

**An Infusion Approach to Internationalization:  
Drake University as a Case Study**

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## **Abstract**

How can institutions of higher education insure that international perspectives become an important component of the educational experience for a broad base of students? General education requirements offer a necessary but insufficient step toward this goal. The strengthening of specialized international studies programs reaches too few students. A better approach involves the infusion of international perspectives throughout the institution through both curricular and extra-curricular initiatives. Infusion requires an institution-wide commitment to matching international perspectives with the diverse needs and interests of students across the campus. This paper offers a case study of internationalization through infusion at a medium-sized, private university located in the Midwest. Energized by a new strategic commitment to international education, Drake has crafted a highly innovative three-pronged approach to internationalization: 1) The creation of a new Center for Global Citizenship, 2) A new and innovative approach to foreign language study called the Drake University Language Acquisition Program (DULAP) involving technology-assisted pedagogy and small group discussion with native speakers. 3. A new series of partnerships with overseas universities. Although still quite new, these initiatives have begun to change the campus culture, strengthen ties with internationally-oriented community groups and attract external resources.

## Author Biographies

**David Skidmore** is a Professor in the Department of Politics and International Relations at Drake University. He received his Ph.D. degree from Stanford University and taught at Hamilton College and the University of Notre Dame before arriving at Drake in 1989. During the 1996-97 academic year, he taught at the Johns Hopkins-Nanjing University Center for Chinese and American Studies in Nanjing, China. His other travels have taken him to Hong Kong, Thailand, London, Mexico, Costa Rica, Argentina, Chile, Jamaica, Nicaragua, Brazil, Vietnam and Cambodia. Skidmore currently serves as Director of the Center for Global Citizenship. His research and teaching interests lie in the areas of international political economy, American foreign policy, international relations theory and Latin American politics. Skidmore is author, co-author or editor of four books and has published numerous articles or chapters in various academic journals and books.

**Jan Marston (DULAP):** Jan Marston is an Associate Professor of Second Language Acquisition. Marston received her M.A. and Ph.D. from the University of Texas at Austin in medieval French languages and literatures. Founding director of Southern Methodist University's Foreign Language Learning Center, as well as the founding director of DULAP (Drake University Language Acquisition Program), she is also former editor of the IALLT Journal (a juried print journal for the International Association of Language Learning Technologies) and past President of SOCALLT (South Central Association of Language Learning Technologies). Dr. Marston presents frequent workshops and papers on learner-centered language studies, ePortfolios and self-assessment, and integrating cultural issues into language studies across the curriculum.

**Gretchen Olson** has served as Director of International Programs and Services at Drake for twelve years. She holds a Bachelor's Degree in Spanish Education and a Masters Degree in Higher Education Administration from Iowa State University. She has served on the NAFSA Region IV team, Board of Directors of the Friendship Force of Greater Des Moines, and as a member of Drake University's Task Force on International Studies. Gretchen's travels have included Argentina, Austria, Belgium, Brazil, China, Congo, England, France, Germany, Hong Kong, Israel, Italy, Kenya, Korea, Mexico, Norway, Russia, South Africa, Spain, Tanzania, Ukraine, Venezuela, Wales and the West Bank.

## Introduction

In higher education circles, it has become commonplace to observe that global awareness must be an important educational goal if our students are to successfully cope as citizens and professionals with the challenges of globalization. The worlds of business, science, technology and media are increasingly global in scope. Globalization is bringing peoples of diverse cultures into more regular contact with one another, increasing the need for multicultural understanding and communication skills. As citizens in a democracy, American students must grapple with the influential role that their own country plays in world affairs. These concerns are evident in the recently released Harvard College Curricular Review, which cited international education as one of a handful of pressing institutional priorities: “[T]oday’s world requires a greater emphasis on internationalization. As the “RedBook” of the 1940s sought to outline how Harvard students should be educated as citizens of a free society, we must aim to prepare students to live as citizens of a global society.”<sup>1</sup>

Yet despite this growing acknowledgement that international education must be a central priority, most indicators suggest that American higher education as a whole is doing an inadequate job in helping students understand the world beyond the borders of the United States. In the year 2000, the American Council on Education (ACE) released a Ford Foundation-funded report titled: *Internationalization of U.S. Higher Education: Preliminary Status Report 2000*.<sup>2</sup> The report concluded that: “relatively few undergraduates gain international or intercultural competence in college.” Among the findings of the report were the following:

- The proportion of students studying foreign languages has been declining for 40 years. Less than one half of American students study any foreign language during their college years and less than one half of those who do study a language other than Spanish. Training in the languages of Asia, Africa and the Middle East is minimal.
- Only 3% of American students study abroad during their college years and among these students, the proportion who study abroad for more than one semester has declined by almost one half.
- Considering the broader international curriculum, only 7% of students achieve even a basic standard of “global preparedness.” American students perform much worse than students from other countries on comparative surveys of global and geographic knowledge.

