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The impact of centralized offices of international programs on the internationalization of curriculum in the United States land grant institutions

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West Virginia University, 1993

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THE IMPACT OF

CENTRALIZED OFFICES OF INTERNATIONAL PROGRAMS ON

THE INTERNATIONALIZATION OF CURRICULUM IN

THE UNITED STATES LAND GRANT INSTITUTIONS

DISSERTATION

Submitted to the

College of Human Resources & Education

of

West Virginia University

In Partial Fulfillment of the Requirements for

The Degree of Doctor of Education

by

Guilan Wang

Morgantown

West Virginia

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CHAPTER 1

INTRODUCTION

International education has become an important part of American higher education as the economy has become more and more globalized and nations have become more and more interdependent. This macrocosmic change in the world economy and the increased degree of interdependency among nations calls for an increased effort of higher education institutions to respond to the change not only by training experts but also by preparing all of their students with global competencies in politics, economy, culture, etc. (Guidelines for International Education at U.S, Colleges and Universities, Association of International Education Administrators, Jan. 1992, p. 4). Internationalization of curriculum is, or at least, should be, one of the major focuses of all the efforts to internationalize higher education.

An increasing number of colleges and universities have realized the importance of internationalizing their

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institutions. They have added international education

dimensions not only to their institutional organizational

structures but also to their institutional mission

statements. This realization of the importance of

international education is, to a great extent, reflected in

the increasing number of centralized offices of

international programs (OIP) which assume the

institutional responsibilities to provide direction and

leadership in the process of internationalizing their

institutions. Based on a national study by Henson, Noel,

Gillard-Byers, and Ingle in 1990, 46.6% of American

universities have a central office of international

programs/activities with university-wide responsibilities.

The efforts of these OIPs toward a greater degree of

internationalization of their institutions are directed

toward influencing faculty members in different

disciplines, administrators at different levels of

institutional hierarchy, and students. OIPs have developed

a variety of international programs, employed different

strategies, and initiated a variety of activities to attract

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the participation of faculty and students as well as gain support from different levels of the institutional hierarchy. The attempt to achieve a greater degree of internationalizing higher education through the offices' commitments, excellent international programs, and effective strategies by OIPs should be eventually and mainly reflected in their institutional curriculum.

To study the impact or the degree of effectiveness of organizational input, different international programs, and strategies on the internationalization of curriculum is critical to promoting the ultimate goal of international education. It is especially so at a time when resources have become scarce and effective allocation of both human resources and economic resources is imperative.

A wealth of criteria to determine the degree of effectiveness of an organization exists in the literature. For instance, the most widely used criteria of effectiveness are outputs and goal accomplishment (Etzioni, 1964; Campell, 1977; Scott, 1977). Another alternative is called the system resource model introduced

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by Yuchtman and Seashore (1967), which focuses on the interaction of the organization with its environment, and defines organizational effectiveness as the ability of the organization to exploit its environment in the acquisition of scarce and valued resources. Another approach relies on internal organizational processes as the defining characteristics of effectiveness. Here, effectiveness is addressed in terms of a process instead of an end state (Pfeffer,1977).

Not only do organizations exist within a constantly changing environment, they are different from each other. As the environment changes, organizational goals and priorities change followed by related changes in processes and strategies. So, the criteria of organizational effectiveness should vary based on the context of the organizations to be/being studied at the time. This means that a descriptive approach is more appropriate in which organizational characteristics or criteria are described and a priori evaluation standards are avoided (Mahoney et al., 1967, 1969, 1974; Price, 1972; Webb, 1974; Steers, 1977).

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Eclectically, this study will look into three major

organizational variables of OIPs. They are input, process,

and output. The inputs of offices of international programs

include human input, economic input, and the institutional

commitment to international education. In this study,

human input refers to the number of both professional and

non-professional staff, their educational backgrounds,

similar work experiences, and their current major

responsibilities. Economic input refers to OIP's general

budget size and its percentage allocated to the

internationalization of curriculum. Institutional

commitment means the amount of authority and/or the

number of responsibilities that are given to the OIP and its

executive and the percentage of the institution's budget

allocated to OIP. The process is defined as the actual

international program activities, research projects,

international linkages in place, incentive and/or reward

strategies that have been employed, and the major

targeted participants who have been actively involved.

Outputs refer to the degree of internationalization of

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curriculum in terms of the number of area studies majors and minors, number of required and elective courses for area studies majors and minors, and the number of courses with international dimensions. However, since internationalizing curriculum is a long process, in this study, the international programs/activities that are developed and designed directly toward the internationalization of curriculum are considered as outputs.

What is the relationship, if any, between input and output, between input and process, and between process and output? The extent of influence or the degree of impact of both input and process on the output and the degree of impact of input on process will be respectively examined and determined based on the comprehensive and descriptive comparisons among all the offices of international programs being studied.

It is becoming apparent to higher education administrators, especially to international education administrators that the study of the impact of OIPs on the

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internationalization of curriculum is not only a necessity, but an urgent task. That is, it is important to know what are the programs that have a direct influence on curriculum; what are the programs that have an indirect influence on curriculum; what are the most effective strategies to attract more commitment from faculty, departments, and the institution; what are the most effective organizational inputs, etc. In addition, empirical evidence is needed to validate programs, to improve program quality, to obtain adequate resources, and to modify institutional policies necessary for the promotion of international education within the sphere of higher education.

A. Statement of the Problem

To determine the degree of impact of centralized Offices of International Programs (OIP) on the internationalization of curriculum in Land Grant colleges and universities.

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1. To What Extent Does

a. Human input -- number of professional staff; number of support staff; professional background -- have an impact on the internationalization of curriculum?

b. Economic input -- OIP's overall budget size (total budget of institutional allocation and grants and contracts) and OIP's allocation of financial resources to curriculum -- have an impact on the internationalization of curriculum?

c. Institutional commitment -- OIP's hierarchial location; OIP's physical location; OIP executive's authority/responsibilities; and resource allocation to OIP-- have an impact on the internationalization of curriculum?

2. To What Extent Do

a. Related program activities have an impact on the internationalization of curriculum?

b. Related research projects have an impact on the internationalization of curriculum?

c. OIP's internal and external linkages have an impact on the internationalization of curriculum?

d. Incentive/reward and other strategies used have

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an impact on the internationalization of curriculum

3. To What Extent Does

a. Human input -- number of professional staff;

number of support staff; professional background -- have

an impact on process?

b. Economic input -- OIP's general budget size and

OIP's allocation to curriculum -- have an impact on

process?

c. Institutional commitment -- OIP's hierarchial

location; OIP's physical location; OIP executive's

authority/responsibilities; and resources allocation -- have

an impact on process?

B. Scope of the Study

1. Limitations

a. Due to the broad range of OIP programs and

activities found in the literature, this study will be limited

to U.S. Land Grant institutions with centralized office of

international programs under the previous definition of

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terms.

b. This study will include both OIP's physical and hierarchial locations; mission statement; human and economic inputs; check lists of OIP's major program activities, and strategies; written OIP executive's responsibilities; and a check list of outputs.

c. This study will involve a whole population survey process.

d. This study will identify OIP's status quo for the last three years and plans, ignoring any prior and/or future activities not reported by participants.

e. Research questions in this study will only be answered by the limited data available and answers should be interpreted in this context, too.

2. Delimitations

a. This study will not attempt to establish a universal model for the internationalization of American higher education based on the participating OIPs' operation.

b. This study will not attempt to identify and/or interpret the perceptions of participating individuals

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regarding the viability of their programs, activities, and strategies on the internationalization of curriculum in general.

c. While a great deal of the review of literature associated with this study refers to higher education in general, this study will not attempt to analyze the impact of OIP's input and process on its output, and the impact of OIP's input on process of all higher education institutions.

d. This study will not attempt to identify a "preferred" OIP model for all higher education institutions.

C. Significance of the Study

Higher education leaders have realized the importance of educating globally competent citizens. Policy studies in American higher education have also shown the necessity of expanding and improving international education. Organizations of international programs and international education administrators are obliged to carry out and fulfill these tasks. Curriculum is the essence of

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any university. It consists of what students formally study at all stages from the undergraduate to the research professor. It determines the character of the university far more than any structure of government, methods of teaching, or social organization. Indeed, these latter are largely shaped by what is studied and why it is studied (George Grant, 1969, p.113). Based on Grant's point of view on the importance of curriculum, the internationalization of curriculum in American higher education is the sole legitimate component among all the efforts toward educating globally competent graduates.

This study examines the centralized organizations of international programs in the American Land Grant colleges and universities. With globalization of American higher education as the theme, the study focuses on the degree of impact of the structure, resource capacity, and the major program activities of OIPs on the internationalization of curriculum. The study not only presents profiles of OIPs and their role in American higher education governance but also provides an evaluation model and examines trends in

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changing structures, programs, and resources.

Understanding the different degrees of impact of organizational input variables, programs, activities, etc.; and the different degrees of impact of the kinds of programs, activities, and strategies on the internationalization of curriculum will help international education administrators, international educators, and institutional policy makers improve the quality of international programs, relocate resources for expanding and initiating programs that have a great impact on the internationalization of curriculum.

In other words, the study will not only help international education administrators effectively expand and improve their international education programs but will also provide institutional decision-makers with solid information to modify or make appropriate policies to promote the internationalization of American higher education.

D. Definitions of Terms

1. International Programs

Programs that have an international focus toward the realization of goals or objectives stated by the OIPs.

2. International Higher Education

International higher education includes the study of relations among nations (international relations), particular countries and/or regions of the world (area studies), foreign languages and cultures, comparative and international approaches to particular disciplines, and the examination of issues affecting more than one country (environmental, global, or peace studies) (Pickert, 1992, p.1).

3. Centralized Office of International Programs

An office that has university-wide responsibilities for international activities, programs, etc. and/or reports to an institutional central administration officer who has a university-wide responsibility for teaching, research, and service. Offices with different names but with the same

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function also belong in this category.

4. Land Grant Institutions

Any university or college that is entitled to support from the Federal government under the Morrill Acts of 1862 and 1890.

5. Internationalization of Curriculum

The establishment of an international studies major/minor with choices of required and/or elective courses; the creation of area studies programs; and/or the infusion of disciplines by introducing international concepts and/or materials on non-western cultures into western-oriented courses through which students will have more global attitudes and perspectives, greater knowledge about the world, and greater international-intercultural understanding.

6. Physical Location

The proximity of OIP to the institutional central administration.

7. Hierarchial Location

The location of OIP in the institutional organizational

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chart and its reporting responsibilities (to whom it
reports).

8. Related Program Activities

The major OIP programs and routine work that relate
to the internationalization of curriculum.

9. Faculty Influence Programs

Activities and programs that reach out to faculty
members (e.g., faculty international grants) and/or have
inputs from faculty members (e.g., participation in OIP
decision making process) which have direct or indirect
influence on the internationalization of curriculum.

10. Influence Programs

Activities and programs including faculty-grant
programs, workshops, conferences, research projects,
travel, instructional activities, newsletters, etc. that have
influence on the internationalization of curriculum.

11. Internal and External Linkages

The OIP's efforts incorporated in different disciplines
and at different levels within the institution as well as
outside the institution. For example, the establishment of

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committees or units at college level within the institution, and agreements with foreign institutions with activities related to the internationalization of curriculum

12. Administrative Support

This is the support from administrators at any institutional hierarchial level which is not a part of OIP.

13. Faculty Resources

Faculty committed to international education with or without OIP's advocates and/or support.

14. Student Organizations

Student government, professional and social fraternities and sororities on campus which would have particular academic interests, ethnic and/or cultural backgrounds.

15. Campus International Traditions

They refer to institutional environment for international education including history, length of OIP in operation, faculty resources, and academic disciplines that are traditionally internationalized.

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CHAPTER 2

REVIEW OF RELATED LITERATURE

This literature review focuses on the actual practices of American colleges and universities in the internationalization of curriculum with a brief overview of the history of international education in American higher education. It covers major international programs, initiatives, and strategies employed by organizations of higher education institutions toward the internationalization of curriculum. The summary part of this review provides a general picture of the status of internationalization of curriculum in American higher education including the identification of the importance of this study in the literature.

A. A Brief Historical Overview of Internationalization in Higher Education

The history of international education in American

colleges and universities is the history of the reaction of higher education to major changes in its environment. It can be said that higher education has undergone three major periods. They are the awakening stage, knowledge elite stage, and popular preparatory stage.

The "awakening" stage features a few visionaries who foresee the significance of international education in higher education. The first of the few was Senator Justin Morrill of Vermont, author of the Morrill Act who created the unique American system of Land Grant colleges and universities more than a century ago. Justin Morrill recognized the international relevance of the new public system: "Our artisans are to contend with the skill and wealth of many nations, and our farmers are solely pressed by the competition of agricultural products which change and rapid communication pushes to the front in all markets both at home and abroad. To successfully withstand this formidable rivalry, our countrymen need ... that fundamental instruction which is founded on the widest and best experiences of mankind."

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(Groennings,1987) However, adding international dimension to higher learning as advocated by Morrill was not put into actual practice since the social focus at the time was basically on domestic economic development.

American higher education was not very international until after World War II when the country became a world power which marked the second stage or the "knowledge elite" stage. "World War II radically increased demand for international studies specialists, both in the short term for wartime service and in the long term for peacetime national security and reconstruction" (Pickert, 1992, p.4). The reason for internationalizing higher education was very different at the time. It was not the global economy but the global political-military confrontation. International education came to mean advanced training for specialists in fields vital to American security. International programs focused on developing expertise that a world power needed for relations with new countries. For instance, the Fullbright Program, originally funded by sales of overseas military equipment, focused on

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expert knowledge. So did area studies programs and AID's

technical assistance programs. With the focus of

expertise, most programs functioned primarily at the

doctoral and professional levels, not the undergraduate

levels (Groennings,1987). Providing the elite with

international expertise in different areas was the major

task for higher education at the time. One of the many

examples is that a year after the Russians had launched

their Sputnik satellite, the National Defense Education Act

was passed. Title VI of that act specifically supports

language and area studies at American colleges and

universities.

The gradual expansion of American involvement in

international higher education stopped with the Vietnam

War. As that conflict was souring the national outlook,

Congress retraced from its formerly aggressive stance in

creating new programs (Pickert, 1992, p.5). The

International Education Act of 1966 was passed but never

funded. Federal involvement in international education

began to decline. Government's withdrawal also affected

private sectors. For instance, the Ford Foundation rotated away from international programs to concentrate on domestic issues. American colleges and universities reduced foreign language requirements. Between 1967 and 1987, the ranks of language majors shrank by half (Coombs, 1985 and Pickert, 1992).

In the late 1970's, the fact of American students' incompetency in foreign languages and their bleak knowledge of world affairs was revealed by the report of President Jimmy Carter's Commission on Foreign Language and International Studies. This report helped raise the interest in international higher education (Pike, Barrows, Mahoney, and Jugeblut, 1979).

By the 1980's, the third stage, the "popular preparatory" stage came into being when the global economy had infiltrated everyday American life. Local stores increasingly marketed foreign goods. Doing American business increasingly meant doing business with the rest of the world. This everyday reality of international economic elements in American life has

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resulted in a paradigm shift in international education.
"The growing dependence of the United States upon foreign
resources, workers and markets, is casting the nation in an
uncertain and uncomfortable role" (International
Competence: A Key to America's Future, 3, December
1989). If the United States is to successfully meet this new
economic challenge, the country not only needs to train a
new cadre of internationally competent leaders in
government, business, foreign trade, finance, politics,
communications and many other fields, but also needs to
educate its citizens with international consciousness,
sensitivity, and skills. The best way for higher education
to realize this is to internationalize the curriculum.

So, at this "popular preparatory" stage, higher
education institutions are trying to get ready for the
internationalization of curriculum through adding new
units with the responsibilities for international education
to their organizational structure, developing different
programs, etc. According to Groennings, the shift from the
second stage to the third stage is along three fundamental

dimensions, "First, its rationale is moving beyond the earlier predominant emphasis on national security toward a vigorous emphasis on economic change and international competitiveness, with increasing focus on the business curriculum. Second, it is edging away from Washington centeredness toward additional centers whose focus is more heavily economic, that is toward nationwide local interest alongside nation-state national interest. Third, it is moving beyond the production of experts, whose supply obviously will continue to be essential to national foreign policy capabilities, and toward general education for informed citizenship and all the professions" (Groennings,1987).

By the end of the 1980s, the realization of the ignorance of world cultures and languages that threatens the nation's ability to compete in the international community led Congress to resume its activist stance with regard to international education. In 1991, fewer than 2 percent of American undergraduates studied abroad. The National Security Education Act of 1991 was passed by

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Congress, which increases the opportunities for American

undergraduates to study abroad and increases support for

training specialists in languages and area studies (Pickert,

1992, p. 6). There are a lot of reasons for

internationalizing the curriculum, but the major reason is

economic.

In An Owl Before Dusk, Michio Nagai (1975, p. 39)

remarked that the more important problems now are

increasingly international, and only minor problems remain

national. In A Passion for Paradox, Harlan Cleveland

(1977a, p. 7) observed that we now live "in a world where

everything leads to everything else." As these remarks

imply, international education must reach more people and

more professions (Burn, 1980, p. 1).

B. Efforts to Internationalize American Higher Education

1. An Overview

Surveys and studies show that education in general

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has not done a competent job of educating our students internationally. The Council on Learning conducted nationwide studies of what students know about the world and reported: "If we examine the present state of international education in our colleges and schools, we are likely to come away somewhat depressed." For instance, 25% of Dallas students did not know the name of the country bordering USA on the South. Less than 85,000 of 12 million college students are studying Russian, Japanese, or Chinese. In a survey of nine countries regarding knowledge of geography, young American adults (18-24) knew less about geography than any age group in any of the nine countries. One in seven adults in the USA could not locate the USA on the world map; more than 50% do not know even roughly the size of the USA's population. A survey done at West Virginia University in 1989 shows that of the 325 faculty and staff who responded, only 20 non-Arts and Sciences faculty taught an undergraduate course with at least 20-25% international content. Of these 20 faculty, several indicated they no longer taught courses

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with 20-25% international content (Sophia Peterson,1990).

As the national concern with American economic competitiveness increases, "... government and business leaders are increasingly critical of the U.S. educational system and the narrow isolationist knowledge base of our graduates, who are our primary product" (McBreen, 1992, p. 251). International education can no longer be viewed as a secondary consideration. It should be recognized to be "central to develop graduates who can cope creatively with the modern, interdependent world" (Wood, 1991).

In <u>Preparing for a Global Community</u>, Pickert summarized that American institutions are facing serious practical challenges in international education. The tasks involved include creating a curriculum capable of making all students more knowledgeable about the world; rewarding faculty who develop expertise in international issues; providing a high quality education for foreign students that also enriches the campus at large; preparing Americans to learn and work in international and multicultural settings; and imposing coherence to disparate

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international activities (Pickert, 1992).

2. Internationalization of Curriculum

Internationalization of curriculum is one of the most important steps to meet "... the current and future needs in international education (which) is a broader and deeper appreciation of foreign perspectives" (Burn, 1980, p. 3). The internationalized curriculum can take many forms. They include the study of relations among nations (international relations), particular regions of the world (area studies), foreign languages and cultures, comparative and international approaches to particular disciplines, and the examination of issues affecting more than one country (environmental, global, or peace studies) (Pickert, 1992, p.1).

In 1987, more than 75 percent of America's four-year institutions and almost half of its two-year institutions stated they are including some international component in their general education requirement (Anderson, 1988). However, course offerings vary greatly by types of students and institutions. The data compiled by the U.S.

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Education Department shows sizable differences in the proportion of students enrolled in area studies, foreign language, and international relations courses by types of institution (Adelman, 1990). Area studies, international relations, non-western government and politics, and foreign languages are offered most frequently to graduate students at comprehensive universities with the exception of advanced Japanese, German, and classic Greek, which had substantial enrollment in liberal arts colleges (Pickert, 1992).

Attempts to include international elements in the core courses were made in some institutions. For instance, at Ohio State University, Rothney (1987) used "Critical issues of the 20th Century," which satisfies a history and society core requirement by following five themes: the world as an interdependent system (international); the heightened confrontation between "culturally conservative" and "change-oriented" societies (societal); the history of political institutions (political); the development of technology (economic); and the search for values for

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survival (cultural history). At Lewis and Clark College in Portland, Oregon., overseas study was linked to a core curriculum. By participating in an "international Education/Core Linkage Project" incorporating several "inquiry courses" and by satisfying a writing requirement, undergraduates can satisfy core requirements while studying abroad (Burn, 1991). This approach ties foreign study experience more closely to the rest of the curriculum and encourages all faculty to consider the role of overseas study in a student's overall program (Pickert, 1992).

Infusion across the disciplines and new degree structures are also typical practice in the internationalization of curriculum. Faculty can add an international element to traditional courses by adopting a foreign language and cultural component by inviting a foreign language professor in a team teaching format or by adding non-English language material to reading lists (Pickert, 1992). For instance, Earlham College in Richmond, Virginia has introduced foreign languages in several disciplines, including literature, philosophy, and history

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(Jurasek, 1988). Four courses constituting a Peace and Global Studies Series come from anthropology, political science, economics, and philosophy, and prepare students for study abroad by honing awareness of cultural perspectives, global dynamics, and the necessity for making responsible choices about issues facing the world community (Jurasek, 1991). About 65 percent of Earlham students take at least one such course prior to departure for study abroad. Brown University also integrates languages across its curriculum. Spanish is taught in political science and Latin American Studies; Portuguese in history and Afro-American Studies; and Russian in Soviet Studies (FIPSE, 1990). Other institutions create international education modules or units to be added to existing courses or taken separately by students from different majors and at several levels of language proficiency (Pickert, 1992).

Another practice is to concentrate on one area of the world and treat it across disciplines. At the University of North Carolina at Charlotte, faculty from Engineering,

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Education, and Business Administration collaborated to reuise their courses to focus on Japan (Pickert, 1992).

Oregon State University is in the process of infusing each department with an international perspective by tying course-work to an international degree earned in conjunction with a traditional degree program. That means, a student earning a B.S. degree in forestry might elect to earn a B.A. degree in international studies in forestry (Pickert, 1992).

The most internationalized disciplines from the literature review include business schools and foreign language studies. The New England Board of Higher Education's field study of 40 institutions found that more generally, foreign language study is on the upswing and there also is a growing student demand for courses in international business (Groennings, 1987, p. 8). Blum (1991) reported that "some of the nation's 700 graduate business schools are moving quickly to reuise their curricula." Geer, Wind, and Arpan (1988) reported the hallmarks of successful international business programs at

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the American Graduate School of International

Management in Glendale, Arizona, the Lauder Institute at

the University of Pennsylvania, and the University of South

Carolina. Reasons for the growing demand for foreign

language studies and the rush for the revision of business

curricula are quite obvious. Foreign languages are among

the basic tools in internationalizing any disciplines and

business schools are simply at the forefront to meet the

increasing degree of globalized economy.

Reports on the internationalization of other

disciplines are mostly at the rhetorical level (Ping, 1985).

Ventriss (1989) advocated the need for the

internationalization of public administration and public

policy. Most of the writings in <u>International Education</u>

<u>Series: The American Forum for Global Education</u> (1990)

addressed the lack of international knowledge in

geography, history, political science, sociology, psychology,

journalism and mass communication, and philosophy; the

need for internationalizing them; and suggested ways to

internationalize each mentioned discipline.

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3. Internationalization Policies and Administration

Internationalization has become one of the most powerful substantive developments in the history of American higher education (Groennings, 1987, p. 8). The imperative for its incorporation into the mainstream of higher education has been the subject of reports by foundations, governors' conferences and national commissions during the last decade (Roberts, 1992, p.101).

Internationalization of higher education is a cross-cutting concept that challenges the roles and responsibilities of campus and system administrations. The most recent and comprehensive national study on "Internationalizing U.S. Universities" done by Henson, Noel, Gillard-Byers, and Ingle (1990) reports that ninety-six percent (96%) of university systems indicate some of their campuses are more internationalized than others which implies a trend toward increased internationalization of university systems. "Approximately 70% of the responding universities had incorporated some mention or dimension of internationalization in mission and goal statements of

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the university" (Ingles and Gage, 1990, p. 18). Some

institutions have started to review their mission

statements and to make appropriate changes to suit

individual internationalization needs. For example, the New

England Board of Higher Education's field study of 40

institutions found approximately one-fifth of these

institutions are involved in aspects of multi-faceted

planning of their international dimension, comprehensively

considering such elements as curriculum, faculty

development, study abroad programs, foreign students,

visiting faculty, relationships with foreign institutions, and

new programmatic and hierarchial structures (Groennings,

1987, p. 8).

Henson, Noel, Gillard-Byers, and Ingle's study also

indicates (90% of the responding universities) that the

support of the central administration is very important "...

in establishing the internal environment and influencing

policy, incentives and rewards and the allocation of

resources in support of internationalization." The

internationalization through committed leadership, active

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policy support, strategic development, and resource
mobilization is crucial. However, interviews of senior
university administrators in the case study universities
indicated that few could articulate very explicitly the
desired status of internationalization of their universities
and in some cases there was not a clear understanding of
what internationalization is and can be on an individual
campus (Henson, Noel, Gillard-Byers, and Ingle, 1990, p.
10).

Based on Henson, Noel, Gillard-Byers, and Ingle's
study, almost half of the participating universities have
centralized offices of international programs/activities
with university-wide responsibilities, 29.2% of the
universities have multiple offices addressing different
components of international programs and activities with
each having university-wide responsibilities, and 15% of
the universities delegated responsibilities to offices in
colleges and/or individual departments. Although varying
degrees of success in internationalization have been
achieved with or without a central office, most universities

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indicate a need for a centralized mechanism to coordinate and more effectively integrate and assist the broad range of international programs and activities (Henson, Noel, Gillard-Byers, and Ingle, 1990, p. 19-20).

An effective institutional policy and administration of international education should address the internationalization in a comprehensive fashion. However, in a lot of cases, the actual practice of internationalization of higher education is usually highly fragmented. In some institutions, language programs are run and administered by individual departments and an area studies curriculum is drawn from courses in many departments. International students are generally the responsibility of an international student advisor under the Dean of Students, and study abroad might fall to that individual, to an overworked faculty member running an office on a part-time basis, or to the language faculty most closely associated with each program. A survey of 500 colleges and universities showed that 80% of the four-year institutions had an administrator responsible for

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international education, but only one-third were

responsible for overall program coordination. Most dealt

with international students (89 percent), study abroad (73

percent) and international linkage (50 percent). In only 37

percent of the institutions did this administrator have any

role in curriculum development, and fewer than 10 percent

had influence on selection and hiring of faculty (Lambert,

1989, p. 7).

The most common solution to the above problems and

a means to guarantee coordination of components of

international education is to centralize the administration

of international programs/activities that have an

institution-wide responsibility for international

programs/activities. As a matter of fact, more and more

institutions have developed centralized offices of

international programs/activities. However, for a lot of

reasons, such a structural arrangement still does not

guarantee effective coordination among disciplines and

administrative units in certain institutional environments.

An alternative model of international education

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administration is in practice at Southwestern University. This model is based upon faculty leadership through a committee that coordinates components of international education and works closely with the administration to formulate and implement policy. The committee is formed of core and committed faculty that are drawn from all segments of the university. The faculty members bring departmental and divisional concerns into the deliberations of the Committee and return to their units as advocates of internationalization. The second advantage of such a faculty-coordinated model is that it is curricularly-based. With the curriculum as the organizing principle, coordination of the various components of international education is conceptually simplified since it is more difficult for an administrator to know about, much less coordinate, the curricular plans of many departments than for the faculty directly involved. The third advantage of the model is that it is non-hierarchical. The responsibility for international education is defused among the faculty, rather than centralized in an administrative office (K.

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Roberts, 1992, p. 101-108). Since this model requires good

communication and a high degree of collegiality among

faculty and between faculty and administration, as well as

a considerable commitment of time by faculty members,

the author suggested that a reward system for faculty

participants in international program development should

be set up and regarded as part of the individual

professional accomplishment in tenure and promotion.

4. Strategies Used in Internationalization of Higher Education

The internationalization of curriculum can be

regarded as both a process and an outcome. A new

international area studies major, as an outcome, might be

the result of a process, sometimes, a very long process.

Generally, this process involves programs and activities

which will expose faculty members, administrators, and

students to a situation or environment that will stimulate,

and provide direction and assistance toward the goal of

internationalization of curriculum. Individual institutions,

with different histories of international education and

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different institutional settings, have developed different

processes. So, strategies refer to specific organizational

means, reward systems, certain kinds of international

activities, programs, etc. that are employed mainly to

promote the internationalization of curriculum and/or the

institution as a whole. In practice these strategies vary

from institution to institution.

One of the many processes is the expansion of

campuses in foreign countries. This approach provides

professional development opportunities for both faculty

and students. For instance, Webster University opened

four overseas campuses largely due to eager audiences of

people in the host countries looking for something not

traditionally available. The schools enroll 33% native

English speakers, 33% from Western Europe, and 33% from

third world countries. International studies is one of the

areas that has been emphasized. About twenty U.S.

colleges and universities run branch colleges and

universities in Japan. Among them, twelve accredited

institutions offer courses and programs primarily to U.S.

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students (Norris, 1992).

At Oregon State University, there is a section relating to international assignments on the Promotion and Tenure Guidelines. The message is that international efforts in relation to international assignments, instruction, scholarly accomplishment, and service of faculties are counted as part of promotion and tenure requirements (OSU, Promotion and Tenure 1991-92).

The involvement of faculty in decision making is a very rewarding strategy in the internationalization of curriculum. Buena Vista College developed a workshop with faculty to determine ways to strengthen the college academically. The result was to revise the general education core to require that all students take a foreign language or course work in a non-western/multicultural discipline. A six-hour requirement in multi-cultural general education experience is anticipated. The College also conducted a review to determine how majors can be reconstructed to include an international perspective (Briscoe, Keith, p. 62).

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Linkage with foreign institutions is another tool to help internationalize curriculum. Characteristics, and numbers of linkages vary from institution to institution, but most of them are based on a mutual exchange concept, usually including faculty exchange, student exchange, information sharing, and cooperative research. The geographical coverage of this kind of linkage is very comprehensive. One of the best examples is Oregon State University, the nation's number-one ranking Land Grant university in overseas research work, which has its research and educational programs connected with seventy-three colleges and universities in twenty-five countries around the world (Hecth, Irene, P. 17-19). Universities have also developed linkages with "politically forbidden" countries as well as most under-developed countries. The University of Pittsburgh set up linkage programs with Czechoslovakia and Hungary before the fall of the iron curtain (Hecth, Irene, P. 17-19), West Virginia University has developed linkages with South African universities. Evidence in the literature shows that most

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higher education institutions in this country have

developed these kinds of linkages, to different degrees.

