

Wake Forest University

Beyond Boundaries: Preparing Students to Become Global Citizens

*Quality Enhancement Plan for the Commission on Colleges
Southern Association of Colleges and Schools
February 2006*





OFFICE OF THE PRESIDENT

January 27, 2006

Dear On-Site Committee,

We are pleased to submit our Quality Enhancement Plan entitled "Beyond Boundaries: Preparing Students to Become Global Citizens" as a key part of Wake Forest University's reaffirmation of accreditation. This plan builds on Wake Forest's tradition of excellence in undergraduate education and commitment to broadening the liberal arts education of our students through international experiences. By enhancing the quality and expanding the range of international experiences, the initiatives extend our already substantial achievements in international education.

Although the Quality Enhancement Plan focuses on the international experiences of our undergraduates, we fully anticipate that the programs, actions, and the enhanced institutional infrastructure will have positive implications for the internationalization of the University as a whole. Thus, the plan is not merely an important aspect for reaffirmation of accreditation but it will also positively impact future planning. The goals of internationalizing Wake Forest University have found the strong support of all constituents; this bodes well for the success in implementing the QEP. I wholeheartedly endorse the deepening and strengthening of Wake Forest University's commitment to providing an education that offers our students a broad global perspective.

We are looking forward to welcoming you to our campus in April and to fruitful discussions of our Quality Enhancement Plan. The plan presents an exciting opportunity to enhance student learning, and we are eager to begin its implementation.

Sincerely,



Nathan O. Hatch
President

c: Dr. David Carter, Vice President, Commission on Colleges, SACS
SACS Leadership Team
QEP Committee Members

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Executive Summary

RATIONALE. Our graduates live, learn, and work as citizens of the world. Advancing communications and transportation technologies and global initiatives in business, politics, economics, arts, and sciences render geographic boundaries almost irrelevant. At the same time, failure to transcend cultural barriers creates misperceptions and tensions among peoples and nations. Institutions of higher education must develop deeper and more comprehensive opportunities for students to gain the necessary knowledge, attitudes, and skills to act as effective global citizens.

Learning strategies common to both liberal arts and international education expose students to a wide range of sometimes contradictory ideas and values and encourage critical thinking. Since the early 1970s, Wake Forest University (WFU) has extended its mission as a premier liberal arts institution to include a long-term commitment to international education. Currently, almost half of all our undergraduates study abroad. In recent years, the Institute of International Education has ranked Wake Forest consistently in the top tier among doctorate-granting institutions in the percentage of the undergraduate population that studies abroad. In planning initiatives for the last decade, Wake Forest has made internationalization a recurring priority. The proposed Quality Enhancement Plan (QEP) builds on those initiatives and provides an important impetus toward deepening and widening internationalization efforts at WFU. International education is a lasting and crucial element of our liberal arts education.

GOALS AND INITIATIVES. The ultimate goal of this QEP is to prepare Wake Forest students to become effective global citizens by offering every undergraduate student the opportunity to have a meaningful international experience. To reach this goal, the plan is divided into two major, interrelated initiatives. Initiative 1 aims to enhance the quality of our international programs; Initiative 2 aims to expand their breadth.

Initiative 1 addresses the quality of international programs; its central aim is to develop intercultural competency; that is, skills that allow students to study, live, and work effectively in cultures other than their own. A new program with the goal of maximizing the benefits of international experiences for students will encompass pre-departure preparatory sessions, activities while abroad, and reflection exercises upon return. Each component is designed to improve intercultural interactions and outcomes. Faculty leading international programs will receive guidance in developing activities and materials that will reinforce the concepts of intercultural competency. Peer advising programs will enable students who have had international experience to work with students who will be going abroad. More international students studying on campus, primarily through expanded exchange programs, will reinforce the exposure to different points of view and lead to a campus environment that encourages students to think about the world more broadly. We will strengthen our international curricular offerings by providing stipends and travel funds to faculty to develop new courses and programs with an international perspective and initiate efforts to bring more visiting international scholars to campus. Finally, we will improve oversight and assessment of our international programs to ensure high quality and continuous enhancement.

Initiative 2 will expand the number and types of international opportunities available to our students. International experiences represent the most important opportunity for students to make progress toward intercultural competency. While almost half of our graduates have had at least one international experience, many of our other students have difficulty fitting a study abroad program into their schedule due to curricular requirements, extracurricular commitments, financial concerns, or inadequate planning. To provide all students with more diverse opportunities and to target groups that have traditionally been underrepresented, Initiative 2 includes semester-long study abroad programs in new locations, more summer programs, and program options to fulfill major and divisional course requirements. International opportunities beyond traditional study abroad programs, including internships, research, service-learning and volunteer service opportunities, will be expanded. We will ensure that all students are apprised of international opportunities and advised on how to integrate them into their academic programs from their arrival on campus. Although we want to encourage as many students as possible to take part in education abroad, our goal is to increase the number of undergraduates who will have an international experience by 15 percent over current levels by 2010–2011.

ASSESSMENT. The components of the assessment plan focus on how program enhancements and new programs and activities improve student learning. We are particularly interested in attitudinal and behavioral changes that accompany enhanced intercultural competency. We will expand existing first-year, senior, and alumni survey instruments, which assess student perceptions of their experiences, as well as program-specific evaluations to include additional questions aimed at gauging the impact of international experiences. As part of the QEP, we will measure the effects of study abroad experience on students' intercultural awareness and competencies before and after their international sojourn using additional assessment instruments designed to measure these skills. In subsequent years, we will assess to what extent our new intercultural training and other program improvements have improved student understanding of different cultures. We will consider types of international experience and whether they achieve similar learning benefits. These assessments will also correlate students' academic background and demographics with outcomes to understand whether certain programs yield greater gains for students with particular majors. Thus, the assessment will be an important tool to link program improvements to student learning. Our findings are expected to contribute to a better understanding of effectiveness of program types, which should be of interest to international educators beyond Wake Forest University.