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<sup>1</sup> “A Report on the Harvard College Curricular Review,” April, 2004, p. 10. Downloaded from [http://www.fas.harvard.edu/curriculum-review/key\\_documents.html](http://www.fas.harvard.edu/curriculum-review/key_documents.html) on November 13, 2004.

<sup>2</sup> Fred M. Hayward, *Internationalization of U.S. Higher Education: Preliminary Status Report 2000*, American Council on Education, 2000. Also see Laura Siaya and Fred M. Hayward, *Mapping Internationalization on U.S. Campuses: Final Report*, 2003.

- Although the report noted increases in overall foreign student enrollments at American colleges and universities, over forty percent of foreign students in the U.S. are pursuing graduate rather than undergraduate degrees. Foreign students make up roughly 3% of the total U.S. undergraduate population, but studies conducted since the ACE report was released in 2000 have found that tightened visa requirements after the 9/11 attacks have produced a decline in flows of international students to U.S. colleges and universities.<sup>3</sup>
- Federal funding for undergraduate international education has fallen significantly over the past decade.

This sort of data could be taken as a cause for despair. It could also serve to underscore the need to allocate greater resources to international education. Most of all, however, such indicators suggest the need to rethink how we deliver international education and to whom. Without clarity about why present models are failing to deliver broad-based results, in fact, additional resources will do little good.

### **Breadth versus Depth**

The chief problem, in a nutshell, is that most schools offer adequate depth for the few, but inadequate breadth for the many. The resources devoted to international education tend to focus overwhelmingly on the needs of that small proportion of students who pursue a major in some international field of study, whether it be international relations, international business, area studies or a foreign language. While there is no doubt room for improvement in the quality of these courses and programs at many schools, the most glaring shortcomings in international education concern the vast majority of students who will not specialize in international studies, yet nevertheless need some degree of global awareness and inter-cultural competence. These students are generally poorly served by our dominant approaches to international education.

Yet it could be a mistake to err in the opposite direction. At most schools, general education programs include only a cursory nod toward international studies. At Drake University, for instance, students must choose one course from a list that covers both international and multicultural topics.<sup>4</sup> Some schools have therefore pursued internationalization by beefing up relevant general education requirements – for instance, mandating foreign language study, requiring multiple courses with international content or designing a university-wide core course that offers international perspectives. While this approach reaches all students, it nevertheless has drawbacks. Studying a

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<sup>3</sup> After growing in excess of 6% per year in both 2000/2001 and 2001/2002, the number of international students at U.S. colleges and universities grew only 0.6% in 2002/2003 and dropped by 2.4% in 2003/2004. Institute of International Education, “Open Doors: Report on International Educational Exchange,” 2004 (available at <http://opendoors.iienetwork.org/?p=49931>; accessed on November 12, 2004). From Table titled “International Student and Total U.S. Enrollment.”

<sup>4</sup> Note that some of these courses address multiculturalism in the context of American society and include little, if any, attention to international issues.

foreign language does not necessarily translate into international awareness or understanding. Core courses are expensive, difficult to staff, large in class-size and often overly broad in scope. Students coerced into taking such courses seldom approach them in a curious frame of mind. In general, student exposure to international perspectives will only be meaningful if connected in some way to their own life experiences or to the broader program of study in which they are engaged. Although any credible general education program must include international perspectives, it seems unlikely that general education offers the most effective or cost efficient route to broader internationalization.<sup>5</sup>

## The Infusion Model

The most promising approach to achieving broad yet meaningful levels of internationalization involves the infusion of international perspectives and opportunities throughout the institution.<sup>6</sup> Infusion broadens the reach of international education far beyond the small number of students who major in an international field, but does so in a manner that is more meaningful and relevant to students than the general education model. Infusion draws upon successful across-the-curriculum approaches applied in the areas of writing, speaking, critical thinking and citizenship, among others. The idea that international perspectives must be represented throughout the curriculum lies at the heart of the ACE's Global Learning for All initiative, which asserts that: "...international and global learning is important for all students—not just an elite few—and should be integral to every degree program."<sup>7</sup> Although an infusion approach to internationalization has been adopted at many schools, each such initiative must be tailored to the structure, mission and needs of particular institutions. Drake's own internationalization program, still in its early stages, combines a number of elements that fit our particular needs as a medium-sized (roughly 3,000 undergraduates), private, comprehensive university located in the Midwest.