Intra-institutional or inter-disciplinary cooperation is

one of the growing needs in the internationalization of

curriculum. Opportunities in "... course development, team

teaching, research and joint academic programs ..." are

encouraged, especially between schools of business and

the liberal arts (Spalding, 1989, p. 2-5). Courses of study

that have established links especially between business

and liberal arts can be found at Babson College; Ball State

University; Indiana University, Bloomington; Santa Clara

University; and the University of Southern California

(Stearman, David M., et al., 1989, p. 32-41).

A series of meetings between U.S. university

presidents and their counterparts from abroad has been

held. This strategy of international networking is designed

to facilitate international understanding as well as

collaboration on the internationalization of universities.

The American Council of Education is developing a handbook

on internationalizing the curriculum, which will focus on

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leadership strategies and innovative programs.

C. Major Research Projects

This section focuses on five selected major research projects that have covered the areas relating to the internationalization of curriculum in American higher education institutions during the last three decades. The selected areas also include major international programs, initiatives, and strategies employed by organizations of higher education institutions toward the internationalization of curriculum.

1. The University Looks Abroad: Approaches to World Affairs at Six American Universities

a. Background of the study. In 1965, a report from Education and World Affairs covered the actual practices in international education of six American universities. They were Stanford University, Michigan State University, Tulane University, University of Wisconsin, Cornell University, and Indiana University.

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b. Selected Findings. 1) Michigan State University (MSU) -- Curriculum Improvement:

● MSU introduced in 1961-62 a basic revision of the three-term social science course, one of four general education courses required of all underclassmen at Michigan State. Some of the key faculty involved in stimulating and implementing the course revision were formally engaged overseas in research or university contract projects.

● The second major revision of the social science course was carried on in 1965.

● Multi-disciplinary instructional approaches to area studies were developed, supporting the work of the university's Asian, African, and Latin American Studies Centers.

● An upper division program in comparative cultures was created, jointly between the college of Arts and letters and the College of Social Science.

● The support of international programs in the professional schools was given, including the colleges of

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Agriculture and Engineering.

- The development of international aspects in the program of the College of Education for students preparing to teach the social sciences in primary and secondary schools was cooperated.

- In the autumn of 1965, the Justin Morrill College was established with the major objective of extending education about the non-Western world into more aspects of the undergraduate curriculum. A special faculty committee proposed that its program be committed to a broad liberal education, with an in-depth study of a specific field, which would center around a substantial core of required courses and which would have international service and education as an underlying theme.

2) University of Wisconsin (UW) -- International Course Content

- There were undergraduate and graduate courses, correspondence and adult education offerings in every aspect of global affairs.

- UW offered instruction in more than thirty foreign

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languages, and provided a wide choice of courses in international relations, U.S. Foreign policy, international trade and finance, the geography and anthropology of all the continents.

- There was a wealth of offerings in comparative studies -- in education, in the economic development, in sociology and history.

- All freshmen in the college of Letters and Science were required to take a year-long course, Freshmen forum, a weekly lecture and discussion session which dealt with major problems in world affairs, such as economic aid, population control, disarmament, and nuclear proliferation.

- Seniors in the same college were required to take a course called Contemporary Trends, lectures which attempt to summarize or focus the knowledge the student had gained in his undergraduate experience in relation to the scientific, technological, social, and economic changes of today's world.

2. International & International Education in Selected State Colleges & Universities: An Overview

and 5 Cases

a. Background and research questions. This study

was done by Audrey Ward Gray in 1977. The first step of

the study was a comprehensive data collection from the

320 member institutions of the American Association of

State Colleges and Universities (AASCU). Next, the focus

was narrowed to 50 AASCU institutions and campus visits

were arranged to obtain detailed information and to select

five case study institutions.

The study addressed the following five questions: a)

What was the state of international/intercultural

education in AASCU institutions? b) What were the trends

in international/intercultural education in these

institutions? c) How did small, medium, large, and non-

traditional AASCU colleges and universities in different

parts of the country actually implement measurable and

significant international/intercultural programs? d) What

were the key elements necessary for an institution to

implement a commitment to international education? e)

What principles, programs, or activities described in the

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study could be adopted by other institutions of higher education?

b. Major Findings to the Five Research Questions.

• Three-fourths of the institutions had some type of international/intercultural programs, though these programs varied considerably; and few of the curriculum programs reached large proportions of undergraduates.

• Trends indicated more planned programs, especially of study abroad and bringing foreign students to campus. Some institutions made notable efforts to plan international/intercultural curriculum to reach large numbers of undergraduates.

• The case studies illustrated the particular importance of 1) Institutional commitment to international/intercultural education; 2) Strong administrative support; 3) Faculty leadership; 4) A qualified and interested faculty; and 5) The establishment of a system of linkages.

• Four key elements were found to be necessary for an institution to implement a commitment to

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international/intercultural education included 1)
Commitment; 2) Strong administrative support; 3) A
qualified and interested faculty; and 4) Links within and
outside the college or university.

3. Internationalizing the Curriculum and the Campus

a. Background and Research Purposes.

The study was conducted and completed by Maurice Harari in 1981 with the support of AASCU. The purposes of the study were to enable each institution to gauge its development in relation to at least the national AASCU constituency; stimulate AASCU institutions to examine and refine their mission, commitment, and programs in the international area; and provide information on the quality and global orientation of undergraduate education in institutional planning efforts.

Two hundred and sixty-four institutions or 77.19% of the AASCU membership institutions responded to the questionnaire. Detailed questions on the extent of internationalization of specific disciplines and courses, the

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funding of international programs, the total budgets

expended on international programs, how much from

internal and how much from external sources were avoided

because such questions would have complicated

considerably the ability, or desire, of institutions to

respond and would reduce considerably the number of

respondents.

b. Selected Major Findings.

• Of the 264 responding institutions, 43.9% had AN

Office of International Programs, 33.1% with full-time

Director, 46.2% had Committees on International Programs,

and 62.5% sponsored Study Abroad Programs.

• The total number of planned international curricula

(major, minor, and others) reported by the responding

institutions was 220.

• Of all the responding institutions, 48.5% required

foreign language courses for graduation, and 17.8%

required international courses for graduation.

• Among the 9 listed functions performed by the

Office of International Programs, the top three functions

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were (in rank order):

1) Administration of study abroad for U.S. students (113 institutions); 2) Development of collaborative arrangements and contracts with foreign universities and government (98 institutions); and 3) Administration of ongoing arrangements (94 institutions).

• Only 81 Offices of International Programs (30.6%) had the function of assistance in the internationalization of curriculum (ranked as number 6 among the 9 functions).

4. Internationalizing U.S. Universities

a. Background and Research Questions. In early 1990, a national study was conducted by James Henson and others to develop a conceptual model that could be utilized by universities to enhance internationalization. Data were collected by questionnaire from 183 universities (out of 236 universities, which was a 77% return rate). Ten in-depth case studies were also conducted during which 237 university administrators were interviewed.

This conceptual model which was built based on the data obtained through the questionnaire and information

from the case studies addressed three basic questions relating to the assessment of the degree of the internationalization of universities. The three questions were why, what, and how to internationalize universities.

The reasons why colleges and universities need to be internationalize include: 1) The level of economic interdependency among nations keeps increasing. In order to compete in the world marketplace, it is essential for American higher education institutions to train their students who understand and effectively function in a global context; 2) The role of higher education institutions in local and national economic development has been recognized and called upon; and 3) It is the higher education institutions' responsibility to assist public and private sectors to be globally competitive through information and facts generated by their continued research efforts. The fact is that students are not provided with the knowledge and skills they need to compete in the competitive world.

Significant factors and sub-factors for the

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internationalization of universities relating to the question of "What?" were identified. They include 1) Resources (faculty, administrators, funds, incentives and rewards); 2) Program activities (foreign students/scholars, study,work and internships abroad, foreign languages, development cooperation, academic driven programs, research and area study programs and graduate education, undergraduate curriculum, and public service); 3) Leadership and management (commitment, policy, strategic planning/review, and allocation of resources); 4) Organization (structure, linkages, and internal culture); and 5) External environment (global awareness, stakeholder demand, and benefits).

Factors and sub-factors (How?) depend upon the presence and characteristics of the following: 1) The institutional environment and culture must be supportive of internationalization; 2) Strategy should be developed involving an appropriate participatory process; 3) Institutional structure must be such that internationalization can occur and allow successful

operation of international activities on campus and abroad; and 4) Resources such as money, positions, time, etc. should be provided for the successful conduct of internationalization efforts.

b. Selected Major Findings of the Study.

● University commitment to internationalization: 14.2% of the responding universities indicated a very high level of commitment of their universities, 33.1% indicated a high commitment, 39.2% indicated a moderate commitment, and 12.2% a low commitment.

● Importance of inputs of internationalization: 90% of the responding universities indicated that faculty interest and support, funds and a supportive central administration were very important. Seventy percent indicated that factors related to departments and to faculty incentives and rewards were very important.

● The case studies suggested that foreign students and scholars' potential contribution to the internationalization does not appear to have been realized.

● Forty to forty-five percent of the responding

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universities placed a moderate degree of priority on study or internship abroad opportunities.

● Approximately one-third of the responding universities require entering first-year students to have completed foreign languages courses as a condition of acceptance into the university. Seventy percent of the universities indicated a trend of increasing enrollment in foreign language courses.

● Of 182 responding universities, 23.9% indicated they placed a high priority on the establishment and functioning of research and area study programs.

● About 50% of the universities indicated that faculty could obtain curriculum development grants to internationalize courses from the university and 78.6% indicated that procedures were in place and available to faculty to access funds and other support for curriculum development.

● Forty-seven point three percent of the responding institutions indicated that their university had a high or very high commitment to internationalization with 39.2%

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indicating a moderate degree and 12.2% a low degree.

• One central office with university-wide
responsibilities was in place in 46.6% of the universities. A
Director of international education, studies or related title
was present at 26.4% of the universities. A vice-President
was the most senior position responsible at 21.2% of the
universities with a Dean in the senior position at 11.7% of
the universities.

5. International Programs and Activities

a. Background of the study. Robert Aaron of National
Association of State Universities and Land Grant colleges
(NASULGC) conducted a survey on International Programs
and Activities in 1990. Thirty-seven responses out of a
pool of 149 possible respondents were received for a
return rate of about 25%. Highlights of findings were
reported to the Council on University Relations and
Development on July 10, 1990.

b. Selected Findings.

• Twenty out of thirty responding institutions (66.6%)
engage in some kind of organized overseas alumni

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programs, including alumni clubs.

- About 50% of the thirty-two responding institutions said they engaged in international fund-raising activities.

- Eighteen (58%) of the 31 institutions had a designated individual to handle protocol and logistics for international visitors.

- The key problems surrounding the planning and operation of international programs identified by the 23 individual responding institutions included 1) Inadequate financial support (8 institutions, or 34.7%). They are University of Illinois at Urbana-Champaign, Oregon State University, University of Arizona, Texas A&M University, North Carolina State University, New Mexico State University, University of Montana, and Rutgers University; and 2) Lack of institutional coordination and understanding of the variety and complexity of international programs, as well as international research projects and faculty visits overseas. Such problems seemed to be more serious in those decentralized campuses (Kansas State University and University of Illinois at Urbana-Champaign).

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D. Summary

Groennings pointed out five causes of the ongoing

internationalization of higher education. The most

powerful reason is economic change. The second is the

incorporation of international substance into accreditation

standards by the American Assembly of Collegiate Schools

of Business and by the National Council for the

Accreditation of Teacher Education. The third is the

impetus provided by a series of reports on the quality of

undergraduate education from the American Association of

State College and Universities, the Association of American

Colleges, the National Endowment for the Humanities, the

National Institute of Education, and the Carnegie

Foundation for the Advancement of Teaching, all of which

have called for focus on the international dimension. The

fourth cause of accelerating internationalization of the

curriculum is the nascent but accelerating

internationalization of the academic disciplines. This

development at the grass roots of academic life

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complements the thrust of the national reports and shows that internationalization is deeper than a fad. The disciplines are often the gatekeepers of educational change, and the harbingers of changes in the curriculum are new perspectives in the disciplines. The fifth cause is people: committed new leaders, increasingly internationally minded faculties, and students who increasingly have been abroad and expect their educations to have international component (Groennings,1987, p. 12).

Another reason for internationalizing higher education is that "...higher education has a stake in the outcome, both broadly and narrowly in the sense that it draws its revenues from employed families, taxes upon private sector profits, interest from endowment invested in corporations, and donations and research support from corporations. Besides, the mission of internationalization can be best carried out by higher education because higher education is a major global resource. It has expertise about other countries and peoples. It is one of the most globally competitive components of the American

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economy" (Groennings,1987, p. 7).

The importance of the internationalization of curriculum is obvious. "The earth moves, the curriculum responds. If the curriculum fails to respond, it will suffer shortcomings of relevance" (Groennings,1987, p. 3). Higher education, as always, should respond to external changes and needs. The problem is how it should be done.

Academically, Peterson (1990) proposed five ways to internationalize the curriculum. They include a) establish an international studies major/minor; b) create area studies programs; c) use issue-oriented approaches; d) comparative approaches (e.g., in sociology -- comparative urbanization, stratification, religion); and e) infusion of the discipline -- introduce materials on non-western cultures into western-oriented courses (World History, International Accounting). Oregon state University proposed an "International option for all undergraduates." This proposal incorporates an International degree option for all majors in conjunction with a primary degree program. It is a way for students to individualize their

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interests on a global scale and a way to become a bit more knowledgeable about specific areas of interest relevant to the student's career goals and not a set structured program (Hecht, Irene, p. 16).

Administratively, a few evaluation models are also proposed for assessing the degree of internationalization. However, most of them are based on individual institutional settings and for certain disciplines. Harari (1989) developed "The International Integration Wheel of California State University, Long Beach" model based on the operation of the Center for International Education at California State University, Long Beach (Harari, 1989, p. 9). Arpan (1988) used "Input and Output Measurements" to assess the degree of internationalization of international business programs (Arpan, 1988, p. 14-18). Henson, Noel, Gillard-Byers, and Ingle have developed an "Internationalization Model" which is used to assess comprehensively the degree of university internationalization (Henson, Noel, Gillard-Byers, and Ingle, 1990, p. 7-8).

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In general, the literature tends to agree that the United States is lagging behind in the internationalization of the university systems. How to change this status quo? "There are many approaches, and different ones may be appropriate for different institutions, depending on mission, capability, and opportunities. There may also be many objectives, including cross-cultural and geopolitical understanding, with attention to issues of national security or arms control, or understanding the problems of third world economic development. One has to decide on objectives as well as approach, i.e. on both ends and means" (Groennings,1987, p. 12).

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CHAPTER 3

METHODS AND PROCEDURES

A. Design of the Study

1. Research Problem

The research problem was to determine the degree of impact of centralized offices of international programs on the internationalization of curriculum. In order to best accomplish this purpose, the study was divided into two stages. The first stage was a mail survey which was the major part of the entire research. The second stage was the in-depth interview of the selected OIP executives from the surveyed offices of international programs.

2. Instrument

The questions in the survey instrument were developed based on the general assumptions from the literature review. There were two guiding principles in the development of the instrument. First, questions should elicit data that cover all the major international programs

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and activities, and provide the end results of those efforts in terms of the internationalization of curriculum. Second, questions should elicit reasons why some OIPs are more successful than others.

According to the above mentioned two guiding principles, the survey instrument was designed to include four sections. Section One involved the collection of OIP's input and institutional background data to objectively identify the degree of commitment in terms of OIP's mission statement, human input and economic input as well as the major background characteristic of both OIP and OIP executives. Section Two was designed to obtain process data to identify the degree of OIP's actual involvement in the process of internationalization of curriculum through programs/activities, projects, strategies, participants, etc. Section Three addressed the internationalization of curriculum through listing the actual number of internationalized courses, majors, and/or minors with OIP's involvement; and the three major OIP curriculum activities in the past twelve months. Section Four included a request

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for OIP documents. They were OIP Mission Statement, OIP's Annual Report, OIP Strategic Planning Proposal, and OIP executive's Position Description.

The instrument's content validity was examined by five prominent international programs executives at the 1992 Annual Conference of Association of International Education Administrators. The responses indicated that the questions were congruent with the general practice of international education administrators.

The instrument was pretested to check for questions that could be misinterpreted and to check for those questions that might be ambiguous. Three OIP executives volunteered for the pretest. This procedure produced little change except for some wording and question arrangements.

Comprehensive telephone calls were made to all the 67 land grant institutions that are listed in Public Colleges and Universities by Ohles' published in 1986. Fifty-five or 82% of the land grant institutions were identified to have centralized offices of international programs. The revised

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questionnaires were mailed, in the spring of 1992, to the 55 OIP executives who self-identified their offices as centralized OIPs with institution-wide responsibilities of international programs and activities.

3. Interviews

The second stage involves in-depth interviews of the selected OIPs. The purpose of the interviews was to identify other factors which could not be included in the survey instrument. They included the institutional historical factors, geographical factors, and elements other than OIP's involvement that contribute to the degree of internationalization of curriculum in certain institutions. Another purpose of the selective interviews was to reinforce findings from the survey. For example, an institutional mission might include a strong statement of internationalization of curriculum. However, for different reasons, the quality and the amount of involvement toward the internationalization of curriculum might not be as strong as the mission statements. That is, there might be little practice in certain OIPs toward the realization of the

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stated mission.

The conceptual framework for determining the degree of impact of OIP is built on an eclectic basis of the existing criteria of organizational effectiveness. The reason for this eclectic concept is that difficulty in empirically assessing organizational effectiveness has risen because no one ultimate criterion of effectiveness exists (Cameron, 1978). For instance, criticisms of the outputs and goal accomplishment approach include an ignorance of environmental influences on the organization and its goals (Lawrence and Lorsch, 1969), the retrospectiveness of organizational goals and its service to justify organizational action, not to direct it (Weich, 1969), and the change of organizational goals as contextual factors change (Warner, 1967; Pfiffner, 1977). Criticism of system resource model concludes that focusing only on inputs may have damaged the effects on outputs (Scott, 1977), the only valuable aspects of organizations are those which aid further input acquisition (Scott, 1977), and are inappropriate when considering non-profit organizations

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(Molnar and Rogers, 1976). Criticisms of the process model include the difficulty of monitoring organizational processes (Dornbusch and Scott, 1975), the focus on means to the neglect of ends (Campbell, 1977), and the inaccuracy of most process data (Haberstroh, 1965:182). based on outputs and goal accomplishment (Etzioni, 1964; Campell, 1977; Scott, 1977), Yuchtman and Seashore's system resource model (1967), and the process model.

B. Description of Population

The population of this study is the executive officers of centralized Offices of International Programs of all the Land Grant institutions in the United States. Their title may vary but they have similar institution-wide responsibilities of international programs and activities.

List of names of Land Grant institutions was obtained from Public Colleges and Universities: the Greenwood Encyclopedia of American Institutions by John F. Ohles and Shirley M. Ohles, 1986. There are 67 institutions that are

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listed as Land Grant institutions. Names of OIP executives

and their addresses of the surveyed population were

identified through the following five sources:

1)   The 1990 mailing list for the national survey on

"Internationalizing U.S. Universities:Preliminary Summary

of a National Study" from Washington State University

2)   1991 International Section List

3)   1990 International Education Administrators

Directory

4)   1991 Division Of Agriculture Directory

5)   All others went to Provost and asked the

Provost to refer to the right person. In order to have

adequate responses (at least 40% returns by   region) for

a meaningful statistical analysis, a follow-up mail was

sent out 10 days after the first mail was out. Non-returns

were reminded by telephone.

C. Scope and Methodology of the Study

In order to determine the degree of impact of

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<u>centralized office of international programs on the</u>

<u>internationalization of curriculum</u>, a survey instrument was developed. It was designed to include four sections. Section One involved the collection of OIP's input and background data to objectively identify the degree of commitment in terms of OIP's mission statement, human input and economic input as well as the major background characteristics of both OIP and OIP executives. Section Two and Section Three were designed to obtain process data to identify the degree of OIP's actual involvement in the process of internationalization of curriculum through programs, projects, activities, strategies, participants, etc. and the internationalization of curriculum through objective data collection. Section Four of the survey instrument was a request for OIP documents. They were OIP Mission Statement, OIP's Annual Report, OIP Strategic Planning Proposal, and OIP executive's Position Description.

The population of this study included the executive officers of centralized Offices of International Programs of all the Land Grant institutions in the United States. After a

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brief and comprehensive telephone interview, there were

55 Offices of International Programs that were self

identified as centralized offices of international program

that had institution-wide responsibilities of international

programs.

Statistical methodology included basic verification,

utilizing descriptive statistics including frequency of

response, and central tendencies, correlation, and

regression. The statistical program utilized in analyzing

data for this research was the JMP Version 2 of Statistical

Analysis System (SAS) as published by SAS Institute INC.

(SAS, 1989).

The primary means for analysis of survey data was to

categorize possible answers in order to identify the extent

of degree of the OIP 's impact on the internationalization

of curriculum as well as the extent or degree and type of

impact that exist.

Since the internationalization of curriculum is a long

process and it requires consideration of many factors,

some of the processes of the internationalization of

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curriculum (e.g., institutional linkage, the initial student and faculty exchanges, international seminars, etc.) are considered as results (dependent variables) to both institutional and OIPs' inputs rather than pure processes. Strategies employed by the surveyed institutions such as international faculty/student grant, promotion and tenure policies with elements of faculty international involvements, and other rewarding systems to promote international education were also considered as causes in this study. Based on the above mentioned reality, the study considered the series of inputs, processes, and outputs as chain actions. The unique feature of this chain actions was that "inputs" would have impacts on both "processes" and "outputs." In other words, "inputs" were independent variables to both "processes" and "outputs" while "processes" were independent variables to "Outputs." "Inputs" included institutional commitments and OIP commitments. The dependent variables, based on this chain concept, included first the "processes" as results of the "inputs" and second the "outputs" identified by

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goals (mission) in terms of number of area studies majors

and minors, number of required and elective courses for

area studies majors and minors, and the number of courses

with international dimensions as results of both direct and

indirect OIP influence, as results of both "inputs" and

"processes."

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CHAPTER 4

DATA ANALYSIS

Introduction to the Findings

The major findings of the study are presented in this chapter. The Offices of International Programs' human input, economic input, and institutional commitment and their impacts on the processes (program actiuities, research projects, inter/intra linkage, and incentiue/reward strategies); and on the output (the number of international area studies majors and minors; international courses required and electiues; courses infused with international contents; and the three most significant OIP curricula actiuities) are presented as descriptiue statistics. The impacts of inputs on process and outputs and the impacts of processes on outputs are reported in this chapter. In addition, attention was giuen to traditional international education enuironment of institutions which also haue eHerted influence or impact on

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the internationalization process and the internationalization of curriculum. These institutional environmental factors included institutional size by student enrollments and the history of international education by the number of years that OIP was in operation. Common elements and unique characteristics of different types of OIPs came from the study of OIPs' annual reports, strategic planning, and other documents received from responding OIPs were also reported in this chapter.

First, descriptions of the inputs of the responding Offices of International Programs (OIP) were presented. The OIP's human input was the number of professional staff and support staff, the professional backgrounds of the OIP executive officers, and their related work experiences. It is believed that a strong human input is one of the most important elements in exerting influence and promoting the internationalization of curriculum. The OIP's economic input was its general budget size that referred to both institutional allocation and resources from grants and contracts; and OIP's allocation to the internationalization

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of curriculum. OIP's economic capacity was essential because it, at least, implied both the institutional and OIP's commitments to international education. It also indicated OIP's degree of success in obtaining outside funding and the importance of the internationalization of curriculum. The last element of the OIP inputs was four other indicators of institutional commitment. Those indicators were the OIP's hierarchical location in the institutional organizational chart, OIP's physical location (within or outside the central administration), and OIP's authority/responsibilities delegated by the institution.

Second, major elements in the process of internationalization of curriculum were reported. These elements included major international program activities, research projects, inter/intra institutional linkages, and incentive/reward strategies used by OIPs to promote the internationalization of curriculum. Impacts of OIPs' human input, economic inputs, and institutional support on the process of internationalization of curriculum were analyzed and reported.

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Third, outputs (the number of international area studies majors and minors, the number of international required and elective courses, and the three most significant OIP curricula activities during the past twelve months) were described and the different degrees of impact of OIP's inputs and elements of process of the internationalization of curriculum on the outputs were reported.

Finally, a general description of the in-depth interviews of selected OIPs was presented. This presentation was a result of a combination of the interviews and a closed study of the received documents of OIPs' annual reports, strategic planning, OIP executives' job descriptions, OIP mission statements, etc. Particular attention was given to OIPs that were representative of typical OIP groups/categories in terms of similar institutional size, similar international education history/environment, and similar OIP size, but who did an outstanding job in internationalizing the curriculum.

This chapter, after the introduction to the findings,

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will be followed by a general description of institutional

environment: an overview of surveyed OIPs; inputs which

included OIP human input, economic input, and institutional

commitments; internationalization processes which

included OIP international linkages, major programs and

activities, and internationalization incentive strategies;

outputs which included the number of internationalized

courses and the three major OIP curricula activities.

B. Findings

1. Institutional Environment

Of all the Offices of International Programs in the 67

Land Grant institutions surveyed, 55 or 82% of them

identified themselves as centralized offices which had

institution-wide responsibilities for international programs

and activities. Questionnaires were sent to the

directors/executives of the 55 self-identified centralized

offices of international programs. Thirty-four OIP

directors/executives responded, a 61.8% return rate.

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The 55 institutions with centralized OIPs were well represented by the 34 responding OIPs with respect to sizes of student enrollment (Table 1). The largest student enrollment of both full time and part time from the responding OIPs was 68,630 and the smallest enrollment was 1,290. The largest student enrollment for the non-responding OIPs was 58,000 and the smallest was 3,000. Of the 34 OIPs, 6 (17.6%) were from historically black institutions while 4 (19%) of the non-responding OIPs were historically black institutions (Table 1). Four scales were used for the classification of institutional sizes. Scale One represents institutions with student enrollment of 10,000 or below; Scale Two represents institutions with student enrollment between 10,001 and 20,000; Scale Three represents institutions with student enrollment between 20,001 and 30,000; and Scale Four represents institutions with student enrollment of 30,001 or above.

Ten (29%) are from Scale One institutions with student enrollment of 10,000 or below for the responding OIPs and 7 (33%) for the non-responding OIPs. Eight (24%) of the 34

responding OIPs and 7 (33%) of the 21 non-responding OIPs are from Scale Two institutions with student enrollment between 10,001 and 20,000 . Six (18%) of the 34 and 4 (19%) of the 21 non-responding OIPs are from Scale Three institutions with student enrollment between 20,001 and 30,000. The remaining 10 (29%) of the 34 responding OIPs and the remaining 3 (14%) of the 21 non-responding OIPs are from Scale Four institutions with student enrollment of 30,001 or above (Table 1).

The respondents also included 6 (17.6%) historically black Land Grant institutions. Of the 6, 4 were Scale One institutions with student enrollment ranging from 1,290 to 6,200. The remaining were Scale Two with student enrollment slightly more than 10,001(Table 1).

The other factor that was considered as part of institutional international education environment was the number of years that OIP has been in operation. Based on the 32 OIPs that provided the information, the average number of years was 11.5. Two OIPs were in operation for only one year, the minimum length. The maximum length

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was 36 years. Similar to size of student enrollment, the lengths of OIPs' operation also varied. If the same scale concept were employed, the same phenomenon of relatively even distribution could be identified. For example, seven OIPs (21.9%) were in operation for the length of over twenty years and the same number of OIPs that were in operation between ten and nineteen years. Another seven OIPs had a length of operation between six and ten years and the remaining eleven OIPs (34.4%) had a length between one and five years.

There was nc particular pattern between the size of institutions and the length of OIP operation, and there was no pattern of the OIP operation lengths between the historically black institutions and the white institutions either (Table 1).

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Table 1
Internal Education Environmental Factors

International Education Environmental Factors				
Institution (Code) (N=34)	Inst. Size (N=32)	OIP in Operation (# of Years) (Code)	Non-Responding Institution (N=21)	Inst. Size
1	24,250	2	35*	4,600
2	23,900	5	36	35,400
3	22,900	26	37*	3,000
4	12,200	23	38	18,600
5*	12,000	25	39	23,000
6*	1,290	9	40	7,000
7	26,200	7	41	22,000
8	10,300	4	42	14,100
9	10,800	27	43	11,200
10	21,800	3	44	15,000
11	22,850	1	45	24,600
12*	4,670	3	46	5,000
13	12,675	22	47	11,500
14	19,000	7	48	58,000
15	68,630	8	49*	5,450
16*	12,300	16	50	23,000
17	31,200	2	51	17,500
18*	6,200	15	52*	5,230
19	47,100	36	53	11,500
20	39,800	7	54	30,000
21	3,640	5	55	9,000
22	37,950	2		
23	9,300	7		
24*	2,810	12		
25	47,600	32		
26	58,800	11		
27	18,000	1		
28	2,045	3		
29	40,000	12		
30	40,400	•		
31	7,930	10		
32	18,950	17		
33	26,000	•		
34	37,210	8		
Mean	22,962	11.5		

Note: *Historically Black Institutions; • No Response

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2. Input

a) Human input.

• OIP executives' ethnic and academic backgrounds.
There is a clear demographic pattern for OIP executive
officers. The typical OIP directors are male, white, with a
terminal degree and hold a senior professorial rank.
Twenty-six or 76.5% were male; 27 or 79% were white; 26
or 76.5% were either full professor or associate professor;
and 33 or 97% had terminal degrees (Table 2). There are,
however, a few females and minorities in the field. Of the
eight female OIP executives, two were also minorities.
Among the seven minority OIP executives, four were
blacks; three were at the historically black institutions;
and three had Asian origin, one of whom worked at a
historically black institutions. Of the seven minority OIP
executives, two were females. One was black and the
other was Asian (Table 2).

Of the four OIP executives who were not tenured, two
were from the smallest institutions. One had a student
enrollment of 9,300 and the other had 1,230. The other two

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were from larger institutions. One had a student

enrollment of 18,950 and the other had 31,200 (Table 1).