IMPLEMENTATION. We recognize that such a comprehensive QEP requires institutional commitment and resources. To assure that these plans are implemented efficiently and with community support, the administrative structure for international education will be modified to include the creation of a new Associate Provost for International Affairs and new responsibilities for the Center for International Studies, including an additional staff position. The financial resources to support our QEP initiatives will be available through reallocation of current budget lines, additional revenue generated by international programs, and limited new external funding.

Wake Forest is confident that the efforts in this QEP will equip more of our graduates with a significantly improved understanding and appreciation of other cultures and the skills and ideas to thrive in and to contribute to the global environment. In short, our initiatives aim to encourage, prepare, and facilitate our students becoming global citizens.



I. Introduction

A. Focus of the Quality Enhancement Plan

1. The Increasing Importance of International Experience to a University Education

An important goal for higher education is to teach students to understand and to negotiate the opportunities and obstacles of a world with fewer boundaries. Transnational developments in economics, politics, science and technology, and society challenge established ways of thinking, blurring or dramatizing distinctions between national and international problems. The growing interdependence of nations, mobility of people, and demand for graduates with international knowledge and skills must be considered in planning the undergraduate educational experience. Students must gain a broader understanding of cultures different from their own. While universities and colleges are adapting their curricular and pedagogic approaches, international organizations and national governments are sponsoring international education programs.

Different constituencies emphasize various benefits of international education but concur that political, social, economic, and academic goals are mutually reinforcing (Green and Olson, 2003; Schechter, 1993). Some stress that for the United States to maintain its role as a world leader and to compete economically, its citizens must be informed about international developments and interculturally competent. Others highlight the importance of international education for careers in an increasingly multicultural work environment. For educators, intellectual and civic goals take priority. All of these rationales reinforce why internationalization is emerging as a new paradigm for 21st-century education (Clinton, 2000; Hayward, 2000; Bikson, et al., 2003; Gacel-Avila, 2005:125; IAU, 2005; OECD, 2005–2006).

Among educators and politicians a growing consensus has emerged regarding the key aspects of an international education policy for the United States. An international education policy fosters mutual understanding and respect among nations, recognizes the crucial role of study abroad and international exchanges, and promotes international expertise and competence for college graduates (NAFSA and Alliance, 2003; U.S. Congress, 2005). Educators herald the progress in internationalizing U.S. campuses but also recognize the need for improvement (Siaya and Hayward, 2003). In the last two decades U.S. student participation in education abroad experiences has consistently increased to more than 191,000 students in 2003–2004, yet only a small portion of all students in higher education takes part (Open Doors, 2004:17; Open Doors, 2005). Recognizing the need to sustain and to expand undergraduate study abroad, the bipartisan Commission on the Abraham Lincoln Study Abroad Fellowship Program proposed in November 2005 “a goal of one million students studying abroad annually by 2016-17,” which would represent about 50 percent of undergraduate students (Commission, 2004 and 2005).

A focus on international education is consistent with the tradition of a liberal education, which promotes humanity and the virtues of life-long learning and good citizenry. At the center of both liberal and international education are learning strategies that expose students to old and new ways of thinking in a global context and encourage them to critique their own values and ideas as well as those held by others. Liberal education has always sought to develop a “citizen of the world.” Today, more than ever, citizenship has taken on local, regional, national, and global meaning and requires understanding and social skills based on a broad understanding of multicultural and intercultural perspectives (Nussbaum, 1997; Cogan and Derricott, 1998).

2. Building on a Strong Foundation: The Rationale for Selecting International Education

We chose international education for the Wake Forest University Quality Enhancement Plan based on our conviction that knowledge, skills, and attitudinal changes resulting from international education are a vital aspect of a strong liberal education. WFU has long been dedicated to the pursuit of excellence in the liberal arts and graduate and professional education. We believe that our mission, “to encourage habits of mind that ask ‘why,’ that evaluate evidence, that are open to new ideas, that attempt to understand and to appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth” (WFU Board of Trustees, 2002), captures the essence of both liberal and international education. In recognition of our established commitment in this area and the promise that a deepening of those efforts holds for student learning, our faculty, administrators, students, and staff have endorsed the international focus of the QEP.

The shared benefits of liberal and international education made it natural to center the QEP on undergraduate students. However, we expect that the exposure to a more internationalized campus and better infrastructure to support international experiences will positively influence the programs of our graduate and professional schools. The initiatives described in this document focus on our undergraduate students, who are enrolled in the College or the Calloway School of Business and Accountancy. References to the WFU College throughout this document will include students, faculty, and undergraduate programs in both units.

