

**A SELF-ASSESSMENT OF
UNDERGRADUATE INTERNATIONAL EDUCATION
AT BINGHAMTON UNIVERSITY**

SUMMARY AND RECOMMENDATIONS

SEPTEMBER 2003



State University of New York

**The International Education Advisory Committee
and the Binghamton Team
for the American Council on Education Project
“Promising Practices: Institutional Models of Comprehensive
Internationalization”**

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Executive Summary with List of Recommendations

In September 2000, the American Council on Education (ACE) honored Binghamton University by designating it as one of eight colleges and universities in the United States to participate in a project called “Promising Practices: Institutional Models of Comprehensive Internationalization.” Binghamton University was chosen for its exemplary internationalizing practices, based on the substantial changes made in the undergraduate curriculum, a major expansion of international exchange and study abroad programs and student participation in them, and a rich variety of international activity in student and community life on campus.

In launching the Promising Practices project ACE invited the selected institutions to participate in a project funded by the Carnegie Foundation of New York. One component of the project was to disseminate information about the characteristics of these highly internationalized institutions. Binghamton’s profile appears in the recently published "Promising Practices: Spotlighting Excellence in Comprehensive Internationalization." As a second principal activity, each of the eight institutions conducted a self-assessment of their internationalization achievements. The aim was to develop model assessment tools that could be used by other institutions to analyze their accomplishments in international education.

For this purpose, Binghamton University convened a Promising Practices Team (PPT), chaired by the Vice Provost for Undergraduate Education, to perform its self-assessment; its members are listed at the conclusion of this report. To conduct the self-assessment, the PPT completed 12 studies using data from several offices and programs, survey instruments specially designed for the self-assessment, and a qualitative analysis of students’ essays about their international experiences written for the International Studies Certificate Program. After the studies were completed, the International Education Advisory Committee (IEAC) and the Promising Practices Team (PPT) examined and discussed the reports during spring semesters 2002 and 2003.

“Internationalization”, in the view of the PPT and IEAC, denotes widespread engagement in learning to foster knowledge and understanding about societies around the world and their relationship with multi-cultural America. International education encompasses a vast spectrum of attitudes and experiences necessary to examine multi-culturalism within the United States, the relations between and among nations and ethnicities, and global issues. Leadership in many parts of the University has produced an infrastructure (programs, activities, and support services backed up by financial commitments) and habits of thinking that place a high value on international education. What is distinctive about Binghamton's internationalization is the way in which it connects the academic with the co-curricular while being attentive to the cultural heritages represented in the University community. All these efforts have produced results in line with the goals of each of the University's strategic plans in the decade of the 1990s.

From the preceding summary, it is evident that the assessment exercises identified many strengths. However, the areas identified for improvement in the recommendations which follow must be addressed so that more students graduate with the knowledge, skills, and attitudes that are imperative for leadership and citizenship in the complex world they face.

Recommendations

The ordering of these recommendations is the order in which they appear in the report that follows. Questions about priorities among them, their interconnectedness, and resources that may be needed to implement them are addressed in the narrative.

1. Continue assessment data collection and analysis to track changes in Binghamton's on-going internationalization.
2. Maximize integration and utilization of the internationalized curriculum.
3. Review academic requirements of the International Studies Certificate program and make modifications to improve its quality.
4. Enhance meaningful and effective language study and use through the establishment of a Foreign Language Resource Center.
5. Expand Languages Across the Curriculum into upper-division courses, experiential learning, and capstone projects.
6. Strengthen the intercultural preparation of study abroad students before departure and promote their reflection on the learning experience upon their return.
7. Expanded study abroad program offerings through strategic planning that considers the curricular character of the University, the needs of underrepresented groups, and underutilized destinations.
8. Strengthen co-curricular programming to foster an ethos that combats isolation of student groups and fosters intercultural learning.
9. Enhance the international education experience of international students and their interactions with American students.
10. Maintain campus compliance with federal immigration regulations, educate constituencies about the effect of the new immigration system, and support international students so they remain in compliance.
11. Develop a cohesive program of Faculty Leadership in International Education.
12. Increase international education opportunities for graduate students.
13. Raise funds for study abroad scholarships.
14. Highlight the University's internationalization in recruitment.