Table 2
OIP Executives' Ethnic and Academic Backgrounds

Institute (Code)	Gender (N=34)	Ethnic Backg. (N=34)	Ed. Level (N=34)	Acad. Rank (N=31)	Legend
1	F	W	2	1	Ed. Level
2	M	W	2	1	1=M.A. or Below
3	M	W	2	1	2=Ph.D./Ed.D.
4	M	W	2	3	
5	M	W	2	1	Acad. Rank
6	M	W	2	4	1=Prof/Assoc.
7	F	W	2	1	2=Assist. Prof
8	M	W	2	1	3=Adjunct Prof
9	M	W	2	1	4=None
10	F	W	2	•	
11	M	W	2	1	
12	M	B	2	1	
13	M	W	2	1	
14	M	W	2	1	
15	M	W	2	1	
16	F	B	2	1	
17	M	W	2	4	
18	M	B	2	•	
19	M	A	2	1	
20	M	W	2	1	
21	M	W	2	1	
22	F	A	2	•	
23	F	W	1	4	
24	M	A	2	1	
25	M	W	2	1	
26	F	W	2	1	
27	M	W	2	1	
28	M	B	2	1	
29	M	W	2	1	
30	M	W	2	1	
31	M	W	2	1	
32	M	W	2	4	
33	M	W	2	1	
34	M	W	2	1	
Summary:	M=26 F=8	White=27 Black=4 Asian=3	MA <=1 Ph.D=33	Pro/Asso=26 Adjunct=1 No Rank=4	

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- OIP executives' international experience. OIP

executives were asked to provide information on their

international experience that included the "number of

years in current position," and "number of years of similar

work experience before the current position." All the thirty-

four OIP executives responded to the number of years in

current position and thirty-two responded to the number

of years of similar work experience before the current

position.

The OIP directors' average number of years at their

current positions was a little less than four years (3.78

years). The maximum was fifteen years and the minimum

was one year. Their average number of years of past

international experience was almost eleven years (10.78

years) with the minimum of zero and maximum of twenty-

six years. The mean of the total number of years of

international work experience of OIP executives was

slightly more than seven years (7.28 years) with the

minimum of three years and maximum of twenty-eight

years (Table 3).

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In summary, most OIP executives had a considerable amount of international experience. However, it seemed that, based on the number of years at current positions, OIP executives appeared to be highly mobile even though most OIPs (71.9%) were in operation for more than five years.

Table 3
OIP Executives' Years of International Experience

	OIP Executives' Years of International Experience		
Institute Yrs. Cur. Position* (Code) (N=34)		Yrs. Past Experience** (N=32)	Total (N=32)
1	2	5	7
2	1	15	16
3	1	6	7
4	4	17	21
5	3	5	8
6	2.5	3	5.5
7	2	2	4
8	4	10	14
9	3	5	8
10	3.5	3	6.5
11	4	30	34
12	4	•	•
13	15	10	25
14	1	3	4
15	8	20	28
16	1	15	16
17	10	16	26
18	4	27	31
19	1.5	5	6.5
20	5	5	10
21	5	20	25
22	3	0	3
23	3	10	13
24	5	3	8
25	2	10	12
26	1	10	11
27	10	17	27
28	3	6	9
29	3	20	23
30	3	•	•
31	3	0	3
32	5	5	10
33	1	16	17
34	2	26	28
Mean	3.78	10.78	7.28
St. D.	3.01	8.21	9.29

* Number of years in current position
** Number of years of similar work experience before current position
• No Response

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• **Number of OIP staff.** The number of OIP staff members was an important indicator of not only its operational capacity but also the way OIPs got their work done. OIP staff included professional staff, support staff, and graduate assistant. The number of staff varied a great deal among the thirty-two responding OIPs. The minimum number for both professional staff and support staff was one and the maximum number was thirty-five for professional staff and thirty-three for support staff. The minimum number of OIP graduate assistants was zero and the maximum was fifteen. The mean was 7.34 for OIP professional staff, 5.20 for OIP support staff, and 1.57 for graduate assistant. Most OIPs had a small staff. For example, twenty-one OIPs (65.6%) had a professional staff of five or under and twenty-four OIPs had a support staff of five or under (Table 4).

An interesting phenomenon was that the number of professional staff and the number of support staff were very close. In fact, eight or 25% of the OIPs had more support staff than professional staff and another eight or

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25% of OIPs had the same number of support staff as that of professional staff. There were another five OIPs (16%) which had only one more professional staff than support staff (Table 4).

Of the ten OIPs (31%) that had more than ten or more professional staff members, five of them had been in operation for about twenty years (23, 25, 36, 32, and 17 years), two of them had been in operation for about ten years (9 and 8 years), and only one of them had been in operation for as short as one year. Most of the OIPs under this category ran academic programs.

Of the twenty-nine respondents, eighteen OIPs (62.1%) had graduate assistants with a maximum of fifteen and a minimum of one. Ten OIPs (55.6%) of the eighteen had one graduate assistant, and the remaining had between two and four, except one OIP that had fifteen graduate assistants. Eleven OIPs (37.9%) did not have graduate assistants (Table 4).

Table 4
Total Number of OIP Staff

Institution (Code)	Prof. Staff (N=32)	Total Number of OIP Staff		
		Sup. Staff (N=32)	Grad. Assist. (N=29)	Total (N=32)
1	1.5	2	2	5.5
2	1	3	0	4
3	2	2	0	4
4	14	4	4	22
5	10	5	1	16
6	16	15	0	31
7	8	5	1	14
8	1	1	0	2
9	2	2	1	5
10	2.5	1.5	1	5
11	1	1	0	2
12	3	2	0	5
13	5	6	1	12
14	5	4	1	10
15	15	5	0	20
16	2	2	1	5
18	1	2	1	4
19	25	33	15	73
20	1	1	1	3
21	4	5	2	11
22	10	4	4	18
23	4	1	•	5
24	3	2	•	5
25	35	8	1.5	44.5
26	3	6	0	9
27	30	21	4	55
28	1	1	•	2
29	3	2	1	6
30	13	8	3	24
31	1	1	0	2
32	10	4	0	14
34	2	7	0	9
Total	235	166.5	45.5	447
Mean	7.34	5.20	1.57	32.36
St. D.	8.77	6.60	2.87	16.36

• No Response

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b) Economic input.

• OIP's general budget size. The average OIP budget of 1992 showed an increase over the previous two years. The average OIP annual budget in 1992 was $1,283,024, a 9% increase over 1991 ($1,167,375) and a 3% increase over 1990 ($1,239,498). The average OIP budget of 1991 showed a 6% decrease over the 1990 budget year. The distribution was skewed. Twenty OIPs (80%) had a budget size below the mean, ranging between $30,000 and $1,200,000. In fact, seventeen or 68% of the OIPs had a budget size below 1 million. As the median indicates, most OIPs had a budget around $500,000 (Table 5).

The increase rate of OIP budget was greater than the increase rate of the institutional budget. In the fiscal year of 1992, the average institutional budget was $397,720,459, a 5.5% increase over the fiscal year of 1991 ($375,965,970) and a 5.3% increase over 1990 ($376,535,500). However, the decrease of the institutional budget in the fiscal year of 1991 over the fiscal year of 1990 was only 0.02% compared to 6% decrease of the same

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fiscal year with OIP budget. The median of institutional

budget for the fiscal years of 1990-1992 was the same,

$500,000,000 (Table 6).

OIPs that had a budget size of over $1,000,000 ranged

from $1,000,000 to $7,800,000 and had at least more than

10 years in operation (Table 1).

Table 5
Total OIP Budget

			Total OIP Budget
Institution (Code)	1992 (N=25)	1991 (N=20)	1990 (N=18)
1	$160,000	$120,000	N/A
2	$511,000	$565,000	$503,000
3	$2,500,000	$3,000,000	$3,000,000
4	•	•	•
5	$1,200,000	$1,200,000	$1,200,000
6	$135,000	$146,250	$179,397
7	$450,528	$413,822	$348,856
8	$100,000	$100,000	$100,000
9	$208,456	$194,409	•
10	•	•	•
11	$200,000	N/A	N/A
12	$500,000	$500,000	$500,000
13	$429,771	$362,010	$353,833
14	$400,000	$350,000	$300,000
15	•	•	•
16	•	$90,000	$87,723
17	•	•	•
18	$860,000	$600,000	$600,000
19	$7,800,000	$7,410,000	$7,039,500
20	$195,000	$267,000	$260,650
21	$800,000	$800,000	$610,000
22	$1,000,000	•	•
23	$160,000	•	•
24	$500,000	$500,000	$500,000
25	$6,000,000	$5,700,000	$5,700,000
26	$5,800,000	•	•
27	$1,000,000	$1,000,000	$1,000,000
28	•	•	•
29	•	•	•
30	•	•	•
31	$30,000	$29,000	$28,000
32	$578,114	•	•
33	•	•	•
34	$1,135,850	•	•
Mean	$1,283,024	$1,167,375	$1,239,498
St. D.	$2,061,896	$1,973,384	$1,996,626
Median	$500,000	$423,822	$500,000

• No Response

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Table 6
Total Institutional Budget

		Total Institutional Budget	
Institution (Code)	1992 (N=21)	1991 (N=20)	1990 (N=19)
1	$309,899,000	$290,275,000	$245,200,000
2	$268,000,000	$268,000,000	$397,000,000
3	$600,000,000	$700,000,000	$700,000,000
4	$1,000,000	$1,000,000	$1,000,000
5	$250,000,000	$250,000,000	$250,000,000
6	•	•	•
7	$414,847,000	$385,339,000	$356,863,000
8	$140,000,000	$140,000,000	$140,000,000
9	$225,000,000	$212,700,000	•
10	•	•	•
11	•	•	•
12	•	•	•
13	$256,000,000	$245,000,000	$237,000,000
14	•	$338,041,000	$319,215,000
15	•	•	•
16	$72,026,740	$72,974,890	$66,190,381
17	•	•	•
18	•	•	•
19	$800,000,000	$777,458,000	$731,491,000
20	$710,000,000	$628,889,000	$569,038,909
21	•	•	•
22	$500,000,000	•	•
23	$160,000,000	$147,000,000	$147,000,000
24	$32,000,000	$29,000,000	$26,000,000
25	$1,000,000,000	$1,000,000,000	$1,000,000,000
26	$1,200,000,000	$1,200,000,000	$1,200,000,000
27	$125,000,000	$125,000,000	$125,000,000
28	•	•	•
29	$566,200,000	•	•
30	•	•	•
31	$85,000,000	$81,000,000	$78,000,000
32	•	•	•
33	•	•	•
34	$637,156,900	$627,642,500	$565,176,200
Total	$8,352,129,640	$7,519,319,390	$7,154,174,490
Mean	$397,720,459	$375,965,970	$376,535,500
Median	$500,000,000	$500,000,000	$500,000,000

• No Response

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• OIP's budget sources. OIP budgets usually come from three sources, the state, grants, and contracts. The percentage from state funds was the one strong indicator of institutional support of international education. If the state was the major source of OIP's budget, it meant that OIP could commit its major operation toward the fulfillment of its mission. In other words, OIP could design most of its programs with appropriate activities to reach its stated goals. Of course, beside its major budgetary source from the state, the amount of financial sources that OIPs obtained from the increasingly competitive grants and contracts also reflected the degree of success of OIP's effort to diversify their international programs and activities as well as to enlarge their international operations and influence.

With the above assumption, the surveyed OIP executives were asked to provide the total OIP budget for the fiscal years of 1991-1992, 1990-1991, and 1989-1990 with "sources" (percentage from federal and state appropriation, and the percentage from grants and

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contracts). The average percentage of OIP budgets from federal and state for the last three years showed some increase, from 41.9% in 1990 to 42.8% in 1991 and to 47.3% in 1992. In 1992, of the twenty-five responding OIPs, twelve or 48% receive 50% or more of their budgets from the state. Among the twelve OIPs, four received 100% from the state, one received 95%, two received 80%, one received 75%, one was 70%, one was 65%, and two were 50%.

The average percentage of OIP budgets from grant and contract decreased slightly over the last three years, from 58.% in 1990 to 57.3% in 1991, and to 52.7% in 1992. For the 1992 budget year, fifteen or 60% of the twenty-five responding OIPs received 50% or more from grant and contract among which two had 100% from grant and contract, three had more than 90%, four were around 80%, two were around 70%, and four were around 50% (Table 1).

Table 7
Sources of OIP Budget

Institution (Code)	1992 % State (N=25)	1992 % G & C (N=25)	1991 % State (N=20)	1991 % G & C (N=20)	1990 % State (N=17)	1990 % G & C (N=17)
1	70	30	100	0	•	•
2	•	•	•	•	•	•
3	75	25	75	25	75	25
4	15	85	18	82	20	80
5	7	93	7	93	7	93
6	95	5	95	5	100	0
7	100	0	100	0	100	0
8	80	20	80	20	80	20
9	42	58	44	56	•	•
10	•	•	•	•	•	•
11	100	0	•	•	•	•
12	5	95	5	95	10	90
13	26	74	17	83	17	83
14	65	35	65	35	65	35
16	0	100	0	100	0	100
18	7	93	10	90	10	90
19	43	57	41	59	43	57
20	100	0	100	0	100	0
21	12	88	12	88	16	84
22	•	•	•	•	•	•
23	0	100	0	100	0	100
24	20	80	20	80	20	80
25	16	84	16	84	•	•
26	50	50	•	•	•	•
27	80	20	•	•	•	•
28	•	•	•	•	•	•
29	•	•	•	•	•	•
30	•	•	•	•	•	•
31	50	50	50	50	50	50
32	100	0	•	•	•	•
33	•	•	•	•	•	•
34	24	76	•	•	•	•
Mean	47.3	52.7	42.8	57.3	41.9	58.1
St.D.	36.4	36.4	37.3	37.3	37.3	37.3

• No Response

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• OIP budget allocation to the internationalization of curriculum. The fact of budgetary allocation to the internationalization of curriculum, no matter how much, shows not only the OIPs' realization of its importance but also the OIPs' commitment to internationalize the curriculum. This is a very important basis for the whole internationalization process. Along with the OIP total budget and its sources, information on the "estimated percentage of total OIP budget allocated to the internationalization of curriculum for the fiscal years of 1991-1992, 1990-1991, and 1989-1990" was also requested.

Of the 24 OIP executives who responded to the budgetary allocation to the internationalization of curriculum in the fiscal year of 1991-1992, 15 OIPs (62.5%) allocated money to internationalize the curriculum. Twelve (60%) out of the 20 OIP executives who responded to the allocation for the budget year of 1990-1991 allocated money to the internationalization of curriculum. For the budget year of 1989-1990, 18 OIPs responded. Of the 18,

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ten OIPs (55.5%) allocated money to the internationalization of curriculum. A steady increase of the number of OIPs that made special efforts in this respect can be identified (Table 7). The mean percentage of OIP's budget allocation to the internationalization of curriculum also showed a steady increase over the past three years. It was 7% in 1990, 7.7% in 1991, and 10% in 1992.

However, there was no particular pattern in OIP's budget allocation to internationalize the curriculum. The differences in budget allocation to promote the internationalization of curriculum among the responding OIPs were large. For instance, in 1992, of the 24 responding OIPs, nine OIPs (37.5%) did not allocate any money to curriculum, eight OIPs (33%) allocated less than 10%, two OIPs allocated 50% of their budgets, one allocated 60%, and the remaining OIPs allocated 20%, 15%, 10%, 10% respectively (Table 7).

Although two OIPs' budget allocations to curriculum decreased from 0.01% to nothing and from 0.03% to 0.01%,

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it seems that the degree of importance of the internationalization of curriculum increased. For instance, six OIPs increased their budget allocation to curriculum in 1992 (two from nothing in both 1990 and 1991 to 1%, one from 10% in 1991 to 20% in 1992, one from 1% in 1990 to 5% in 1991 and to 9% in 1992, one from 2% in 1990 to 5% in 1991 and to 10% in 1992, and one from 20% in 1990 to 40% in 1991 and to 50% in 1992). Another six OIPs' budget allocations remained the same in 1992. They were 1%, 2%, 5% 10%, 15%, and 60% (Table 7).

Despite the fact that the degree of importance of internationalization of curriculum increased, nine OIPs (37.5%) did not allocate any money in the fiscal year of 1991-1992. Among the nine OIPs, four were historically black institutions, two-thirds of the six responding black institutions (Table 1). Six (66.7%) of the nine OIPs had been in operation for more than ten years and the other three OIPs had been in operation for nine years, seven years and four years respectively (Table 1). Surprisingly, three (37.5%) of the eight OIPs that did not include the

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internationalization of curriculum in their mission

statements allocated money to the internationalization of

curriculum in the fiscal year of 1991-1992 (TableS 7 and 8).

Table 8
OIP Budget Allocation to Internationalization of Curriculum

| Institution (Code) | OIP Budget Allocation to Internationalization of Curriculum | | | |
	% to Curri. 92 (N=24)	% to Curri. 91 (N=20)	% to Curri. 90 (N=18)	Mean
1	20	10	•	15
2	2	2	2	2
3	5	5	5	5
4	•	•	•	•
5	0	0	0	0
6	0	0.01	0	0
7	9	5	1	5
8	0	0	0	0
9	0	0	0	0
10	5	•	•	5
11	50	•	•	50
12	10	10	10	10
13	10	5	2	5.67
14	50	40	20	36.67
15	•	•	•	•
16	•	•	•	•
17	•	•	•	•
18	0	0	0	0
19	0.01	0.03	0.01	0.02
20	1	1	0.5	0.83
21	1	0	0	0.33
22	•	•	•	•
23	0	0	0	0
24	0	0	0	0
25	1	0	•	0.5
26	0	•	•	0
27	60	60	70	63.33
28	•	•	•	•
29	•	•	•	•
30	•	•	•	•
31	15	15	15	15
32	0	•	•	0
33	•	•	•	•
34	•	•	•	•
Mean	9.96	7.65	6.97	8.19
St. D.	17.67	15.45	16.78	16.94

• No Response

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c) OIP commitment to internationalization of curriculum.

• OIP mission statement with internationalization of curriculum. Most OIPs (25 out of 33 or 75.8%) included the internationalization of curriculum in their mission statements (Table 8). Among the eight OIPs that did not include the internationalization of curriculum in their mission statements, five did not allocate any money to promote internalization of curriculum but the other three OIPs did allocate money for the past three years. Two of the three maintained the same percentage (2% and 15%) and the third OIP increased its allocation to the internationalization of curriculum from 0.5% in 1990 to 1% in both 1991 and 1992 (Table 8).

Of the 25 OIPs that included the internationalization of curriculum in their mission statements, four (16%) did not allocate any money to promote the internationalization of curriculum in fiscal years 1991-1992, 1990-1991, and 1989-1990 (Table 8).

• Time Devoted to the Internationalization of

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Curriculum. The amount of time that OIP spent on the internationalization of curriculum is another independent variable and a strong indicator of OIPs' efforts in the promotion of internationalization and their input in the subject area. OIP executives were asked to estimate the percentage of their time and the percentage of their staff's time that was devoted to the internationalization of curriculum. Twenty-eight OIP executives provided their percentage of time and 26 OIP executives provided their staff's percentage of time spent on the internationalization of curriculum.

According to the survey, most OIPs spent time on the internationalization of curriculum. For example, twenty-five (89.3%) out of twenty-eight OIP executive and the staff members in nineteen (73.1%) of the twenty-six OIPs spent time on the internationalization of curriculum. On the average, 13.3% of an OIP director's time was spent on the internationalization of curriculum, with almost the same amount of time (13.4%) spent by OIP staff members (Table 9).

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The survey also indicated that nine OIPs devoted the same amount of time to the internationalization of curriculum between OIP directors and their staff members. In another nine OIPs, the directors spent more time than the staff members and vice versa in five OIPs. Three OIP executive directors did not spend any time nor did the professional staff in six OIPs spend any time in the internationalization of curriculum (Table 8).

Although 76% of OIPs had included internationalization of curriculum in their mission statements and 89% of the OIPs allocated time to the internationalization of curriculum, there were a lot of differences in the amount of time from one OIP to another. The range was big, from 75% (maximum) to 70%, 50%, 20%, 10%, 5%, 1%, and 0.05% (minimum) for OIP directors; and the range was almost the same for OIP professional staff members, from 70% (maximum) to 65%, 50%, 40%, 30%, 10%, 5%, 1%, and 0.02% (minimum) (Table 9).

Not surprisingly, the three OIPs that did not allocate any time in the internationalization of curriculum were

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among the eight OIPs that did not include the
internationalization of curriculum in their mission
statements. However, it is interesting to note though most
OIPs that did not include the internationalization of
curriculum in their mission statements, they did devote
time to the internationalization of curriculum. For
example, five OIPs (62.5%) that did not include the
internationalization of curriculum in their mission
statements did spend different amounts of time on the
subject area, the average of OIP executives' time and their
staff's time varied from 1% to 10% (Table 9).

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Table 9
OIP Mission and Time Devoted to Internationalization of Curriculum

	OIP Mission and Time Devoted to Internationalization of Curriculum			
Institution (Code)	Mission w/Cur (N=33)	OIP Exec. (%) (N=28)	OIP Staff (%) (N=26)	Mean (%)
1	Yes	10	30	20
2	No	5	1	3
3	Yes	10	0	5
4	Yes	10	10	10
5	No	10	10	10
6	No	0	0	0
7	Yes	10	10	10
8	No	20	0	10
9	No	0	0	0
10	Yes	10	•	10
11	Yes	50	50	50
12	Yes	20	•	20
13	Yes	10	5	7.5
14	Yes	5	40	22.5
15	Yes	1	10	5.5
16	Yes	70	70	70
17	Yes	•	•	•
18	No	0	0	0
19	Yes	•	•	•
20	No	5	5	5
21	Yes	1	1	1
22	Yes	•	•	•
23	Yes	0.05	0.02	0.04
24	Yes	•	•	•
25	Yes	10	15	12.5
26	Yes	5	0	2.5
27	Yes	75	65	70
28	Yes	5	5	5
29	Yes	10	5	7.5
31	No	5	5	5
32	Yes	10	0	5
33	Yes	•	•	•
34	Yes	5	10	7.5
Mean		13.29	13.35	13.32

Summary: Mission   Yes=25
                     No=8

• No Response

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d. Institutional commitment. Institutional commitment refers to the institutional delegation of authority and responsibilities to OIP executives in terms of their titles, to whom they report, the number of subunits that report to them, as well as the institutional budgetary allocation to OIP. It also refers to the OIP's physical location which means the physical vicinity of the OIP to the central administration. The OIP's immediate supervisor's perception of the importance of OIP is also considered to be an important factor of how committed an institution is to internationalization.

• OIP organizational authority. The typical OIP programmatic linkages look like a wheel with the OIP executive and staff at the center part as a team through which OIP gets supports from the top administration and gets its work done by the team and subunits.

Most OIP executives (26 out of 34 or 76.5%) had the title "Director." Four (11.8%) had the title "Assistant Vice President." Three (8.8%) had the title "Associate Vice President," and one had the title "Vice President." Most of

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them were close to the very top level institutional decision makers. Twenty-eight OIP executives (84.8%) reported either to the president or vice president.

It is assumed that the eight OIP executives who had titles other than "director" should report to either the president or the vice president. But actually, of the 14 OIP executives (42%) who reported to the president, only two had the title "Associate Vice President," and one "Assistant Vice President." The other 11 or 79% who reported to the president had the title "director."

Of the 14 OIP executives who reported to a vice president, four of them had the title "Assistant Vice President," nine had the title "Director," one "Associate Vice President," and one "Vice President." Two OIP directors reported to an assistant vice presidents and the other three OIP directors reported to people with other titles, like "Chancellor," "Dean, International and Academic Studies," and "Dean, College of Engineering Sciences, Technology, and Agriculture" (Table 10).

- OIP's physical location. It was assumed that the

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closer an OIP's physical location was to the central administration building, the more influential it would be. Of the thirty-three responding OIPs, twenty-eight or 82% were not located within the central administration building (Table 10). Among the five OIPs that did locate within the central administration building, two had only one year of operation (the shortest among all the OIPs), and three of them had a small size staff (two OIPs had two staff members and one OIP had five staff members).

• Number of OIP sub-units. The average number of sub-units that reported to OIP was two. Only one OIP had four subunits, two OIPs had three sub-units, one OIP had one sub-unit, and the remaining 20 OIPs had two subunits (Table 9). The sub-units were mostly International Students Offices, Study Abroad, Area Studies Centers, special committees and councils, etc.

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Table 10
OIP Executives' Authority

					OIP Executives' Authority
Institution (Code)	Execu Title (N=34)	Report to (N=33)	W/ Cen. Adm. (N=33)	No. Subunit (N=27)	Legend
1	1	1	2	2	Title
2	1	1	2	2	1=Director
3	1	1	2	2	2=Assist.VP
4	3	1	2	2	3=Assoc. VP
5	3	2	2	2	4=VP
6	1	2	2	2	
7	1	4	•	2	Report to
8	1	1	2	2	1=President
9	1	2	2	2	2=VP
10	1	1	2	•	3=Assis. VP
11	2	1	1	2	4=Other
12	1	3	2	1	
13	2	2	2	1	Within C. Adm.
14	1	2	1	2	1=Yes
15	3	1	2	2	2=No
16	1	1	1	1	
17	1	4	2	•	
18	1	4	2	1	
19	1	1	2	3	
20	1	2	2	•	
21	1	2	2	2	
22	2	2	2	2	
23	1	2	2	2	
24	1	1	2	2	
25	1	1	2	2	
26	4	2	2	•	
27	1	1	1	3	
28	1	2	2	2	
29	1	3	2	•	
30	1	2	2	•	
31	1	1	1	2	
32	1	2	2	2	
33	2	2	2	•	
34	1	•	2	4	

Summary:	Title:	Report to:	OIP Location:	Report from:
	Director=26	President=14	Within Cen. Adm=5	Mean=2
	Asst. VP=4	VP=14	Not=28	
	Asso. VP=3	Assist VP=2		
	VP=1	Other=3		

• No Response

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- OIP immediate supervisor's perception of OIP. OIP executives were asked to "characterize the perception of the importance of the OIP by the person to whom they report." This describes the OIP executives' rating of their immediate supervisors' perception of the importance of OIP. The specific five scales ranged from "indispensable" through "important," "acceptable," "a necessary evil," to "ignore." Thirty-one OIPs responded. Most OIP executives (80%) perceived that their immediate supervisors regarded OIP as either "indispensable" (6 or 19%), or "important" (19 or 61%). The other six OIP executives rated their immediate supervisors' perception of OIP as either "acceptable" (five or 16%) or "ignore" (one or 3%). Nobody rated their supervisor's perception of OIP as "a necessary evil" (Table 11).

There was no particular relationship between the amount of budgetary support from the institution, the number of years of OIP operation and the OIP executives' grading of their supervisors' perception of them. For instance, of the five OIP executives who regarded their

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immediate supervisors' perception of OIP as "acceptable," three of them received most of their funds from the state (95%, 80%, and 100%). One OIP did not provide information on its OIP's budget, and one OIP did not receive any funds from the state/institution. In terms of the number of years that the five OIPs were in operation, they were three years, four years, seven years, nine years, and seventeen years respectively (Table 10). However, there was one thing in common for the five OIPs and the one OIP whose executive officer's grade of the immediate supervisor's perception of the OIP as "ignore." That is, there was no minority executive among the six OIP executives who graded their immediate supervisors' perception of their OIPs as either "acceptable," or "ignore" (Table 11).

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Table 11
Institutional Budgetary Commitment and Perception of the Importance of OIP

	Institutional Budgetary Commitment and Perception of the Importance of OIP				
Institution (Code)	OIP Bdgt. 92 % State (N=25)	OIP Bdgt. 91 % State (N=20)	OIP Bdgt. 90 % State (N=17)	Mean %	Perc. of OIP* (N=31)
1	70	100	•	85	2
2	•	•	•	•	5
3	75	75	75	75	2
4	15	18	20	17.67	1
5	7	7	7	7	2
6	95	95	100	98.33	3
7	100	100	100	100	2
8	80	80	80	80	3
9	42	44	•	43	2
10	•	•	•	•	2
11	100	•	•	100	2
12	5	5	10	6.67	2
13	26	17	17	20	2
14	65	65	65	65	2
15	•	•	•	•	2
16	0	0	0	0	2
18	7	10	10	9	1
19	43	41	43	42.33	1
20	100	100	100	100	1
21	12	12	16	13.33	1
22	•	•	•	•	2
23	0	0	0	0	3
24	20	20	20	20	2
25	16	16	•	16	2
26	50	•	•	50	2
27	80	•	•	80	2
28	•	•	•	•	3
29	•	•	•	•	1
30	•	•	•	•	•
31	50	50	50	50	2
32	100	•	•	100	3
33	•	•	•	•	•
34	24	•	•	24	2
Mean	47.28	42.75	41.94	43.99	

*Perception of OIP: 1=Indispensable; 2=Important; 3=Acceptable; 5=Ignore
Summary:　Indisp.=6
　　　　　Import.=19
　　　　　Accept.=5
　　　　　Ignore=1
• No Response

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• Degree of importance of OIP responsibilities

perceived by OIP executives. OIP executives were asked to

"rank their responsibilities according to their perception of

their level of importance for fulfilling the missions of the

office." Items of the responsibilities were listed in random

order in the questionnaire. They included program

development (such as planning), program coordination

(such as among various units), program implementation

(such as directing programs), policy development (such as

faculty exchange), representational activities external to

the university (such as NASULGC), and advocating for

international programs at the university (such as

presenting opportunities).

The level of importance was ranged from 5, "Most

Important" to 1, "Not Important." The means were very

close for "Program Development" (4.09), "Program

Coordination" (4.07), "Advocating for International

Programs" (4.00), and "Program Implementation" (3.76).

The means for "Policy Development" and "Representative

Activities" were 3.31 and 2.59 respectively (Table 12).

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Eighteen OIP executives (54.5%) rated "Program

Development" as the most important responsibility.

Sixteen OIP executives (50%) rated "Advocating for

International Programs" as the most important

responsibility. "Program Coordination" was rated as the

most important responsibility by fourteen OIPs (46.7%).

Ten (34.5%) rated "Program Implementation" as the most

important responsibility. "Policy Development" was rated

as the the most important responsibility by six OIP

executives (18.8%). "Representative Activities" was rated

as the most important responsibility by five OIPs (17.2%),

the least number of respondents (Table 13).