WFU’s commitment to international education began with the establishment of our first overseas house in Venice and semester-long study abroad programs in Salamanca and Orléans (later Dijon) in the early 1970s. Since then, our international offerings have expanded substantially (see Milestones in International Programming at WFU, Appendix C, and the list of WFU’s Undergraduate Study-Aboard Programs, Table 9, Appendix F). The 2003 external review of WFU’s international studies and programs noted that “faculty and curriculum development have always played a central role in Wake Forest’s internationalization efforts, and this is where the university shines” (McCarthy, 2003:7). In the last decade, more than 60 courses with international content have been added to the curriculum; a cultural diversity requirement was introduced in 2001; several international interdisciplinary minors are in place; and the program “Languages Across the Curriculum” (LAC) has integrated a foreign language component into several classes. As part of our core curriculum, all students must fulfill a foreign language requirement (i.e., proficiency through the foreign literature level). Our study abroad guidelines hold that semester-long programs in non-English speaking countries should include study of the host country’s language.

Education abroad programs have been expanded, with almost 50 percent of graduating WFU seniors having had at least one overseas study experience. Our students’ high level of participation has been acknowledged by the Institute of International Education in “Open Doors: Report on International Education Exchange,” which ranked Wake Forest University number 1 in undergraduate study abroad at doctoral-granting institutions in 2002–2003 and number 3 in 2003–2004.

In recent policy initiatives and planning processes, the importance of internationalizing our campus has been a recurring theme. Ten years ago, the “Plan for the Class of 2000” prepared for rapid, dramatic change, with new and expanded educational opportunities. It reaffirmed the university’s “commitment to the internationalization of the curriculum, the faculty and the student body” (1995:13). It encouraged the incorporation of international perspectives into courses, international travel and research, and a significant expansion of students who earn academic credit while studying abroad. In 1998, Wake Forest’s President appointed a Task Force on International Study to endorse and strengthen internationalization efforts. The final report from this Task Force proclaimed that internationalizing the campus was one of the “highest priorities for the next ten years.” In 2004, a planning document, “Enhancing International Studies,” was commissioned to assess the university’s rapidly growing international studies activities and provided concise goals for further improvement of these programs.

The actions proposed in this QEP integrate previous planning and current perspectives of the campus community into a long-term vision on how to enhance our approach to international education, considering both the strengths and weaknesses of existing programs. During the fall semester of 2004, the SACS leadership team reviewed previous planning documents and met with committees and other relevant groups to discuss possible areas of focus for the QEP. As a result of these discussions, international education was chosen as the topic. At the beginning of 2005, a QEP committee was formed, comprising faculty and administrators with interests and expertise to support the planning of the QEP. One QEP subcommittee worked to summarize past planning and current international initiatives. On the basis of its report, the QEP Development subcommittee formulated the ideas for this document and sought input from faculty, administrators, and students in developing and fine tuning these ideas. The final QEP document represents the broad range of viewpoints and thoughts shared throughout this process. The details of the process by which these ideas were formulated are summarized in Appendix D; the individuals who had direct roles in this process are provided in Appendix E.

3. Challenges the Quality Enhancement Plan Will Address

WFU’s QEP addresses several challenges related to international education. These include:

- Strengthening intercultural competency programs to ensure that our students are prepared to receive the full benefits of their international experience;
- Improving program assessment in terms of learning outcomes;
- Better integrating education abroad programs into advising and the curriculum;
- Systematic approval and oversight to guarantee the high quality of international programs;
- Expanding opportunities for all students, with a focus on student groups who have been underrepresented in education abroad;
- Expanding programs beyond western Europe to better expose students to a wider range of cultures; and
- Improving the intercultural diversity on campus by fostering international student and faculty exchanges.

4. Goal of the QEP: To Prepare WFU Students to Become Global Citizens

The goal of our two QEP initiatives is to make our graduates and faculty more effective as global citizens by increasing their international understanding and intercultural competency.

We define *global citizenry* as:

- knowledgeable about global issues,
- experienced in cultural diversity,
- skilled in cross-cultural adaptability, and
- committed to lifelong, global learning.

This QEP focuses on two central elements of this ambitious agenda: the **enhancement and expansion of undergraduate international experiences**. It is based on our belief that international experiences are critical to student learning because they challenge and, at times, reshape intellectual and personal boundaries, while fostering critical knowledge, skills, values and attitudes that facilitate participation in a global society. We believe that this form of experiential learning will be strengthened by defining expected learning outcomes and encouraging students to reach them. To meet our expectations, international experiences must combine academic excellence and develop attitudes and skills crucial to intercultural competency.

We have broadly defined international experiences to encompass:

- study abroad opportunities of varying length and depth,
- international volunteer service and service learning,
- international internships, and
- research experiences in foreign locations.

Although education abroad constitutes the core of our QEP, our emphasis on developing skills so that students can become global citizens includes programs and activities on our campus.

Initiative 1: Enhancing the Quality of International Experiences

International experiences represent the most important opportunity for students to make progress toward becoming engaged global citizens. While Wake Forest already has strong and still growing international programs, we are convinced that we can improve their quality. Students will learn even more if they are adequately prepared to integrate these experiences into their curricular programs and personal perspectives, benefiting from programs that occur before, during, and upon return from their education abroad. One goal of this QEP will be to assess to what extent improved preparation for international experiences enhances student learning and intercultural competency.

Initiative 1 aims to enhance the quality of international experiences in two important ways. First, it seeks to define and to apply our expectations for the intercultural competency that should result from international experience. In consultation with experts, we will design and introduce a new Intercultural Competency Program that will occur before, during, and after students' international experience. Students will be encouraged to seek out intercultural interactions as part of their education abroad experience. They will be introduced to approaches and tools that will improve their intercultural sensitivity and integrate their overseas experience into their college education and personal perspectives. To complement these efforts, we will strengthen curricular connections by adding new classes with international content and integrate the expertise of returning study abroad students into advising. Efforts to attract more international students and faculty will complete this segment of Initiative 1.

