

Internationalization
and the
Rochester Institute of Technology
Final Report

David W. Wilson

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Internationalization
Final Conclusions and Recommendations

David W. Wilson
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Conclusions

Internationalization as it relates to higher education in the United States is a concept with many facets. It means different things to different people and consequently its strategic importance, governance and priority differs by institution.

Internationalization has its detractors. Some feel the downside risks are greater than the potential rewards especially when it involves overseas campuses. They are concerned that managing overseas operations will take up a disproportionate amount of the time available to Presidents, Provosts, Deans, Faculty and Administrators. There are worries about the quality of the education on offer and whether their institution's standards and values can be preserved. Whose cultural norms should prevail, those of the host institution or those of the host country? In the case of public universities, there is the concern that US tax payer money is being used to educate foreign students. Many believe that universities and colleges get involved in internationalization not because of some lofty academic ideal but to make money. The detractors point to the number of for-profit organizations that have been established to provide and administer study abroad programs to prove their point. Lastly, some Americans feel that US institutions abroad will disseminate knowledge that will ultimately make American industry uncompetitive.

Those against greater internationalization seem to be in the minority. The unmistakable trend among US institutions of higher learning is for more internationalization not less. This is partially driven by the students themselves who are increasingly expressing the desire to become more "globally competent". Today's students are more acutely aware of the fact that to be competitive in the market place for new hires they need to be able to demonstrate international experience and multi-cultural sensitivity. US universities understand the benefits of becoming more global as well as they strive to attract and retain resources, research grants, top notch faculty and the best students. Prestige definitely plays a roll. The perceived stature of a school is in part based on its international reputation. Most importantly, educators recognize the defining issues of the 21st century will be global ones and 21st century education needs to be global in its perspective.

The Rochester Institute of Technology, like many other institutions, has expressed the desire to enhance its internationalization efforts. RIT would like to prepare its students "for successful careers in a Global Society". It would like to enhance its "relationships in the world community" and

increase the “global awareness” of its students. “International Education” is one of five key Institutional Objectives.

Over the years some progress has been made. RIT has dramatically increased the number of international students enrolled at the institute both at the graduate and undergraduate level. There are approximately 1,500 foreign students at RIT - 60% at the graduate level. The faculty has become more diversified with many having international training and research pedigrees. Campuses have been established in several different countries with varying degrees of success. Research is conducted around the world.

Yet there remains a consensus feeling that more can and should be done. There exists a vision and a strategic plan but it is not holistic or cohesive with respect to internationalization. Goals and objectives exist but few seem to have been acted upon. Those that have appear to be ad hoc or opportunistic in nature.

Governance of internationalization at RIT is decentralized. While this allows for entrepreneurialism it also has the undesirable effect of reducing the visibility of initiatives, fragmenting effort and limiting effectiveness through lack of standardization. There is no overarching focal point for its internationalization efforts.

A large component of internationalization is study abroad. For this aspect of internationalization, RIT trails the pack. Less than 200 students studied abroad in 2007/8 which is at the low end of the rankings. While well intentioned, the Study Abroad Office seems under staffed, under funded and under utilized in comparison with similar institutions. Its location can hardly be called central. Currently the majority of students studying abroad do not avail themselves of existing programs at RIT’s overseas satellite campuses due primarily to the restricted course offerings. They utilize well developed programs at universities like Syracuse or NYU. Therefore, there is no financial incentive for RIT to encourage students to study abroad. In fact, there is an economic disincentive as the tuition dollars flow directly to the schools administering these programs and on which they are in most cases making a profit. There is, however, an increasing trend for small cohort groups accompanied by an RIT professor to study abroad for credit.

The number of students working overseas is also small but this is in line with other schools that emphasize experiential learning and require co-ops. The current economic climate is not helping. Approximately 3% of RIT undergraduates work “abroad” of which approximately 2% are international students returning home to work.

A number of reasons are given for the lack of progress. Some, not all, are valid and can be real impediments to further internationalization. The environment in upstate New York is not as cosmopolitan as say New York City, Toronto or Washington, DC. A large number of students are in technical (vs. Liberal Arts) disciplines with heavy sequential course loads and time consuming co-op requirements. RIT's low study/work abroad participation percentage is not uncommon among other technical schools. The RIT quarter system makes it difficult to interface with overseas exchange programs at potential partner institutions. The quarter system also makes it difficult to interface with programs at Syracuse, NYU or Arcadia which are on a semester system.

Some reasons given, however, sound more like excuses. The fact that "study/work abroad is just not part of the RIT culture" may be true but certainly can be changed. The uniqueness of RIT's curriculum, the lack of qualified advisors, security issues and the lack of language proficiency among RIT students can be dealt with if the will is there. The claim that RIT students are too parochial and conservative to venture abroad is highly debatable.

Lastly, there are two other aspects of internationalization where RIT compares less favorably against other institutions: defined learning outcomes and the assessment of the international or global content of courses offered. Defining internationalization in terms of the institution's goals and objectives is important but defining internationalization in terms of learning outcomes is equally as important. This has not been done at RIT. It requires the establishment of clear and measurable outcomes of student learning, making sure that there are adequate resources in place for a student to achieve those outcomes, periodically measuring performance versus the outcomes desired and then closing the loop by taking the results and using them to improve future learning. Even more prevalent among universities is the formal review of offered courses for international content. Most students are educated about global issues in their home classrooms but not unless their courses consistently have such content. The courses at RIT may very well have sufficient global content but without a systematic review this remains supposition.

Recommendations

In order to move forward, RIT should seriously consider the following recommendations:

- 1. Forge a consensus among the Deans of the various colleges, the faculty of those colleges and the Administration that a concerted effort be undertaken on internationalization.**
 - This is not as straight forward as it sounds. It is often said that an organization can take on one, possibly two major initiatives at a time. This effort would have to be equivalent to the effort being expended for the **Innovation** initiative.
 - There is a case to be made to defer such an effort. It will be expensive in the short term during a time of economic uncertainty and tight budgets. Many of the obstacles preventing progress are very real and will not go away in the immediate future or in some cases ever. The global campuses are proving problematic and will require time and resources to sort out.
 - There needs to be an unwavering commitment and a clear mandate to move forward. Without it, as has been the case in the past, this initiative will not result in sustainable change.

- 2. In order to increase the visibility of and create a focal point for RIT's internationalization efforts, an Office of International Programs should be established under the auspices of the Provost. A Vice-Provost level position should be created to head this Office**
 - Such Offices are commonplace especially in those institutions further along on the internationalization spectrum
 - Reporting relations ships differ by institution but such Offices typically report to the CAO
 - Responsibilities (direct or indirect) sould include but not be limited to:
 - **Champion internationalization efforts across the institution**
 - **Global Sites Administration**
 - **Study Abroad Office**
 - **International Education Advisors**
 - **International Co-Op**
 - **International Students**
 - **International Recruitment/Admissions**
 - **Faculty Exchange Programs**
 - **International Research opportunities**
 - **Internationalization of the curriculum**
 - **International partnerships**
 - **International security**
 - **International administration**

- The Vice-Provost for International Programs should also Chair an institution wide committee comprised of representative from the various colleges and functional organizations for the purpose of raising the awareness level and thus the visibility of RIT internationalization efforts both inside and outside the institution and to implement common procedures and processes to enhance administrative effectiveness
- 3. Develop common learning outcomes for internationalization across the institution as a basis for future actions.**
- As a starting point, the American Council on Education would suggest:
 - **Knowledge:**
 - Understands his[/her] culture within a global and comparative context (that is, the student recognizes that his[/her] culture is one of many diverse cultures and that alternative perceptions and behaviors may be based in cultural differences)
 - Demonstrates knowledge of global issues, processes, trends and systems (that is, economic and political interdependency among nations, environmental-cultural interaction, global governance bodies and nongovernmental organizations).
 - Demonstrates knowledge of other cultures (including beliefs, values, perspectives, practices and products).
 - **Skills**
 - Uses knowledge, diverse cultural frames of reference and alternative perspectives to think critically and solve problems
 - Communicates and connects with people in other language communities in a range of settings for a variety of purposes....
 - Uses foreign language skills and/or knowledge of other cultures to extend his[/her] access to information, experiences and understanding.
 - **Attitudes**
 - Appreciates the language, art, religion, philosophyof different cultures
 - Accepts cultural differences and tolerates cultural ambiguity
 - Demonstrates an ongoing willingness to seek out international or intercultural opportunities

- 4. Each College should be required to have an “2010/11 Internationalization Plan”**
 - This should be in place for their annual review
 - Specific goals/milestones should required and monitored

- 5. Move to a Semester System as soon as possible**
 - There may be valid academic or practical reasons to perpetuate RIT’s Quarter system but from an internationalization perspective - especially with respect to education abroad - it is a major inhibitor.
 - Several institutions (e.g. Northeastern) have recently moved successfully away from the quarter system for a number of reasons of which internationalization was only one

- 6. Future curriculum reviews should include an assessment of the global content of each course.**

- 7. A moratorium should be placed on the establishment of a RIT campus in any country where RIT is not currently located.**
 - the current model being employed (with a few exceptions) is not employed by most universities who overwhelmingly support their overseas campuses with students studying abroad from their own or other US universities
 - those that have similar models to RIT-ACMT and RIT-Dubai (e.g. Georgetown-Qatar; NYU-Abu Dhabi) have no plans to repeat this model
 - Emphasis instead should be given to increasing the number of students studying abroad at the existing campuses or through the establishment of exchange programs with partner institutions

- 8. Degree requirements for selected programs should include overseas work/study and/or language proficiency.**
 - Certain majors
 - Students in degree programs offered overseas should be required to take at least one quarter at an overseas campus as the transition can be made virtually seamlessly

- 9. The language department in the College of Liberal Arts should be expanded**
 - a survey of student interest needs to be undertaken to determine which languages should be offered
 - CLA can then work with other colleges to determine appropriate language degree requirements for graduation.

- 10. Adopt a vast majority of the recommendations contained in the Winkworth Study on Study Abroad**
- 11. RIT should become a member of a Consortium like the Global E³ in order to enhance the opportunities for engineering students to study/internship abroad**
- The Global Engineering Education Exchange provides the opportunity for engineering students at member institutions to study in one of 18 countries around the world and receive credit at their home university
 - It deals directly with the issue of getting students in technical disciplines overseas by removing some of the existing obstacles
- 12. Specific questions to be answered:**
- What are reasonable expectations for the scope of Henrietta student engagement with international education?
 - The definition of “international education” should include both work and study abroad as well as internships and research projects where credit hours are given
 - Under this definition it is reasonable to initially expect 15% of those in technical disciplines and 30% of those in non-technical disciplines to qualify
 - Are there targets for a population of international students enrolled on the Henrietta campus? If so, what might they be?
 - A reasonable target would be to increase the international student population to 2000 within five years of which 50% should be undergraduates
 - What might be the targets of enrollment for our global campuses?