A Self-Assessment of Undergraduate International Education At Binghamton University, September 2003

Summary and Recommendations

I. Introduction to the Self-Assessment Project

In September 2000, the American Council on Education (ACE) honored Binghamton University by designating it as one of eight colleges and universities in the United States to participate in a project called “Promising Practices: Institutional Models of Comprehensive Internationalization.” Through a widely advertised competition, ACE selected these model institutions, each with varying missions from research university to community college.¹ Binghamton University was chosen, in the research university category, for its exemplary internationalizing practices, based on the substantial changes made in the undergraduate curriculum, a major expansion of international exchange and study abroad programs and student participation in them, and a rich variety of international activity in student and community life on campus.

Binghamton’s internationalization can be said to begin with the global interdependencies (G)² general education requirement and its foundational notion that all undergraduates need to acquire a basic understanding of the complex dimensions of contemporary global issues; G courses enjoy great success, given the outcome that students take G courses at twice the rate necessary to fulfill the requirement. Our long-standing commitment to regular instruction in 13 languages and 6 interdisciplinary area studies programs³ has provided a strong basis for undergraduates to gain specialized skills and knowledge; these programs are augmented by the Languages Across the Curriculum program (LxC), which integrates language study and use throughout the curriculum. The International Studies Certificate program (ISCP), the Global Management concentration in the School of Management, and the Global Studies Integrated Curriculum (GSIC) are recent additions that interrelate with many undergraduate majors. In addition, funding from the Freeman Foundation is enabling the development of an innovative interdisciplinary Asian and Asian American Studies major.

¹ The institutions selected were Appalachian State University, Arcadia University, Binghamton University, Dickinson College, Indiana University, Kapi’olani Community College, Missouri Southern State College, and Tidewater Community College.

² According to the General Education requirement, *Global Interdependencies* (G) courses consider how one or more regions of the world have influenced and interacted with the West and with one another, and how the West has affected and been affected by these regions and their distinctive cultures and civilizations.

³ Area studies programs at Binghamton University offer multidisciplinary and cross-disciplinary approaches to understanding the history, languages, and cultures of the societies of broad geographical regions or defined ethnicities and their diasporas.

The University now maintains student exchange relationships with 14 universities around the world and offers 27 study abroad programs on an on-going basis. Currently 15-18% of our undergraduates study abroad before graduation – the highest rate of participation in SUNY, giving us also a national ranking of 14th among doctoral universities. The Anderson Center for the Performing Arts annually brings international performers for its season and has mounted comprehensive international arts festivals which have enriched the arts classrooms and campus cultural life. Many international clubs are active on campus; our athletic teams compete internationally to the degree allowed by NCAA regulations. At the time we won this award over 800 international students were enrolled for degrees. In short, internationalization has reached large numbers of students, and there is an enviable array of choices they can make to acquire sophisticated levels of experience, knowledge, and skills in preparation for careers and engaged citizenship involving global and international matters. Binghamton’s achievements are the result of leadership at many levels, from the president, the provost, and the deans of every constituent school to faculty in many departments, as well as from the senior leadership and staff in the Division of Student Affairs.

II. The Self-Assessment Project

The American Council of Education (ACE) invited the eight "Promising Practices" institutions to participate in a project funded by the Carnegie Foundation of New York. One principal goal was to disseminate information about the characteristics of these highly internationalized institutions. Binghamton’s profile appears in the recently published "Promising Practices: Spotlighting Excellence in Comprehensive Internationalization." As a second principal activity, each of the eight institutions conducted a self-assessment of their internationalization achievements. The aim was to develop model assessment tools that could be used by other institutions to analyze their accomplishments in international education.

