



State Council of
Higher Education for Virginia

Council Briefing on Internationalization and Globalization

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Higher Education's Role in Globalization of the Economy

- Degree attainment
- Competitiveness of workforce





Federal Mandate

President Obama: "In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity--it is a prerequisite. And yet, we have one of the highest high school dropout rates of any industrialized nation. And half of the students who begin college never finish. This is a prescription for economic decline..."





SCHEV Survey of Public Institutions

Institutions were requested to provide the following with regard to internationalization efforts:

- 1) Internationalization/globalization in mission statement;
- 2) Internationalization/globalization in curricular requirements;
- 3) Structure and institutional support;
- 4) Funding;
- 5) Economic development efforts.



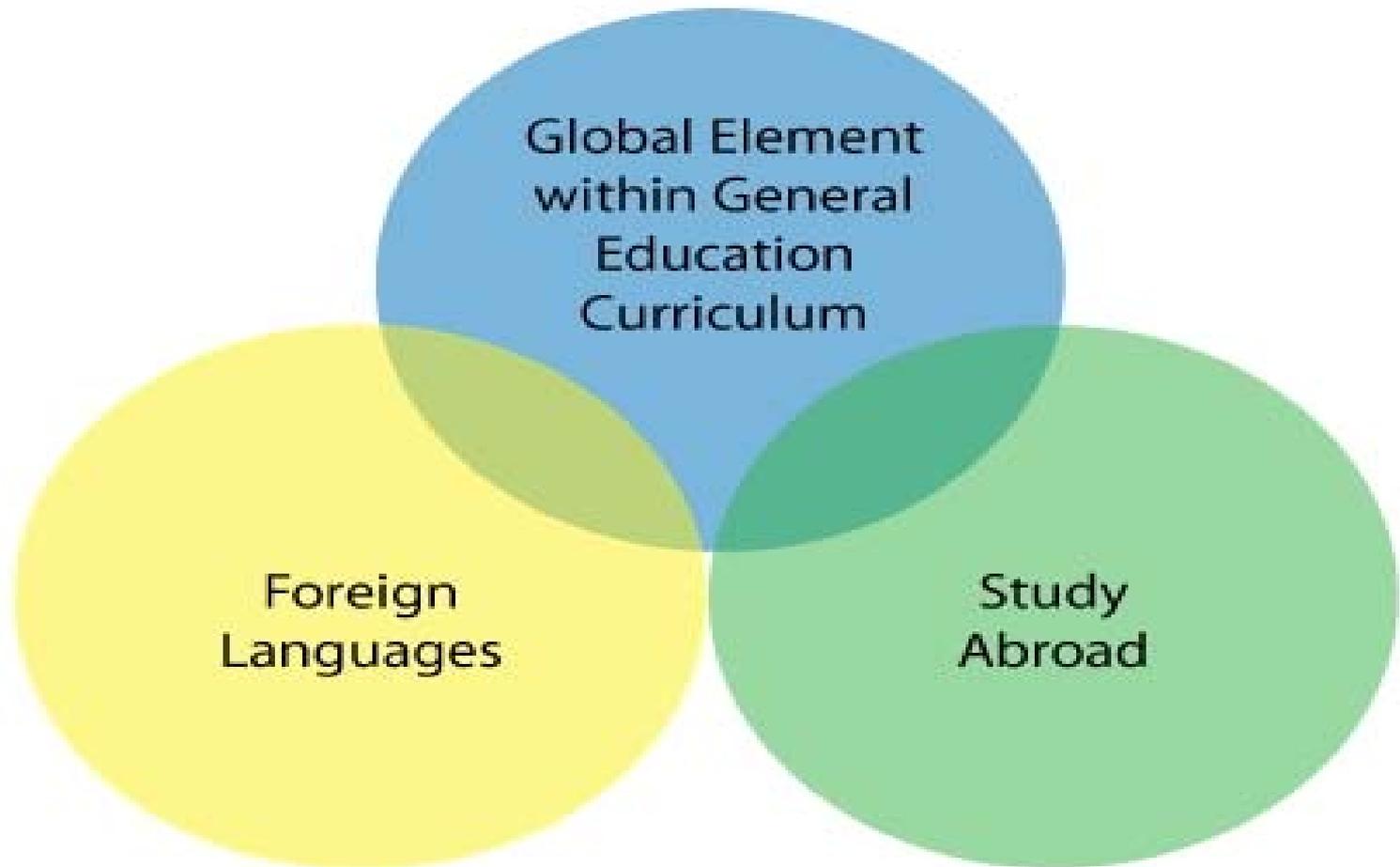


How to prepare students as global citizens

- Internationalize the curriculum.
- Increase numbers of students studying abroad and foreign students studying here.
- Enhance international collaborations between faculty and institutions.



Elements of Internationalization of the Curriculum





Internationalization of the Curriculum

- Global element in curriculum: Over half of the public institutions have a GenEd requirement of at least 3 credit hours in courses/areas with such titles as:
 - “Global and Multicultural Perspectives” (CNU);
 - “Global Understanding” (GMU);
 - “The Human Community” (JMU);
 - “Global Perspectives (RU);
 - “Global Studies” (VSU), and
 - “Global Inquiry” (UMW).



Internationalization of the Curriculum (Continued)

Foreign Language requirements:

- About 37% of the public institutions have a requirement for all students to be proficient in a foreign language; this can often be fulfilled either by course completion or demonstrating proficiency through testing.
- Also notable that so many of our institutions have expanded their language offerings beyond the basic French, Spanish and German.



Internationalization of the Curriculum (continued)

Study Abroad requirements:

- While no public institution has a study abroad requirement for all students, it is common for certain programs to require some form of experiential learning abroad. (In 37.5% of the institutions).



Highlights

- Over 60% of public institutions reported that their mission statements reference globalization. Six four-year institutions have strategic plans with specific goals for expanding global perspectives and engagement.