Undergraduate enrollment at global campuses should be limited to no more 500-600 students. Unless they can be supported by study abroad students, the risks associated with larger operations are too great
 - What is the range of international experiences that RIT should develop? International co-ops, study abroad, international students at Henrietta, faculty exchanges, research opportunities, etc

To the above list I would include international internships and service learning
 - What are the financial implications of such a strategy?
 - For an institution the size of RIT, an incremental \$1m annually would be required. This would be used to increase personnel levels (+3-5) beyond the current full and part-time resources and to provide stipends to encourage students to study/work abroad.

Internationalization
at
Rochester Institute of Technology

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1. Executive Summary – Preliminary Findings

-Internationalization or Globalization means different things to different people

-The majority of the interviewees believe internationalization is critical to RIT's future success

-Some however would argue there are other initiatives of greater importance

-RIT has made progress towards Internationalization but today the efforts are mainly characterized by activities which are ad hoc or disconnected and opportunistic in nature.

--There lacks a cohesive and holistic vision and strategy for moving forward with respect to internationalization

-Internationalization is not yet part of the fabric of the University

-RIT should look at internationalization not only from an institutional strategy perspective but from a global learning outcomes perspective as well.

-The current organizational structure copes with but doesn't optimize internationalization

-Few students either study abroad (1%) or work abroad (3% - of which 2% are international students returning home to work)

-An effort to create a common vision/strategy would be welcomed and enthusiasm exists to participate. Therefore a more directive approach from President/Provost (vs. a purely inspirational approach) seems possible – perhaps a top-down strategic direction which states the general desire to make more progress towards internationalization and a framework within which to operate

-Each college should be required to have an “Internationalization Plan” in place for their annual review and progress toward these goals/milestones should be monitored. The details could be both university wide as well as college specific

-RIT's efforts to internationalize should build on RIT's distinguishing features (experiential learning, broad curriculum, etc.)

2. What does Comprehensive Internationalization look like?

--a holistic approach to internationalization should include:

- a clearly defined vision/strategy/action plan
- course offerings with an international dimension
- robust study abroad program
- robust work abroad program
- exposure to international students
- international teaching requirements for tenure
- diverse study teams
- an international requirement for graduation
- program officer for Fulbright scholarships
- internationally active faculty
- integrated in all aspects of the institution
- a robust "Center for International Studies"
- metrics

3. General Comments regarding the need or lack thereof for Internationalization

"-we must be more global in order to:

- compete in the future
- enhance the RIT brand
- graduate students who are in demand by employers
- graduate students who can compete in the Global market place
- graduate students who can compare favorably with students from other countries

- do we need to be any more global? Will we get the same return on our investments in internationalization that we will get with our domestic initiatives?

-organizations are hiring from a global workforce. Our students need much more exposure to what is going on globally through either hands-on experiences or enhanced course offerings

-while globalization has its place, so does our research agenda, student life and student retention

-there haven't been enough global dimensions to our product offerings

-RIT doesn't even have a language requirement

-in future "expertise" in a specific geographic area can be very beneficial

-if we want to be ranked nationally and not just regionally (US News & World Report)(Times of London Higher Education Supplement) we need to improve in this area

-RIT is behind the curve when it comes to globalization. The institution has not invested sufficiently, there are no immersion programs, there is no overarching strategy being communicated, there is no language requirement and very few students either work or study abroad

-is study abroad at RIT more than just glorified "field trips"?

-goal for study abroad should be 10% - currently it is 1%

-5,600 co-ops of which 3,500 are discreet co-ops. Other than international students working at home, few students are doing their co-ops outside the US

-we have grown the number of international students studying at RIT Rochester from 100 in 1982 to over 1,500 today

-there is "no teeth" in requirement for Dean's to be more international (from a Dean!)

-guidance needed on what faculty internationalization really means

-we need to develop a strategy

- we need a dedicated faculty who are willing to move
- we must be selective in our overseas efforts; could be just throwing money into the wind
- there should be a link between the curriculum offered at overseas campuses and economic development in the country where the campus is located
- internationalization needs to become ingrained in RIT's culture
- there is a "what's in it for me" thought process among both students and faculty which needs to be addressed
- internationalization can be a great opportunity to have better campus utilization (more international students in the summer in Rochester)"

4. Models

- cost-plus affiliation
- international affiliation (self administered)
- domestic affiliation (administered by other US institution)
- satellite campus

5. Locations of Satellite Campuses

- Existing:

North America	- Rochester, USA
Western Europe	- none
Eastern Europe	- Dubrovnik, Croatia, Kosovo
South America	- none
Middle East	- Dubai, UAE
Asia	- none
Caribbean	- Dominican Republic
Africa	- none

-Future:

Asia	-China, India, Taiwan, Malaysia
Africa	- Angola, South Africa
South America	- Peru, Brazil, Argentina
Middle East	- Kuwait, Qatar
E. Europe/Asia	- Ukraine

(-see Appendix 2 for comments regarding some of these programs)

-“RIT should look for locations which are not already overly populated with foreign universities (eg. China/Taiwan vs. W. Europe)

-locations for satellite campuses should be based on the size of the opportunity for increasing enrollment”

6. Faculty/Students

-“new faculty should be required/existing faculty should be encouraged, to teach internationally

-students should have an international requirement (study abroad/work abroad/foreign language/summer abroad) as employers are looking more and more for this credential

-more faculty exchanges

-some universities (Florida given as an example) encourage faculty to simply travel abroad.

-in future requirements for promotion to full professor should include

- international knowledge of their research

- international funding for some of their research

- international teaching assignments/faculty exchanges

- participation (paper presentation) in international seminars

-hiring organizations are going global. RIT is not where we should be with respect to turning out students with a global perspective – student who can compete in this global marketplace”

7. Barriers/Impediments

-“quarter system (especially RIT’s quarter system) versus semester system is a major road bloc

-heavy technical curriculum makes it more difficult; liberal arts easier to internationalize

-Critical mass issues – lack of a wide breadth of courses offered overseas makes studying abroad more difficult

-very difficult to schedule overseas work/study when other schools on a different calendar

-study/ work abroad not part of the culture at RIT

-some faculty sees the teaching load abroad (eg. ACMT) as too heavy

-most demand for business studies regardless of location but SCB seen as having accreditation issues and therefore not in the best position to be aggressive overseas

-Study abroad office small and not centrally located

-encouraging faculty to teach abroad difficult due to family absence issues and perceived tax issues.

-turning students away from Chinese and Spanish classes (only 5 foreign language professors?)

-co-op requirements differ according to degree program. Range from 3 quarters to 5 quarters.

-cost can be an impediment although a State university in the mid-west charges a study- abroad fee. The sum of these fees is used to subsidize study abroad. Those students who study abroad benefit; those who do not essentially become the subsidizers.

-risk/reward issues

-uniqueness of RIT curriculum makes it difficult to study abroad through other institution's programs

-no common back room to make the administrative requirements for students/faculty to travel/work overseas easier"

8. Common Themes

-“in order be seen as a top tier University, RIT needs to improve in this area

-RIT has been much more opportunistic than strategic in its internationalization/globalization efforts

-Organizational structure not optimal for cohesive approach to internationalization – no single focal point – “direction would be welcomed”

Appendices

Appendix 1

Interviews

Greg Van Laeken

Business Manager. & Analyst for Global Programs

Francis Domoy

Director, Hospitality & Service Management, CAST

Jorge Diaz-Herrera

Dean, B. Thomas Golisano College of Computing

James H. Watters

Senior Vice President, Finance & Administration

Mustafa Abushagur

Dean, RIT Dubai

Manny Contomanolis

Professor

Jeremy Haefner,

Provost, RIT

Robert Ulin

Dean, College of Liberal Arts

Jeff Lasky

Professor and Department Head, Golisano College of Computing

Jim Miller

Senior Vice President, Enrollment Management & Career Services

William Destler

President, RIT

M. Valentine & L. Tollan

CAST

Appendix 2

Dubai

-College Deans working together to develop a core curriculum which will be common across all undergraduate degree programs thus creating natural synergy

-Dubai not insulated from global economic crisis

-real possibility to draw students from across Middle East as well as the Indian sub-continent

-current masters degree programs offered:

SCB -Finance (may change to MBA)

CAST -Service Leadership and Innovation

KGCE - Electrical Engineering

-Mechanical Engineering

GCCIS -Networking and Systems Administration

-when remote learning included real time on line classes plus initial 2 weeks on-site, students were accepting

-when remote learning did not included real time on line classes, students less accepting

-initial enrollment significantly below plan due to late recruiting start

-would like to utilize expertise in Jim Miller's group to a larger extent regarding enrollment

-cultural/racial bias a challenge

-Michigan State opened with 50 students, 19 US faculty members and a commitment to self fund the required infrastructure for the future-a difficult position to be in

-A more favorable climate makes it a good possibility to get RIT Dubai students to take courses in Rochester during the summer term. This would be advantageous for RIT-Rochester given the under utilization of campus in summer.

China

- Little progress due to licensing issues
- schools have already opened which began their process after RIT
- Champion needed -perhaps on the ground- to make progress
- Suzhou: we may be in the wrong place – 2 levels removed from the local government

Dominican Republic

- courses offered:
 - CAST – MS Service Leadership & Innovation
 - GCCIS - MS, IT-Networking
- difficult recruiting cohort groups for the future
- Accounts Receivable problems
- students have ventured to RIT, Rochester for classes
- break-even at best

Kosovo

- biggest money earner
- RIT provides a service and is compensated
- no permanent RIT faculty just adjunct professors
- run completely by Jim Meyer's organization
- no students from RIT attend
- AUK is the governing authority, funds may be running out
- non-strategic

Croatia

- Initial success
- now dwindling enrollment
- IT program may help
- key strategic decision whether to expand to Zagreb
- possible disconnect if CAST not in favor of HSM move to Zagreb
- need to work at the grass roots level with high school faculties to get them to recommend ACMT to their students
- need ACMT/GCCIS to sponsor seminars, speakers, forums, summits in IT
- key for success of IT program: educating tech employers to the benefits of RIT's "practical" curriculum vs the "theoretical" curriculum of other schools offering IT degrees
- GCCIS very bullish on the opportunity in Croatia to become the leading provider of IT graduates helping the country development its IT infrastructure

Internationalization
Benchmarking/Best Practices

David W. Wilson
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Forward

Interviews were conducted at 8 universities in the northeast during May and June of 2009. The universities were chosen because of their reputation for excellence with respect to internationalization, their strong technical orientation or their commitment to experiential (co-op) learning.