For this purpose, Binghamton University convened a Promising Practices Team (PPT), chaired by the Vice Provost for Undergraduate Education, to perform its self-assessment; its members are listed at the conclusion of this report. The PPT included faculty from the International Education Advisory Committee (IEAC) and staff from the Languages Across the Curriculum (LxC) program, the Office of International Student and Scholar Services (ISSS), and the Office of International Programs (OIP).

In preparing the self-assessment exercises, the PPT consulted extensively with the IEAC and with other faculty and staff involved in campus international activities. Discussants asked many questions in order to determine categories to investigate. At an early point the group turned from a focus on assessment for the purpose of evaluative judgment – with an emphasis on what is good or bad in a given activity – to a focus on assessment for the purpose of continuous improvement. Such a shift in emphasis was to take into account a delineation of the educational outcomes expected from our curriculum and programs, methods to gauge whether our work was producing those outcomes, and suggestions for improvements.

“Internationalization”, in the view of the PPT and IEAC, denotes widespread engagement in learning to foster knowledge and understanding about societies around the world and their

relationship with multi-cultural America. International education encompasses a vast spectrum of attitudes and experiences necessary to examine multi-culturalism within the United States, the relations between and among nations and ethnicities, and global issues. Leadership in many parts of the University has produced an infrastructure (programs, activities, and support services backed up by financial commitments) and habits of thinking that place a high value on international education. What is distinctive about Binghamton's internationalization is the way in which it connects the academic with the co-curricular while being attentive to the cultural heritages represented in the University community. As we have become more deeply internationalized, we experience increased involvement from faculty, staff, and students in international and global subject matter together with a responsiveness to world conditions and events. We aim to position our students to interpret the world through critical analysis, to be engaged in it, and to become agents of positive change.

To conduct the self-assessment, the PPT completed 12 studies using data from several offices and programs,⁴ survey instruments specially designed for the self-assessment, and a qualitative analysis of students' essays about their international experiences written for the International Studies Certificate Program. Areas we chose to assess include:

- Baseline and longitudinal enrollment patterns in foreign languages, LxC, study abroad, and international students;
- Choices students make to participate in our study-abroad offerings and to enroll in courses and programs in our internationalized curricula;
- Students' self-reports of the learning that takes place during participation in study abroad and the International Studies Certificate program;
- Measures of faculty and staff support for various aspects of internationalization;
- Recent alumni perceptions of Binghamton's internationalization efforts;
- Integration of international students in the University community and their contribution to the internationalization of the undergraduate experience at Binghamton

III. Accomplishments, Needs, and Recommendations

The International Education Advisory Committee (IEAC) and the Promising Practices Team (PPT) examined and discussed the reports, which assess major components of the internationalization of undergraduate education, during spring semesters 2002 and 2003. We found many strengths. However, the areas identified for improvement must be addressed so that

⁴ The PPT gathered data from the Office of Institutional Research, Office of the Registrar, Languages Across the Curriculum, the Office of International Student and Scholar Services, and the Office of International Programs.

more students graduate with the knowledge, skills, and attitudes that are imperative for leadership and citizenship in the complex world they face.

Data Collection

An essential basis for the self-assessment was enrollment data in the principal categories of international activity. The data we collected from different sources were compiled for the first time and gave us a broad view of the accomplishments and interrelationships of different activities. To monitor how well students utilize international education, to set new enrollment targets, and to assess improvements, it is necessary for the same data to be gathered and reported periodically.

- ***Recommendation #1***
 - a. At three-year intervals we should gather the data from the various offices that track it in order to analyze patterns over time for the following: enrollments beyond the requirement in the global interdependencies courses; internationalized majors, minors, and concentrations; study abroad; international students; and LxC (including course offerings and languages served).
 - b. Periodically we should conduct small studies to determine other measures of internationalization on campus, for example the amount of infusion of international and global content throughout the curriculum and within majors.
 - c. We should also continue to monitor best practices in international education nationally and internationally.

