No (2)	Yes (In a building shared by other depts. & classroom)	(waiting for data)	No	No (3)	(waiting for data)
Staff Size	24	38 (+ several part-time hourly staff)	(verifying)	(waiting for data)	29 (+ student employee/in tern)	96 (note: this includes several academic centers)	50 (+several part-time hourly staff)	(waiting for data)	43	24 in Int'l Std/Scholar Services	(waiting for data)

	CU-Boulder	Indiana	Iowa	Kansas	Michigan	Minnesota	Penn State	Texas	UC Davis	UCLA	UNC Chapel Hill
Office includes	Study Abroad, International Students and Scholar Services, Global Education Initiatives	Study abroad (12), int'l services (18), VP office (6), Int'l R&D, Center for Global Change, & Other (12)	Study abroad (11); int'l student/scholar (9);	(waiting for data)	Int'l student/scholars; int'l faculty/staff; study abroad; int'l visitor leadership program; Peace Corps; international health insurance	ISSS (43); Learning Abroad Center (33); AVP/Dean's office (15)	Study abroad (9); Global Relations & Promotions (11); Gen Admin/Planning (10); Int'l Students (12)	(waiting for data)	Admin-istration (12); Study Abroad (13); Int'l Students/Scholars (14); Hubert Humphreys Fellowship Prog (2 & 2 faculty co-dir) Fulbright Scholar Program/ Int'l Alumni Relations	(waiting for data)	(waiting for data)
Dedicated facilities for int'l visitors	No	No	Yes (office space)	(waiting for data)	No	No	No (but assigned mentors find housing and office space)	(waiting for data)	No	No	(waiting for data)
Number of NRCs	1	7	1	(waiting for data)	6	4	1	(waiting for data)	(waiting for data)	(waiting for data)	(waiting for data)
Link to int'l on univ main page	No	Yes	Yes	Yes	Yes	Yes	Yes (after moving mouse over acad. progs)	Yes	Yes	Yes	No
Number of languages taught	18	73 (50 full-time basis)	16 (+ 30 more available through ALLNet)	(waiting for data)	65	39	15 + 5 ancient/medieval langs.	(waiting for data)	11	(waiting for data)	(waiting for data)

	CU-Boulder	Indiana	Iowa	Kansas	Michigan	Minnesota	Penn State	Texas	UC Davis	UCLA	UNC Chapel Hill
Study abroad 07-08 (5 yr % change)	1,159 (8.9%)	1,686 (22.3%)	1,157 (38.7%)	1,365 (31.25%)	2,055 (86.3%)	2,079 (60.7%)	1,830 (35.5%)	2,172 (31.2%)	397 (13.75%)	1,831 (-4.5%)	1,557 (9.2%)
Int'l Students 07-08 (5 yr % change)	1,264 (17%)	4,287 (15%)	2,159 (-6%)	1,624 (-1%)	5,748 (25%)	3,756 (12%)	3,860 (5%)	5,550 (15%)	2,048 (20%)	5,557 (29%)	1,523 (7%)
Int'l Scholars	635	709	(waiting for data) (794 in 05-06)	(waiting for data)	1,856	1,386	(waiting for data)	865	2,543	2,297	1,161
Fulbright Awards 07-08	5 awards (30 apps)	8 awards (50 apps)	6 awards (33 apps)	6 awards (17 apps)	37 awards (119 apps)	7 awards (35 apps)	9 awards (47 apps)	11 awards (45 apps)	5 awards (21 apps)	12 awards (38 apps)	6 awards (51 apps)

APPENDIX 11: DRAFT OF ASSOCIATE VICE CHANCELLOR FOR INTERNATIONAL POLICY AND PROGRAMS POSITION DESCRIPTION

PURPOSE

Reporting to the Provost and working in coordination with the Deans of the University's colleges and schools and other key campus leaders, the Associate Vice Chancellor for International Policy and Programs will be responsible for providing vision and leadership to enhance institutional infrastructure, programs, and in securing resources to support the University's extensive international initiatives. The Associate Vice Chancellor will be charged with the development and implementation of a broad strategic plan for the international dimension of CU-Boulder. The successful candidate will provide a central point of communication and coordination among various international programs at the University and enhance interactions between faculty/students, universities, foundations, and businesses to achieve the strategic goals of the University in international education, scholarship, and service.

ESSENTIAL JOB FUNCTIONS

- Provide leadership in the development of international partnerships with cooperating institutions and organizations worldwide; provide direction to guide, support, coordinate, and manage global exchanges, instructional activities, research, and other projects. Create and promote international student and faculty exchanges, international internships and research opportunities, and host visiting international scholars; oversee the resolution of immigration matters for international visitors of all types
- Expand external and internal resources through fundraising and grant writing, including identifying and cultivating funding for global initiatives; develop and strengthen relationships with existing and prospective donors to build a revenue stream to support international programs; promote and enhance effective international alumni networks in collaboration with the Alumni Association
- Strengthen and build on the University of Colorado at Boulder's existing connections and relationships with international partners; develop and maintain effective partnerships with like and cooperating institutions worldwide
- Engage the University of Colorado at Boulder's rich community of international students and scholars; promote the recruitment, advising and retention of international students
- Promote internationalization of the curriculum by working effectively and collegially with faculty, deans, department chairs, and program directors, to advocate the value of global education to faculty and students; provide support to academic programs for integrating international experiences into curricular development
- Continue the University of Colorado at Boulder's visibility as a leader in international engagement; serve as the primary point of contact for information about the University of Colorado at Boulder's international activities
- Supervise and provide strategic planning, guidance, leadership and oversight support to:

- The immigration and visa application support functions of the International Student and Scholar Services Office
 - The central functions for sending CU-Boulder students abroad through the Study Abroad Programs office
 - The general operation of international programs through the International Center in the Office of International Education
- Assist the above offices in the realization of their strategic goals and help coordinate their efforts with those of other academic programs and activities at the institution

MINIMUM QUALIFICATIONS

Candidates must have:

- A minimum of five years of experience in global education, and a record that demonstrates a commitment to global education that enhances cultural competence and seeks to promote peace and justice
- The ability and willingness to travel domestically and internationally
- Senior leadership experience with an academic entrepreneurial approach and a proven record of academic administrative oversight, budgetary, and organizational competence

All candidates must show a demonstrated commitment to diversity and the University's mission, vision, and values.

This position requires a criminal history background check.

PREFERRED QUALIFICATIONS

- Extensive knowledge of best practices in international education
- Experience with collaborative research and international faculty exchange
- Foreign language and cross-cultural competency
- Ability to communicate the University's vision of international education, scholarship, and service to internal and external communities
- Strong record of developing and sustaining collaborative relationships with diverse constituents, including faculty, students, staff, university administrators, study abroad programs and overseas organizations, government offices and officials, foundations, business leaders, and other relevant groups
- Excellent written and verbal communication skills
- Excellent judgment and ability to handle difficult situations with tact and diplomacy
- Experience living or studying abroad

APPENDIX 12: REVIEW OF TECHNOLOGY FOR INTERNATIONAL COLLABORATION AND RESEARCH

THE CHALLENGE

Currently there are only two campus locations where faculty can access videoconferencing equipment for co-instruction and research collaboration with international partners. Neither the Stadium 357 facility nor the ATLAS conference room is cardkey accessible during off hours (the times most commonly requested for international communications). Nor is the stadium space equipped for use by a faculty member without ITS assistance. With a relatively small investment, faculty access to international conferencing facilities could be greatly enhanced.