The universities interviewed were:

- 1) Syracuse University
- 2) Rensselaer Polytechnic Institute
- 3) New York University
- 4) Drexel University
- 5) Georgetown University
- 6) George Washington University
- 7) Boston College
- 8) Northeastern University

Executive Summary

Based on interviews at RIT as well as those conducted at the 8 universities against which RIT was benchmarked, I would place RIT above RPI but below the other 7 institutions assessed with respect to the degree of internationalization present.

As with most of the universities studied, RIT has a vision and/or mission for the future. The degree of execution against such strategies varies. As far as I can tell, RIT has not implemented theirs as extensively as the others. Compounding the issue is the fact that the current vision is from another Administration and is referred to with some trepidation in certain corners of the institution. From my perspective, there is enough content in the old Vision to craft a cohesive strategy for going forward. What is missing is a process which creates a common shared experience among the Deans, the faculty and the current Administration and integrates the strategy within the fabric of the University. Also missing is a set of performance standards which encourages greater internationalization.

The organizational structure at RIT seems more decentralized than centralized with respect to internationalization efforts. All the universities studied whom I would consider further along than RIT have a focal point for international affairs. Regardless of whether such an Office reports to the Provost, the Chief Enrollment Officer or elsewhere, it exists. A very large number of the universities studied have created just such an office/position in the last few years specifically to enhance their internationalization efforts and to capture some of the synergistic benefits such centralization presents. This concept goes far beyond an office created just to administer Study Abroad.

Language requirements for graduation at RIT are largely non-existent which is not uncommon for technically oriented institutions or for technical degrees at larger universities. However, those universities known for their internationalization tend to have much more rigorous requirements than RIT. One wonders, regardless of the field of study, how “global” a graduating student can be without some proficiency in another language.

As far as I could determine, there are no specific requirements in any degree program for any kind of international experience. While this is not

uncommon, the more internationally progressive institutions have degree programs which specifically require a student to study and/or work abroad as a condition for graduation. Even the HSM degree program in CAST which has a satellite campus overseas offering the same courses as RIT-Rochester doesn't require their students to spend even a quarter abroad.

The percentage of students studying and/or working abroad is very low even when compared to technically oriented institutions or when compared with students pursuing technical degrees in larger universities. The ranges I encountered ran from 5% to over 50%. RIT falls below the low end of this range. The number of programs offered is typically large and typically administered by the institution. Thus there is no valid comparison for RIT as RIT utilizes programs administered by others. RIT's offerings therefore can be considered almost limitless but the fact remains the participation is miniscule.

Faculty policies at RIT with respect to internationalization seem consistent with the other institutions studied. Few, if any, have specific requirements along these lines for tenure. RIT strives for a diverse faculty made up of leaders in their fields with international reputations and is therefore similar with those universities studied.

With respect to student activities I would rate RIT above average. There are a large number of foreign students especially when one considers those studying at the satellite campuses and the number has increased dramatically over the last 15 years. There is a concerted, good-faith effort to integrate these students into the general student body and create learning opportunities for all.

The technology to link students and faculty, wherever they may reside, remains in its infancy regardless of the institution. RIT, because of its satellite campuses, appears to be investigating at the leading edge here.

RIT, I believe, has the opportunity to develop a Best Practice if they can utilize the current campuses in Dubrovnik and Dubai for Study Abroad/Work Abroad students to a far greater extent than they do today. Most of the universities studied do not have overseas campuses where "local" students are recruited and offered a fully accredited degree. Most use "partner institutions" or delivery platforms they have established for the sole purpose of providing a semester long or academic year experience for their home campus students. A satellite campus which provides the opportunity for faculty exchanges and which combines a self-sustaining number of 'local' students pursuing a four year degree with a large and constantly churning number of Study Abroad/Work Aboard students from RIT-Rochester *would be unique*.

Institution: *Syracuse University*

Institutional Commitment

- Chancellor, Dr. Nancy Cantor, new 5 years ago. Heavy emphasis on international learning. Emphasizes “scholarship in action” and “engaging the world”.
- Considers the “boundaries of the campus limitless”.
- Internationalization covered in the vision and mission statements of the University as well as those of many of the individual colleges
- Executive Committee of the Board of Trustees are said to be strong supporters of internationalization

Organizational Structure

- There is currently no position like a “Chief International Officer”. Such a position did exist in the past.
- An International Task Force has been commissioned to study
 - whether such a position should be reinstated (no consensus yet)
 - the need for a common template for alliances
 - the need for an “International House”
 - international academic requirements
 - language requirements for study abroad
- The Study Abroad Office currently reports through the Enrollment Department
- The model seems to be a fairly decentralized one with a fair degree of autonomy for the Deans of the various colleges. They utilize the Executive Director of SU Abroad and his organization to manage the infrastructure and security aspects of their international education programs
- Faculty said to very “collaborative” with respect to international education

Foreign Language Requirements

- Foreign language requirements do exist for most degree programs

Course Requirements

- Degree requirements do include overseas study in several colleges (eg. School of Management, School of Architecture)
- The School of Public Communications plans on implementing similar requirements next year

Education Abroad

- SU ranks 17th among US doctoral institutions with 43.2% of their undergraduate students participating in Study Abroadⁱ

- This % is expected to increase
- Engineering students well below this average
- Summer study abroad programs are growing faster than those undertaken during the academic year
- 54% of incoming SU freshman indicate a desire to study abroad
- SU has 7 Overseas Centers (Santiago, Chile; Beijing, China; London, England; Strasbourg, France; Hong Kong, China; Florence, Italy; Madrid, Spain).
- Resident Directors in place for each Overseas Center. Typically local nationals
- Each center provides a virtual “turn-key” learning opportunity for both SU and non-SU students studying abroad. None of the overseas centers accept “local students”.
- SU also partners with at least 15 Institutions located around the world where students can earn SU credits
- There are over 25 overseas summers programs, a sea semester for maritime studies, short term cohort programs and separate opportunities to study in Africa (Namibia, Ghana, Kenya, South Africa)
- Stipends, along with existing financial aid packages are available for study abroad
- Study abroad is a well developed, profitable program

Faculty Policies

- there are no tenure requirements to teach overseas
- teaching overseas could actually be an impediment to tenure if ones research is US based

Student Activities

- 3-5% of entering freshman are considered International Students and the goal is to increase this significantly. The graduate level % is much higher (20-25%)
- Major concentration from Asia Rim countries
- Graduation rates for international students (77%) lower than general population but excluding Korean males is approximately the same (82%)
- Little in the way of financial aid given at the undergraduate level

Technology

- Courses at Overseas Centers or at Partner Institutions are taught by local faculty so there is little in the way of distance learning
- If required, on-line real time connections can be established via the internet or video conferencing

Best Practices

- ***Signature Seminars.*** First 10 days of each semester abroad at one of the Overseas Centers is a travelling seminar where students are given an orientation to the country and detailed information/expectations for the program they are embarking on
- ***Crisis Management.*** Student safety is taken very seriously. The SU Security office is heavily involved and protocols for escalation documented/communicated
- ***Strict Standards.*** Students studying abroad must maintain a certain GPA. The emphasis is on *study* not *travel*. Deep immersion is possible through semester long or weekend home stays. Internships and service-learning through community projects are possible

Institution: *Rensselaer Polytechnic Institute*

Institutional Commitment

- The *Rensselaer Plan* is RPI's blueprint for the future. Their stated common goal is "*greater prominence as a top-tier world-class technological research university with global reach and global impact.*"
- They will "[s]eek diversity in its broadest and richest sense, including cultural breadth....."
- In the "Education for Working Professionals" section it states "*recruit students internationally, especially in Asia, South America, Europe, and Africa. Create new sites in strategic locations for the delivery of live and distance-based programs for working professionals.*"
- There are few if any other references to international education. RPI appears to be in the early stages of a concerted internationalization effort and acknowledges the difficulty of internationalizing a technically oriented student body.
- They have nevertheless instituted the REACH (Rensselaer Engineering Education Across Cultural Horizons) Program which is an auspicious step forward to create an international educational experience for engineering students. (see below)
- RPI is looking to produce "leaders in global business".
- Have not developed specific learning outcomes relating to global competence but are beginning to think along these lines.
- There has been no specific curriculum review undertaken to look at the global content of their course offerings.

Organizational Structure

- RPI has six schools (Architecture; Business; Engineering; Humanities, Arts & Social Sciences; Information Technology; Science)
- The Vice Provost and Dean of Undergraduate Education has oversight responsibility for RPI's internationalization efforts which are focused on international education
- A more decentralized model than a centralized one
- RPI feels "one size can't fit all" so each college has a good deal of autonomy

Foreign Language Requirements

- Differs by school/degree

Course Requirements

- School of Architecture has some type of “*international experience*” as a degree requirement. Overseas study is not mandatory, however.

Education Abroad

- Of the six schools, 3 have links on the study abroad home page to their web sites (Architecture, Engineering and IT)
 - **Architecture:** States they “*must provide experience of the global context within which American architects practice*” and have semester long programs in China, India and Italy. A very high % of Architecture students study abroad (75%)
 - **Engineering:** RPI participates in a consortium known as the Global *Engineering Education Exchange (G E²)*, an international exchange program run by the Institute for International Education for engineering students at membership institutions around the world (of which RPI is a founding member).
 - **Engineering:** Has also inaugurated the **REACH** program which stands for **R**ensselaer **E**ngineering **E**ducation **A**cross **C**ultural **H**orizons. RPI has stated that they ultimately want to send *all* student engineers abroad for an “*unparalleled engineering experience*” This is an exchange program for juniors based on agreements with selected top tier international universities which currently stand at 2 (DTU in Denmark and NTU in Singapore) with the expectation this will go to 30. The goal is to have 100% of junior engineering students with an international experience defined as a summer or semester abroad. 2008/2009 was the first year of the program and 5%-10% of the juniors qualified.
 - **Information Technology:** Encourages students to take advantage of programs at partner institutions
- RPI has set up a number exchange agreements with other institutions in Europe, Asia, Australia, South Africa and India. Looking at an African initiative in Ghana and possibly elsewhere on the continent.
- Financial aid can be taken overseas in most circumstances-student must pay for travel
- In aggregate, study abroad is break-even financially

Faculty Policies

- No explicit requirements for tenure
- Implicit expectation that to be considered for full professorship, one must have an international reputation in their field. Letters from

overseas academics are useful as would editing an international journal

- Teaching overseas is seen as taking the person away from their research

Student Activities

- RPI does not rank among the first 150 institutions that have more than 1000 international students¹. There is more focus at the graduate level.
- RPI does however have a special recruitment plan for international students

Technology

- Not specifically covered

Best Practices

- *REACH Program*. (See above) Could be ground breaking if they come even close to the 100% target.