The IEAC and the international offices are to be responsible for gathering and assembling the information and data mentioned above. No additional resources are needed.

The Internationalized Curriculum

Enrollment trends in the internationalized curriculum and programs demonstrate several patterns. There are moderate levels of interest in the study of foreign languages and cultures, together with distressing trends in the fluctuation of enrollments in language courses and a decline in the number of language majors. In the last five years enrollments have held steady or increased in study abroad, Languages Across the Curriculum (LxC), and the International Studies Certificate program (ISCP). The new Global Studies Integrated Curriculum (GSIC) offers students another substantial avenue of internationalized study. The Global Interdependencies general education course is the minimum level of exposure to international subject matter that every student now receives. We learned that students take these G courses at twice the rate necessary to fulfill the General Education requirement.

Among the study abroad students, significant numbers study languages during the study abroad experience (38%), and there is a substantial number who take language, area studies, and global interdependencies courses before and after study abroad. These results indicate that most students do not study abroad in isolation from other internationalizing experiences. These students develop their international and global interests at least to a moderate level. However, we need to insure that the students themselves understand and can articulate what they have achieved in global awareness and analytical skills. We also saw a great need to prepare more undergraduates with high levels of expertise in language, area studies, and global studies content areas, encouraging them to complete majors and minors in these fields.

The task ahead is for students to more fully utilize what we have in place and for us to increase and deepen all learning we define as “internationalized.”

- **Recommendation #2** Binghamton needs to better integrate the individual elements of its internationalized curriculum so that students exit with the strongest possible levels of knowledge and skills whether they participate in international education at low, moderate, or high levels. The undergraduate directors and advisors in each school and department are the ones to determine what kinds of international education opportunities they want for their students and how we can work in synergy to provide them. Departments can determine the internationalizing options best suited to their disciplines and appropriate interdisciplinary collaborations.

The IEAC will take responsibility for initiating discussions about these needs in the schools and departments in the 2003-2004 academic year. Through this process we expect to sharpen definitions of international education learning outcomes. No additional resources are needed.

- **Recommendation #3** Review the academic requirements of the International Studies Certificate program to improve its quality. A sub-committee of the IEAC can accomplish this review and make recommendations for changes to the Faculty Senate. No additional resources are needed.

Language Study and Use

Nationally there has been a decline in foreign language study at the college level over the last 20 years, and Binghamton’s up and down record of language enrollments is not unique. Our goal is to increase enrollment and attract students to stay with language study longer so that more graduate with high levels of skill. We must continue to ask if there are ways we could teach languages more effectively. If the programs are to be strong, the faculty must take responsibility for all areas of the curriculum, including the skill-level courses. Study of languages while on study abroad is often isolated without a continuation of language study formally or informally afterwards. In addition students come to the University with heritage languages that are not taught at Binghamton, but which they seek to improve. Students may begin a language abroad that is not formally taught here. The establishment of a Foreign Language Resource Center

would enable us to creatively serve the complex language learning needs of the Binghamton community in cost-effective, dynamic ways.

- **Recommendation #4** Establish a Foreign Language Resource Center which would enhance existing language programs; allow for study of languages not taught at Binghamton, especially those spoken by heritage learners; and enable faculty and graduate students to learn or refresh languages for research and scholarly communication in a technically sophisticated, multi-media environment. The IEAC will form a sub-committee to develop a proposal. Additional resources will be required over time to develop the Center fully.

For the Languages Across the Curriculum (LxC) program to reach its full potential, upper division courses, with students using languages at advanced levels, need to be developed. We also see a need for LxC to become more fully integrated with other curricular elements. For example, all returning study abroad students who had studied a particular language abroad could go into a specially designed 2 credit modular LxC class that built on that background.

