

*Association of International
Education Administrators*



Guidelines for
International Education
at
U.S. Colleges and Universities



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Preface

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President, American Council on Education

The increasing importance of international education in American colleges and universities has been recognized by Congress, by the National Governors Association, and by numerous other bodies. In terms of trade, finance, communications, science, and culture, we live in a shrinking world. Responding to the challenge of this changed global environment calls for a considerable reordering of priorities within our own institutions. The main job of combatting Americans' abysmal lack of proficiency in foreign languages and the widespread ignorance of history and other cultures is the responsibility of academic leaders. The American Council on Education is committed to assisting academic leaders to meet this challenge.

For those institutions wishing to strengthen their involvement in international education, and for those that may be at a beginning stage of such involvement, the guidelines developed by the Association of International Education Administrators will provide a useful instrument. They cover curriculum and faculty development, foreign study and international exchanges, foreign students and scholars, technical cooperation for international development, and service to schools, business, and other constituencies. Moreover, they make very helpful suggestions on the administrative arrangements needed to support a successful effort in international education.

I commend this useful publication to all members of the campus community, especially to those in leadership positions, to assist their efforts to bring a fully global vision to higher education.

Foreword

The Association of International Education Administrators (AIEA) surveyed its membership in 1987 to determine the areas where it might contribute to the international education profession. As a result, two Task Forces were appointed – the Task Force on International Education and Economic Competitiveness, chaired by Burkart Holzner of the University of Pittsburgh, and the Task Force on Guidelines for International Education at U.S. colleges and universities, chaired by Jack Van de Water of Oregon State University. Both of these Task Forces prepared a publication for distribution to its members and to professional colleagues. AIEA will appoint Task Forces on a regular basis to prepare and publish information relevant to the international education profession.

This publication is the first attempt to prepare general guidelines for the major components of international education. We have drawn on several relevant publications that concern a particular component of international education (see bibliography). In this regard, we would like to give special credit to prior work done by the following:

- American Association of State Colleges and Universities
- American Council on Education
- Council on International Educational Exchange
- National Association for Foreign Student Affairs
- National Association of State Universities and Land Grant Colleges

The Task Force preparing this publication consisted of the following AIEA members:

- Thomas Hoemeke, University of North Texas
- W. LaMarr Kopp, Pennsylvania State University
- Ralph Smuckler, Michigan State University
- Jack Van de Water, Oregon State University (Chair)

The Guidelines are not intended to provide precise descriptions of how to achieve excellence in international education, but rather to serve as reference points for the process of an institution evolving to become a high-quality international college or university. We hope the Guidelines will assist in that effort.



Introduction

The Association of International Education Administrators (AIEA) members are responsible for providing direction and leadership in international education at their respective institutions. The increasing importance of the international dimensions of higher education has encouraged AIEA to develop guidelines for U.S. institutions attempting to achieve excellence in their international educational programs. The guidelines are intended to serve as benchmarks and are not a prescriptive "how-to-do-it" document. They provide a framework for measuring the scope and quality of an institution's international effort.

Within each of the major activities that comprise the international dimension of higher education are stated criteria for judging adequacy and excellence. These have been determined and published by a number of national associations (see bibliography). The AIEA Guidelines for International Education bring these criteria together for the first time, enhance them, and encourage their use by presenting them within the framework of a single document.

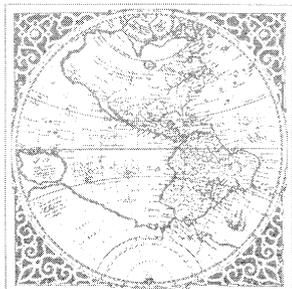
There are Guidelines suggested for each of six major components of the international dimension of a college or university:

- Administration
- Faculty and the curriculum
- Foreign study and international exchanges
- Foreign students and scholars
- Technical cooperation and international development
- Public service

These areas receive emphasis because they reflect the major international interests of AIEA institutions. However, AIEA recognizes that U.S. colleges and universities also have major responsibilities and opportunities in other international areas of education.

