



*State University of New York*

Excerpts from the Application for Participation in the American Council on Education's Project "Promising Practices: Institutional Models of Comprehensive Internationalization:"

## **Comprehensive Internationalization of Undergraduate Education at Binghamton University**

### **Binghamton University and International Education**

At the State University of New York at Binghamton (Binghamton University), the decade of the 1990s produced a dramatic change in the range of international experiences and learning for undergraduate students. It was a time of imagination, re-thinking, analysis, and action that led to a new vision of international education. In fact, in less than a decade, we witnessed a change in the very ethos of the University. An unprecedented commitment to the principles of international education developed among the faculty; an environment that welcomed the diversity within the US and the world at large began to manifest itself in events, the life of student clubs, and symbols on campus. Planning and program development took place in many areas of the university simultaneously. Administrative mechanisms evolved and matured.

The philosophy set forth in the 1995 International Mission Statement (IMS) was a result of the emerging international ethos. The IMS states that Binghamton University "aspires to provide its members with direct experiences of cultural differences and opportunities for intellectual development that will be valuable for professional and civic leadership in a world community." In mid-2000 we find a highly internationalized curriculum reaching the entire undergraduate student body, the highest level of study abroad participation in our history and among the 64 SUNY campuses, and a richness of curricular alternatives that foster faculty and students' creativity, curiosity, and intellectual and personal growth.

### **New Ethos and the Planning Process**

The impetus for internationalization came from our President, Lois DeFleur, who arrived in 1990. She had guided the growth of international programs at her previous institutions. This experience influenced her philosophy that in international perspective should infuse every unit of the campus and her insistence that a sound administrative infrastructure be developed. The first strategic plan of her administration, the 1992 Plan for the Future, established international education as a priority. Prior to 1990 Binghamton University took pride in a strong curriculum in foreign languages, area studies, individual courses that were international in subject matter, and high-quality study abroad programs led by entrepreneurial faculty members. However, no one had thought about how the individual efforts could be linked for better results, how to truly include both liberal arts and professional school students, and what systematic internationalization could mean for the institution. The President and senior administrators in the Division of Academic Affairs initiated discussions about how to bring about a major change in orientation. Dr. Barbara Burn, Associate Provost of International Education at the University of Massachusetts (Amherst), visited as a consultant to evaluate the status of international education and made recommendations as to a sound organizational plan. In 1994 a re-structured Office of International Programs (OIP)

opened. OIP undertook its work with a clearly defined mission appropriate for Binghamton: to develop study abroad and exchange programs, provide study abroad advising, offer technical expertise for the development of the institution's international agreements, and assist with the development of international projects as needed. Between 1992 and 1995, the changing ethos became fully apparent as members of the Strategic Planning Council discovered they shared a broad agenda for international education. This realization resulted in the 1995 Plan for the Future's identification of internationalization as one of three top priorities (the other two being to increase the size of the student body and to become a "learning institution"). The document gave us broad goals and clearly measurable objectives, the most important of which are to:

- (1) Develop course offerings, research opportunities, and extracurricular programs that emphasize an increasingly interdependent world.
- (2) Provide appropriate international education experiences (study or research abroad, field work, internships) to students in every academic program with the aim that 25 percent of Binghamton graduates will have had a significant international experience as part of their education.
- (3) Provide opportunities for students to develop and increase proficiency in foreign languages.
- (4) Increase the number of international students on the Binghamton campus in order to enrich the education of American students.

Goals for student learning became clearer through the program planning process intended to ensure that students would have many opportunities to learn languages, access an internationalized curriculum for breadth and general knowledge, pursue international specializations through majors, concentrations and integrated curricula, and directly experience other cultures and educational systems. Instrumental to the implementation of these goals was the prominence that all deans, together with their faculties, gave to internationalization. The deans' leadership resulted in a number of programmatic initiatives, among which are listed the following examples.