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Table 12
Degree of Importance of OIP Responsibilities Ranked by OIP Executives

Institution (Code)	Program Dev. (N=33)	Program Coor. (N=30)	Program Imp. (N=29)	Policy Dev.. (N=32)	Represent Act.. (N=29)	Advocate Int'l. Prog. (N=32)
			Degree of Importance of OIP Responsibilities			
1	2	3	•	5	1	4
2	2	4	5	1	•	3
3	3	5	3	4	2	5
4	4	5	2	3	1	•
5	5	3	4	2	•	1
6	1	•	5	3	2	4
7	4	5	4	4	5	5
8	5	2	1	4	1	3
9	5	4	•	•	2	3
10	3	1	•	4	2	5
11	5	4	•	3	1	2
12	5	5	4	2	3	3
13	4	5	5	2	3	1
14	3	•	4	2	1	5
15	2	4	1	3	•	5
16	5	4	5	4	3	5
17	5	5	4	5	3	5
18	5	5	5	5	3	5
19	5	5	4	4	5	4
20	4	1	5	3	5	5
21	5	5	5	5	5	5
22	5	5	5	4	4	5
23	5	5	4	3	2	4
24	5	5	2	3	5	5
25	3	4	2	5	1	5
26	5	3	3	3	3	4
27	5	5	5	3	2	4
28	4	3	5	2	•	1
29	5	4	3	3	3	3
30	5	5	4	5	3	5
31	3	•	4	1	2	5
32	5	4	4	3	1	4
33	•	•	•	•	•	•
34	3	4	2	3	1	5
Mean	4.09	4.07	3.76	3.31	2.59	4.00

Note: 5=Most Important; 4=Very Important; 3=Important;
2=Relatively Not Important; 1=Not Important
• No Response

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Table 13
Summary of Importance of OIP Responsibilities

| Degree of Importance | Prog. Dev. (N=33) | Summary of Importance of OIP Responsibilities | | | | |
		Prog.. Coor (N=30)	Prog.. Imp (N=29)	Policy Dev. (N=32)	Repr. Act. (N=29)	Advoc. Int'l. Prog. (N=32)
Most Important	18 54.5%	14 46.7%	10 34.5%	6 18.8%	5 17.2%	6 50%
Very Important	5 15.2%	9 30%	10 34.5%	7 21.9%	1 3.4%	7 21.9%
Important	6 18.2%	4 13.3%	3 10.3%	12 37.5%	8 27.6%	5 15.6%
Relatively Not	3 9.1%	1 3.3%	4 13.8%	5 15.6%	7 24.1%	1 3.1%
Not Important	1 3%	2 6.7%	2 6.9%	2 6.3%	8 27.6%	3 9.4%

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3. PROCESS

Process refers to the various international programs and activities that promote the internationalization of curriculum. The process includes, in this study, international linkages, major international activities and OIP programs.

a. International linkages. OIP executives were asked to report the five most active international agreements with specific countries, participants, areas/disciplines, and activities. Twenty-seven (74%) OIPs responded with a total of 439 agreements reported. However, for each institution, only five agreements, at most, were counted for the study which came to 115 for the total active agreements. Among the twenty-seven OIPs, six (22%) reported that they had more than five active international agreements most of which did not provide the specific countries, activities, etc. Nine OIPs (33%) reported that they had less than five active agreements of which two had only one active agreement. Another two OIPs had two active agreements, one OIP had three, and four OIPs had

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four (Table 14).

Eighty-nine agreements prouided specified areas and activities requested (Table 15). Of the eighty-nine, thirty-six (40.4%) were university-wide or multidisciplinary. The remaining fifty-three (59.6%) covered seventy individual disciplines/fields, including agriculture, engineering, business and economics, foreign languages, etc. Most agreements involved student and/or faculty exchanges. Students and faculty were well balanced in the participation of international exchange activities (Table 14). Another common activity covered by the international agreements was cooperative research. Other activities included were curriculum development, teaching, and technical assistance.

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Table 14
Number of Active Agreements With International Counterparts

				Number of Active Agreements		
Institution (Code)	No. Agts (N=27)	Univ. Wide (N=20)	Disciplines (N=22)	Student Exch. (N=20)	Faculty Exch. (N=21)	Other (N=23)
1	5	2	3	3	4	0
2	5	3	4	•	1	1
3	5	0	5	2	2	2
4	4	2	2	3	3	1
5	•	•	•	•	•	•
6	4	0	7	2	2	4
7	5	•	3	5	1	0
8	•	•	•	•	•	•
9	5	0	4	0	0	5
10	1	•	•	•	•	•
11	4	0	5	3	2	0
12	2	0	4	0	1	2
13	2	•	1	1	1	1
14	1	1	0	0	1	0
15	5	•	7	3	3	4
16	4	0	1	0	2	3
17	5	•	•	•	•	2
18	3	0	3	•	•	•
19	5	1	7	4	0	1
20	5	1	4	2	4	2
21	5	5	0	4	4	0
22	5	•	•	•	•	•
23	5	5	•	•	•	1
24	•	•	•	•	•	0
25	5	4	1	5	5	0
26	5	2	3	3	3	0
27	5	•	•	•	•	0
28	•	•	•	•	•	•
29	5	3	2	2	4	3
30	•	•	•	•	•	•
31	5	5	0	3	4	0
32	5	2	4	5	1	0
33	•	•	•	•	•	•
34	•	•	•	•	•	•
Total	115**	36	70	50	48	32

Note: Six OIPs reported that they had more than five active agreements
(108,100, 14, 75, 40, and 25).
• No Response

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Twenty-seven OIPs reported eighty-nine agreements with requested information, covered forty-one countries and eighty-two foreign institutions. Of the forty-one countries, almost 35.7% were European countries; 28.6% were African countries; 19% were Latin American countries; 9.5% were Asian countries; and the other 7.2% consisted of countries including Canada, Australia, and New Zealand. Twenty-seven (65.9%) were developing countries.

Of the eighty-nine active agreements, twenty-four (27%) were institution-wide. Among the twenty-four, nine (64.3%) were with European and North American countries; two with Latin American countries; one with Guatemala, a Central American country; and one with P.R. China, an Asian country.

In addition to the agreements that were multidisciplinary or institution-wide, the discipline areas specified in the 89 agreements were categorized into science and technology and humanities. Forty-eight (60.8%) of the 79 disciplines fell into the science and technology and 31 (39.2%) fell into humanities. The

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agreements with 14 countries involved participants of both students and faculty members among which seven or 50% were with European countries. Many agreements excluded the participation of students. For instance, the agreements with 16 countries only involved faculty members and nine of the 16 were African countries. The three countries that involved only students were Switzerland, Australia, and New Zealand (Table 15).

The five countries that had the greatest number of agreements with American higher education institutions included China (with seven U.S. institutions and 12 agreements); the United Kingdom (with seven U.S. institutions and eight agreements); Russia (with seven U.S. institutions and seven agreements); Japan (with five U.S. institutions and six agreements); and Germany (with five U.S. institutions and five agreements) (Table 15).

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Table 15
Category of the Reported Active Agreements

| Country | # Inst.* | # Agt. | Category of the Reported Active Agreements | | | |
			Inst.-Wide	Sci.&Tec.	Humanities	Parti.
Argentina	2	2	0	2	0	Stu/Fac.
Australia	1	1	0	0	1	Stu.
Austria	1	1	1	0	0	•
Bolivia	1	1	0	1	0	Fac.
Brazil	1	1	1	0	0	Fac.
Bulgaria	1	1	1	0	0	•
Cameroon	1	1	0	1	0	Fac/Stu.
Canada	1	1	1	0	0	•
Chile	1	1	0	1	0	Fac.
China	7	12	4	7	4	Fac/Stu.
Czechoslovak	1	1	0	1	0	•
Dominican Re.	2	2	0	2	0	Fac/Stu.
Egypt	1	1	0	1	0	Fac.
England/UK	8	9	5	4	2	Stu/Fac.
France	4	4	0	3	1	Stu/Fac.
Gambia	1	1	0	1	0	Fac.
Germany	5	5	0	2	3	Stu/Fac.
Guatemala	1	1	1	0	0	Fac.
Haiti	1	1	0	1	0	•
Hungary	2	2	0	1	1	•
Italy	1	1	0	1	0	Fac/Stu.
Jamaica	2	2	0	2	0	•
Japan	5	6	0	1	5	Stu/Fac.
Kenya	1	1	0	1	0	Fac.
Korea	1	1	1	0	1	Fac.
Mexico	4	4	1	1	2	Stu/Fac.
Morocco	1	1	0	1	0	Fac.
Namibia	1	1	0	1	0	Fac.
New Zealand	2	2	1	0	1	Stu.
Nigeria	2	2	0	1	1	Fac.
Norway	1	1	0	0	1	Fac.
Philippines	1	1	0	1	1	Fac/Stu.
Poland	2	2	1	1	0	Fac.
Portugal	1	1	1	0	1	Stu/Fac.
Russia	7	7	3	3	4	Stu/Fac.
Senegal	1	1	0	2	0	Fac.
Sierra Leone	1	1	0	1	0	•
Spain	2	2	1	0	2	Stu/Fac.
Switzerland	1	1	1	0	0	Fac.
Zaire	1	1	0	1	0	Fac.
Zambia	1	1	0	2	0	Fac.
Total	82	89	24	48	31	

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It seems that most of the responding OIPs made a great effort to link their institutions with developing or low-income and low-middle-income countries with a great emphasis on science and technology. The main criterion used to classify economies in the World Development Indicators is GNP per capita (The world Bank, World Development Report 1991, p. 199). Out of the 79 disciplines covered by the active agreements, 50 (63.3%) were linked with the low-income and the low-middle-income countries. Of the 48 disciplines of science and technology, 37 (77.1%) were linked with these low-income countries (Table 16).

The same phenomenon can also be seen in the geographical coverage of the active international linkages. The 42 countries represented the major continents of Africa, Asia, Europe, and Latin America. The area with the greatest representation among the international agreements was Europe with 15 countries. Next to Europe was Africa with 12 countries. In fact, 37 American institutions surveyed were linked to European countries, and 14 American institutions were linked to Asian and Latin

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American countries respectively (Table 17).

The largest number of agreements (38) was with European institutions, and the second largest number of agreements (20) was with Asian institutions. Fourteen agreements were with institutions in Latin America and 13 with institutions in Africa (Table 17).

There was a general pattern of disciplines covered by the international agreements. The majority of agreements with low-income countries, especially with countries in Africa and Latin America focused on disciplines in science and technology. For example, the total counts of disciplines covered by the agreements with institutions in Africa was 13 of which 12 (92.3%) fell in the area of science and technology and only one of the 13 agreements was in humanities. It was almost the same case with institutions in Latin American countries. Of the 12 total counts of agreements concentrating on specific disciplines, ten (83.3%) fell in areas of science and technology and the remaining two agreements (16.7%) were in areas of humanities (Table 17).

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On the other hand, agreements with institutions in both

Asia and Europe with specified disciplines seemed well

balanced between humanities and science and technology.

For example, of the 20 disciplines, nine, or 45%, were in

science and technology and 11, or 55%, were in the

humanities. Of the 31 disciplines covered by specified

agreements with European countries, 16 (51.6%) were in

science and technology and the remaining 15 (48.6%) were

in the humanities (Table 17).

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Table 16
Disciplines by Country Categories

	Disciplines by Country Categories		
	High-income Countries* (N=17)	Low-income Countries** (N=24)	Total
Sci.&Tech.	11	37	48
Humanities	18	13	31
Total	29	50	79

*It includes five upper-middle-income countries (Brazil, Czechoslovak, Hungary, Korea, and Portugal) and twelve high-income countries (Australia, Austria, Canada, United Kingdom, France, Germany, Italy, Japan, New Zealand, Norway, Spain, and Switzerland)defined by the World Bank criterion.
**It includes seven low-income countries (China, Haiti, Kenya, Nigeria, Sierra Leone, Zaire, and Zambia) and sixteen low-middle-income countries (Argentina, Bulgaria, Cameroon, Chile, Dominican Re., Egypt, Gambia, Guatemala, Jamaica, Mexico, Morocco, Namibia, Philippines, Poland, Russia, Senegal)defined by the World Bank criterion.

Table 17
Agreements by Areas

				Agreements by Areas	
	No. of Countries	# Inst. Agrt.*	# Agrt.	Sci.&Tec.	Humanities
Africa	12	13	13	13	1
Asia	4	14	20	9	11
Europe	15	37	38	16	15
Lat. Ame.	8	14	14	10	2
Other	3	4	4	0	2
Total	42	82	89	48	31

Note: # Inst. Agrt means the counts of institutions that had linkage agreements in each area. In other words, the same institution may have more than one agreement with the same country in the same area.

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b. OIP program responsibilities and their related programs and activities.

OIP program responsibilities included "Program Development"; "Program Coordination"; "Program Implementation"; and "Policy Development." Program development refers to the initiatives that OIP took related to new international programs and activities, such as planning. Program coordination includes bringing the international activities at different institutional levels into the common process of the internationalization of curriculum and/or the institution, such as coordination among various units. Program implementation is the process of carrying out a specific program plan, such as directing program responsibilities. Policy development is either revising the existing policies or developing new policies relating to the internationalization processes within an institution, such as faculty exchange. Related OIP programs and activities refer to the international programs and activities that OIP assumed or were assigned full and/or partial responsibility. The related programs and activities, based on the literature review, included

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"International Linkages," "Study Abroad," "International Students," "International Scholars," "Faculty International Opportunities," "Internationalization of Curriculum," "Development Assistance," "International Collaborative Research," and "Host International Dignitaries."

"Program coordination" was the most common responsibility. It had the largest counts in most areas of OIP programs and activities (Study Abroad=20; Visiting Scholars=20; Development of Assistance=21; International Research=19; and Hosting Dignitaries=23). However, OIP coordinated least in "internationalization of curriculum." The least popular OIP responsibility was "Policy Development."

Next to the most common OIP program responsibility was "program development" under which OIPs were most responsible in the area of "faculty international opportunities" (21 counts). Among all the OIP program responsibilities with the activity area of "internationalization of curriculum," OIPs were most responsible and active in "program development" (17

counts). The close connections between "faculty international opportunities" and "internationalization of curriculum" demonstrated implies that OIPs should take initiatives and create opportunities for faculty members to promote the internationalization of curriculum.

The least reported area in "program development" was "international students." In "program implementation," OIPs were most active in "hosting international dignitaries" (23 counts), and equally active in "study abroad" (16 counts) and "development assistance" (16 counts). The two activities that were least active under "program implementation" were "international research" (11 counts) and "internationalization of curriculum" (12 counts). In "policy development," OIPs were most active in "study abroad" (18 counts) and "visiting scholars" (17 counts) and least active in "hosting international dignitaries" (11 counts) and "internationalization of curriculum" (12 counts). However, OIPs had the least activity in "Policy development" (mean=14.63), compared to "program coordination"

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(mean=19.38), "program development" (mean=17.5), and

"program implementation" (mean=15). The two activities

that OIP practiced most were "hosting international

dignitaries" (74 counts) and "study abroad" (73 counts).

The activities that OIPs practiced least were

"internationalization of curriculum" (14 counts) and

"international students" (15 counts) (Table 18).

Table 16
Match Of OIP Program Responsibilities With Activities

	Match Of OIP Program Responsibilities With Activities					
Activities	Prog. Dev.	Prog. Coor.	Prog. Imp.	Policy Dev.	Total	Mean
Study Abroad	19	20	16	18	73	18.25
Int'l Student	14	17	14	15	60	15
Visiting Scho	16	20	14	17	67	16.75
Facu. Int'l Opp	21	20	15	14	70	17.50
Int'l of Curri.	17	15	12	12	56	14
Dev. Assistance	19	21	16	15	71	17.75
Int'l Research	16	19	11	15	61	15.25
Host Int'l Digni	18	23	22	11	74	18.50
Total Counts	140	155	120	117	532	
Mean	17.50	19.38	15	14.63		

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c. Degree of impact of OIP activities on the internationalization of curriculum.

OIP executives were asked to rate the degree of impact of the various OIP activities on the internationalization of curriculum. Thirteen activities were listed that were considered to be OIP routine and/or regular activities. They included 1) OIP newsletters with internationalization of curriculum dimension; 2) faculty travel funds; 3) faculty grant program; 4) international seminars; 5) international institutional linkages; 6) inter/intra institutional research; 7) domestic international networking; 8) consulting, coordinating, and assisting individual projects; 9) strategic planning; 10) grant writing and fund raising; 11) faculty development workshops and seminars; 12) instructional activities; 13) conferences; and 14) other activities.

The The means of all the listed OIP activities were below 4.00, the level of substantial impact. The OIP activities are listed below in rank order of their degree of impact from high to low according to respondents: 1) International linkage ($\underline{M}$=3.68); 2) Faculty grant ($\underline{M}$=3.57);

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3) Strategic planning ($M=3.48$) and faculty travel fund ($M=3.48$); 4) Assisting individual projects ($M=3.30$); 5) Inter/intra institutional research ($M=3.14$); 6) Grant writing/fund raising ($M=3.10$); 7) International seminar ($M=2.66$); 8) Conferences ($M=2.56$); 9) Faculty development workshop/seminar ($M=2.52$); 10) Instructional activities ($M=2.41$); and 11) OIP newsletters ($M=1.92$) (Table 19).

Faculty grant was rated by nine OIPs (30%), the highest number, as having great impact on the internationalization of curriculum. OIP newsletter was rated by ten OIPs (37%), the highest number, as having the least impact on the internationalization of curriculum. Actually 77.8% or twenty-one out of twenty-seven OIPs rated it as either having "No Impact" or "Little Impact" (Table 20).

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Table 19
Impact of OIP Activities On The Internationalization Of Curriculum

Institution (Code)	A 27	B 29	C 30	D 29	E 31	F 28	G 30	H 27	I 29	J 29	K 29	L 27	M 27	Mean
				Impact of OIP Activities On The Internationalization Of Curriculum										
1	1	5	5	2	4	3	1	3	4	3	2	4	2	3.00
2	2	3	2	2	4	1	1	1	1	1	1	1	1	1.62
3	3	4	2	3	3	3	3	3	4	2	1	3	2	2.77
4	1	5	5	4	4	5	2	3	2	3	3	3	4	3.38
5	1	3	3	2	2	2	1	5	5	4	3	2	2	2.69
6	•	4	4	3	5	1	1	5	2	2	3	2	2	2.83
7	2	2	4	2	3	3	2	4	2	3	3	2	2	2.62
8	3	5	5	5	5	4	2	4	5	4	5	4	4	4.23
9	1	2	2	3	4	5	2	4	3	4	2	1	1.	2.62
10	2	3	3	3	3	2	2	2	2	2	2	2	2	2.31
11	1	5	5	2	3	3	1	•	3	3	3	•	•	2.90
12	2	3	4	3	3	3	3	4	3	3	4	3	4	3.23
13	3	5	5	3	5	4	4	4	5	4	3	4	4	4.08
14	3	4	4	2	4	2	3	2	2	2	2	1	3	2.62
15	2	4	4	1	4	3	2	2	4	3	1	1	2	2.54
16	•	5	3	4	4	4	3	4	5	5	4	3	3	3.92
18	•	•	•	•	5	•	5	•	•	•	•	•	•	5.00
19	1	4	4	3	5	5	4	5	4	5	4	4	4	4.00
20	1	3	2	1	4	4	1	3	5	5	1	1	1	2.46
21	2	2	2	2	3	2	1	2	2	1	1	1	2	1.77
22	2	•	5	•	3	•	•	•	4	5	3	•	•	3.67
23	2	2	3	3	3	3	3	3	2	3	2	1	2	2.46
24	2	3	2	3	3	3	4	3	4	2	3	3	4	3.00
25	3	3	5	3	3	5	3	5	5	4	2	4	3	3.69
26	1	3	3	3	3	3	2	2	2	4	2	2	2	2.46
27	2	4	5	2	3	4	3	4	5	3	2	2	3	3.23
28	1	4	5	3	3	2	2	3	3	2	3	4	4	3.00
29	3	3	3	3	4	3	3	4	4	4	4	3	3	3.38
31	•	4	3	3	5	•	2	•	•	•	•	•	•	3.40
32	1	1	1	1	4	4	2	2	4	1	2	2	1	2.00
34	2	3	4	3	3	2	1	3	5	3	2	2	2	2.69
Mean	1.92	3.48	3.57	2.66	3.68	3.14	2.3	3.30	3.48	3.10	2.52	2.41	2.56	

Note:1=None; 2=Little; 3=Moderate; 4=Substantial; 5=Great
A=OIP Newsletter with International Dimension; B=Faculty Travel Fund; C=Faculty Grant;
D=International Seminar; E=International Linkage; F=Inter/Intra Institutional Research; G=Domestic
Institutional Networking; H=Consulting/ Coordinating/Assisting IndividualProject; I=Strategic Planning;
J=Grant Writing/Fund Raising; K=Faculty Development Workshop/Seminar; L=Instructional Activity;
M=Conferences
• No Response

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Table 20
Impact of OIP Activities On The Internationalization Of Curriculum

			Impact of OIP Activities On The Internationalization Of Curriculum										
Level of Impact.	A 27	B 29	C 30	D 29	E 31	F 28	G 30	H 27	I 29	J 29	K 29	L 27	M 27
Great	0	6	9	1	6	4	1	4	8	4	1	0	0
Subst.	0	8	7	2	10	6	3	8	8	7	4	6	7
Moderate	6	10	7	15	14	10	8	8	4	9	9	6	5
Little	11	4	6	8	1	6	10	6	8	6	9	8	11
None	10	1	1	3	0	2	8	1	1	3	5	7	4

Note:1=None; 2=Little; 3=Moderate; 4=Substantial; 5=Great
A=OIP Newsletter with International Dimension; B=Faculty Travel Fund; C=Faculty Grant;
D=International Seminar; E=International Linkage; F=Inter/Intra Institutional Research; G=Domestic
Institutional Networking; H=Consulting/ Coordinating/Assisting IndividualProject; I=Strategic Planning;
J=Grant Writing/Fund Raising; K=Faculty Development Workshop/Seminar; L=Instructional Activity;
M=Conferences

d. OIP influence on faculty, central administration, college deans, department chairs, and student organizations.

OIP executives were asked to indicate the extent of OIP's influence on the internationalization of curriculum through work with faculty, central administration, college deans, department chairs, and student organizations (student government, professional and social fraternities and sororities). Thirty-one OIP executives provided responses to almost all the categories. There was a clear pattern of the extent of OIP's influence on central administration, college deans, department chairs, and student organizations. In their administrative roles, the degree of influence on the mentioned people and organizations depended on OIP's organizational proximity to them. In other words, the nearer the OIP to a unit organizationally, the more influence OIP would have on that unit. For instance, OIPs exerted more influence on the central administration than they did on any other mentioned unit because the surveyed OIPs were centralized, had institution-wide responsibilities for

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international programs and activities, and were thus closer to the central administration. OIPs had more influence on college deans than on department chairs for the same reason. Based on this logic, most OIPs had little or no influence on student organizations since most student organizations had no place in the institutions' organizational charts and they are primarily social organizations in most cases. In fact, twenty-five OIP executives out of thirty-one (80.6%) answered that they had little or no influence on student organizations. However, six (12.9%) of the responding OIP executives said they had great or substantial influence on student organizations.

OIPs' influence on faculty did not fit in the above pattern. It seems that faculty influence is the common recognized link in the process of the internationalization of curriculum. Twenty-eight (93.3%) of the responding OIP executives said that they had great or substantial influence on faculty. No OIP said that they did not have any influence on faculty. Only three (9.7%) said they had

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little influence on faculty. Ten (32.2%) said they had moderate influence on faculty (Table 21). There was a slight difference in the ratings of the five OIPs located within central administration building from the remaining OIPs that were not located within central administration building. The mean is 3.80 for OIPs located within the central administration building which is higher than the mean (3.74) for all OIPs.

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Table 21
OIP Influence on Faculty, Central Adm., Deans, Chairs, and Student Organizations

Institutions (Code)	Faculty (N=31)	Cen. Adm. (N=30)	Dean (N=31)	Dept. Chair (N=31)	Student Org. (N=31)	Mean
1	5	4	4	2	2	3.40
2	3	3	2	2	2	2.40
3	5	2	4	3	1	3.00
4	4	4	3	4	2	3.40
5	2	4	3	3	1	2.60
6	5	1	3	4	2	3.00
7	4	3	2	2	2	2.60
8	3	4	5	2	1	3.00
9	2	4	4	2	1	2.60
10	4	2	3	3	2	2.80
11	4	5	2	2	1	2.80
12	4	3	3	3	3	3.20
13	4	4	4	3	2	3.40
14	3	4	3	2	2	2.80
15	5	4	3	2	1	3.00
16	4	4	4	3	2	3.40
17	4	4	4	4	2	3.60
18	3	3	2	1	4	2.60
19	3	3	2	2	4	2.80
21	3	2	1	2	1	1.80
22	5	5	5	5	4	4.80
23	3	2	3	3	4	3.00
24	4	4	3	2	1	2.80
25	5	4	3	3	2	3.40
26	2	2	2	2	3	2.20
27	5	5	4	3	2	3.80
28	5	2	3	4	2	3.20
29	4	3	2	3	1	2.60
31	3	3	3	3	1	2.60
32	3	.	3	3	2	2.75
34	3	3	2	2	2	2.40
Mean	3.74	3.33	3.03	2.71	2.00	2.96

Summary: (5=Great; 4=Substantial; 3=Moderate; 2=Little; 1=None)					Total
Great	8	3	2	1	0	14
Subst.	10	12	7	4	4	37
Moder.	10	8	13	12	2	45
Little	3	6	8	13	15	45
None	0	1	1	1	10	13

e. OIP incentive strategies. OIP incentive strategies referred to the methods that OIP used to promote faculty interest in the internationalization of curriculum. The incentive strategies included "provide funds," "increased released time for faculty development," "sabbatical leave," "included in faculty promotion and tenure review policy," "institutional recognition," "as part of faculty work load -- teaching, research, and service," and "encourage input in OIP decision making process."

Of the seven incentive strategies, "provide funds" was used by the highest number of OIPs (68.8%, 22/32). The second most popular strategy was to "encourage input in OIP decision making process" (62.5%, 20/32). The third most popular used strategy included both "institutional recognition" and "sabbatical leave" (46.9%, 15/32). Ten OIPs (31.3%) also used "release time" to encourage faculty interest in the internationalization of curriculum. The least used incentive strategies were "included in faculty promotion and tenure policy" (18.8%, 6/32) and "as part of faculty work load" (21.9%, 7/32) and as a matter of fact,

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these were the areas that OIPs had the least control over. Three additional incentive strategies were also mentioned by three OIPs respectively. They included " supportive administrative," "participation in SECID consortium efforts," and "travel."

Three OIPs (9.4%) used all the listed seven incentive strategies. Five OIPs (15.6%) used five of the stated strategies and four (12.5%) used four of the strategies. Six OIPs (18.8%) used three, six OIPs used just two of the incentive strategies and another six OIPs used only one strategy. Two OIPs did not use any incentive strategies to promote faculty interest in the internationalization of curriculum (Table 22).

Table 22

Incentive Strategies OIP Used

Institution (Code)	Provide Fund	Release Time	Sabbat. Leave	Incl. P&T	Recognition	Work Load	OIP D. M.	Other	Total
1	1	*	*	*	1	*	1	*	3
2	1	*	1	*	1	*	*	*	3
3	1	1	1	1	1	1	1	*	7
4	1	1	1	*	1	*	1	*	5
5	1	*	1	1	1	*	1	*	5
6	*	1	*	*	1	1	*	*	3
7	1	*	1	*	*	*	1	*	3
8	1	*	*	*	*	*	1	*	2
9	*	*	1	*	*	*	1	*	2
10	1	*	*	*	*	*	*	*	1
11	1	1	1	1	1	1	1	*	7
12	1	1	1	*	*	*	1	*	4
13	1	1	1	1	*	*	1	*	5
14	1	*	*	*	1	*	1	*	3
15	1	*	*	*	*	*	1	*	2
16	1	*	*	*	1	*	*	*	2
18	*	*	*	*	*	*	*	1	1
19	1	1	1	*	*	1	*	*	4
20	*	*	*	*	*	*	*	*	0
21	*	*	*	*	*	*	1	*	1
22	1	*	*	*	1	1	1	*	4
23	*	*	*	*	*	*	1	*	1
24	*	*	1	*	*	*	*	*	1
25	1	1	*	*	1	1	1	*	5
26	1	*	*	*	1	*	*	*	2
27	1	1	1	1	1	*	1	1	7
28	*	*	*	*	*	*	*	1	1
29	1	1	1	*	1	*	1	*	5
30	*	*	*	*	*	*	*	*	0
31	1	*	1	*	1	*	*	*	3
32	*	*	1	1	*	1	1	*	4
34	1	*	*	*	*	*	1	*	2
Total	22	10	15	6	15	7	20	3	98

* Not Used

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4. Output (Evidence of Internationalization of Curriculum)

It was assumed that the output of all the OIP's efforts in the promotion of international understanding should be manifested in the degree of curricular internationalization. With this assumption, OIP executives were asked to provide names of "international studies" and/or "area studies programs and courses" developed in the past three years. Detailed information included whether the stated "international studies" or "area studies" was a "major" or "minor," "elective" or "required" and whether they were the result of at least partial involvement of OIP. In order to measure the degree of OIP's direct involvement and efforts in the internationalization of curriculum, OIP executives were also asked to provide their "three most significant curriculum activities" during the last twelve months. It was hoped that, through both the number of internationalized courses and the three current most significant curriculum activities by the different OIPs,

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trends could be identified, and the impact (effectiveness) of OIPs' inputs and processes on the internationalization of curriculum could be assessed and evaluated.

a. Number of international area study majors and minors, and number of international required and elective courses that have been created in the last three years with OIP involvement. Because of the difficulty in providing such information, only 21 OIP executives (61.8%) responded and 20 provided useable data. However, the one OIP that did not provide the number of internationalized courses did give a positive response that course names and numbers were available in their catalogue. Based on the available data, there were 182 courses that were either created or internationalized in the past three years. Of the 182 courses, 73 (40.1%) had OIPs' direct involvements. Most of the courses were either in major areas (39) or minor areas (52). Twelve of the total courses (6.6%) were required and 57 (31.3%) were electives (Table 23).

The average number of courses per institution in

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international or area studies was 9.58. The average

number of majors created by each institution was 2.05.

The average number of international area study minors

created for the last three years was 2.89. The average

number of international required courses was 0.6 and

elective was 3.17 (Table 24).

The 182 courses were classified into five categories

(Table 25). They were international studies (the actual

name), areas studies, internationalized disciplines

(international business, international higher education,

international agriculture, etc.), foreign languages, and

study abroad. Area studies had the highest number of

courses among the five categories (67 courses or 36.8%).

The number of courses in internationalized disciplines was

the second largest category (62 courses or 34%). Although

there were 35 courses in study abroad, they were reported

by only one OIP. Twelve courses (0.07%) were under the

category of international studies and the remaining six

courses (0.03%) were under foreign languages.

The same pattern also applied to the number of

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courses with majors and minors. Among the total 39

majors, 22 (56.4%) were in area studies, eight (20.5%)

were in international studies, seven (17.9%) were in

internationalized disciplines, and the remaining three

(7.7%) were in foreign languages (Table 24). It was almost

the same case with the matching of minors and the five

categories. Of the 52 minors, 38 (73.1%) fell in area

studies, eight (15.4%) were in internationalized disciplines,

five (9.6%) were in international studies, and the remaining

one (1.9%) was in the category of foreign languages.