- **Recommendation #5** To further define its contribution to international education LxC will be an active player in the implementation of recommendations #2, #3, and #4 above. LxC in consultation with the IEAC will determine a course of action to support advanced language use, experiential learning, and capstone projects, setting goals within present resources or determining the need for additional future resources.

Study Abroad

In examining study abroad the IEAC and PPT considered ways to integrate it with learning prior to and after the experience. Students do take internationally relevant courses before they go and often study languages while abroad, but on their return many terminate the study abroad experience to concentrate on majors or other interests. Assisting students in using the knowledge they already have to prepare themselves intellectually and personally for study abroad and then encouraging them to reflect deeply on what they learned after they return could be done better through special seminars, workshops, and intercultural courses.

Our growth in study abroad programs and participation has been impressive, but Binghamton needs to develop more fully its institutional partnerships, identify gaps in geographic areas and student constituencies who are not well-served, and adjust its own programs accordingly. We also need to rely more completely on carefully-selected programs within the SUNY system. SUNY partnerships, in which our faculty have a planning and management role, would enhance the opportunities we provide for students. The IEAC and PPT would like to see more experiential opportunities, especially in non-Western locations, and more short programs as long as they do not detract from our commitment to the semester offerings. We need to provide for different learning models from direct immersion in languages and direct university enrollment to field study, internships, and service learning programs.

Discussion should begin for a planned expansion of study abroad so that we meet our previously stated goals of providing a significant experience for at least 25% of our undergraduates (currently 15-18% of a graduating class study abroad).

- **Recommendation #6** The Office of International Programs should expand collaborative work with departments to strengthen the preparation of study abroad students before departure and promote reflection on their learning experience after the students return. By identifying faculty members who can assist, we will develop materials and offer seminars and workshops. This initial step requires no resources. The development of inter-cultural learning courses would be ideal and will require an investment in order for faculty to teach such courses.
- **Recommendation #7** The IEAC together with the Office of International Programs should re-examine study abroad program priorities, consider how to better respond to competing requests for new Binghamton study abroad programs, plan for study abroad growth, and evaluate opportunities for strategic cooperation within SUNY in order to offer a mature, fully developed array of study abroad opportunities. Limited growth can take place without additional resources if faculty and departments will take on additional responsibilities. Larger expansion will require resources.

Co-Curricular Programming and International Education

The Division of Student Affairs has provided strong leadership for the internationalization of the campus in its support for cultural clubs, many events on campus, and its highly professional intervention and support when international crises impact our students or when there is a cross-cultural conflict on campus. It is thanks to the imagination of Student Affairs leaders that we have symbols of our growing internationalism: for instance, the welcome banners in many languages and the flags of the countries of origin of our international students which fly at many events. The Office of Campus Activities, Orientation and University Union supports co-curricular activities that expose students to a variety of cultures through such programs as the annual Caribbean Carnival and the activities of no fewer than thirty other culturally-focused student organizations. Late Nite Binghamton has dedicated most Thursday night programming to activities with the cultural groups. In recent years the International Student Festival Weekend has showcased many of the cultures that constitute our student community. The Discovery Program, mounted in collaboration with the Division of Academic Affairs, has systematically brought international education programming into the Residence Halls. These efforts demonstrate a constructive approach to diversity and mitigate against the isolationism of groups that relate only to their own.

- **Recommendation #8** Continue to create visible expressions of the University's commitment to the goals of international education that represent tolerance, respect and understanding of all members of our diverse community. The Divisions of Student Affairs and Academic Affairs, working collaboratively, should continue to strengthen the

efforts to combat isolation of student groups and foster the ethos of intercultural learning that is essential to our internationalization, in accordance with available resources.

