

INTERNATIONALIZATION EFFORTS AT STATE UNIVERSITIES IN FLORIDA

by

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## ABSTRACT

Today's global environment poses more and more challenges for higher education institutions to provide learning opportunities that enable students to become globally competent and prepared to face the challenges of an increasingly global society. For many universities, internationalizing their campuses can help students acquire knowledge, skills, and experiences to be able to compete in the global economy and become productive members of a diverse world society. The purpose of the study was to explore the extent to which internationalization had been realized in Florida's public universities by determining (1) whether there was a relationship between articulated commitment and the level of internationalization; (2) whether there was a relationship between curriculum and the level of internationalization; (3) whether there was a relationship between organizational infrastructure and the level of internationalization; (4) whether there was a relationship between funding and the level of internationalization; (5) whether there was a relationship between institutional investment in faculty and the level of internationalization; and (6) whether there was a relationship between international students/student programs and the level of internationalization.

Data derived from the internationalization survey were used to analyze the six research questions by employing descriptive statistics, Pearson coefficient of correlation, and Chi-Square tests. There were strong positive correlations between the six categories noted above and the level of internationalization efforts in Florida public universities. Implications for practice include the development of various strategies to help internationalize their campuses and the student learning experience.

This dissertation is dedicated to my parents, Elhajja Ezzine and Bachir Bendriss, who provided me with opportunities to achieve everything I desired, motivated to believe in myself, and encouraged me to pursue my dreams; and to my sister Amane, who keeps smiling and helping people in spite of a terminal illness. I also dedicate this accomplishment to my wife, Jennifer and my two beautiful kids, Sophia and Lena for their patience.

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## CHAPTER 1

### THE PROBLEM AND ITS COMPONENTS

#### Introduction

The advent of a global environment has created new challenges for the higher education community. According to the American Council on Education (ACE, 2005), an increasing need for international skills, cross-border mobility, and technological capabilities has created a more integrated world and new challenges for universities of higher education. To meet these needs, universities can play a significant role in preparing students to be productive members of the global society by equipping them with skills to be globally aware and competitive through an internationalized curriculum and experience. An internationalized campus can provide knowledge, skills, and experiences for students to become globally competent and prepared to face the challenges of our global environment.

In 2004, the National Association of State Universities and Land Grant Colleges (NASULGC, 2004) task force on international education issued a challenge to presidents of land-grant and major public research universities to internationalize their institutions' missions in order to remain competitive and prepare global citizens. The report recommended that university leaders articulate their commitment to internationalization, mobilize institutional and community support through advocating policy change, and develop action strategies to build partnerships and develop funding relationships.

Americans are increasingly realizing the importance of international education initiatives to prepare future generations for the global environment. In December 2005, NAFSA: Association of International Educators conducted a nationwide omnibus survey of a representative sample of 1,051 American adults to measure their perceptions on global preparedness, language learning, education abroad, international students, and knowledge of other cultures. 90% of American adults believed in the importance of acquiring the skills and knowledge for a more interconnected world and learning a foreign language for future job competitiveness. Furthermore, 77% of Americans valued living and studying abroad to experience other cultures, and 86% value the opportunity for their children to attend an educational institution where they would interact with international students. Finally, an overwhelming number (94%) of the American public understands the importance of providing future generations with knowledge of other countries and cultures (NAFSA, 2005). Americans recognize the need for college graduates to be globally competent.

A February 2006 report, entitled "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security", and published by the Committee for Economic Development (CED), an independent, non-profit, nonpartisan public policy organization, documented the various ways in which the American educational system does not prepare graduates with the knowledge, skills, and attitudes to compete in the global workforce. The report emphasized the importance of a global education to face the challenges to the American economy, national security, and multicultural society. According to the CED report, only

1/3 of seventh to twelfth grade students and just 5% of elementary school students study a foreign language. Similarly, at the college level, only 1% of undergraduates study abroad. To meet the challenges of the 21<sup>st</sup> century, CED recommends that the U.S. educational system infuse the curriculum with international content and at all levels of learning (CED, 2006).

Assessment of higher education internationalization is based on a number of evaluation criteria. First, the mission, goals, and strategic plans of universities should articulate a clear commitment to international education, and universities should provide the necessary structures, human resources, support systems, and infrastructure to implement an effective process of internationalization (Ashizawa, 2006; Connell, 2005; Green, 2005; Knight, 2003). Next, there should be consistency between planning and budgeting for campus internationalization to come to fruition either through external funds, competitive funds, or other means (Ashizawa, 2006; De Wit, 2006; Green, 2005; Hser, 2003). Another assessment indicator of internationalization is the university curriculum or academic offerings and institutional involvement of faculty by measuring categories such as language programs, general academic programs, education in the student's area of academic concentration, and the international perspectives in the courses that make up those academic concentrations. Finally, other evaluation factors include the active integration of international students on campus, development of student programs, joint programs, and academic exchanges with external organizations (Ashizawa, 2006; Beckford, 2003; Connell, 2005; De Wit, 2006; Green, 2005; Tan, 2003).



This research explored the internationalization efforts of public universities in the State of Florida during the academic year of 2005-2006. It capitalized on prior investigations of internationalization indicators and attempted to evaluate the degree of internationalization of Florida public universities (Appendix A) based upon Green's internationalization conceptual model made up of six dimensions of internationalization. These dimensions include articulated commitment, academic offerings, organizational infrastructure, external funding, institutional investment in faculty, and international students and student programs. It is important to measure the degree to which a higher education institution is internationalized because it assists in understanding how active institutions are in educating students on international issues, cultures, and foreign languages and in maximizing the global perspectives of students to prepare them for global competency.

In 2006 when the research was conducted, Florida public universities were: University of Florida (UF), University of Central Florida (UCF), University of South Florida (USF), University of North Florida (UNF), University of West Florida (UWF), Florida State University (FSU), Florida Gulf Coast University (FGCU), Florida Mechanical & Agricultural University (FAMU), Florida International University (FIU), Florida Atlantic University (FAU), and New College of Florida (NCF).

#### Statement of the Problem

Following the events of September 11, 2001 and the policy changes in immigration that were introduced after the terrorist attack, international student and

scholar enrollment in the United States was impacted because of security checks, such as the Visa Mantis and Condor, as well as new tracking and reporting requirements, such as the SEVIS monitoring system. According to the findings from the 2005 Council of Graduate Schools (CGS) international graduate student admissions survey, 57% of responding schools reported declines of graduate applications from international students leading to a 5% overall decline from 2004 to 2005. CGS also reported that international students represented 41% of graduate enrollment in the physical sciences and close to 50% in engineering. This had serious implications for research universities that relied upon graduate international students who taught and conducted research in the areas of science, technology, engineering, and mathematics.

Likewise, according to the National Association of State Universities and Land Grant Colleges (NASULGC) task force on international education (2004), foreign student enrollment decline posed a serious challenge for the future ability of higher education to meet the demands for a highly skilled workforce in those areas. Therefore, an evaluation of the types of strategies Florida public universities implemented to internationalize their campuses was vital to an understanding of what was done and what needed to be done in the area of international education. To what extent has internationalization been realized in Florida's public universities?

### Purpose of the Study

The literature suggested several considerations for internationalizing curriculum and student experiences. The purpose of this study was to examine and measure the

extent of internationalization efforts in state universities in Florida and to identify any relationships between selected institutional strategies, such as funding, academic offerings, institutional commitment, organizational infrastructure, investment in faculty and international students, and the degree of institutional internationalization in Florida.

### Limitations of the Study

The limitations of the study were as follows:

1. The study was accurate only to the extent that the data entered from the responses of international education personnel to the surveys were complete, reliable and honest.
2. Participants in the study may not represent past or future international education professionals within public universities in Florida.
3. The study was limited to international education professionals working in public universities in Florida during the fall semester of 2006. Conclusions from the responses of the participants should not be generalized to international education professionals in other public universities in other states.

### Assumptions

1. The degree of campus internationalization could be accurately measured using the survey instrument.
2. The participants in this study were assumed to have provided honest responses to the items used in the survey instrument.

3. The participants in this study were assumed to have provided accurate data regarding their institution.

### Significance of the Study

In the Global Learning for All Project, Green (2005) suggested a campus internationalization strategic framework in which goals were to identify strategic issues around internationalization at universities and to help them advance their internationalization agendas by reviewing and aligning student learning outcomes and institutional strategies. This research study aimed to contribute to knowledge and research literature on international education by identifying the extent of institutional commitment to internationalization and the various strategies Florida public universities employed to internationalize their student and faculty experiences.

The findings of this research study could provide common internationalization strategies utilized in Florida public universities to assist educational leaders and higher education policy makers in designing, developing, and implementing highly effective strategies that integrate global themes in the teaching, research, and service functions of universities. Attracting and retaining quality international students, as well as encouraging U.S. students to study abroad and learn foreign languages, would contribute to the development of globally competent citizens who will be able to compete in the global marketplace.

## Research Questions

This research sought to examine and measure internationalization efforts at the 11 public universities in Florida by answering the following question: What is the relationship between institutional characteristics of Florida public universities and the extent of their internationalization? A better understanding of this relationship may be ascertained by obtaining answers to the following guiding questions:

1. Was there a relationship between articulated commitment and the degree of internationalization of the 11 Florida public universities? (Survey items 1-6)
2. Was there a relationship between academic offerings (curriculum) and the degree of internationalization? (Survey items 7&8)
3. Was there a relationship between organizational infrastructure and the degree of internationalization? (Survey items 9-13)
4. Was there a relationship between external funding and the institution's degree of internationalization? (Survey items 14-17)
5. Was there a relationship between institutional investment in faculty and the level of internationalization? (Survey items 18-20)
6. Was there a relationship between international students/student programs and the level of internationalization? (Survey items 21-29)

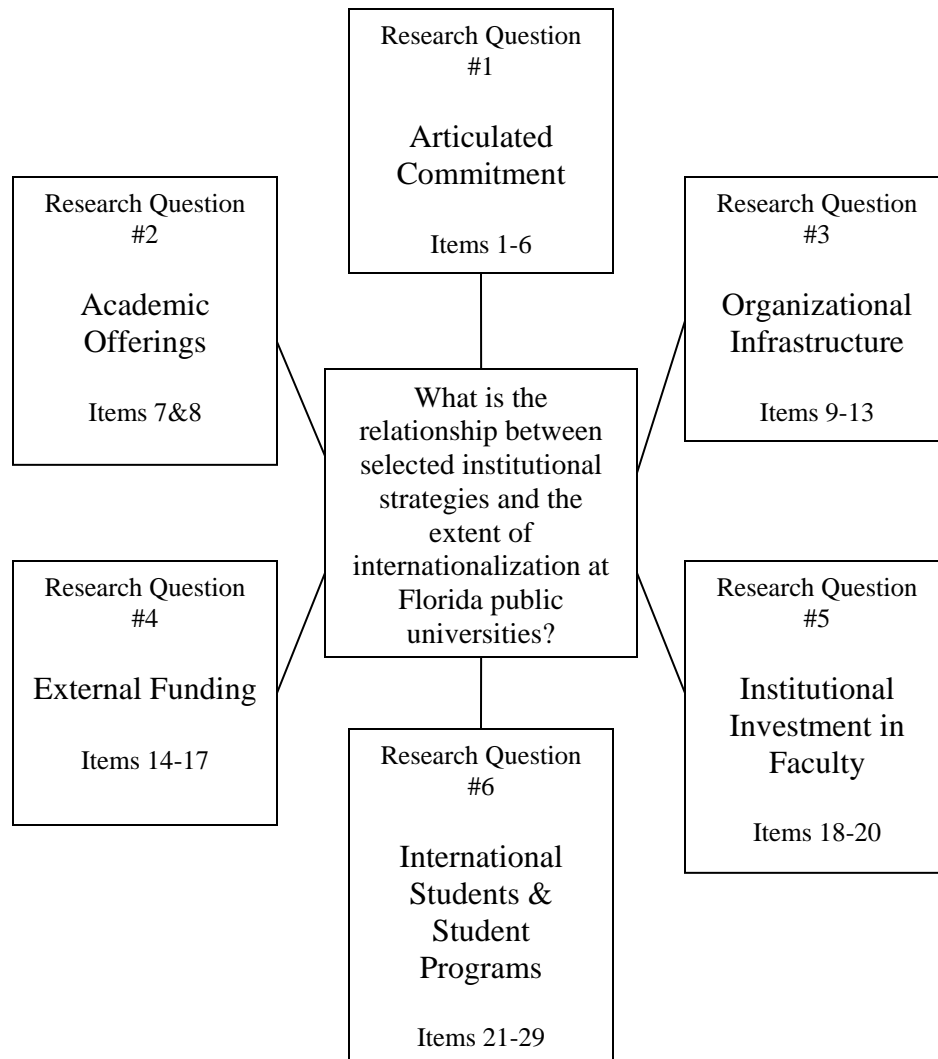


Figure 1: Research Questions Conceptual Map

## Methodology

### Population and Participant Selection

The primary methodology of the study was descriptive survey research. The population for this study consisted of international education administrators responsible for internationalization in the 11 public universities in Florida during fall 2006. Using the membership list of the Florida Association of International Educators as a reference, an electronic communication was sent to identify international education administrators responsible for internationalization. International education administrators included deans of international affairs, directors of international student and scholar services, study abroad program directors, international academic program administrators, Linkage Institutes' directors, and international student advisors. Data were collected from these administrators.

Data were collected using a survey instrument designed to determine the level of internationalization for each institution and allow categorization as highly active or less active in internationalization. In 2001, the American Council on Education (ACE) conducted a national survey of comprehensive universities to measure the level of internationalization in the teaching, research, and service functions of these universities. ACE developed a questionnaire of 30 questions that were categorized in six dimensions: institutional articulated commitment, academic offerings, organizational infrastructure, external funding, institutional investment in faculty and international students and student programs.

The researcher utilized ACE's instrument to measure the level of internationalization of public universities in Florida (Appendix A). The dependent variable was the degree of internationalization efforts, and the independent variables were articulated commitment, academic offerings, external funding, organizational infrastructure, institutional investment in faculty, and international students and student programs.

The study methodology used a modified version of Dillman's multiple contact strategy (2000). The researcher sent an electronic communication that contained a link to a password-protected survey site to the personnel responsible for international education and internationalization initiatives in Florida public universities to ask them to complete the online survey. After a few weeks, the researcher sent a letter to those international education personnel who did not complete the initial survey to request their participation in the research study and to ask them to complete the online survey questionnaire.

The study population comprised all universities from the State University System of Florida: University of Florida (UF), University of Central Florida (UCF), University of South Florida (USF), University of North Florida (UNF), University of West Florida (UWF), Florida State University (FSU), Florida Gulf Coast University (FGCU), Florida Mechanical & Agricultural University (FAMU), Florida International University (FIU), Florida Atlantic University (FAU), and New College of Florida (NCF).



## Instrumentation

Data were collected using an institutional survey designed to determine a level of internationalization for each institution and to allow categorization as highly active or less active. The instrument used in this research was Greene's (2005) institutional internationalization survey developed for the American Council on Education (ACE) internationalization initiative to measure internationalization at universities. Based on the input of an advisory board of experts in international education and a literature review, ACE defined highly active universities as having a high level of international or global perspectives and content in the instruction, research, and service functions of a university.

The questionnaire consisted of a 30-item, multidimensional survey, which employed a 6-point Likert type response scale ranging from 1 = strongly disagree to 5 = strongly agree and with 6 = Not Applicable. The items focused on areas related to the extent of a university's international activities, funding, articulated commitment to these activities, organizational infrastructure, institutional support of faculty and students to participate in international activities, and international students. The survey is provided at Appendix B, and the relationships of survey items to study constructs are shown in Table 1.

Table 1: Relationships of Study Constructs to Survey Items

Construct	Survey Items
Research Question 1	1 through 6
Research Question 2	7, 8
Research Question 3	9 through 13
Research Question 4	14 through 17
Research Question 5	18 through 20
Research Question 6	21 through 29
Institution Item	30

These survey items were categorized under six dimensions:

1. Articulated commitment
2. Academic offerings
3. Organizational infrastructure
4. External funding
5. Institutional investment in faculty
6. International student and student programs

## Institutional Internationalization Instrument Development

Before the American Council on Education (ACE) fielded the institutional internationalization survey, it commissioned the Center for Survey Research and Analysis (CSRA) of the University of Connecticut to conduct a series of 10 focus groups at four different universities, representing different Carnegie classifications. Siaya and Hayward (2003) state that:

Separate focus groups of students and faculty were conducted at each institution. At one institution, two additional focus groups were held to ensure inclusion of students and faculty who were not actively involved in international education—an “agnostic” group. At each focus group, information was collected about participants’ international experiences and their perceptions of the value and state of international education at their institution. Moderators used a written guide to ensure consistency in topics covered, but discussions were free ranging, allowing participants to introduce new topics concerning internationalization. The focus groups informed our initial survey drafts. (Siaya & Hayward, p. 111)

Next, ACE convened an advisory board meeting composed of international education leaders, experts, and scholars to review the survey drafts and to construct new ones. Siaya and Hayward (2003) concluded their methodology report by stating that:

ACE piloted the revised institutional survey with 60 randomly chosen institutions. We also sent the surveys to eight additional institutions—two of each institutional type—and conducted telephone interviews with the person most likely to complete the institutional survey, usually the person directing the institution’s international education efforts. During the interviews, administrators were asked to identify questions that were confusing, difficult to answer, or ones in which the results would not be useful. Their comments were used to revise the institutional survey. (p. 111)

After the surveys were finalized, ACE contracted with the Center for Survey Research and Analysis to conduct the survey of institutional internationalization. The researcher of this study made a concerted effort to obtain information on validity and reliability of the instrument from the author, but none was available.

According to Fraenkel and Wallen (1996), “when a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced. This kind of checking is often referred to as triangulation” (p. 461). Qualitative data were collected through a content analysis of various data relevant to internationalization of Florida public universities and a synthesis of information on internationalization that was obtained from their web media. Examples of these data included the articulation of internationalization on universities’ mission statements, goals, and strategic plans, a detailed description of their international education organizational structures, and the presence of a campus internationalization committee or task force. In addition, data were gathered on specific components, including curriculum development, faculty development opportunities, the role of international students and scholars, study abroad programs, and inter-university agreements.

### Data Analysis

The survey questionnaire consisted of items that could be grouped in six dimensions, which are articulated commitment, academic offerings, organizational infrastructure, external funding, institutional investment in faculty, and international students and student programs. Scores for each of the six dimensions were derived by summing the values of the items used and averaged to determine an overall internationalization score for the 11 state universities in Florida. These universities were then labeled either highly active or less active in regards to internationalization (Greene, 2005).

Frequencies for each survey item were calculated for each Florida institution. In addition, a Chi-Square test was conducted to determine if Florida public universities were statistically different from expected proportions of comprehensive universities surveyed by the American Council on Education internationalization national study.

### Organization of the Study

This dissertation consists of five chapters. Chapter 1 presented a rationale for higher education internationalization and the need to provide students with international knowledge, skills, and experiences to prepare them for global competence. It also dealt with the purpose of the study and research questions to be answered.

Chapter 2 provided a literature review that will give various definitions of internationalization of higher education and the multiple strategies universities utilize to internationalize their campuses. Analysis of the processes and theoretical frameworks establishing the relevance and importance of international education were conducted; what other studies have found in regards to the relationships between certain institutional characteristics and the level of internationalization of universities were analyzed.

Chapter 3 covered methodology. It included a discussion of the population of the study, instrumentation, collection, and analytical procedures of the data.

Chapter 4 presented an analysis of the data, closely linking the results of the study with the research questions. Finally, Chapter 5 provided an opportunity for a summary, discussion, and implications for practice. It used the findings of the research to develop a body of recommendations based on key strategies and best practices used by highly

active universities to internationalize their campuses. This chapter included recommendations for future studies related to the internationalization of higher education.

## CHAPTER 2

### REVIEW OF THE LITERATURE AND RELATED RESEARCH

#### Introduction

This chapter provides a review of relevant literature and research related to internationalization of higher education. First, a brief overview of the various definitions and rationale for internationalization is presented. Next, factors that help promote university-wide internationalization are established. Then essential components to internationalize a campus, such as institutional commitment, funding, and contributions of international students, are reviewed. Finally, the role of faculty and internationalization of curricula is examined through examples of institutions of higher education.

#### Internationalization

Researchers and practitioners have provided different definitions for “internationalization”. Some defined it as international exchange, study abroad, internationalizing curricula, inter-institutional linkages, international relations, and educational development for other countries (Anweiler, 1977; Funk, 2001; Knight, 2003). Others defined internationalization in terms of fostering good relationships among different people (NAFSA, 2003), incorporating institutional and national components (Knight, 2003), adapting to external forces (Ellingboe, 1998), and serving a different purpose than globalization (Altbach, 2004).

In addition, according to Green and Olson (2003), the Organization for Economic Cooperation and Development (OECD) explained internationalization as complex processes whose combined effect is to improve the international dimension of the experience of educational institutions. The International Association of Universities also indicated that internationalization of higher education is a multidisciplinary process that “integrates many different activities such as all forms of academic mobility, research collaboration, international development projects in higher education, curricular aspects in terms of the scope of programs and courses (area studies) offered or changes in curriculum of specific disciplines” (p. 1).