SECTION I: AIEA Guidelines for Administration

Administrative style and organization vary greatly among American higher education institutions. Some colleges and universities have a highly centralized administration; others have decentralized much of the academic leadership and management. Administrative practices and patterns on each campus have been established through historical traditions, and these traditions have also shaped the efforts to develop a stronger international dimension. The following guidelines represent the collective experience of the AIEA. But one should always allow for the many variations in style and substance which exist among U.S. colleges and universities.

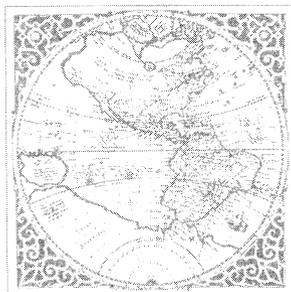


1. **A LEAD POINT.** If the goal is to create a strong international dimension, institutions should provide administrative leadership to accomplish this purpose. One person, whether it be a vice-president, dean, director, or the chair of an all-university committee (appropriately released from other responsibilities), must be designated as responsible for developing strategy and managing activities tied to internationalizing the institution. This individual should be positioned to work with top administrators and faculty groups with international interests and responsibilities. The person should have the authority and resources to influence the direction of international education on campus.

2. **FACULTY PARTICIPATION.** Faculty must participate in the formation of policy and in program development. This is frequently accomplished through a strong international committee with faculty membership from different areas of the institution. The international committee facilitates communication on international programs and activities among the various colleges, schools, departments and offices. It may also serve as a general advisory group to the senior person responsible for international education.

3. **MULTIDISCIPLINARY FOCUS.** International education programs frequently include multidisciplinary centers, committees, and institutes

that deal with a particular region of the world or an important international problem or policy area. Although these units may be organized in different ways, they should respond to the institution's international goals and facilitate broad participation on a multidisciplinary basis.



4. COMMUNICATION. The administrative process and style should encourage strong communication throughout the institution so that each area can learn from and about the international experience of others. The more effective the communication, the more likely it is that interdisciplinary programs can evolve and the hard-learned lessons of one department of a school can benefit others.

5. FUNDING. Administrative leadership should ensure that adequate internal funding is available to support the international goals of the campus. Institutions that base their international efforts entirely on the availability of external resources will proceed toward their goals in an uneven and often uncoordinated manner. Lack of internal funding inevitably diminishes the ability to plan the growth of a strong international dimension. Those that give the international effort high priority will also invest institutional funds in curriculum development, experiences abroad for faculty and students, and other activities integral to the overall institutional program.

6. A FINAL POINT. The first step in determining how to most effectively administer an institution's international education program is to examine the mission and goal statement. That statement should indicate the importance of international education to the institution.

SECTION II: AIEA Guidelines for Faculty and the Curriculum

Curriculum is the core of a strong international dimension. While other program elements are important, the learning that goes on in the

classroom is the key to students understanding the increasingly pervasive international issues that affect their professional and personal lives. Courses and curriculum which offer international and comparative substance are essential to a strong international dimension.

Institutions addressing course and curricular issues do so at several levels: general education requirements for all students, special degree options, and the comparative/international dimension which ideally will prevail in advanced undergraduate courses throughout the institution. There are significant differences in curricular structure among U.S. colleges and universities, but almost all international curricular issues can be viewed from the perspective of these three tracks.

No undergraduate degree program can be considered adequate for today's and tomorrow's students if it does not require a minimal study of the international and global context within which graduates will live and work in the decades ahead. Beyond such minimal requirements – to be developed by the faculty at each institution – the international educational quality of an institution (and the adequacy of its international dimension) should be gauged according to the range of international options students may include in their degree programs.

1. GOALS. The institutional goal should be to develop the international dimension of each academic discipline as well as to build international links among the disciplines and with colleagues abroad. It is not sufficient to make one academic unit, school, or college responsible for the international content of the curriculum. The major issues for this generation of students are global (war and peace, environment, energy, population, human rights, development, etc.) and have implications for all academic areas.