THE PROPOSAL

In the next three years: There is a simple and user-friendly hardware-based solution. An IP-based HD (high-definition) Polycom interface would enable distance video meetings, sharing of documents and images, and co-taught classes with international colleagues at minimal cost. It would be possible to identify 4-5 key locations on campus where faculty are most in need of access to videoconferencing services. If a small space can be designated in each identified building, faculty could be given card-key access to it. Each video node would consist of an HD Polycom unit, 2 LCD screens, a camera and a mounted codec plus remote control at a total cost per node of \$15,000. At current costs, video conferencing facilities could be arranged for the Humanities, the Arts, the Sciences, Education and Engineering for a total of \$75,000. Additionally, this equipment fits on a portable stand, so it could be moved to classrooms in the same building should videoconferencing be required only occasionally for a class or workgroup.

Three years to six years out: A simple and user-friendly software-based solution is probably the best solution within this timeframe. Costs will be lower still, but the technology is not yet ready for use. A proprietary service such as Cisco TelePresence, or Vidyo could work on existing routers and would likely be purchased by campus through licensing fees (with the cost based on the number of “seats” available at any given time anywhere on campus).

APPENDIX 13: REPORT ON FACULTY AND STAFF INTERNATIONAL ACTIVITY FROM FRPA AND ACE TASK FORCE SURVEY

THIS SECTION WAS PREPARED BY PROFESSOR FRED PAMPEL, PROFESSOR OF
SOCIOLOGY AT CU-BOULDER

COMPILATION OF DATA FROM THE FRPA

INTRODUCTION

The committee began its investigation of internationalization at CU-Boulder with an impression, perhaps a hypothesis: That we have considerable interest and expertise in international scholarship across campus, but lack of resources has left these strengths scattered and uncoordinated. To check our hypothesis and get a more precise picture of campus international activities, we needed more systematic data. The data in turn will allow for us to better identify areas with the greatest needs and plan actions to address the needs.

Two sources of data, each with its own strengths and limitations, help us in these goals. One data source is comprehensive in its coverage of the faculty but limited in the measures of international activity, while the other data source has a smaller, less representative sample but contains more detailed information on activities (and includes staff as well as faculty). This report summarizes the analysis of these two data sources. The results confirm the initial hypothesis – impressive involvement in international activities coexists with isolation from, perhaps even unawareness of the activities of others. Reflecting the isolation, even those of us involved in international research and education did not realize the extent of the activities. Describing and publicizing the results can help promote knowledge of our international strengths and suggest some ways to organize and take advantage of them.

DATA

The first data source supplies a comprehensive sample. All instructors and tenure-track and tenured faculty at CU-Boulder must complete an annual web-based form called the Faculty Report on Professional Activities (FRPA). Research faculty are encouraged but not required to complete the FRPA. The report includes a listing of courses taught, students supervised, papers presented, and articles and books published. A recently added module extends the goals of the FRPA by asking faculty about their international activities over the last three years. The module information helpfully identifies four kinds of activity:

1. collaboration with foreign scholars,
2. conduct of research in a foreign country,
3. foreign teaching or teaching-related activity or
4. other international activity.

It also identifies the country locations of these activities.

As of May 29, 2009, a total of 1488 faculty members completed this international activities module, with 945 reporting having at least one international activity from 2006-2008 and 543 reporting having no activity. The data do not include staff and offer only modest detail on the types of faculty activities. Still, the nearly complete coverage of all teaching faculty (plus some coverage of research faculty) represents a crucial advantage over other data sources.

The second data source comes from a voluntary survey. It has better measures (designed by the Internationalization Committee) but a less representative sample. An email to CU-Boulder employees requested that they complete a short survey on international activities. The total of 294 responses includes members of the major employee classes: tenure track (41 percent), instructors or lecturers (14 percent), research faculty (4 percent), classified staff (23 percent), and professional exempt (17 percent). However, with only a portion of all employees responding, the results of the survey most certainly do not represent a random sample of the non-student university population. Likely, those without international interests were unmotivated to complete a survey on the topic, and the reported figures overstate the portion of faculty with enthusiastic international involvement.⁶ In its favor, the survey gives considerable detail on the involvement of employees in a variety of international activities.

The survey contains responses from 171 tenure-track faculty, instructors, and research faculty, but the large majority, more than three quarters, are tenure track. Most are located in the College of Arts and Sciences (61 percent). Nearly all respondents list one or another international activity, but they vary in the types of activities they report. The survey contains responses from 123 classified and professional exempt staff, primarily in Academic and Student Affairs.

FACULTY ACTIVITIES: AN OVERVIEW

The FRPA figures reveal extensive involvement of faculty in international activities. About 63.5 percent of reporting faculty participated in international activities over the last three years. Participation is most common among tenured and tenure-track faculty (73.5 percent), less common among research faculty (58.4 percent), and least common among instructors and lecturers (36.2 percent).⁷ The figure of 73.5 percent, uninflated by sampling bias and inclusive of all tenured and tenure-track faculty, strikes us as impressively high. The campus does not suffer from lack of international interest.

The most common type of international activity is collaboration with foreign colleagues, with 40.5 percent of reporting faculty, 603 in number, listing this activity. Research done in foreign countries ranks as next most common at 35.3 percent (or 525 faculty members). The two types of activities overlap: 24.9 percent of the reports involve both collaboration with foreign colleagues and research in foreign countries. Also, 19.1 percent of faculty report having grant funding for their international work. Since FRPA data does not distinguish the depth of contact, however, these figures say little about exposure to other cultures. Some forms of collaboration with international colleagues and research in foreign countries might involve little in the way of intercultural exchange. It is safest to say that the majority of faculty have international contacts and the potential rather than the actuality for intense exposure to other cultures.

⁶ Note also that 15 of the 194 respondents stopped answering questions before the survey ended.

⁷ Given multiple job classifications and duties of faculty, a small number appear in computations for more than one job category.

International teaching activities are less common but still substantial. Of those reporting, 20.6 percent (or 306 in number) say they are involved in teaching or teaching-related activities in foreign countries. The wording of the item suggests something more than including international themes in a course taught in the United States. This activity reflects cross-cultural forms of interaction that lead to greater understanding of non-U.S. cultures. Although not as common as international research, foreign teaching likely shows greater exposure to foreign cultures.

A last, residual category of other international activities includes, among many others things, service on international advisory boards, conference participation, online teaching, a survey of multiple European nations, hosting foreign visitors, mentoring exchange students, visiting scholars, guest artists, art workshops and exhibitions, review of research proposals for foreign funding agencies, and consulting for international organizations.⁸ About 21.2 percent of faculty (315 in number) report some kind of other activity. The diffuseness of this category makes it hard to interpret, but the answers illustrate the diversity of ways that faculty help internationalize the campus.

Disciplines differ in faculty reports. Engineering and science departments have the most faculty with international activities, but several arts and humanities departments also rank high. Table 1 lists the number of faculty with international activities, the total number of reporting faculty, and the proportion of faculty reporting international activities.⁹ The top 10 with the largest number of internationally involved faculty are: Leeds Business School (52), Music (39) Physics (37), Civil Engineering (33), Electrical Engineering (33), Chemistry-Biochemistry (33), INSTAAR (26), Art and Art History (25), Computer Science (25), and Writing and Rhetoric (25). Based on size alone, large departments on average will have more faculty involved in international activities. When considering the number of internationally active faculty relative to all reporting faculty, a percentage measure shows a different list of top 10 internationally involved departments: Engineering Management (100), INSTAAR (96), LASP (94), APS (92), Classics (92), Linguistics (91), Geology (90), Geography (87), Art and Art History (86), and Atmospheric and Oceanic Sciences (86).