However, most required courses fell into the category of

internationalized disciplines (7 or 58.3%). Three of the 12

(25%) were with foreign languages and the remaining two

(16.7%) with international studies. Of the total 57 elective

courses, 32 or 56.1% were area studies, 17 were

internationalized disciplines, five (8.8%) were international

studies, and the other three (5.3%) were foreign languages

studies (Table 24).

It seems that institutions tend to train area experts

as well as disciplinary experts. Foreign languages were

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the least emphasized discipline/category compared to

other disciplines or categories.

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Table 23
Record of Internationalized Courses

Institution (Code)	Int'l Courses	Major	Minor	Required	Elect	OIP Involv.
1	International Studies	1	0	0	0	2
	Int'l Higher Ed.	0	0	0	1	1
2	Int'l Studies	0	1	0	1	1
	Int'l Agriculture	0	1	0	1	1
	Int'l Home Economics	1	1	0	1	1
4	Cultural Diversity	0	0	1	0	1
	Language	1	1	1	0	•
	Area Studies/Asia	0	1	0	1	1
	Area Studies/Latin Ame.	1	1	0	1	1
	Area Studies/W. Europe	1	1	0	1	1
	Area Studies/Canada	1	1	0	1	1
	Area Studies/Africa	1	1	0	1	1
7	Asian Studies	0	1	0	1	1
	African Studies	0	1	0	1	1
	European Studies	0	1	0	1	1
	Latin Ame. Studies	0	1	0	1	1
	Int'l Affairs	1	1	0	1	1
8	Int'l Studies	1	0	1	0	2
	Chinese	1	0	1	0	2
	Japanese	1	0	1	0	2
11*	Available in Catalogue	•	•	•	•	•
12	Int'l Studies	1	0	0	0	1
13	Latin Ame. Studies	1	1	0	1	•
	Int'l Business	1	1	1	1	•
14	Latin Ame. Studies	0	1	0	0	•
	Int'l Business	1	0	0	0	•
15	• 35 Ed. Abroad Programs	•	•	•	•	•
	• Int'l Agriculture	0	1	0	0	•
	• Int'l Business	1	0	0	0	•
	• Int'l Communication	0	1	0	1	•
	• Int'l Ed	0	1	0	0	•
16	French(for faculty)	0	0	0	1	1
	Spanish	0	0	0	1	1
	Chinese	0	0	0	1	1
19	Int'l Relations	1	0	0	1	1
	E. European Studies	0	1	0	1	1
	Russian Studies	0	1	0	1	1
	Latin Ame. Studies	0	1	0	1	1
	African Studies	0	1	0	1	1
	Asian Studies	0	1	0	1	1
20	African Studies	0	1	0	1	•
	Asian Studies	1	1	0	1	•(Continued)

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Record of Internationalized Courses

Institution Int'l Courses (Code)	Major	Minor	Required	Elect	OIP Involv.
Central & E. European Studies	0	1	0	1	•
Caribbean Studies	1	1	0	1	•
Hungarian Studies	0	1	0	1	•
Latin Ame. Studies	0	1	0	1	•
Middle E. Studies	0	1	0	1	•
21*Numerous	1	1	0	1	1
23 Int'l Studies Program:	1	1	1	1	•
People of the World	0	0	1	1	•
Econ. of Developing countries	0	0	1	1	•
World Regional Geography	0	0	1	1	•
Int'l Politics	0	0	1	1	•
25 9 Area Studies, 2 Int'l Prog.	•	•	•	•	1
1 Underg. in Global Century	1	1	0	1	1
26 19 courses (include Area Studies Courses)	10	•	•	•	•
27 Russian Area Studies	0	1	0	1	1
Latin Ame. Studies	0	1	0	1	1
Canadian Studies	0	1	0	1	1
Asian Studies	0	1	0	1	1
Conflict Resolution	0	0	0	1	1
Infectious Disease of .	1	0	0	1	1
45 courses	1	1	1	1	1
31 European Studies	0	1	0	1	1
Latin Ame. Studies	0	1	0	1	1
32 Latin Ame. Studies	0	1	0	1	1
Asian Studies	0	1	0	1	1
Russian Studies	0	1	0	1	1
Cent/E. European Studies	0	1	0	1	1
Int'l Ed Courses: India	0	0	0	1	1
Food & Population	0	0	0	1	1
Women	0	0	0	1	1
Ethics	0	0	0	1	1
34 East Asia Studies	1	1	0	0	2
Mexican American Studies	1	1	0	0	2
Latin American Studies	1	1	0	0	2
Interdisciplinary Studies	1	1	0	0	2
Near Eastern Studies	1	1	0	0	2
Russian & Soviet Studies	1	1	0	0	2
Total 182	39	52	12	57	45 (Yes)

*Institution 11 and 21 did not provide exact number so they were not included in the total number of 182 internationalized courses.

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Table 24
Number of Internationalized Courses with OIP Involvement

		Number of Internationalized Courses with OIP Involvement				
Institution (Code)	Total # of Int'l Courses (N=19)	# with #of OIP Involv. (N=15)	# of Majors (N=19)	#of Minors (N=18)	#of Required (N=20)	Elect (N=18)
1	2	1	1	0	0	1
2	3	3	1	3	0	3
4	7	6	5	6	2	5
7	5	5	1	5	0	5
8	3	0	3	0	3	0
12	1	1	1	0	0	0
13	2	•	2	2	1	2
14	2	•	1	1	0	0
15	39	•	1	3	0	1
16	3	3	•	•	0	3
19	6	5	1	5	0	6
20	7	•	2	7	0	7
21	Numerous*	2	1	1	0	1
23	5	•	1	1	5	5
25	12	12	1	1	0	1
26	19	19	10	•	0	•
27	45	6	1	5	1	7
31	2	2	0	2	0	2
32	8	8	0	4	0	8
34	6	0	6	6	0	•
Total	182	73	39	52	12	57
Mean	9.58	4.87	2.05	2.89	0.6	3.17

*The total number of 182 courses did not include "numerous" since no exact number was provided.
• Not Provided

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Table 25
Summary of Number of Internationalized Courses

Categories	Summary of Number of Internationalized Courses				
	Total	Major	Minor	Required	Elected
Int'l Studies	12	8	5	2	5
Area studies	67	22	38	•	32
Int'l Disciplines*	62	7	8	7	17
Foreign Lang.	6	3	1	3	3
Study Abroad**	35	•	•	•	•
Total	182	39	52	12	57

*Internationalized disciplines included, e.g., "International Business," "International Agriculture," etc.
**Only one OIP specified in this category.
• Not Provided

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b. The three most significant curriculum activities

by OIPs during the last twelve months. OIP executives

were asked to "list the three most significant curriculum

activities" by OIP during the last twelve months in rank

order from high to low. Twenty-five OIPs (73.5%)

responded. The exact responses from the twenty-five OIPs

were recorded in Table 25, including the curriculum activity

area/discipline, types of activities, and the approach they

used. Fifteen OIPs (60%) provided their three most

significant curriculum activities, three OIPs (12%) listed

their two curriculum activities, and the other seven OIPs

(28%) provided one curriculum activity. A total of 58

curriculum activities, 37 types, and 45 approaches were

reported (Table 25).

The 58 reported curriculum activities were classified

into five categories. They were 1) the internationalization

of curriculum activities, including faculty development

activities; 2) area studies, including international degree

programs; 3) discipline internationalization activities,

including agriculture, forestry, business, etc. 4) study

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abroad actiuities; 5) other actiuities, including faculty exchanges, international linkages, international conferences, etc. (Table 26). Actiuities in the internationalization of curriculum had the most counts (21 or 36.2% of the total actiuities). The area studies had the second highest counts (17 or 29.3%). There were eight actiuities (13.8%) in discipline internationalization area, six actiuities (10.3%) in study abroad, and another six (13.8%) in other areas, including federal linkage agreement, geographical information system, faculty exchange, meeting academic departments, mini-grant program, bringing exchange faculty abroad, and international conferences (Table 26).

Under "type," and "approach," a total of 82 were recorded through which OIPs conducted their curriculum actiuities. Because of the different interpretation of "type" and "approach" by some of the responding OIPs, "workshop," "grant," "international funds," "requirement for B.A.," and "uniuersity-wide committee" were reported under "approach" instead of "type." For the sake of

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reporting and a better understanding, those mentioned forms were counted as "type." For the same reason, some of the methods reported under "type" were counted as "approach," such as "plan," discussion," and "coordination." After the adjustment, the total number of forty-one was under "type" and another forty-one were under "approach."

The major types of OIPs' significant curriculum activities could be summarized into: 1) degree requirement, including majors and minors; 2) seminars and workshops; 3) international grants; 4) different committees. The typical approaches that OIPs used in conducting the curriculum activities included: 1) work with faculty; 2) through strategic planning programs, proposals, and recommendations; 3) get faculty involved; 4) serve on committees; 5) coordinate with different units; 6) teaching; 7) bring guest speakers, etc.

OIP executives were asked to list their three most significant curriculum activities in rank order, from high to low. The first activity recorded from the 25 respondents

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was considered as the number one significant curriculum activity. Nine (36%) of the 25 top significant activities were the internationalization of curriculum activities; seven (28%) were in the category of area studies, including degree programs; six (24%) were discipline internationalization activities; and the remaining three were study abroad activities (Table 26).

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Table 26
Three Most Significant Curriculum Activities during the Last 12 Months

Institution (Code)	Area/Discipline	Three Most Significant Curriculum Activities during the Last 12 Months		
		Type	Approach	
1	Ag. & Forestry	Int'l Committee	Strategic Planning Program	
	Int'l of Curri.	Faculty Grant Prog.	Awarded Once a Year	
	Forestry & Business	APEX	Collaboration with APEX	
2	Int'l of Curri.	Faculty Grants	4 Grants ($1,000 each)	
3	Master for Tech. for Int'l Dev.(MTID)	Reduction of Hours	Proposal	
	Marketing : Japanese Industry	MTID Degree	Proposal	
	MTID Colloquium	Revision	Proposal	
4	K-12 Int'l School	Degree		
	School of Management	Study Abroad		
	International Hospitality	Degree		
7	Chemistry Curri.	Internationalization	Workshop	
	Int'l of Individual courses	Small Grants		
	Multicultural/Int'l Course	Development	Grant	
8	Global Studies	Requirement for BA		
10	Public Health		Thailand	
11	European Studies Center	Plan		
	Federal Linkage Agreement	Plan	Univ. of Zimbabwe	
	Int'l Programs	Plan		
12	Agriculture & Political Science	Interdisciplinary	Teaching	
13	Int'l of Curri.	Incorp. Int'l Dimensions	Meeting w/ all faculty	
	Int'l of Curri.	Discussion	Spoke to Freshmen	
14	Overseas Study	Coordination	Employed A Coordinator	
15	"Global Perspective"	Inclusion	Univ-Wide Requirement	
	Int'l Studies	Minor	Proposal	
16	African & Afri. Ame. Women	Conference		
	Int'l Faculty Dev.	Seminar		
	Geographical Information System	Workshop		
18	Internationalize the University	Committee	Serve on Committee	
	Study Abroad	Committee	Serve on Committee	
19	Internationalize Curri.		Campus-wide Workshops	
	Internationalizing curri. & Activities	Administration	Int'l Funds	
	New Int'l Studies Course (Required)	Design	Participation	
20	Global and Int'l Affairs	Major	Development	
21	Internationalization	Seminars	Faculty Involvement	
	Faculty Exchange		Faculty Involvement	
	Meeting Aced. Depts.			
22	Curri. Deve.		Grant Programs	
	International Research		Faculty Grant	
	Curri. Deve.		Univ-Wide Committee	
23	Program Review		Include Int'l Activities	
	Specific Courses		Work with Faculty	
	Cross Cultural Curri Needs		Work with Students	

(Continued)

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Institution (Code)	Area/Discipline	Three Most Significant Curriculum Activities during the Last 12 Months	
		Type	Approach
24	Agriculture Internationalizing Courses Int'l of Curri.	Int'l Currri. Seminars	Instrumental Personal Invol. Assisting Faculty Members Bring Guest Speakers
25	New Study Abroad & Academic Prog. Global Cultural Programs Internationalizing Curri.	Int'l Education	Funds Requirement for SA Consultation to Colleges
26	Int'l Studies Courses	Courses	Cross Listing with Depts.
27	Faculty Deve. Mini-Grant Program Course Deve./Support		
31	Study Abroad Bringing Exchange Faculty Abroad Int'l Conferences		Development Sending Faculty
32	Int'l Curri./Programs World Study Study Abroad Exchange Programs	Setup Task Force Making Interdisciplinary Certif.	Recommendations Proposal Downsize the Program for Budgetary reasons
Total	58	37	45

Table 27
Category of OIP Curricula Activities

	Int'l of Curri. Activities	Study Abroad	Internationalizing Disciplines	Category of OIP Curricula Activities Area studies Degree Programs	Other	Total
Total	21	6	8	17	6	58
Most Sig.	9	3	6	7	0	25

Note: Four institutions responded as "Specific" and "Individual Courses" which were counted as one for each institutions.

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c. OIP obstacles for the internationalization of

curriculum. OIP executives were asked to either select one

from the given list of obstacles or list the one obstacle

that they had in the internationalization of curriculum. The

list of obstacles provided were as follows: 1) Lack of

central administration support; 2) lack of faculty interest;

3) lack of professional staff; 4) lack of cooperation of

colleagues; 5) lack of fiscal support; 6) lack of student

interest; and 7) other - specify. Twenty-nine (85.3%) OIP

executives responded. Twenty-five (86.2%) selected from

the given list of obstacles and the remaining four (13.8%)

listed the obstacles outside the given list (Table 28).

Fifteen (51.7%) of the responding OIP executives

listed "Lack of Fiscal Support" as the number one obstacle

in the internationalization of curriculum. The second

common obstacle was "Lack of Faculty Interest" listed by

five (17.2%) respondents. The third recognized obstacle

was "Lack of Central Administration Support" listed by

three (10.3%) respondents. One respondent listed "Lack

Cooperation of Colleague" as the number one obstacle and

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another one listed "Lack of Student Interest" as the number on obstacle. No one listed "Lack of Professional Staff" as the number one obstacle in the internationalization of curriculum. The four respondents who listed their obstacle outside the given list, two listed "Lack of Time" as their number one obstacle and the rest recognized that the internationalization of curriculum itself was the most difficult task to accomplish. They stated that the existing "Curriculum packed with required major courses;" "Faculty and colleges have other priorities;" and the "Competition of regular courses" (Table 28).

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Table 28
OIP Obstacles for the Internationalization of Curriculum

	OIP Obstacles for the Internationalization of Curriculum	
Institution (Code)	Obstacles (N=29)	Other: Specified
1	7	• Lack of Time
2	1	• Curri. Packed with Required
3	7	Major Courses
4	7	• Lack of Time; Faculty & Deans
5	5	with Other Priorities
6	7	• Competition of Regular Courses
8	5	
9	5	Legend
10	2	1=Lack of Cen. Adm. Suppor
11	6	2=Lack of Faculty Interest
12	5	3=Lack of Professional Staff
13	5	4=Lack Cooperation of Colleague
14	2	5=Lack of Fiscal Support
15	5	6=Lack of Student Interes
16	5	7=Other
18	5	
19	5	
21	2	
22	2	
23	1	
24	5	
25	2	
26	5	
27	5	
28	5	
29	5	
31	5	
32	1	
34	4	

5. The Degree of Impact of Institutional Environment on Input, Process, and Output

The institution environmental factors include student enrollment, the number of years that OIP was in operation, and whether the responding OIP was a historically black institution or a white institution. It was assumed that these environmental factors might have certain degrees of influence or impact on the internationalization of curriculum. Based on this assumption, information on the number of years that OIP had been in operation was obtained from the surveyed OIPs and information on student enrollment and whether the surveyed OIP was a historically black institution or not was obtained from Public Colleges and Universities (Ohles', 1986).

The detailed statistical relationships of institution environmental variables to the internationalization of curriculum in terms of input, process, and output are listed in Appendix A and B. Reported here are only those variables that have significant relationships ($P<0.05$ or $P<0.001$).

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<u>a) Degree of impact of institutional size</u>. In general,

the relationship between institutional size and the degree

of internationalization of curriculum in terms of input and

process was found not to be strong. However, the small

number of OIP executives who had higher rank or had a

title other than OIP "Director" were at larger institutions.

They usually had a title such as "Assistant Vice President"

or "Associate Vice President" (Table 29). The variance

accounted for is 0.140 which means 0.850 is to be

accounted for by other factors.

It was the same case with program implementation,

one of the OIP program responsibilities. Program

implementation was not considered as important by large

institutions as by small institutions. For instance, of the

four institutions that rated "program implementation" as

"Relatively Not Important," three of them had student

enrollment of more than 12,000 and the other two had

more than 35,000 students. Of the two institutions that

rated "program implementation" as "Not Important," both

had student enrollment of above 10,000 and one had about

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68,000 students. The average level of OIP program

implementation is 3.76 which means slightly less than

"Very Important" (Tables 12, 29).

Table 29

Relationship of Institutional Size to Input and Process

		Relationship of Institutional Size to Input and Process			
Variable	n	Constant	Coefficient	t	R-Square
I.C. (13) OIP Exe. Title	34	0.988	0.000	2.28	0.140
P.C.(3) OIP Program Implementation	29	4.351	-0.000	-2.04	0.133

Note: I.C. Means Input Variable Code
P.C. Means Process Variable Code
$p < 0,05$

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b. Degree of impact of OIP years in operation on

input. The surveyed OIPs reported different lengths in their years of operation. Seven OIPs had over 20 years of operation, another seven had between ten and 19 years of operation, and the remaining 18 had between one and nine years of operation. Among the 18, 11 OIPs had five years or less of operation (Table 1).

The differences of lengths in OIPs' years of operation did affect the degree of OIPs' impact on the internationalization of curriculum in input, process, and output. Statistically significant relationships were found between OIP years of operation and OIP size in its staff and budget. The coefficient for the number of years OIP in operation in the prediction of the number of OIP staff is 0.725 which indicates that the longer the number of years an OIP is in operation, the larger the number of OIP staff. The variance accounted for is 0.181 which means 0.819 is to be accounted for by other factors (Table 28). For instance, of the ten OIPs that had 15 or more years of operation, five had 14 or more staff members including the

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one that had 73, the largest number of staff of all the responding OIPs. However, one of the two OIPs that had only one year of operation had 55, the second largest number of staff (Table 5). If one wants to predict the impact of OIP years of operation on OIP staff size, the equation would be as follows: impact of OIP years of operation on OIP staff size=5.179+0.725*OIP years of operation. If OIP number of years of operation equals 8, then one would predict OIP staff size to be 10.979 which is almost 11 staff members. If OIP years of operation equals zero (just started its operation), one would predict the OIP staff size to be 5.179 which is five staff members. The average number of OIP staff is 14 (Table 30).

The relationship of OIP years of operation to OIP budget was statistically significant, too. The coefficient for the OIP years of operation in the prediction of the mean of OIP budget for the fiscal years of 1990, 1991, and 1992 was $82,388.56 which indicates that the more years OIP was in operation, the larger its budget would be. The variance accounted for is 0.282 which means that 0.718 is

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to be accounted for by other factors. With the same concept, one can predict an OIP's budget size by applying the following equation: OIP budget size=$189,342.31+ $82,388.56*OIP years of operation (Table 28). The OIP with 32 years of operation, the longest among all the responding OIPs, had a mean budget of $5,750,000 in fiscal years of 1990, 1991, and 1992, the largest mean budget of all the responding OIPs (Table 5).

However, the relationship between OIP years of operation and the percent of OIP budget allocation to the internationalization of curriculum was negative. That means the longer an OIP was in operation, the smaller percent of OIP budget an OIP would allocate to the internationalization of curriculum. For example, the coefficient of OIP years of operation in the prediction of percent of OIP budget allocation to the internationalization of curriculum in the fiscal year of 1992 is -0.712. This number indicates that the longer an OIP is in operation, the less value is assigned to the percent of OIP budget allocation to the internationalization of curriculum. The

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variance accounted for is 0.175. Of the 24 responding OIPs, nine OIPs did not allocate any money to the internationalization of curriculum in the fiscal year of 1992. Six of the nine OIPs had at least 11 years of operation (11, 12, 15, 17, 25, 27). The top three largest percentages of OIP budget allocation to the internationalization of curriculum were the only three OIPs that had the shortest lengths of operation, two had one year of operation and one had two years of operation (Tables 1, 8). The average percent of OIP budget allocation to the internationalization of curriculum in 1992 was 9.959. The same phenomenon applied to the mean percent of OIP budget allocation to the internationalization of curriculum for fiscal years of 1990, 1991, and 1992 (Table 30).

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Table 30
Impact of OIP Years in Operation on Input

| Variable | n | Impact of Institutional Size on Input | | | |
		Constant	Coefficient	t	R-Square
# OIP Staff	30	5.179	0.725	2.48	0.181
OIP Budget Mean	27	189342.31	82388.56	3.13	0.282
% OIP Budget to Curr. 92	24	18.685	-0.712	-2.16	0.175
Mean % OIP Budget To Curri. 90-92	24	17.367	-0.687	-2.18	0.178
# OIP Professional Staff	29	3.300	0.347	2.13	0.144
# OIP Support Staff	30	2.130	0.245	2.01	0.126

p < 0,05

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c. Degree of impact of historically black institutions and white institutions.

There was a big difference in OIP budget size and to whom OIP reports between the historically black institutions and white institutions. The OIP budget size for the fiscal year of 1992 was larger for the historically black institutions ($M=2,923,060$) than that for the white institutions ($M=901,971$). t (23)=2.094 and $P<0.05$. The 2,021,089 difference between the two means represents 1.047 times the standard deviation of 1,930,223. The 2,021,089 is considered to be a unit so the difference is significant at the 0.05 level (Table 31).

The degrees of impact of twelve recognized OIP activities were studied and reported (Table 31). A significant relationship was found between the mean of the degree of impact of the twelve OIP activities and the historically black institutions and white institutions. The general OIP activities' impact on the internationalization of curriculum is greater for the historically black institutions ($M=3.667$) and this is significantly greater than that for the white institutions ($M=2.880$). t (29)=2.493 and $P<0.05$.

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The 0.787 difference between the two means represents

1.134 times the standard deviation of 0.694. Since 0.787 is

considered to be a unit, it represents a large difference, at

a significant level of 0.05 (Table 31).

The difference between historically black institutions

and white institutions in terms of to whom they report is

also statistically significant. Eighty-eight percent of OIPs

of white institutions report to the president while only

66% OIPs of black institutions reported to the president

(Table 31).

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Table 31

Relationship of Black & White Institutions to Input and Process

Variable	Relationship of Black & White Institutions to Input and Process					
	1*		2*			
	n	M	n	M	t	d
Input						
OIP Budget 92	5	2,923,060	20	901,971	2.094	1.047
OIP Report to Process	6	2.500	27	1.667	2.121	0.956
Impact of OIP Activities	6	3.667	25	2.880	2.493	1.134

*1 = Historically Black Institutions; 2 = White Institutions
P < 0,05

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6. The Degree of Impact of Input on Process

a. The degree of impact of input on process. In general, the relationship between input and process was strong. All the elements of input, including human input, economic input, and institutional commitment, had statistically significant impact on 20 of the 30 (66.7%) process variables (Table 32). Following are brief descriptions of the major relationships.

Of the human input variables, the number of OIP staff had significant impact on the number of student exchange activities with international counterparts; the inter/intra institutional research; the consulting, coordination, and assisting individual projects. In other words, the more staff members an OIP has, the more student exchange activities with international counterparts would take place; the more inter/intra institutional research would be conducted; and the more individual projects OIP would assist, coordinate, and consult (Table 32).

Specifically, the number of OIP professional staff had

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impact on more process variables than the total number of OIP staff. The number of OIP professional staff affected not only the number of student exchange activities with international counterparts, the inter/intra institutional research, and consulting, coordinating, and assisting individual projects, but also the degree of OIP influence on faculty, the number of incentive strategies OIP used to promote faculty interest in the internationalization of curriculum, and faculty grants. Take the process variable of OIP influence on faculty for example, the coefficient for the number of OIP professional staff in the prediction of OIP influence on faculty is 0.041 which indicates that the more professional members an OIP has, the greater the value is assigned to the degree of OIP influence on faculty. The variance accounted for is 0.148 which means that 0.852 is to be accounted for by other factors. If one wants to predict the degree of OIP influence on faculty, the equation would be as follows: degree of OIP influence on faculty=3.376+0.041*number of professional staff. If the number of professional staff=15, then one would predict

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the degree of OIP influence on faculty to be 3.991 which means this OIP would have a substantial influence on faculty. The average of OIP influence on faculty is 3.689 (Table 32).

The number of OIP support staff also affected the number of disciplines covered in agreements with international counterparts and the consulting, coordinating, and assisting of individual projects. For instance, the coefficient for the number of support staff in the prediction of the number of individual projects that an OIP would involve is 0.067 which indicates that the more support staff an OIP has, the more projects an OIP can support. With the similar equation, if an OIP has ten support staff, this OIP would be able to support 3.591 individual projects. The average number of projects affected by the number of OIP support staff is 3.296 (Table 32).

The amount of time that OIPs devoted to the internationalization of curriculum had impact particularly on OIP influence on central administration, the number of incentive strategies OIP used to promote faculty interest in

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the internationalization of curriculum, and faculty travel

funds. Take the mean percent of OIP time for both the OIP

executive and OIP professional staff for example, the

coefficient for the mean percent of OIP time devoted to the

internationalization of curriculum in the prediction of the

degree of OIP influence on central administration is 0.0320

which indicates that the greater the percent of time that

OIP devoted to the internationalization of curriculum, the

greater the value assigned to the degree of OIP influence

on central administration. The variance accounted for is

0.362 which means that 0.638 is to be accounted for by

other factors. If one wants to predict the level of OIP

influence on central administration, the equation would be

as follows: degree of OIP influence on central

administration=2.778+0.032*% of time. If % of time=70%,

then one would predict the degree of OIP influence on

central administration to be 5.018 which means the

influence is "Great." If % of time=0, then one would predict

the degree of OIP influence on central administration to be

2.778 which means the influence is a little bit under

"Moderate." The average degree of OIP influence on central administration is 3.231 (Table 32).

The economic input variables that had an impact on several process variables were OIP budget size, percent of OIP budget allocation to the internationalization of curriculum, and the institutional budget allocation to OIP. The process variables that were influenced by the above mentioned economic input variables were the number of faculty and student exchange activities with international counterparts; the degree of impact of general OIP activities, as well as the individual OIP activities like the domestic institutional networking, instructional activities, international seminars, conferences; OIP influence on central administration; number of incentive strategies OIP used to promote faculty interest in the internationalization of curriculum; faulty travel funds; and faculty grants (Table 32).

For example, the amount of budget allocation greatly affected the following variables: OIP influence on central administration, the number of incentive strategies that OIP

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used to promote faculty interest in the internationalization of curriculum, impact of faculty travel funds, and impact of faculty grants. If the percent of OIP budget allocation to the internationalization of curriculum=20, then one would predict (1) the degree of OIP influence on central administration to be increased from 2.862, slightly less than "Moderate",when the allocation is zero, to 3.542, almost "Substantial," (2) the number of incentive strategies to be increased from 2.616, less than three strategies, when the allocation is zero, to 3.796, almost four, (3) the impact of faculty travel funds to be increased from 3.059, "Moderate," when the allocation is zero, to 3.619, almost "Substantial," and (4) the impact of faculty grants to be increased from 3.027, "Moderate," when the allocation is zero, to 3.727, almost "Substantial" (Table 32).

Statistically, OIP budget size of the fiscal year 1992 showed significant relationships to the number of faculty exchange activities with international counterparts and the impact of OIP domestic institutional networking. However, because the coefficient for the OIP budget size in the

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prediction of the impact of domestic networking is very small, 0.0000006, it indicates that only a substantial increase of OIP budget size can increase or change the impact of domestic networking. For example, if the OIP budget size is $85,000, then the prediction of OIP impact on domestic networking will be from 1.802, slightly less than "Little" to 1.852, still within the same level of impact (Table 32).

The other four input variables of institutional commitment that had impact on some of the process variables were OIP immediate supervisor perception of OIP; to whom the OIP reports; the number of OIP sub-units; and OIP physical location. The affected process variables were program development in level of importance, policy development in level of importance, representative activities in level of importance, inter/intra institutional research, strategic planning, number of international agreements, and number of student exchange activities with international counterparts, faculty travel funds, and OIP influence on central administration (Table 32).

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Take the influence of the number of OIP sub-units on

the number of international agreement for example, if the

OIP has four sub-units, one would predict the number of

international agreements would increase from 1.179, when

the number of OIP sub-unit is zero, to 6.985, almost six

times the number of agreements with OIPs that have no

sub-units. Another example is the relationship of OIP

physical location to OIP influence on central administration

and the impact of faculty travel funds. In other words, if

an OIP locates within the central administration building, its

influence on central administration and the impact of

faculty travel funds is greater than those OIPs that did not.

For example, OIPs located within central administration

building had a substantial influence on central

administration ($\underline{M}$=4.200) and a substantial influence on

faculty travel funds ($\underline{M}$=4.400), while OIPs located outside

central administration building only had moderate influence

on central administration ($\underline{M}$=3.174) and a moderate

influence on faculty travel funds ($\underline{M}$=3.363) (Table 32). Both

are significant at the 0.05 level. However, since only a

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small number of OIPs (five or 14.7%) were located within
the central administration building, there existed a
possibility of chance which could affect the interpretation
of the statistical results.