Institution: *New York University*

Institutional Commitment

- The President of NYU boasts, with some justification, that “ *no University has a greater global presence*”
- NYU aspires “ *to be a truly global university*”
- What initially started out as desire to create more space has evolved over the years into a very clear objective to embrace a multitude of various aspects of internationalization

Organizational Structure

- NYU employs more of a centralized model than a decentralized one
- Reporting to Provost is the “Vice Provost for Globalization and Multicultural Affairs.”
- This position has oversight responsibility for the Office of Global Programs as well as the university-wide exchange programs
- The duties of this position include:
 - Management of the academic and administrative aspects of NYU’s Global Sites (except Abu Dhabi)
 - Oversight of several centers and institutes at NYU-NYC with an international focus
 - Developing and supporting NYU initiatives which benefit faculty research as well as undergraduate and graduate education
 - Promoting geographic, cultural and academic diversity by identifying and developing new international programs
 - Providing support to faculty for scholarly collaborations, conferences, colloquiums and artistic endeavors abroad
 - Encouraging and sponsoring cross-school and global collaborations among NYU departments and scholars.
- New programs requested by the various schools at NYU are required to be vetted by this organization

Foreign Language Requirements

- Many degree programs have language requirements for graduation

Course Requirements

- NYU is a very large institution. Some degree programs do require some type of international experience and some require specific overseas study

Education Abroad

- In terms of sheer numbers, more students – 3034 - from NYU study abroad than from any other US doctoral institution and NYU ranks 18th in terms of participation with 42% of undergraduates studying overseas ¹.
- NYU has 10 International Academic Centers around the world (Buenos Aires, Argentina; Shanghai, China; Prague, Czech Republic; London, England; Paris, France; Berlin, Germany; Accra, Ghana; Tel Aviv, Israel; Florence, Italy; Madrid, Spain. All are supported exclusively by NYU and non-NYU students studying abroad. Each has a local Director and, for the most part, locally hired faculty
- NYU will soon open (Fall 2010) NYU Abu Dhabi. Located in the Saadiyat Island development area it will be considered a “portal” campus just like NYU NYC with access to NYU’s global network. While they claim to be “the first such campus operated by an American university outside the United States”, this model is very similar to RIT-ACMT. The initial goal is for an incoming class of 100 and a five year plan for 500 students drawn from all over the middle east and hopefully the Indian sub-continent as well
- NYU also has 15 “Exchange Partner Universities” around the world (Austria; Brazil(2); Chile; Denmark; England; Germany(2); Ireland; Italy; Japan; Korea; Mexico; The Netherlands; Sweden) where equal numbers of students transfer between schools.
- Additionally there are 33 locations around the world which offer NYU School specific programs during the summer and for portions of the academic year.
- NYU thus qualifies as one of the premier institutions in the US for international education

Faculty Policies

- There are no international teaching requirements for tenure at NYU
- NYU finds it difficult to get US based faculty to travel overseas and teach
- They are attempting to find research opportunities abroad for some of their faculty to encourage them to travel/teach abroad

Student Activities

- NYU has over 6,400 international students or 15% of their total enrollment
- As with all institutions offering graduate degrees, there are more international students percentage wise than international undergraduate students

Technology

- NYU is planning to establish links between their various international academic centers around the world and their portal campuses in NYC and Abu Dhabi
- NYU “*will soon be able to connect students and faculty at the other sites within [our] global network via e-courses, cyber exchanges and global seminars*”.

Best Practices

- ***Global Network.*** NYU has one of the best global networks for international education from an integration perspective. Students can move relatively seamlessly from one international study center to another while accumulating the required credits for graduation.
- ***Use of Technology.*** While still far from reality, NYU’s plans to use technology to link their various sites around the world electronically will be state of the art

Institution: *Drexel University*

Institutional Commitment

- Drexel has changed dramatically over the last 14 years
- There are now 22,000 students enrolled, 12,000 of whom are undergraduates
- There are 73 major fields of study in 7 colleges
- Due to the degree of rapid change in the past, internationalizations efforts took a back seat
- Recent organizational changes have raised the profile of the university's internationalization efforts (see below) and internationalization now features prominently in the strategic plan
- Some colleges however are perceived to be more enthusiastic than others

Organizational Structure

- Until recently, Drexel's globalization initiatives were decentralized
- Each school had their own set of programs and the Study Abroad Office was (and still is) part of Drexel's Pennoni Honors College
- Despite opposition from some quarters, the Office of International Programs (OIP) was established two years ago as a focal point for Drexel's internationalization efforts. There is a 3 person staff.
- A new position, Associate Vice Provost for International Programs was also created and filled by a faculty member
- The OIP has oversight but not direct responsibility for the following:
 - Study abroad
 - International co-op
 - University partnerships
 - International research collaborations
- It also "*facilitates understanding of the impact of globalization; prepares students to be global citizens; and encourages productive global synergies among students, scholars, alumni, and community.*"
- A Council of International Programs (CIP) was then established. The CIP includes Representatives from:
 - Co-op (SCDC)
 - English Language Center (ELC)
 - International Admissions
 - International Area Studies (IAS)
 - International Students and Scholars Services (ISSS)
 - Modern Languages
 - Study Abroad
 - Research
 - Representatives from each college or school

- The CIP shares best practices and attempts to find common ground where potential synergies can be found
- The OIP has begun to standardize and consolidate much of the infrastructure supporting internationalization at Drexel. New programs now must be reviewed with the OIP and standard templates have been developed for partnership contracts and the various types of research and other international collaborative agreements
- There is a general consensus at Drexel that the establishment of the OIP has further enhanced and given more visibility to the Institutions internationalization efforts

Foreign Language Requirements

- There are language requirements for most non-technical degrees

Course Requirements

- There are no degree programs requiring either work or study abroad

Education Abroad

- The Study Abroad Office is part of the Honors College at Drexel
- A relatively low percentage of students (10%-*to be confirmed*) study abroad at Drexel. The large number of students in technical disciplines is given as the reason for this participation percentage
- Drexel operates two overseas study centers (London, England; Prague, Czech Republic) which are open to all Drexel students regardless of which college they attend and to non-Drexel students from the US as well
- Available to all Drexel students are exchange programs at 15 partner institutions in 7 countries around the world (Australia; Equatorial Guinea; Germany, South Korea; Taiwan; Turkey; United Kingdom)
- There are other programs which are restricted to specific colleges or have specific language requirements
- There is also Spring/Summer Break programs in Iceland and Crete respectively
- For students interested in SA, advisors are involved at a very early stage

Work Abroad

- work abroad remains under the auspices of the institution-wide Steinbright Career Development Center (SCDC)
- 92% of all Drexel students have a co-op experience and the numbers working abroad while small, are increasing

- They have now placed students in international co-op programs in over 22 countries
- Alumni and contacts in multi-national corporations are used to develop international co-op opportunities for students and SCDC staff are also sent overseas to find potential placements
- They have found language to be a limiting problem

Faculty Policies

- There are no international teaching or research requirements for tenure
- There is a conscious effort to target areas as strategic based on faculty research

Student Activities

- Although changing somewhat, Drexel remains a regional university. 85% of the students attending Drexel come from the surrounding Delaware Valley area.
- The number of international students is therefore quite small

Technology

- Not covered specifically

Best Practices

- ***Non- Threatening Governance Structure Change:*** Due to the sensitivity at the time surrounding the creation of the Office of International Programs, no direct line responsibilities were altered thus defusing the situation. A well respected faculty member was appointed to head the Office and she has used her Council to build consensus and effect change.

Institution: *Georgetown University*

Institutional Commitment

- Founded in 1789 by John Carroll “*with the goal of securing the future of American Catholicism through education*”.
- As a Catholic University with a Jesuit heritage of education and service, Georgetown defines its purpose broadly. Georgetown would like to “*participate in and contribute to the most pressing global issues of our time*”
- The stated vision, however, is not global. “*The vision of John Carroll continues....today.....-a national University rooted in the Catholic faith and Jesuit tradition.....*”
- Nevertheless, Georgetown is one of the preeminent international institutions in the world and internationalization permeates its entire structure.
- To quote Georgetown’s President as he commented on the global nature of the University, “*we recognize that being global entails an engagement in the world that is multilateral, multinational and multicultural...an engagement that requires partnerships that transcend national identities [and] national boundaries...*”.
- The proximity of Georgetown to the nation’s capitol and the presence of the oldest Foreign Service School in the country where a former Secretary of State, Madeleine K. Albright is on the faculty, creates an environment that easily lends itself to internationalization.

Organizational Structure

- Georgetown has 4 undergraduate schools (the College, School of Foreign Service, School of Business and School of Nursing); 3 graduate schools (A&S, Law, Medicine) and a School of Continuing Studies
- The Walsh School of Foreign Service has established (along with 4 other American Universities), a separate campus in Education City, Doha, Qatar. This spring, the first class of 21 students representing 9 nationalities graduated with a full GU degree. There are now 34 faculty members and a goal of 50 students per class at the new campus.
- Most of Georgetown’s internationalization efforts however are centrally governed under the auspices of the Office of the Provost. The Associate Provost, Academic has responsibility, among other things, for the Office of International Programs (OIP) and the International Initiatives Program (IIP). Another Associate Provost has responsibility for the Center for Intercultural Education and Development (CIED).

- The OIP has two divisions: The Division of International Student and Scholar Services with responsibility for all international students on campus and The Division of Overseas Study which manages the multitude of study abroad programs offered by GU. The mission of the OIP is to ‘foster the international character of the University’ and has 1 Executive Director, 1 Director and 4 staff members.
- The IIP is somewhat unique to Georgetown. Comprised of a Director and 3 staff members (one who is based in China at GU’s partner – Fudan University), it “*supports faculty-driven innovations in teaching and research with an international focus*” as well as “*fostering new partnerships with organizations abroad such as foreign universities and governments*”. They actively solicit outside funding, have standardized many types of international agreements/contracts and assist faculty members with their international endeavors.
- GU is also very active in China and in 2005/06 established a Liaison Office in Shanghai. The staff there facilitates faculty/student exchanges, recruits post doctoral students, deals with Visa issues, conducts symposiums and makes industry and government contacts as needed.
- The CIED “*fulfills Georgetown’s commitment to international education and development*”. Its stated goal is to “empower people to promote greater mutual understanding, strengthen democratic values and support sustainable development”. Utilizing Georgetown’s academic departments and faculty, CIED tailors unique programs for private enterprises, non-profits, governments and universities in the areas of Business and Trade, Law and Diplomacy, Public Administration and Policy, Healthcare and Institutional Development and Education. Programs are run all over the world and are designed to “*strengthen the capacity of people and their organizations to make a difference in their home communities and countries*”.
- In addition to the above, GU has an impressive number of Research Programs and Centers located around the world.
- Georgetown is definitely not considering any additional ‘bricks and mortar’ investments overseas beyond the campus in Qatar and their two villas in Italy and Turkey. They feel the pros (curriculum control, quality control, better security, and structured student experience) do not outweigh the cons (investment, time consuming to manage, risk, and insulated experience-no total immersion to the culture).