1. The Decker School has funded faculty attendance at international health-care conferences and invited guest lecturers from abroad to stimulate a curriculum design that fosters knowledge of culture, race, religion, and geography to understand the diverse populations for which nurses care. Decker sponsors health-care study tours (England, Scotland, Greece, and the Czech Republic to date).
2. The School of Management created a Global Management concentration, established four study abroad programs, and now gives study abroad advising a high profile.
3. The School of Education and Human Development established a new course "Cross Cultural Perspectives" which focuses on different cultural locations (Puerto Rico and Senegal to date) and includes a two-week study tour with field work as an intrinsic part of the course.

4. The Watson School of Engineering and Applied Science designated several university exchange partners as ideal for study abroad and established paid, credit-bearing internships in Germany and Hong Kong.
5. Harpur College of Arts and Sciences provided the leadership for creating an International Studies Certificate Program (ISCP) and has encouraged individual departments to internationalize their curriculum and create new study abroad programs.

The dramatic planning and development period of the mid-1990s was characterized by simultaneous activity in many areas. While work at the Deans' level was taking place, individual faculty members or departments re-thought programs to give them a global or international character. For example, the Philosophy, Politics, and Law program decided that its majors should have a firm understanding of the European philosophical currents that shaped the thinking of the authors of the U.S. constitution; the faculty developed a study abroad program at the University of East Anglia that takes this topic as its point of departure. Campus leaders decided to internationalize when other choices could have been made. Bringing visiting artists from around the world became a primary goal of the Anderson Center for the Performing Arts; that idea evolved into a series of comprehensive international arts festivals. The General Education Committee recommended a global interdependencies course requirement. To coordinate decision-making and communication on internationalization, a University-wide International Education Advisory Committee (IEAC) was constituted in 1994. The Committee received a broad charge so that it could assume leadership in program development, respond to a broad array of educational issues, and advise the provost and OIP based on a comprehensive knowledge of commitments, hopes, and future plans. The Committee wrote the International Mission Statement to which we have turned often when the focus of a contemplated action was unclear. The IEAC also provided highly stimulating catalysts by organizing three widely-advertised and well-attended campus-wide Internationalizing Binghamton Workshops (March 1997, 1998, 1999). The first featured former University of Maryland Provost & Academic Vice President Daniel Fallon, who helped us put international education in the broader context of our entire educational and research mission. In 1998 guest speaker Michael Metcalf, then Assistant Vice President for International Education at the University of Minnesota-Twin Cities, now Director of the new Croft Institute for International Studies at the University of Mississippi, described a number of strategies for the expansion of international education, including the idea of an international-studies enrichment option available to students regardless of their school or major. The IEAC began work on a Global Studies proposal in April 1998, with input from faculty, staff, and students and then devoted the entirety of its third annual Internationalizing Binghamton Workshop in March 1999 to a campus-wide discussion of a working draft of the program proposal. A Task Force on Undergraduate Learning, working on a range of undergraduate issues at this time, reviewed the proposal, endorsing it as a model "Integrated Curriculum" open to students regardless of major. The IEAC and the Faculty Senate leadership in 1999-2000 approved a final version; a director and steering committee for the new program is implementing it during the 2000-2001 academic year.

### **Internationalizing the Undergraduate Experience**

Our liberal arts tradition encourages us to conceptualize programs in small class settings with opportunities for individual interaction with faculty, student-centered learning approaches, and independent discovery in accordance with individual learning styles. Yet we are an intermediate size institution that must include opportunities for all students in ways that serve large numbers. The diversity of our population makes us particularly mindful of the relationship between the ethnic and cultural heritages of our student body and the international and global issues we study. With this foundation in mind we describe three major accomplishments.