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Table 32

Relationships of Input Variables to Process Variables

Input Variable	P.C. #	n	Relationships of Input Variables to Process Variables			
			Constant	Coefficient	t	R-Square
# of OIP Staff	(9)	20	1.811	0.043	2.11	0.198
	(23)	27	2.830	0.025	2.02	0.140
	(25)	26	2.851	0.031	2.68	0.230
OIP Budget 92	(10)	15	1.708	0.000	2.15	0.262
	(24)	21	1.802	0.000	3.28	0.361
OIP Budget Mean 90-92	(9)	17	1.738	0.000	2.22	0.248
	(17)	26	2.837	0.000	2.31	0.181
	(24)	25	1.876	0.000	3.43	0.338
	(29)	22	1.973	0.000	2.00	0.167
% OIP Budget from State 92	(8)	19	1.584	0.028	2.19	0.221
	(21)	23	3.222	-0.011	-2.09	0.172
	(24)	24	3.078	-0.014	-2.31	0.196
Mean % OIP Budget from State	(8)	19	1.567	0.028	2.21	0.223
	(21)	23	3.227	-0.010	-2.12	0.176
	(30)	21	3.211	-0.012	-2.04	0.180
% OIP Budget to Curri. 92	(12)	22	2.862	0.034	3.17	0.334
	(16)	24	2.616	0.059	2.86	0.270
	(19)	23	3.059	0.028	2.30	0.201
	(20)	23	3.027	0.035	2.62	0.246
Mean % OIP Budget to Curri. 90-92	(12)	22	2.886	0.035	3.15	0.332
	(16)	24	2.614	0.066	3.13	0.308
	(19)	23	3.086	0.028	2.20	0.187
	(20)	23	3.063	0.035	2.48	0.227
% OIP Executive Time to Curr.	(12)	26	2.842	0.028	3.21	0.301
	(16)	28	2.577	0.045	2.53	0.198
	(19)	26	3.174	0.023	2.15	0.161
	(26)	25	2.973	0.027	2.14	0.166
% OIP Staff Time to Curri.	(12)	24	2.847	0.031	3.77	0.393
	(19)	24	3.180	0.026	2.42	0.211

(Continued)

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Relationships of Input Variables to Process Variables

Input Variable	P.C. #	n	Relationships of Input Variables to Process Variables			
			Constant	Coefficient	t	R-Square
Mean % OIP Time to Curri.	(12)	26	2.778	0.032	3.69	0.362
	(16)	28	2.600	0.043	2.31	0.170
	(19)	26	3.128	0.026	2.42	0.196
Immediate Supervisor Perception of OIP	(1)	31	5.078	-0.506	-1.98	0.119
	(4)	30	4.386	-0.574	-2.55	0.188
	(5)	27	4.484	-1.105	-2.66	0.220
	(23)	27	4.492	-0.619	-2.58	0.210
	(27)	28	4.497	-0.660	-2.55	0.120
OIP Report to	(19)	28	4.7	-0.730	-3.07	0.266
# OIP Subunit	(7)	22	1.797	1.297	3.08	0.322
	(9)	17	-1.5	2.109	2.66	0.321
#OIP Professional Staff	(9)	20	1.698	0.096	2.61	0.275
	(11)	29	3.376	0.041	2.16	0.148
	(16)	31	2.524	0.080	2.09	0.130
	(20)	29	3.109	0.054	2.26	0.160
	(23)	27	2.820	0.047	2.06	0.145
	(25)	26	2.864	0.055	2.54	0.212
#OIP Support Staff	(8)	22	2.453	0.139	2.20	0.194
	(25)	27	2.921	0.067	2.38	0.185

Input Variable	P.C. #	1*		2*		t	d
		n	M	n	M		
OIP Location	(12)	5	4.200	23	3.174	2.075	1.026
	(19)	5	4.400	22	3.363	2.040	1.012

*1=Within Central Administration Building; 2=Not; $p < 0,05$

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7. The degree of impact of input on output

The number of statistically significant relationships of input to output is not as great as for the number of statistically significant relationships of input to process. The input variables that had impact on output variables were OIP executive international work experience, number of OIP staff, mean percent of OIP budget allocation to the internationalization of curriculum, OIP executive title, number of OIP sub-units, and the number of OIP professional staff. The affected output variables were the number of internationalized courses including area studies in the past three years by the number of years of OIP executive international work experience; the number of internationalized majors in the past three years by OIP executive title; the number of internationalized minors in the past three years and the number of internationalized electives in the past three years by the number of OIP sub-unit (Table 33).

The coefficient for the OIP executive's years of international work experience in the prediction of the

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number of internationalized courses is 0.814 which indicates that the more years of international work experience an OIP executive has, the greater the value assigned to the number of internationalized courses. The variance accounted for is 0.316 which means that 0.684 is to be accounted for by other factors. The average number of internationalized courses is 10.316 (Table 33).

The number of OIP staff also contributes to the number of internationalized courses. The coefficient for the number of OIP staff in the prediction of the number of internationalized courses is 0.278 which indicates that the more staff an OIP has, the more internationalized courses there will be. The variance accounted for is 0.190 which means 0.810 is to be counted for other factors. If an OIP has a staff of eleven, the prediction of the number of internationalized courses would be 8.382. The average number of internationalized courses is 9.85 with a standard deviation of 12.223 which indicates that the distribution is extremely skewed to the right.

Compared to years of international work experience

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and the number of OIP staff, the mean percent of OIP budget allocation to the internationalization of curriculum contributes the most to the number of internationalized courses. The coefficient for the mean percent of OIP budget allocation in the prediction of the number of internationalized courses is 0.374 which indicates that the more OIP allocates its budget to the internationalization of curriculum, the more courses would be internationalized. The variance accounted for is 0.328. If the OIP allocates 35% of its budget to the internationalization of curriculum, the predicted number of internationalized courses would be 17.398. The average number of internationalized coursed under this condition is 8.875.

Another example is the relationship of the number of OIP sub-units to the number of internationalized majors and the number of OIP's most significant curriculum activities. The coefficient for the number of OIP sub-units in the prediction of the number of internationalized majors is 1.894 and in the prediction for the number of OIP significant curriculum activities is 2.214 which indicate

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that the increase of the OIP staff members would increase

the number of internationalized majors and the number of

OIP curriculum actiuities. The uariance for the former is

0.377 and the uariance for the latter is 0.227 (Table 33).

For example, if an OIP has a staff of twelue, the predicted

number of internationalized majors is 12.964 and the

predicted number of OIP curriculum actiuities is 25.211.

The auerage number of internationalized majors is 2.647

and the auerage number of OIP significant curriculum

actiuities is 2.941 (Table 33).

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Table 33
Relationships of Input Variables to Output Variables

Input Variable	O.C. #	n	Constant	Coefficient	t	R-Square
Relationships of Input Variables to Output Variables						
OIP Executive Int'l Work Experience	(1)	19	-1.727	0.814	2.89	0.316
# of OIP Staff	(1)	20	5.324	0.278	2.06	0.190
Mean % OIP Budget to Curr.	(1)	16	5.253	0.374	2.61	0.328
OIP Exe. Title	(2)	19	-0.626	1.885	3.94	0.477
#OIP Sub-Unit	(3)	17	-1.364	1.894	3.01	0.377
	(5)	17	-1.357	2.214	2.10	0.227
#OIP Prof. Staff	(1)	20	4.470	0.631	2.65	0.280

Note: O.C.# is the Output Variable Code Number. $p < 0.05$

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8. The Degree of Impact of Process on Output

The process variables that exerted impact on output were program coordination, the number of agreements with international counterparts, the number of student exchange activities with international counterparts, OIP newsletter, and international seminars. The influenced output variables were the number of OIP's most significant curriculum activities during the last twelve months by program coordination and the number of student exchange activities with international counterparts; the number of internationalized electives in the past three years by the number of agreements with international counterparts and OIP newsletters (negatively); the number of required internationalized courses in the past three years by international seminars; and the number of internationalized minors in the past three years by OIP newsletters (Table 34).

The coefficient for program coordination in the prediction of the number of OIP curriculum activities is 0.427 which indicates the higher the level of importance of

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program coordination, the greater the value assigned to the number of OIP curriculum activities. The variance accounted for is 0.380 which means that 0.620 is to be accounted for by other factors. If the level of importance equals 2 (Relatively not Important), the predicted number of curriculum activities is 1.456 and if the level of importance is increased to 4 (Very Important), then the predicted number of curriculum activities is 2.31. The average number of OIP curriculum activities is 2.348 (Table 34).

The coefficient for the number of agreements in the prediction of the number of internationalized electives is 0.953 which means that the increased number of international agreements will be accompanied by the increased number of internationalized electives. The variance accounted for is 0.223 which means that 0.777 is to be accounted for by other factors (Table 32). For example, if an institution has thirty international agreements, the predicted number of internationalized electives is 27.851.

However, the OIP newsletter had a negative impact on the number of internationalized electives. The coefficient for the OIP newsletter in the prediction of the number of internationalized electives is -2.322 which indicates that the higher the level of influence of OIP newsletter, the less number of electives is internationalized. The variance accounted for is 0.398 (Table 34). For instance, if the level of influence of OIP newsletter is 5 which means "Great," then the predicted number of electives is -3.862. On the other hand, if the level of influence equals 2 which means "Little," the predicted number of internationalized electives is 3.104. OIP newsletter had the same negative affect on the number of internationalized minors, too (Table 34).

International seminars had a strong influence on the number of required internationalized courses. The coefficient for the international seminars in the prediction of the number of required internationalized courses is 0.677 which indicates that the increased level of influence of international seminars would be accompanied by the

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increased number of required internationalized courses.

The variance accounted for is 0.265. For instance, if the

level of impact of international seminars is 2 which means

"Little," the predicted number of required internationalized

courses is 0.275, almost nothing. However, if the level of

impact of international seminars is increased to 5 which

means "Great," then the prediction of the number of

required internationalized courses is increased from

nothing to 2.306.

Table 34
Relationships of Process Variables to Output Variables

Process Variable	O.C. #	n	Relationships of Input Variables to Output Variables			
			Constant	Coefficient	t	R-Square
Program Coordination	(6)	23	0.602	0.427	3.59	0.380
# Agreements with Int'l Counter parts	(5)	17	-0.739	0.953	2.08	0.223
# Student Exchange Activities by Agreements with Int'l Counterparts	(6)	17	1.692	0.272	2.41	0.280
OIP Newsletter	(3)	17	6.211	-1.684	-2.41	0.279
	(5)	16	7.748	-2.322	-3.04	0.398
Int'l Seminars	(4)	19	-1.079	0.677	2.47	0.265

$P < 0,05$

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9. Follow-Up Interviews

Follow-up telephone interviews were conducted to confirm the major findings of the study and to identify additional internationalization factors that were not included in this study. Interviewees were selected among the 34 responding OIP executives, representing OIPs of different staff and budget sizes, institutional student enrollments, etc. Five OIP executives participated in the interview.

All the OIP executives interviewed agreed that OIP human input, economic input, and institutional commitment are the three most important factors that determined the level of success of the internationalization of curriculum. As one of the interviewees said, "I agree with the major findings a hundred percent. They accurately described the status of my institution." He particularly emphasized the importance of institutional support. "Institutional support is crucial in getting a lot of work done in the internationalization of curriculum."

Of the three factors, all the interviewed OIP

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executiues considered OIP's economic capacity as one of the most important factors in the internationalization process. One said that OIP "Resource support is certainly the key issue." Another said, "If I haue sufficient money, I can simply buy faculty's time to deuelop international courses." In addition, a couple of OIP executiues looked at the OIP economic capacity from a different perspectiue. One considered "internationalizing the curriculum as part of faculty's responsibility. Faculty should not be paid extra for doing what they are supposed to do." Both agreed that OIP should use its financial resources to facilitate and support faculty efforts in internationalizing the curriculum through prouiding a proportion of faculty international trauel expenses, research projects, etc.

All the interuiewees recognized and confirmed that faculty inuoluement is uery important in the success of internationalization process. They emphasized the fact that OIP program actiuities -- OIP newsletters, faculty grants, international seminars, international linkages, inter/intra institutional research, domestic institutional

networking, faculty development workshops/seminars, etc. -- were necessary and each activity was an integral part of the whole internationalization process. For example, one OIP executive said the OIP "... newsletter has been used as a promotional tool to showcase curriculum development efforts and the international research projects generate faculty interest in internationalizing the curriculum." Another example given was the incentive strategies OIP used to enhance faculty interest in the internationalization of curriculum. In one institution, faculty receiving curriculum development incentive grants are required to teach internationalized courses within three years.

Comments on some internationalization factors covered by this study were elicited from the interviews. One of them was the OIP incentive strategy, "including international activities in faculty promotion and tenure policy." The result of the study showed that it was the OIP's least used/practiced strategy. However, one OIP executive commented, "if the same set of incentive

strategies was presented to faculty and asked them to tell which should be more important, they would most likely choose 'included in promotion and tenure policy.'" Another comment was on the impact of OIP physical location. One OIP executive said her office was not in the central administration building, but it was centrally located on campus. Since OIP was part of the central administration, physical location should have no impact on OIP's ability to function.

Personality was recognized as an important factor that this study did not cover. As one interviewee said, personal influence is one of the three power sources (position power, political power, and personal power) and it determines one's leadership styles. Leaders who possess such quality act friendly and considerate, showing concern for the needs and feelings of others, demonstrate trust and respect, and treating people fairly. The OIP executive stated it is important that a leader possesses a personality that is agreeable to most of his or her associates and colleagues through whom most of the jobs

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are done and tasks are accomplished.

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CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Statement of the Problem

To determine the degree of impact of centralized Offices of International Programs (OIP) on the internationalization of curriculum in the United States Land Grant colleges and universities.

B. Research Procedures

In order to determine the degree of impact of centralized office of international programs on the internationalization of curriculum, a survey instrument was developed. It was designed to include four sections. Section One involved the collection of OIP's input and background data to objectively identify the degree of commitment in terms of OIP's mission statement, human input and economic input as well as the major background

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characteristics of both OIP and OIP executives. Section

Two and Section Three were designed to obtain process

data to identify the degree of OIP's actual involvement in

the process of internationalization of curriculum through

programs, projects, activities, strategies, participants, etc.

and the internationalization of curriculum through

objective data collection. Section Four of the survey

instrument was a request for OIP documents. They were

OIP Mission Statement, OIP's Annual Report, OIP Strategic

Planning Proposal, and OIP executive's Position Description.

The population of this study was the executive

officers of centralized Offices of International Programs of

all the Land Grant institutions in the United States. After a

brief and comprehensive telephone interview, there were

55 Offices of International Programs that were self

identified as centralized offices of international program

that had institution-wide responsibilities for international

programs.

Since the internationalization of curriculum is a long

process and it takes a lot of factors to realize, the study

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considered the series of inputs, processes, and outputs as chain actions. The unique feature of these chain actions was that "inputs" would have impacts on both "processes" and "outputs." In other words, "inputs" were independent variables to both "processes" and "outputs" while "processes" were independent variables to "Outputs." "Inputs" included institutional commitments and OIP commitments. The dependent variables, based on this chain concept, included first the "processes" as results of the "inputs" and second the "outputs" identified as goals (mission), number of area studies majors and minors, number of required and elect courses for area studies majors and minors, the number of courses with international dimensions as results of both direct and indirect OIP influence, and the most significant OIP curriculum activities launched in the past twelve months, as results of both "inputs" and "processes."

In order to best accomplish the stated purpose, the study was divided into two stages. The first stage was a mail survey which was the major part of the entire

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research. The second stage was the in-depth interview of selected OIP executives from the surveyed offices of international programs.

The questions in the survey instrument were developed based on the general assumptions from the literature review. The survey instrument included four sections. Section One involved the collection of OIP's input and institutional background data to objectively identify the degree of commitment in terms of OIP's mission statement, human input and economic input as well as the major background characteristics of both OIP and OIP executives. Section Two was designed to obtain process data to identify the degree of OIP's actual involvement in the process of internationalization of curriculum through programs/activities, projects, strategies, participants, etc. Section Three addressed the internationalization of curriculum through listing the actual number of internationalized courses, majors, and/or minors with OIP's involvement; and the three major OIP curriculum activities in the past twelve months. Section Four included

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a request for OIP documents. They were OIP Mission Statement, OIP's Annual Report, OIP Strategic Planning Proposal, and OIP executive's Position Description.

Telephone calls were made to all the 67 land grant institutions that are listed in <u>Public Colleges and Universities</u> by Ohles' published in 1986. Fifty-five or 82% of the land grant institutions were identified as having centralized offices of international programs. The revised questionnaires were mailed, in the spring of 1992, to the 55 OIP executives who self-identified their offices as centralized OIPs with institution-wide responsibilities for international programs and activities.

The second stage involved in-depth interviews of selected OIPs. The purpose of the interviews was to identify other factors which were not included in the survey instrument. Interview questions were formed based on questions raised by the findings.

C. Research Questions and Answers

1. To What Extent Does Human Input -- Number of Professional Staff; Number of Support Staff; Professional background -- Have an Impact on the Internationalization of Curriculum?

The number of OIP staff including the number of OIP professional staff and the OIP executive international work experience had a statistically significant impact on the number of internationalized courses including area studies. In other words, the number of internationalized courses including area studies will increase with the increased number of OIP professional staff and the increased international work experience of OIP executives.

2. To What Extent Does Economic Input -- OIP's General Budget Size and OIP's Allocation of Financial Resources to Curriculum -- Have an Impact on the Internationalization of Curriculum?

The OIP's general budget size did not have any significant impact on the internationalization of

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curriculum. However, the mean percent of OIP budget

allocation to the internationalization of curriculum in the

fiscal years of 1990, 1991, and 1992 did have a statistically

significant impact on the number of internationalized

courses including area studies. That means if an OIP

increases the percentage of its budget allocation to the

internationalization of curriculum, the number of

internationalized courses and area studies will increase.

3. To What Extent Does Institutional Commitment -- OIP's Hierarchial Location: OIP's Physical Location: OIP Executive's Authority/Responsibilities; and Resource Allocation to OIP--Have an Impact on the Internationalization of Curriculum?

OIP's hierarchial location (the OIP executive's title)

did have a statistically significant impact on the number of

internationalized majors. As Table 11 indicates, twenty-six

of thirty-four OIP executives had a title of "Director" and

the rest of the OIP executives had titles that were higher

than "Director." Four OIP executives had a title of

"Assistant Vice President," three had a title of "Associate

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Uice President," and one had a title of "Uice President."
Institutions with OIP executives who had a title higher
than "Director" internationalized more majors than those
institutions with OIP executives who had a "Director" title.

The OIP's physical location had no direct impact on the
internationalization of curriculum. That is, there was no
statistically significant difference in the
internationalization of curriculum between OIPs located
outside the central administration building and OIPs located
within the central administration building.

The OIP executive's authority/responsibilities (the
number of OIP sub-units) did have a statistically significant
impact on the number of internationalized minors. That
means the more sub-units an OIP has, the more minors that
will be internationalized. The OIP executive's other
responsibilities including program development,
coordination, implementation, policy development, hosting
international guests had no direct impact on the
internationalization of curriculum.

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Institutional resource allocation to OIP did not have a direct impact on the internationalization of curriculum.

4. To What Extent Do Related Program Activities Have an Impact on the Internationalization of Curriculum?

Program coordination had a significant impact on the number of OIP's most significant curriculum activities during the last twelve months. In other words, the higher the level of importance an OIP ranks program coordination, the more curriculum activities the OIP will conduct.

The number of agreements with international counterparts had a significant impact on the number of internationalized electives in the past three years. That is, the more agreements an OIP has reached with international counterparts, the more electives will be internationalized. So did the number of student exchange activities in agreements with international counterparts which had a significant impact on the number of OIP's most significant curriculum activities during the last twelve months.

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International seminars had a statistically significant impact on the number of required internationalized courses in the past three years. That is, the higher an OIP rated the international seminars, the more required courses will be internationalized.

Other program activities, program development, program implementation, policy development, representative activities, advocate for international activities, etc. had no direct statistically significant impact on the internationalization of curriculum.

OIP newsletters showed statistically significant but negative impact on the number of internationalized minors in the past three years which could literally interpreted that the higher the degree of impact that an OIP regards the OIP newsletters, the lower the number of minors that will be internationalized. However, among all the OIP activities, newsletters was rated as having the least impact on the internationalization of curriculum by the responding OIP executives. That means OIP newsletters, at worst, could have little or no impact on the

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internationalization of curriculum, for a logic

interpretation.

5. To What Extent Do Related Research Projects Have an Impact on the Internationalization of Curriculum?

Research projects showed no direct impact on the internationalization of curriculum.

6. To What Extent Do OIP's Internal and External Linkages Have an Impact on the Internationalization of Curriculum?

International linkages in terms of number of agreements with international counterparts had a positive direct impact on the number of internationalized electives. However, domestic institutional networking had no direct impact on the internationalization of curriculum.

7. To What Extent Do Incentive/Reward and Other Strategies OIP Used to Promote Faculty Interest in the Internationalization of Curriculum Have an Impact on the Internationalization of Curriculum?

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The number of incentive strategies showed no direct
impact on the internationalization of curriculum.

8. To What Extent Does Human Input -- Number of Professional Staff; Number of Support Staff; Professional Background -- Have an Impact on Process?

The number of OIP professional staff had a significant
impact on the number of student exchange activities with
international counterparts, OIP influence on faculty, the
number of incentive strategies OIP used to promote faculty
interest in the internationalization of curriculum, faculty
grants, inter/intra institutional research, and
consulting/coordinating/assisting individual projects. In
other words, the number of student exchange activities
with international counterparts, the degree of OIP
influence on faculty, the number of incentive strategies
OIP used to promote faculty interest in the
internationalization of curriculum, and the degree of
impact of faculty grants, inter/intra institutional research,
and consulting/coordinating/assisting individual projects

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on the internationalization of curriculum will be increased

if the number of OIP professional staff increases.

The number of OIP support staff had a particularly

significant impact on the number of disciplines covered by

agreements with international counterparts and

consulting/coordinating/assisting individual projects. That

is, the more support staff an OIP has, the more disciplines

can be internationalized and the more individual projects

an OIP can coordinate, assist, and provide consultant

services.

The total number of OIP staff had a significant impact

on the number of student exchange activities with

international counterparts, inter/intra institutional

research, and consulting/coordinating/assisting individual

projects. In general, the larger the OIP staff is, the more

student exchange activities with international

counterparts will take place and the more individual

projects an OIP can coordinate, assist, and provide

consultant services.

The professional background of OIP executives had no

impact on processes. This is the case probably because the great majority of OIP executives had terminal degrees, had a tenured track professorial rank, and had a lot of international work experience.

9. To What Extent Does Economic Input -- OIP's General Budget Size and OIP's Budget Allocation to Curriculum -- Have an Impact on Process?

OIP budget size in 1992 had a significant impact on the number of faculty exchange activities by agreements with international counterparts and domestic institutional networking. That is, the larger the OIP budget size is, the more faculty exchange activities with international counterparts will take place, and the higher the degree of impact that domestic institutional networking will have on the internationalization of curriculum.

OIP budget mean of fiscal years of 1990, 1991, and 1992 had a significant impact on the number of student exchange activities with international counterparts, the twelve recognized OIP activities (See Table 19 note for the list of activities), domestic institutional networking, and

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instructional actiuities. The number of student exchange actiuities with international counterparts, the degree of impact of OIP actiuities, especially the degree of impact of domestic institutional networking and instructional actiuities will be increased with the increased size of OIP budget size.

The widely receiued concept of "time is money" is strongly reflected in the high degree of impact of the amount of time that OIP spent on the internationalization of curriculum. The percent of OIP professional staff time spent on the internationalization of curriculum had a significant impact on OIP influence on central administration and faculty trauel funds. That is, the degree of OIP influence on central administration and the degree of impact of faculty trauel funds on the internationalization of curriculum will be increased with the increased amount of time OIP professional staff spend on the internationalization of curriculum.

The mean percent of OIP staff time spent on the internationalization of curriculum had a significant impact

on OIP influence on central administration, the number of incentive strategies OIP used to promote faculty interest in the internationalization of curriculum, and the impact of faculty travel funds. That means, with the increased amount of time OIP, in general, spends on the internationalization of curriculum, the degree of OIP influence on central administration, the number of incentive strategies, and the degree of impact of faculty travel funds on the internationalization of curriculum will be increased.

OIP budget allocation to the internationalization of curriculum did not have direct impact on processes.

19. To What Extent Does Institutional Commitment -- OIP's Hierarchial Location; OIP's Physical Location; OIP Executive's Authority/Responsibilities; and Resources Allocation -- Have an Impact on Process?

The OIP's hierarchical location in terms of its report mechanism had a significant impact on faculty travel funds. In fact, faculty travel funds had a substantial impact on the internationalization of curriculum without

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the influence of any other factors. However, it will have greater degree of impact on the internationalization of curriculum if OIP reports to a higher official.

The OIP's physical location had a significant impact on OIP influence on central administration and faculty travel funds. If an OIP is located within central administration building, its degree of influence on faculty will be higher than OIPs located outside the central administration building.

The OIP executive's authority/responsibilities in terms of its number of sub-units had a significant impact on the number of international agreements and the number of student exchange activities covered by agreements with international counterparts. The more sub-units an OIP has under it, the more international agreements that can be reached and the more student exchange activities with international counterparts can be achieved.

Institutional resources allocation or the percent of OIP budget from state of 1992 had a significant impact on the number of disciplines covered by agreements with

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international counterparts, international seminars, and domestic institutional networking. That means, the more an institution allocates its budget to OIP, the more disciplines can be internationalized, and the higher the degree of impact of international seminars and domestic institutional networking will have on the internationalization of curriculum.

OIP immediate supervisor perception of OIP had a significant impact on the level of importance of program development, policy development, and representative activities; inter/intra institutional research; and strategic planning. That is, the more important the immediate supervisor regards OIP, the more important the OIP will rate program development, policy development and representative activities; the higher degree of impact the inter/intra institutional research and strategic planning will have on the internationalization of curriculum.

Summary

Centralized offices of international programs in the Land Grant colleges and universities had a substantial

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degree of impact on the internationalization of curriculum. Answers to seven and a half of the ten research questions showed a statistically significant and positive impact on some of the crucial factors directly related to the internationalization of curriculum. For instance, OIP staff size, the major OIP human input variable, and OIP budget allocation to the internationalization of curriculum, the major OIP economic input, had great impact on the number of courses that were internationalized and the number of area studies that were created.

Two questions did not have variables that were statistically significant to the internationalization of curriculum. However, they did have indirect impact on the internationalization of curriculum. For example, the number of research projects related to the internationalization of curriculum were greatly affected by the OIP staff size. OIP domestic networking was greatly affected by OIP budget size and the number of incentives OIP used was greatly affected by OIP time allocation to the internationalization of curriculum.

In summary, OIP human input and OIP economic input are crucial factors in the degree of success of the internationalization of curriculum.

D. Implications and Conclusions

1. Implications

The centralized offices of international programs are charged with the mission of internationalizing teaching, research, and service on an institution-wide scale so that higher education institutions will produce competent graduates who will be able to function in a global context. The internationalization of curriculum is one of the crucial parts in meeting this ultimate goal of producing competent graduates and it can not be separated from other international programs and activities. That means the internationalization of curriculum won't happen unless OIPs do a good job in initiating, coordinating, planning, developing, implementing, and financing related international programs and activities on an overall basis.

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a. Dual role. Leadership and action is the dual role

that OIPs have to play well in realizing the mission of

internationalizing the curriculum. The leadership role falls

on the shoulders of OIP executives and the role of doing

the job mainly falls on the shoulders of OIP staff members,

both professional and support staff members.

The job descriptions of most OIP executives obtained

from the responding OIPs indicated the requirement of a

strong leadership capability in institution-wide

internationalization. This leadership capability is reflected

in OIP executives' job descriptions. For instance, most OIP

executives' job descriptions specified that they should

actively participate in the institution-level decision making

that will affect the internationalization of teaching,

research, and public service. In fact, the overall leadership

capability of OIP executives lies in providing the

institutional community with easy access to human

resources and financial resources for internationalizing the

curriculum, presenting opportunities for international

research and study abroad, informing the institutional

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community of international trends, and recommending new policies and procedures that will promote the internationalization of curriculum.

The other role is the actions initiated and taken under the leadership of OIP executives. The actions are the institution-wide international programs coordination, development, planning, and implementation toward the stated OIP goals and objectives. Leadership and action need each other.

Specifically, the implications can be classified into two categories. One is OIP's financial base and the other is OIP's creativity.

b. Financial base. In order for OIPs to accomplish the tremendous amount of work for which they are responsible, the number one need is a sufficient financial base. Without this, OIPs won't be able to hire enough professional staff and support staff to do the work. As the study shows, those OIPs that had a bigger staff size and a bigger budget size accomplished more than those OIPs that had a smaller staff size and a smaller budget size. Most of

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the annual reports obtained from nineteen OIPs indicated that professional staff had done a good job in identifying and facilitating faculty and student international interest in the areas of study abroad, international curriculum development, faculty teaching and research overseas, international research on campus, inter-institutional affiliations, and campus and community oriented intercultural programming.

Sufficient financial resources will also enable OIPs to take initiatives that will enhance the internationalization of curriculum. For instance, OIPs can set up faculty and student international grants, provide international travel related to international research, teaching, etc.

A solid financial base will create a healthy operation circle for OIPs. OIP executives will have sufficient energy and time to provide effective leadership in all of its functional areas. Otherwise, they would spend their time micro-managing international programs and engaging in a sea of routine activities. They won't have time for their most important role of providing direction and leadership.

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Effective leadership, in turn, will stimulate high performance of all the OIP staff members and other related people and units.

c. Creative efficiency. Creative efficiency is the other major implication of the findings. Here creative efficiency means to get the most work done creatively with the least resources. Higher education institutions are facing serious financial constraints. Since most OIPs are loosely coupled with academic units on campus, they are more likely to be the first to suffer financial cutbacks. To get the job done and done well, under this circumstance, will be the number one criterion to measure the degree of success in the internationalization process.

Making full use of the existing human resources available on campus is one way of accomplishing at least part of OIP's goals and objectives. In fact, some OIPs had a great deal of work related to internationalizing the curriculum done through different committees headed by individual faculty members with sufficient international experience and interest. Institutional networking is

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another way to get some of the OIP work done. OIPs can set up internationalization committees at the college level or departmental level with an associate dean or an assistant dean in charge. There exists a lot of other possibilities. For instance, graduate assistants could be hired instead of staff.

2. Conclusions

a. Input.

• Human input. Human input is a decisive factor in the degree of success of internationalizing the curriculum. The amount of OIP human input, in terms of the number of professional staff and support staff, depends on the size of institutions. In general, institutions with small student enrollment tend to have smaller size OIPs and vice versa. However, there are more professional and support staff members in some medium size institutions than there are in large institutions.

Most OIP executives had a tenured professional rank and had a strong background in the field of international education. Male caucasians dominate the OIP executive

positions. A great number of OIP executives have been in their current position for only a short period of time but have many years of similar international work experience which indicates a great mobility within the field.

• Economic Input. 1) OIP budget size. OIP budget size differed greatly among the responding OIPs and so did the percentage of OIP budget from federal and state appropriation sources. In general, OIP budget size depends on the institutional size in terms of number of students. It is especially the case for institutions with 30,000 or more student enrollment and institution with 20,000 or less student enrollment. 2) OIP budget allocation to the internationalization of curriculum. OIP budget allocation to the internationalization of curriculum is another important factor in the degree of success in the internationalization of curriculum. Three OIPs with the shortest lengths of operation allocated the most money. However, nine or 35.5% of the OIPs did not allocate any money to the internationalization of curriculum.