Second, we aim to coordinate the many international programs offered by individual departments within the undergraduate colleges and those administered by other institutions to assure consistent quality. The Associate Provost for International Affairs and the Center for International Studies will develop and apply mechanisms and criteria to approve study abroad programs from which our students may receive credit. The resulting programmatic improvement will enable us to guide students to programs that best suit their academic interests, previous coursework, and career goals.

Initiative 2: Expanding Opportunities for International Experiences

We are convinced that the most important way for students to understand other cultures is to experience them personally. Many students report that immersion in a foreign environment has a life-changing impact. They not only learn about other cultures and societies but also find their self-understanding challenged in ways that help them mature. Although WFU has encouraged tremendous growth in education abroad, nearly half of our students are not involved in these programs, mostly due to complexity in their major and minor curricula, other commitments on campus, financial constraints, or lack of interest.

The College intends to offer a broader range of opportunities that will allow students to identify international experiences that better fit with their curricular programs. By providing training, financial support, and better guidance to faculty, we will develop additional summer programs, more international internship, service, and research opportunities that complement existing majors, and scholarships, particularly in support of international service, internship, and research experiences. We will also expand curricular options that fulfill major, minor, or divisional course requirements in study abroad programs. Academic and administrative offices will be asked to make a concerted effort to improve the visibility of, and access to, information on international experiences and programs, especially to first-year students. Our goal is to make international experiences feasible for all students, reaching out to those who are usually underrepresented. These include, in particular, students enrolled in the sciences, in programs with extensive curricular requirements, and those who are athletes.

B. Implementation of the Quality Enhancement Plan

The QEP provides a timely impetus to evaluate our existing institutional structures and the administrative leadership that can implement the initiatives. An Associate Provost for International Affairs will be appointed, with responsibilities that will include overseeing the implementation of the QEP initiatives and providing a long-term plan for international education. The Center for International Studies will coordinate all overseas study programs, while research and service-related programs will be coordinated by the Associate Provost. An International Advisory Committee comprised of faculty and staff from the College and the professional schools will assist the Associate Provost for International Affairs and the Director of the Center for International Studies in planning international programs. The existing Study Abroad Committee will become a standing university committee and continue to advise the Center for International Studies in curricular decisions regarding study abroad programs.

Preliminary Steps. A number of recent initiatives laid the groundwork for the QEP. They were taken to ensure that the QEP's goals will be realized during the five-year implementation period and include:

- WFU will join the International Student Exchange Program (ISEP) in spring 2006 to increase opportunities for students to go abroad and, in exchange, for international students to study at WFU.
- Programs to encourage first-year students' interest in studying abroad have been tested during the 2005 first-year orientation, with tremendous participation and enthusiasm.
- We added new questions to our existing senior survey to assess better the quality of international experiences and to provide baseline information to evaluate the effects of programmatic changes resulting from the QEP.
- A study abroad software program to facilitate the expansion and quality control of study abroad programs will be operating by July 2006.
- In an August 2005 pilot program, the Director of the Center for International Studies and several faculty members visited seven Australian universities to assess and to understand better existing study abroad programs in which WFU undergraduates are enrolled.
- WFU joined the Atlantic Coast Conference (ACC) initiative to internationalize member campuses through collaborative programs and faculty workshops. The first programs will begin in 2006. The innovative character of this new international initiative has already been recognized by the Institute of International Education. The consortium's programs have been awarded the "best practice" designation in campus internationalization for 2005–2006.

Assessment Activities. The primary focus of our assessment activities will be to measure improvements in learning outcomes as they pertain to intercultural competency. In addition, we will track the number of students affected by international opportunities, with a goal of at least 15 percent more participating by 2010–2011.

Student learning outcomes will be assessed in terms of assimilation and appreciation of cultural differences and the ability to interact effectively with persons of different cultures. We will measure attitudinal changes that are the result of the totality of students' international experiences while at Wake Forest. Data will be collected through several means, both qualitative and quantitative, including surveys of students at various stages in their international experience, standardized intercultural competency tests administered both before and after their international experience, study abroad evaluations, and senior and alumni surveys of all students graduating from Wake Forest.

We will assess the effectiveness of individual program types on student learning outcomes and compare program effectiveness over time to ascertain whether program changes improve student learning. We will also assess the impact of supporting activities, including faculty training and development, peer advising, international student recruitment, and curricular connections. These assessments will evaluate whether the supporting activities meet their objectives.

Timeline for Implementation. The timeline for accomplishing our goals is outlined in the Implementation and Oversight Section. It covers implementation of administrative structures, the Intercultural Competency Program, assessment of student learning outcomes, and increased student participation in international experiences.

II. Initiative 1: Enhancing the Quality of International Experiences

A. Background and Rationale

The central premise of this Quality Enhancement Plan is that international experiences can substantially enrich a liberal arts education. The potential benefits of living and studying in a foreign environment have long been recognized. They include improved language and cross-cultural communication skills, increased academic knowledge in a variety of subjects, greater awareness of different perspectives, better understanding of the home culture, and enhanced independence, resourcefulness, self-confidence, and maturity. The experiential, or out-of-classroom, component sets the international experience apart from other academic endeavors and, for many, represents the single most rewarding aspect of their undergraduate education (Ferguson and Reilly, January 2005; The IES Map for Study Abroad, 2003; Harriger and McMillan, 2005a; 2005b). Wake Forest University students concur with this sentiment, as more than 80 percent of seniors who have studied abroad and graduated between 1998 and 2003 report the experience as a significant or very significant part of their education (WFU Institutional Research). Indeed, experts agree that “study abroad and experiential education are natural partners because they share the common goal of empowering students and preparing them to become responsible global citizens” (Lutterman-Aguilar and Gingerich, 2002:46). International educators also recognize that students experience encounters with foreign cultures differently, and they remind us that study abroad does not automatically lead to the acquisition of cross-cultural competencies when it is an isolated experience for which students are not adequately prepared (Edwards, 2000).