An infusion approach begins with the assumption that students will embrace international knowledge and perspectives to the extent that they see these as relevant to their pre-existing or evolving educational and career interests. Any successful internationalization strategy must recognize the diverse needs, interests and backgrounds of students and thus offer multiple avenues for students to find

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<sup>5</sup> For examples of internationalization strategies that various schools have pursued, including general education, visit the American Council on Education's "Strategies for Internationalizing the Curriculum" web site: <http://www.acenet.edu/programs/international/collaborative/curriculum/index.cfm> (accessed November 13, 2004).

<sup>6</sup> For another example of infusion as a strategy of internationalization, see the description of Adelphi University's program at: <http://www.acenet.edu/programs/international/collaborative/curriculum/2/index.cfm> (accessed November 13, 2004).

<sup>7</sup> See the American Council on Education's "Global Learning for All" web site at: [http://www.acenet.edu/programs/international/global\\_learning/](http://www.acenet.edu/programs/international/global_learning/) (accessed November 13, 2004).

international connections to their own lives. In an age of ever-deepening global interdependence, it is not difficult to demonstrate that knowledge about the cultures, economies, governments and values of the ninety-five percent of the world's population that live beyond U.S. borders can enrich understanding in almost any field of study. From a career standpoint, professionals in any field will be more successful to the extent that they can view problems from multiple cultural perspectives, can understand the local consequences of global interdependence and can draw upon comparative knowledge about how other societies address similar issues.

The real challenge is how, in practice, to bring international perspectives to bear in such varied contexts. Clearly, a one-size-fits-all approach (e.g., a standardized "global studies" core course) will fail in making the necessary connections with the broad range of educational goals pursued by the general student population. Instead, infusion requires the introduction of international content, examples and perspectives into courses and majors across the curriculum. Even this, however, is too narrow a vision. International awareness must become a regular feature of the campus culture. Language learning must focus on functional competence above other goals. Study abroad opportunities must be devised that are feasible for a broad range of students in terms not only of cost but also in compatibility with the requirements of various majors. International students must be fully integrated into the life of the campus. Connections with internationally-oriented community and professional groups must be established.

An infusion model vests responsibility for internationalization neither with a particular major nor with a general education program, but with the institution as a whole. This presents several challenges. With responsibility diffused so broadly, the potential for confusion and drift clearly rise. Strong coordination and communication become important keys to success. Also, one cannot depend solely upon faculty who specialize in a particular international field. A much broader range of faculty must develop the commitment and expertise to relate international perspectives to their own primary areas of expertise.

Given these complexities, successful infusion depends upon two seemingly contrary institutional traits: leadership from the top and networking below. Since infusion requires that the institution as a whole serve as the unit of change, strong centralized initiative is necessary in order to mobilize campus-wide support for internationalization as an institutional priority. The president (supported by the provost and the deans) must be willing to use his or her bully-pulpit to push the cause of internationalization. Leadership must provide the vision and the resources. Realizing this vision, on the other hand, requires decentralized networking among change agents seeded in strategic positions across the institution.

At Drake, top down support has been provided by President David Maxwell, who assumed leadership of the university in May, 1999. Maxwell, who has a Ph.D. in Russian and previously served as Director of the National Foreign Language Center, brought with him to Drake a keen interest and long-time experience in international education. Soon after taking office, Maxwell initiated a university-wide program review

and strategic planning process that led to explicit recognition of the central role that international education should play in the university's mission. The recommendations contained in *Program Review: Final Report of the President* emphasized that:

Drake's programmatic offerings must emphasize the global nature of knowledge, of the workplace, and of human society. The university must prepare students to understand the importance of other cultural perspectives; to understand and appreciate their own place on the globe; and to function effectively—both personally and professionally—in a variety of cultural contexts. Faculty members should be knowledgeable about the international dimension of their respective disciplines and should ensure that that perspective informs the substance of learning experiences at the university.<sup>8</sup>

Consequently, Drake's mission statement was revised to include a commitment to prepare students for "responsible global citizenship" and the Board of Trustees adopted a Strategic Plan that set specific objectives, tasks, timelines and responsible parties for further internationalization of the campus.<sup>9</sup> To achieve these ambitious goals, Drake set in motion three major new internationalization initiatives: the development of opportunities for interdisciplinary collaboration around international themes through the new Center for Global Citizenship, a new and innovative approach to language training and the initiation of strategic partnerships with overseas universities in selected countries that will expand opportunities for students and faculty to study, teach, conduct research or engage in service abroad. While depending upon support from the highest levels of the university, the success of these programs rests even more heavily upon the bottom-up engagement of intersecting networks of faculty, staff and students.