Some additional comparisons highlight differences between scientists and humanists. Among active faculty in engineering and the natural sciences, collaboration with international colleagues is most common. Such ties illustrate the global span of work on many engineering and science problems. Also, teaching in foreign countries appears particularly common in engineering. Among active faculty in the humanities, research done in foreign countries is most common. This reflects the nature of scholarship in language and literature disciplines. The social sciences have inherently comparative subject matters but often rank toward the middle and bottom in percentages. Departments with high international activities offer resources to exploit, and departments with lower international activities suggest areas to strengthen.

Faculty do research on nearly all the nations of the world but tend to concentrate on Western Europe. The top 12 most commonly listed countries for research include the UK, Germany, France,

⁸ Many of the activities listed in this section seem to fit the teaching or research categories, but these categories do not allow for a written description. Some faculty thus appear to have used the “other description” to describe their teaching and research activities.

⁹ The figures include only departments, institutes, or programs with at least five reporting faculty.

Canada, Italy, China, Australia, Japan, Switzerland, Spain, Sweden, and the Netherlands.¹⁰ More than 185 faculty members list activities in the UK and in Germany and from 68 to 145 list activities in the other 10 nations. The interests in China and Japan highlight our strengths in East Asian studies. Other parts of the world outside of Western Europe and East Asia – Eastern Europe, Africa, Latin America, parts of Asia and the Pacific Islands – are also studied by faculty members but not to the same extent. Countries at the bottom of the list, with one or two activities listed, such as Angola, Cyprus, Guyana, Kuwait, Liberia, Moldova, Maldives, Myanmar, Somalia, Syrian Arab Republic, Ukraine, and Vanuatu, illustrate the worldwide reach of faculty interests. Consolidating strengths for the less studied areas of the world will require strategies that move beyond the naturally occurring and already extensive interests in West Europe and East Asia.

MORE SPECIFICS ON FACULTY ACTIVITIES

The survey data, although over-representing those most supportive of internationalization, supply more specifics about faculty activities (see the Appendix for detailed percentages on the responses). Survey respondents report that conducting research in another country is the most common form of international activity. It involves 73 percent of faculty, while collaboration with international colleagues is the second most common activity (68 percent). The percentages prove similar to those reported at the University of Iowa. Two other types of research require less direct contact with residents of foreign countries but still reflect international interests. About 57 percent of respondents conduct research about another country (rather than in another country) and 45 percent conduct comparative research on multiple countries. Other questions helpfully distinguish international work by those in the humanities. About 36 percent engaged in creative work in another country and 28 percent engaged in creative work with an international focus.

A good deal of the international work receives funding. About 62 percent of faculty have applied for grants for internationally focused collaborative research. Most of the grant applications reported in the survey, 86 percent, received funding. Most awards come from internal CU-Boulder funding. The National Science Foundation and private foundations rank next as sources of international funding. The Fulbright Program and the National Endowment for the Humanities fund a smaller but still substantial number of grants. The cost of foreign travel makes funding support crucial to international research.

Many faculty join in another form of international research activity – attending conferences, participating in seminars, and giving guest lectures in other countries. While 18 percent have attended no such meetings in other countries, 40 percent have attended one to three, and 42 percent have attended four or more. By itself, participation in these events gives only superficial contact with foreign cultures. However, nearly all those reporting this type of international activity also participate in less superficial research and teaching activities.

Teaching again appears less commonly among the international activities than research. Nearly a quarter of respondents list no international teaching activities. Of those that do, the most common form is teaching a course on comparative issues that includes content on multiple countries or societies (49 percent). Similarly common are serving as an advisor to one or more graduate

¹⁰ The list of countries is similar for both teaching and research activities. India makes the top ten for teaching but not for research, while Spain makes the top ten for research but not for teaching. Otherwise, the same countries appear in both lists.

students whose research focuses on cultures or societies outside the United States (48 percent) or who conduct research outside the United States (44 percent). These forms of teaching do not necessarily make international comparisons central, but another indicator does. About 40 percent of respondents say they teach a course primarily focused on a specific non-U.S. culture or society (40 percent). At the University of Iowa, 25.4 percent said they did the same. The higher value for CU-Boulder indicates greater internationalization in relative terms (although different samples and a large medical school at Iowa no doubt limit the comparison).

Some faculty help support international teaching in other ways. About 25 percent have helped set up reciprocal agreements for student exchange or research collaborations with non-U.S. institutions. About 8 percent have helped set up joint or dual degree programs with non-U.S. institutions. More informally, nearly all faculty (89 percent) encourage or strongly encourage students to study abroad.

Many faculty participate in these activities more than once, thus multiplying their impact. For example, 39 percent of faculty have held visiting or teaching positions outside the United States, and on average have had three such positions. About 60 percent use languages other than English for professional purposes and on average use two such languages. Those submitting grant applications with an international focus on average had five such proposals. As a summary measure, one question asks about all international experiences. Of the 87 percent reporting an international professional experience, the average number equals 12.

CLASSIFYING TYPES OF INTERNATIONAL INVOLVEMENT

Is it possible to reduce the many survey items on international activities to a smaller set of underlying traits? Principal components factor analysis can help. It distinguishes five independent dimensions of activities, and those scoring high on each of the dimensions comprise a group with a shared form of international involvement. The key traits of each of the five dimensions can be summarized as follows:

1. Research-oriented, with supervision of graduate international research;
2. Teaching-oriented, with use of multiple languages in their work;
3. Teach and work abroad, with high participation in international conferences;
4. Internationally oriented creative work, particularly in the School of Music;
5. Involvement with institutional agreements and dual degrees, particularly in Engineering.

Full professors tend to have the highest scores on three of these dimensions. They are more involved in doing international research, working abroad, and creating institutional agreements. Instructors and assistant professors have more involvement in creative work, but no significant differences exist across faculty groups on teaching. In any case, policies to encourage international activities might focus on different needs across these types of faculty.

STAFF RESPONSES

Non-faculty employees who completed the survey report fewer international activities than faculty employees. Of the 123 respondents, 29 percent do not select any of the listed international activities. However, those selecting at least one activity have major commitments to international work. About 25 percent of staff respondents say they have an international focus for 10 to 49 percent of their work, and another 25 percent say they have an international focus for 50 percent or more of their work. Examples include hiring non-U.S. faculty or staff (23 percent), coordinating a grant with an international focus (14 percent), and teaching a course with focus on another country, comparative issues, or internationalization (9 percent). An open-ended question identifies other activities such as advising international students or study abroad students, approving funding for international travel, making international career information available to students, coordinating speakers from overseas, and helping to organize the International Film Festival.

ALL RESPONDENTS: INTERNATIONAL EXPERIENCES

Beyond research, teaching, and administrative activities, employees have skills and experiences that contribute to the internationalization of the University. In terms of skills, 95 percent say they can read or speak a language other than English. Another 50 percent say they use a second language in work done at CU-Boulder (compared to 44 percent at the University of Iowa).