### **Major Accomplishment #1: Internationalization Across the Curriculum**

Internationalization of the curriculum now reaches the entire undergraduate student body. The Global Interdependencies component of General Education, the Languages Across the Curriculum Program (LxC), the international arts festivals, and a comprehensive advising system encouraging students to explore international options all exemplify ways in which international education extends to large numbers of students. The University-wide General Education Program (Gen Ed), inaugurated in 1996, includes Global Interdependencies (G) courses, which represent a level of exposure to international and global topics that every undergraduate student experiences. These courses, which are offered by virtually all disciplines and interdisciplinary areas, must “consider how various regions of the world influence and interact with each other” and must treat their subject from “theoretical and analytical” perspectives. The debate on what Gen Ed should be was important in bringing the faculty to the recognition that international education is for everyone. Forty courses were created or reconfigured to accommodate freshman classes of about 1900 students. Today, four years after implementation, the data shows that enrollments in these G courses are 100% higher than can be explained by the requirement. In other words, the average senior graduates with two G courses instead of one, having chosen to spend more than the minimal effort studying international and global topics. Languages Across the Curriculum (LxC), our prize-winning and innovative language enrichment program established in 1991, provides an opportunity for students to complete a portion of a course in a language other than English and to participate in discussion groups led by a native speaker “resource specialist”. To date over 3,000 students have participated. LxC has supported study groups in Cantonese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Chinese, Portuguese, Russian, and Spanish. Courses in Linguistics, Philosophy, Comparative Literature, International Business, Theater, Marketing, Accounting, Psychology, Political Science, History, Environmental Studies, Sociology, Women’s Studies, and Biology have included LxC. The breadth of the University’s strength in internationalism is confirmed by the fact that this program was conceived by a member of the anthropology faculty and the director of International Student and Scholar Services and developed with the aid of the director of Binghamton’s acclaimed Translation Research and Instruction Program. The University’s highly successful international arts festivals (Northern Ireland, 1994; Scotland, 1996; Greece, 1999) have endowed Binghamton’s arts program with unusual international richness. Each arts festival is comprehensive and includes a dazzling array of music, dance, drama, visual arts exhibits, creative writing readings, and lectures. Visiting artists and scholars have spent significant time working with students in classes and co-curricular activities. Notable examples were Scottish composer James MacMillan, who assisted student musicians in preparing performances of his compositions, which draw on traditional Scottish music transformed into an accessible modern idiom. Greek actress Lydia Koniordou directed a student/faculty production of *Electra*. The festivals stimulated connections beyond the arts as, for example, lectures by visiting nursing professors from the University of Athens on ancient and contemporary Greek health-care. With the Greek festival in particular, activities were organized to reach the campus more fully; arts events were scheduled throughout the fall semester; fourteen courses with Greek subject-matter were offered. The festivals directly led to the establishment of formal university-wide exchange programs with the Universities of Edinburgh and Ulster and a Decker School exchange with the University of Athens. Separately but in a similar spirit the Gen Ed program sponsored its own arts event: a South African theatrical production of *Umbatha*, the Zulu *Macbeth*, accompanied by lectures and films exploring interchange between Africa and the West. Efforts to reach as many students as possible through advising mechanisms are central to our internationalization. In addition to standard advising practices, OIP conducts multiple sessions on all the international education opportunities during freshman orientation. The Residential College structure makes possible additional exposure of the international education opportunities through advising fairs and the faculty/staff mentoring program. However, what sets Binghamton

apart in this area is widespread faculty support. The faculty in most departments have truly thought through the values of international education for their disciplines; they have determined levels of support for study abroad credit recognition for majors, and in their advising materials, web sites, and individual advising sessions, they encourage students to partake of these opportunities.