According to NAFSA: Association of International Educators, a professional organization with a membership of close to 9,000 from 50 states and 84 countries, international education fosters stronger relations among peoples of different cultures and encourages cross-cultural communication. International educators also believe that when educational institutions encourage international diversity, “students are given a window into their own richly diverse communities, and are able to critically evaluate today's connections of politics, commerce and civil society” (NAFSA, 2003, Conclusion section, ¶ 1).

Researchers also defined internationalization as a dynamic organizational process that integrates various components. Internationalization of higher education aims at integrating an international perspective into curriculum and student experiences. Knight (2003) argued that the process of internationalization of higher education incorporates institutional and national components and defines it "as the process of integrating an



international dimension into the teaching/training, research, and service functions of a university or college or technical institute" (p. 29). Knight and other researchers stressed that internationalization is to be viewed as a dynamic process of integration, and not just a set of activities or events in time.

Ellingboe (1998) viewed internationalization as an ongoing, complex process of organizational adaptation to external forces and defined it "as the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally-focused, ever-changing external environment" (p. 199). To meet this challenge, Ellingboe proposed several principal factors: institutional leadership, faculty members' international involvement in activities, research, and overseas institutions, internationalizing curriculum, access and affordability of study abroad programs for all students, strong presence and integration of international students, scholars and faculty into campus life, and co-curricular programs and activities.

Harari (1992) argued that the whole campus needs to be transformed to embrace an international ethos reflected in the curriculum and university personnel. Harari added that what made a campus international was "faculty with an international commitment striving to internationalize its own course offerings. It is the presence of an obvious institution-wide positive attitude toward understanding better other cultures and societies" (in Klasek, 1992, p. 75). Likewise, Tonkin and Edwards (1981) argued that internationalizing a campus should be systemic through the explicit articulation of

internationalization of mission and goals of academic institutions, the infusion of international perspectives into all academic disciplines and major requirements, and the hiring of faculty and staff members who have some kind of international experiences or interests.

Furthermore, internationalization and globalization are not the same. According to Altbach (2004), globalization refers to trends in higher education, such as mass post-secondary education, a global marketplace for students and faculty, and the global reach of innovative technologies, whereas “internationalization refers to specific policies and initiatives of individual policies of academic institutions...relating to recruitment of foreign students, collaboration with academic institutions or systems in other countries, and the establishment of branch campuses abroad” (p. 1). Moreover, Yang (2002) referred to globalization as a concept that “describes social processes that transcend national borders. While the concept of globalization spans separate, overlapping domains, it is fundamentally an economic process of integration that transcends national borders and ultimately affects the flow of knowledge, people, values and ideas” (p. 82). Teichler (2004) also differentiated between internationalization and globalization by discussing the former “in relation to physical mobility, academic cooperation and academic knowledge transfer as well as international education, whereas globalization is often associated with competition and market steering, trans-national education, and finally with commercial knowledge-transfer” (p. 7).

Globalization is defined more in terms of geopolitics and liberal economic ideology as opposed to internalization, which is more related to a global perspective and

experience in higher education. Sadlak (1998) viewed globalization as an expression of new geopolitics where control of and access to all types of markets is more important than control over territory. He saw globalization as the ability to generate and use knowledge, and to develop new technology and human resources. Knight (1994) defined internationalization of higher education as the process of integrating an international perspective in the teaching, research, and service functions of universities.

In describing Monash University's internationalization plan, McBurnie (2000) emphasized the distinction between internationalization and becoming global in Monash University's 1999 strategic plan. McBurnie stated that internationalization means "a way of thinking and acting which is not constrained by national boundaries or traditions and which actively seeks inspiration, understanding, and input from outside Australia. Becoming global refers to the process of locating operations, either physically or virtually, around the world" (p. 63).

In summary, researchers made a clear distinction between globalization and internationalization by emphasizing the former's focus on competition and commercial knowledge-transfer and the latter's emphasis on academic cooperation and exchange. Thus, internationalization of higher education can be defined as an ongoing, dynamic process that integrates an international perspective in the instruction, learning, research, and service functions of an institution of higher education.

## Rationale for Internationalization

In 1997, Jane Knight conducted a major study on internationalization of Canadian higher education and found 10 reasons why colleges and universities should work towards internationalizing the functions of these institutions. Canada's private industry, the public sector, government, and schools all contributed to the development of these 10 reasons why higher education needed to be internationalized. The most important reason was to prepare students who are internationally knowledgeable and inter-culturally competent. In addition, these sectors maintained that internationalization would make Canada more competitive and maintain international security and peaceful relations. Other economic reasons cited exporting education as a service trade, generating more revenue for institutions of higher education, and keeping up with or exceeding international standards. Finally, the academic and social reasons centered on fostering international research and scholarship that deal with interdependence of nations, understanding and appreciation for cultural and ethnic diversity, and social change.

In 2004, the National Association of State Universities and Land Grant Colleges (NASULGC) Task Force on International Education issued a report summarizing the rationale for internationalization in terms of students, higher education institutions, communities, and the nation. The report provided explanations of the impact of internationalization on the four rationales. For instance, the report indicated that internationalization impacts communities by translating local expertise globally and allowing U.S. educators to share their ideas for addressing local challenges with partners in other countries. Similarly, as they work with partners, these educators help their

institutions and communities benefit because internationalization expands service. The NASULGC report also noted how internationalization connects local communities to the world by giving them access to emerging markets, potential trade partners, skilled foreign workers and expertise. In summary, the report stressed that “if we are to maintain our place at the forefront of the world’s institutions of learning, we must truly be universities and colleges of the world. To make this claim we must internationalize our mission—our learning, discovery and engagement” (p. 6).

Another report that stressed the importance for Americans to acquire skills to compete in the global environment is the 2002 American Council on Education policy paper entitled *Beyond September 11: A Comprehensive National Policy on International Education*. Endorsed by more than thirty higher education associations, this paper detailed Americans’ lack of preparedness to function in a complex world and introduced three national policy objectives for international education: (1) produce graduates with international expertise and knowledge to address national strategic needs; (2) strengthen U.S. ability to solve global challenges, and (3) develop globally competent citizens and workforce. It listed strategies for achieving these objectives and emphasized the vital role of a partnership among education institutions, the federal, state, and local governments, and the private sector.

Additionally, the American Association of State Colleges and Universities (AASCU) Task Force on Global Responsibility (1998) emphasized the role of international education in producing graduates capable of living and working in a global world. The AASCU report indicated that campuses must provide students with

knowledge and skills to equip them to live and function productively in a culturally, economically, and linguistically diverse business environment. The report also argued that today's graduates would only be able to move and work comfortably in many different cultures if educational institutions provided them with a global education.

Furthermore, a 2006 report issued by the Commission on the Future of Higher Education appointed by Secretary of Education Margaret Spellings found that American higher education is behind other nations in preparing graduates capable of leading and competing in a global environment. The report stated that "while U.S. higher education has long been admired internationally, our continued preeminence is no longer something we can take for granted. The rest of the world is catching up, and by some measures has already overtaken us. We have slipped to 12th in higher education attainment and 16th in high school graduation rates" (p. 12). Recognizing the importance of international education to ensure students acquire knowledge and skills necessary to function in the global marketplace, the Commission made the following recommendation:

The need to produce a globally literate citizenry is critical to the nation's continued success in the global economy. The federal government has recently embarked on an initiative to dramatically increase the number of Americans learning critically needed foreign languages from K-16 and into the workforce. Higher education, too, must put greater emphasis on international education, including foreign language instruction and study abroad, in order to ensure that graduates have the skills necessary to function effectively in the global workforce. (p. 26)

Finally, some researchers have also argued that internationalization of higher education contributes to world peace and security (Knight, 1999; Scanlon, 1968). After the Second World War, the United States government felt the need to educate its citizens on world affairs. In 1946, the Fulbright Grants Program was established to facilitate the

exchange of students and scholars between the United States and other countries. The U.S. government also established other programs and funds to further an international education agenda and to compete with the Soviet Union in scientific research and advancement. For instance, the National Defense Education Act (NDEA, 1958) was passed to encourage the study of math, science, foreign languages, and area studies. Furthermore, the Agency for International Development (USAID, 1961) and Title XI of the Foreign Assistance Act of 1975 provided funding for American universities to help poor and developing countries develop their agricultural output and fight hunger. Thus, it could be argued that international education plays an essential role in teaching Americans about other countries and cultures, foreign languages, and an understanding of the world to foster world peace and security.

### Promoting University-wide Internationalization

How is internationalization of universities accomplished? Previous research has suggested several ways and processes colleges and universities pursued the internationalization of their campuses. Schoorman (2000) provided an organizational framework for understanding and applying internationalization as an institutional process for change based on systems theory. According to Schoorman (2000), internationalization is an organizational process that happens within interdependent structures and functions. In addition, Schoorman based the development and implementation of internationalization as an institution-wide adaptation process on Katz and Khan's theory

of organization-environment interconnection (as cited in Schoorman, 2000) guided by the framework of social organizations as open systems.

Furthermore, Bartell (2003) proposed that internationalization needs to be viewed as a process on a continuum, which could be symbolized by a few international students on campus at one end, or by “a synergistic, transformative process, involving the curriculum and the research programs, that influences the role and activities of all stakeholders including faculty, students, administrators, and the community-at-large” (p. 52); at the other end. Bartell argued that understanding a university’s organizational culture is crucial to the application of integrated strategies for university internationalization on the highest institutional levels rather than on a unit level. Sporn’s assumptions differentiated between strong versus weak cultures and externally oriented cultures versus internally oriented cultures in the degree of success in adapting to environmental changes such as internationalization.

Based on this typology, Bartell (2003) used a case-study approach to investigate two large, comprehensive, research universities to highlight Sporn’s strength and orientation typology. The findings argued that “the university that functions hierarchically, while being occupied predominantly with internal maintenance, resource allocation and control ignores...internationalization. On the other hand, the university that is outward looking fosters, supports, and rewards creative innovation” (p. 66). This framework illustrated by the cultural orientations of universities as organizational systems provides an understanding of internationalization as a process on a continuum and guides universities towards the utilization of strategic culture management, as Bartell



indicated, in their efforts to adapt to external environments, for example,

internationalization. Bartell (2003) stated,

Internationalisation conveys a variety of understandings, interpretations and applications anywhere from a minimalist, instrumental and static view, such as securing doctoral funding for study abroad programs, through international exchange of students, conducting research internationally to a view of internationalisation as a complex, all encompassing and policy-driven process, integral to and permeating the life, culture, curriculum and institution as well as research activity of the universities and its members (p. 46).

In analyzing the integration of internationalization in the programs and curricula of community colleges in the Middle States Region, Beckford (2003) surveyed a population of 238 presidents and chief academic officers on the degree of integration of international education in their programs and services. The four-part survey included 33 questions about curriculum, study abroad programs, international student services, and other international initiatives. Beckford based her theoretical framework on John Dewey's education theories that focused on informal education, reflection, experience, and the engaging role of education in general. The results of the study suggested that community college leaders failed to develop international initiatives, add an adequate international component to curriculum, or implement international programs and services for the institution's faculty and students. These results suggested that, without the dimensions of internationalized academic offerings, institutional investment in faculty and student programs, and an adequate organizational infrastructure (Green, 2005), campus internationalization could not be implemented effectively and successfully.

Another qualitative study by Tan (2003) examined how and to what extent a Midwest comprehensive university developed the process of internationalization based

on the understanding and perceptions of its faculty and administration leaders. Tan's dissertation at the University of Northern Iowa examined important components of international education, media of internationalization processes, potential benefits of an international university, and what constituted a successful internationalized comprehensive university. Tan based her research on a conceptual framework that consisted of three phases: Inputs, Value-adding process, and Outputs (as cited in Tan, 2003). This framework was developed by Tamer Cavuskil, who is a professor and the Executive Director of the Center for International Business Education and Research (CIBER) at Michigan State University. Based on individual interviews with a population of 32 upper-level administrators and faculty members and document analysis, Tan concluded that internationalization is a complex process that requires a concerted commitment and a multilevel approach to its implementation, which supports Green's argument that the dimension of articulated commitment by an institution's leadership is essential to internationalize a campus.

Moreover, Hser (2003) evaluated the extent of internationalization of member institutions of the American Association of Universities (AAU) and examined the relationships between specific institutional characteristics, such as geographic location, size, number of foreign scholars, number of minority students, revenue per FTE student, expenditure per FTE student, and the level of internationalization. Hser (2003) collected data on a sample of 59 AAU institutions from different sources, such as the Council for International Exchange of Scholars (CIES), NAFSA: Association of International Educators, the Institute of International Education (IIE), the Integrated Postsecondary

Education Data System (IPEDS), the U.S. Department of Education, and the Foundation Center. In measuring the degree of internationalization, the author used factor and correlation analyses and analysis of variance, which produced two dependent variables: international grants and level of internationalization.

The results of Hser's study demonstrated that geographic location, institutional expenditure, and revenue had no correlation with internationalization, whereas the size of the institution and the number of foreign scholars and minority students had a significant correlation with the extent of internationalization. Hser's study results supported Green's dimension of the active engagement of international students and student programs as a fundamental component in an institution's endeavor to internationalize the experiences of students.

Paige (2003) provided a historical account of the internationalization process of education at the University of Minnesota. In describing that process, Paige drew on Ellingboe's (1998) conceptual model of internationalization that included the following dimensions: integration of international students into university life, internationalized curriculum, faculty participation in international activities, infrastructure for international education, supportive leadership, and the availability of study-abroad programs. These components of internationalization are fundamentally similar to Green's six dimensions.

Because the University of Minnesota had one of the country's largest international student populations, it developed a wide range of programs, projects, and structures that involved international students and scholars to help in the internationalization process of the institution. Examples of these projects were the

Learning with Foreign Students project, the Intercultural Communication Workshop, Minnesota International Student Organization, Minnesota International Center, and the State of Minnesota international student financial support program. The solid institutional structure as illustrated by these projects supported Green's dimension of organizational infrastructure as a vital requisite for campus internationalization.

### Essential Components for Success

#### Institutional Commitment

Several researchers argued that institutional commitment to internationalization is a key element to the success of the process. Green and Olson (2003) noted that commitment should be articulated and integral to the institution's identity and vision, and leadership at the top, such as the president, provost, and other senior administrators, is a key to successful internationalization. Green and Olson (2003) added that "as leaders, they must consistently articulate the importance of internationalization, stay focused on the issue, secure and allocate adequate resources, provide symbolic support, engage external groups, and develop on-campus leadership and support...Leadership at all levels...is required to move any important change agenda forward. But without champions at the top, progress will be limited" (p. 79). Furthermore, Bartell (2003) stressed on the role of effective leadership in complex systems such as large universities by concluding that

The internal culture can be inhibiting or facilitatory and, therefore, to enhance the effectiveness of any substantive, and not merely token, internationalization process, the leadership's role is to foster and link a culture congruent with the

internationalisation objective and the management of the universities, including resource allocation and control techniques (p. 67).

Likewise, Harari and Reiff (1993) emphasized that commitment to internationalization should be an evident part of the institution's mission statement and that global learning must be specifically stated in the mission statement and strategic plan. For instance, Binghamton University president Lois B. DeFleur exemplified strong commitment and unwavering support to internationalize her campus by creating a strategic planning council and producing a blueprint in 1995 that focused on internationalization. The council called for new courses, research opportunities, and co-curricular programs and experiences.

Similarly, Duke University made internationalization one of its major goals in its 1994 strategic plan and recommended that the president of Duke make three international official trips a year. In its 2005 self study, Michigan State University's president Lou Anna K. Simon identified internationalization as one of the chief pillars of the institution and established several global initiatives, such as the Hubert H. Humphrey Fellowship Program. While Michigan State University put special emphasis on internationalization in its self-study, the University of Florida's then president Charles E. Young asked the Southern Association of Colleges and Schools (SACS) for and received permission to focus its accreditation self-study on its internationalization efforts. In sum, the process of internationalization requires strong commitment from the institution's leadership and buy-in from the faculty, staff, and students to accomplish its goals.

## Funding

Internationalization of educational institutions created new opportunities for partnerships with foreign institutions in scholarship, service, and research. These opportunities benefited colleges and universities with access to alternative funding sources from international development organizations to help offset decreases in state and federal funding (Green, Eckel, and Barblan, 2002). Knight (2004) also argued that “more universities are increasingly looking for internationalization activities as a way to generate alternative sources of income. Public nonprofit institutions are caught in the squeeze of decreased public funding and increased operational costs” (p. 27). In its call to presidents to internationalize their campuses, the NASULGC report asked these leaders to focus on four key strategies: build capacity, be accountable, identify and maintain partnerships, and develop funding relationships. Academic leaders should be actively engaged in seeking funds that support internationalization to secure money for international research, student scholarships, and faculty travel.

Internationalizing the classroom requires skilled faculty who have international experience. Paige (2003) argued that universities should provide adequate funding to support faculty to attend international conferences, teach and conduct research abroad, collaborate with international colleagues, and consult on international projects. Paige (2003) gave the example of the University of Minnesota, which “provides modest incentives for these activities by augmenting departmental funding for attendance at international meetings, providing information and advising about the J. William Fulbright educational exchange program, and in some instances, rewarding international activities

in the annual salary review” (p. 58). Moreover, at Monash University in Australia, McBurnie (2000) listed the university’s internationalization committee’s strategies to internationalize the curriculum, which included faculty development and training programs and funding for innovative projects in internationalizing teaching. It also provided \$1 million a year for study abroad programs in 2001, with the objective that by the end of 2002, 10% of Monash University graduating undergraduate students would have participated in a study abroad program.

In their user’s guide on campus internationalization, Green and Olson (2003) outlined several elements of success, including leadership, resources, and supporting structures. The authors believed that “building international activity into the reward structure for faculty-in hiring, promotion and tenure, and merit raises- will surely bring results” (p. 82). According to the authors, incentives and rewards include small grants, release time for faculty to develop courses with a global content, and stipends for research, teaching, and travel. These types of incentives motivate faculty to participate in achieving campus internationalization goals. Green and Olson (2003) listed four typical sources of funding for internationalization: internal reallocation, gifts (to the operating budget or the endowment), grants, and monies raised through fees (such as surpluses in study abroad programs). In addition, the authors emphasized the vital role of the fund-raising efforts that campus leaders and development offices can play in raising money or endowments for study abroad scholarships, faculty development grants, and other curricular innovations.

Additionally, in her study of internationalization at research universities, Green (2005) reported that more than 80% of these institutions actively sought external funding for internationalization and that 60% of them received private funding, which was considered the single most important source. In a public opinion poll conducted by the Center for Institutional and International Initiatives at the American Council on Education on attitudes about international education since September 11, Green, Porcelli, and Siaya (2002) reported that more than 40% of respondents said they were more than likely to favor an increase in state funding for foreign language instruction at their local college or university.

#### Contributions of International Students

After the September 11 attacks, international education in general and international students in particular came under microscopic examination and led to an overhaul of federal immigration policies. The two principal pieces of legislation impacting foreign students in the United States are the Immigration & Naturalization Act (INA) of 1952 and amending legislation called the Illegal Immigration Reform and Immigrant Responsibility Act (IIRAIRA) of 1996. Following the September 11 attacks, the USA Patriot Act of 2001 and the Enhanced Border Security and Visa Entry Reform Act of 2002 amended both former laws. Under these laws, the Immigration and Naturalization Service (INS) was merged into the Department of Homeland Security (DHS) and became known as the U.S. Citizenship and Immigration Services (USCIS). The most pertinent change affecting foreign students was the establishment of a new internet-based tracking system, known as the Student and Exchange Visitor Information



System (SEVIS), which also impacted the role of international student advisors in arguably changing from being advocates for those students to becoming monitors of their activities.

According to Open Doors 2006, the annual report on international education published by the Institute of International Education (IIE) with support from the State Department's Bureau of Educational and Cultural Affairs, the number of international students attending U.S. colleges and universities in 2005/06 reached a total of 565,039. In addition, the same institute conducted an online survey of 275 international education professionals in fall 2003 and found that new visa regulations and economic factors had impacted their international student enrollments. Approximately 46% of respondents reported a decline in enrollments, especially in new students from Muslim countries, including Saudi Arabia (29%), Pakistan (28%), and the United Arab Emirates (23%). Further, 59% of respondents attributed the decline to new visa restrictions.

A statistical analysis based on tuition figures from the College Board, enrollment figures from the Institute of International Education's Open Doors 2006 report, and living expenses calculated from College Board figures estimated that international students, scholars and their families contributed close to \$13.5 billion to the U.S. economy during the 2005-2006 academic year through their tuition and fees and living expenses. In addition, the Department of Commerce ranked U.S. higher education as the fifth largest service sector in the export industry, with 75% of all foreign student funding coming from students' families, institutions, and governments. Table 2 lists the economic contributions to the U.S. economy by international students and their dependents.