• Institutional Commitment. 1) Institutional budget

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allocation to OIP. Institutional budgetary allocation to OIP

indicates the level of institutional support to the

internationalization of curriculum. The study showed that

institutional budgetary commitments to OIP varied greatly.

However, more than half the responding OIPs got most of

their fiscal support from grants and contracts. Several

institutions were financed exclusively by grants and

contracts. According to the interview data on OIP annual

reports and strategic planning, this tends to have OIP

seeking dollars rather than engaging in programs and

activities that promote the internationalization of

curriculum. Additionally, OIPs that depend mostly on

grants and contracts won't be able to set up their own

priorities in the internationalization of curriculum and have

to look for external funding to keep the operation. 2)

Perception of OIP's importance. Institutional commitment

to international programs goes beyond its financial

support. Most OIP executives rated their immediate

supervisors' perception of their offices as "Important"

though some of them got most of their financial support

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from external sources. Six OIP executives rated their immediate supervisors' perception as low as "Acceptable," or "Ignore." The reason for the low rating is not based on the amount of institutional financial commitment to OIP, according to the findings. OIPs that gave the low rating received most of their budget from the institution. One of them had 100% of its budget from the institution.

• OIP authority and responsibilities. 1) OIP location. Structurally, most OIPs are close to institutional central administration and able to exert direct influence. They report to top level administrators, including president, academic vice president, or assistant vice president. The small number of OIPs that are located within the central administration building do have a higher degree of influence on central administration than those that are not. 2) OIP executive title. The majority of OIP executives have the title of "Director." A few have a title of "Assistant Vice President/Provost," or even "Associate Vice President/Provost." OIP executives who have a title higher than "Director" can exert greater and direct impact

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on the internationalization of curriculum. 3) OIP sub-units.

OIPs generally have two to three sub-units reporting to

them that include study abroad, international students,

and area studies in some cases. The study shows that the

more sub-units an OIP has under its umbrella, a better job

it will do in the internationalization of curriculum. 4) OIP

program responsibilities. There are only small differences

between the level of importance of OIP program

responsibilities rated by the OIP executives, including

program development, program coordination, program

implementation, policy development, international program

advocacy, and representative activities. However,

program coordination is the most important OIP function

which implies that the relationship between OIP and other

academic units within the institution is horizontal rather

than vertical.

b. Process.

• Impact of OIP program activities. The most

practiced OIP program activities and their degree of impact

on the internationalization of curriculum were, in rank

order, from high to low: 1) international linkages; 2) faculty grants; 3) faculty travel funds, and strategic planning; 4) consulting, coordinating, and assisting with individual projects; 5) inter/intra institutional research; 6) grant writing/fund raising; 7) international seminar; 8) conferences; 9) faculty development workshop/seminar; 10) instructional activities; 11) domestic institutional networking; and 12) OIP newsletter with international dimension.

• International linkages. Most OIPs built international linkages in the form of agreements with their international counterparts. Academically, most agreements were in the areas of science and technology and with low-income and low-middle-income countries. Most of the agreements with upper-middle and high-income countries were in the areas of humanities.

The highest number of agreements were reached with European countries and the next to the highest were with Asian countries. The top three countries that OIPs had the highest number of agreements with, in rank order, were:

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the People's Republic of China, the United Kingdom, and the former Soviet Union.

As the findings of the study show, international linkages with international counterparts have played an important role in the internationalization of curriculum. Such agreements provide international opportunities to faculty and students who are the major force in the internationalization efforts. Teaching and conducting research as well as studying in an international context are an eye-opening experience and provide cultural enrichment for both faculty and students. For faculty, such exposure and experience cannot only enhance their interest in the internationalization of curriculum but also make it a natural process for them to infuse international dimensions into the courses they teach. For students, such an experience might have a life-long impact on their way of thinking and perceiving things. Most importantly, international linkages provide faculty, students, and other personnel within the institution with an excellent framework for gaining global understanding and

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awareness through faculty and student exchanges and collaborative research.

Comprehensive international linkages have a mix of activities and are naturally multi-track and allow faculty, students, and the community to become involved internationally on campus and in the community. They prove to be not only an effective way to internationalize teaching and research, but also an effective way to internationalize public service, an important Land Grant mission.

* Incentive strategies. Incentive strategies that OIP used most to promote faculty interest in the internationalization of curriculum included, in rank order, from the most practiced to the least practiced: 1) providing funds; 2) participation in OIP decision making process; 3) recognition; and sabbatical leave; 4) release time; 5) including international activities as work load; and 6) including international activities in promotion and tenure policies. Most OIPs employ different strategies to encourage faculty's interest and involvement in

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international programs and activities, but the most common strategy is to provide funds.

<u>c. Output</u>.

- **Internationalization of curriculum.**
Accomplishment in the number of internationalized courses and area studies created for the past three years can be seen in most OIPs as the results of their efforts though the number varied greatly. The major categories of the reported internationalized courses are area studies, different disciplines, international studies, foreign languages, and study abroad. The majority of international majors fall in area studies and international studies. Most of the internationalized courses in different disciplines are electives.

Internationalization of curriculum is a long and complex process and it is not appropriate to assess the degree of success of OIPs just by looking at the absolute number of international area study majors, minor and international courses without considering other factors.

- **OIP significant curriculum activities.** The reported

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significant curriculum activities varied greatly. OIPs were doing different things from different perspectives and with different approaches. However, most activities were directly related to the internationalization of curriculum. They included internationalization of individual courses, creation of new area studies, and faculty involvement. Some of the curriculum activities were in the stage of proposal or planning; some were done through conducting seminars, workshops, or working with faculty and students, etc. Most of the activities were done through serving on committees, distributions of grants, bringing in guest speakers, etc.

In summary, OIPs engaged in multi-track international programs and activities though some of OIPs' major efforts are confined to one or two programs such as study abroad and/or development assistance. Unfortunately, the internationalization of curriculum is not one of the obvious, conscious, and recognized activities in a number of OIPs, especially those charged with only Title XII missions. However, the trend has been toward

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involving a wider campus constituency in the review and decision making process that determines the directions international programs will take in the future. The need is for greater faculty involvement coupled with long-term planning that has the institution behind it.

The scope of internationalized disciplines has expanded from business and foreign languages studies, compared to the findings in the literature and the previous studies, to cover a greater variety of disciplines. The importance of institutional support, faculty and student involvement shown in the literature is reinforced by this study. However, this research included the study of the impact of OIP financial capacity -- economic input -- on the internationalization of curriculum and found it to be one of the most mportant factors in the internationalization of curriculum that previous studies did not cover or intentionally avoided. As the study shows that OIP financial capacity determines the degree of success in the internationalization of curriculum.

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E. Recommendations

1. Recommendation for Further Studies

This research was conducted to study the degree of impact of input on process and output and the degree of impact of process on output. There are many variables under each of the three categories. It would be a significant contribution to the field of international education if the degree of impact or relationships between certain variables are investigated. Following are some of the research topics for further studies:

a. The Relationship Between OIP Human Input and OIP Economic Capacity

b. The Degree of Impact of OIP Executive Authority and Responsibilities on OIP Economic Capacity

c. The Degree of Impact of Faculty Level of Interest in the Internationalization of Curriculum on the Amount of Student Participation in Internationalized Majors and Minors

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d. The Degree of Impact of Faculty Level of Interest in the Internationalization of Curriculum on the Amount of Student Participation in Study Abroad

e. The Impact of International Knowledge and Experience on Graduate's Career Success

f. International Alumni Contribution to the Internationalization of Curriculum of Their Home Institutions

g. The Impact of International Students and Scholars on Internationalizing the Institution

h. How OIPs Internationalize Public/community Services

2. Recommendations for OIPs

a. Find a way to convince or educate institutional presidents and vice presidents that international/intercultural education programs should be an integral part of their institutions. Institutional support is one of the most important factors to accomplish OIP's internationalization goals and objectives. An international-minded president or provost can save OIP troubles and

frustrations in getting the job done. Without the top administration's support it would be very difficult for international programs to flourish on campus.

b. Stimulate, encourage, and enable faculty to do international teaching and research and develop international/intercultural courses through providing funds, consultant services and institutional recognition. Faculty are at the forefront of the internationalization of curriculum. Without their understanding, interest, and involvement, absolutely nothing can be accomplished.

c. International research, teaching, and other activities should be built into faculty promotion and tenure policy. Evaluation or input from OIP executive in this matter should be counted for. Such policy will allow participation from a great number of faculty.

d. Develop on-campus programs for students to enhance their interest in opportunities for study abroad and international activities on campus. Students are the very reason for the internationalization of curriculum. Without their interest and participation, all OIP's

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internationalization efforts mean nothing.

e. Set up study abroad scholarship funds. They would elicit a large amount of student participation, reduce their financial hardship, and validate the institutional commitment to study abroad as a legitimate component of both undergraduate and graduate education.

f. Designate a particular OIP staff to coordinate and advise foreign universities for direct discussions regarding course and curriculum match-ups. Elimination of uncertainty about the transferability of study abroad course credits to meet curriculum requirements which will remove a great cost barrier to participation in study abroad.

g. Create an institution-wide international network or entity. This entity includes those administrators with international responsibilities designated by the deans of each of the colleges and representatives of other administrative units. The entity also includes the chairs of the various area study groups. With OIP in charge, this entity provides a regular campus-wide forum for the

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exchange of information and the discussion of university operating policies and internal and external opportunities that affect international activities and make policy recommendations.

h. Careful evaluations of the various programs and approaches should be planned and accomplished on a regular basis. This will determine OIP priorities and enhance the effectiveness of OIP programs and activities.

i. A systematic and continuous inventory of institutional international capacity, including disciplines, faculty, students, and staff should be maintained. It will provide a base to strengthen the already developed areas and disciplines and enhance the underdeveloped areas and disciplines. This is also a base for collaborative effort in projects with local community and other institutions at home and abroad.

j. Constant effort for external financial support of international programs should be made. Any such successful effort will expand the range of OIP international program experience and capability in addition to the

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security of fund for future growth.

k. OIP's participation in faculty, department chair, college dean, and other related search committees should be mandated by institution search policy. OIP input in such search process will, at least to a certain degree, guarantee that more and more faculty, academic and administrative leaders flow to the institution with international experience and interest.

L. Recognized the importance of employing graduate assistants and undergraduate work-study students as part of OIP staff and new blood for the field. OIP executives should see student involement in OIP as providing hand on teaching/learning opportunities for the students through whom the number of students interested in international programs and activities will be increased.

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Appendix A

Relationship of Environmental Variables to Variables of Input, Process, and Output

Environ. Variables	I.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(1) Institut'l	(1)	0.011; 0.335	(1)	0.013; 0.419	(1)	0.166; 3.586
Size by	(2)	0.112; 3.770	(2)	0.016; 0.469	(2)	0.113; 2.388
Enrollment	(3)	0.010; 0.224	(3)	0.113; 4.154*	(3)	0.138; 2.564
	(4)	0.001; 0.032	(4)	0.050; 1.591	(4)	0.150; 2.991
	(5)	0.047; 1.139	(5)	0.012; 0.341	(5)	0.011; 0.178
	(6)	0.044; 1.066	(6)	0.091; 2.989	(6)	0.017; 0.401
	(7)	0.001; 0.015	(7)	0.125; 3.561		
	(8)	0.001; 0.020	(8)	0.100; 2.219		
	(9)	0.009; 0.244	(9)	0.129; 2.664		
	(10)	0.000; 0.004	(10)	0.066; 1.334		
	(11)	0.003; 0.078	(11)	0.002; 0.060		
	(12)	0.035; 1.050	(12)	0.010; 0.296		
	(13)	0.140; 5.201*	(13)	0.025; 0.708		
	(14)	0.005; 0.157	(14)	0.016; 0.485		
	(15)	0.156; 4.613*	(15)	0.012; 0.362		
	(16)	0.104; 3.372	(16)	0.016; 0.468		
	(17)	0.068; 2.189	(17)	0.001; 0.037		
	(18)	0.029; 0.931				
(2) Yrs. OIP	(1)	0.025; 0.712	(1)	0.006; 0.161	(1)	0.031; 0.545
in Operation	(2)	0.181; 6.170*	(2)	0.044; 1.192	(2)	0.005; 0.078
	(3)	0.102; 2.388	(3)	0.054; 1.419	(3)	0.066; 1.064
	(4)	0.282; 9.808**	(4)	0.007; 0.207	(4)	0.008; 0.135
	(5)	0.113; 2.805	(5)	0.000; 0.000	(5)	0.041; 0.685
	(6)	0.129; 3.266	(6)	0.006; 0.166	(6)	0.099; 2.526
	(7)	0.175; 4.670*	(7)	0.014; 0.363		
	(8)	0.178; 4.754*	(8)	0.004; 0.081		
	(9)	0.037; 0.954	(9)	0.022; 0.403		
	(10)	0.060; 1.466	(10)	0.037; 0.728		
	(11)	0.049; 1.285	(11)	0.056; 1.667		
	(12)	0.080; 2.434	(12)	0.000; 0.000		
	(13)	0.017; 0.492	(13)	0.002; 0.059		
	(14)	0.027; 0.820	(14)	0.006; 0.176		
	(15)	0.002; 0.055	(15)	0.000; 0.006		
	(16)	0.144; 4.557*	(16)	0.073; 2.202		
	(17)	0.126; 4.031*	(17)	0.118; 3.747		
	(18)	0.047; 1.388				(Continued)

	I.C.			P.C.			O.C.		
	#	t	P	#	t	P	#	t	P
(3) Kind of	(1)	0.214;	0.832	(1)	0.584;	0.564	(1)	0.835;	0.415
Institutions	(2)	0.547;	0.589	(2)	1.119;	0.273	(2)	0.780;	0.435
(Historically	(3)	2.094;	0.048*	(3)	0.879;	0.387	(3)	0.715;	0.485
Black vs.	(4)	1.737;	0.094	(4)	1.243;	0.223	(4)	0.883;	0.390
White Inst.)	(5)	0.775;	0.446	(5)	0.478;	0.636	(5)	0.765;	0.456
	(6)	0.747;	0.463	(6)	1.051;	0.302	(6)	0.218;	0.830
	(7)	0.842;	0.409	(7)	0.915;	0.369			
	(8)	0.865;	0.397	(8)	0.012;	0.985			
	(9)	0.716;	0.480	(9)	0.075;	0.941			
	(10)	0.684;	0.501	(10)	0.144;	0.887			
	(11)	0.778;	0.444	(11)	1.210;	0.236			
	(12)	0.213;	0.833	(12)	0.884;	0.384			
	(13)	1.341;	0.190	(13)	0.566;	0.576			
	(14)	2.121;	0.042*	(14)	0.134;	0.895			
	(15)	2.444;	0.022*	(15)	1.436;	0.162			
	(16)	1.105;	0.319	(16)	0.085;	0.933			
	(17)	0.188;	0.852	(17)	2.493;	0.019*			
	(18)	0.319;	0.752						

Note: I.C.#=Input Variable Code; P.C.#=Process Variable Codes;
O.C.#=Output Variable Code; See Appendix D for variable details
*P<0.05; **P<0.001

Appendix B

Relationship of Input Variables to Process and Output Variables

Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(1) Yrs. of OIP (1)		0.041; 1.247	(16)	0.031; 0.897	(1)	0.316; 7.850*
Executive Int'l (2)		0.079; 2.231	(17)	0.025; 0.727	(2)	0.044; 0.730
Work (3)		0.013; 0.318	(18)	0.010; 0.225	(3)	0.032; 0.503
Experience (4)		0.020; 0.562	(19)	0.072; 1.934	(4)	0.014; 0.229
(5)		0.017; 0.424	(20)	0.046; 1.255	(5)	0.002; 0.032
(6)		0.014; 0.404	(21)	0.011; 0.278	(6)	0.001; 0.025
(7)		0.001; 0.013	(22)	0.008; 0.227		
(8)		-1e-19; -0.00	(23)	0.017; 0.406		
(9)		0.001; 0.011	(24)	0.025; 0.680		
(10)		0.031; 0.583	(25)	0.015; 0.353		
(11)		0.002; 0.052	(26)	0.013; 0.334		
(12)		0.066; 1.905	(27)	0.001; 0.035		
(13)		0.067; 2.011	(28)	0.001; 0.035		
(14)		0.053; 1.568	(29)	0.003; 0.069		
(15)		0.008; 0.236	(30)	0.037; 0.890		
(2) OIP Total (1)		0.000; 0.001	(16)	0.111; 3.752	(1)	0.190; 4.234*
Number of (2)		0.102; 3.072	(17)	0.069; 2.160	(2)	0.020; 0.338
Staff (3)		0.000; 0.002	(18)	0.002; 0.052	(3)	0.094; 1.664
(4)		0.054; 1.650	(19)	0.005; 0.124	(4)	0.017; 0.286
(5)		0.013; 0.355	(20)	0.108; 3.267	(5)	0.123; 2.250
(6)		0.014; 0.412	(21)	0.002; 0.061	(6)	0.113; 2.934
(7)		0.044; 1.106	(22)	0.008; 0.226		
(8)		0.114; 2.568	(23)	0.140; 4.074*		
(9)		0.198; 4.443*	(24)	0.052; 1.466		
(10)		0.014; 0.263	(25)	0.230; 7.162**		
(11)		0.044; 1.278	(26)	0.051; 1.396		
(12)		0.022; 0.613	(27)	0.056; 1.534		
(13)		0.001; 0.034	(28)	0.008; 0.215		
(14)		0.017; 0.484	(29)	0.043; 1.089		
(15)		0.088; 2.670	(30)	0.058; 1.466		

(Continued)

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Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(3) OIP 1992	(1)	0.008; 0.171	(16)	0.002; 0.049	(1)	0.154; 2.000
Budget	(2)	0.048; 1.017	(17)	0.199; 4.688*(2)		0.001; 0.008
	(3)	0.074; 1.430	(18)	0.123; 2.240	(3)	0.016; 0.160
	(4)	0.069; 1.549	(19)	0.026; 0.479	(4)	0.033; 0.377
	(5)	0.003; 0.070	(20)	0.025; 0.485	(5)	0.038; 0.393
	(6)	0.094; 2.294	(21)	0.004; 0.066	(6)	0.034; 0.593
	(7)	0.003; 0.052	(22)	0.002; 0.042		
	(8)	0.053; 0.790	(23)	0.041; 0.729		
	(9)	0.184; 2.702	(24)	0.361; 10.741**		
	(10)	0.262; 4.623*(25)		0.009; 0.141		
	(11)	0.009; 0.187	(26)	0.099; 1.978		
	(12)	0.005; 0.110	(27)	0.017; 0.309		
	(13)	0.037; 0.767	(28)	0.024; 0.434		
	(14)	0.103; 2.292	(29)	0.069; 1.177		
	(15)	0.006; 0.117	(30)	0.071; 1.216		
(4) OIP	(1)	0.009; 0.245	(16)	0.014; 0.362	(1)	0.008; 0.126
Mean	(2)	0.058; 1.405	(17)	0.181; 5.313*(2)		0.001; 0.009
Budget	(3)	0.057; 1.326	(18)	0.057; 1.159	(3)	0.001; 0.009
(90-92)	(4)	0.097; 2.675	(19)	0.026; 0.597	(4)	0.029; 0.424
	(5)	0.008; 0.195	(20)	0.005; 0.114	(5)	0.002; 0.032
	(6)	0.049; 1.343	(21)	0.011; 0.252	(6)	0.064; 1.440
	(7)	0.007; 0.156	(22)	0.004; 0.099		
	(8)	0.002; 0.032	(23)	0.113; 2.683		
	(9)	0.248; 4.948*(24)		0.338; 11.758**		
	(10)	0.087; 1.529	(25)	0.075; 1.615		
	(11)	0.006; 0.134	(26)	0.087; 2.010		
	(12)	0.000; 0.006	(27)	0.000; 0.000		
	(13)	0.055; 1.404	(28)	0.005; 0.121		
	(14)	0.063; 1.619	(29)	0.167; 4.000*		
	(15)	0.029; 0.711	(30)	0.085; 1.865		
(5) % of OIP	(1)	0.089; 2.258	(16)	0.051; 1.230	(1)	0.022; 0.358
Budget from	(2)	0.147; 3.458	(17)	0.072; 1.781	(2)	0.023; 0.349
State 1992	(3)	0.005; 0.107	(18)	0.012; 0.226	(3)	0.105; 1.643
	(4)	0.001; 0.020	(19)	0.001; 0.028	(4)	0.074; 1.204
	(5)	0.013; 0.298	(20)	0.001; 0.021	(5)	0.153; 2.530
	(6)	0.002; 0.037	(21)	0.712; 4.362*(6)		0.007; 0.133
	(7)	0.061; 1.233	(22)	0.024; 0.550		
	(8)	0.221; 4.815*(23)		0.015; 0.309		
	(9)	0.075; 1.296	(24)	0.196; 5.357*		(Continued)

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Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
	(10)	0.012; 0.200	(25)	0.016; 0.316		
	(11)	0.069; 1.622	(26)	0.000; 0.002		
	(12)	0.002; 0.037	(27)	0.034; 0.715		
	(13)	0.019; 0.429	(28)	0.028; 0.577		
	(14)	0.001; 0.013	(29)	0.018; 0.351		
	(15)	0.084; 2.023	(30)	0.170; 3.880		
(6) Mean % of OIP Budget from State(90-92)	(1)	0.108; 2.792	(16)	0.045; 1.089	(1)	0.018; 0.299
	(2)	0.158; 3.757	(17)	0.075; 1.852	(2)	0.024; 0.370
	(3)	0.004; 0.089	(18)	0.021; 0.393	(3)	0.084; 0.288
	(4)	0.000; 0.001	(19)	0.003; 0.054	(4)	0.078; 1.277
	(5)	0.019; 0.425	(20)	0.002; 0.046	(5)	0.132; 2.133
	(6)	0.003; 0.072	(21)	0.176; 4.474*	(6)	0.005; 0.090
	(7)	0.069; 1.410	(22)	0.023; 0.525		
	(8)	0.223; 4.889*	(23)	0.018; 0.373		
	(9)	0.070; 1.209	(24)	0.221; 6.234		
	(10)	0.005; 0.083	(25)	0.020; 0.379		
	(11)	0.081; 1.932	(26)	0.001; 0.012		
	(12)	0.002; 0.039	(27)	0.039; 0.816		
	(13)	0.021; 0.475	(28)	0.031; 0.647		
	(14)	0.001; 0.026	(29)	0.014; 0.274		
	(15)	0.080; 1.920	(30)	0.180; 4.169*		
(7) % of OIP Budget Allocated to Curri. 92	(1)	0.000; 0.007	(16)	0.270; 8.155**	(1)	0.206; 3.630
	(2)	0.023; 0.439	(17)	0.001; 0.029	(2)	0.040; 0.577
	(3)	0.051; 0.966	(18)	0.008; 0.160	(3)	0.001; 0.013
	(4)	0.038; 0.835	(19)	0.201; 5.288*	(4)	0.012; 0.167
	(5)	0.131; 3.003	(20)	0.246; 6.845*	(5)	0.001; 0.012
	(6)	0.005; 0.106	(21)	0.073; 1.660	(6)	0.011; 0.205
	(7)	0.056; 1.136	(22)	0.016; 0.352		
	(8)	0.055; 0.925	(23)	0.002; 0.031		
	(9)	0.090; 1.380	(24)	0.000; 0.006		
	(10)	0.004; 0.055	(25)	0.005; 0.090		
	(11)	0.096; 2.230	(26)	0.001; 0.026		
	(12)	0.334; 10.020**	(27)	0.008; 0.169		
	(13)	0.013; 0.284	(28)	0.001; 0.016		
	(14)	0.001; 0.019	(29)	0.009; 0.163		
	(15)	0.024; 0.512	(30)	0.042; 0.858		

(Continued)

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Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(8) Mean %	(1)	0.001; 0.031	(16)	0.308; 9.801*(1)		0.328; 6.826*
of OIP	(2)	0.021; 0.404	(17)	0.001; 0.011 (2)		0.036; 0.524
Budget to	(3)	0.054; 1.024	(18)	0.002; 0.029 (3)		0.009; 0.112
Curri.(90-92)	(4)	0.037; 0.796	(19)	0.187; 4.837*(4)		0.001; 0.082
	(5)	0.123; 2.792	(20)	0.227; 6.158*(5)		0.003; 0.045
	(6)	0.008; 0.176	(21)	0.064; 1.445 (6)		0.020; 0.393
	(7)	0.026; 0.511	(22)	0.024; 0.550		
	(8)	0.024; 0.396	(23)	0.000; 0.001		
	(9)	0.067; 1.008	(24)	0.001; 0.016		
	(10)	0.001; 0.020	(25)	0.001; 0.018		
	(11)	0.106; 2.483	(26)	0.006; 0.115		
	(12)	0.332; 9.934*(27)		0.006; 0.117		
	(13)	0.013; 0.284	(28)	0.001; 0.011		
	(14)	0.000; 0.002	(29)	0.008; 0.159		
	(15)	0.025; 0.546	(30)	0.039; 0.774		
(9) % of OIP	(1)	0.121; 3.593	(16)	0.198; 6.423*(1)		0.098; 1.855
Executive	(2)	0.012; 0.288	(17)	0.051; 1.385 (2)		0.012; 0.201
Time to	(3)	0.034; 0.779	(18)	0.000; 0.001 (3)		0.022; 0.338
Curri. 92	(4)	0.004; 0.104	(19)	0.161; 4.607*(4)		0.005; 0.078
	(5)	0.009; 0.207	(20)	0.083; 2.186 (5)		0.052; 0.828
	(6)	0.004; 0.104	(21)	0.018; 0.450 (6)		0.076; 1.649
	(7)	0.000; 0.001	(22)	0.030; 0.765		
	(8)	0.010; 0.182	(23)	0.071; 1.764		
	(9)	0.056; 1.012	(24)	0.012; 0.314		
	(10)	0.012; 0.213	(25)	0.076; 1.814		
	(11)	0.075; 2.032	(26)	0.166; 4.586*		
	(12)	0.301; 10.323**(27)		0.075; 1.874		
	(13)	0.096; 2.648	(28)	0.110; 2.853		
	(14)	0.011; 0.268	(29)	0.048; 1.114		
	(15)	0.009; 0.229	(30)	0.093; 2.264		

(Continued)

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Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(10) % of OIP	(1)	0.015; 0.357	(16)	0.122; 3.337	(1)	0.063; 1.076
Staff Time to	(2)	0.008; 0.176	(17)	0.048; 1.198	(2)	0.042; 0.662
Curri. 92	(3)	0.040; 0.868	(18)	0.001; 0.011	(3)	0.003; 0.036
	(4)	0.006; 0.144	(19)	0.211; 5.877*	(4)	0.020; 0.311
	(5)	0.034; 0.703	(20)	0.138; 3.520	(5)	0.001; 0.014
	(6)	0.006; 0.144	(21)	0.001; 0.027	(6)	0.070; 1.345
	(7)	0.052; 1.092	(22)	0.033; 0.785		
	(8)	0.049; 0.936	(23)	0.021; 0.457		
	(9)	0.132; 2.430	(24)	0.006; 0.142		
	(10)	0.002; 0.028	(25)	0.024; 0.502		
	(11)	0.095; 2.410	(26)	0.079; 1.804		
	(12)	0.393; 14.217**	(27)	0.047; 1.046		
	(13)	0.052; 1.258	(28)	0.034; 0.735		
	(14)	3e-7; 0.000	(29)	0.009; 0.187		
	(15)	0.004; 0.089	(30)	0.069; 1.450		
(11) Mean %	(1)	0.061; 1.678	(16)	0.170; 5.324*	(1)	0.084; 1.555
of OIP Time	(2)	0.012; 0.290	(17)	0.053; 1.468	(2)	0.029; 0.470
to Curri.	(3)	0.038; 0.865	(18)	0.000; 0.002	(3)	0.008; 0.117
(90-92)	(4)	0.004; 0.098	(19)	0.196; 5.853*	(4)	0.003; 0.040
	(5)	0.020; 0.452	(20)	0.120; 3.277	(5)	0.016; 0.237
	(6)	6E-7; 0.000	(21)	0.003; 0.063	(6)	0.071; 1.518
	(7)	0.009; 0.195	(22)	0.033; 0.851		
	(8)	0.028; 0.542	(23)	0.047; 1.130		
	(9)	0.100; 1.892	(24)	0.011; 0.288		
	(10)	0.001; 0.121	(25)	0.053; 1.223		
	(11)	0.091; 2.492	(26)	0.127; 3.348		
	(12)	0.362; 13.606**	(27)	0.067; 1.656		
	(13)	0.076; 2.051	(28)	0.074; 1.825		
	(14)	0.003; 0.068	(29)	0.029; 0.653		
	(15)	0.005; 0.132	(30)	0.092; 2.239		

(Continued)

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Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(12) OIP Supervisor Perception of OIP	(1)	0.119; 3.904*	(16)	0.002; 0.072	(1)	0.027; 0.497
	(2)	0.012; 0.329	(17)	0.076; 2.388	(2)	0.022; 0.377
	(3)	0.007; 0.718	(18)	0.006; 0.147	(3)	0.080; 1.395
	(4)	0.188; 6.482*	(19)	0.010; 0.266	(4)	0.044; 0.779
	(5)	0.220; 7.058**	(20)	0.009; 0.238	(5)	0.006; 0.093
	(6)	0.083; 2.536	(21)	0.000; 0.000	(6)	0.057; 1.380
	(7)	0.005; 0.126	(22)	0.000; 0.011		
	(8)	0.039; 0.811	(23)	0.210; 6.643*		
	(9)	0.001; 0.022	(24)	0.091; 2.718		
	(10)	0.114; 2.452	(25)	0.081; 2.129		
	(11)	0.000; 0.002	(26)	0.086; 2.439		
	(12)	0.024; 0.672	(27)	0.200; 6.492*		
	(13)	0.033; 0.953	(28)	0.012; 0.309		
	(14)	0.010; 0.293	(29)	0.018; 0.433		
	(15)	0.002; 0.054	(30)	0.062; 1.589		
(13) OIP Executive Title	(1)	0.004; 0.129	(16)	0.037; 1.140	(1)	0.124; 2.550
	(2)	0.004; 0.119	(17)	0.006; 0.171	(2)	0.477; 15.51**
	(3)	0.082; 2.340	(18)	0.100; 2.661	(3)	0.044; 0.740
	(4)	0.041; 1.298	(19)	0.035; 0.983	(4)	0.000; 0.000
	(5)	0.004; 1.102	(20)	0.032; 0.940	(5)	0.004; 0.058
	(6)	0.073; 2.360	(21)	0.003; 0.093	(6)	0.016; 0.364
	(7)	0.003; 0.071	(22)	0.042; 1.284		
	(8)	0.012; 0.249	(23)	0.003; 0.080		
	(9)	0.011; 0.200	(24)	0.028; 0.819		
	(10)	0.018; 0.339	(25)	0.015; 0.385		
	(11)	0.028; 0.841	(26)	0.004; 0.101		
	(12)	0.027; 0.782	(27)	0.059; 1.692		
	(13)	0.004; 0.107	(28)	0.002; 0.066		
	(14)	0.005; 0.148	(29)	0.007; 0.182		
	(15)	0.000; 0.000	(30)	0.000; 0.009		