Foreign Language Requirements

- Georgetown has the most stringent language requirements of the 8 institutions studied
- Only the School of Business has no formal language requirement for graduation. The College requires mastery of a language other than

English at the intermediate level which usually means at least 2 semesters worth of language courses. At the School of Foreign Service (SFS) a Language Proficiency Requirement must be met which requires “command of a modern language other than English at the university or professional level” usually requiring 4 semesters of language courses and a language related study abroad experience.

Course Requirements

- Each college has very specific requirements for graduation, many of which require courses with a heavy international content in addition to the language requirements above. Examples are the International Business degree program in the School of Business and the International Business Diplomacy program in the School of Foreign Service.
- It is not typical to have a study abroad requirement

Education Abroad

- Georgetown ranks 10th in undergraduate participation in study abroad at US Doctorate Institutions with 52% of students studying abroad.¹
- 63% of all Georgetown graduates have some kind of international experience, whether credit bearing or not.
- Trend is toward shorter stays (semester, summer) versus longer stays (academic year)
- Partner institutions initially come on board as pilot programs for two years. An assessment is then made and if the program meets certain criteria, a 3-5 agreement is signed. All programs are evaluated at least every 5 years.
- In addition to studying at Georgetown’s satellite campus in Qatar, GU divides the study abroad opportunities into several categories. The first four are considered Georgetown APPROVED programs:
 - **Direct Enrollment** – most common category. There are over 100 programs at over 40 partner universities literally around the world ranging from very selective – GPA >3.6 (Oxford University, London School of Economics) to selective – GPA >3.0. Students spend either one semester or the full academic year abroad. Students receive transfer credits and their grades are listed in their official transcripts but are not included in the calculation of their GPA.
 - **Language and Area Study Programs** – for students who want to study a language or complete course work pertaining to a specific geographic area. Instruction is typically in the local language.
 - **Summer Programs** – for students who want thematic programs taught in English or foreign language programs.

Thematic programs are located in Rome, Italy; Sydney, Australia; Hong Kong, China; New Delhi, India; Antwerp, Belgium; Geneva, Switzerland; Shanghai, China; Fiesole (Florence), Italy; Oxford, England; Ifrane, Morocco; Doha, Qatar; London/Stratford, England; Buenos Aires, Argentina. Foreign language programs are located in Alexandria, Egypt; Beijing, China; Tours, France; Paris, France; Trier, Germany; L'Aquila, Italy; Dar es Salaam, Tanzania; Buenos Aires/Cordoba, Argentina; Santiago, Chile; St. Petersburg, Russia; Barcelona, Spain; Quito, Ecuador. They can be either:

- **Faculty Led** – directed by and sometimes taught by GU faculty. Grades count in GPA calculation
- **Transfer Credit Only** - see Direct Enrollment above but less selective- GPA >2.7.
- **Villa Programs** – GU has two Villas overseas where students can go and take courses taught by Georgetown faculty. One in Fiesole (Florence), Italy and one in Alanya, Turkey. Available to students and faculty from any GU school. Grades count in students GPAs.
- **Independent Consortial (IC) Status** – for students who feel the Georgetown APPROVED programs don't meet their needs. Very few students avail themselves of this opportunity but there is a handful each year. In order to receive credit, a proposal must be written and approved by the student's faculty advisor and Dean. The student must also meet certain academic and linguistic standards, fill out an IC application, meet with an overseas study advisor and get approval from the OIP. Grades are not counted in the GPA.
- Financial aid can be used for any Georgetown APPROVED program. Carrying financial aid to IC programs is on a case-by-case basis.

Faculty Policies

- There are no formal international requirements for tenure. Commitment among faculty is seen as “cultural”.
- An international reputation in one's field is a must however
- IIP attempts to find international research/internships for faculty

Student Activities

- There are 273 international undergraduate students out of a total of 1,745 international students at GU - 12% of the total enrollment.
- Seen somewhat as a financial opportunity versus an opportunity to create “global citizens”
- The international student body is predominately from S. Korea, China and India.

Technology

- Used to improve communications on a number of different levels.
- Video conferencing used to teach courses at multiple sites, allow students at multiple sites to be members of the same group project, provide office hours regardless of the location of student/professor.
- Chat rooms are set up to allow exchange of ideas between Georgetown students in different parts of the world.

Best Practices

- ***I Week.*** Each year for the past 16 years, the OIP and the International Students Association (ISA) have put on “I WEEK”, a week long celebration of the international and intercultural nature of Georgetown. A multitude of different cultural festivals, movies, athletic events and (of course) parties, highlight the week.
- ***International Initiatives Program.*** (see above) Demonstrates how Georgetown has taken their internationalization efforts to a second level. Focus is on the whole institution – undergrad, grad, students, faculty, etc. Holistic approach, unique to the study.
- ***Center for Intercultural Education and Development (CIED).*** (see above) Practical extension of Georgetown Internationalism and Catholicism combined.
- ***International Collaboration Website.*** Part of the “Gateway to International Resources” Program which attempts to gather information on the various international activities of the University, especially those that require formal agreements. The web site allows information to be collected and summarized electronically and consolidates a wide-array of data in one place.

Institution: *George Washington University*

Institutional Commitment

- The mission statement of the University refers to its desire to “*promote the process of life long learning from both global and integrative perspectives*” for a “diverse” student body and faculty.
- There is little else in the mission statement referring to internationalization
- This is not to say internationalization efforts at GW are scarce
- George Washington’s commitment to internationalization does however seem to be more historic rather than pro-actively strategic.
- Student interest for Study Abroad is high among entering students.
- The establishment of the Elliot School of International Affairs (ESIA) was a catalyst. Initially the faculty was comprised of more practitioners than researchers who imbued the campus with all things international for an interested student body. One of the newer schools at GW (it was set up as an alternative to Georgetown’s Walsh School of Foreign Service); it is now GW’s most selective. Study abroad for all GW students was administered by this School until recently. ESIA has an International Council made up of “prominent alumni and friends” of GWU of whom almost half reside outside the US.
- The mission of ESIA is straightforward - “*to sponsor scholarship that advances our understanding of international problems, and to educate and train the next generation of national and international leaders*”.

Organizational Structure

- GW has nine academic units (A&S, Medicine, Law, Engineering & Applied Sciences, Graduate School of Education & Human Development, Business, International Affairs, Public Health & Health Services, Professional Studies)
- The **Office of International Programs (OIP)** is under the Executive VP for Academic Affairs (EVPAA). The creation of this office was announced in January of this year and is led by an Associate Vice President supported by two staff members. It was established to “develop academic programs that will advance the international dimension of GW’s curriculum”. Responsibilities of this office include study abroad and the expansion of global opportunities thru international exchanges of students and scholars.
- The OIP has been working this year to standardize international agreements. Since 2005, GW policy has required all academic agreements to be approved by the EVPAA. Now, agreements with international organizations are to be approved by the OIP prior to

going to Legal. The GW Policy document as well as the common templates can be found in the Appendix.

- There is also an **Office of Government, International and Community Relations** which “*serves as a gateway to GW’s international initiatives*”. Their remit seems broader than the OIP and they focus on developing international partnerships and academic relationships abroad. This Office seems most akin to GU’s International Initiatives Program (IIP) office. They seem to be responsible for relationships with the diplomatic community in DC as well as area “think tanks” which have an international component.
- Under the Senior VP for Student and Academic Support Services can be found:
 - **The International Services Office (ISO)** - there to support international students. They provide counseling and help with Visa’s among other support services.
 - **The Multicultural Student Services Center (MSSC)** – provides support services for all GW students but particularly for ethnically diverse students.
- There are several well know centers on the GW campus which are internationally focused. These include:
 - Institute for International Economic Policy
 - Institute for Global and International Studies
 - Center for International Science and Technology Policy
 - Institutes for Asian; European and Russian, and Eurasian; M. East Studies
 - International Institute of Tourism Studies

Foreign Language Requirements

- Foreign language requirements are required for selective degree programs in the School of Arts and Sciences at an intermediate level. Like Georgetown, language proficiency at a very high level in a language other than English is required to graduate from the School of International Affairs.
- There are no language requirements in the School of Engineering and Applied Science or the School of Business

Course Requirements

- There are several degree programs which have an “international” designation. Examples include International Development, Geography, Judaic Studies as well as several Languages and Literature courses of study in the College of Arts and Sciences and Asian Studies, International Affairs, Latin American and Hemispheric Studies and Middle Eastern Studies in the ESIA.
- There are even more international programs at the graduate level.

Education Abroad

- **GW ranks 16th among doctoral institutions in the nation with 45% of its undergraduates participating in some form of study abroad¹. There is a wide range among the various schools – above 70% for ESIA; high single digits for the School of Engineering and Applied Science.**
- **There is an increasing number of Service Learning opportunities being made available as well based on student demand.**
- **Study abroad at George Washington is split between three basic alternatives. The **GW Study Abroad Program** has four centers in operation (England, France, Spain and Chile). Each Center has a GW resident director who co-ordinates programs at multiple institutions:**
 - **England** – Kings College London, Leeds, LSE, Royal Holloway, Oxford (Pembroke), Sussex
 - **France** – American University of Paris (AUP), Institut d'Etudes Politiques de Paris (Sciences Po), 14 French institutions administered by MICEFA and a Business Studies program in Paris run by GW faculty and taught in English.
 - **Spain** – Universidad Autonoma de Madrid plus GW Madrid – a semester long course in English and Spanish offering GW specific courses
 - **Chile** – Universidad de Chile, Universidad Catolica de Argentina and the International Center for Development Studies, Costa Rica

Non 'GW Study Abroad' Programs consists of other sanctioned programs as

GW exchange programs (Australia, Austria, Brazil, Czech Republic, Denmark, Italy, Netherlands, Hong Kong, Japan, Korea, Morocco, Scotland, Singapore, Spain, Turkey) and approved programs run by other US institutions (Arcadia, Syracuse) or organizations (CET, CIEE, IES, IFSA, etc.) in a multitude of countries.

The Summer Abroad Program offers 1-6 credit hour courses taught by GW faculty which are split between the GW home campus in Washington, DC and 15 overseas locations (Belgium; Chile; China; Costa Rica; Czech Republic/Slovakia; Demark; Dominican Republic; England; France; India; Israel; Panama; Romania/Albania; Russia; South Africa).

Faculty Policies

- **GWU strives for a diverse faculty. There are no tenure requirements for international teaching experience or international research per se. An international reputation in ones field of expertise is considered a must.**

Student Activities

- International students at GW number 1,772 or 7% of its student enrollment. As an absolute number, GW ranks 74th among institutions in the US having more than 1,000 international students.
- There is a concerted effort at the undergraduate level to incorporate these students within the general student body.
- They are supported by the ISO and the MSSC (see above)

Technology

- Not specifically covered. There does not seem to be links between overseas sites other than through informal internet based networks.