### **Major Accomplishment #2: Enhanced International Specializations**

A second accomplishment of which we are particularly proud is the richness of programmatic choices through which students can specialize in a given international area of knowledge. Students may make either ambitious or modest commitments to the specializations. The choices complement majors in both liberal arts and pre-professional fields. These components are the International Studies Certificate Program (ISCP), The Global Studies Integrated Curriculum (GSIC) concentration, foreign languages, and area studies. The University-wide International Studies Certificate Program (ISCP), begun in 1995, allows students to pursue international interests through a curriculum of language study, cross-cultural subjects, an experiential learning requirement met by study abroad or internships which are international in character, and a capstone, independent study project. The program requires a modest number of credits so that students in demanding majors can complete the ISCP in four years. With the guidance of the ICSP advisor, students shape their international interests individually, proposing their own combinations of inter-related courses and experiential learning. The Global Studies Integrated Curriculum (GSIC) concentration, recently approved in the planning process described above (page 3), draws its inspiration and leadership from the faculty and graduate students participating in Binghamton's Global Studies Graduate Certificate program. To earn the GSIC concentration, participants must satisfy the requirements for one or more undergraduate majors plus the GSIC requirements: intensive study of language and culture and Global Studies designated courses offered by every School. An introductory course, GLST 201/301, presents a multidisciplinary approach to Global Studies through lectures and discussion and features a "Global Studies Theme of the Year." The capstone course, GLST 490, requires GSIC concentrators to bring their various majors, languages, and cultures to bear on global problems within the scope of the year's Global Studies theme. In GSIC students make a greater commitment to the internationalization of their degrees than do the ISCP concentrators because they complete 40 GSIC credits. The focus of this concentration also differs from ISCP in that students work collectively on problems that emerge from conflictive relationships among competing or contrasting cultural entities, international and multinational economic and political interactions, the diasporic experience, and other global phenomena. Binghamton offers an enviable array of foreign languages. Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Russian, Spanish, and Yiddish are the modern languages taught regularly. There are self-study opportunities in Turkish, Swahili, Portuguese, and other languages. The Arabic language program is unique to SUNY; our library houses one of the principal collections of texts in Arabic in the U.S. Korean is our newest language (1994) with enrollment growth now justifying a tenure-track faculty position, which has been filled by a linguist with a joint title in Anthropology. With a keen interest in strengthening our language programs, Binghamton was selected as one of 16 institutions nationally to participate in the Language Mission Project sponsored by the National Foreign Language Center (1996-98). Through the project's survey instrument we gained a more accurate assessment of the linguistic skills of language course participants and a better understanding of students' expectations from language instruction than we previously had. Dr. Richard Brecht, Director of the National Foreign Language Center, visited us and engaged the language faculty in lively discussions about curriculum reform. Language faculty developed special modules in civilization courses (which are taught in English) for "heritage" learners (students whose primary language is not English) to provide more opportunities for them to develop language skills unique to their background. Some faculty created English modules within foreign language skill courses, in which interactions

between the U.S. and the target culture were examined; these language courses fulfill the Gen Ed Global Interdependencies requirement. A dual German-Engineering degree was created. This program strengthened its focus through the consultation of Dr. John M. Grandin, Director of the University of Rhode Island's highly successful International Engineering Program. The highly inter-disciplinary Area Studies programs (Africana Studies, Asian and Asian American Studies, Judaic Studies, Latin American and Caribbean Area Studies, Medieval Studies, Middle East and North African Studies, and Russian and Eastern European Studies) offer majors and concentrations and support all of the internationalized curricula discussed above. At Binghamton these programs are attentive to: the relationships between regions of origin and immigrants to the U.S.; comparative analyses of cultural, political, and economic realities; and global phenomena. Individual courses respond to the interests of our ethnically diverse population.