**(Insert Table 1 about here)**

### **The Drake University Center for Global Citizenship (CGC)**

The Center for Global Citizenship<sup>10</sup> was founded in the Fall of 2002 with private external funding adequate for the initial three to four years of operation. The Center's mission statement commits it to "educate students to function effectively in different cultural contexts, and to see their own culture from the perspective of others." The Center also works "to ensure that global perspectives and issues are an integral part of the intellectual and cultural experience of all members of the Drake community."<sup>11</sup>

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<sup>8</sup> Drake's program review web site is located at <http://www.drake.edu/artsci/drakeprogrev/>.

<sup>9</sup> Drake's mission statement can be found on the web at <http://www.drake.edu/president/vision.html>.

<sup>10</sup> The Center's web site is located at <http://www.drake.edu/cgc>.

<sup>11</sup> The concept of global citizenship and its relationship to liberal education is discussed in Martha Nussbaum, "Liberal Education and Global Citizenship," *Liberal Education*, Winter, 2004. See also Geoffrey Stokes, "Global Citizenship," *Ethics*, March, 2004.

At the core of the Center's vision is the realization that our future is bound up with those of people from other societies and an understanding that our shared responsibilities to one another are not severed by either geographical distance or political borders. This sense of mutual interdependence, a common future and shared responsibility is encapsulated in the notion of "global citizenship," which serves as the conceptual focal point for the Center's operations.

The design of the Center encourages interdisciplinary collaboration among faculty and students across the university's five undergraduate schools and colleges (Arts and Sciences, Journalism and Mass Communication, Education, Pharmacy and Business and Public Administration). Much of the Center's potential lies in its ability to build networks linking previously disconnected groups and individuals on- and off-campus who share common international interests and commitments.

The Center's Director, who reports to the Provost, is assisted by a Campus Advisory Board, consisting of faculty, staff and students, and a Community Advisory Board, consisting of internationally-minded individuals from the worlds of business, government, non-profits and the professions.

In keeping with its mission, the Center has five operational priorities:

1. **Campus programming** includes sponsorship of events and visitors that address various global and regional issues or offer a perspective on another culture. Virtually all events are co-sponsored with other groups, a practice that both spreads costs and draws greater attention to the event. Examples of such events have included prominent speakers (e.g., Norman Borlaug, Benjamin Barber, George Soros), cultural performances (e.g., Cham performance by six Tibetan Buddhist monks, Tianjin Children's Palace Art Ensemble, Native American dancers, a play dealing with the immigrant experience), campus forums or panel discussions (e.g., on Iraq war, "Doing Business Across Cultures"), talks on specialized themes (e.g., international trade, democratization in Eastern Europe, war-time rape in Bosnia), an international film series and various activities associated with the two week visit of a Fulbright scholar from Saudi Arabia.<sup>12</sup> Campus programming represents the most public and visible aspect of the Center's work.
2. **Faculty Development** includes funding for overseas learning opportunities, such as faculty participation in seminars, workshops or conferences in other countries, the establishment of collaborative relationships with scholars elsewhere and research abroad. The Center has funded faculty travel to France, China, South Africa, Great Britain, the Czech Republic and Russia. The Center has also sponsored workshops on teaching and research opportunities abroad through the Fulbright program and the design of summer international study seminars for

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<sup>12</sup> In 2005-2006, the Center will host its first long-term (10 months) visiting Fulbright Scholar.

students. Finally, the Center collaborated with the Drake University Language Acquisition Program to offer a summer faculty workshop on how to integrate language across the curriculum techniques into content courses, which permits students with the appropriate skills to do some assignments in another language and to share that viewpoint with other students.