2. CORE CURRICULUM. The general education requirements of an institution should contain significant international content. The required courses should include content related to non-Western cultures, contemporary global issues, foreign languages, and world geography.





3. **FACULTY REWARDS.** An institution with a strong international curriculum will provide incentives to employ faculty with international expertise and will support international teaching, research, and service. Through its promotion and tenure policy, it will encourage and reward faculty involvement in the international activities of the institution and the faculty member's academic discipline. Opportunities for research, sabbatical leave, institutional service, and faculty travel that have an international component should be encouraged and institutional funds made available on a competitive basis to link these activities to the curriculum.

4. **CURRICULAR CHANGE.** The curriculum development and review process should include faculty representatives with international experience. Encouragement should be given to faculty who address global issues in a multidisciplinary manner because these issues are multidisciplinary in scope. The curriculum, including the graduate level, should be analyzed for its relevance to the future environment in which the students will function. Theses and dissertations, as well as degree programs, should reflect an understanding of that global environment, whether it be a high-technology environment or that of a developing country.

SECTION III: AIEA Guidelines for Foreign Study and International Exchanges

International exchange programs and foreign study opportunities have been expanding, but still involve a very small percentage of U.S. students. Programs in western Europe for liberal arts majors continue to dominate this aspect of international education. Every U.S. college and university should make available organized study abroad for increasing numbers of students from more diverse background and in all fields of study. Consortial arrangements and direct exchanges are well-suited to expanding beyond the traditional study abroad programs.

1. **ACADEMIC GOALS.** Foreign study programs and international exchanges should be clearly related to the international mission and goals of the institution. This relationship should be expressed in writing and it should be stated in all materials associated with individual study and exchange programs. Policies and procedures should be developed to ensure that all students accepted for study abroad are able to relate their foreign study program to their academic goals and objectives. The programs available should provide relevant opportunities for all major disciplines.



2. **PLANNING AND COMMITMENT.** Institutions should make long-term commitments to foreign study and exchange programs. This is necessary to allow for the planning and lead time required for effective international programming. These commitments are needed at every level – from the highest administrative and academic decision-making level to the faculty and academic units directly involved in the programs.

3. **REVIEW AND EVALUATION.** Institutions should conduct periodic reviews of each foreign study and exchange program. Evaluations should be made by faculty, administrators, and student participants. The criteria for establishing exchange programs with cooperating institutions overseas should be developed by the administration, faculty, and staff. The criteria should provide for appropriate academic, financial, and administrative review prior to the signing of exchange agreements.

4. **INFORMATION.** Institutions which promote, conduct, or co-sponsor foreign study programs should provide information and advising services regarding study abroad opportunities to all students. Affirmative Action policies should be reflected in study abroad publications, recruitment, selection, and program administration. Financial aid should be extended to foreign study participants and the amount of aid increased to cover additional expenses whenever policies and resources permit.

SECTION IV: AIEA Guidelines for Foreign Students and Scholars

The reputation of U.S. higher education in the world and the impressions created of our national society will be influenced far into the future by how colleges and universities recruit foreign students (and scholars), educate them, and respond to them as human beings while they are here.



1. **CLEAR PURPOSE.** The institution should have a clear statement defining its rationale for enrolling foreign students and stating its goals regarding their enrollment. Policies and programs related to the enrollment of foreign students at an institution should be directly related to the institution's mission statement and goals. These statements should acknowledge that students and scholars from different cultures and educational systems require advice and assistance that must be organized and funded by the host institution.

2. **PROFESSIONALISM.** The institution should employ professional staff to provide support services to foreign students and scholars. The staff should be familiar with the NAFSA principles for recruitment, admission, orientation, and advising of foreign students. These principles are important to institutional self-regulation regarding foreign students and scholars (see bibliography).

3. **DIVERSITY AND BALANCE.** The institution should seek to have a culturally diverse student body and faculty reflecting the different cultural and geographic regions of the world, with no one foreign country dominating. The institutional planning process should include a discussion of the minimum and the maximum number of foreign students and the cultural diversity considered appropriate to each academic department, school, and/or college.