Table 2: Economic Contributions of International Students in United States of America

Total Number of Foreign Students	565,039
Part 1: Net Contribution to U.S. Economy by Foreign Students (2004-05)	
Contribution from Tuition and Fees to U.S. Economy	\$8,997,000,000
Contribution from Living Expenses:	\$9,604,000,000
Total Contribution by Foreign Students:	\$18,601,000,000
Less U.S. Support of 30.8%	- \$5,733,000,000
Plus Dependents' Living Expenses:	+ \$421,000,000
Net Contribution to U.S. Economy by Foreign Students and their Families:	\$13,290,000,000
Part 2: Contribution to U.S. Economy by Foreign Students' Dependents (2004-05)	
<i>Spouses' Contributions</i>	<i>Children's Contributions</i>
Percent of Married Students: 11.4%	Number of Couples in the U.S.: 64,382
Percent of Spouses in the U.S.: 85.0%	Number of Children per Couple: 0.6
Number of Spouses in the U.S.: 64,382	Number of Children in the U.S.: 38,580
Additional Expenses for a Spouse: 25.0%	Additional Expenses for a Child: 20.0%

Source: Institute of International Education

Another survey of 450 member institutions conducted by the Council of Graduate Schools (CGS) indicated that 68% of responding graduate schools reported declines in international graduate students for fall 2004 compared to fall 2003. On November 4, 2004, the council issued a press release reporting a 6% decline in first time international graduate student enrollment from 2003 to 2004 and added that it expected a drop by 18% in actual enrollments of international students the following year. According to the CGS president, these significant declines were due to three primary factors: “increased global competition, changing visa policies, and diminished perceptions of the U.S. abroad” (p. 2).

The Chronicle of Higher Education (2004) also reported that international student personnel worried that there was a perception in the world that the United States was no longer a welcoming place as it had been before. Therefore, countries like Australia, Britain, and Canada could threaten the United States leadership position in the international student market (Njumbwa, 2001) and could impact national security through the loss of some of the brightest science and engineering international students to those countries (Kless, 2004).

The Institute of International Education also issued foreign student enrollment for each state. Estimated numbers of foreign students and their economic impact in Florida, Florida students studying abroad, leading fields of study and countries of origin for foreign students in Florida are detailed in the tables below.

Table 3: Foreign Students in Florida, U.S. Study Abroad Students from Florida, and Expenditures of Foreign Students in Florida

Estimated Foreign Students Expenditure In Florida 2005/06 (in millions of dollars)	625,042
Total Number of U.S. Study Abroad Students Enrolled Through Florida Institutions (03/04)	6,104
Foreign Students in Florida 2005/06 (Rank # 5)	26,058

Source: The Institute of International Education

Table 4: Leading Fields of Study for Foreign Students in Florida

Field of Study	% Total
Business and Management	24.9
Engineering	20.0
All Other Fields	40.1
Math and Computer Science	8.3
Social Sciences	6.7

Source: The Institute of International Education

Table 5: Leading Country of Origin for Foreign Students in Florida

Country of Origin	% Total	Total Number
India	9.5	2,459
Mainland China	6.6	1,703
Colombia	6.5	1,690
Venezuela	6.4	1,660
Jamaica	5.2	1,356

Source: The Institute of International Education

More significant is the non-economic impact of an internationalized U.S. higher education on the American society and its citizens. International educational exchange is

one of America's strongest diplomatic assets because people are the best representatives of their societies. When international students return home, they become ambassadors of good will and some might hold influential leadership positions in government.

### Curriculum Internationalization and the Role of Faculty

The dimension of curriculum in the internationalization process was the most important component for several researchers (Green & Olson, 2003; Green, 2005; Harari, 1992; Knight, 2004). Green and Olson (2003) summarized the characteristics of an internationalized curriculum as one that “requires conceiving of the curriculum not as a collection of disconnected pieces, but rather as an integrated and learner-centered system that fosters intercultural, interdisciplinary, comparative, and global learning” (p. 58). According to Cogan (1998) and Freedman (1998), curriculum could be infused by international content through the development of degree programs of academic study that contained an international track or perspective, the creation of academic minors that had an international component, and the requirement of an international perspective before students graduated. To internationalize the curriculum, Paige (2003) reported that the University of Minnesota revised its liberal education core to reflect “course requirements in four theme areas: the environment, cultural diversity, international perspectives, and citizenship/public ethics” (p. 57).

Furthermore, Connell (2006) described Colgate University, one of the five winners of the 2005 Senator Paul Simon Award for Campus Internationalization, as a liberal arts college whose core curriculum “not only requires study of Western and non-

Western civilization, but encourages interdisciplinary studies-an aspect that has made the faculty more international both in research and its mien. Students can choose from nearly two dozen courses in non-Western culture” (p. 48). Shetty and Rudell (2002) further argued that the business curriculum had to be internationalized if business schools wanted to prepare students for the global business environment. The authors indicated that the Association to Advance Collegiate Schools of Business International (AACSB) required member business schools to infuse international content into their curricula and address global issues in their courses. To conclude, the dimension of curriculum for these researchers was at the center of an internationalized student learning experience and the forefront of an internationalized university.

McBurnie (2000) described the range of internationalized curricula at Monash University in Australia. It included specialized degrees, such as the Bachelor of Business in International Trade; internationally focused subjects within a degree, such as French History, Comparative Literature, and International Law; international case studies within subjects, such as waste management in Thailand, as an example used in Environmental Science; and the teaching of foreign languages and area studies. According to McBurnie, Monash University was so serious about internationalizing curriculum that it started requiring “a demonstration of an international dimension as an integral part of the normal approval and review process for all courses” (p. 69). In addition, a Monash committee on “Internationalization of the Curriculum” produced a number of additional strategies including staff development and training programs to include “internationalizing the curriculum” as a topic, funding for innovative projects in internationalizing instruction,

official career advancement criteria to include internationalization of the curriculum and the development of a database of good practice in the international education field.

Harari (1989) believed that curriculum remained the essence of institutional internationalization by stating that “the heart of the internationalization of an institution is and will always remain its curriculum precisely because the acquisition of knowledge, plus analytical and other skills, as well as the conduct of research, is what a university is primarily all about" (p. 3). Harari (1989) proposed various methods for faculty to infuse curriculum with an international perspective. Examples of these approaches included using comparative educational approaches; offering area studies courses that focused on social, political, economic, and cultural issues of various world regions; and offering international majors and minors for undergraduate students. Other approaches suggested by Harari focused on creating inter-institutional linkages and agreements to exchange students and scholars, encouraging and supporting faculty to conduct research on international issues, and engaging faculty and students in internationally oriented research opportunities with multinational businesses and organizations in the U.S. and abroad.

Equally important was the role faculty members could play in a university’s internationalization efforts. Faculty members needed the support of their deans for financial support of international training and travel opportunities, participation in conferences and seminars, and for the conduct of research and writing projects with international counterparts (Paige, 2003; Shetty & Rudell, 2002). A survey of the member institutions of the International Association of Universities, a UNESCO-based,

international non-governmental organization, on the internationalization of their campuses revealed that faculty members were considered the driving forces behind internationalizing their universities, more active than students and administrators (Knight, 2003). The survey findings also ranked international research collaboration among the top three benefits of internationalization. The five winning universities of the 2005 Senator Paul Simon award for campus internationalization received this accomplishment thanks to the active engagement of their faculty members through leading study abroad programs, conducting international scientific research, and playing an active role in internationalizing student learning and experiences (NAFSA, 2005).

In 1993, the Commission on International Affairs of the National Association of State Universities and Land Grant Colleges issued a report on the necessity of involving faculty in international projects and programs by overcoming obstacles, such as lack of funding and supporting them through incentives. Sabbatical leave was not enough to cover expenses abroad because several universities did not provide this fringe benefit, and “many faculty members lose out in merit pay raises and tenure/promotion evaluations because they do not receive adequate credit for work abroad” (p. 3). The Commission also suggested some incentives to increase faculty international engagement. For instance, universities can proclaim their commitment to faculty members by drafting official policies that support and reward them for their international participation. Additionally, universities can establish performance expectations that would reward faculty for international participation in teaching, research, and service, and publicly recognize them for their engagement in international activities. In sum, faculty members



play a critical role in advocating for the internationalization of their campuses, and their institutions must remove obstacles and create supporting policies that would facilitate their active involvement in internationalizing their campuses.

These research studies focused on evaluating the extent of campus internationalization in different regions in the United States, such as community colleges in the Middle States Region (Beckford, 2003), a Midwest comprehensive university (Tan, 2003), and institution members of the American Association of Universities (Hser, 2003). The research literature indicated that internationalization of universities was a complex organizational adaptation process that required the active involvement of the institution's leadership, faculty, administrators, and students.

Finally, Green (2005) conducted two national surveys in 2001 and 2003 for the American Council on Education (ACE) to create an internationalization index for community colleges, liberal arts colleges, comprehensive universities, and research universities across six dimensions: articulated commitment, academic offerings, organizational infrastructure, external funding, institutional investment in faculty, and international students and student programs. Green categorized universities as either highly active or less active in internationalization. On a scale that rated institutional internationalization as low, medium, medium-high or high, 55% scored medium, and 26% received a medium-high score. Only 1% scored high. Correlation analysis determined that external funding appeared to be the most significant dimension to internationalization. Furthermore, articulated commitment to international education was

found to be strongly correlated to the majority of other strategies of institutional internationalization.

### Summary

First, the chapter focused on the concept of internationalization in higher education, its definitions, meanings, and rationale. Several researchers and organizations (Knight, 1997; NASULGC, 2004; AASCU, 1998; ACE, 2002; Secretary of Education's Commission on the Future of Higher Education, 2006) placed an emphasis on the role of international education and the necessity for institutions of higher education to internationalize their campuses. They stressed that internationalization was vital in the 21<sup>st</sup> century to produce graduates with international expertise and knowledge to address national strategic needs, to strengthen U.S. ability to solve global challenges, and to develop globally competent citizens and workforce.

Second, examples of ways to promote internationalization were presented to illustrate the various strategies that some universities utilized to accomplish their international education goals. Furthermore, some key factors of success such as institutional commitment, funding, and the contributions of international students were discussed. Finally, the research literature revealed that the dimension of curriculum and the role of faculty were the most important components in the internationalization process (Green & Olson, 2003; Green, 2005; Harari, 1992; Knight, 2004). The active engagement of faculty members through leading study abroad programs, conducting international scientific research, and infusing curriculum with global perspectives was essential to student learning and experiences. Research literature supported the importance of

institutional commitment, funding, curriculum, organization infrastructure, support for faculty, and international students and student programs in the implementation of internationalization on campuses and the international education of graduates to enable them to be successful in the global society.

## CHAPTER 3

### METHODOLOGY

#### Introduction

The purpose of this chapter is to describe the research design and methodology for this study. The chapter consists of the following sections: (a) statement of the problem, (b) population and sample, (c) data collection, (d) instrumentation, and (e) data analysis. The discussion in each section explains the methods and procedures associated with the research.

#### Statement of the Problem

The problem of this study was to address the internationalization efforts undertaken by public universities in Florida and to identify any relationships among selected institutional strategies such as funding, academic offerings, institutional commitment, organizational infrastructure, investment in faculty and international students, and the degree of internationalization. The study focused on whether a relationship existed between institutional characteristics of Florida public universities and the extent of their internationalization. To what extent has internationalization been realized in Florida's public universities?

#### Population and Sample

The population for this study consisted of international education administrators responsible for internationalization in the 11 public universities in Florida during Fall

2006. The total number of administrators contacted was 204 (N=204). The 11 public universities were University of Florida (UF), University of Central Florida (UCF), University of South Florida (USF), University of North Florida (UNF), University of West Florida (UWF), Florida State University (FSU), Florida Gulf Coast University (FGCU), Florida Mechanical & Agricultural University (FAMU), Florida International University (FIU), Florida Atlantic University (FAU), and New College of Florida (NCF). Together these comprised the Florida State University System.

The administrators were selected from the membership list of the Florida Association of International Educators. The 2006 directory published by the Florida Association of International Educators served as a source to identify international education personnel and their contact information. International education administrators included deans of international affairs, directors of international student and scholar services, study abroad program directors, international academic program administrators, directors of Linkage Institutes, and international student advisors. Survey data were collected from participating administrators.

### Data Collection

Four phases of data collection were implemented. In Phase I, an electronic survey was emailed to professionals involved in international programs and studies in the public universities of Florida in the Fall 2006 semester. The initial survey was sent to 204 participants on October 1, 2006, asking them to give their responses to questions on internationalization efforts at their universities. Three weeks later on October 22, 2006,

the researcher emailed the survey questionnaire to those participants who did not respond to the initial one. Those participants who indicated they had participated in the survey or chose not to participate were excluded from the second email. Then in November, 2006, the researcher sent the survey a third time. Several email addresses were unreachable, which lowered the number of contacts the researcher had compiled. The researcher contacted the universities from which the emails were returned and corrected them. Finally, on December 8<sup>th</sup>, a final communication was sent to get a higher response rate. The table below reflects the changes in numbers and summarizes the international education professionals' participation in the four phases of data collection.

Table 6: Respondents by Phase of Survey

Respondents	Date	n	%
Phase I (N = 204)	October 1, 2006	32	15.68
Phase II (N = 156)*	October 22, 2006	12	7.69
Phase III (N = 144)	November 8, 2006	4	2.54
Phase IV (N = 140)	December 8, 2006	7	5.00
Total		55	30.91

Note: N = number in population or sample. n = number of respondents.

\* Invalid email addresses were removed from contacts

In addition to the use of the survey questionnaire, data on internationalization initiatives were also collected from the Florida public universities' websites. The data collected covered the various organizational structures that deal with international

studies, programs, students, and education abroad. Furthermore, information on mission statements, goals, and strategic plans focused on internationalization was collected.

### Instrumentation

Data were collected through the use of an institutional survey designed to determine a level of internationalization for each institution and allow categorization as highly active or less active. The instrument used in this research was Greene's (2005) institutional internationalization survey developed for the American Council on Education (ACE). The survey was used to measure internationalization as part of ACE's internationalization initiative. Based on the input of an advisory board of experts in international education and a literature review, ACE defined highly active universities as having a high level of international or global perspectives and content in the instruction, research, and service functions of a university.

The questionnaire consisted of a 30-item, multidimensional survey, which employed a 6-point Likert type response scale ranging from 1 = strongly disagree to 5 = strongly agree and with 6 = Not Applicable. The items focused on areas related to the extent of a university's international activities, funding, articulated commitment to these activities, organizational infrastructure, institutional support of faculty and students to participate in international activities, and international students. The only demographic item added by the researcher asked for the respondent's institution. The survey is provided in Appendix B.

## Institutional Internationalization Instrument Development

Before the American Council on Education (ACE) fielded the institutional internationalization survey, it commissioned the Center for Survey Research and Analysis (CSRA) of the University of Connecticut to conduct a series of 10 focus groups at 4 different institutions, representing different Carnegie classifications. Siaya and Hayward (2003) stated that:

Separate focus groups of students and faculty were conducted at each institution. At one institution, two additional focus groups were held to ensure inclusion of students and faculty who were not actively involved in international education—an “agnostic” group. At each focus group, information was collected about participants’ international experiences and their perceptions of the value and state of international education at their institution. Moderators used a written guide to ensure consistency in topics covered, but discussions were free ranging, allowing participants to introduce new topics concerning internationalization. The focus groups informed our initial survey drafts. (Siaya & Hayward, p. 111)

Next, ACE convened an advisory board meeting composed of international education leaders, experts, and scholars to review the survey drafts and to construct new ones. Siaya and Hayward (2003) concluded their methodology report by stating that:

ACE piloted the revised institutional survey with 60 randomly chosen institutions. We also sent the surveys to eight additional institutions—two of each institutional type—and conducted telephone interviews with the person most likely to complete the institutional survey, usually the person directing the institution’s international education efforts. During the interviews, administrators were asked to identify questions that were confusing, difficult to answer, or ones in which the results would not be useful. Their comments were used to revise the institutional survey. (p. 111)

After the surveys were finalized, ACE contracted with the Center for Survey Research and Analysis to conduct the survey of institutional internationalization.

According to Fraenkel and Wallen (1996), “when a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced.



This kind of checking is often referred to as triangulation” (p. 461). Qualitative data were collected through a content analysis of various data relevant to internationalization of their campuses and a synthesis of information on internationalization that was obtained from their web media. Examples of these data included the articulation of internationalization on universities’ mission statements, goals, and strategic plans, a detailed description of their international education organizational structures, and the presence of a campus internationalization committee or task force. In addition, data were gathered on specific components, including curriculum development, faculty development opportunities, the role of international students and scholars, study abroad programs, and inter-university agreements.

### Reliability

Reliability is the quality of a survey question or item that yields consistent results. Franenkel and Wallen (1996) stated, “reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another” (p.160). In this research, the variables explored were the six categories of internationalization. Data for the internationalization efforts at Florida public universities were collected using a self-reported survey instrument completed by university professionals responsible for international education initiatives and programs on their campuses. The author of this study made a concerted effort to obtain information on the reliability of the instrument by contacting the ACE, but none was available.

To determine the internal consistency of the survey items, the researcher analyzed and reported the survey data in terms of Cronbach's Coefficient Alpha. Responses for the various internationalization efforts were judged to be highly reliable for the international education professionals who participated in the survey, with a reliability coefficient of .905. In addition, the same reliability test was analyzed and reported for groups of survey items included in each research construct. Table 7 below presents the Cronbach Alpha for the entire survey and for items related to each research question.

Table 7: Cronbach Alpha for Overall Survey and Six Research Questions

Survey Items	Coefficient
Entire Survey	.905
Articulated Commitment (Survey items 1-6)	.623
Academic Offerings (Survey items 7-8)	.325
Organizational Infrastructure (Survey items 9-13)	.784
External Funding (Survey items 14-17)	.724
Institutional Investment in Faculty (Survey items 18-20)	.778
International Students & Student Programs (Survey items 21-29)	.866

#### Data Analysis

The researcher completed the analysis of the completed data using SPSS 12.0 for Windows. Descriptive statistics were calculated, including frequencies for each survey

item for the universities that responded. In addition, a Chi-Square test was conducted to determine if Florida public universities were statistically different from expected proportions of comprehensive universities surveyed by the American Council on Education. To determine the internal consistency of the survey items, the researcher analyzed and reported the survey data in terms of Cronbach's Coefficient Alpha. A reliability coefficient for the overall survey was provided, as well as for survey items included in each research construct. Finally, data were also analyzed using the Pearson coefficient of correlation to report on relationships between degree of internationalization and the six categories described in the research questions.

#### Research Question 1

Was there a relationship between articulated commitment and the degree of internationalization of the 11 Florida public universities? (Survey items 1-6)

For Research Question 1, respondents were asked to indicate their perception of their institution's commitment to international education. Items one through six in the survey focused on whether the respondents agreed or disagreed that their university's mission statement and strategic plan specifically referred to international education programs and opportunities. The responses were coded on a Likert-type scale from 1 = strongly disagree to 5 = strongly agree and with 6 = Not Applicable. Frequencies, percentages, and mode scores were calculated for each of the items.

Frequencies for each survey item were calculated for highly active and less active universities. In addition, a Chi-Square test was conducted to determine if Florida public universities were statistically different from expected proportions of comprehensive

universities surveyed by the American Council on Education internationalization national study. The reliability model Cronbach Alpha for items 1-6 yielded a moderate coefficient of consistency of .623. Finally, data were analyzed using the Pearson coefficient of correlation to report on correlations between articulated commitment and the degree of internationalization. Correlations were accompanied by a scatterplot.

### Research Question 2

Was there a relationship between academic offerings (curriculum) and the degree of internationalization of the 11 Florida public universities? (Survey items 7-8)

Research Question 2 addressed questions related to the importance of curriculum in internationalizing the educational experience of students. Participants were asked to answer questions related to the academic offerings that focused on integrating an international component in courses offered, such as foreign language instruction. The responses were coded on a Likert-type scale from 1 = strongly disagree to 5 = strongly agree and with 6 = Not Applicable. Frequencies for each survey item were calculated for highly active and less active universities. In addition, a Chi-Square test was conducted to determine if Florida public universities were statistically different from expected proportions of comprehensive universities surveyed by the American Council on Education internationalization national study. Data were also analyzed and reported in terms of Cronbach Alpha, which yielded a reliability coefficient of .325. Finally, data were analyzed using the Pearson coefficient of correlation to report on correlations between academic offerings (curriculum) and the degree of internationalization. Correlations were accompanied by a scatterplot.

### Research Question 3

Was there a relationship between organizational infrastructure and the degree of internationalization of the 11 Florida public universities? (Survey items 9-13)

Research Question 3 focused on the role of organizational infrastructure, such as the presence of an institutional structure of offices dedicated to internationalization. The responses were coded on a Likert-type scale from 1 = strongly disagree to 5 = strongly agree and with 6 = Not Applicable. Frequencies for each survey item were calculated for highly active and less active universities. In addition, a Chi-Square test was conducted to determine if Florida public universities were statistically different from expected proportions of comprehensive universities surveyed by the American Council on Education internationalization national study. Data were also analyzed and reported in terms of Cronbach Alpha, which yielded a coefficient of reliability of .784. Finally, data were analyzed using the Pearson coefficient of correlation to report on correlations between organizational infrastructure and the degree of internationalization. Correlations were accompanied by a scatterplot.