3. **Curriculum Development:** A major curriculum development project currently underway involves a group of twenty faculty who have submitted a grant proposal to the Department of Education's Title VIa "Undergraduate International Studies and Foreign Languages" program. If successful, this grant will support the development of twenty-two new or revised courses dealing with various topics related to international ethics. These courses will inject international content into general education and disciplinary offerings across each of Drake's schools and colleges. The proposal also includes plans for summer workshops, an international film and speaker series and a campus-community conference on themes related to global ethics.
4. **Student Involvement:** The Center sponsors the Global Ambassador certificate program, which complements a student's major program of study. Global Ambassadors study a foreign language, study abroad, take a course on intercultural communication, volunteer or intern for an internationally-oriented community group and participate in a senior-year group project designed to educate the campus or community about a global issue or cultural perspective. Graduates of the program receive a certificate and a notation on their transcript. Students must apply for admission to this program and regular involvement in Center activities is expected. In addition to the Global Ambassador program, the Center also provides funding for Drake's Model United Nations and Model European Union teams.
5. **Community Outreach:** The Center works closely with internationally-oriented community groups, which co-sponsor speakers or cultural performances and accept student interns.<sup>13</sup> In Spring, 2004, the Center sponsored a conference for local groups titled "Organizing for Global Change." The Center has hosted the Iowa competition of the National Geographic Bee, assisted with a neighborhood arts festival on the theme of peace-making and will co-host, with several local groups, a conference on "Islam in America" in September, 2005.

Through these activities, the Center serves as the hub of a knowledge network tying together internationally-oriented scholars, students, businesses and non-profit organizations. As the connections among these various constituencies thicken, each strand of the web grows stronger, leading to greater internationalization of both campus and community.

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<sup>13</sup> Examples include the Iowa Council for International Understanding, the United Nations Association, the Iowa Sister States Commission, the American Friends Service Committee and many others.

## **The Drake University Language Acquisition Program (DULAP)**

In Fall, 2000, the Drake Faculty Senate disbanded Drake's long-troubled Department of Modern Languages in favor of a new approach to language learning. This decision was driven both by dissatisfaction with Drake's existing language programs, which in 2001 enrolled only 30 Spanish majors, 9 French majors and 3 German majors, and by expectations that a better model for language learning could be devised.

Now in its third year, the Drake University Language Acquisition Program (DULAP) is based upon a clear and distinct sense of mission: to allow students to gain functional competence in using a second language for work, travel and everyday life.<sup>14</sup> DULAP offers a unique alternative to traditional language learning methods and has undergone an intensive process of evolution in a short period of time. In March, 2004, an nationally recognized external reviewer who was asked to prepare a thorough evaluation of DULAP's early progress commented that: "I am immensely impressed with what has been accomplished in less than two years; the program has taken academic shape and assumed pedagogical authority far more quickly than I could have believed possible."

DULAP offers eight languages: French, Spanish, German, Italian, Arabic, Mandarin Chinese, Japanese and Kiswahili. Students take a 3-credit Directed Independent Language Study course and a co-requisite 1-credit Language Learning Strategies course. Each course has skill-based objectives consistent with the ACTFL guidelines. DULAP employs a twenty-station Mac lab where students access target-language multimedia and use digital audio and video to make ePortfolios showing their process and progress in language learning. Students meet twice a week in groups of four with a native speaking Language Partner who acts as a facilitator (not a teacher). Interactions between students and Language Partners offer opportunities for cultural content to be learned as an essential part of language study. Students follow a detailed syllabus and prepare assignments for practice with the Language Partner. Students meet a third hour with their study group to work on collaborative assignments.

The Language Partners, mostly international students, are trained, mentored and monitored by our Language Coordinators, who are second language acquisition professionals whose role with language learners is more like a coach than a teacher. Coordinators monitor practice sessions and study groups, and hold regularly scheduled one-on-one conferences with their students. Students also have access to trained grammar tutors.

Language professors from other universities serve as independent examiners by administering one-on-one interviews and written exams twice each semester. Students are evaluated with a rubric and receive written comments from the examiner. Students also engage in continual self-assessment by preparing ePortfolios showing milestones

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<sup>14</sup> The DULAP web site is located at <http://www.drake.edu/dulap>.

in their language learning across the semester. EPortfolios consist of sound bites, iMovies, writing samples and reflective writing.<sup>15</sup>

Students are encouraged to gain a language immersion experience through study abroad. A number of Drake's new international partnerships include student exchange opportunities focused on language acquisition. Besides study abroad, DULAP also provides on-campus opportunities for students to pursue advanced levels of language learning or explore topics in culture, literature and other fields. In connection with Drake's "Ethics in a Globalizing World" curriculum development project, for example, third year students studying French, German and Spanish are engaged in reading, writing and discussion on topics related to global ethics. This includes the development of a student-generated glossary of terms encountered in the readings on their topic.<sup>16</sup>

DULAP attracts students from many majors who wish to study language for quite varied reasons. In Fall, 2004, sixteen percent of total DULAP enrollees were international relations majors and ten percent were international business majors – each programs that require two years of language study. Interestingly, however, thirteen percent of DULAP students were majors in pharmacy and the hard sciences, fields with no language requirement. Journalism, history, and political science majors were also represented, among others.