### **Major Accomplishment #3: Growth of Study Abroad**

Study abroad has flourished in the last six years at Binghamton University with the aggressive development of new programs and dramatic increases in the numbers of students participating. Enhancement of opportunities for all majors, diversification of destinations, emphasis on quality language immersion, and programs for under-represented majors and student groups ensued. In 1994-95, 207 Binghamton students studied abroad; in 1999-2000, enrollments in study abroad were 496. This latest number represents 19% of a graduating class (compared to a 12.8% national average at Research Universities according to IIE Open Doors 1997-98 data). In 1994 we administered six study abroad programs, today there are 29 programs. We have established new partnerships with 16 universities in nine countries. For the Binghamton faculty a fundamental characteristic of the study abroad programs we sponsor is their close connection to academic programs on the Binghamton campus. Faculty have selected partners abroad because of strong departments in specific fields: business studies at Bath University, biology at the University of East Anglia, East Asian Studies at Murdoch University, and political science and international relations at Bosphorus University, for example. We have emphasized program development at locations where students can study and use languages and have diversified destinations outside Western Europe with new programs in Senegal, Morocco, Turkey, Argentina, Costa Rica, Korea, and Australia. In 1994-95, 43% of study abroad students went to England, which was the only destination represented in the United Kingdom. In 1999-2000, 33% studied throughout the United Kingdom, many through direct enrollment programs at strong British Universities or through internships. This last year 37% studied in non-Western European destinations in comparison with 25% in 1994-95. Currently 40% include foreign language study in their program. The majority of our enrollment growth has occurred in semester and academic year programs, which account for 75% of our study abroad participants; another 10% participate in summer programs. We have thought in particularly strategic terms about the short-term study abroad tours, accounting for 15% of our participants, using them to introduce lower-division students to study abroad, making the tours available to non-traditional students who cannot leave home for long periods, and often connecting the study tours to semester-length courses here on campus to provide extensive preparation for the experience. In the last several years, 42 of our 45 majors have been represented among the study abroad participants. Gradually we have improved participation rates for students in under-represented disciplines so that 20% of management students, 16% of engineering students, and 8% of biological science students now study abroad. Students can fulfill most Gen Ed requirements abroad, a policy to encourage more sophomores to study abroad. Like any university we cannot be in every location; we cooperate consortially with other SUNY schools so that our students can access an additional 260 programs. Our students make fuller use of the SUNY consortium than do the students at any other SUNY campus. In the spirit of our liberal arts tradition, we have developed carefully supervised independent study abroad opportunities since 1995. Latin American & Caribbean Area Studies majors conduct field research in communities in Buenos Aires (and in New York and Los Angeles). The Watson school has established laboratory

research exchanges in electrical engineering with the Technical University of Chemnitz and the Technical University of Dresden in Germany. McNair Scholars (a federally-sponsored program to prepare minority students for graduate school) conduct summer research projects at Bosphorus University in Istanbul. Environmental studies students conduct experiments to determine to what extent the rain forest is re-establishing itself on a preserve in Costa Rica.

### **Campus Connections**

The international ethos extends to co-curricular life and to significant collaborations between the Divisions of Student Affairs and Academic Affairs to promote holistic undergraduate learning in a university community. Our international student enrollments have climbed dramatically; 550 students enrolled in fall, 1990; 803 in fall, 1999, a 46% increase. This means that increasingly our undergraduate students live and study with international students in their midst. Graduate international students serve as Language Resource Specialists for the LxC program, leading discussion groups in each LxC course. Exchange students and other international students assist in foreign language classrooms and with “language tables” in the residential communities. For the international students to succeed, a strong support system must be in place. In one area this support is provided in a way that fosters intercultural learning for domestic and international students alike - the English-as-a-Second Language (ESL) program. The ESL program offers a series of courses that enable non-native speakers of English to achieve their academic potential in an English-speaking university environment. In recent years one curricular enhancement has been the use of native speakers of English (often undergraduate students) as teaching assistants in ESL classes. Additionally, the English Conversation Pairs program is active every semester with an average of 150 student participants. The program gives ESL students an opportunity to speak English outside the class and, at the same time, have a contemporary answer their questions about American life and language; native speakers of English learn about different cultures. The Office of Campus Activities, Orientation and University Union sponsors co-curricular activities that expose students to a variety of cultures through such programs as the annual Caribbean Carnival (the largest Caribbean cultural celebration in the Northeast) and the activities of no fewer than thirty other culturally-focused student organizations. Since 1998 the Student Association has chartered two student clubs whose express purpose is to bring international and U.S. students together: the Organization for International Connections and International Friends. The Physical Education, Recreation, and Athletics Department has implemented its own international education program systematically within NCAA regulations. Varsity teams in women’s and men’s basketball compete in games internationally once every four years (most recently in Mexico, England, and Scotland). Our teams also host teams from abroad annually in pre-season exhibition games (most recently teams from Ireland and Canada). These experiences together with the participation of the international athletes we attract to our undergraduate degree programs richly diversify the athletic experience. Symbols are a vitally important expression of human values; their visibility can create a sense of community and pride. Under the leadership of the Vice President of Student Affairs, two projects have boldly symbolized our growing international ethos. A banner saying “welcome” in 64 languages flies across the entrance of the campus at the start of the academic year and on other occasions. Poster versions of it adorn many campus offices. The second symbol is the flying of 134 flags representing the nations of all our international students. The flags fly at an opening banquet to welcome new international students and at commencement - a truly dramatic statement that we are an international community of scholars and students.