### Research Question 4

Was there a relationship between external funding and the degree of internationalization of the 11 Florida public universities? (Survey items 14-17)

Research Question 4 asked respondents to answer questions on the role of funding in a public university's internationalization initiatives. Questions ranged from funding for faculty international projects to scholarships for international students coming to the U.S.

and domestic students who wish to study abroad. The responses were coded on a Likert-type scale from 1 = strongly disagree to 5 = strongly agree and with 6 = Not Applicable.

Frequencies for each survey item were calculated for highly active and less active universities. In addition, a Chi-Square test was conducted to determine if Florida public universities were statistically different from expected proportions of comprehensive universities surveyed by the American Council on Education internationalization national study. Data were also analyzed and reported in terms of Cronbach Alpha, which yielded a reliability coefficient of .724. Finally, data were analyzed using the Pearson coefficient of correlation to report on correlations between funding and the degree of internationalization. Correlations were accompanied by a scatterplot.

#### Research Question 5

Was there a relationship between institutional investment in faculty and the degree of internationalization of the 11 Florida public universities? (Survey items 18-20)

Research Question 5 centered on the respondents' answers to questions related to public universities' commitment in internationalization through their investment in faculty. Faculty play a key role in promoting international activities and experiences for their students through curriculum with a global perspective. Questions focused on whether Florida public universities offered workshops to faculty members on internationalizing their curricula and recognition awards for international activity. The responses were coded on a Likert-type scale from 1 = strongly disagree to 5 = strongly agree and with 6 = Not Applicable.

Frequencies for each survey item were calculated for highly active and less active universities. In addition, a Chi-Square test was conducted to determine if Florida public universities were statistically different from expected proportions of comprehensive universities surveyed by the American Council on Education internationalization national study. Data were also analyzed and reported in terms of Cronbach Alpha, which yielded a reliability coefficient of .778. Finally, data were analyzed using the Pearson coefficient of correlation to report on correlations between institutional investment in faculty and the degree of internationalization. Correlations were accompanied by a scatterplot.

#### Research Question 6

Was there a relationship between international students/student programs and the level of internationalization of the 11 Florida public universities? (Survey items 21-29)

Research Question 6 addressed the role of international students and student programs in the universities' efforts to internationalize their campuses. Respondents were asked questions on support structures for international students, such as scholarships and assistantships, the active integration of international students on campus, and the development of student programs related to international education. The responses were coded on a Likert-type scale from 1 = strongly disagree to 5 = strongly agree and with 6 = Not Applicable.

Frequencies for each survey item were calculated for highly active and less active universities. In addition, a Chi-Square test was conducted to determine if Florida public universities were statistically different from expected proportions of comprehensive

universities surveyed by the American Council on Education internationalization national study. Data were also analyzed and reported in terms of Cronbach Alpha, which yielded a reliability coefficient of .866. Finally, data were analyzed using the Pearson coefficient of correlation to report on correlations between international students and student programs and the degree of internationalization. Correlations were accompanied by a scatterplot.

### Summary

This chapter discussed the research design of this study which attempted to explore the efforts of Florida public universities to internationalize the education of their students. The data collection instruments were discussed and the research questions and the statistical treatment of the data were outlined. Chapter 4 will concentrate on the analysis of the data and a presentation of the results.



## CHAPTER 4

### ANALYSIS OF THE DATA

#### Statement of the Problem

Chapter 4 presents the analysis of data collected during the investigation of the research questions. The chapter is divided into eight sections: introduction, a section for each of the six questions, and summary. Each question is addressed based upon information from self-reported surveys completed by educators and professionals responsible for internationalization activities in Florida public universities and internationalization data gathered from the websites of these universities. Finally, Chi-Square results will be presented to compare findings on Florida universities to those of comprehensive universities analyzed by the American Council on Education internationalization survey.

The purpose of the study was to examine and measure the extent of internationalization efforts in public state universities in Florida and to identify any relationships between selected institutional strategies, such as funding, academic offerings, institutional commitment, organizational infrastructure, investment in faculty and international students, and the degree of institutional internationalization in Florida. Data were collected by examining universities' websites content concerned with internationalization and sending surveys to international education personnel. A Chi-Square test was also conducted to determine if there was any statistical difference between Florida public universities and the expected proportions of universities surveyed by the American Council on Education for its internationalization study. Finally, data

were analyzed using the Pearson coefficient of correlation to report on relationships between degree of internationalization and the six categories.

### Internationalization Information on Universities Websites

#### University of Central Florida

The word international in the search field of the main webpage on the website of the University of Central Florida yielded a list of results on offices that deal with international initiatives, programs, opportunities, and activities (University of Central Florida). First, the mission of the office of International, Multicultural, and Global Education (IMAGE) is to prepare school teachers, counselors, and administrators to meet the needs of the growing diverse population. According to IMAGE's website, "the international and global mission of the College of Education is to initiate, encourage and facilitate programs and activities which reinforce or expand the international and global dimensions of the College's academic programs, facilitate research and scholarly activities, and serve the local and international community" (IMAGE, n.d., Retrieved August 2, 2007). In addition, the IMAGE office set three goals to accomplish its mission: develop awareness of the needs of diverse communities, develop curriculum materials that address diversity and global issues, and liaise with multicultural and international education organizations to explore critical issues in educational reform.

The second office concerned with internationalization at the University of Central Florida is the International Services Center (ISC). It provides immigration compliance services to international students, scholars, and faculty by ensuring that their status

remains legal and the university is compliant with federal immigration regulations. ISC assists new and returning international students with pre-admission immigration counseling, admission processing, immigration status changes and transfers to other institutions. Furthermore, the center advises international students on curricular and optional practical training employment authorizations and academic training for exchange visitors.

In addition, the International Services Center website has information for faculty and departments that wish to bring international scholars, researchers, and faculty to lecture and conduct research. When these scholars arrive at the institution, the center helps them with their employment visa, payroll sign-in, and taxation issues. The university also contracted with an immigration law firm to oversee its compliance with federal regulations and to assist international faculty and scholars with their permanent residence matters.

Finally, the center has a cultural programming unit that specializes in cultural activities, events, workshops, and programs to promote international understanding between domestic and international students. It organizes various functions to welcome and integrate these students in the community, as well as to retain them to accomplish their graduation goal.

Next, The Center for Multilingual Multicultural Studies provides English language programs for international students and professionals and coordinates cultural programs that contribute to multicultural awareness and global education. The center enrolls close to 200 students from 35 countries each semester and conducts a weekly

conversation hour to bring together these international students with domestic students to discuss current world events and various topics related to foreign cultures and peoples.

Furthermore, the Office of International Studies (OIS) assumes the responsibility of designing and coordinating study abroad programs. This office is an “academic support unit whose mission is to promote, support, facilitate, advocate, and implement activities that lead to the internationalization of education and research at UCF. This is accomplished through the implementation of faculty development activities, internationalization of courses and programs, enhancement of international exchanges; promotion of international partnerships; and, identification and procurement of external funding” (Office of international studies, n.d., Retrieved August 3, 2007).

Finally, the Office of the Special Assistant to the President for Global Perspectives works to help advance the university’s goal of providing international focus to research and curricula. According to its website, its mission is “to sharpen UCF's international focus. The office helps advance UCF's goal of providing international emphasis to curricula and research and enlarge Central Florida's awareness and understanding of the interconnectedness of the global community” (Office of the special assistant to the president for global perspectives, n.d., Retrieved August 3, 2007). The office is responsible for inviting renowned personalities from a wide array of fields to give presentations on topics that impact the world community. The office is also an active participant in a Department of State program called the Diplomat in Residence, whereby senior Foreign Service officers recruit potential students to serve in the foreign service.

An internationalization component also exists on the mission statement and goals of the University of Central Florida. Furthermore, an international affairs committee that consists of the various entities mentioned before meets once a semester to discuss international issues related to meeting the goals of the university.

### University of South Florida

The international offices at the University of South Florida (USF) are housed under one unit, the Division of International Affairs. Within this division is the Office of the Dean, International Admissions, International Student and Scholar Services, Study Abroad & Exchanges, and the Institute for the Study of Latin America and the Caribbean. International Affairs falls under Academic Affairs, and the Dean of International Affairs reports directly to Provost and Senior Vice President.

The mission of International Affairs at USF is to provide leadership, advocacy, and support for all University-wide and campus/college-based international activities in order to achieve coherence and integration of international programs and services at the university. In addition, International Affairs has a variety of goals and objectives to promote internationalization in teaching, research, outreach, and service programs. It serves as the leader in strategic planning efforts to internationalize the campus and curriculum and the main unit that oversees, coordinates, and manages the international programs, services, contracts, agreement, and resources of the university.

Furthermore, International Affairs acts as the main liaison among the international academic programs, endowed programs, and interdisciplinary centers across all colleges, schools, and campuses. The division also leads academic departments in the development

of programs across all disciplines and promotes international opportunities for the USF community, especially in assisting faculty and students with the preparation of international fellowship applications, such the Fulbright, Boren, Marshall, and Rhodes programs and with project proposals and matching funds. The division also provides assistance for visiting scholars, foreign dignitaries and other international guests. Finally, the division responds to a faculty led international committee.

#### Florida Agricultural & Mechanical University

The FAMU website showed no link to anything international from the main web page. Maneuvering through the Academic Affairs page led to the Office of International Education and Development. However, links to strategic plan, international strategic plan, and international structure were all inactive. It was a difficult website to maneuver.

The structure of the Office of International Education and Development consists of three units: International Student and Scholar Services (ISSS), Education Abroad and Exchange Programs (EAEP), and International Research and Development (IRD). According to FAMU's website, "the mission of the Office of International Education and Development is to facilitate the internationalization of the university. It is done through the incorporation of international academic content, diverse intercultural activities, and knowledge into teaching, research, and public service." (Office of international education and development mission statement, n.d., Retrieved August 3, 2007). This office also seeks to enhance the institution's relevance in an interdependent global environment and to help its community be aware of cross-cultural relations and global issues.

The Office of International Student and Scholar Services (ISSS) is responsible for immigration regulations compliance of international students and scholars in various visas and their adjustment to a new cultural environment. ISSS also coordinates the Florida West Africa Institute. In addition, it provides international students and scholars with an orientation to the university and the local community and advising services on personal issues and concerns. Finally, this office conducts outreach initiatives, such as an active host family program, participation in the City of Tallahassee's International Students' Reception, involvement with other community groups, and a speakers' bureau for local schools and civic organizations.

The Education Abroad and Exchange Programs (EAEP) office administers various international programs, such as the Fulbright program, USAID summer internships, U.S. Department of State internships, and Florida Department of State's international affairs internships. These programs provide FAMU students and faculty with opportunities to travel, work, and study abroad. EAEP also hosts the diplomat in residence program to encourage students to appreciate foreign diplomacy and consider careers in Foreign Service and maintains a database of directories, guidebooks, and other media resources to facilitate access to information relevant to international education.

Finally, the International Research and Development Cooperation Office (IRDC) facilitates international collaborative research and development projects by providing technical support and assistance to faculty, students and staff in developing proposals and seeking sources of funds to enable them to get involved in international collaborative research and development activities. In addition, IRDC oversees international projects

that are implemented by FAMU's faculty and staff, short-term training programs and international visitors' activities and is responsible for the development and signing of all international Memoranda of Agreements. The U.S. Department of Education granted FAMU's School of Business and Industry a 2-year Global Opportunities I-10 project grant to assist the school in internationalizing its undergraduate curriculum and conduct outreach activities to help local businesses in competing in the global environment.

### Florida State University

Florida State University's international structure consists of the office of International Programs and the International Center. The Office of International Programs falls under the office of the Vice President of Planning and Programs, whereas the International Center is housed under the Vice President of Student Affairs, both of which are under the Division of Academic Affairs.

The Office of International Programs offers a variety of study abroad destinations. Students can study in more than 20 locations worldwide, ranging from Europe to Asia to Central America. The university offers a plethora of study abroad curriculum programs in the following countries: Australia, China, Costa Rica, England, Ireland, Italy, Panama, Spain, and Switzerland. The school also offers language programs, such as an intensive French in Paris at the Institut Catholique, one of Paris' most prestigious language schools, a Portuguese language and culture program in Salvador, Bahia, Brazil, a Russian language and culture program in Moscow at Moscow State University, and a Spanish language and culture program in Panama City, Panama. These programs offer a variety of language and culture options for students to explore the world.



International Affairs is an interdisciplinary program that offers undergraduate and graduate programs and provides students with internship and study abroad opportunities. The program also organizes events, such as the Broad International Lecture Series, which invites academics and government officials to speak about current international topics. Departments that participate in international programs include anthropology, public administration, philosophy, geography, religion, sociology, history, political science, economics, modern foreign languages, and urban and regional planning. The cooperating colleges are those of law and business, and the FSU center for the Advancement of Human Rights also cooperates with international programs.

The second unit under the Division of Student Affairs is the International Center. Its mission is to provide immigration and support services to international students, researchers and faculty and to promote cultural understanding. The center provides admission information to prospective students and orientation and immigration status maintenance guidance to current students. It also assists foreign scholars and faculty in obtaining various non-immigrant visas and work-based permanent residence.

Furthermore, the department of Political Science maintains an International Relations Data site that includes links to web data resources for international relations students and scholars. This site includes information on international conflicts and cooperation, political, economic, social and environmental matters. FSU also participates in linkage institutes between the state of Florida and other countries to help international students apply for out-of-state fee exemptions, such as the Florida/Costa Rica Linkage Institute and the Florida/France Linkage Institute.

### Florida Gulf Coast University

FGCU has a Global Initiatives and International Services office that serves two purposes. First, the Global Initiatives office provides support in the development of partnerships with international universities, the planning of faculty-led study abroad programs, and the coordination of exchange visitor programs for international scholars. Second, the International Services office helps international students and scholars with visa issues and assists them in their cultural and social adaptation through the support of an international club.

The office of the provost and vice president of academic affairs at FGCU also has a number of initiatives and committees, one of which is the international education committee, which issued a report to strengthen global diversity and internationalize FGCU through curriculum, extracurricular activities, community engagement, and international study, research, and service. The organizational chart of the provost's division shows a line of director of international studies, but no information or website for that office exists.

### Florida Atlantic University

The Office of International Student and Scholar Services (ISSS) is housed under the dean of student affairs. Its mission is to provide support services and programs to assist international students, visiting scholars and their families at Florida Atlantic University to help promote global diversity. The services include orientation, immigration advising, academic, social, and cultural counseling. In addition, the ISSS

office serves as a resource to the university community aimed at guiding faculty and staff the complexities of the U.S. government visa regulations.

The Office of International Programs helps faculty, undergraduate and graduate students in choosing a study abroad program and locating training and research opportunities overseas. This office also provides information on exchange programs, such as the Fulbright student program in collaboration with the Institute of International Education and the Fulbright faculty program, which is administered by the Council for International Exchange of Scholars.

The College of Business at FAU administers its own study abroad programs and offers three study abroad options: field experiences, accelerated summer courses, or a semester or academic year of study abroad. The College of Business has agreements with international partner institutions in Brazil, France, Germany, Portugal, Sweden, and Spain.

#### New College of Florida

The New College of Florida (NCF), the state of Florida's honors college, was established in 2001. Its website boasts it as the nation's third college per capita producer of Fulbright scholars among all 4-year bachelor's colleges. In fact, seven students received Fulbright scholarships for the year 2007-2008. There is an international studies committee comprised of faculty from different divisions, students from various divisions as well, the director of research programs and services and the director of the office of career services and off-campus study. The mission of the committee is to promote and coordinate internationalization of the college. To accomplish this mission, the committee

coordinates the international and area studies program, which offers a variety of concentrations for students to choose from, such as European Studies, Latin American Studies, African, Asian, and Middle Eastern Studies.

The Off-Campus Studies Office is responsible for study abroad programs at New College. NCF students have the opportunity to study in different parts of the world. They can go to India, Kenya, Australia, Brazil, Curacao, and Guatemala. In addition, they can study at prestigious universities worldwide, such as the Sorbonne in Paris, Aberdeen University in Scotland, University of Seville, Hebrew University of Jerusalem, University of Newcastle, and University of Reading. NCF also encourages its students to study abroad by allowing them to carry out three out of the seven contracts off-campus before they graduate. Furthermore, the office of career services and off-campus studies provides a list of international organizations where students can find volunteering opportunities.

The Director of Multicultural and Transfer Recruitment is responsible for international students and their visa requirements. NCF also posts information on Florida linkage exchange programs on its website to help international students with tuition expenses. NCF is also a member of The College Consortium of International Studies.

#### Florida International University

Internationalization of the curriculum at Florida International University (FIU) is centralized in the office of the Vice Provost of International Studies who reports to the Executive Vice-Provost. This office is comprised of the Center for Transnational and

Comparative Studies, the Institute for Asian Studies, the Jack D. Gordon Institute for Public Policy and Citizenship Studies, the Latin American and Caribbean Center, and the Office of Education Abroad. The latter office helps almost 500 FIU students participate in study abroad programs in 20 countries each year.

In addition to these centers and institutes, the office of International Students and Scholars Services (ISSS) helps these students with immigration compliance and cross-cultural issues. The office reported that FIU has more than 3000 international students and exchange visitors from 125 countries. FIU also has a Department of International Relations, which offers master and doctoral programs in international relations through a variety of courses such as foreign policy, national security, development, and other courses with an international focus.

### University of West Florida

The Office of Diversity and International Education and Programs operates under the Division of Academic Affairs, which reports to the Provost. The Associate Vice President leads the different centers and programs in this office. Specifically, the International Student Office assists foreign students with admission to the university, orientation, and compliance with visa regulations. Additionally, the Study Abroad program helps UWF students with identifying opportunities to study at more 20 institutions in foreign countries. Another program that helps internationals is the intensive English program, which assists these students with improving their academic English and passing the Test of English as a Foreign Language (TOEFL).

The UWF Office of Diversity and International Education and Programs also administers the China-Florida and Japan-Florida Linkage Institutes to build strong educational and economic ties between Florida and these two countries and to help students from these countries with tuition money when they attend any Florida public university. For instance, the UWF Japan Center administers the Florida-Japan Linkage Institute, along with the Jikei-American Center, Japan House, and the Japan-American Society of Northwest Florida. The center also offers credit and non-credit courses in the Japanese language. Finally, this office provides information on the Fulbright Scholar Program to help faculty and students in the application process.

#### University of Florida

According to its website, University of Florida's international structure consists of the International Center, the office of International Studies, and the Division of Continuing Education's International Opportunities. While these departments are independent, they all point to the UF International Center as the principal resource for international opportunities and programs at the University of Florida. The Dean of International Programs, International Center, reports directly to the Senior Vice President for Academic Affairs and Provost, while the Division of Continuing Education's International Opportunities is housed under the office of the Provost.

The International Center is comprised of an International Faculty and Scholar Services unit, an International Student Services unit, Study Abroad Services, and an Office of Program Development. Study Abroad Services offers hundreds of study abroad

and exchange opportunities, as well as the opportunity to study abroad with non-University of Florida programs. Students have more than 62 countries to choose from worldwide, ranging from Europe to Asia to the Caribbean. The university offers a wide-range of study abroad curriculum and language programs, such as photojournalism in Berlin, theater in Brazil, architecture in Paris and advertising in Australia. If students are unable to find the study abroad opportunity they are looking for, they have the option of choosing to seek study abroad opportunities with other UF- Approved Provider Programs. The UF exchange programs are assigned course equivalencies for the work done abroad. The UF sponsored programs provide either UF credit, transfer credit or a combination of credit types, while all of the non-UF programs provide transfer credit.

UF also offers students an opportunity to participate in the World Citizenship Program (WCP), coordinated by the UF International Center. The WCP allows students to work with Non-Governmental Organizations around the world on projects that will support their mission of helping those less fortunate and to benefit UF students with new international experiences. UF also administers center in international locations, such as the UF Center for International Studies in Beijing, the UF Paris Research Center, the UF Preservation Institute: Caribbean, and the UF Vicenza Institute of Architecture in Italy.

### University of North Florida

The University of North Florida centralizes all international responsibilities in the International Center. The International Center assists international students and scholars who want to learn or teach at UNF, as well as UNF students that want to see the world

and study abroad. In addition, International Center also provides support for faculty who are seeking to internationalize their curriculum. The Director of the International Center of UNF reports directly to the Vice President for Student and International Affairs. The International Center is staffed by six individuals.

UNF offers 15 study abroad programs reaching out to over 18 countries and offers 16 exchange opportunities in 11 countries. Argentina, Germany, China, and the Bahamas are among the countries the students may select for their study abroad opportunity.

UNF is also home to Florida's Linkage Institute with West Africa (FLAWI). While it shares this linkage with an area community college and with Florida Agricultural and Mechanical University (FAMU), it is the University of North Florida that coordinates all efforts with its host institution in Senegal.