International Students

International student enrollment, both at the undergraduate and graduate level, has grown by an impressive 57.4% in the past five years. Several academic divisions and the Undergraduate Admissions Office are pursuing recruitment initiatives to bring even larger numbers of international students to Binghamton. A partnership between the SUNY System and the Higher Education Council of Turkey, being developed locally by the Provost's Office, Harpur College, and the Watson School, holds much promise for joint degree program initiatives. If the program is approved, undergraduate students from four Turkish universities will be in residence at Binghamton for half their undergraduate careers. Binghamton's exchange programs continue to grow, and new opportunities for visiting researchers and faculty are under development.

As this population continues to expand, there is unrealized potential for utilizing international students as resources for internationalizing the undergraduate experience for all Binghamton students. From our survey of international students, we learned that they value experiences at Binghamton that enhance their international perspective, and believe that it will be highly beneficial for their future careers. However, we need to define specific goals for internationalizing the educational experience of both our international students and our domestic students.

- **Recommendation #9** Form a sub-committee of the IEAC to meet with leaders of the international cultural organizations and selected faculty and student affairs staff to identify new and creative ways for international students to broaden their own experience at Binghamton and foster interaction with American students. These improvements would be implemented with existing resources. Additional resources would be proposed if needed.

Despite Binghamton's impressive enrollment growth, a changing federal regulatory environment post-September 11 poses real challenges for both international students and the University. New security restrictions on visa issuance based on gender and nationality, as well as field of study, may have a chilling effect on enrollments. A new federally-mandated international student tracking system has imposed significant costs on the University, at the same time that the system's flaws have been well-documented. The federal government provides no additional resources to schools like Binghamton to implement the myriad requirements that new security laws mandate, yet non-compliance is not an option.

- **Recommendation #10** Insure that sufficient resources are provided to the Office of International Student and Scholar Services so that both the University and international students remain in full compliance with newly-mandated federal reporting requirements. In addition, the Office of International Student and Scholar Services needs to remain vigilant in its efforts to help educate both the University community and members of Congress of the detrimental effects that inefficient visa processes and a problem-plagued student monitoring

system will have on the future of international student enrollments at Binghamton and schools throughout the United States.

The Faculty and Graduate Students

A thread throughout our self-assessment exercise has been an examination of faculty leadership. We can identify the roles of many who have worked to design curricular and study abroad programs and those who serve as advisors helping students decide among many international education options. For Binghamton to maintain and advance its internationalization, we must place a high value on faculty's understanding, sensitivity, and expertise about other societies as well as the intellectual contributions that faculty make to their disciplines as a direct result of experience and interactions outside the United States. There is already an understanding that faculty who make contributions to our internationalization are to be recognized in tenure and promotion reviews. Where appropriate, these values also have a role in faculty recruitment.

The University needs to provide support for faculty to continue to develop international expertise and enhanced language skills. They should be encouraged to conduct research abroad, participate in curriculum development seminars abroad, lead student groups abroad, lecture at foreign universities, and travel to conferences in other countries. The University could do more to make opportunities for external funding known to them - perhaps through a special website which would direct them to major funding sources. In particular, support of faculty exchange, often but not exclusively with our institutional partners, could be leveraged to great advantage.

Although the self-assessment was for undergraduate education, we could not help but notice graduate students' needs. Opportunities for language training and mentoring for Fulbrights and other grants to conduct research abroad are in place. Harpur College now offers a Global Studies Certificate which students complete in tandem with their requirement for a master's or doctoral degree. We also believe that if faculty exchanges could grow, they would be an excellent and cost effective way to develop the international context of graduate education. Even though a considerable number of graduate students conduct research abroad, few study languages or take courses abroad. Provision of funding for international travel at the graduate level would be a great benefit for research and study abroad.