Best Practices

- ***Focus on Fall Abroad Community (FOFAC)***. Set up to address the issue of the underutilization of GW housing during the spring semester due the fact that the majority of GW students study abroad in the spring. If a student qualifies (GPA >3.0, 45 credit hours completed, no infractions) benefits can include guaranteed spring semester housing for returning students in a dorm made up of other SA and international students, social network events with other FOFAC members, priority registration while abroad for the spring semester, a \$1,000 tuition award for some affiliated partner programs abroad or a \$1,500 tuition award for all GW Study Programs.

Institution: *Boston College*

Institutional Commitment

- Like Georgetown University, Boston College is a Catholic institution with Jesuit roots. It is “*committed to the discovery and transmission of knowledge [and] seeks to integrate excellence and religious commitment to both inform and form its students*”.
- One of Boston College’s seven strategic goals is to expand the University’s international activities. “*Become a significant intellectual and cultural crossroads by leveraging Boston College’s international resources and partnerships and its Jesuit and Catholic networks.*”
- BC believes “a 21st century education needs a global perspective”. Problems are increasingly global in nature and students need a global tool set to make things better.
- For BC, enhanced internationalization means better teachers and improved research which in turn attracts a higher caliber of student.

Organizational Structure

- There are four schools at BC offering undergraduate degrees (Arts & Sciences; Management; Nursing; Education) and four offering graduate degrees (the Graduate School of A&S, the Graduate School of Social Work, the Law school and the School of Theology and Ministry)
- The Deans of these schools report to the Provost
- The Director of International Programs (OIP) reports to the Vice Provost for Undergraduate Academic Affairs who in turn reports to the Provost
- This Office therefore has a fairly junior reporting relationship compared with other institutions
- There are 10 full time and 15 part-time (Grad students) in the OIP and up until now the focus has been primarily on Study Abroad. The new director has plans to expand his role in the future.
- While OIP administers Study Abroad programs for each of the undergraduate schools, governance appears primarily decentralized.

Foreign Language Requirements

- All students in the College of Arts and Sciences and the Carroll School of Management must demonstrate proficiency in a modern foreign language or in a classical language at the intermediate level. The Lynch School of Education and the Connell School of Nursing do not have language requirements.

- Proficiency may be demonstrated prior to matriculation based on AP or SAT II scores or while in college by taking 2 language courses at the intermediate level or 1 language course beyond the intermediate level.

Course Requirements

- Study abroad requirements for graduation are not common.

Education Abroad

- Approximately 40 % of BC's students have an international experience during their undergraduate years. However, those studying abroad are far fewer. BC does not rank among the top 40 doctoral institutions in the US in either participation or absolute numbers¹ which indicates their participation percentage is below 30%.
- BC works exclusively through "academic partnerships". They have over 60 of these at institutions of higher learning in more than 30 countries around the world.
- There are semester long or academic year programs in Argentina (2); Brazil (1); Bulgaria (1); Chile (2); China (2); Denmark (2); Ecuador (1); England (10); France (5); Germany (2); Greece (1); Ireland (5); Italy (3); Japan (2); Korea (1); Mexico (1); Morocco (1); Nepal (1); The Netherlands (2); Northern Ireland (1); Norway (1); The Philippines (1); Poland (1); Scotland (1); Singapore (1), South Africa (2), Spain (7); Sweden (2).
- Additionally, there are summer programs which vary from year to year. In 2009 there will be programs held in Argentina, China, Costa Rica, England, Ethiopia, France, Germany, Ghana, India, Ireland, Italy, Japan, Jordan, Korea, Kuwait, The Netherlands, Senegal, Spain and Turkey.
- Of the approximately 1,200 students participating in an international experience each year, 200 or so do it over the summer semester.

Faculty Policies

- An international reputation in ones field in required for tenure at Boston College. There are no specific policies or guidelines relating to international teaching experience for faculty at BC.

Student Activities

- About 3% of BC's undergraduates are international students (this compares with about 15% at Boston University)
- There is little in the way of outreach to recruit international students but this may be changing.
- However, 50% of the graduate student population is from overseas.

Technology

- Given the fact that BC utilizes academic partnerships exclusively, there is no formal common network in place linking Study Abroad students with the home campus.

Best Practices

- ***Security Protocols.*** The security of students studying abroad is taken very seriously at BC. New protocols have been written which include escalation procedures based on the severity of the incident. These protocols have been widely distributed and incorporated into the emergency documentation of all the schools sending students abroad.

Institution: *Northeastern University*

Institutional Commitment

- Northeastern recently revised their Mission Statement. It is comprised of only two sentences; the second being *“To create and translate knowledge to meet **global** and societal needs.”*
- There are five strategic themes; one being ***Global Opportunities***
- The current President is Lebanese. He continually uses his personal experiences to challenge the University and its students on what constitutes a global education.
- International programs are stressed for prospective students. NU’s approach to internationalization can be summed up in the following quote:

*“Throughout the course of studies for a typical Northeastern student, **internationalization** is one of the fibers threading all aspects of a student’s experience together. The key to Northeastern university’s approach to **internationalization** is to offer students multiple experiences throughout their years of study, helping students acquire - and constantly reinforce and grow - the skills a **global citizen** needs to succeed.”*

Organizational Structure

- The **Office of International Affairs (OIA)** was created approximately 2 ½ years ago.
- It reports to the Provost and Senior Academic Officer. It is lead by one of six Vice Provosts who, as part of the NU faculty, was formerly the Dean of the College of Arts and Sciences where he started the first study abroad program at the University. He also served for a time as the Interim Provost.
- International Affairs has the primary responsibility to foster and develop international collaborations for study abroad, experiential education, joint and double degree programs, and international research. Reporting to the Vice provost are:
 - **NU Global** - offers undergraduate and graduate students innovative programs, world-class resources, a collaborative learning environment, and a dynamic educational experience, both in Boston and internationally.
 - **International Studies Programs** - the University’s center which provides credit-bearing, study abroad program options for NU students.
 - **NU Global Corps** – service learning programs
 - **Dialog of Civilizations** – see Education Abroad below
 - **Middle East Center for Peace, Culture and Development** - dedicated to fostering peace and advancing cooperation in the Middle East.

- Other aspects of NU's internationalization efforts are housed elsewhere. The **World Languages and English Language Centers** are a collaborative initiative between the College of Professional and Continuing Studies and the College of Arts and Sciences
- **International Co-op** reports to the Vice Provost for Undergraduate and Cooperative Education. There is a specific office just for international co-op aptly titled *The Office of International Cooperative Education*. Students have been placed in co-op programs in over a dozen countries (Australia; Belgium; Chile; China; England; France; India; Ireland; Nigeria; Peru; Spain; Sweden; Turkey) around the world working anywhere from large multi-nationals to smaller local service companies. To be chosen for an international co-op experience is selective.
- Northeastern was on the quarter system but a few years ago made the switch to semesters. The conversion was done with little disruption at the time due to the fact that a great deal of work was done ahead of time to ensure a smooth transition. The change was actively supported by the faculty who wanted more time over the summer month to pursue their research.

Foreign Language Requirements

- The BS degree in International Business requires high proficiency in a language other than English, typically the equivalent of 6 progressive language courses.
- The BA degree in International Affairs requires language proficiency at the Intermediate II level.

Course Requirements

- At the undergraduate level, degree programs having differing levels of global content are available
- The College of Business Administration however has a course of study which leads to a **BS degree in International Business** which is ranked 13th by US News and World Report for undergraduate international business degrees. It is touted as *"An innovativeprogram that combines language proficiency with business academics in an international setting."* It involves 3 years of study at NU in Boston concentrating on language proficiency in one of five languages (French, German, Italian, Spanish or Chinese) as well as business and liberal art courses. There is also a 10 month junior year abroad which includes a one semester study abroad and a six month work abroad experience. The programs goals are to:
 - *Expand cross-cultural awareness.*
 - *Develop proficiency in a foreign language.*
 - *Gain technical competence and professional confidence.*
 - *Increase understanding and experience international business practices.*

- *Acquire unique insights from the experience of living, studying and working abroad.*
- The College of Arts and Sciences offers a **BA degree in International Affairs** which has a concentration of six required and six elective courses which focus on both historical and current topics impacting the world around us.
- There is also a **MS degree in Global Studies and International Affairs** offered by the College of Professional Studies.

Education Abroad

- Approximately 45% of NU students participate in some type of international experience while undergraduates. These can be in the guise of study abroad, work abroad, pre-matriculation studies or international service learning.
- there are two types of Study Abroad Programs offered:
 - **Traditional**
 - Semester long courses
 - At 55 NU approved partner institutions in over 40 countries in **Africa** (Benin, Egypt, Ghana, Niger, Senegal, South Africa); **Asia** (Armenia, China, India, Israel, Japan, Korea, Qatar, Thailand, Turkey [Ankara], UAE, Vietnam); **Australasia** (Australia, New Zealand); **Europe** (Belgium, Czech Republic, France, Greece, Hungary, Iceland, Italy, Netherlands, Spain, Switzerland, Turkey [Istanbul], UK); **North America** (Canada, Costa Rica, Cuba, Dominican Republic, Mexico); **South America** (Argentina, Brazil, Chile, Ecuador, Peru)
 - Instruction can be either in the local language or English depending on the program
 - **Dialogue of Civilizations Programs**
 - Typically held over the summer, these programs consist of a cohort group of approximately 20 students led by a faculty member. Students take and receive credit hours for two semester long courses. The objective of these programs is to provide the students with the opportunity to interact with students, politicians and community leaders and to immerse themselves in the cultures of the countries they visit. Lectures, site visits and cultural events are included as integral to the programs.
- Specific learning outcomes are being worked on.
- Satellite campuses are not of interest

Faculty Policies

- There are no specific international teaching requirements for tenure at Northeastern. While NU strives to have a diverse faculty as they do a diverse student body, they primarily hire professors based on their academic reputation in their field. If this reputation happened to be an international one, so much the better.

Student Activities

- There are 2,444¹ international students from 114 countries studying at Northeastern out of a total enrollment of 24,217 ranking it 43rd among US institutions from an absolute numbers perspective. Less than 1,000 are studying at the undergraduate level.
- NU actively recruits international students and has programs to address their specific needs (See **Global Pathways**)
- It is widely recognized that international students, who as a matter of policy don't qualify for financial aid, generate a significant profit stream for NU

Technology

- Not covered specifically.