#### Data Analysis of Responses to Survey Items

In addition to data being collected by examining universities' websites content concerned with internationalization, data were also analyzed from surveys completed by international education personnel. A Chi-Square test was conducted to determine if the sample proportions from Florida public universities were statistically different from expected proportions based on the American Council on Education's national study. Finally, data were analyzed using the Pearson coefficient of correlation to report on relationships between degree of internationalization and the six categories.



### Research Question 1

What was the relationship between articulated commitment and the degree of internationalization of the 11 Florida public universities? (Survey items 1-6)

The data analysis of the responses to items one through six encompassed under research question one is presented in Table 7. These items as they appeared on the survey are given below:

1. The institution's mission statement specifically refers to international education.
2. International education is specifically stated as one of the top five goals or priorities in the institution's current strategic plan.
3. The institution has formally assessed the impact or progress of its international education efforts in the last five years.
4. The institution highlights international education programs, activities, and opportunities in student recruitment literature.
5. The institution has guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions.
6. The institution has guidelines to ensure that undergraduate students can participate in approved study abroad programs without delaying graduation.

Responses were measured on a 6-point Likert-type scale with assigned values ranging from 1 = Strongly Disagree to 5 = Strongly Agree and with 6 = Not Applicable. A measure of articulated commitment was obtained through the means averaged from responses to survey items one through five. The data provided by the respondents are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution displayed in Table 8.

Table 8: Description Statistics for the Articulated Commitment Category (N=55)-Items 1-6

Institution	Items	Mean	SD	Minimum	Maximum	Range
FAMU	6	2.83	0.98	1.50	4.00	2.50
FGCU	6	2.08	0.74	1.00	3.00	2.00
FIU	6	3.28	0.80	1.85	4.00	2.14
FSU	6	3.08	0.84	2.25	4.25	2.00
UCF	6	3.25	0.55	2.23	3.71	1.47
UF	6	3.16	0.39	2.57	3.57	1.00
UNF	6	3.94	0.64	3.00	4.66	1.66
USF	6	4.00	0.78	2.66	5.00	2.33
UWF	6	3.55	0.65	2.67	4.33	1.67

Note: SD = Standard Deviation

The Pearson correlation coefficient of .726 indicated that a positive relationship existed between the variable of commitment and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). Through a scatter plot, Figure 2 illustrates the relationship between the overall degree of internationalization and the variable of articulated commitment.

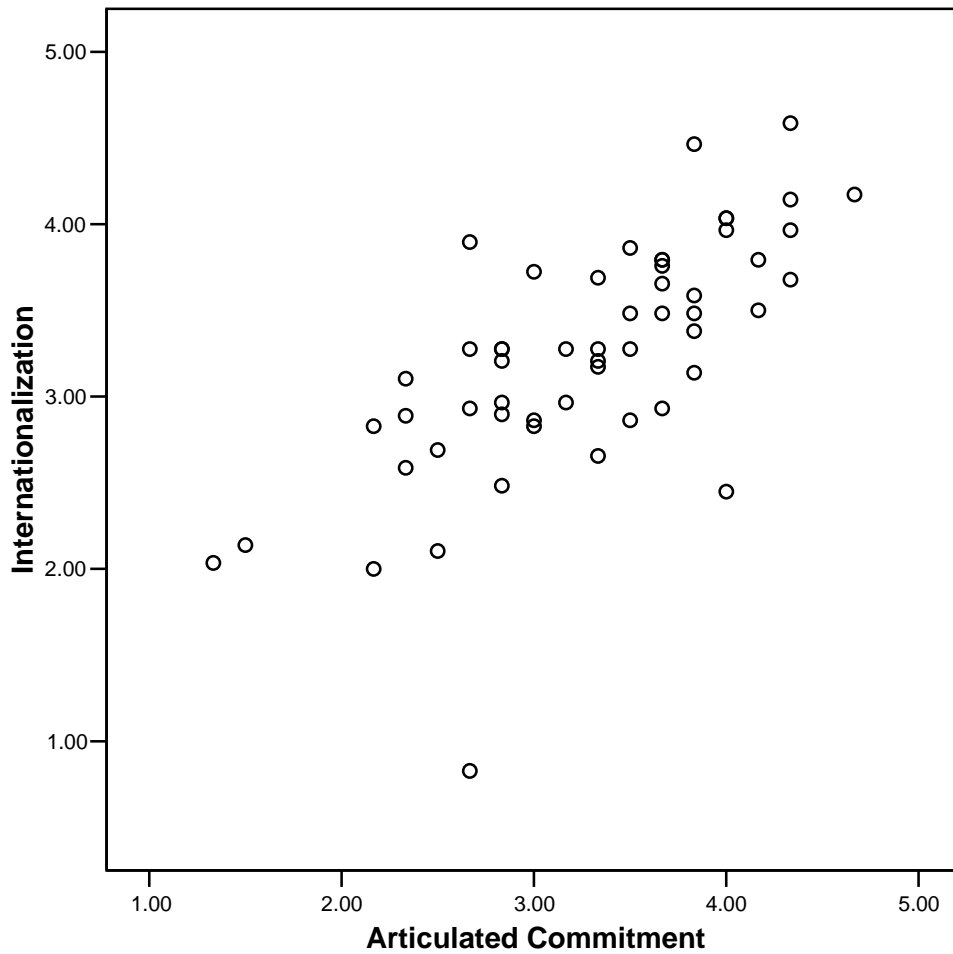


Figure 2: Scatterplot illustrating the relationship between articulated commitment and degree of internationalization

The category of articulated commitment was moderately rated by respondents, with USF rated highest with a mean score of 4.00, followed by UNF with a mean score of 3.94, and UWF with a mean score of 3.55. The second three highest universities included FIU with a mean score of 3.28, followed by UCF with a mean score of 3.25, and UF with a mean score of 3.16. Finally, FSU’s mean score was 3.08, followed by FAMU with a mean score of 2.83, and FGCU with the lowest rated mean score of 2.08.

Survey item one: the institution's mission statement specifically refers to international education. This was highly rated by most respondents, with UWF rated highest with a mean score of 4.50, followed by FSU with a mean score of 4.20, FIU with a mean score of 4.10, and USF with a mean score of 4.00. The other universities included UCF with a mean score of 3.85, followed by FAMU with a mean score of 3.33, and UF and UNF with a mean score of 3.00. Finally, FGCU had the lowest rated mean score of 1.50. The data provided by respondents are summarized with the mean, standard deviation, median, and range for each institution displayed in Table 9.

Table 9: Descriptive Statistics for Each Institution on Specific Reference to International Education in Mission Statement (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.33	1.52	2.00	3.00	5.00
FGCU	2	1.50	0.70	1.00	1.50	2.00
FIU	10	4.10	1.19	1.00	4.00	5.00
FSU	5	4.20	0.83	3.00	4.00	5.00
UCF	20	3.85	1.30	1.00	4.00	5.00
UF	6	3.00	1.67	1.00	2.50	5.00
UNF	2	3.00	1.41	2.00	3.00	4.00
USF	2	4.00	0.00	4.00	4.00	4.00
UWF	2	4.50	0.70	4.00	4.50	5.00

As for survey item two: international education is specifically stated as one of the top five goals or priorities in respondents' institution's current strategic plan. The data provided by respondents are summarized with the mean, standard deviation, median, and range for each institution displayed in Table 10.

Table 10: Descriptive Statistics for Each University on Specific Statement of Internationalization as a Goal or Priority in Universities' Strategic Plans (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	2.66	1.15	2.00	2.00	4.00
FGCU	2	2.00	1.41	1.00	2.00	3.00
FIU	10	3.80	1.22	1.00	4.00	5.00
FSU	5	2.20	1.09	1.00	2.00	4.00
UCF	20	3.80	1.43	1.00	4.00	5.00
UF	6	3.83	0.98	2.00	4.00	5.00
UNF	2	3.50	2.12	2.00	3.50	5.00
USF	2	5.00	0.00	5.00	5.00	5.00
UWF	2	4.00	0.00	4.00	4.00	4.00

The question whether international education was specifically stated as one of the top five goals or priorities in respondents' universities current strategic plans (survey item 2) was highly rated by respondents, with USF rated highest with a mean score of 5.00, followed by UWF with a mean score of 4.00, UF with a mean score of 3.83, and FIU and UCF with an equal mean score of 3.80. FAMU and FGCU were rated the lowest in survey item two with scores of 2.67 and 2.00 respectively.

Survey item three: my institution has formally assessed the impact or progress of its international education efforts in the last five years. The data provided by respondents

are summarized with the mean, standard deviation, median, and range for each institution displayed in Table 11.

Table 11: Descriptive Statistics for Each Institution on the Assessment of the Impact of International Education Efforts in the Last Five Years (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.66	1.52	2.00	4.00	5.00
FGCU	2	2.50	2.12	1.00	2.50	4.00
FIU	10	2.90	1.44	1.00	4.00	4.00
FSU	5	2.60	1.81	1.00	2.00	5.00
UCF	20	3.30	0.97	2.00	3.00	5.00
UF	6	3.16	1.16	2.00	3.00	5.00
UNF	2	4.50	0.70	4.00	4.50	5.00
USF	2	3.50	2.12	2.00	3.50	5.00
UWF	2	2.50	0.70	2.00	2.50	3.00

Respondents gave varying answers to the question of whether their universities formally assessed the impact or progress of international education efforts in the last five years (survey item 3). For instance, UNF was rated the highest with a mean score of 4.50, followed by USF with a mean score of 3.50, FAMU with a mean score of 3.667, and UCF with a mean score of 3.30. The other universities included UF with a mean score of

3.16, followed by FIU with a mean score of 2.90, and FSU with 2.60. UWF and FGCU were rated the lowest in survey item three with an equal score of 2.50.

Survey item four: My institution highlights international education programs, activities, and opportunities in student recruitment literature. The results are presented in Table 12.

Table 12: Descriptive Statistics for Each Institution on the Inclusion of International Education Programs, Activities, and Opportunities in Student Recruitment Literature (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.00	1.00	2.00	3.00	4.00
FGCU	2	2.50	0.70	2.00	2.50	3.00
FIU	10	3.50	1.35	1.00	4.00	5.00
FSU	5	3.20	1.78	1.00	3.00	5.00
UCF	20	3.60	1.04	2.00	3.50	5.00
UF	6	3.66	1.03	2.00	4.00	5.00
UNF	2	4.50	0.70	4.00	4.50	5.00
USF	2	4.00	0.00	4.00	4.00	4.00
UWF	2	3.00	1.41	2.00	3.00	4.00

The question whether universities highlighted international education programs, activities, and opportunities in student recruitment literature (survey item 4) was moderately rated by respondents, with UNF rated highest with a mean score of 4.50,



followed by USF with a mean score of 4.00, UF with a mean score of 3.667, and UCF with a mean score of 3.60. The other universities included FIU with a mean score of 3.50 and FSU with a mean score of 3.20. UWF and FAMU were rated with an equal mean of 3.00, while FGCU was rated the lowest in survey item four with a scores of 2.50.

Survey item five: my institution has guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions. The data provided by respondents are summarized with the mean, standard deviation, median, and range for each institution displayed in Table 13.

Table 13: Means, Standard Deviations, Minimums, Medians and Maximums for Each Institution on Guidelines that Specified International Work or Experience as a Consideration in Faculty Promotion and Tenure Decisions (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	1.66	1.52	0.00	2.00	3.00
FGCU	2	1.00	1.41	0.00	1.00	2.00
FIU	10	1.70	1.05	0.00	1.50	3.00
FSU	5	2.60	0.54	2.00	3.00	3.00
UCF	20	2.30	1.30	0.00	3.00	4.00
UF	6	2.66	0.81	2.00	2.50	4.00
UNF	2	3.00	1.41	2.00	3.00	4.00
USF	2	2.50	0.70	2.00	2.50	3.00
UWF	2	2.50	0.70	2.00	2.50	3.00

The question if universities had guidelines that specified international work or experience as a consideration in faculty promotion and tenure decisions (survey item 5) was rated low by most respondents. UNF rated relatively highest among universities with a mean score of 3.00, followed by UF with a mean score of 2.66, FSU with a mean score of 2.60, and USF and UWF with an equal mean score of 2.50. The other universities included UCF with a mean score of 2.30, followed by FIU with a mean score of 1.70 and FAMU with a mean score of 1.66. FGCU was ranked the lowest with a mean score of 1.00.

Finally, survey item six, which is the last item in research question one, asked respondents if their universities had guidelines to ensure that undergraduate students could participate in approved study abroad programs without delaying graduation. The data provided by respondents are summarized with the mean, standard deviation, median, and range for each institution displayed in Table 14.

Table 14: Means, Standard Deviations, Minimums, Medians and Maximums for Each Institution on Guidelines to Ensure that Undergraduate Students Could Participate in Approved Study Abroad Programs Without Delaying Graduation (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.66	0.55	3.00	4.00	4.00
FGCU	2	3.00	1.41	2.00	3.00	4.00
FIU	10	3.20	1.87	0.00	4.00	5.00
FSU	5	4.60	0.54	4.00	5.00	5.00
UCF	20	3.10	1.11	0.00	3.00	5.00
UF	6	3.00	1.41	1.00	3.00	5.00
UNF	2	4.00	1.41	3.00	4.00	5.00
USF	2	4.50	0.70	4.00	4.50	5.00
UWF	2	4.00	0.00	4.00	4.00	4.00

The question, if universities had guidelines to ensure that undergraduate students could participate in approved study abroad programs without delaying graduation (survey item 6), was rated moderately high by respondents. FSU rated relatively highest among universities with a mean score of 4.60, followed by USF with a mean score of 4.50 and UWF and UNF with an equal mean score of 4.00. The rest of the universities included FAMU with a mean score of 3.66, followed by FIU with a mean score of 3.20 and UCF with a mean score of 3.10. UF and FGCU were ranked the lowest with an equal mean score of 3.00.

Overall, research question one encompassed the first six survey items focusing on articulated commitment. The responses of the international education administrators

somewhat agreed that their universities had an articulated commitment to internationalizing their campuses. USF rated highest with a mean score of 4.00, followed by UNF with a mean score of 3.94, and UWF with a mean score of 3.55. The second group included FIU with a mean score of 3.28, followed by UCF with a mean score of 3.25, and UF with a mean score of 3.16. Finally, FSU's mean score was 3.08, followed by FAMU with a mean score of 2.83, and FGCU with the lowest rated mean score of 2.083.

The Pearson correlation coefficient of .726 indicated that a positive relationship existed between the variable of articulated commitment and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). Through a scatter plot, Figure 2 illustrated the relationship between the overall degree of internationalization and the variable of articulated commitment.

### Research Question 2

Was there a relationship between academic offerings (curriculum) and the degree of internationalization? (Survey items 7-8)

Survey item seven asked whether the universities had a foreign language admissions requirement for incoming undergraduates. The data provided by respondents are summarized with the mean, standard deviation, median, and range for each institution and displayed in Table 15.

Table 15: Means, Standard Deviations, Minimums, Medians and Maximums for Each Institution on the Existence of a Foreign Language Admissions Requirement for Incoming Undergraduates (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	2.00	1.73	1.00	1.00	4.00
FGCU	2	3.50	0.70	3.00	3.50	4.00
FIU	10	3.40	1.71	1.00	4.00	5.00
FSU	5	4.40	0.54	4.00	4.00	5.00
UCF	20	3.85	1.42	1.00	4.00	5.00
UF	6	3.83	0.98	2.00	4.00	5.00
UNF	2	4.00	1.41	3.00	4.00	5.00
USF	2	3.50	2.12	2.00	3.50	5.00
UWF	2	2.00	2.83	0.00	2.50	4.00

The question, if universities had a foreign language admissions requirement for incoming undergraduates (survey item 7), was rated moderately high by respondents. FSU rated highest among universities with a mean score of 4.60, followed by USF with a mean score of 4.50 and UWF and UNF with an equal mean score of 4.00. The rest of the universities included FAMU with a mean score of 3.66, followed by FIU with a mean score of 3.20 and UCF with a mean score of 3.10. UF and FGCU were ranked the lowest with an equal mean score of 3.00.

Survey item eight asked whether undergraduates were required to take courses that primarily featured perspectives, issues, or events from specific countries or areas

outside the United States to satisfy their general undergraduate requirement. The data provided by respondents are summarized with the mean, standard deviation, median, and range for each institution and displayed in Table 16.

Table 16: Descriptive Statistics for Each Institution in Reference to Whether Undergraduates Were Required to Take Courses Focusing on Perspectives, Issues, or Events from Specific Countries or Areas Outside the United States (N = 55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	2.00	0.00	2.00	2.00	2.00
FGCU	2	1.50	0.70	1.00	1.50	2.00
FIU	10	3.00	1.58	0.00	3.00	5.00
FSU	5	4.40	0.54	4.00	4.00	5.00
UCF	20	2.35	0.93	0.00	2.00	4.00
UF	6	3.33	1.21	2.00	3.50	5.00
UNF	2	3.00	0.00	3.00	3.00	3.00
USF	2	5.00	0.00	5.00	5.00	5.00
UWF	2	3.00	1.41	2.00	3.00	4.00

The question whether undergraduates were required to take courses that primarily featured perspectives, issues, or events from specific countries or areas outside the United States (survey item 8) was rated moderate by respondents. USF rated highest among universities with a mean score of 5.00, followed by FSU with a mean score of 4.40 and UF with a mean score of 3.33. FIU, UWF, and UNF had an equal mean score of 3.00.

UCF had a mean score of 2.35, while FAMU had a mean score of 2.00, and FGCU was rated the lowest with a mean score of 1.50.

The Pearson correlation coefficient of .419 indicated that a relationship existed between the variable of curriculum and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). Through a scatter plot, Figure 3 gives a pictorial representation of the relationship between the overall degree of internationalization and the variable of curriculum.

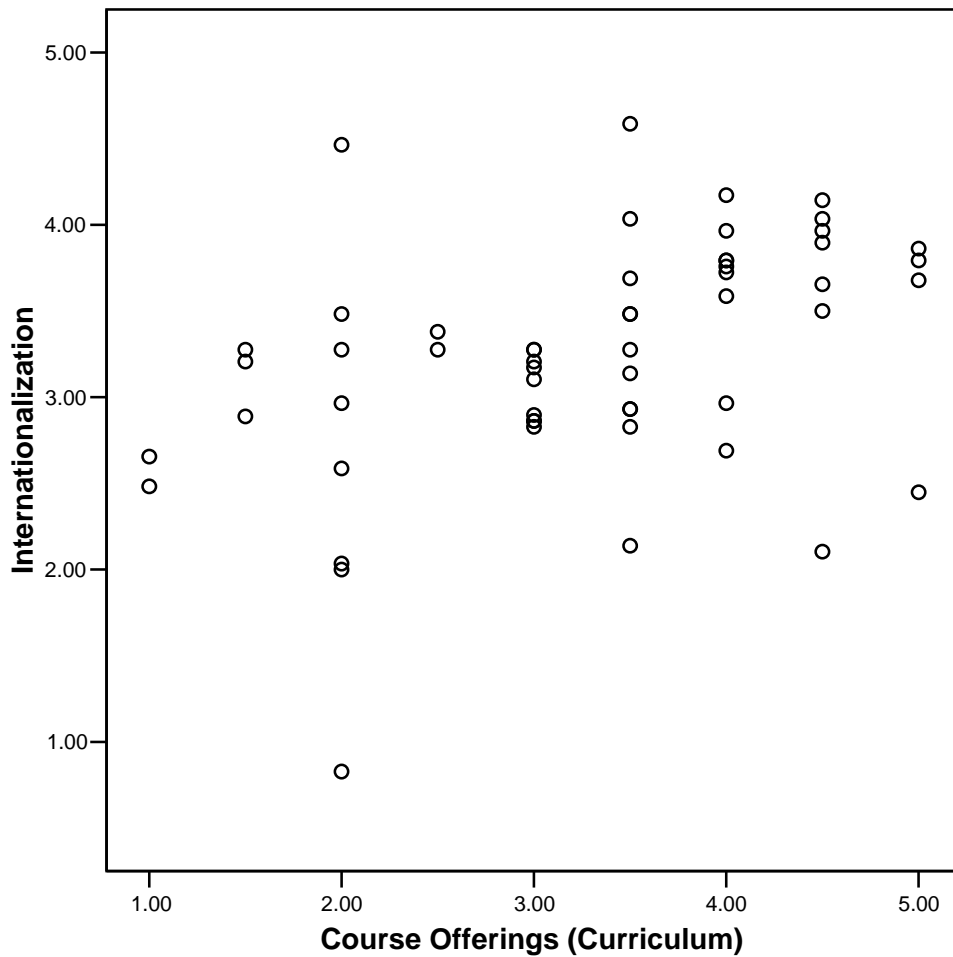


Figure 3: Scatterplot illustrating the degree of relationship between the overall score of internationalization and curriculum

In summary, Cronbach's Alpha for research question two (items 7, 8) resulted in a consistency coefficient of .325. Further, the Pearson correlation coefficient of .419 indicated that a relationship existed between the variable of curriculum and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). Through a scatter plot, Figure 3 gave a pictorial representation of the relationship between the overall degree of internationalization and the variable of curriculum.