- Even the 2-year institutions and Higher Education Centers are showing a greater interest in globalization, with study abroad opportunities, international clubs and the faculty development through VaCIE-VCCS International Exchange Program.
- The majority of the 4-year institutions have a curricular requirement for a course in global perspectives or global understanding. Almost 40% have a foreign language requirement across the curriculum.
- At 40% of the four-year institutions, over 10% of the students in the 2008 graduate class participated in study abroad programs. The highest participation rate was 46%.
- Most four-year institutions have a senior international officer who reports directly to the provost.
- Six institutions own/manage programs at sites in foreign countries.
- Eight institutions have economic development programs based locally or in foreign countries, or both.



Perspectives from the Student Advisory Committee



- Global education is becoming more important as it becomes more common for people throughout the world to seek employment outside their borders.
- Being capable of speaking a language is not enough – students must learn to operate in a foreign setting.

“It’s more than just language. There are different parts of a culture that students can only understand once they’ve been to that country.” - Fajir Amin; VCU, elementary education and psychology major



Perspectives from the Student Advisory Committee

- Interactions with international students on campus are valuable – not only for learning about other cultures, but about our own.
- Study abroad is valuable for many disciplines, not just international relations and foreign languages.
 - ***“In order to design a globally competitive product you must be able to engineer and design what people need at an international level.” Matt Fifer; UVA, fourth year engineering major.***
- Administrations can increase access to study abroad by making academic requirements more flexible and by mitigating costs, perhaps by providing more scholarships.
 - ***“Rigid course requirements may not allow students to travel abroad and graduate on time.” -Robert Fendley; VMI, international studies and Arabic major***



Next Steps

- Analyze responses of private institutions to the same survey.
- Share information and engage international education professionals at the public and private institutions.
- Create a dialogue between international education professionals and economic development professionals on strengthening global competitiveness.
- SCHEV to develop white paper based on this survey and the discussions to facilitate further policy decisions.