In terms of experiences, the survey asks if respondents have ever lived, worked, or volunteered outside the United States. Better than most others, these measures tap the in-depth exposure of employees to other cultures. The most common experience is to have resided in another country for more than three consecutive months. More than 65 percent say they did this, compared to 52 percent at the University of Iowa. Similarly, 49 percent worked in another country for more than three consecutive months. About 44 percent have gone to school outside the United States, with 35 percent doing so as part of a college study abroad program, 28 percent attending a foreign post-secondary institution, and 16 percent receiving a post-secondary degree from a non-U.S. institution. Another 19 percent have done volunteer work overseas. Given the high percentages in many categories, respondents often participated in multiple activities. For example, 23 percent of those having studied in another country also have done volunteer work overseas. To balance these strengths, however, 25 percent of respondents had none of these experiences.

Typically, non-tenure-track faculty have more international experiences, followed by tenure-track faculty, and then classified and professional exempt staff. For example, 84 percent of non-tenure-track faculty, 72 percent of tenure-track faculty, and 52 percent of staff resided outside the United States for more than three months, and 71 percent of non-tenure-track faculty, 59 percent of tenure-track faculty, and 31 percent of staff worked outside the United States. The exception is volunteering, where tenure-track faculty have the lowest involvement.

Another question asks about activities while at CU-Boulder. The most common activity is advising or providing support for international students (67 percent) and for CU students studying abroad (61 percent). Recruiting international graduate students and supporting international scholars involve, respectively, 33 and 36 percent of respondents. International service activities such as volunteering, organizing international conferences, and serving on doctoral defenses overseas involve about 28 percent. Less common activities include recruiting international undergraduate

students (13 percent) and initiating formal linkages with non-U.S. post-secondary institutions (19 percent). Only 9 percent list none of these activities.

Tenure-track faculty are most involved in recruitment of international graduate students, linkages with other institutions, support for international scholars, and international service, but staff are similarly involved in support for international students.

CONCLUSION

Comprehensive internationalization refers to the infusion of an international or intercultural dimension into all aspects of university experience. The results of the analysis of international activities at CU-Boulder show potential for this goal but also that considerable room for improvement remains. On the plus side, the climate for internationalization is favorable. The figure of 63.5 percent of faculty having participated in international activities (nearly 75 percent for tenured and tenure-track faculty) demonstrates breadth of interest. CU-Boulder is already a global crossroads of scholarship in that most faculty do research on or in other countries. These results support our initial hunch. At the same time, however, the interests appear broad – covering hundreds of countries and scholarly topics – but not necessarily deep. For example, the high involvement in collaborative research with foreign colleagues and even research in foreign countries need not spill over into teaching (where international activities are less common) or produce meaningful cultural interaction. Also, some campus departments lag behind others in international involvement, and most researchers focus on Western Europe, China, and Japan.

A smaller subset of faculty and staff responding to the survey appears most committed to internationalization. About 95 percent say they can read or speak a language other than English, 65 have lived in another country for more than three months, 50 percent say they use a second language in work done at CU-Boulder, and 45 percent have gone to school outside the United States. We take pride in this segment of engaged, internationally committed faculty.

The results suggest that CU-Boulder has a solid grounding to more fully globalize our scholarship, teaching, and student experience. We can draw from a core of faculty and staff strongly committed to these goals (i.e., those most involved internationally according to the survey) to push for greater internationalization. And the majority of faculty with international activities and interests (as defined by the FRPA results) should be a receptive audience to this kind of push. Even in disciplines with limited activities and in area studies with few advocates, enough interest exists to promise success in fostering internationalization. Reaching this goal depends on leadership to translate promise into reality and on the availability of incentives to encourage more faculty and staff action. The diversity of international activities means that policies need to both 1) tailor incentives and resources to the varying needs of departments and colleges and 2) bring the campus together in support of shared goals.

Despite generally encouraging news from the surveys, albeit with clear needs to make international interests and experiences deeper, the results also raise some concerns. Given the widespread interest in international scholarship across campus, leaders and employees should know more about these activities. Yet, the decentralized nature of the University makes it hard to organize and publicize international work. With some major exceptions relating to area studies (e.g., Asian Languages and Civilizations), incentives tend to reward disciplinary work at the expense of cross-disciplinary work on the same country or area of the world. Scholars with common international

interests sometimes develop ties on their own but often get little support for these kinds of activities. Given the findings presented here, the potential to change this pattern is great. Shared expertise and interests already exist and leadership and modest resources can help overcome barriers to comprehensive internationalization.

TABLE 1. INTERNATIONALLY ACTIVE FACULTY BY DEPARTMENT: FRPA DATA

Department	# Active	# Total	% Active
Leeds School of Business	52	85	61.2
College of Music	39	57	68.4
Physics	37	44	84.1
Civil Engineering	33	43	76.7
Electrical Engineering	33	44	75.0
Chemistry & Biochemistry	33	50	66.0
INSTAAR	26	27	96.3
Art and Art History	25	29	86.2
Computer Science	25	30	83.3
Writing and Rhetoric	25	68	36.8
English	22	46	47.8
Mechanical Engineering	20	30	66.7
Biology-MCD	20	34	58.8
CIRES	20	40	50.0
Psychology	20	41	48.8
Aerospace Engineering	19	26	73.1
Economics	19	29	65.5
Geological Sciences	18	20	90.0
Chemical & Biological Engineering	18	24	75.0
History	18	30	60.0
Journalism/Mass Communication	17	27	63.0
Mathematics	17	28	60.7
School of Education	16	34	47.1
LASP	15	16	93.8
Anthropology	15	18	83.3
Applied Mathematics	15	21	71.4
Sociology	15	24	62.5
JILA	14	17	82.4
Germanic & Slavic	14	18	77.8
Theatre & Dance	14	22	63.6
Political Science	14	23	60.9
School of Law	14	29	48.3
Geography	13	15	86.7
Ecology & Evolutionary Biology	13	16	81.3
Asian Lang & Civilizations	13	17	76.5
Philosophy	13	24	54.2
Spanish & Portuguese	13	24	54.2
Astro & Planet Sciences	12	13	92.3
French & Italian Dept	12	18	66.7
Integrative Physiology	12	27	44.4

Classics	11	12	91.7
Communication	11	17	64.7
Linguistics	10	11	90.9
IBS	9	12	75.0
Film Studies	7	9	77.8
Ethnic Studies	7	10	70.0
Library Administration	7	38	18.4
Atmospheric & Oceanic Sciences	6	7	85.7
SLHS	6	15	40.0
Engineering Management	5	5	100.0
Engineering-Herbst Humanities	5	6	83.3
Museum	5	7	71.4
IBG	5	10	50.0
Cognitive Sciences Institute	4	5	80.0
Baker Residential	3	5	60.0
Women's Studies	3	6	50.0
Religious Studies	2	5	40.0
ATLAS	2	9	22.2
CIPS	1	6	16.7

RESULTS FROM CU-BOULDER INTERNATIONAL EXPERIENCE SURVEY - 2009

Q1. What best characterizes your position at CU-Boulder?	Percent	Count
University officer	3.8	14
Tenured or tenure-track faculty	37.6	137
Instructor or Senior Instructor (i.e. rostered non-tenure-track faculty)	10.4	38
Lecturer (temporary teaching position contingent on the changing needs of the campus)	3.3	12
Non-tenured (or non-tenure-track) research faculty	4.1	15
Classified staff who also teaches one or more credit-bearing UCB courses	0.3	1
Classified staff who does not also teach one or more credit-bearing UCB courses	23.1	84
Professional exempt staff who also teaches one or more credit-bearing UCB courses	2.5	9
Professional exempt staff who does not also teach credit-bearing UCB courses	14.8	54
Total	100.0	364

QUESTIONS FOR FACULTY

Q2. Your Faculty Track:	Percent	Count
Emeritus	1.2	2
Tenured or tenure track	73.1	125
Non-tenured	22.8	39
Visiting	0.0	0
Other (please specify)	2.9	5
Total	100.0	171