4. **RESOURCE.** Foreign students and scholars should be recognized as educational resources. Programs should be developed to enable them to serve as resources on campus, in the community, and elsewhere

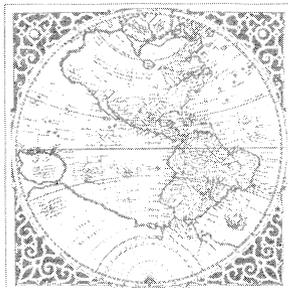
after graduation. Opportunities for students, staff, and faculty to learn about foreign students and scholars should be provided. Programs to facilitate interaction, mutual learning, and cultural understanding should be developed.

5. FOREIGN TEACHING ASSISTANTS.

Foreign students and scholars assigned teaching responsibilities should be selected carefully, with special attention given to language skills, teaching techniques, cultural orientation, and evaluation.

6. RETURNEES.

Foreign students and scholars preparing to return to their home countries should be given information relevant to maintaining contact with their academic discipline and their U.S. institution. A pre-departure program should include discussion of the process of cultural re-entry.

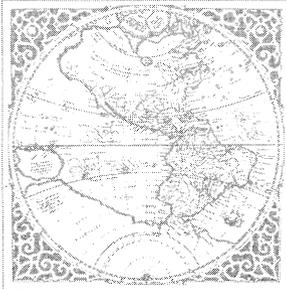


SECTION V: AIEA Guidelines for Technical Cooperation and International Development

The great variety represented by administrative style and organization among U.S. colleges and universities is likewise reflected in the technical cooperation and international development activities of U.S. institutions of high education. Again, historical tradition, individual circumstance, and key individuals all contribute toward the variety of style and substance across institutions and toward the shaping of such programs at each institution. Such variety is not only acceptable, but actually desirable if an institution is to maximize the use of its unique resources and exploit its full potential in those international programs which concentrate on technical cooperation and international development.

Nevertheless, there are fundamental principles which characterize successful programmatic efforts across the gamut of institutions. These basic commonalities were addressed by the National Association of State Universities and Land Grant Colleges (NASULGC) in 1983 in its statement entitled "Basic Principles for College and University Involvement in International Development Activities,"

and before that, in 1979, by NASULGC in its "Statement of Principles for Effective Participation in International Development Activities." "International development programs" means not only technical cooperation overseas, but the integration of such initiatives into programs and activities at home. Each college or university should have a clear rationale for involvement in international development programs and be able to articulate to its various publics how that involvement relates to the overall mission of the institution.



1. INSTITUTIONAL COMMITMENT. To achieve effective international development activities, an institution's governing body, administration, and faculty members must be prepared to make a serious commitment of support commensurate with a high institutional priority. Such activities must be consistent with the mission, resources, and competencies of the institution.

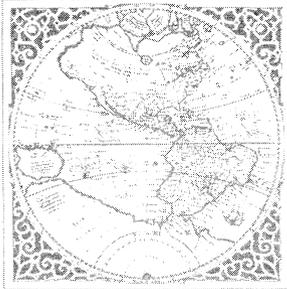
2. FACULTY INVOLVEMENT. Personnel resources, including senior faculty members, must be made available and actively encouraged to become involved. Appropriate incentives must be put into place along with an adequate recognition and reward system for participating faculty members.

3. SUPPORT OF FACULTY. Institutional commitment requires the formulation and implementation of administrative policies and practices that will be supportive of faculty and staff members serving overseas, including thorough orientation and specialized training before departure, opportunities for continuing professional development during the period of service abroad, and assistance with re-integration upon return.

4. FEEDBACK. International development activities abroad must be actively integrated into and deliberately coordinated with programs and activities of the university at home. The presence of sponsored students and scholars on the campus, along with faculty members with overseas experience, contributes significantly to the educational experience of all

students and contributes to the international goals of the institution.