### Research Question 3

Was there a relationship between organizational infrastructure and the degree of internationalization? (Survey items 9-13)

Survey item nine asked respondents whether their universities had a campus-wide committee or task force in place that worked solely on advancing internationalization efforts on campus. The data provided by the respondents are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution and displayed in Table 17.



Table 17: Descriptive Statistics for Each Institution on the Question whether Universities had an Internationalization Task Force or Committee (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	2.33	0.57	2.00	2.00	3.00
FGCU	2	4.50	0.70	4.00	4.50	5.00
FIU	10	2.30	1.82	0.00	1.50	5.00
FSU	5	2.00	1.73	1.00	1.00	5.00
UCF	20	4.05	1.09	2.00	4.00	5.00
UF	6	3.83	0.98	2.00	4.00	5.00
UNF	2	4.00	0.00	4.00	4.00	4.00
USF	2	5.00	0.00	5.00	5.00	5.00
UWF	2	4.00	0.00	4.00	4.00	4.00

The question if universities had a campus-wide committee or task force in place that worked solely on advancing internationalization efforts on campus (survey item 9) yielded moderate answers as well. USF rated the highest with a means score of 5.00, whereas FGCU came second with a mean score of 4.50. UCF had a mean score of 4.05, followed by UWF and UNF with an equal mean score of 4.00. UF had a mean score of 3.83, whereas FAMU and FIU scored 2.33 and 2.30, respectively. FSU was rated the lowest with a mean score of 2.00.

Survey item ten asked respondents whether information about international education activities and opportunities on campus was regularly sent out to faculty and students on the universities' internal e-mail system. The data provided by the respondents

are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution displayed in Table 18.

Table 18: Descriptive Statistics for Each Institution on whether Information about International Education Activities and Opportunities on Campus was Regularly Disseminated to Faculty and Students on the Universities' Internal E-mail Systems (N = 55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	4.33	0.57	4.00	4.00	5.00
FGCU	2	3.50	0.70	3.00	3.50	4.00
FIU	10	3.80	1.61	0.00	4.00	5.00
FSU	5	2.60	1.81	1.00	2.00	5.00
UCF	20	3.80	1.15	2.00	4.00	5.00
UF	6	3.33	0.81	2.00	3.50	4.00
UNF	2	4.00	0.00	4.00	4.00	4.00
USF	2	5.00	0.00	5.00	5.00	5.00
UWF	2	4.50	0.70	4.00	4.50	5.00

Survey item 10 yielded the following results. USF rated the highest with a mean score of 5.00, whereas UWF came second with a mean score of 4.50. FAMU had a mean score of 4.33, followed by UNF with a mean score of 4.00. FIU and UCF had an equal mean score of 3.80, whereas FGCU had a mean score of 3.50, followed by UF with a mean score of 3.33. FSU was rated the lowest with a mean score of 2.60.

Moreover, survey item 11 asked respondents if their universities regularly distributed a newsletter or news bulletin that focused on international opportunities. Table 19 displays the mean, standard deviation, possible range, and actual range of the scale scores provided by respondents for each institution.

Table 19: Descriptive Statistics for Each Institution on the Question whether Universities regularly Distributed a Newsletter or News Bulletin that Focused on International Opportunities (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	4.66	0.57	4.00	5.00	5.00
FGCU	2	2.50	0.70	2.00	2.50	3.00
FIU	10	2.50	1.50	0.00	2.50	4.00
FSU	5	2.00	1.22	1.00	2.00	4.00
UCF	20	3.55	1.14	1.00	4.00	5.00
UF	6	2.83	0.98	2.00	2.50	4.00
UNF	2	3.50	0.70	3.00	3.50	4.00
USF	2	5.00	0.00	5.00	5.00	5.00
UWF	2	3.00	1.41	2.00	3.00	4.00

USF rated the highest with a mean score of 5.00, whereas FAMU came second with a mean score of 4.66. UCF had a mean score of 3.55, followed by UNF with a mean score of 3.50. UWF had a mean score of 3.000, whereas UF had a mean score of 2.83.

FIU and FGCU had an equal mean score of 2.50, and FSU was rated the lowest with a mean score of 2.00.

Survey item 12 asked respondents whether their universities had a system for communicating the experiences of current study abroad students to other students on campus. The data provided by the respondents are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution and displayed in Table 20.

Table 20: Descriptive Statistics for Each Institution in Reference to Existence of a System for Communicating the Experiences of Current Study Abroad Students to Other Students on Campus (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	4.00	0.00	4.00	4.00	4.00
FGCU	2	3.00	0.00	3.00	3.00	3.00
FIU	10	2.33	1.50	0.00	2.00	4.00
FSU	5	3.20	1.78	1.00	3.00	5.00
UCF	20	2.55	1.19	0.00	3.00	5.00
UF	6	3.33	0.81	2.00	3.50	4.00
UNF	2	3.50	2.12	2.00	3.50	5.00
USF	2	4.50	0.70	4.00	4.50	5.00
UWF	2	3.50	0.70	3.00	3.50	4.00

Survey item 12 yielded the following results. USF rated the highest with a mean score of 4.50, whereas FAMU came second with a mean score of 4.00. UNF and UWF had an equal mean score of 3.50, followed by UF with a mean score of 3.33. FSU had a mean score of 3.20, whereas FGCU had a mean score of 3.00. UCF and FIU were rated the lowest with mean scores of 2.55 and 2.33, respectively.

Furthermore, survey item 13, the last item of research question three, asked respondents if their universities provided a direct link from their universities' homepages on the World Wide Web to their international programs and events web page. Table 21 displays the mean, standard deviation, possible range, and actual range of the scale scores provided by respondents for each institution.

Table 21: Descriptive Statistics for Each Institution on the Existence of a Direct Link from Universities' Homepages on the World Wide Web to their International Programs and Events Web Pages (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	2.33	1.52	1.00	2.00	4.00
FGCU	2	3.00	1.41	2.00	3.00	4.00
FIU	10	2.60	1.17	1.00	2.50	4.00
FSU	5	2.40	1.51	1.00	2.00	5.00
UCF	20	3.00	1.45	1.00	2.00	5.00
UF	6	3.00	1.54	1.00	3.00	5.00
UNF	2	3.50	2.12	2.00	3.50	5.00
USF	2	5.00	0.00	5.00	5.00	5.00
UWF	2	4.00	0.00	4.00	4.00	4.00

Survey item 13 yielded the following descriptive statistics. USF rated the highest with a mean score of 5.00, whereas UWF came second with a mean score of 4.00. UNF had a mean score of 3.50, whereas FGCU, UF, and UCF had an equal mean score of 3.00. FIU had a mean score of 2.60, and FSU received a mean score of 2.40. FAMU was rated the lowest with a mean score of 2.33.

The Pearson correlation coefficient of .811 indicated that a strong relationship existed between the variable of organizational infrastructure and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). Through a scatter plot, Figure 4 gives a pictorial representation of the relationship between the variable of organizational infrastructure and the overall degree of internationalization.

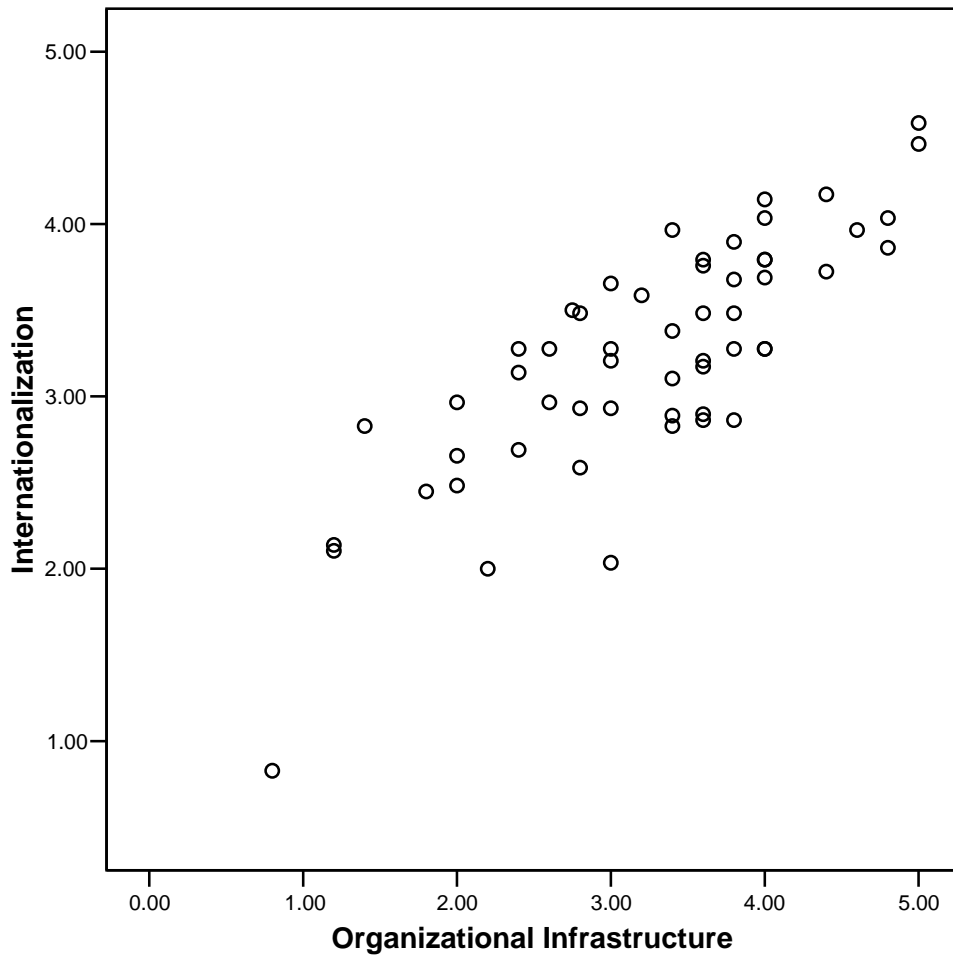


Figure 4: Scatterplot illustrating the degree of relationship between the variable of organizational infrastructure and the overall score of internationalization

Research Question 4

Was there a relationship between external funding and the degree of internationalization? (Survey items 14-17)

The four survey items included in research question four (items 14-17) focused on whether universities actively sought funds specifically earmarked for international education programs and activities and the sources of those funds. Table 22 summarizes

the respondents' data with the mean, standard deviation, possible range, and actual range of the scale scores for survey item 14 for each institution.

Table 22: Descriptive Statistics for Each Institution on Seeking Funds Specifically Earmarked for International Education Programs and Activities and the Sources of those Funds (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.33	1.52	2.00	3.00	5.00
FGCU	2	3.00	1.41	2.00	3.00	4.00
FIU	10	3.00	1.76	0.00	3.50	5.00
FSU	5	2.00	1.22	1.00	2.00	4.00
UCF	20	3.80	0.89	2.00	4.00	5.00
UF	6	4.33	0.51	4.00	4.00	5.00
UNF	2	4.00	0.00	4.00	4.00	4.00
USF	2	4.50	0.70	4.00	4.50	5.00
UWF	2	3.00	1.41	2.00	3.00	4.00

Survey item 14 yielded the following results. USF rated the highest with a mean score of 4.50, whereas FAMU came second with a mean score of 4.33, followed by UNF with a mean score of 4.00. UCF had a mean score of 3.800, and FAMU received a mean score of 3.33. FGCU, UWF, and FIU had an equal mean score of 3.00. FSU was rated the lowest with mean scores of 2.00.



Regarding the sources of funding, survey item 15 asked respondents whether, in the last three years, their universities received external funding specifically earmarked for international programs and activities from the federal government. The data provided by the respondents are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution and displayed in Table 23.

Table 23: Descriptive Statistics for Each Institution on the Question of Universities Receiving External Funding Specifically Earmarked for International Programs and Activities from the Federal Government (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	4.66	0.57	4.00	5.00	5.00
FGCU	2	3.00	1.41	2.00	3.00	4.00
FIU	10	3.60	1.57	0.00	4.00	5.00
FSU	5	2.20	1.30	1.00	2.00	4.00
UCF	20	3.35	1.34	0.00	3.50	5.00
UF	6	4.83	0.40	4.00	5.00	5.00
UNF	2	3.50	0.70	3.00	3.50	4.00
USF	2	3.50	2.12	2.00	3.50	5.00
UWF	2	3.00	1.41	2.00	3.00	4.00

Survey item 15 yielded the following results. UF rated the highest with a mean score of 4.83, whereas FAMU came second with a mean score of 4.66, followed by FIU with a mean score of 3.60. UNF and USF had an equal mean score of 3.50, whereas

FGCU and UWF had a mean score of 3.00. UCF had a mean score of 3.35, and FSU was rated the lowest with mean scores of 2.20.

Similarly, survey item 16 asked respondents whether, in the last three years, their universities received external funding specifically earmarked for international programs and activities from the state government. Table 24 summarizes the data with the mean, standard deviation, possible range, and actual range of the scale scores for each institution.

Table 24: Descriptive Statistics for Each Institution on the Question of Universities Receiving External Funding Specifically Earmarked for International Programs and Activities from the State Government (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.66	1.52	2.00	4.00	5.00
FGCU	2	2.00	0.00	2.00	2.00	2.00
FIU	10	3.00	1.41	0.00	3.00	5.00
FSU	5	2.40	1.51	1.00	2.00	4.00
UCF	20	2.15	1.35	0.00	3.00	5.00
UF	6	2.83	0.40	2.00	3.00	3.00
UNF	2	2.50	0.70	2.00	2.50	3.00
USF	2	4.50	0.70	4.00	4.50	5.00
UWF	2	2.50	0.70	2.00	2.50	3.00

Survey item 16 yielded the following results. USF rated the highest with a mean score of 4.50, whereas FAMU came second with a mean score of 3.66, followed by FIU with a mean score of 3.00. UF had a mean score of 2.83, and UCF had a mean score of 2.55. Both UNF and UWF had an equal mean score of 2.50. FSU had a mean score of 2.40, whereas FGCU was rated the lowest with a mean score of 2.00.

Finally, the last item of research question four asked respondents whether, in the last three years, their universities received external funding specifically earmarked for international programs and activities from private or other sources. Table 25 summarizes the data with the mean, standard deviation, possible range, and actual range of the scale scores for each institution.

Table 25: Descriptive Statistics for Each Institution on the Question of Universities Receiving External Funding Specifically Earmarked for International Programs and Activities from Private or Other Sources (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.66	0.57	3.00	4.00	4.00
FGCU	2	2.00	0.00	2.00	2.00	2.00
FIU	10	3.20	1.81	0.00	4.00	5.00
FSU	5	4.00	1.00	3.00	4.00	5.00
UCF	20	2.80	1.15	0.00	3.00	5.00
UF	6	4.66	0.51	4.00	5.00	5.00
UNF	2	3.50	0.70	3.00	3.50	4.00
USF	2	5.00	0.00	5.00	5.00	5.00
UWF	2	4.00	0.00	4.00	4.00	4.00

Survey item 17 yielded the following results. USF rated the highest with a mean score of 5.00, whereas UF came second with a mean score of 4.66. Both UWF and FSU had an equal mean score of 4.00. FAMU had a mean score of 3.66, and UNF had a mean score of 3.50. FIU had a mean score of 3.20, whereas UCF had a mean score of 2.80. FGCU was rated the lowest with a mean score of 2.00.

The Pearson correlation coefficient of .549 indicated that a positive relationship existed between the variable of funding and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). The scatter plot, shown as Figure 5, illustrates the relationship between the variable of funding and the overall degree of internationalization.

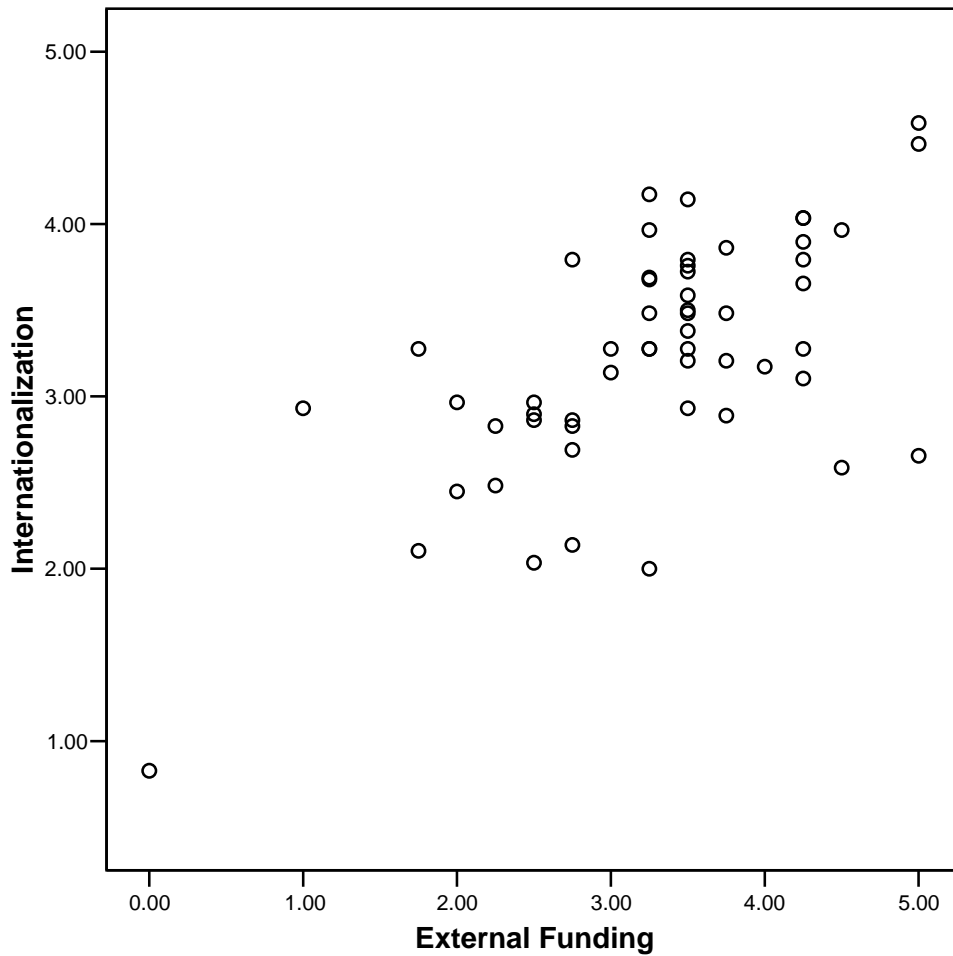


Figure 5: Scatterplot illustrating the degree of relationship between the variable of funding and the overall score of internationalization.

Research Question 5

Was there a relationship between institutional investment in faculty and the degree of internationalization? (Survey items 18-20)

Research question five concentrated on institutional investment in faculty by asking if respondents thought that their universities offered workshops to faculty

members on internationalizing their curricula and using technology to enhance that internationalization.

The Pearson correlation coefficient of .728 indicated that a positive relationship existed between the variables of investment in faculty and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). The scatter plot, shown as Figure 6, illustrates the relationship between the variable of investment in faculty and the overall degree of internationalization.

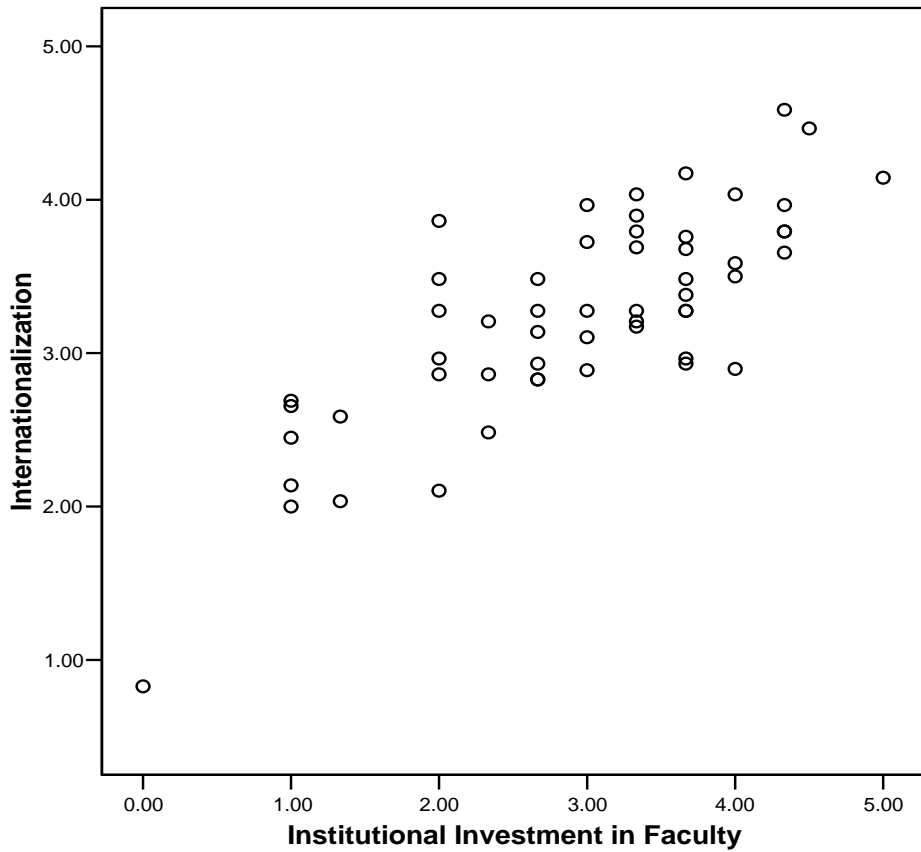


Figure 6: Scatterplot illustrating the relationship between investment in faculty and internationalization

Survey item 18 focused on whether faculty were offered any training or professional development to help them internationalize curriculum. Table 26 summarizes the respondents' data with the mean, standard deviation, possible range, and actual range of the scale scores for survey item 18 for each institution.