Q3. Your Faculty Rank:	Percent	Count
Professor	33.3	57
Associate Professor	26.3	45
Assistant Professor	17.0	29
Instructor or Senior Instructor	15.2	26
Lecturer	2.9	5
Other (please specify)	5.3	9
Total	100.0	171

Q4. Your School or College:	Percent	Count
College of Arts & Sciences	61.4	105
College of Engineering	5.8	10
College of Music	8.8	15
Leeds School of Business	14.6	25
School of Journalism	1.8	3
School of Law	0.6	1
Other	7.0	12
Total	100.0	171

Q5. Your Department/Institute/Center:	Percent	Count
Answered question	83.0	142
Total		171

Q6. Have you ever...? (choose all that apply)	Percent	Count
Conducted research in another country	73.1	125
Conducted research about another country	57.3	98
Conducted research on comparative issues where multiple countries were studied	45.0	77
Collaborated on research with international colleagues	68.4	117
Engaged in creative work in another country	35.7	61
Engaged in creative work with an international focus	27.5	47
None of the above	9.9	17
Total		171

Q7. While at CU-Boulder have you...? (choose all that apply)	Percent	Count
Taught a course that primarily focused on a specific non-U.S. culture or society	40.3	69
Taught a course on comparative issues (e.g. politics, economics, globalism, music, literature, or other) that included content on multiple countries or societies	49.1	84
Taught a course on internationalization broadly defined (such as international business, international engineering management, or other)	19.3	33
Served as an advisor to one or more graduate students whose research focused on non-U.S. cultures/societies	48.5	83

Served as an advisor to one or more graduate students who conducted research outside of the U.S.	43.9	75
None of the above	24.6	42
Total		171

Q8. Please answer the following questions based on your experience in the LAST FIVE YEARS (while at the University of Colorado or other institutions).	Percent > Zero	Average
How many courses have you taught internationally online?	5.3	3.1
How many visiting research or teaching positions held outside the United States?	39.2	3.1
How many languages other than English have you used professionally?	60.2	2.0
How many courses with primarily international content have you taught?	50.9	9.3
What percent of your scholarship or creative work has an international focus?	76.6	64.2
What percent of your scholarship or creative work is done in partnership with international collaborators?	69.6	27.3
How many grant applications for research or creative work with an international focus have you submitted?	59.7	5.1
How many times have you led study abroad programs?	16.4	2.6
How many international visiting scholars have you sponsored?	46.8	3.1
How many international professional experiences have you had? (For example, these might include ongoing work with internationally-located colleagues or institutions, working abroad, presenting at a conference abroad, etc.)	86.6	12.1
None	2.3	0.0

Q9. In the last five years, how many conferences, seminars, or guest lectures have you attended or conducted in other countries?	Percent	Count
0	18.1	31
1-3	39.8	68
4-7	18.1	31
8 or more	24.0	41
Total	100.0	171

Q10. If you have applied for or received one or more internationally focused or internationally collaborative research grants or fellowships in the last five years, please indicate the sources of the funding. (Please mark all that apply.)	Applied for grant	Received grant
Fulbright	14	12
U.S. Department of Defense	4	3
American Council of Learned Societies	6	3
National Science Foundation	26	19
National Endowment for the Humanities	11	7
National Institutes of Health	2	3
U.S. Department of Education	8	5

U.S. Federal government entities not on this list	11	11
Foreign government agencies	20	15
Colorado State Government	0	0
University of Colorado funded grants	53	54
Private Foundations not on this list (ie, Ford, etc)	24	23
Corporations	4	4
University alumni	3	1
Private Donors other than university alumni	6	5
Other	16	13
None	0	0
Total	208	178

Q11. Have you been involved in the development of any reciprocal agreements (e.g. student exchanges, honorary or research memoranda of agreement) between CU-Boulder and any international institutions?	Percent	Count
Yes	25.1	43
No	70.2	120
No Answer	4.7	8
Total	100.0	171

Q12. Have you been involved in the development of any joint or dual degree programs between CU-Boulder and any international institutions?	Percent	Count
Yes	8.2	14
No	86.0	147
No Answer	5.8	10
Total	100.0	171

Q13. To what degree do you encourage your students to study abroad?	Percent	Count
Strongly encourage	63.7	109
Encourage	25.2	43
Discourage	0.0	0
I do not discuss study abroad with my students	9.4	16
No Answer	1.8	3
Total	100.0	171

Q14. Which statement best describes your view about study abroad for undergraduates in your department?	Percent	Count
It is not an option.	2.3	4
It is not desirable.	2.3	4
It is desirable but not realistic.	11.1	19
It is desirable and realistic.	78.4	134
No answer	5.8	10
Total	100.0	171

QUESTIONS FOR STAFF

Q15. In what administrative division of CU-Boulder do you work (determined by which Vice Chancellor your unit reports to)?	Percent	Count
Academic Affairs	54.5	67
Student Affairs	22.0	27
Diversity, Equity and Community Engagement	4.9	6
Administration	18.7	23
Total	100.0	123

Q16. While at CU-Boulder, have you...? (choose all that apply)	Percent	Count
Taught a course that primarily focused on a specific non-U.S. culture or society	3.2	4
Taught a course on comparative issues (e.g. politics, economics, globalism, music, literature, or other) that included content on multiple countries or societies	4.1	5
Taught a course on broad internationalization (such as international business, international engineering management, or other)	1.6	2
Have an international focus in at least 10% of your work	25.2	31
Have an international focus in at least 50% of your work	25.2	31
Coordinated a grant that had an international focus	13.8	17
Been involved in the hiring process for non-U.S. faculty or staff	22.8	29
Been involved in other international professional activities here or abroad (please specify)	35.0	43
None	29.3	36
Total		123

QUESTIONS FOR ALL RESPONDENTS

Q17. How many languages other than English can you read or speak to some extent?	Percent
0	6.1
1	28.7
2	30.1
3	14.3
4	7.5
5	3.6
6+	4.3
No Answer	5.4
Total	100.0

Q19. Have you ever...? (choose all that apply)	Percent
Resided outside the U.S. for more than 3 consecutive months	65.2
Worked outside of the U.S. for more than 3 consecutive months	49.1
Studied abroad as an undergraduate	35.1
Studied at an institution in a country other than the U.S. at any educational level	44.1

Attended a post-secondary institution in a country other than the U.S.	28.0
Received a degree from a post-secondary institution in a country other than the U.S.	15.8
Done volunteer work overseas (short or long-term, including the Peace Corps)	19.3
None	25.1

Q20. While at CU-Boulder, have you...? (choose all that apply)	Percent
Used a second language in your work	49.5
Been involved in recruiting efforts for international undergraduate students	13.3
Been involved in recruiting efforts for international graduate students	33.3
Initiated any formal linkages with non-U.S. post-secondary institutions	19.4
Advised or provided support for international students at CU-Boulder	67.0
Advised or provided support for international scholars at CU-Boulder	35.8
Advised or provided support for CU-Boulder students who will or have studied abroad	60.9
Been involved in international service experiences (for example, international volunteering, organizing an international conference, serving on doctoral defenses overseas)?	28.3
None	8.6

APPENDIX 14: INTERNATIONAL STUDENT RECRUITMENT PROPOSAL

INTERNATIONAL ENROLLMENT MANAGEMENT PLANNING UNIVERSITY OF COLORADO AT BOULDER SPRING 2009

PREPARED BY LAWRENCE BELL, DIRECTOR OF INTERNATIONAL EDUCATION

International enrollment management (IEM) planning can only be undertaken through the formation of a committee/task force structure that includes all of the stakeholders. Such a committee would be able to set goals for the campus and suggest the methods that could work best for the long term. To be considered complete, an IEM plan would set manageable goals for the campus including milestones for measuring success. The plan would recommend sources of funding for recruitment and identify means for strengthening the campus' ability to retain successful international students, including programming to enhance retention. The plan would also have a process for seeking input from the work units most affected by the additional international students presence.