In recognition of the many benefits that meaningful international experiences entail, our first initiative focuses on enhancing their quality. We have established six goals to meet our quality objective:

1. **To strengthen international experiences and to maximize student learning** through improved advising and by introducing a new Intercultural Competency Program.
2. **To broaden the international perspective on campus** by bringing international students and scholars to campus.
3. **To reinforce international experiences through coursework that will provide context and deepen** students’ knowledge of international developments.
4. **To encourage faculty to be an active part of the internationalization** of the College by providing stipends and institutional support for course and education abroad development.
5. **To institute better mechanisms for approval, oversight, and assessment** of international programs by defining clearly the responsibilities for a new Associate Provost for International Affairs and the Center for International Studies.
6. **To develop effective instruments to assess learning outcomes** associated with international experiences through a variety of mechanisms geared toward the measurement of intercultural competency and the identification of international programs that fit students’ needs and program effectiveness.

Our own understanding of education for global citizenry combines knowledge acquisition with intercultural learning that focuses on attitudinal change and the attainment of communication and critical thinking skills. A summary of the various dimensions of international/intercultural competency as suggested in Green and Olson (2003) is provided in Appendix B. The authors acknowledge that there is no consensus regarding the precise learning outcomes of international education. However, the inventory captures key competencies that are important to the development of global citizenry and, as such, have informed the planning of Initiative 1.

The development of global citizenry is part of a life-long, incremental learning process that gains significant impetus and direction during the college years. International competency can be acquired at home, but the value of education abroad in expanding and strengthening students' knowledge of the world and attitudes and skills conducive to study, to live and to work effectively in cultures other than their own is undisputed. Students must not only be aware of cultural differences but also be able to adapt to different cultural settings (Ashwill, 2004). We already have a strong record in providing academic offerings with international content, and we emphasize foreign language acquisition for all students as part of our core requirements. Therefore, Initiative 1 will highlight attitudes and skills that foster intercultural sensitivity, which are important measures of intercultural competency.

Experts on intercultural learning agree that institutions of higher education must create intentional, integrated programs that assist students in developing intercultural skills. These programs should include orientation and reentry learning activities that prepare students for their overseas experience and allow them to apply it to their professional and personal development (La Brack, 1993:245).

Most higher education institutions in the United States do not have any type of integrated intercultural learning program linked to their students' international experiences. According to one study, many offer some form of predeparture orientation, but most concentrate on logistical and academic preparation (70 percent) with much less, if any, preparation for informed interactions with a foreign culture. The average length of orientation sessions is 3.37 hours (Hanratty, 2001:29-30). Institutions are even less likely to require reentry programming, citing lack of student interest and attendance. "Welcome back parties" were the most popular venue for those who did offer a reentry activity (Hanratty, 2001:32). Our QEP aims to remedy these shortcomings through an intercultural training program and additional support activities.

B. Intercultural Competency as a Goal for Student Learning

1. Intercultural Training Programs for Students and Faculty

Students. Our Intercultural Competency Program for students will integrate activities prior to departure, while abroad, and upon return to campus into a cohesive program. We will decide in 2006-2007 whether to offer it as a course for credit and/or to issue an "Intercultural Competency Certificate," indicated on the transcript, upon its completion. We will also consider whether combining it with an international experience may fulfill our Cultural Diversity

requirement that, at the moment, can only be completed through coursework on campus. At a public forum to discuss the ideas proposed in this QEP, the undergraduates present most strongly supported the last option.

The specific components of the program for students will be finalized in fall 2006. The Center for International Studies will develop the program in consultation with the Associate Provost for International Affairs, faculty, and staff with expertise in this area and an outside consultant. As a reference point, we will consider a similar, smaller scale program developed in the Department of Anthropology. A new staff member will be hired in the Center for International Studies to administer the Intercultural Competency Program.

A pilot program will commence in spring 2007 that will target a subset of students preparing to take part in study abroad. For reasons of practicality, we are likely to target the approximately 50 students studying in the WFU residential houses in London, Venice, and Vienna. This program will subsequently be extended to all students who study abroad. Student groups will work together for all three phases of the intercultural program—activities prior to departure, while abroad, and upon return—to facilitate informal exchange of ideas and experiences. We anticipate that the combined predeparture and reentry programs will include approximately ten hours of instruction. The “Timeline for Implementation of QEP Milestones” provides further detail.

Predeparture: In the predeparture phase, our goal is to familiarize students with theoretical and practical approaches to facilitate their interactions with another culture. First, they must recognize that “distinct cultures have ‘taught’ their members to look differently at the world around them” (Samovar and Porter, 2001:52). Thus, understanding our own culture is an important first step in acquiring intercultural competency. Students will also learn about the potential impediments to intercultural learning, including assumption of similarities, language differences, preconceptions and stereotypes, tendency to evaluate, and high anxiety (culture shock) (Barna, 1998). Finally, students will be introduced to skills that will help them improve their intercultural sensitivity.