- **Recommendation #11** Develop and fund a cohesive plan for a Faculty Leadership in International Education program that supports faculty contributions for existing and new endeavors, international faculty exchange, grant writing, and other activities that strengthen faculty engagement in international education. An important additional component of this recommendation is to locate and support guest housing for incoming international faculty visitors and official guests. IEAC will work with the Provost's Office to create a Task Force to develop this program. Resources will be needed for the program.
- **Recommendation #12** Develop international education for graduate students by encouraging departments to identify international education goals, form interdisciplinary

alliances where appropriate to share in curricular or programmatic development to meet those goals, use distance learning where appropriate, and identify funding mechanisms to increase the number of graduate students who travel abroad for language training, short study tours, course work, research, or conferences.

Scholarships

Student surveys indicate that the additional cost of study abroad is a major barrier to participation. The University Foundation, several of the Schools, and the Office of International Programs have worked together to enhance scholarship endowments for study abroad. Increases in scholarship or subsidies for study broad are needed to reach significant numbers of students who cannot afford the costs of these experiences.

- **Recommendation #13** The Schools and the Office of International Programs working together with the Foundation need to strengthen their efforts to attract external scholarship sources. A first step is to better communicate this need and opportunities within the campus fund-raising community and determine the level of priority such fund-raising efforts can achieve.

Highlighting Internationalization in Recruitment

Larger numbers of students participating in Binghamton's internationalized curriculum is one additional highly desirable outcome for the future. We expect recommendation #2 above will improve participation levels of the students already at Binghamton. We also think communication could be improved to attract new students to Binghamton who are pre-disposed to these interests.

- **Recommendation #14** The Office of International Programs should consult with the Office of University Communications and the Admissions Offices to determine if redesign of our current brochures and materials could accomplish this goal or if new materials need to be developed. Implementation of changes would require an investment in staff time and materials.

IV. Conclusions

“Internationalization is as much a process as a product, as much a frame of mind as an idea, as much a pursuit as a goal. Binghamton University has developed this process and acquired this frame of mind...”⁵ Our strengths are many. They include a rich array of curricular programs that are highly international in focus, significant advances in the number and quality of exchange and study abroad programs, a solid foundation of support for the international offices, extensive

⁵ H. Stephen Straight and Katharine C. Krebs, “Binghamton University Case Study,” *Promising Practices: Spotlight on Excellence in Comprehensive Internationalization*, American Council on Education, 2002, p. 50.

involvement of students in international-oriented activities through co-curricular programs, increasing numbers of international students who contribute diverse perspectives in class discussions and share their cultures in festivals and celebrations, and enhanced visibility for the University's internationalization. The University can reasonably advance its internationalization through the cooperative and integrative steps in the recommendations of this report for the benefit of every member of its community.

V. The Committees

The Binghamton University Promising Practices Team

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H. Stephen Straight, *Vice Provost for Undergraduate Education; Professor of Anthropology and of Linguistics*

The International Education Advisory Committee, Spring 2002

1. Ellen Badger, International Student and Scholar Services
2. Charles Burroughs, Art History, Global Studies Integrated Curriculum
3. Sungdai Cho, Asian and Asian American Studies Program
3. Richard Eckert, Watson School of Engineering and Applied Sciences
4. Suronda Gonzalez, Languages Across the Curriculum
5. Gerald Kadish, History, Harpur (Social Sciences)
6. Katharine Krebs, International Programs
7. Judy Kugelmass, School of Education and Human Development
8. Rosamaria LaValva, Romance Languages, Harpur, Foreign Languages
9. Martha Neff-Smith, Decker School of Nursing
10. Curt Pueschel, Biology, Harpur (Sciences)
11. Colleen Reardon, Music, Harpur (Humanities)
12. Paul Steidlmeier, School of Management
13. Elizabeth Tricomi, English as a Second Language Program

The International Education Advisory Committee, Spring 2003

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10. Curt Pueschel, Biology, Harpur (Sciences)
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12. George Bobinski, School of Management
13. Elizabeth Tricomi, English as a Second Language Program

Submitted by
the International Education Advisory Committee
and
the Promising Practices Team
September 2003