DULAP offers a creative response to the problems experienced at Drake, where student demand for a humanities-centered approach to language study had fallen to unsustainable levels. The lesson thus far is not that other schools should follow Drake's lead in abandoning traditional language instruction in favor of the DULAP model – few will or should. Rather, the significance is that various components of the DULAP approach can be adapted to complement traditional classroom instruction. In particular, DULAP suggests ways in which schools can meet the needs of students who wish to study less commonly taught languages (e.g., Chinese, Japanese, Russian, Arabic, etc.) even when enrollment numbers cannot justify a full-time faculty position.

## **International Partnerships**

Drake has recently established a series of partnerships with universities in France, Spain, China, Hong Kong and Germany.<sup>17</sup> Additional partnerships are under consideration with another Spanish university, a potential Japanese partner and an Italian university. The development of these partnerships is overseen by the

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<sup>15</sup> To view an example of a student ePortfolio, go to:  
<http://www.drake.edu/dulap/portfolio/>.

<sup>16</sup> To view these glossaries, go to: <http://dulap.drake.edu/dulapwiki/pmwiki.php/>.

<sup>17</sup> These includes the University of Nantes, France, the University of Auvergne, France, Tubingen University, Germany, University Nebrija, Spain, Hong Kong Baptist University, Hong Kong, Hebei University, China.

International Programs and Services office in cooperation with the Provost's Office and the academic units that are directly involved in various exchange relationships.<sup>18</sup>

Drake had a diverse and active study abroad program prior to these exchanges with offerings through affiliates in 60 countries. In the current academic year, roughly 4.5% of Drake undergraduates will study abroad, well above the national average. Short-term (two to three weeks) international study seminars led by Drake faculty have been a growth area in recent years.

As compared with traditional study abroad options, Drake's international partnerships offer three specific opportunities not previously available: faculty development and collaboration, enrollment of students from partner universities, and teaching experience for recent graduates.

Drake seeks to assemble a critical mass of faculty capable of creating sustainable relationships with our overseas partners. To this end, Drake has awarded sixteen "Exchange Development Grants" which fund faculty and staff visits to our partner universities for the purpose of exploring exchange and collaboration including joint research, short-term teaching exchanges and special programs for students. Faculty from Journalism, English, Political Science, Education, Marketing, Finance, and Pharmacy have received awards and established contacts with colleagues at our partner schools. In the Spring of 2005, four faculty from our partner schools conducted reciprocal visits to the Drake campus. During the Summer of 2005, ten faculty and administrators from a Chinese partner school will spend six weeks at Drake for the purposes of studying the U.S. educational system and improving their English skills.

These new international partnerships also augment and diversity Drake's already significant enrollment of international students (see Table 1). A growing proportion of Drake's international student enrollment originates with our international partner institutions. Many of these students serve as DULAP Language Partners. Involvement in the DULAP program offers international students an opportunity to integrate more fully into the campus community while sharing information about their own countries and culture with other students.

Finally, Drake's agreement with schools in Hebei Province, China, offers recent graduates opportunities to teach English in China. Students take a preparatory class on teaching English as a Second Language and Chinese culture, and are paid expenses and a stipend for their semester or year in Hebei. Nine May 2004 Drake graduates taught English in China in the Fall of 2004 and/or the Spring of 2005.

Although international partnerships take time to develop, they offer a powerful tool over the long run for contributing to the internationalization of the campus. Faculty and students gain access to international resources and relationships that would

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<sup>18</sup> The International Programs and Services web site is located at <http://www.drake.edu/international/>.

otherwise be difficult to provide. At Drake, for instance, these relationships are already proving critical to the success of the new language acquisition program described above.

### **Next Steps: Coordination, Learning Goals and Assessment**

Internationalization is still an unfolding process at Drake. The initiatives outlined in this paper provide the essential scaffolding, but a great deal of construction work remains. Our next steps include the creation of better mechanisms for coordination, a more detailed articulation of expected learning goals and the development of a university-wide assessment plan for internationalization.