What follows is not so much a plan as it is a listing of what the committee would need to address as a part of its planning process. It is an attempt to outline some of what needs to be done to accomplish significant growth in the international student population at CU-Boulder. Each of these sections could be a several page report by itself; however, in the interest of brevity I have only given highlights here. No results of these actions can be guaranteed, particularly since world events and the world economy can change the impact of actions very quickly. A business plan for IEM is needed that takes into account the needs of a variety of stakeholders.

One possibility is to completely outsource the international recruitment endeavor. There are a number of companies that could manage this process for an institution like CU-Boulder. Organizations like *StudyGroup*, *INTO*, and *Kaplan* could develop plans for and then manage the entire process on behalf of the campus. Organizations like *Hobson's* and *IDP* would put together a plan with varying levels of their management and the institution can pick and choose the services that they wish to outsource. I would recommend against such complete outsourcing since I believe that there are capable staff already employed on this campus who could take over this endeavor and working with the support of stakeholders double the international student population at CU-Boulder in as little as five years.

As background for this report I have met with representatives of *Study Group*, *IDP*, *Kaplan*, *INTO*, and other similar services. In addition, I have met with International Enrollment Managers (IEMs) from peer institutions. Each of the corporate representatives expressed an interest in visiting CU-Boulder and explaining their specific services, their cost structure, and sharing the names of U.S. partners to provide references. Under no circumstances would we be required to commit to one of these organizations prior to having them visit and make a presentation to our campus planning committee.

An impediment to enrolling more international students which much addressed before starting is the legislated limit on CU-Boulder which prohibits enrolling more than 33% non-resident students. This maximum is currently fully utilized by domestic non-resident students and this discourages the recruitment of international students. Legislation has been introduced to allow the flexibility to

remove international students from the cap count. This flexibility legislation is critical to allowing more international students to be recruited and enrolled at both the graduate and undergraduate level.

As an example of a way to get started, one method of funding such an increase in recruitment could be through the establishment of an initial International Student Recruitment Fund (ISRF) set up to pay for start-up costs. This fund could be reconsidered annually and refreshed by a pledge of a percentage (say 3% or 4%) of the additional tuition the increased international student body would pay. For example, if a base line number of students is established at the start, tuition from students over and above that number could be contributed to the ISRF. Currently we have 1200 international students enrolled at CU-Boulder. If that number rose to just 1500, then the ISRF would receive (3% - 4% of \$27,500) X 300 or approximately \$400,000 annually with which to operate a recruitment network, perhaps using a portion of that to pay for added costs and services associated with the increased workloads (as addressed below). If the enrollment doubled, this fund would generate significant revenue which could maintain a vibrant world-wide recruitment network. This fund (details elsewhere, but managed by a committee led by campus International and Admissions staff) could enable offices working with the planning committee to manage all international recruitment activities for the campus.

WHAT NEEDS TO BE DEVELOPED

- First and foremost is to build a meaningful campus international enrollment management (IEM) plan that takes into account the needs of campus stakeholders. A committee or task force should be formed to not only draft the plan but also establish goals and milestones to measure success. There is a need to avoid duplication of effort by units that do not communicate with each other. (This plan must also address joint graduate and undergraduate recruitment needs as well as each of those separately). (Questions to be asked include: How does the IEM fit overall campus enrollment management goals? How does the IEM fit as a part of the campus internationalization strategic plan?)
- Establish a reliable budget source (the ISRF described above is one method) to fund the implementation of such a plan, and the services necessary for admitting and retaining international students.
- Develop a network of CU-Boulder alumni/ae world-wide that could serve as volunteer recruiters - and have the added benefit of being potential donors.
- Address concerns regarding branding/co-branding if we were to retain an outside firm to assist in the recruitment effort. This is a critical issue if we were to outsource some part of this effort to overseas agents acting on our behalf. If established, managing a network of agents would be the top priority of the committee.
- Address the issue of housing for additional students (is there space in existing halls that is properly configured for this effort? Will there be the necessary programming for these students?).
- Consider hiring an IEM consultant to review campus IEM planning and discuss options available. Alternatively or additionally, bring in some peer reviewers to vet the plan as it is developed.

- Determine the feasibility of bridge programs as a part of an overall IEM plan.
- Expand the existing IEC with a cadre of faculty ready to teach a larger enrollment - and the issue of ESL accreditation.
- Build additional capacity within the Office of Admissions to manage a substantially increased workload.
- Expand capacity within the offices that serve international students such as Office of International Education, the Registrar, advising offices, Bursar, counseling and health services on the Boulder campus.
- Make available some pool of financial aid (perhaps a set-aside from the ISRF) for international students since this could make a significant difference in recruitment efforts.
- Manage the public relations related to the misperception that "expanding services for international students shrinks services for Colorado students".

EXAMPLE OF COSTS TO CONSIDER IN IEM

SHORT-TERM

Publications / Marketing: A marketing plan would need to be developed since there is currently no plan for marketing CU-Boulder abroad.

Since the campus currently spends little to no money on direct international marketing, there would need to be a dramatically increased budget for this. Since existing marketing materials are good, the need for new publications for this audience would be fairly minimal, perhaps a simple brochure explaining the existence of the new pathways or bridge programs and an added budget for an increased production of materials to be sent abroad. The critical increase would be in the expanded distribution of existing materials. Sending materials to U.S. Embassy contacts overseas, sending to selected foreign embassies within the U.S., and planning distribution to additional overseas outlets such as international schools and CU-Boulder alums living overseas all need to be considered.

Staff: If we establish our own recruitment program; the campus would immediately need to hire at least two full-time individuals in the Office of Admissions. One would be responsible for managing the recruitment of international students. This person must have a background in international admissions processing. In addition, the person should have experience developing and implementing a recruitment plan and would need to be familiar with the academic programs of CU-Boulder. Lacking any one of these three would delay the results of the recruitment process.

The additional staff position would be needed to assist in the processing of the increased applications and responding to increased queries. This position could be delayed a few months after the start of the program in order to allow for the implementation of the program to generate sufficient applications to be received.

Travel: There is a need to begin with a large travel budget in order to begin the implementation process. Travel would be necessary in making contact with CU-Boulder alumni/ae overseas, visiting EducationUSA centers and embassies abroad (where appropriate, making contact with agents and establishing a network), visiting foreign embassies in DC that engage in student sponsorship, perhaps even traveling to several recruitment fairs abroad in this first year. This would involve several people familiar with the admissions process and international student issues.

MID-RANGE

Publications / marketing: Following the marketing plan, a separate additional set of materials should be developed for overseas markets. This material would also be available in a variety of languages for limited English speakers and for parents and sponsors.

Staff: Within a year of the start of the program, at least one additional staff person would be needed in the Office of International Education. This staff member would be needed in order to adequately assist in the advising of newly arriving students and there would be a need for sufficient training time to get these people ready before the new students arrive.