5. EVALUATION. Periodic, thorough evaluation, both internal and external, of international development activities is essential to assure achievement of the project objectives and to make certain that personnel and project goals are synchronized for effective use of resources.



SECTION VI: AIEA Guidelines for Public Service

The basic mission of every college and university involves teaching, research, and service. An important component of the service mission is the sharing of international resources with the community. Cooperation with the community and region should highlight the international resources of the institution. Public service programs and activities with an international content contribute to building a globally literate constituency which forms the support base for international education. The potential for cooperative and service programs with such significant sectors as the K-12 schools and business is now being realized. These public service activities have proved of great value to all sectors involved and contribute much to the college-community symbiosis to which many higher education leaders aspire. AIEA recognizes that U.S. colleges and universities have major responsibilities and opportunities in this area. There are various models for public service which are effective. Each institution must assess its own resources and strategies for effective interaction with the community.

1. GOALS. Public service should be included as part of the international mission and goals of the institution. These goals should establish priorities and guide resource allocation. Goal setting should involve both the university and community/region counterparts, and mutual benefits should be clearly identified. The rationale for public service should be integrated with the mission statement and long-term planning documents.

2. IDENTIFYING CONSTITUENCIES.

Institutions should identify the constituencies with which they can most successfully interact. The most obvious are the business and K-12 communities. However, individual circumstances may suggest others such as the agriculture community, labor organizations, regional campuses, community service organizations, and the like.

3. ASSESSING RESOURCES.

Each institution has international education resources which can be made available to the wider community. Examples include faculty and staff with international expertise, foreign students and scholars, institutional linkages and curricular strengths in area studies, and multidisciplinary programs in global studies. International resources related to economic development are especially relevant and often needed.

4. REWARDS, REVIEW, AND EVALUATION.

Involvement with public service should be encouraged and rewarded by institutional policies related to hiring, promotion, and tenure. Periodic reviews should be conducted to determine the effectiveness of public service programs in meeting stated goals and to improve communication among constituent groups.



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Quotable Quotes

THE IMPLICATIONS OF INTERDEPENDENCE –

"Institutions of higher learning which claim to offer an education appropriate to the highly interdependent world of today must seriously examine, plan, and implement their international role in the curriculum and other programs. It therefore has become urgent and necessary to attempt to clarify the set of obligations and opportunities that are basic to the fulfillment of the international responsibilities of higher education."

– From POLICY STATEMENT OF THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES, MAY 1985.

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"The role of the United States as a leader among nations is changing rapidly. Despite our position of international leadership for almost fifty years, we are ill-prepared for the changes in business, manufacturing, diplomacy, science, and technology that have come with an intensely interdependent world. Effectiveness in such a world requires a citizenry whose knowledge is sufficiently international in scope to cope with global interdependence."

– From EDUCATING FOR GLOBAL COMPETENCE, the Report of the Advisory Council for International Educational Exchange, August, 1988.

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"We sometimes forget that exchange students grow up to become men and women with power and responsibility ... many of our leaders in government, business, and education studied abroad. The United States has no better ambassadors than our bright, enthusiastic young people. We should share them with the rest of the world."

– From INTERNATIONAL EDUCATION, CORNERSTONE OF COMPETITION, The Report of the Southern Governors' Association Advisory Council on International Education, November, 1986.

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"During the 1980s and beyond, the foreign student in the U.S. is likely to become an increasingly significant force in economic, educational, political, and social terms. Up to now absence of decision has more often than not characterized the approach to the issue. This is a luxury, like many others, that we are no longer able to afford."

– From ABSENCE OF DECISION – Foreign Students in American Colleges and Universities by Goodwin and Nacht, 1983.

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"The task of expanding study abroad is not an isolated issue, but one embedded in the general need for a much stronger international dimension in higher education. Fortunately, the general need is increasingly being recognized and addressed."

– From Letter of Transmittal by Thomas A. Bartlett in EDUCATING FOR GLOBAL COMPETENCE, Council on International Educational Exchange, 1988.