The success of internationalization depends in part on wise choices about governance. If internationalization is to truly transform the entire campus, then implementation must cut across many units. Yet if responsibility and decision-making are too widely diffused, then accountability suffers, coordination breaks down and individual programs develop a “silo mentality.”

One alternative is to centralize responsibility in the hands of a single person or office; for example, a Dean of International Affairs. This solution insures a high degree of coordination and perhaps a more efficient allocation of resources. The danger, of course, is that overcentralization may stifle independent initiative from below and undermine the sense of ownership and autonomy that often serves to motivate individual units.

At Drake, we have plans to pursue an intermediate approach that we hope will avoid the risks associated with overcentralization or undercentralization. In coming months, the Provost will appoint a Coordinating Committee on Internationalization. This body will include directors of each of the major internationalization initiatives active on campus as well as other important stakeholders. As its title suggests, the committee will primarily serve a coordinating function, seeking to improve the flow of information and facilitate collaboration among units. Coordination is important in order to stretch resources, avoid duplication or turf battles and realize potential synergies. Coordination also helps connect the particular efforts of specific programs to the goals and strategic plan of the institution as a whole. In addition, the Coordinating Committee will serve as a sounding board for proposed new initiatives.

Initially, however, the most important task of this new committee will be to develop a more detailed set of international learning objectives for Drake graduates and to create mechanisms to assess how well the university is doing at achieving these learning outcomes.

As mentioned above, there exists a variety of documents that lay out broad international learning goals for the Drake graduate: the Drake mission statement, the final program review report, the strategic plan, general education guidelines and the

mission statement for the Center for Global Citizenship. These statements largely agree on two core learning objectives related to internationalization:

- Students should come to understand and appreciate diverse cultural perspectives and develop the capacity to function effectively in a variety of cultural contexts. Students should also develop the ability to view their own culture and society from the perspective of others.
- Students should learn what it means to be a responsible global citizen. This entails an understanding of the interdependence that ties together societies, a sense of mutual responsibility for how our choices affect others and the commitment to build a common future in cooperation with others around the globe.

While these learning goals are largely attitudinal in nature, they each depend upon substantive knowledge and experience of other cultures and global issues within the context of various disciplinary or interdisciplinary domains of knowledge. Opportunities to realize these international learning goals should be woven through each of the majors and interdisciplinary concentrations offered at Drake. The “Ethics in a Globalizing World” project is a good example of how global perspectives might be integrated into courses across the curriculum. Other mechanisms for instilling intercultural competence and a sense of global citizenship include general education, language learning, study abroad, campus programming and relevant internship or volunteer programs.

From an assessment standpoint, however, these learning objectives are too broad and general in nature to provide a basis for measuring the success or failure of internationalization or to generate practical guidance about where improvement is needed. It will be the job of the Coordinating Committee, in consultation with broader groups of faculty and staff, to build a bridge connecting these overarching learning objectives with a concrete plan for ongoing assessment. This will entail several key tasks:

- Prepare an annual internationalization audit that collects data, such as that presented in Table 1, about what we are doing campus-wide. Among other things, this will provide us with the ability to track changes in the numbers of faculty and students engaged in various types of international learning.
- Review and suggest revisions to the assessment instruments already developed by specific programs, such as study abroad, DULAP or the Center for Global Citizenship.
- Identify a set of specific and discrete learning goals that our students must master if they are to achieve intercultural competence and a sense of global citizenship.

- Develop university-wide assessment instruments that measure the degree of progress that our students achieve toward meeting these specific goals during the course of their college career. This may, for instance, entail an attitudinal survey administered to a random sample of first year students and repeated with the same students prior to their graduation.
- Design a process insuring that assessment becomes a genuine tool for ongoing improvement rather than a technical exercise detached from decision-making.

Clearly the Coordinating Committee, in consultation with faculty and administration, will play an important role in bringing greater coherence to Drake's internationalization process by insuring stronger coordination, identifying more detailed learning goals and designing a workable assessment plan.

## **Conclusion**

The success of an infusion approach to internationalization depends upon strong top down support from administrators and broad-based bottom up support from faculty, staff and students across the campus. The first step is to identify the ways in which international perspectives can be relevant to the varied needs, interests and programs of study represented among students across campus. An infusion strategy must offer diverse, multiple and flexible options for responding to these needs. Curriculum development is key, but changes in course content and offerings are only likely to emerge and flourish if supported by other initiatives that reshape the campus culture and expectations.