Table 26: Descriptive Statistics for Each Institution in Reference to Training or Professional Development to Help Faculty Internationalize Curriculum (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.66	0.57	3.00	4.00	4.00
FGCU	2	3.00	1.41	2.00	3.00	4.00
FIU	10	2.40	1.57	0.00	2.50	4.00
FSU	5	1.80	0.93	1.00	2.00	3.00
UCF	20	3.75	1.02	2.00	4.00	5.00
UF	6	3.16	1.32	2.00	3.00	5.00
UNF	2	3.00	0.00	3.00	3.00	3.00
USF	2	3.00	1.41	2.00	3.00	4.00
UWF	2	2.00	0.00	2.00	2.00	2.00

Survey item 18 yielded the following results. UCF rated the highest with a mean score of 3.75, whereas FAMU came second with a mean score of 3.66. UF had a mean score of 3.16, and FGCU, UNF, and USF had an equal mean score of 3.00. FIU had a mean score of 2.40, whereas UWF had a mean score of 2.00. FSU was rated the lowest with a mean score of 1.80.

Furthermore, survey item 19 focused on whether universities offered recognition awards specifically for international activity. Table 27 summarizes the respondents' data with the mean, standard deviation, possible range, and actual range of the scale scores for survey item 19 for each institution.



Table 27: Descriptive Statistics for Each Institution on the Question Whether Universities Offered Recognition Awards Specifically for International Activity (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	2.00	0.00	2.00	2.00	2.00
FGCU	2	2.50	2.12	1.00	2.50	4.00
FIU	10	2.20	1.61	0.00	1.50	4.00
FSU	5	2.00	1.22	1.00	2.00	4.00
UCF	20	2.80	1.05	1.00	3.00	4.00
UF	6	4.83	0.40	4.00	5.00	5.00
UNF	2	5.00	0.00	5.00	5.00	5.00
USF	2	3.00	1.41	2.00	3.00	4.00
UWF	2	2.00	0.00	2.00	2.00	2.00

UNF rated the highest with a mean score of 5.00, whereas UF came second with a mean score of 4.83. USF had a mean score of 3.00, followed by UCF with a mean score of 2.80. FGCU had a mean score of 2.50, whereas FIU had a mean score of 2.20. FSU, UWF, and FAMU were rated the lowest with an equal mean score of 2.00.

Finally, survey item 20 asked respondents if their universities offered workshops to faculty members on how to use technology to enhance the international dimension of their courses. The data provided by the respondents are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution and displayed in Table 28.

Table 28: Descriptive Statistics for Each Institution on the Question Whether Universities Offered Workshops to Faculty Members on How to Use Technology to Enhance the International Dimension of their Courses (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.00	1.00	2.00	3.00	4.00
FGCU	2	2.50	2.12	1.00	2.50	4.00
FIU	10	2.40	1.77	0.00	2.00	5.00
FSU	5	1.80	0.83	1.00	2.00	3.00
UCF	20	2.73	0.99	0.00	3.00	5.00
UF	6	3.00	0.89	2.00	3.00	4.00
UNF	2	2.50	0.70	2.00	2.50	3.00
USF	2	3.50	2.12	2.00	3.50	5.00
UWF	2	2.00	0.00	2.00	2.00	2.00

Survey item 20 yielded the following results. USF rated the highest with a mean score of 3.50, whereas FAMU and UF came second with an equal mean score of 3.00. UCF had a mean score of 2.73, and UNF and FGCU had an equal mean score of 2.50. FIU had a mean score of 2.40, whereas UWF had a mean score of 2.00. FSU was rated the lowest with a mean score of 1.80. In summary, research question five concentrated on institutional investment in faculty by asking if respondents thought that their universities offered workshops to faculty members on internationalizing their curricula and using technology to enhance that internationalization.

The Pearson correlation coefficient of .728 indicated that a strong relationship existed between the variable of investment in faculty and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). The scatter plot, shown as Figure 6, illustrated the relationship between the variable of investment in faculty and the overall degree of internationalization.

#### Research Question 6

Was there a relationship between international students/student programs and the level of internationalization? (Survey items 21-29)

Research question six focused on whether Florida universities earmarked funds to recruit degree-seeking international students, provide assistantships for study and educational travel opportunities, and organize international activities and events on their campuses. The Pearson correlation coefficient of .876 indicated that a strong relationship existed between the variable of international students and student programs and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). The scatter plot, shown as Figure 7, illustrated the relationship between the two variables.

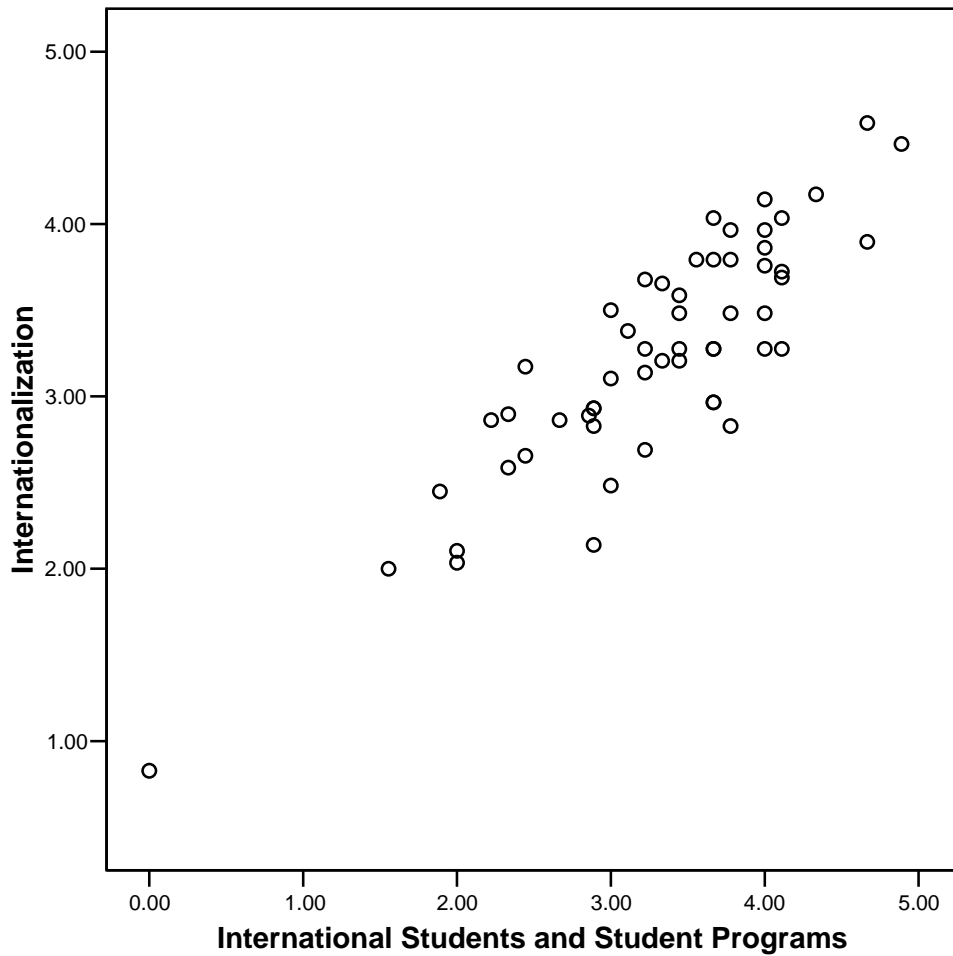


Figure 7: Scatterplot illustrating the relationship between international students and student programs and internationalization

Survey item 21 asked respondents if their universities specifically earmarked funds for travel for recruitment officers to aid recruitment of degree-seeking international students. The data provided by the respondents are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution and displayed in Table 29.

Table 29: Descriptive Statistics for Each Institution on Funds Earmarked for Travel for Recruitment Officers to Aid Recruitment of Degree-Seeking International Students (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.33	1.15	2.00	4.00	4.00
FGCU	2	1.50	0.70	1.00	1.50	2.00
FIU	10	2.70	1.49	0.00	3.00	4.00
FSU	5	2.00	1.00	1.00	2.00	3.00
UCF	20	4.40	0.94	2.00	5.00	5.00
UF	6	2.16	0.75	1.00	2.00	3.00
UNF	2	5.00	0.00	5.00	5.00	5.00
USF	2	4.50	0.70	4.00	4.50	5.00
UWF	2	2.00	0.00	2.00	2.00	2.00

UNF was rated the highest with a mean score of 5.00, whereas USF and UCF came second and third with mean scores of 4.50 and 4.40, respectively. FAMU had a mean score of 3.33, followed by FIU with a mean score of 2.70. UF had a mean score of 2.16, whereas UWF and FSU had an equal mean score of 2.00. FGCU was rated the lowest with a mean score of 1.50.

Survey items 22-27 asked respondents whether their universities earmarked funds for scholarships for international undergraduate and graduate students and for travel opportunities to study or to work abroad and to participate in meetings or conferences. USF was rated the highest with a mean score of 4.33, followed by UNF with a mean

score of 3.50 and UF with a mean score of 3.27. UCF had a mean score of 3.17, followed by UWF with a mean score of 3.16. FSU had a mean score of 2.86, whereas FAMU's mean score was 2.75. FIU had a mean score of 2.46, and FGCU was rated the lowest with a mean score of 1.75. Table 30 summarizes the means. Survey items 22-27 are below:

- The institution specifically earmarks funds for scholarships for degree-seeking international students at the undergraduate level.
- The institution specifically earmarks funds for scholarships for degree-seeking international students at the graduate level.
- The institution specifically earmarked funds for undergraduate students to participate in travel opportunities to meetings or conferences abroad last year (2005-06).
- The institution specifically earmarked funds for undergraduate students to participate in study or work abroad opportunities last year (2005-06).
- The institution specifically earmarked funds for graduate students to participate in travel opportunities to meetings or conferences abroad last year (2005-06).
- The institution specifically earmarked funds for graduate students to participate in study or work abroad opportunities last year (2005-06).

Table 30: Average of Means of Survey Items 22-27 for Each Institution on Funds Earmarked for Scholarships for International Undergraduate and Graduate Students and for Travel Opportunities to Study or to Work Abroad and to Participate in Meetings or Conferences (N = 55)

Questions 22-27	University	Mean
	FAMU	2.75
	FGCU	1.75
	FIU	2.46
	FSU	2.86
	UCF	3.17
	UF	3.27
	UNF	3.50
	USF	4.33
	UWF	3.16

Survey item 28 asked participants if their universities specifically earmarked funds for ongoing international activities on campus, such as speaker series, language houses, and international centers during the academic year of 2005-2006. The data provided by the respondents are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution and displayed in Table 31.

Table 31: Descriptive Statistics for Each Institution on Funds Earmarked for Ongoing International Activities on Campus, such as Speaker Series, Language Houses, and International Centers during the Academic Year of 2005-2006 (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	2.66	1.15	2.00	2.00	4.00
FGCU	2	4.00	0.00	4.00	4.00	4.00
FIU	10	2.70	1.33	0.00	3.00	4.00
FSU	5	3.00	1.22	1.00	3.00	4.00
UCF	20	4.45	0.75	3.00	5.00	5.00
UF	6	4.83	0.40	4.00	5.00	5.00
UNF	2	4.50	0.70	4.00	4.50	5.00
USF	2	4.00	0.00	4.00	4.00	4.00
UWF	2	4.00	0.00	4.00	4.00	4.00

UF was rated the highest with a mean score of 4.83, followed by UNF with a mean score of 4.50. UCF had a mean score of 4.45, whereas USF, UWF, and FGCU had an equal mean score of 4.00. FSU had a mean score of 3.00, followed by FIU with a mean score of 2.70. FAMU was rated the lowest with a mean score of 2.66.

Finally, survey item 29 asked respondents if their universities offered extracurricular activities to students, such as buddy and language partner programs, regular or ongoing international festivals or events, and meeting places for domestic students to discuss international issues and events with international students. The data



provided by the respondents are summarized with the mean, standard deviation, possible range, and actual range of the scale scores for each institution and displayed in Table 32.

Table 32: Descriptive Statistics for Each Institution on Offering Opportunities and Extracurricular Activities for Domestic Students to Discuss International Issues and Events with International Students (N=55)

University	N	Mean	SD	Minimum	Median	Maximum
FAMU	3	3.66	0.57	3.00	4.00	4.00
FGCU	2	3.50	0.70	3.00	3.50	4.00
FIU	10	3.30	1.33	0.00	4.00	4.00
FSU	5	3.80	1.64	1.00	4.00	5.00
UCF	20	4.55	0.75	3.00	5.00	5.00
UF	6	4.83	0.40	4.00	5.00	5.00
UNF	2	4.50	0.70	4.00	4.50	5.00
USF	2	4.50	0.70	4.00	4.50	5.00
UWF	2	4.00	0.00	4.00	4.00	4.00

UF was rated the highest with a mean score of 4.83, followed by UCF with a mean score of 4.55. UNF and USF had an equal mean score of 4.50, whereas UWF had a mean score of 4.00. FSU had a mean score of 3.80, followed by FAMU with a mean score of 3.66. FGCU had a mean score of 3.50, and FIU was rated the lowest with a mean score of 3.30. Survey item 30 asked respondents about the name of their universities.

Research question six focused on whether Florida universities earmarked funds to recruit

degree-seeking international students, provide assistantships for study and educational travel opportunities, and organize international activities and events on their campuses.

The Pearson correlation coefficient of .876 indicated that a strong relationship existed between the variable of international students and student programs and the overall degree of internationalization. The correlation is significant at the 0.01 level (2-tailed). The scatter plot, shown as Figure 7, illustrated the relationship between the two variables.

#### Comparison between Florida Public Universities and ACE’s Study

A comparison of sample proportions of Florida public universities to the expected proportions of comprehensive universities included in the national internationalization study of the American Council on Education (ACE) indicated that proportions from Florida universities were statistically different from ACE’s sample included in its national research (Green, 2005). In order to address this ancillary question, a Chi-Square test was performed to determine if the observed frequencies differed significantly from the expected frequencies. Table 33 below presents the Chi-Square test result.

Table 33: Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.719(a)	36	.482
Likelihood Ratio	40.864	36	.265
N of Valid Cases	55		

a. 48 cells (96.0%) have expected count less than 5. The minimum expected count is .11.

The Chi-Square test statistic of 35.72 does exceed the critical value of 7.81473, Alpha = .05, 5-1, (Lomax, p. 479). Thus, the null hypothesis is rejected. The difference was statistically significant,  $\chi^2 = 35.72$ ,  $p < .05$ .

Similarly, The American Council on Education national study of internationalization in comprehensive universities (Green, 2005) concluded that 1% of those universities scored a zero; 18% were ranked low; 55% medium; 26% medium-high; and only 1% high. In contrast, 11% Florida public universities ranked medium; 78% ranked medium-high; and 11% ranked high in their internationalization efforts. Table 34 displays the contrast.

Table 34: Comparison of Florida Universities to the American Council on Education (ACE) Comprehensive Universities

	FL Institutions	American Council on Education
Zero	0.00	0.01
Low	0.00	0.18
Medium	0.11	0.55
Medium-High	0.78	0.26
High	0.11	0.01

## Summary

Data analysis of the six research questions was presented in Chapter 4. The results were based on the responses of international education administrators and educators at nine Florida public universities to the Institutional Internationalization Survey. Cronbach's Alpha tests of reliability were also presented for each construct and the overall research question, as well as Pearson coefficients of correlation were presented through scatter plots to illustrate the relationships between the six variables and internationalization. The survey included one item to identify the institution of the respondents, but it did not include demographic items. Thirty-four tables summarized the means, standard deviations, possible ranges, and actual ranges of the scale scores for each institution. A Chi-Square test was also presented to determine if the observed frequencies differed significantly from the expected frequencies. Finally, chapter 5 will present a summary, conclusions, implications for practice, and recommendations for future research.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### Introduction

This chapter begins with a review of the statement of the problem and the methodology including population, instrumentation, and data collection procedures used in this study. A summary of findings is organized through the six research questions, and conclusions are presented based on the findings. The chapter concludes with recommendations for future research.

#### Statement of the Problem

This study sought to examine and measure the extent of internationalization efforts in state universities in Florida and to identify any relationships between selected institutional strategies, such as funding, academic offerings, institutional commitment, organizational infrastructure, investment in faculty and international students, and the degree of institutional internationalization in Florida.

#### Methodology

##### Population

The 11 public universities in the state of Florida were the primary focus of this study. The research included a sample of professionals responsible for international education and programs. The 11 public universities were University of Florida (UF),

University of Central Florida (UCF), University of South Florida (USF), University of North Florida (UNF), University of West Florida (UWF), Florida State University (FSU), Florida Gulf Coast University (FGCU), Florida Mechanical & Agricultural University (FAMU), Florida International University (FIU), Florida Atlantic University (FAU), and New College of Florida (NCF). Together these comprised the Florida State University System.

#### Data Collection and Instrumentation

Four phases of data collection were implemented. In Phase I, an electronic survey was emailed to professionals involved in international programs and studies in the public universities of Florida in the fall 2006 semester. The initial survey was sent to 204 participants on October 1, 2006, asking them to give their responses to questions on internationalization efforts at their universities. Three weeks later on October 22, 2006, the researcher emailed the survey questionnaire to those participants who did not respond to the initial one. Those participants who indicated they had participated in the survey or chose not to participate were excluded from the second email. Then, in November, 2006, the researcher sent the survey a third time. Several email addresses were unreachable, which lowered the number of contacts the researcher had compiled. The researcher contacted the universities from which the emails were returned and corrected them. Finally, on December 8<sup>th</sup>, a final communication was sent to get a higher response rate.

## Data Analysis

The researcher completed the analysis of the completed data using SPSS 12.0 Student Version for Windows and Excel, a spreadsheet software program. Descriptive statistics were calculated, including frequencies for each survey item for highly active and less active universities. In addition, a Chi-Square test was conducted to determine if the sample proportions from Florida public universities were statistically different from expected proportions based on the American Council on Education's national study.

## Summary of the Findings

Following is a summary of findings with respect to the six research questions that guided this study:

### Research Question 1

Was there a relationship between articulated commitment and the degree of internationalization of the 11 Florida public universities? (Survey items 1-6)

The question focused on the Florida public universities' mission statement reference to international education, whether the latter is specifically stated as a priority in the universities' strategic plans, and institutional assessment of the impact or progress of international education as determined by the responses of international education personnel to the survey. A table of the results was constructed, listing descriptive statistics for each institution.

The first six items of the survey were the primary focus of research question one. They asked respondents on their universities articulated commitment to

internationalization. USF rated highest with a mean score of 4.00, followed by UNF with a mean score of 3.94, and UWF with a mean score of 3.55. The rest of the universities included FIU with a mean score of 3.28, followed by UCF with a mean score of 3.25, and UF with a mean score of 3.16. Finally, FSU's mean score was 3.08, followed by FAMU with a mean score of 2.83, and FGCU with the lowest rated mean score of 2.08. Table 7 provided a listing of the means, standard deviations, and ranges for each institution for the category of articulated commitment resulting from the responses by international education administrators.

### Research Question 2

Was there a relationship between academic offerings (curriculum) and the degree of internationalization? (Survey items 7-8)

Research question two focused on whether Florida public universities had a foreign language admissions requirement for incoming undergraduates and whether undergraduates were required to take courses that primarily featured perspectives, issues, or events from specific countries or areas outside the United States.

The mean results provided by respondents in Table 14 indicated a statistically significant relationship between curriculum and international education. FSU rated highest among universities with a mean score of 4.60, followed by USF with a mean score of 4.50 and UWF and UNF with an equal mean score of 4.00. The other universities included FAMU with a mean score of 3.66, followed by FIU with a mean score of 3.20 and UCF with a mean score of 3.10. UF and FGCU were ranked the lowest with an equal mean score of 3.00.



Similarly, Table 15 summarized the mean results of responses to the question of courses with an international component. USF rated highest among universities with a mean score of 5.00, followed by FSU with a mean score of 4.40 and UF with a mean score of 3.33. FIU, UWF, and UNF had an equal mean score of 3.00. UCF had a mean score of 2.35, while FAMU had a mean score of 2.00, and FGCU was rated the lowest with a mean score of 1.50.