### **Building Institutional Support**

Creating the financial and institutional support that allows for this kind of international education development is a gradual process, made possible by attentiveness to the goals of the strategic plan. Initially the Provost funded OIP with seed money; OIP was then able to provide faculty travel

grants, seek cost-sharing schemes, and solicit external funds for the travel required for study abroad program expansion. The Provost provided funding for coordination of the International Studies Certificate Program and for additional staff in OIP as our enrollments and commitments abroad grew. Established by the Provost and administered by the Associate Provost for Undergraduate Education and Learning, the Curriculum Development Fund supported development of the Gen Ed Global Interdependencies courses and will support preparation of new courses for the Global Studies Integrated Curriculum (GSIC). The Languages Across the Curriculum (LxC) program began with a small external grant from NAFSA, the Association of International Educators. This was followed by participation in ACE's first Spreading the Word project and a FIPSE grant to develop the program completely. Full institutional commitment secured its future and enabled it to gain further FIPSE funding to disseminate results through the SUNY multi-campus LxC Select project and through ACE's Next Steps and Net Gain projects. External fund-raising for the arts festivals came from different sources than those we usually associate with international education: the British Council, the Northern Ireland Arts Council, the Greek Ministry of Culture, the Greek Ministry of Foreign Affairs, the Foundation for Hellenic Culture, and numerous other sponsors. In the decade of the 1990s faculty support for international education has grown. Some 40 faculty members have offered LxC courses, another 40 have served as faculty directors or advisors of Binghamton's study abroad programs, 20 have supervised capstone projects for the International Studies Certificate Program (ISCP), and 20 have served on the International Education Advisory Committees. The total number of faculty involved in teaching G courses is over 160 or 32%. Harpur College explicitly states that hiring criteria for new faculty include evidence of a "global perspective" in their area of expertise. Faculty contributions to international education are recognized in research, teaching, and service reviews for promotion across the University. Scholarship funds for study abroad have increased. An endowment supporting foreign language study abroad, the Israel J. Rosefsky Scholarship Fund, yielded 134 scholarships between 1988 and 2000 valued at \$157,000. The donor has nearly doubled the original endowment over the last 10 years. A new endowment, the Marjorie B. Turnbull Spanish Language and Culture Program, supports students studying in Spanish-speaking countries. The language departments offer travel grants, and several exchange partner institutions provide scholarships. The University Foundation is working to raise a study abroad scholarship endowment through its recently inaugurated comprehensive gifts campaign.