Clearly, internationalization via infusion offers no quick or easy solution. Building networks and acquiring the necessary resources take time. In Drake's case, the initiatives described above have created considerable excitement among faculty, staff and students who believe that internationalization is important to Drake's future success. Nevertheless, these efforts are still quite new and fragile. We have a long way to go before we can claim that a majority of Drake students have achieved some meaningful level of global awareness.

Our biggest challenges have to do with scale. Over the course of any given year, our international campus programming reaches a considerable proportion of the student body. Our cross-curriculum global ethics project promises to weave international content through diverse course and majors over time. Our faculty development initiatives are providing instructors with enhanced international knowledge that will ultimately find reflection in the classroom experiences of many students. Yet on two crucial fronts, we need to cultivate growing student involvement: language study and study abroad.

In its first year of operation (2002/2003), DULAP started small as it co-existed with the final year of traditional language classes. Over the subsequent two years, the program has doubled in size (see Table I). Moreover, significant numbers of students are

studying non-European languages, an option that rarely existed at Drake in the past.<sup>19</sup> Nevertheless, the number of language students remains below pre-DULAP levels at present. The DULAP model is very different from the kind of language instruction that students receive in high school and places a great deal of responsibility for learning on the student's own shoulders. For these reasons, risk-averse students need considerable encouragement to try this new approach to language learning. We are currently considering ways to ease the first semester transition to the DULAP program, which may help in recruiting greater numbers of students. We also plan to do additional outreach to students in various liberal arts and professional programs, emphasizing the advantages of language training as a complement to their primary field of study.

As for study abroad, staff at the Office of International Programs and Services has recently identified several study abroad programs that offer the best fit for each of Drake's academic majors. As this information is disseminated to Drake faculty and students, a broader pool of students will come to see their relevance of study abroad to their academic and professional plans. Also, we plan to initiate discussion with new students about study abroad possibilities during summer orientation. Finally, we have recently received external funding to support partial scholarships for students who study abroad through one of Drake new international partner institutions. Through these steps and others, we hope to spark substantial growth in language and study abroad participation over the coming years.

Continued challenges and growing pains aside, we feel that the broad-based internationalization strategy on which Drake has recently embarked represents a promising approach to overcoming the educational shortcomings identified in the ACE study.

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<sup>19</sup> This past year, a student studying Arabic received, for the first time in Drake's history, a National Security Education Program scholarship to study abroad in Jordan.

**Table 1: Indicators of Internationalization at Drake**

	2001/2002	2002/2003	2003/2004	2004/2005
<b>Majors and Certificates</b>				
# of International Relations Majors	48	46	46	58
# of International Business Majors	78	71	78	74
# of Spanish majors	30	22	NA*	NA*
# of French majors	9	8	NA*	NA*
# of German majors	3	0	NA*	NA*
# of Global Ambassadors	NA*	NA*	19	26
<b>Foreign Language Enrollments Through Intermediate Level (combines Fall and Spring except where indicated)</b>				
Pre-DULAP	212	113 **	NA*	NA*
DULAP	NA*	76	175	150
DULAP Enrollment in Non-European Languages (Arabic, Chinese, Japanese, Swahili)	NA*	26	41	27
<b>Study Abroad (includes post-graduate opportunities)</b>				
Undergraduate Study Abroad	135	119	120	130
Drake Teach English in China Program for Recent Graduates	NA*	NA*	NA*	9
Student Fulbright Scholarship Recipients	0	0	2	3***

## International Students

# of International Students at Drake	268	262	245	259
# of International Students Serving as DULAP Language Partners	NA*	6 (Fall) 6 (Spring)	13 (Fall) 15 (Spring)	12 (Fall) 16 (Spring)
# of International Students Recruited through Drake International Partners ****	2	5	5	11

## Specialized Programs

Model United Nations	17	8	7	20
Model European Union	12	16	12	14

## Faculty Development

Drake Faculty Visits to International Partner Institutions	16 (Fall, 2003-Spring, 2005)
Visits from International Partner Institutions to Drake	14 (Fall, 2004-Summer, 2005)*****

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\* Program did not exist in these years.

\*\* Data for Fall, 2002 only. Data for Spring, 2003 is unavailable.

\*\*\* Fulbright Scholarship finalist awaiting confirmation of awards.

\*\*\*\* Included in overall total of international students above.

\*\*\*\*\* Includes projection of 10 Chinese visitors in Summer, 2005.