(Continued)

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Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(14) OIP Report to	(1)	0.099; 3.291	(16)	0.040; 1.213	(1)	0.047; 0.840
	(2)	0.067; 1.934	(17)	0.014; 0.393	(2)	0.000; 0.000
	(3)	0.105; 3.063	(18)	0.002; 0.050	(3)	0.002; 0.024
	(4)	0.032; 0.965	(19)	0.266; 9.404*	(4)	0.010; 0.168
	(5)	0.119; 3.497	(20)	0.009; 0.235	(5)	0.007; 0.107
	(6)	0.001; 0.015	(21)	0.035; 0.932	(6)	0.025; 0.598
	(7)	0.008; 0.202	(22)	0.000; 0.010		
	(8)	0.009; 0.189	(23)	0.034; 0.892		
	(9)	0.001; 0.014	(24)	0.047; 1.324		
	(10)	0.044; 0.878	(25)	0.024; 0.602		
	(11)	0.026; 0.759	(26)	0.055; 1.503		
	(12)	0.030; 0.828	(27)	0.001; 0.037		
	(13)	0.045; 1.327	(28)	0.029; 0.784		
	(14)	0.000; 0.008	(29)	0.042; 1.062		
	(15)	0.085; 2.611	(30)	0.013; 0.314		
(15) # of OIP Sub-units	(1)	0.023; 0.575	(16)	0.011; 0.253	(1)	0.092; 1.620
	(2)	0.006; 0.131	(17)	0.067; 1.799	(2)	0.187; 3.454
	(3)	0.085; 2.036	(18)	0.030; 0.625	(3)	0.377; 9.076*
	(4)	0; 0.000	(19)	0.023; 0.535	(4)	0.008; 0.123
	(5)	0.019; 0.404	(20)	0.005; 0.116	(5)	0.227; 4.394*
	(6)	0.034; 0.852	(21)	0.016; 0.379	(6)	0.115; 2.588
	(7)	0.322; 9.511*	(22)	0.046; 1.202		
	(8)	0.130; 2.535	(23)	0.005; 0.101		
	(9)	0.321; 7.081*	(24)	0.113; 3.055		
	(10)	0.000; 0.001	(25)	0.001; 0.013		
	(11)	0.004; 0.102	(26)	0.018; 0.420		
	(12)	0; 0.000	(27)	0.003; 0.076		
	(13)	0.038; 0.980	(28)	0.054; 1.315		
	(14)	0.005; 0.126	(29)	0.023; 0.496		
	(15)	0.004; 0.097	(30)	0.031; 0.675		

(Continued)

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Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(16) OIP Professioal Staff	(1)	0.004; 0.120	(16)	0.130; 4.349*(1)		0.280; 7.002*
	(2)	0.076; 2.134	(17)	0.057; 1.681 (2)		0.036; 0.633
	(3)	0.007; 0.189	(18)	0.001; 0.031 (3)		0.044; 0.736
	(4)	0.047; 1.386	(19)	0.001; 0.020 (4)		0.007; 0.113
	(5)	0.002; 0.050	(20)	0.160; 5.126*(5)		0.071; 1.231
	(6)	0.011; 0.317	(21)	0.007; 0.196 (6)		0.130; 3.446
	(7)	0.050; 1.266	(22)	0.003; 0.089		
	(8)	0.045; 0.946	(23)	0.145; 4.247*		
	(9)	0.275; 6.835*(24)		0.033; 0.922		
	(10)	0.010; 1.195	(25)	0.212; 6.454*		
	(11)	0.148; 4.685*(26)		0.054; 1.483		
	(12)	0.044; 1.187	(27)	0.023; 0.620		
	(13)	0.003; 0.072	(28)	0.000; 0.005		
	(14)	0.084; 2.479	(29)	0.042; 1.312		
	(15)	0.030; 0.848	(30)	0.060; 1.545		
(17) OIP Support Staff	(1)	0.000; 0.002	(16)	0.066; 2.129 (1)		0.128; 2.643
	(2)	0.092; 2.727	(17)	0.043; 1.311 (2)		0.002; 0.037
	(3)	0.015; 0.467	(18)	0.013; 0.307 (3)		0.126; 2.310
	(4)	0.018; 0.524	(19)	0.008; 0.231 (4)		0.029; 0.501
	(5)	0.043; 1.165	(20)	0.053; 1.565 (5)		0.144; 2.683
	(6)	0.003; 0.092	(21)	0.001; 0.026 (6)		0.055; 1.348
	(7)	0.026; 0.633	(22)	0.038; 1.151		
	(8)	0.194; 4.822*(23)		0.049; 1.347		
	(9)	0.089; 1.760	(24)	0.043; 1.268		
	(10)	0.096; 2.021	(25)	0.185; 5.666*		
	(11)	0.005; 0.129	(26)	0.019; 0.517		
	(12)	0.000; 0.001	(27)	0.037; 1.034		
	(13)	0.017; 0.476	(28)	0.019; 0.509		
	(14)	0.000; 0.000	(29)	0.027; 0.694		
	(15)	0.104; 3.235	(30)	0.046; 1.212		

(Continued)

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Input Variables	P.C. #	R-Sq. F	P.C. #	R-Sq. F	O.C. #	R-Sq. F
(18) OIP	(1)	0.001; 0.020	(16)	0.085; 2.615	(1)	0.013; 0.212
Physical	(2)	0.008; 0.200	(17)	0.010; 0.266	(2)	0.059; 0.935
Location	(3)	0.052; 1.382	(18)	0.006; 0.138	(3)	0.001; 0.007
	(4)	0.073; 2.203	(19)	0.143; 4.161*(4)		0.016; 0.245
	(5)	0.075; 2.029	(20)	0.031; 0.819	(5)	0.000; 0.002
	(6)	0.009; 0.241	(21)	0.001; 0.031	(6)	0.032; 0.720
	(7)	0.027; 0.665	(22)	0.002; 0.048		
	(8)	0.139; 3.080	(23)	0.000; 0.011		
	(9)	0.073; 1.341	(24)	0.000; 0.009		
	(10)	0.001; 0.021	(25)	0.000; 0.007		
	(11)	0.000; 0.010	(26)	0.008; 0.210		
	(12)	0.142; 4.307*(27)		0.002; 0.056		
	(13)	0.002; 0.062	(28)	0.008; 0.206		
	(14)	0.007; 0.194	(29)	0.021; 0.482		
	(15)	0.035; 0.966	(30)	0.019; 0.457		

Note: P.C.#=Process Variable Codes; O.C.#=Output Variable Code;
See Appendix D for variable details
*P<0.05; **P<0.001

Apendix C

Relationship of Process Variables to Output Variables

Process Variables	O.C. #	R-Sq.	F
(1) Program Development	(1)	0.001	0.025
	(2)	0.025	0.442
	(3)	0.003	0.055
	(4)	0.137	2.689
	(5)	0.145	2.707
	(6)	0.033	0.779
(2) Program Coordination	(1)	0.017	0.274
	(2)	0.063	1.014
	(3)	0.002	0.034
	(4)	0.007	0.110
	(5)	0.002	0.027
	(6)	0.380	12.856**
(3) Program Implementation	(1)	0.020	0.338
	(2)	0.140	2.601
	(3)	0.007	0.110
	(4)	0.031	0.511
	(5)	0.123	2.101
	(6)	0.001	0.026
(4) Policy Development	(1)	0.022	0.340
	(2)	0.000	0.005
	(3)	0.010	0.156
	(4)	0.001	0.011
	(5)	0.001	0.011
	(6)	0.117	3.034
(5) Representative Activities	(1)	0.006	0.091
	(2)	0.009	0.138
	(3)	0.083	1.268
	(4)	0.070	1.127
	(5)	0.063	0.941
	(6)	0.001	0.030

(Continued)

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Process Variables	O.C. #	R-Sq.	F
(6) Advocate for International Programs	(1)	0.048	0.864
	(2)	0.002	0.026
	(3)	0.083	1.364
	(4)	0.084	1.467
	(5)	0.010	0.154
	(6)	0.039	0.891
(7) Number of Agreements with International Counterparts	(1)	0.125	2.278
	(2)	0.001	0.012
	(3)	0.121	1.921
	(4)	0.001	0.014
	(5)	0.223	4.317*
	(6)	0.300	9.004*
(8) Number of Disciplines in Agreements with International Counterparts	(1)	0.130	2.085
	(2)	0.000	0.003
	(3)	0.163	2.337
	(4)	0.041	0.557
	(5)	0.145	2.211
	(6)	0.003	0.058
(9) Number of Student Exchange Activity in Agreements with International Counterparts	(1)	0.122	1.813
	(2)	0.003	0.035
	(3)	0.126	1.592
	(4)	0.015	0.183
	(5)	0.198	2.960
	(6)	0.280	5.825*
(10) Number of Faculty Exchange Activity in Agreements with International Counterparts	(1)	0.115	1.813
	(2)	0.019	0.252
	(3)	0.023	0.282
	(4)	0.000	0.003
	(5)	0.059	0.815
	(6)	0.032	0.525

(Continued)

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Process Variables	O.C. #	R-Sq.	F
(11) OIP Influence on Faculty	(1)	0.138	2.718
	(2)	0.157	2.973
	(3)	0.001	0.010
	(4)	0.012	0.193
	(5)	0.009	0.134
	(6)	0.149	3.862
(12) OIP Influence on Central Administration	(1)	0.059	1.002
	(2)	0.067	1.062
	(3)	0.013	0.186
	(4)	0.004	0.061
	(5)	0.000	0.000
	(6)	0.055	1.219
(13) OIP Influence on Deans	(1)	0.003	0.043
	(2)	0.028	0.454
	(3)	0.117	1.983
	(4)	0.173	3.336
	(5)	0.022	0.339
	(6)	0.001	0.021
(14) OIP Influence on Department Chairs	(1)	0.003	0.057
	(2)	0.009	0.143
	(3)	0.022	0.336
	(4)	0.120	2.186
	(5)	0.113	1.906
	(6)	0.081	1.935
(15) OIP Influence on Student Organizations	(1)	0.045	0.805
	(2)	0.023	0.378
	(3)	0.012	0.179
	(4)	0.073	1.257
	(5)	0.164	2.940
	(6)	0.003	0.064
(16) Number of Incentive Strategies OIP Used to Promote Faculty Interest in the Internationalization of Curriculum	(1)	0.049	0.935
	(2)	0.026	0.453
	(3)	0.004	0.065
	(4)	0.011	0.186
	(5)	0.021	0.350
	(6)	0.144	3.873* (Continued)

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Process Variables	O.C. #	R-Sq.	F
(17) General Impact of OIP Activities on the Internationalization of Curriculum	(1)	0.022	0.405
	(2)	0.014	0.245
	(3)	0.032	0.526
	(4)	0.000	0.004
	(5)	0.118	2.131
	(6)	0.041	0.985
(18) OIP Newsletter	(1)	0.003	0.045
	(2)	0.058	0.977
	(3)	0.279	5.801*
	(4)	0.036	0.589
	(5)	0.398	9.261**
	(6)	0.030	0.593
(19) Faculty Travel Funds	(1)	0.004	0.064
	(2)	0.016	0.279
	(3)	0.017	0.271
	(4)	0.011	0.187
	(5)	0.132	2.430
	(6)	0.000	0.000
(20) Faculty Grants	(1)	0.009	0.163
	(2)	0.013	0.224
	(3)	0.029	0.476
	(4)	0.037	0.649
	(5)	0.129	2.361
	(6)	0.007	0.165
(21) International Seminars	(1)	0.138	2.877
	(2)	0.150	2.990
	(3)	0.071	1.228
	(4)	0.265	6.125*
	(5)	0.098	1.738
	(6)	0.000	0.004

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Process Variables	O.C. #	R-Sq.	F	
(22) International Linkages	(1)	0.116	2.351	
	(2)	0.050	0.893	
	(3)	0.002	0.030	
	(4)	0.001	0.013	
	(5)	0.006	0.096	
	(6)	0.026	0.615	
(23) Inter/Intra Institutional Research	(1)	0.002	0.041	
	(2)	0.000	0.007	
	(3)	0.054	0.854	
	(4)	0.036	0.589	
	(5)	0.134	2.321	
	(6)	0.157	3.711	
(24) Domestic Institutional Networking	(1)	0.000	0.004	
	(2)	0.036	0.636	
	(3)	0.027	0.450	
	(4)	0.054	0.968	
	(5)	0.001	0.008	
	(6)	0.015	0.328	
(25) Consulting, Assisting Individual Research Projects	(1)	0.014	0.245	
	(2)	0.024	0.387	
	(3)	0.000	0.000	
	(4)	0.019	0.315	
	(5)	0.002	0.025	
	(6)	0.133	2.927	
(26) Strategic Planning	(1)	0.019	0.335	
	(2)	0.008	0.127	
	(3)	0.019	0.296	
	(4)	0.005	0.079	
	(5)	0.006	0.092	
	(6)	0.050	1.104	
(27) Grant Writng/Fund Raising	(1)	0.009	0.156	
	(2)	0.084	1.475	
	(3)	0.046	0.720	
	(4)	0.014	0.226	
	(5)	0.006	0.092	
	(6)	0.000	0.005	(Continued)

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Process Variables	O.C. #	R-Sq.	F
(28) Faculty Development Workshops/Seminars	(1)	0.171	3.508
	(2)	0.004	0.063
	(3)	0.038	0.586
	(4)	0.091	1.600
	(5)	0.021	0.325
	(6)	0.002	0.037
(29) Instruction Activities	(1)	0.103	1.950
	(2)	0.001	0.024
	(3)	0.058	0.917
	(4)	0.001	0.019
	(5)	0.043	0.672
	(6)	0.071	1.451
(30) Participation of International Conferences	(1)	0.017	0.288
	(2)	0.003	0.041
	(3)	0.059	0.945
	(4)	0.061	1.045
	(5)	0.114	1.936
	(6)	0.009	0.170

Note: O.C.#=Output Variable Code; See Appendix D for variable details
*P<0.05; **P<0.001

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Appendix D

Variable Codes

Input

(1) OIP executive total international work experience
(2) Total OIP staff
(3) OIP budget 1992
(4) OIP budget mean (1990-1992)
(5) % of OIP budget from state 1992
(6) % of OIP budget mean from state (1990-1992)
(7) % of OIP budget allocated to the internationalization of curriculum in 1992
(8) % of OIP budget mean allocated to the internationalization of curriculum (1990-1992)
(9) % of OIP executive time devoted to the internationalization of curriculum
(10) % of OIP staff time devoted to the internationalization of curriculum
(11) Mean % of OIP time (executive & staff) devoted to the internationalization of curriculum
(12) OIP immediate supervisor's perception of OIP (1= Indispensable; 2=Important; 3=Acceptable; 4=Necessary Evil; 5=Ignore; 6=Wish OIP would Disappear)
(13) OIP executive title (1=Director; 2=Assistant V.P.; 3=Associate V.P.; 4=Other)
(14) OIP Report to (1=President; 2=V.P.; 3=Assistant V.P.; 4=Other)
(15) # of OIP sub-units
(16) # of OIP professional staff
(17) # of OIP support staff
(18) OIP physical location (1=Within Central Administration Building; 2=Not)

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Process

(1) Program development - level of importance
(2) Program coordination - level of importance
(3) Program implementation - level of importance
(4) Policy development -level of importance
(5) Representative activities - level of importance
(6) Advocate for imternational programs - level of importance
(7) Number of international agreements
(8) Number of disciplines covered by agreements with international counterparts
(9) Number of student exchange activities in agreements with international counterparts
(10) Number of faculty exchange activities in agreements with international counterparts
(11) OIP influence on faculty
(12) OIP influence on central administration
(13) OIP influence on college deans
(14) OIP influence on department chairs
(15) OIP influence on student organizations
(16) Number of incentive strategies OIP used to promote faculty interest in the internationalization of curriculum
(17) Mean impact of 13 OIP activities on the internationalization of curriculum
(18) OIP newsletters
(19) Faculty travel funds
(20) Faculty grants
(21) International seminars
(22) International linkages
(23) Inter/intra institutional research
(24) Domestic institutional networking
(25) Consulting/coordinating/assisting individual projects
(27) Strategic planning
(28) Grant writing/ fund raising
(29) Instructional activities
(30) Conferences

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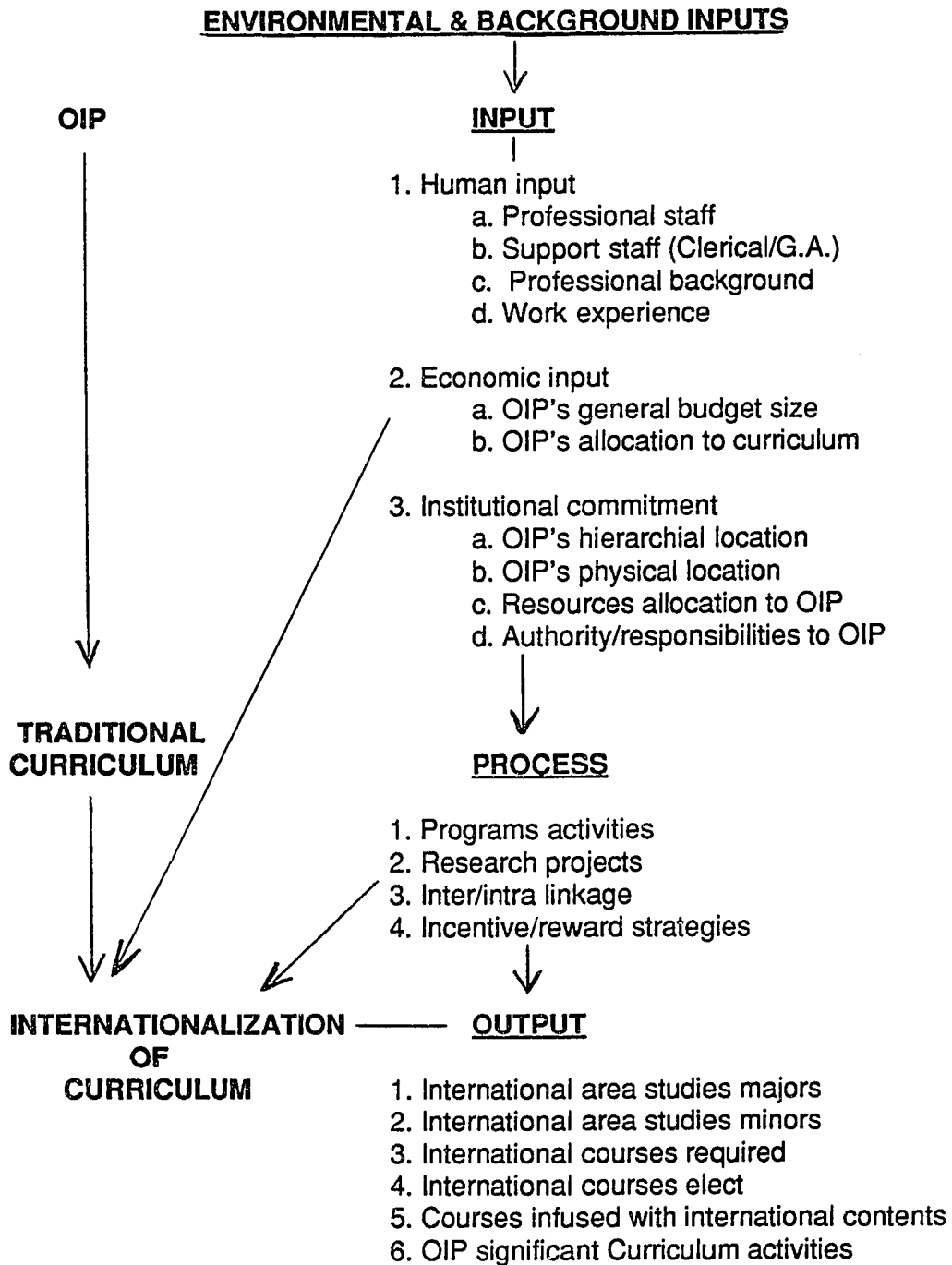**Output #**

(1) Number of internationalized courses including area studies) in the past three years
(2) Number of internationalized majors in the past three years
(3) Number of internationalized minors in the past three years
(4) Number of required internationalized courses in the past three years
(5) Number of internationalized electives in the past three years
(6) Number of OIP's most significant curriculum activities (list at most three in rank order, from high to low) during the last 12 months

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CONCEPTUAL MODEL

ENVIRONMENTAL & BACKGROUND INPUTS

OIP

INPUT

1. Human input
   a. Professional staff
   b. Support staff (Clerical/G.A.)
   c. Professional background
   d. Work experience

2. Economic input
   a. OIP's general budget size
   b. OIP's allocation to curriculum

3. Institutional commitment
   a. OIP's hierarchial location
   b. OIP's physical location
   c. Resources allocation to OIP
   d. Authority/responsibilities to OIP

TRADITIONAL CURRICULUM

PROCESS

1. Programs activities
2. Research projects
3. Inter/intra linkage
4. Incentive/reward strategies

INTERNATIONALIZATION OF CURRICULUM —— **OUTPUT**

1. International area studies majors
2. International area studies minors
3. International courses required
4. International courses elect
5. Courses infused with international contents
6. OIP significant Curriculum activities

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Appendix F

SURVEY
The Impact of Offices of International Programs (OIP) on
the Internationalization of Curriculum in
U.S. Land Grant Universities

Name of University (Typed Here)
Name of OIP (Typed Here)
Office Address _____

_____

Telephone ( )_____ Fax _____

1. Please provide the following background information:

a. Your title _____
b. Your highest Degree _____
c. Academic Rank (If Applicable) _____
d. Number of years in current position _____
e. Number of years of similar work experience before this position _____

2. Gender: a. ___ Male b. ___ Female

3. Please indicate your nationality/ethnic background _____

4. Is "internationalization of curriculum" included in your OIP's responsibilities and/or mission statement?

a. ___ Yes b. ___ No

5. What has been your **campus' approximate total budget** from all sources for the last three years to the nearest million thousand?

F/Y	Total Budget
1991-92	$_____
1990-91	$_____
1989-90	$_____

6. What have been the sources and approximate **total OIP budget**? What is the relative **allocation** of the OIP budget to the internationalization of curriculum?

F/Y	OIP Total Budget	% From Fed. & State Approp.	% From Grant & Contracts	Estimated % of Total OIP Budget Allocated To Int'l of Curric.
1991-92	$_____	____%	____%	____%
1990-91	$_____	____%	____%	____%
1989-90	$_____	____%	____%	____%

7. To whom do you report? Title _____

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8. Is your OIP located within the central administration building?

a. Yes _____   b. No _____

9. Please list the names of other international units (e.g., Offices, Centers, Committees, Associations, etc.) that report to OIP and their major activities (Use additional sheet if necessary).

<u>Name</u>   <u>Major Activities</u>

a. _____   _____
b. _____   _____
c. _____   _____
d. _____   _____
e. _____   _____

10. Please list other international program units that do not report to the OIP and to whom they report (Attach additional sheet if necessary).

<u>Title of Program</u>   <u>Reports To (Title)</u>

a. _____   _____
b. _____   _____
c. _____   _____

11. Please **rank your responsibilities** according to your perception of their level of importance to fulfilling the missions of the office (5= Most Important, 4= Second Most Important, etc.).
<u>Responsibilities</u>

_____ Program Development: such as planning

_____ Program Coordination: such as among various units

_____ Program Implementation: such as direct program responsibility

_____ Policy Development: such as faculty exchange

_____ Representational Activities External to the University: such as NASULGC

_____ Advocating for International Programs at the University: such as presenting opportunities

_____ Other (Please Specify) _____

12. Please **match** the following OIP activities with the type of responsibilities of your office (Check those that apply to your situation).

<u>Activities</u>	<u>Types of Responsibility</u>				
	<u>Prog. Dev.</u>	<u>Prog. Coord.</u>	<u>Prog. Imple.</u>	<u>Policy Dev.</u>	<u>Other</u>
Study Abroad	___	___	___	___	___
Internatioal Students	___	___	___	___	___
Visiting Scholars	___	___	___	___	___
Faculty International Opportunities	___	___	___	___	___
Internationalization Of Curriculum	___	___	___	___	___
Development Assistance ___	___	___	___	___	
International Collaboration Research	___	___	___	___	___
Host International Dignitaries	___	___	___	___	___
Other (Specify) _____					

13. Please provide the following information **about your OIP** (b - d should include all those who are at least 0.25 Part-time Employees).

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a. Date OIP Was Founded _____
b. Number of Professional Staff ____
c. Number of Graduate Assist. ____
d. Number of Classified/Support Staff ____

14. (Please estimate) What percent of time do you and your staff devote to the internationalization of curriculum?

      a. _____% of Your Time   b. _____% of Your Staff Time

15. Please **rate** the following (a - n) in terms of **degree of impact** on the internationalization of curriculum on your campus (5= Great; 4 = Substantial; 3= Moderate; 2= Little; 1=None).

____ a. OIP Newsletter with Internationalization of Curriculum Dimension
____ b. Faculty Travel Funds
____ c. Faculty Grants
____ d. International Seminars
____ e. International Institutional Linkages
____ f. Inter/Intra Institutional Research
____ g. Domestic Institutional Networking
____ h. Consulting/Coordinating/Assisting Individual Projects
____ i. Strategic Planning
____ j. Grant Writing/Fund Raising
____ k. Faculty Development Workshops/Seminars
____ l. Instructional Activities
____ m. Conferences
____ n. Other (Use additional sheets if necessary) _____

16. Please give the names of "**International studies** and/or **area studies programs** and **courses** in the past three years (Please check the appropriate columns and use additional sheet of paper if necessary).

Name of Int'l. Programs/courses	Major	Minor	Required	Elect	OIP Invol.
_____	____	____	_____	____	____
_____	____	____	_____	____	____
_____	____	____	_____	____	____
_____	____	____	_____	____	____
_____	____	____	_____	____	____
_____	____	____	_____	____	____
_____	____	____	_____	____	____

17. Please list the **three most significant curriculum activities** by you and your OIP during the last 12 months. (In Rank Order of Significance From High To Low)

a. _____
_____
b. _____
_____
c. _____
_____

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18. Please provide information on the **five most active agreements** between your institution and foreign nstitutions.

	Discipline Area	Name of Institution	Date Signed	Major Activities
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____
d.	_____	_____	_____	_____
e.	_____	_____	_____	_____

19. Please indicate the **extent of the OIP's influence** on the internationalization of curriculum through work with the following positions. (5=Great; 4=Substantial; 3=Moderatel; 2=Little; 1=None)

a. Faculty _____
b. Central Administration _____

c. College Deans _____
d. Dept. Chairs _____

e. Student Organizations _____

20. What **incentives** are used to promote faculty interest in the internationalization of curriculum? (Check the ones that apply and add any that are not on the list)

_____ Provide Funds
_____ Increase Released Time for Faculty Development
_____ Sabbatical Leave
_____ Included in Faculty P&T Review Policy
_____ Institutional Recognition
_____ As Part of Faculty Work Load (Teaching, Research, and Service)
_____ Encourage Input in OIP Decision Making Process
_____ Other (Please specify) _____

21. How would you characterize the perception of the **importance of the OIP** by the person to whom you report? (Check one only)

a. It is Indispensable _____
b. It Is Important _____
c. It Is Acceptable _____

d. It Is a Necessary Evil _____
e. He/She Prefers to Ignore the Office _____
f. He/She Wishes OIP Would Disappear _____

22. What is the **obstacle** that most hinders the internationalization of curriculum in your institution? (Check one only)

_____ Lack of Central Admin. Support
_____ Lack of Faculty Interest
_____ Lack of Professional Staff
_____ Lack of Cooperation from Individual Colleges
_____ Lack of Fiscal Support
_____ Lack of Student Interest
_____ Other (Specify) _____

23. In completing this questionnaire, please **provide copies of the following documents:**

a. OIP Mission Statement _____
b. Last OIP Annual Report _____

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c. Recent OIP Strategic Planning Proposal/Long-term Plan ____
d. Your Position Description ____

* This is the end of the survey. Thank you for your participation. Please return your completed questionnaire with the above requested documents in the enclosed self-addressed envelope. If you wish to have a copy of the results, please enclose your name and address on a 3x5 card.

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ABSTRACT

The internationalization of curriculum has become an important part of internationalizing higher education institutions in the United States. This realization of importance reflected in the increasing number of centralized offices of international programs (OIP) charged with institutional responsibilities to provide leadership in the process of internationalizing their institutions.

The purpose of the study is to determine the degree of impact of centralized OIPs on the internationalization of curriculum in the Land Grant institutions. The study looked into three major OIP components, input (human input and economic input), process (programs and activities), and output (number of internationalized courses, majors, minors, etc.).

The methodology used was a mail survey of all the centralized OIP executives and follow-up interviews of selected OIP executives, representing different OIP sizes and capacities. Descriptive statistics was used including
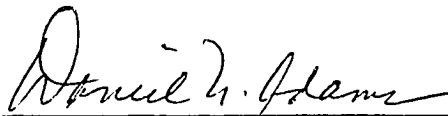
central tendencies and correlation.

The results showed that OIPs' impact on the internationalization of curriculum was great. The major input variables that exerted such influence on process and output included OIP executive's authority, the number of OIP staff, OIP financial capacity and commitment as well as the institutional support. The major OIP process variables that exerted significant impact on output included international linkages, student exchange activities, international seminars, program coordination, etc.

In conclusion, OIP human input and OIP economic input are the most crucial factors in the degree of success of the internationalization of curriculum.
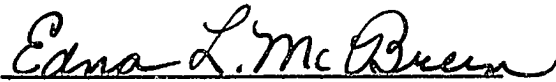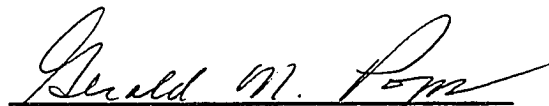
APPROVAL OF EXAMINING COMMITTEE

Daniel N. Adams
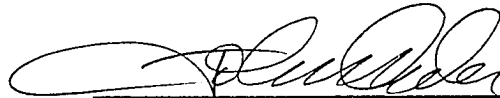Daniel N. Adams, Ed.D.

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Nov. 17, 1993
Date

John Andes
John Andes, Ed.D., Chair