Abroad activities: The abroad component of the program will be designed to encourage students to seek out intercultural experiences and to help them learn from them. We will develop an on-line, distance-learning module that students can use during their international sojourn, which will be appropriate for those students who have internet access during their travels. Assignments will reflect critically on personal encounters, participant observation, and travel opportunities in a systematic, guided learning process that will help students experience and intellectually process their intercultural interactions (Laubscher, 1994).

Reentry: The intercultural training program will conclude in the semester after students return from their international experience. Here, the goal is to identify and to evaluate the skills they have learned and how to apply them to other situations (Kinsella et al., 2002). Students can explore their own personal growth and, if applicable, consider ways to cope with “reverse culture shock.” Our reentry program will respond to some of the common problems

encountered by returning study abroad students: readjustment difficulties, feelings of no longer fitting in, friends' lack of interest in their abroad experience, and lack of venues to discuss their experiences. Thus, "...to truly help students reach a cross-cultural competency, we must think about ways to help students unpack and sort their baggage once they return home. We need to help guide students to understand more fully the skills and perceptions they have acquired overseas. We need to help them use this knowledge in developing the tools they will need to apply their newfound aptitudes back in their home communities"(Hanratty, 2001:29).

Faculty. The Center for International Studies will also develop an intercultural training program for faculty who lead international programs. It will explore theories of, and approaches to, intercultural learning. The goal is to assist faculty in developing a location-specific intercultural competency program by suggesting ways to integrate intercultural enrichment activities into course offerings and the overall study abroad program and to facilitate intercultural encounters between our students and host country nationals.

In sum, we anticipate that the planned integrated predeparture/abroad/reentry programming will significantly enhance the international experience of our students by developing their intercultural skills. Ideally, students will better understand and accept cultural differences and act successfully in different cultural environments. The anticipated learning outcomes encompass both critical thinking skills and attitudinal and behavioral changes.

2. Curricular Connections

Coursework can ignite students' interest, broaden their understanding, and/or deepen their intercultural competency before, during, and after their international experience. A sustained emphasis on international issues within the WFU curriculum aims to foster intellectual curiosity and learning about other parts of the world. Classes that integrate international and intercultural content allow students to examine critically their own cultural assumptions and to apply what they have learned abroad.

Although our international course offerings are already extensive, our commitment to international education requires that we continue to expand curricular connections. Developing new elective courses is subject to general curricular requirements, both in the availability of faculty to teach them and the freedom for students to enroll. The Committee on Academic Planning is currently leading a discussion about reducing the number of basic and divisional undergraduate requirements. If the faculty decides to move in this direction, opportunities will open for adding electives. As a consequence, international education offerings could be more easily integrated into students' curricula. Curricular requirements would become more flexible and facilitate study abroad planning and the pursuit of interests acquired abroad upon return to campus.

We will continue to encourage faculty to create first-year seminars and divisional, major, and elective courses with international content. We will also encourage the addition of 1 or 2-hour classes with an international focus, which will allow students to pursue these interests without impeding progress in their major. For example, we will promote the addition of

Language Across the Curriculum programs to existing classes. International service-learning components added to classes may provide new learning dimensions and contribute to cultural understanding. Finally, we want to take advantage of the expertise of visiting international faculty to teach short courses for our students.

To facilitate the development of additional courses, faculty will be offered stipends to add international content or to develop new international courses. Due to generous funds from the Mellon Foundation, in recent years, Wake Forest faculty have developed more than 30 new international classes, infused existing classes with international content, and created new summer abroad programs. When the grant expires in the 2006-2007 academic year, the College will continue to offer summer stipends and travel funds to allow faculty to study course-related background information, to collect materials, and to prepare classes in international areas.

International education lends itself to interdisciplinary inquiry. We will explore options to enrich and to expand our interdisciplinary area-study minors, including the Middle Eastern studies minor, as students have a growing interest in understanding this region of the world. We will also consider adding two new international minors in European studies and African studies. Most of our students study in Europe and our course offerings in European affairs are plentiful, yet our interdisciplinary programs, like the German minor and the Russian and East European studies minor, and the many European foreign areas studies, are dispersed and often underused. The new minor would take into account recent changes in European politics that have led to increased integration and interdependence but also allow area/country study specialization. Despite unique summer abroad experiences in Benin and Morocco, the university's course offerings on Africa are the least developed, but by pooling resources and courses in departments, such as Anthropology, Economics, Political Science, and Romance Languages, the proposed African studies minor could attract increased interest.

3. Peer-Advising Program

The Center for International Studies will develop a program that adds a new dimension to existing advising activities. The model builds on WFU's long-standing practice of pairing incoming first-year students with a faculty adviser and an upper-level student adviser in a team approach that has proven effective. The new program will use peer advisers in addition to faculty and staff for prospective study abroad students. After appropriate training from staff in the Center of International Studies, selected students returning from international experiences may participate as peer advisers in two kinds of programs: a) advising students who are planning to study abroad; or b) facilitating the predeparture and reentry phases.

Peer advisers have firsthand knowledge of the country or region to which students will travel and can share their own impressions and experiences, including concerns that are part of day-to-day life (Smith, 2004). Their knowledge about cultural adjustment, courses, and grading in a foreign university, and health and safety questions will add to that of faculty and staff advisers in our Center for International Studies, and many students may feel more comfortable talking to a peer than to a professional adviser. Peer advisers may meet with advisees informally in

a variety of settings. These advisers, in turn, benefit from the opportunity to share insights and knowledge from their study abroad experience. Peer advising has been a successful part of reentry programs at other universities with strong study abroad programs, such as the University of Richmond.