Additional staff (not all would need full time positions and some might only need part-time clerical support staff) would likely be needed in offices such as the Registrar, advising offices in the schools and colleges, Bursar, and other areas of student life in order to handle the additional time demands of new international students. Additional needs at orientation would also arise through the significant increase in international students.

It is understood that the International English Center would need additional staff, both administrative and teaching; however, that staff position would be accounted for through the program's resources since it is a revenue funded operation and increased students mean increased revenue and therefore funding for the needed staff.

Travel: Continued visits to recruitment fairs to establish a presence, and continued contact with embassies in Washington, DC would be critical. Some portion of the overseas travel at this point could be done by faculty and administrators who would be briefed by admissions and international staff. This latter travel should be coordinated with the Alumni Association in order to maintain ties with CU-Boulder alumni/ae who could be serving as voluntary in-country recruiters following their training by admissions/international staff.

LONG-TERM

Staff: The increased (double?) number of international students would likely cause a ripple effect throughout the campus in offices that provide service to these students. There would be increased tuition revenue and therefore the funding should be available for these positions. These additions simply must be on everyone's radar screen as future needs: academic advising, housing, registration, counseling, orientation, cultural programming, etc. would all have additional demands on their services and potentially a need for additional staff.

Travel: Continued travel is needed in order to maintain the effectiveness of the recruitment process. A long view of travel must be adopted since the industry standard is that it takes about

three years to establish a brand overseas. Appearing regularly at advising centers, at selected recruitment fairs, at institutions overseas may be necessary before large numbers of students begin to arrive in Boulder. A part of this regular travel would be spent on maintaining the agent network since this requires constant vigilance.

APPENDIX 15: ACRONYMS

Acronym	Full Title
AAU	Association of American Universities
ACE	American Council on Education
ALTEC	Anderson Language Technology Center
ATLAS	Alliance for Technology Learning and Society
AVC	Associate Vice Chancellor
CIREP	Center for International Research and Education Projects
EDC	Engineering for Developing Communities
ESL	English as a Second Language
FRPA	Faculty Reports of Professional Activity
FTE	Full Time Employment
GEI	Global Education Initiative
IDP	IDP Education Australia (recruitment organization)
IEC	International English Center
IEM	International Enrollment Management
INSTAAR	Institute of Arctic and Alpine Research
ISRF	International Student Recruitment Fund
ISSS	International Student and Scholar Services
ITS	Information Technology Services
LASP	Laboratory for Atmospheric and Space Physics
MOU	Memorandum of Understanding
NRC	National Resource Center
ODECE	Office of Diversity, Equity and Community Engagement
OIE	Office of International Education
RAP	Residential Academic Program
SAP	Study Abroad Programs
SHIP	Smith Hall International Program
STEM	Science, Technology, Engineering and Math

APPENDIX 16: REPORT ON THE UNIVERSITY OF COLORADO AT
BOULDER PARTICIPATION IN THE ACE INTERNATIONALIZATION
LABORATORY BY THE AMERICAN COUNCIL ON EDUCATION PEER
REVIEW VISIT TEAM

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Center for International Initiatives

**Report on the University of Colorado Boulder
Participation in the ACE Internationalization Laboratory
By the American Council on Education Peer Review Visit Team
December 15-17, 2009**

I. Introduction

This report is based on a visit to the University of Colorado at Boulder (CU-Boulder) by an American Council on Education (ACE) peer review team on December 15-17, 2009. This report also draws upon the document, *ACE Internationalization Preliminary Report*, which the university provided to the peer review team.

The visit included meetings with Chancellor Philip DiStefano; Interim Provost and Executive Vice Chancellor for Academic Affairs Stein Sture; Senior Vice Chancellor and Chief Financial Officer Ric Porreca; the co-chairs of the ACE Internationalization Laboratory Task Force, Lawrence Hutchinson Bell, Director of the Office of International Education, and John Stevenson, Interim Dean of the Graduate School; members of the Chancellor's Executive Committee; the staff of the Office of International Education; members of the Study Abroad Committee; and the ACE Task Force itself.

The visit is part of the ACE Internationalization Laboratory, a project that builds upon the learning from several earlier ACE multi-campus initiatives, including Promising Practices in International Education and Global Learning for All. In addition to the University of Colorado at Boulder, other institutions participating in the 2008–2009 Laboratory are Central Connecticut State University, Pacific University (OR), Purdue University (IN), Saint Mary's College (IN), Temple University (PA), and Western Michigan University.

This is a confidential report to the University of Colorado at Boulder, designed to assist the institution with its internationalization efforts. We encourage wide internal distribution of the report so that it can assist the university community in these tasks. The contents will not be published or made public unless the University of Colorado at Boulder chooses to do so or gives ACE permission to do so.

II. Peer Review Team

C. Eugene Allen, Emeritus Distinguished Teaching Professor & Dean and Former Associate Vice President for International Programs, Vice President and Provost, University of Minnesota.

Barbara Hill, Senior Associate and Director of the Internationalization Laboratory, Center for International Initiatives, American Council on Education, Washington, DC (team leader).

William B. Lacy, Vice Provost, University Outreach and International Programs, and Professor, University of California, Davis.

III. Overall Strengths

The University of Colorado at Boulder is at a propitious moment in time to broaden and deepen its internationalization efforts. Internationalization has received strong support from the chancellor and provost—a fact widely acknowledged and appreciated on campus. This support is critical to the task of implementing the global vision embedded in the university’s strategic plan, *Flagship 2030: Serving Colorado, Engaged in the World*—“redefining learning and discovery in a global context and setting new standards in education, research, scholarship, and creative work that will benefit Colorado and the world.”

The campus-wide Internationalization Task Force has produced an excellent preliminary report. The Task Force organized itself into subcommittees, augmented by additional members with appropriate expertise, to discuss specific topics: a faculty survey, infrastructure issues, need for faculty development, broadening research and creative work, and the quality of the student experience. The resulting subcommittee reports engendered good discussion among the members of the Internationalization Task Force, which led to the writing of the Preliminary Report with its clear identification of the institutional obstacles to comprehensive internationalization and its concrete recommendations to overcome those barriers. Forming a task force composed of representatives from all colleges has strengthened university-wide support for internationalization and created a network of supportive, engaged faculty.

CU-Boulder is fortunate to have assembled a strong faculty, who are interested in international research and teaching. Achieving the vision of *Flagship 2030* will be possible because the university has the pieces necessary, though they are currently disconnected. Internationalization will be a transformative and fundamental change in how the university does its business, but it is starting from a solid foundation.

The Office of International Education is well organized and has strong leadership. The change of reporting line to the Provost at the beginning of the Lab signaled that

internationalization is central to CU-Boulder's academic mission. The move to a more centralized building in the near future will give the office more visibility and provide the opportunity for even better service to students and faculty.

Student interest in study abroad has been strong throughout CU-Boulder's recent history, with record-setting levels of placement in mid-length programs compared to peer institutions. Similarly, student involvement in the International Affairs major is very strong with over 1,000 majors. Such interest suggests that efforts to further internationalize the institution will be welcomed by the student body.

During the peer review visit, the scheduled meetings involved a wide spectrum of the campus community, including high-level academic officers and representatives of important administrative offices. The conversations we had during the visit suggested that internationalization can shape everything the university does, and clearly a committed core of faculty and staff are willing to work to achieve that vision. In general, we observed that many administrators, faculty, and staff of CU-Boulder are expending productive energy on internationalization.