### **Evaluation and Research**

The success of our internationalization efforts is demonstrated by the fact that we are very close to achieving all four of the objectives in the 1995 Plan for the Future (see page 2). (1) A level of international education reaches every student through the General Education Global Interdependencies requirement. Not only have we developed new course offerings, we have developed two new international concentrations (the International Studies Certificate Program and the Global Studies Integrated Curriculum), building on strengths in General Education, languages, areas studies, and the graduate Global Studies program. (2) In five years our rate of study abroad participation has grown from 9% to 19% of a graduating class. Students from almost every Binghamton major (93%) now study abroad. (3) In addition to plentiful foreign language and area studies offerings on campus, we have six new study abroad programs that feature language study. (4) The increase in international student enrollments demonstrably fosters cross-cultural interactions in living and learning environments. Most significantly, by their participation rates, undergraduates demonstrate that they see knowledge about the world and direct experience of cultural differences as highly valuable. We also measure our success by our faculty's superb level of support for the internationalization process. We have described the numbers who have developed new programs, created new courses or modified existing ones, and guided students in their individual international explorations. All Schools have made specific commitments to international education. Regular evaluation of courses is integral to these efforts; the IEAC has

developed a new evaluation process for the Binghamton study abroad programs. This year, as we undergo our ten-year evaluation by a Middle States Accreditation Team, international education will receive major attention. To further assess our results we survey participants and conduct research. In 1996 we surveyed Rosefsky Scholarship alumni to find out their perceptions of how their study abroad experience had shaped their educational and professional activities. With a 67% response rate, 87% reported that study abroad had influenced their choice of professional or academic field, personal development, involvement in their communities, multicultural awareness, or decisions to relocate to the country where they studied. Some 68% percent use their foreign language skills at work, home, or in their community. LxC has evaluated its success by conducting regular end-of-term evaluations by students and staff. These have consistently revealed high levels of satisfaction (e.g. over 90 percent would recommend LxC participation to others) and have also provided input for "continuous quality improvement" in the program (e.g. put more program information onto the LxC Website). The LxC group has also published a number of articles and book chapters, including two volumes of essays, on the program and presented papers on it at national conferences (both the American Association for Higher Education and the American Association for Applied Linguistics). Most ambitiously, in 1998 LxC conducted a mail survey of Binghamton alumni: all LxC participants in the years 1991 to 1996 plus a matched sample of enrollees in LxC-supported courses who chose not to participate. A number of interesting results have emerged from this research. The two most striking findings are that LxC disproportionately serves "heritage language" students (i.e. students whose primary language is not English) but that even non-heritage alumni participants report significantly better language skills than non-participants, both upon graduation from Binghamton and currently. How students learn languages, achieve cross-cultural understanding, acquire discipline-specific expertise, and gain intercultural skills during study abroad are subjects in need of investigation. Binghamton supports the advancement of research on study abroad learning through its institutional and financial co-sponsorship, along with several other institutions, of *Frontiers: The Interdisciplinary Journal of Study Abroad*. Currently a Binghamton faculty member is publishing an article in the journal that examines how study abroad students uncover discrepancies in media and official versions of Latin American political, economic and social realities.

### **Next Steps for Internationalization at Binghamton and the ACE Promising Practices Project**

The collaboration with ACE on the Promising Practices project would assist us in conducting further outcomes assessment as we determine the kinds of data that would be useful to collect, help us learn more from students so we better understand what facilitates success for many in the programs we offer, and what prevents others from participating in international education, and enable us to strengthen the relationship between international education and our liberal arts departments and professional schools. Our next objectives in international education are to continue to increase the numbers of students who participate in on-campus international education and study abroad, expand our own international partnerships in Asia and Latin America, and capitalize on existing partnerships through distance-learning and other educational collaborations. In particular we wish to reinforce the support internationalization enjoys from our faculty and staff. To recognize their support, the President has established a University Award for Excellence in International Education that complements existing university awards for excellence in research, teaching, and service. The Binghamton leadership team will include Dr. H. Stephen Straight, Associate Provost for Undergraduate Education and Learning, Dr. Richard M. Dalfiume, Deputy to the President, Dr. Katharine C. Krebs, Director of International Education, and Dr. Burrell E. Montz, former Chair, International Education Advisory Committee. The ACE self-audit would be extremely valuable to us at this stage because we must be wise stewards in the investment we are making of the energies and resources of the University and our community.

1 September 2000