4. International Students and Faculty

There is widespread agreement in the literature and among educators that international students can contribute positively to the campus climate and influence educational content and teaching style (Schoorman, 1999). Foreign students not only present different points of view; they make discussions of cultural values and practices more personal (La Brack, 1993:270). Including foreign students can enrich our orientation and re-entry programming while enhancing their experience at Wake Forest.

In preparing for the expansion of international experiences through this QEP, WFU will join the International Student Exchange Program (ISEP) in spring 2006. ISEP is a nonprofit organization that administers a reciprocal exchange program, with 260 member institutions in the United States and 35 other countries. Members may send their students abroad to any member institution. For every Wake Forest student participating in this program, one international student can come to our campus. Our membership is an excellent way to increase the number of international students on campus from a wide range of countries. In addition, the Admissions Office will strengthen its efforts to recruit international students by taking part in recruitment tours offered by the Council of International Schools.

Increasing the number of international faculty on campus will also have similar positive effects on the intercultural competency of our students but also expand our curricular offerings (see Initiative 2, III/B.8).

C. Approval and Oversight of International Programs

1. Approval Process for New International Programs

In the last decade, WFU instituted new study abroad (Table 9, Appendix F) and volunteer service programs (Table 3). However, a decentralized administrative structure allowed those programs to develop through academic departments or administrative offices with limited central oversight. As a result, the management of existing education abroad is fragmented, and policies to ensure academic integrity in the implementation of programs should be expanded (McCarthy, 2003).

The Associate Provost of International Affairs, the Director of the Center for International Studies, the International Advisory Committee, and the Study Abroad Committee will develop program guidelines for new international programs. New study abroad programs will be evaluated for approval by the Study Abroad Committee, while other types of international experiences, such as volunteer service, service learning trips, and international research programs, will be approved by the International Advisory Committee.

The approval process will focus on academic and administrative consistency. We do not want to set up an additional bureaucracy; on the contrary, we want to streamline the process by establishing clear criteria. Our foremost concern is the academic quality of education abroad. The International Advisory Committee will include faculty and staff from the College and the professional schools with international experience. The Study Abroad Committee will include College faculty who have firsthand experience in directing international programs. A standardized approval mechanism for both WFU and external programs will consider:

- academic rigor;
- faculty qualifications;
- syllabi;
- learning expectations and required student preparation;
- activities that foster intercultural interactions; and
- administrative support, including housing, safety, and security.

2. Oversight of International Programs

Periodic formal and consistent assessment of international programs is important to ensure academic quality across WFU and non-WFU programs. This process will also facilitate advising, as we strive to place students in high-quality programs that match their major, academic background, and learning style. Our senior student survey provides some information on student perceptions of the educational value of their international experiences, but measuring learning outcomes will provide more direct feedback that can lead to program improvements. These formal assessment mechanisms will also be applied to students who participate in the broad range of programs developed in Initiative 2.

To date, study abroad programs administered by Wake Forest use no official assessment mechanisms. For non-WFU programs, that is, programs that are organized by other universities or study abroad program providers, the Study Abroad Committee has been responsible for evaluating and approving new programs and, if concerns arise, existing programs. As part of the recent expansion of international experiences, in 2004-2005 the number of semester-long study abroad providers used by the Center for International Studies had grown to 26, with additional providers for summer programs. Clearly, coordination, administration, and assessment of these wide-ranging programs are important. The Study Abroad Committee and the Director of International Studies will use a variety of mechanisms, including evaluations by faculty/staff program directors, student evaluations, course evaluations, and periodic site visits by WFU faculty to WFU-affiliated programs and non-WFU programs. WFU-affiliated programs are organized and administered by host country providers under special arrangement with WFU.

To evaluate the academic and administrative quality of these programs, experienced Wake Forest faculty and the Director of the Center for International Studies will make periodic site visits to gauge their strengths and weaknesses. In August 2005, a pilot faculty site visit to Australia assessed study abroad programs at seven universities and resulted in better

comprehension of the differences between the U.S. and Australian higher education systems. The visit has already led to concrete actions by both WFU and some Australian universities. For example, we identified additional courses that are appropriate for major credit in the sciences, and one Australian university has adjusted its grade conversion scheme in response to our concerns. Such visits help us to understand the character and quality of foreign programs and to prepare our students for successful learning experiences.

III. Initiative 2: Expanding Opportunities for International Experiences

A. Background and Rationale

Initiative 2 aims to maximize learning through international experiences by increasing the number of undergraduates who participate. We build on a strong record: since 1997, Wake Forest has seen steady growth in study abroad programs and the number of students enrolled in them. WFU owns residential houses in three European cities, London, Venice, and Vienna, where WFU faculty in conjunction with academic personnel from the host countries offer classes throughout the year. In WFU faculty-led semester programs in Dijon and Salamanca, students stay with host families. Two programs in Asia, one in Japan and one in China, complement our semester-programs abroad under the direct supervision of WFU faculty. The participation of WFU students in study abroad in recent years is summarized in Table 1. These data demonstrate that participation has been continually growing with dramatic increase since the 1997–1998 academic year. In recent years several new summer programs and volunteer service trips also have been developed (see Table 9, Appendix F: WFU Undergraduate Study Abroad Programs).

Table 1: WFU Undergraduate Study Abroad Participation, 1997-2005*

Semester	97–98	98–99	99–00	00–01	01–02	02–03	03–04	04–05
Fall	127	174	188	205	246	291	299	323
Winter/Spring	104	109	122	115	113	98	103	91
Summer	136	187	193	207	175	146	222	199
Total	367	470	503	527	534	535	624	608

*Students who studied abroad in more than one semester are counted in each semester; includes students who participated in study abroad for credit or audit.