IV. Strategic Issues and Recommendations

Leadership and Infrastructure

CU-Boulder should capitalize on the interest and momentum toward internationalization that was generated by participation in the Internationalization Laboratory by moving immediately to create a new Associate Vice Chancellor for International Policy and Programs (AVC). Such a move will begin the process of coordinating the many international activities and initiatives that are currently disconnected. Because the peer review team knows that national searches for such positions are difficult and often take up to two years because of inadequate candidate pools, we recommend strongly that the university administration fill the position on an interim basis, so that the university will not lose valuable time in implementing the good recommendations in the report. The position description and the list of responsibilities of the AVC in the preliminary report are comparable to such positions at other respected research universities, and we concur with the Task Force's assertion that "Without the establishment of such a position, it is unlikely that CU-Boulder will be able to achieve many of its key internationalization objectives." The leadership from such a position is critical at this time to maintain the momentum of the internationalization efforts of CU-Boulder.

The biggest challenge of organization for CU-Boulder, as for any research institution, is whether it can fashion a campus culture and climate of responsibility *throughout* the institution to contribute to the global agenda. Organization and administrative mechanisms to support coordination play important roles, particularly in catalyzing a wider dialogue to discuss the delegation of responsibilities across the colleges, departments, faculty governance, and support offices. A more comprehensive look at roles and responsibilities throughout the institution will help settle potential

unease over issues of centralization versus decentralization, and provide a more integrated support base for internationalization.

With that said, we suggest that the senior administration clarify the responsibilities and authority of all positions relating to internationalization, and implement direct reporting lines for these positions to the provost. As a next step, we encourage CU-Boulder leadership to transparently outline all position responsibilities.

Additionally, as CU-Boulder has already begun and will continue to enhance its level of international activities, particularly in international student recruitment and increased study abroad activities, it is important to revisit the staff capacity of the Office of International Education and other relevant offices. The university may jeopardize its capacity for high-quality programs if it does not allocate additional staff positions and financial resources in a timely fashion.

Faculty Engagement

We recommend that the university leadership undertake efforts to replicate the successful faculty engagement strategies already in place in some colleges. In particular, mini-grants in support of international education activities are fairly low-cost incentives, which can successfully bolster faculty creativity and research and engender greater faculty engagement in the internationalization process. The peer review team encourages the university to review its policies regarding support for faculty members who have successfully competed for Fulbright grants and other international research and lecturing opportunities. Small investments to augment such awards provide incentives for faculty to pursue such opportunities and are often necessary in making them feasible for faculty from a financial perspective.

Another technique to boost faculty involvement in international education efforts is to put technology to greater use. At a much lower cost than faculty travel, technology offers faculty and their students the opportunity to engage with colleagues overseas. Co-teaching courses with faculty from abroad using video/Internet technology, for example, can help fill gaps in international expertise and enhance the internationalization of the curriculum. This will require having technical capacities in areas of the campus that are convenient for faculty and students.

In addition, the senior administration should devise a communication plan to inform the university community of faculty achievements in international activity. A bi-annual e-bulletin might be helpful, as well as inclusion in any regular convocations or faculty orientations.

Research and Creative Work

The Internationalization Task Force has made great strides in incorporating the various administrative units into the internationalization process. We urge CU-Boulder to continue to work on these synergies, particularly in the area of research. It is critical that future research endeavors be aligned with international initiatives. In fact, building synergies across the research, instructional, and outreach missions of the university could

be highly cost effective and mutually reinforcing. The peer review team recommends that the university examine cross-campus research priorities and then encourage faculty to leverage existing international university partnerships to develop international dimensions of research.

Curriculum and general education

The preliminary report did a good analysis of opportunities for students to achieve some level of global competency through programs such as International Affairs, language majors, and other specialist programs. But the report rightly recognizes that the general education program does not guarantee that all students will be exposed to global perspectives in their course of study. The recommendations to institute an international content requirement for the Core, to increase the number of international certificate programs, and to maintain the staffing for world languages are all appropriate and should be part of the campus discussions about internationalization. Internationalization of the curriculum would also be advanced by the inclusion of international content in numerous courses within every major. Providing faculty with access to assistance and workshops on how to do this successfully has proven to be a successful approach on other campuses.

Study abroad

CU-Boulder has a strong history of sending students to study abroad, so the goal to increase participation to 50% of the undergraduate population, while ambitious, seems built on a strong foundation. Colleges also need to examine the possible role of international internships and service learning experiences in meeting the 50% goal for majors in their jurisdiction. Moreover, these core academic programs need to be integrated into the major, minor and general education requirements. The university should devise a plan of how this will be accomplished, the desired mix between short-term, medium-term and long-term programs, and the impact of this increase on other aspects of the university, such as residential housing, financial aid, etc. If the university is planning to increase the size of the undergraduate enrollment, then this percentage goal may need to be revisited.

International students

Certainly the vision articulated in *Flagship 2030* of CU-Boulder as a “global crossroads” will be greatly enhanced by increasing the number of international students at both undergraduate and graduate levels. The goal of increasing from the current 3% of the total enrollment to 10% is ambitious. To be successful CU-Boulder will need to develop a detailed recruitment plan for international students, taking into account the diversity and distribution of these students across the schools and in the undergraduate and graduate programs. The infrastructure of support for these students will likely require expansion as well. CU-Boulder is well aware of the need to have a financial model for this that makes sense, in light of the changing mix of in-state and out-of-state students. The university should also actively engage international student alumni/ae and U.S. alumni who are living and working abroad in these recruitment efforts.

We suggest that the university explore student exchanges as an element of the recruitment strategy and consider developing interactive courses and programs with international institutional partners to further students' opportunities to engage with international students. While these activities may not be revenue drivers, they can contribute effectively to CU-Boulder's academic mission.

Deans

The academic deans have a strong interest in internationalization, and many of their colleges are already vigorously engaged in internationalization. Their continuing goodwill toward the Laboratory initiative established a solid foundation from which to construct and further implement strategic internationalization. We encourage the senior leadership to hold deans accountable for internationalization in their respective units, and to have international activities specifically reported annually.

Department chairs

Similarly, department chairs should be held accountable for internationalization in their units, and all program reviews should specifically address internationalization. Additionally, faculty should be asked to report on international work in the annual Faculty Reports of Professional Activity (FRPA). We encourage CU-Boulder to engage faculty in discussions of what would constitute internationalized majors, and to develop courses and programs that will deliver such opportunities for students.

International Web Site

The peer review team recommends that CU-Boulder link the university's home page directly to its international web site. Currently, one needs to know that there is an Office of International Education in order to get to that site. The location of international programs on an institution's web site is an important indication of their priority within the institution. Prospective international students often learn about an institution from its web site, and they may be discouraged from applying if the university does not clearly signal its interest in internationalization on the institution's home page. Providing a direct link from the home page would be one more step toward signifying the importance of international education to the campus community and beyond.

V. Conclusion

The University of Colorado at Boulder is clearly fortunate to have strong support for internationalization from many faculty and administrators. Of course, conversations followed by actions related to internationalization must continue, in order to widen this base of support so that the university can effectively achieve its vision and mission in terms of internationalization.

CU-Boulder is well positioned to continue its work in internationalization because it has all the key ingredients: leadership, energy, and emerging systems for establishing learning goals and assessing their outcomes. Internationalization is a long-term project that requires commitment from the top administrators who regularly provide reasons why the campus and its programs (like all of higher education) must become more fully internationalized. This requires adequate resources, accountability, and regular evaluation and assessment. By developing and continuing an intentional process, CU-Boulder will make its internationalization goals part of its everyday operations.

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