Best Practices

- ***English Language Center.*** Part of the College of Professional Studies, the center offers courses in English for academic purposes which are taught year round and are specifically tailored for undergraduate and graduate (incl. MBA) students as well as TA's (teaching assistants).
- ***World Language Center.*** A cooperative effort between the College of Professional Studies and the College of Arts and Sciences. The primary goal of the World Languages Center "*is to offer an expanding array of languages in a variety of instructional formats for Northeastern students and to ensure that students will be able to take at least two years of instruction (four semesters) in any language offered*"
- ***Dialogue of Civilizations Programs.*** (See above)
- ***International Cooperative Education.*** (See above)
- ***International Service Learning.*** Another method of delivering experiential learning. Students can choose from programs with Engineers Without Borders, Global Partnerships for Activism and Cross-Cultural Training (PACT), Human Services Dialog or NU administered nursing programs in Latin America. These programs provide a unique opportunity for students to become totally immersed in foreign cultures by engaging at the grass-roots level with real problems in local community settings. Some programs, but not all, include course credits.

- ***NUin.*** A way for students who were not selected for fall admission to “work” their way in to NU by studying abroad for the first semester at either the Foundation for International Education’s (FIE) Study Center in London, England or at the American College of Thessaloniki in Thessaloniki, Greece. Depending on their grades (> C), they can earn up to 17 credits toward their NU degree and transfer in for the spring semester.
- ***Global Pathways Program.*** An innovative program which helps to prepare international students for their undergraduate or graduate studies at NU. The programs last for 4, 8 or 12 months. They provide courses in English, academic skills-building, and sheltered content instruction so that students who successfully complete the program can matriculate with credits into one of Northeastern's degree programs.

Internationalization

RIT-ACMT Report

**David W. Wilson
June , 2009**

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Executive Summary

RIT-ACMT finds itself at a critical juncture heading into the 2009-2010 academic years. Enrollment has declined steadily since 2002 and the number of students testing for admission in September 2009 is not encouraging. Financially the institution is running in the red – no longer able to cover institutional overhead or capital repayments. It is very likely that without a major change in strategy it will become difficult to even cover operating costs in the future.

Reasons for the decline in enrollment can be attributed to external factors (economy, increased competition, cost of living in Dubrovnik, etc.). There is, however, a general perception that the quality of the education at RIT-ACMT has declined and for reasons which are internally controllable (quality of faculty, quality of curriculum, delivery, etc.).

There are essentially two strategies to be pursued with several options to be considered depending on the strategy chosen. One strategy would be to exit Croatia. Options to be considered could include winding down or selling outright. Another, potentially preferable exit option would be to sell to a third party who could be contractually obligated to utilize RIT to continue to deliver the existing HSM and IT degree programs. This could provide the dual benefit of minimizing RIT's exit costs while reducing future risk.

The other strategy would be to remain in Croatia. The option to remain solely in Dubrovnik does not seem viable in the long term without significant changes to the current plan. In the short term it involves the least risk and the lowest investment but unfortunately seems non-sustainable. The establishment of a campus in Zagreb offering commercial degrees (IT, Business, Economics) while maintaining the Dubrovnik campus for HSM and as a study abroad center for RIT-Rochester students is the option that has the most upside potential financially but with significant investment required and therefore has the

most risk. Another option which could conceivably reduce risk would be to establish a presence in Zagreb through a joint venture with an existing private Croatian institution like ZSEM.

A decision on the path forward needs to be taken quickly and will ultimately require a trade-off between the desire for internationalization and the appetite for risk.

Findings- Reasons Given for Declining Enrolment

- **Demographics – HS Graduates**

1997	69,000
2008	48,000
2009 – 2012	48,000
2003+	declining
- **Many new private institutions (20+) have been established since ACMT began, many in Zagreb**
- **New competition in Dubrovnik – Dubrovnik International University**
 - 7,000 Euros per yr (more than ACMT)
 - Is rumored to have filled two sections of 25-30 students each for an initial class of 50-60
 - Housing arrangements available to students
- **Bologna Protocol raising issues**
 - 3+2 seen by some as preferable to 4+1
 - Not possible for ACMT given tie-in to RIT degree
- **Government wants to return to making a distinction in degree title between a “professional” degree and a “university” degree. ACMT degree considered a “professional” degree which is not as prestigious as a “university” degree**
- **Global economic crisis**
- **Academic year begins in September to match RIT; other schools in Croatia begin in October.**
- **“all in English” teaching compromises potential student pool by half**
- **Private education in Croatia still seen as being inferior to public education**
- **ACMT has very small “share of voice” (i.e. Other private institutions are heavily outspending ACMT in advertising. VERNE, who recently acquired another private higher school, spends the most by far.**

VERNE has also announced they are starting an IT degree program in the fall of 2009).

- **Dubrovnik is becoming increasingly more expensive to live for students. The lack of any dormitory facility in the area compounds the problem.**

Findings - Disturbing Signs

- **Significant decline in enrolment over the years since 2002**
Financials are currently at breakeven and RIT-ACMT will be unable to cover institutional overhead and capital repayment in the future
- **Significant decline in students testing for admission in April**
especially in light of the fact that 2 degree programs (HSM + IT) vs. 1 (HSM) are being offered for 2009/2010
- **High staff turnover – 5 finance associates since inception; 6 associates in enrollment**
- **Some Staff leaving for lower paying jobs**
- **Master’s Degree program (HRD) cancelled due to lack of enrolment**
leaving space leased in Zagreb vacant
- **Original hope was for two sections of IT (70-80 students); now concerned if there will be enough for 1 section**
- **Market research indicates that 70% of students learn about ACMT through word of mouth. Unfortunately, anecdotal evidence exists that the reputation of ACMT has declined since inception while other private institutions in Croatia (eg. Zagreb School of Economics and Management) have increased in prestige**
- **General feeling among focus group participants that although ACMT was first with American style education in Croatia, others have come along and not only copied ACMT model but improved upon it. ACMT is seen as rather stagnant.**
- **Enrollment staff lack experience**
- **ACMT is being out-marketed by its competition**
- **Bosnia-Herzegovina (BH) no longer accepts the ACMT degree as an accredited degree**
- **Staff seem demoralized and offer up “excuses” instead of pro-active plans**

- **Administration and Faculty tend to fall back on external factors as explanations for current situation instead of focusing on those things within their control which they can implement to improve matters**

Findings – Focus Group Comments

A) Students

- **1st Year**
 - *Why did they come?*
 - Dual degree
 - US style education (more interaction with professors)
 - Experiential learning (co-op)
 - Chance to work all over the world
 - Improve English language proficiency
 - High percentage of graduates get jobs within 3 months
 - Feel genuinely challenged
 - Would like to see more liberal arts classes
 - Dubrovnik is expensive to live
 - Want more information on co-op programs. Co-op program office needs to communicate better. “Now just a string of emails”.
 - ACMT needs to advertise it self better
 - Web-site needs to be updated more frequently with better links to RIT
- **Juniors**
 - Curriculum is OK but could be expanded – IT a good addition
 - More liberal arts courses like photography
 - Cohort groups are nice to have – exposure to RIT-Rochester students welcomed
 - Would like very much to work in US as part of the co-op requirement
 - Co-op office needs to expand
 - provide more international opportunities
 - Caliber of jobs needs to be improved
 - Could RIT-Rochester co-op office help with finding co-ops for RIT-ACMT students?
 - ACMT is becoming less selective with each incoming class
 - There are fewer applicants because of cost issues and lack of advertising
 - If ACMT goes to Zagreb, Dubrovnik will close in two years
 - We need a dormitory
 - Need to promote ACMT more
 - sponsored lectures
 - work with influential HS teachers
 - advertise to parents of prospective students

- utilize alumni to recruit students
 - advertising should be less “idealistic” and more “real world”
 - Expand recruiting efforts to Montenegro
 - Cooperate with other colleges in Europe to foster exchanges of students
 - PR at ACMT must be improved
 - Word of mouth is by far the way most students learn of ACMT
 - Companies in Croatia are stealing ACMT students’ ideas
- **Seniors**
 - *(How many would recommend ACMT?)*
 - 4/5 yes
 - 1/5 no
 - 4 of the five seniors in focus group would recommend RIT-ACMT to prospective students especially if they were interested in HSM
 - Standards have gone down – we are “cheapening” the degree
 - Professors are less demanding
 - Easier to receive a passing grade
 - Courses have less and less demanding content
 - Students don’t have to do the reading to pass
 - Course work not challenging enough
 - RIT-ACMT’s reputation is declining while other private institution’s reputations are improving
 - More professors and better professors
 - Bring in visiting professors
 - Broader course offerings
 - Quality of RIT-ACMT Professors must be improved through a better hiring process
 - Quality of RIT-ACMT’s curriculum must be improved
 - Too much overlap
 - More theory
 - Look into timing of sequential courses
 - Why no macro-economics courses if micro is offered
 - Quality of incoming students declining
 - Career Fair was well done
 - Recruitment efforts need to be improved
 - Recruit from tourism centers around the world
 - Should be able to recruit from the US
 - Make prospective student more aware of RIT-Rochester
 - Early alumni of RIT-ACMT are very proud of their degrees - need to recapture this feeling. Students need to feel they earned their degree

- **Student Council**
 - *(How many would recommend ACMT?)*
 - 3/4 yes
 - 1/4 yes if HSM is what they want
 - 0/4 no
 - Not fond of distance learning
 - Standards have been lowered
 - Grading done on a curve – easy to pass
 - Would like to see more specialization
 - Would like to see more integration of courses
 - Too much overlap
 - International business would be a very desirable degree program
 - The new Dubrovnik International University for Diplomacy will provide accommodations for their students, why can't ACMT do the same (*unconfirmed*)
 - Miss not having a campus
 - ACMT model is getting stale, needs to be revamped

- **Alumni**
 - Increased competition has really hurt RIT-ACMT
 - There should be more opportunities to study/work abroad for RIT-ACMT students
 - More degree programs should be offered although cannibalization of the HSM program will be inevitable
 - Suggested New Degree Programs
 - Business/Economics
 - Media/Communications
 - Journalism
 - Biology
 - Environmental Sciences (Sustainability)
[Unaware of expensive lab requirements for last two]
 - Content of courses should be tied more to the local/national/regional economy – avoid transposing US based courses verbatim with references/examples which are not relevant in Croatia

B) Faculty

- **Croatian Full Time Faculty**
 - At inception, RIT-ACMT was the only game in town – now many imitators
 - Have lost our Number 1 reputation
 - Since inception, all downhill
 - Sprit has been lost
 - Acute need to re-invent/revitalize our model to stay one step ahead of the competition
 - [*Why have we been out competed?*]
 - Location [not Zagreb]
 - Accommodation difficult to find and expensive
 - Accommodation 50% less expensive in Zagreb [*not true according to some*]
 - No dormitories for students
 - Restricted degree offerings
 - We haven't communicated with students well enough-haven't asked them what they want
 - American education model very desirable – need to go back to this model. We have been slipping away from it.
 - Not aggressive enough in our communications to prospective students/influential educators. Need to emphasize success stories
 - 70% of prospective students learn about RIT-ACMT through word of mouth
 - Quality of incoming students deteriorating – less enthusiastic
 - IT should be a big help
 - RIT-ACMT still considered superior to VERNE but inferior to ZSEM
 - Not networking, presenting or sponsoring seminars/symposiums enough
 - Need some celebrity speakers at Graduation- not always the American Ambassador. No longer getting national press coverage
 - Better evaluation form [of teachers] needed
 - Differentiate between Instructors and Professors
 - Should be allowed to put PhD on our doors
 - RIT-Rochester needs to be more involved
 - Hybrid courses with both US based and Croatian based students
 - Every incoming RIT-ACMT should be allowed to have 1 Quarter at RIT-Rochester for the same tuition as they pay at RIT-ACMT