### Research Question 3

Was there a relationship between organizational infrastructure and the degree of internationalization? (Survey items 9-13)

On the question whether Florida public universities had a campus-wide committee or task force in place that worked solely on advancing internationalization efforts on campus, Table 16 showed the mean results of those universities. USF rated the highest with a mean score of 5.00, whereas FGCU came second with a mean score of 4.50. UCF had a mean score of 4.05, followed by UWF and UNF with an equal mean score of 4.00. UF had a mean score of 3.83, whereas FAMU and FIU scored 2.33 and 2.30, respectively. FSU was rated the lowest with a mean score of 2.00.

Data displayed in Table 17 indicated the mean results on whether universities regularly disseminated information on international education activities and opportunities on campus to faculty and students on the universities' internal e-mail systems. USF rated the highest with a mean score of 5.00, whereas UWF came second with a mean score of 4.50. FAMU had a mean score of 4.33, followed by UNF with a mean score of 4.00. FIU and UCF had an equal mean score of 3.80, whereas FGCU had a mean score of 3.50,

followed by UF with a mean score of 3.33. FSU was rated the lowest with a mean score of 2.60.

In addition, data displayed in Table 18 showed mean results of how regularly universities distributed a newsletter or news bulletin that focused on international opportunities. USF rated the highest with a mean score of 5.00, whereas FAMU came second with a mean score of 4.66. UCF had a mean score of 3.55, followed by UNF with a mean score of 3.50. UWF had a mean score of 3.000, whereas UF had a mean score of 2.83. FIU and FGCU had an equal mean score of 2.50, and FSU was rated the lowest with a mean score of 2.00.

Completed surveys from respondents indicated that their universities had a system for communicating the experiences of current study abroad students to other students on campus. USF rated the highest with a mean score of 4.50, whereas FAMU came second with a mean score of 4.00. UNF and UWF had an equal mean score of 3.50, followed by UF with a mean score of 3.33. FSU had a mean score of 3.20, whereas FGCU had a mean score of 3.00. UCF and FIU were rated the lowest with mean scores of 2.55 and 2.33, respectively (Table 19).

Finally, survey participants gave responses on whether their universities provided a direct link from their homepages on the World Wide Web to their international programs and events web page. Results indicated that USF rated the highest with a mean score of 5.00, whereas UWF came second with a mean score of 4.00. UNF had a mean score of 3.50, whereas FGCU, UF, and UCF had an equal mean score of 3.00. FIU had a

mean score of 2.60, and FSU received a mean score of 2.40. FAMU was rated the lowest with a mean score of 2.33.

#### Research Question 4

Was there a relationship between external funding and the degree of internationalization? (Survey items 14-17)

Research question four asked international education professionals their perceptions of how active their universities were in seeking funds specifically earmarked for international education programs and activities and the sources of those funds. USF rated the highest with a mean score of 4.50, whereas FAMU came second with a mean score of 4.33, followed by UNF with a mean score of 4.00. UCF had a mean score of 3.800, and FAMU received a mean score of 3.33. FGCU, UWF, and FIU had an equal mean score of 3.00. FSU was rated the lowest with mean scores of 2.00.

#### Research Question 5

Was there a relationship between institutional investment in faculty and the degree of internationalization? (Survey items 18-20)

Respondents viewed that their universities offered training or professional development to faculty to help them internationalize curriculum. UCF rated the highest with a mean score of 3.75, whereas FAMU came second with a mean score of 3.66. UF had a mean score of 3.16, and FGCU, UNF, and USF had an equal mean score of 3.00. FIU had a mean score of 2.40, whereas UWF had a mean score of 2.00. FSU was rated the lowest with a mean score of 1.80.

In the same context of investment in faculty, respondents also gave their perceptions of their universities offering recognition awards specifically for international activity. UNF rated the highest with a mean score of 5.00, whereas UF came second with a mean score of 4.83. USF had a mean score of 3.00, followed by UCF with a mean score of 2.80. FGCU had a mean score of 2.50, whereas FIU had a mean score of 2.20. FSU, UWF, and FAMU were rated the lowest with an equal mean score of 2.00.

The last item in research question four asked respondents whether universities offered workshops to faculty members on how to use technology to enhance the international dimension of their courses. USF was rated the highest with a mean score of 3.50, whereas FAMU and UF came second with an equal mean score of 3.00. UCF had a mean score of 2.73, and UNF and FGCU had an equal mean score of 2.50. FIU had a mean score of 2.40, whereas UWF had a mean score of 2.00. FSU was rated the lowest with a mean score of 1.80.

#### Research Question 6

Was there a relationship between international students/student programs and the level of internationalization? (Survey items 21-29)

Table 21 displayed the results of respondents' perceptions of whether their universities specifically earmarked funds for travel for recruitment officers to aid recruitment of degree-seeking international students. The data indicated that UNF was rated the highest with a mean score of 5.00, whereas USF and UCF came second and third with mean scores of 4.50 and 4.40, respectively. FAMU had a mean score of 3.33, followed by FIU with a mean score of 2.70. UF had a mean score of 2.16, whereas UWF

and FSU had an equal mean score of 2.00. FGCU was rated the lowest with a mean score of 1.50.

In addition, international education professionals gave their perceptions on their universities earmarking of funds for scholarships for international undergraduate and graduate students and for travel opportunities to study or to work abroad and to participate in meetings or conferences. USF was rated the highest with a mean score of 4.33, followed by UNF with a mean score of 3.50 and UF with a mean score of 3.27. UCF had a mean score of 3.17, followed by UWF with a mean score of 3.16. FSU had a mean score of 2.86, whereas FAMU's mean score was 2.75. FIU had a mean score of 2.46, and FGCU was rated the lowest with a mean score of 1.75.

Furthermore, Table 29 displayed data results on universities specifically earmarking funds for ongoing international activities on campus, such as speaker series, language houses, and international centers. UF was rated the highest with a mean score of 4.83, followed by UNF with a mean score of 4.50. UCF had a mean score of 4.45, whereas USF, UWF, and FGCU had an equal mean score of 4.00. FSU had a mean score of 3.00, followed by FIU with a mean score of 2.70. FAMU was rated the lowest with a mean score of 2.66.

Finally, study participants gave their perceptions of their universities offering extracurricular activities to students, such as buddy and language partner programs, regular or ongoing international festivals or events, and meeting places for domestic students to discuss international issues and events with international students. UF was rated the highest with a mean score of 4.83, followed by UCF with a mean score of 4.55.

UNF and USF had an equal mean score of 4.50, whereas UWF had a mean score of 4.00. FSU had a mean score of 3.80, followed by FAMU with a mean score of 3.66. FGCU had a mean score of 3.50, and FIU was rated the lowest with a mean score of 3.30.

## Conclusions and Discussion

### Mean Results and Internationalization Efforts

To summarize the mean results, USF was the most highly active university in the state of Florida university system in terms of internationalization efforts, with a mean score of 4.00, followed by UNF, which scored a mean score of 3.83. UF was moderately active in internationalization efforts with a mean score of 3.43, followed by UCF, which scored a mean score of 3.35. They were followed by UWF, with a mean score of 3.31, followed by FIU with a mean score of 3.20, FAMU with a mean score of 3.09 and FSU with a mean score 3.00. The least active university was FGCU, which had a mean score of 2.50. Table 35 below illustrates the internationalization degree for each university along with their highest dimensions.

Table 35: Degree of Internationalization and Highest Dimension per Institution

Degree	Institution	Mean	Top Internationalization Dimensions
High	USF	4.00	Articulated Commitment, Funding & Organizational Infrastructure
Medium-High	UNF	3.83	International Students/Student Programs
	UF	3.43	Institutional Investment in Faculty
	UCF	3.35	
	UWF	3.31	
	FIU	3.20	
	FAMU	3.09	
	FSU	3.00	Academic Offerings (Curriculum)
Medium	FGCU	2.50	

There was a positive relationship between each of the six variables and internationalization efforts in Florida public universities, as illustrated by scatterplots and the Pearson correlation coefficients in chapter four. Thus, it was concluded that there was a positive relationship between articulated commitment and the overall degree of internationalization ( $r = .70$ ). There was also a positive relationship between academic offerings (curriculum) and internationalization efforts ( $r = .42$ ). The relationship between the variable of organizational infrastructure and internationalization was also positive ( $r = .81$ ). Furthermore, there was a positive relationship between funding and degree of

internationalization ( $r = .64$ ), and the relationship between investment in faculty and degree internationalization was also positive ( $r = .79$ ). Finally, there was a positive relationship between international students/student programs and degree of internationalization ( $r = .87$ ).

The six research questions were included in this study in response to internationalization of higher education research cited in Chapter 2 that emphasized a strong connection between a serious systematic effort to internationalize campuses and effective and successful international education of graduates, especially a study by the American Council on Education focusing on six fundamental components as a way to internationalize higher education institutions (Green, 2005). Empirical evidence was found to support the notion that articulated commitment by institutional leadership is fundamental to effective international education. There was also evidence of a strong positive relationship between international students and other student programs and internationalization efforts. Likewise, the findings indicated a strong link between organizational infrastructure, investment in faculty, funding, and curriculum and the overall level of internationalization.

### Implications for Practice

This study indicated that having a comprehensive framework made up of the six categories used in this research can lead to effective campus internationalization and graduation of globally competent citizens. Florida public universities need to articulate their serious commitment to international education by putting into place different policies, programs, and activities. For instance, universities need to highlight



international experiences in their recruitment materials and have clear guidelines that assist students in studying abroad without delaying their graduation either through the host institution or other institutions, in which case students should be allowed to use funding. Moreover, Florida universities should articulate international education in their mission statements, goals, or strategic plans and assess their internationalization efforts as part of their institutional effectiveness.

Concerning curriculum, Florida universities should provide a myriad of courses and programs that contain an international focus, including education overseas for credit. In addition, in the first year or two of students' academic experience, freshmen and sophomores must be required to take a general education course that has an international penchant.

To build an internationalized campus, Florida public universities need to provide the necessary infrastructure and resources that support this goal. Examples of organizational infrastructure include office space for faculty and international education administrators, facilities for students to gather, structures dedicated to international education programs and services, systems of communication for study abroad students to share their experiences, and internationalization committees or task forces made up of leaders of various entities on campus. Other resources include technology capabilities, such as the use of the campus internal email system to communicate international events, activities, speakers, and conferences.

Furthermore, Florida public universities need to invest in their faculty and provide them with all resources to help them realize the internationalization goal. Everyone

knows that faculty members are the key to a successful learning experience for students. Universities need to provide human and financial resources to faculty to devise new curricula and lead study abroad programs, travel overseas to attend conferences, teach, or conduct research. Universities also need to provide faculty development opportunities to help them with course innovation projects that internationalize their curricula and funding from all sources-local, state, federal, and private to develop these courses.

Last but not least, international students and student programs are vital to an internationalized campus. Florida public universities need to do more to create a welcoming environment for international students, scholars, and their families. They need to promote effective communication and contact between international students and other students on campus through international extracurricular activities, such as events, fairs, activities, informal groups, and communities. Providing ample space for students to meet and discuss international current events is also helpful to promote global awareness and education. Finally, funding that supports an effective international recruitment plan and a generous amount of scholarship opportunities is fundamental to bringing a highly qualified body of international students and researchers from all over the world.

#### Recommendations for Future Research

Some indications for the further study of internationalization strategies of Florida public universities have been identified through the review of the literature, the analysis of data, and the discussion of research conclusions. The following recommendations for future research are presented:

1. This study was limited to Florida's 11 public universities. Similar studies of internationalization initiatives could be replicated in private universities in Florida to find out whether the conclusions drawn on public universities could be generalizable to private ones. For instance, what strategies are private universities in Florida implementing to internationalize student education and experiences?

2. The number of survey respondents was limited to a sample of 55 university administrators who played a role in the internationalization of their universities. The number could be increased to provide a larger sample to maximize the generalizability of the conclusions about relationships between certain internationalization strategies and the extent to which campuses are said to be internationalized.

3. Future research might add a qualitative component to the study of internationalization of universities. A researcher could act as an observer and spend ample time with key personnel responsible for international education over a period of days or weeks to record specific activities, services, and instances to gather descriptive data that exemplify some of the internationalization strategies and efforts indicated on the survey completed by international education professionals.

4. A similar study of internationalization efforts might be designed to compile information related to the community college system in Florida. In the last two years, these colleges have also begun to create committees or task forces to evaluate their international initiatives and recommend strategies that would enhance the international experience of their students. Data from such a study could provide a great deal of help to

community colleges to assist them in the evaluation and development of effective methods to internationalize student education and experience.

5. Another study should be conducted to identify good practices and characteristics of effective international programs and initiatives in other state university systems. The data and conclusions from such a study would help Florida universities understand what successful efforts can be adapted in their campuses to avoid wasting resources attempting to create programs that have been tried and proven ineffective.

6. A future study can focus primarily on one Florida public university to conduct an in-depth internationalization review based on the criteria outlined in this study's survey. A review process can concentrate on the following elements: articulated commitment, academic offerings and requirements, student opportunities, faculty opportunities, funding, communication structure, supporting structures and policies, and campus culture. Such a study would provide a deep analysis and evaluation of how internationalized one public university is in order to enhance the education and experience of students.

7. A study to examine the relationship between institutional internationalization strategies and student learning outcomes could also be very beneficial to determine if these two variables are aligned for a more enhanced international education and experience.

APPENDIX A  
ELECTRONIC COMMUNICATION

Dear International Education Professional:

You have been chosen from a list of international educators compiled by the Florida Association of International Educators, which is a member of NAFSA: Association of International Educators, to complete a questionnaire on internationalization efforts of state universities in Florida. The study is being conducted by Rachid Bendriss, a doctoral student in the department of Educational Research, Technology and Leadership at the University of Central Florida (Advisor: Jess House, Ph.D., [jhouse@mail.ucf.edu](mailto:jhouse@mail.ucf.edu))

College graduates need to become globally competent. In order to understand what strategies public institutions of higher education in Florida are utilizing to internationalize student learning and experiences, you, as a professional in international programs, are being asked to participate in an academic study through the use of a survey questionnaire.

**To access the survey, please use the link and password below and choose the “Consent to Participate” button. Please choose an answer for all questions.**

**Link:** <http://tinyurl.com/lux8u>

**Password = R2674**

**PARTICIPANTS MUST BE AT LEAST 18 YEARS OLD TO PARTICIPATE IN THE STUDY.** The survey should take no more than 10 minutes to complete. The information obtained in the survey will be used as part of a dissertation in the field of higher education leadership. **THE STUDY IS ANONYMOUS AND WILL NOT ASK FOR YOUR NAME, WHICH MEANS THAT NO ONE WILL KNOW TO WHOM EACH COMPLETED QUESTIONNAIRE BELONGS. THEREFORE, THE STUDY DOES NOT POSE ANY RISK TO YOU.** There are no financial benefits to you or risks associated with participation in this study. If you have further questions about your rights, information is available from the contact person listed at the top of this consent form. You participation is completely voluntary, and you may choose to skip any questions or end your participation at any time.

Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants’ rights may be directed to UCF Institutional Review Board Office at the University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246. The phone numbers are 407-823-2901 or 407-882-2276.

Thank you very much for your assistance. If you wish to submit additional comments about your institution’s internationalization efforts, please email them to me at [Bendriss@mail.ucf.edu](mailto:Bendriss@mail.ucf.edu).

Sincerely,

Rachid Bendriss

APPENDIX B  
SURVEY INSTRUMENT

## Survey Questionnaire

Please choose one answer for each of the questions below.

1= Strongly Disagree   2= Disagree   3= Neither agree Nor Disagree   4= Agree   5= Strongly Agree   N/A= Not Applicable

1. My institution's mission statement specifically refers to international education.

- Strongly Disagree    Disagree    Neither Agree nor Disagree  
 Agree    Strongly Agree    Not Applicable

2. International education is specifically stated as one of the top five goals or priorities in my institution's current strategic plan.

- Strongly Disagree    Disagree    Neither Agree nor Disagree  
 Agree    Strongly Agree    Not Applicable

3. My institution has formally assessed the impact or progress of its international education efforts in the last five years.

- Strongly Disagree    Disagree    Neither Agree nor Disagree  
 Agree    Strongly Agree    Not Applicable

4. My institution highlights international education programs, activities, and opportunities in student recruitment literature.

- Strongly Disagree    Disagree    Neither Agree nor Disagree  
 Agree    Strongly Agree    Not Applicable

5. My institution has guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions.

- Strongly Disagree    Disagree    Neither Agree nor Disagree  
 Agree    Strongly Agree    Not Applicable

6. My institution has guidelines to ensure that undergraduate students can participate in approved study abroad programs without delaying graduation.



Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

7. My institution has a foreign language admissions requirement for incoming undergraduates.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

8. To satisfy their general undergraduate requirement, undergraduates are required to take courses that primarily feature perspectives, issues, or events from specific countries or areas outside the United States.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

9. My institution has a campus-wide committee or task force in place that works solely on advancing internationalization efforts on campus.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

10. Information about international education activities and opportunities on campus is regularly sent out to faculty and students on my institution's internal e-mail system.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

11. My institution regularly distributes a newsletter or news bulletin that focuses on international opportunities.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

12. My institution has a system for communicating the experiences of current study abroad students to other students on campus.

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

13. There is a direct link from my institution's homepage on the World Wide Web to its international programs and events web page.

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

14. My institution actively seeks funds specifically earmarked for international education programs and activities.

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

15. In the last three years, my institution received external funding specifically earmarked for international programs and activities from the federal government.

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

16. In the last three years, my institution received external funding specifically earmarked for international programs and activities from the state government.

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

17. In the last three years, my institution received external funding specifically earmarked for international programs and activities from private or other sources.

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

18. My institution offers workshops to faculty members on internationalizing their curricula.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

19. My institution offers recognition awards specifically for international activity.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

20. My institution offers workshops to faculty members on how to use technology to enhance the international dimension of their courses.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

21. My institution specifically earmarks funds for travel for recruitment officers to aid recruitment of degree-seeking international students.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

22. My institution specifically earmarks funds for scholarships for degree-seeking international students at the undergraduate level.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

23. My institution specifically earmarks funds for scholarships for degree-seeking international students at the graduate level.

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

24. My institution specifically earmarked funds for undergraduate students to participate in travel opportunities to meetings or conferences abroad last year (2005-06).

Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

25. My institution specifically earmarked funds for undergraduate students to participate in study or work abroad opportunities last year (2005-06).

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

26. My institution specifically earmarked funds for graduate students to participate in travel opportunities to meetings or conferences abroad last year (2005-06).

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

27. My institution specifically earmarked funds for graduate students to participate in study or work abroad opportunities last year (2005-06).

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

28. My institution specifically earmarked funds for ongoing international activities on campus (speaker series, language houses, international centers) last year (2005-06).

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

29. Last year (2005-06), my institution offered extracurricular activities to students, such as buddy and language partner programs, regular or ongoing international festivals or events, and meeting places for students to discuss international issues and events with international students.

- Strongly Disagree     Disagree     Neither Agree nor Disagree  
 Agree     Strongly Agree     Not Applicable

30. The name of my institution is .....

APPENDIX C

INSTITUTIONAL REVIEW BOARD APPROVAL

06-3661 - Internalization Efforts at State Universities in Florida

Rachid Bendriss(Jess House, Ph.D., Supervisor)

New

Submitted: July 25, 2006

First review: July 28, 2006

Second Review: August 8, 2006

Reviewed by: Tracy Dietz, Ph.D., Vice Chair, UCF IRB

Approved for exempt review with clarifications attached.

Non sensitive, Non-Vulnerable

\*\*\*\*

Thank you for taking the time and sending such a thorough response for clarification. It is always such a pleasure to work with researchers such as yourself. The Designated Reviewer's review for approval part for the exempt IRB approval process is now complete. I am asking Ms. Ward, the IRB coordinator, to make sure all required paperwork to support this is complete. When all paperwork is complete, these clarifications and any supporting documentation will be attached to your file along with the approval letter. You should receive your official notification of IRB approval within a few days. Always keep in mind that you cannot begin your study research until you receive approval from the IRB office. If you have any questions about the process, or whether your file is complete please call the UCF-IRB Office, University of Central Florida Office of Research, 12201 Research Parkway, Suite 501, Orlando, Florida 32826-3246. The phone number is (407) 823-2901.

Your study has been classified as an exempt study because you are collecting survey data using procedures that allow you to maintain confidentiality. What this means is that you will not need to go through the continuing review process in one year as long as you do not change the protocol or as long as no complaints are made requiring inquiry. Exempt does not mean that an investigator can make a decision about the status or category himself/herself. This must be determined by a governing body. At UCF the body designated to make that determination is the IRB. So, in the future if you have similar studies, please submit them to the IRB for review.

Good luck with your research. If you have any questions, please feel free to contact me.

Sincerely,

Tracy L. Dietz, Ph.D.  
Chair, UCF IRB

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