- Produce a film of RIT-Rochester and distribute to existing and prospective students to better educate them about the University they are/will be receiving a degree from
- Co-Op is a competitive advantage which we should exploit more
- **US Full Time Faculty**
 - Standards have slipped
 - IT is definitely a step in the right direction
 - Would support even more programs like Photography and other Liberal Arts degrees
 - Dubrovnik can be a disadvantage vs. Zagreb as it is not the place to build a network
 - Some students come specifically because HSM is offered but the majority of students come because of other reasons (tuition in English, American style education, etc.)
 - Curriculum needs attention. Courses are offered based more on who is available than what is needed.
 - Students resent the overlap between courses (some overlap is OK but the lack of rigorous curriculum review has resulted in way too much repetition)
 - Sequential courses are often not offered sequentially
 - We spend a lot of time “pulling up the bottom”. We don’t have enough time for the good students
 - Hiring process is broken-there have been too many poor hires. Faculty should have a say; perhaps the students as well (have potential hires teach a class or two and get feedback from the students)

C) Administration

- **Enrollment & Marketing**
 - Visiting high schools in Croatia, Bosnia-Herzegovina, Montenegro and some schools in the Croatian Diaspora elsewhere in the world
 - In Croatia only visit 4 years High Schools specializing in general education, tourism or economics)
 - High Schools are not as welcoming as in the past. There are now over 20 private institutions all vying for time at the same schools. High Schools in Dubrovnik and Split still allow us in but this year Zagreb High Schools only allowed us to drop off brochures
 - VERNE spends much more than RIT-ACMT on advertising in the mass media (*unable to provide data on effectiveness of mass media advertising*)
 - We are being out marketed by the competition
 - Dubrovnik is expensive. We need dorms - RIT-Rochester should contribute
 - We should have more guest lecturers
 - We should move to University status
 - We need better contacts at companies who can fund scholarships
 - Just held an info session in Zagreb and hardly anybody showed up
 - More help needed from Enrollment office at RIT-Rochester.
 - Needs leads to US students who have applied but won't be admitted at RIT-Rochester
- **Staff**
 - We seem to have reached a plateau
 - We need something new
 - Initially we were unique, has a good reputation and our teachers and our technology were top notch
 - We are being overtaken by others
 - English language proficiency has slipped
 - Need to develop our Faculty
 - Vacant position of Academic Chair should be filled with a Croat
 - We need to target the parents of prospective students
 - Do the responsibilities of the Finance Director position create a closed loop?
 - We need to emphasize the uniqueness of our IT program. There are no experts here who can answer specific questions
 - Our internal communications need to be improved
 - We feel unappreciated and overworked
 - There should be more accountability and ownership and less micro-management

- There should be a performance evaluation process along with more recognition and rewards

- **Others**
 - Can't even get RIT-ACMT home page as a link on the RIT-Rochester web site because it doesn't meet the correct standards
 - RIT-ACMT web site should be more "dynamic"
 - Restricted from recruiting in the US diasporas for fear of siphoning off potential RIT-Rochester students
 - We are not investing for the future
 - Governance unclear – President doesn't seem to have complete authority over HSM program
 - There has been very little in the way of curriculum development
 - The faculty has not been pushed to be "the best they can be"
 - No reward system at RIT-Rochester for professors who agree to teach abroad. Perhaps professors on sabbatical could be encouraged to teach abroad during this time
 - Poor faculty members have been a problem
 - Need more money for Faculty development
 - We're becoming too cost restrictive
 - Need to be more involved with the key players in the tourism industry
 - Need a better advisory board
 - We restrict ourselves too much when deciding where to recruit
 - Faculty should be utilized more for recruiting purposes
 - RIT-ACMT vision is good but hasn't been turned into a strategic plan
 - Additional help from RIT-Rochester would be welcomed
 - Co-Op relations
 - Enrollment
 - Student/Faculty exposure

Options

1. **Remain in Croatia**
 - a. **Dubrovnik only**
 - i. **Stand alone**
 - ii. **Partner with DIU**
 - b. **Dubrovnik + Zagreb**
 - i. **Stand alone**
 - ii. **Partner with ZSEM**
2. **Exit Croatia**
 - a. **Shut down**
 - b. **Sell**
 - i. **Sell outright**
 - ii. **Sell with Service Contract**

Recommendations

1. Remain in Croatia

- Review current Administrative structure and Governance structure of RIT-ACMT immediately
- Develop an entry strategy for the establishment of a campus in Zagreb from one of the following:
 - 1) Create stand alone campus offering commercial (IT + Business + Economics) degrees only. Dubrovnik campus should be the sole campus offering HSM degree.
 - 2) Merge with or acquire another private institution currently residing in Zagreb and offer commercial degrees in Zagreb and HSM in Dubrovnik.
- Pursue university status
- Add business degree track
- As part of a overarching RIT initiative to improve the institution's Internationalization efforts, a goal of 25% of RIT-ACMT Dubrovnik's operating budget being supported by RIT-Rochester students studying abroad should be established
- Institute a requirement for at least one quarter of study abroad in Dubrovnik for all RIT-Rochester students in the HSM and IT degree programs which are also given at RIT-ACMT.
- To support future RIT-ACMT students and a sharp increase in RIT-Rochester students studying abroad, dormitory facilities must be established through either:
 - i) A partnership with the University of Dubrovnik, the Ministry of Education and RIT to build a shared facility. (During my

visit we met with individuals in the Mayor's office who indicated a dormitory would be built and RIT-ACMT students would have access to these rooms)

ii) A private partnership with a local developer

iii) A private - public partnership (during my visit I was approached by local government officials, a local architect and a former ACMT Trustee with the idea of developing a site in the SW corner of the Old Town).

- Staff RIT-ACMT's Enrollment office with trained and experienced people. RIT-Rochester's Enrollment Office should have oversight responsibility for recruitment and training as well as specific goals for enrollment increases at RIT-ACMT
- Enrollment initiatives should be completely revamped and should be tailored separately for the HSM versus the IT degree programs. Emphasis for the IT degree program should be on non-traditional methods and should concentrate on reaching prospective students and influential faculty in the technical high schools.
- Seminars and training programs (perhaps utilizing the relationship with Apple's VAR in Croatia) should be sponsored by RIT-ACMT among other ideas to raise the profile of RIT-ACMT.
- Employers in Croatia should be approached and the unique, practical nature of the IT program explained to them. Sponsorship/scholarship money should be solicited. The marketing budget should be increased as well.
- A complete HSM curriculum review should be immediately undertaken to address student and faculty complaints centering on repetition, overlap and sequencing.
- Create a new subsidy and advertise the fact that any RIT-ACMT student who wishes to do so can take up to two quarters of study at the RIT-Rochester campus for the same tuition as is being charged at RIT-ACMT.
- Work to create sufficient opportunities to allow for 25 % of RIT-ACMT students to do their co-op work requirement abroad.
- Immediately bring RIT-ACMT web site up to the standards required for it to be part of the RIT-Rochester portal with all the appropriate links
- Videos of RIT-Rochester campus should be readily accessible on the RIT-ACMT web site to reinforce the stature of the excellent institution RIT-ACMT students will be receiving a degree from.
- Use new technology to improve distance learning. RIT-ACMT students should always have the opportunity to have on-line, real time access to professors who are not on-site. Equip some classrooms with video conferencing capability so students can do this easily or even enroll in actual classes being taught on the RIT-Rochester campus.

Recommendations (Exit Croatia)

- An exit from Croatia should attempt to minimize the negative impact on the students currently enrolled as well as on the reputation of RIT as an institution of higher learning.
 - A commitment does exist to allow current students to complete their degree programs. This will require either a three or four year wind-down phase depending on whether the decision to close is taken before the Class of 2013 enters in September 2009.
 - Initially the wind down process should attempt to utilize the Dubrovnik campus and efforts should be undertaken to reduce expenses as much as possible (reduce salaries and retain only those functions required to complete the wind down phase) in order to minimize exit costs.
 - Given the high likelihood that there will be significant attrition of students, faculty and staff over time, a contingency plan should be prepared to allow RIT-ACMT students to complete their degree at RIT-Rochester should numbers fall below critical mass
- A preferred exit strategy, however, would be to sell ACMT as a going concern to an existing private institution in Croatia. This could take the form of an outright sale with no future RIT involvement or a model change where, like RIT-Dubai, RIT could contract to provide services to a non-RIT entity on a cost plus basis thereby minimizing exit costs, future risk and negative publicity.

At this time, I believe the “Remain in Croatia” is the option which should be adopted.

Conclusions

RIT-ACMT's stature in Croatia as a private institution of higher learning has unfortunately deteriorated since its inception. Other private institutions have emerged who have copied the ACMT model. They are perceived as having improved on this model of US style education while ACMT is perceived as having stagnated. As ACMT's reputation has declined so has its enrollment with a consequent deterioration in its financial performance.

External factors beyond RIT-ACMT's control have undoubtedly contributed to the present situation. Competition has increased especially in Zagreb. Dubrovnik has become a more and more expensive place to live with no dormitory facilities available to students. Croatia is not immune from the Global Economic Crisis. These issues are all too real but to conclude that they are solely responsible for RIT-ACMT's current predicament would be erroneous. Internal factors, well within the control of RIT-ACMT *and* RIT-Rochester have certainly played a part as well.

The current trajectory of RIT-ACMT is non-sustainable. First and foremost, a strategic decision to remain in Croatia or exit the country must be made without further delay. Postponing a decision to close down will only increase the exit costs. If the decision is to remain, actions are needed immediately in order to minimize future losses and maximize the possibility for longer term success.

Mitigating tactics are possible for either scenario. Remaining in Croatia means expansion to Zagreb. A strategic alliance with the right partner could mitigate investment costs and reduce risk for such an entry strategy. Exits costs could be reduced if the institution could be sold as a going concern with the possibility that RIT could remain involved with less risk by employing a "cash for services rendered" model.

Regardless of the option chosen, time is of the essence.

ⁱ Bhandari, R. and Chow, P. (2008). *Open Doors 2008: Report on International Educational Exchange*.
New York: Institute of International Education