Source: WFU, Center for International Studies, July 2005.

Today, nearly half of our students participate in study abroad programs that are administered either directly by WFU or international program providers. In 2004–2005, our students studied at 74 different locations worldwide (Table 11, Appendix F). The broad spectrum of approaches, ranging from summer programs and shorter volunteer service trips to semester-long stays, reflects student needs and faculty strengths and interests. The variety of our international programs in terms of duration, locale, and academic focus is similar to that of other schools that emphasize international experiences.

Nonetheless, many students do not opt for an overseas experience. To understand why, we asked them in focus groups, through supplemental questions to the senior survey, at the student leadership retreat, and informally. Findings included:

- A survey of seniors who graduated in 2005 indicates that conflict with coursework was the largest deterrent, especially for those in majors with extensive requirements (e.g., prehealth professions).
- Students pursuing single majors with large numbers of requirements or double majors perceive difficulty in finding a sufficient number of courses abroad that would satisfy major or divisional requirements.
- Limited approval of divisional and major requirements at non-WFU programs and the restricted flexibility to incorporate elective classes into a four-year academic schedule complicate the planning of study abroad experiences for some students.
- Study abroad does not fulfill the Cultural Diversity requirement.
- Many students do not plan for international studies soon enough.
- Extracurricular or athletic commitments make it difficult for some students to be absent for a semester.
- Inadequate knowledge about mechanisms for financial support prevents inquiry into study abroad opportunities.
- Some simply never consider a study abroad experience due to lack of interest or information.

As of 2005, most students who studied abroad were majoring in the social sciences and humanities, including languages. Students from two curricular areas, business and science, have been generally underrepresented, although recently, the undergraduate Calloway School of Business and Accountancy has sparked business major participation to a slightly higher level than that of the overall student population. Although somewhat improved, participation by science students lags behind others.

Table 2: Percentage of Undergraduate Students who Graduate with Study Abroad Experience, 1995-2003

	1995	1997	1999	2001	2003
Total Undergraduates	17.6	18.8	24.3	41.0	47.9
Calloway (Business Majors)	9.4	5.6	19.5	35.6	50.0
BS Graduates (Science Majors)	4.1	2.7	9.8	19.0	28.8

Source: Wake Forest University, Registrar's Office, May 2005

The goal of this initiative is to increase student participation by providing a broader range of opportunities. We particularly target groups who have greater barriers to study abroad. Enhanced program options include:

- Summer and semester-long study abroad programs that fulfill divisional and major requirements;
- International internships;
- International research experiences; and
- Volunteer service and service-learning opportunities.

We also aim to disseminate better the wealth of information on current and future international programs so that students are aware of their options. We will begin to educate students about international experiences before enrollment. As soon as first-year students arrive on campus, we will encourage them to consider education abroad and help them begin planning an international experience as part of their curricular requirements. For example, the academic schedule of WFU programs abroad must be advertised well in advance to allow students to plan divisional, major, and minor classes accordingly. We will include financial advice on how to make study abroad a reality for all students.

A final goal is to assess how different types of programs affect students' learning outcomes. We realize that outcomes and expectations vary; some students have a more academic focus in mind, while others value immersion in a different culture (Three Colleges Collaborate to Assess "Study Abroad", 2005; Harrison, 2006). Language study, of course, combines both academic advancement and intercultural interaction and is a crucial component of most of our programs. We will compare types and lengths to identify the benefits of specific programs for specific populations. These assessments will help us decide which experiences should be encouraged for whom and how they can be improved.

B. Encouraging Students to Participate in International Experiences

1. Study Abroad Programs

Study abroad programs are ideal for students wishing to learn about a new culture, political system, and way of life. Students not only benefit from negotiating cultural immersion but also gain deeper insight into their fields of interest by absorbing new viewpoints. These programs are administered and directed by either WFU or other universities and program providers and approved by WFU faculty.

Our new programs will address the limits to participation described above and include both full-semester and shorter programs. We have traditionally directed students to semester-long programs, as longer duration allows fuller immersion. However, shorter programs have considerable appeal to students who have demanding curricular and extracurricular commitments. Of all program types, these shorter programs have seen the largest increase nationally in recent years, and we have observed a similar trend (Open Doors 2004:19; Table

10, Appendix F). Although longer immersion in a foreign culture is seen as advantageous, the potential benefits of shorter programs should not be dismissed. Studies have shown that shorter programs influence the way students view themselves and the world and often stimulate further international exploration; many students want to explore other locations and different types of programs, and the short programs can affect their future career path (Lewis and Niesenbaum, 2005).

The following sections describe new programs designed to address curricular limitations to study abroad, with particular focus on summer programs and/or divisional or major requirements. We will also recommend that faculty consider whether study abroad can fulfill the Cultural Diversity course requirement that is required of all undergraduates.

a. Programs offering divisional credit (full-semester and summer)

Students whose majors have extensive course requirements or who pursue a double major often have reduced flexibility to select electives. We plan to offer more divisional courses, in particular, by expanding summer abroad experiences. Pilot programs at the WFU residential houses in London, Venice, and Vienna during the summers of 2004 or 2005 offered divisional credit and attracted a number of students who sought international experiences but would not have participated if they could not have fulfilled divisional courses. We will continue to encourage and to publicize these options so that students can delay enrollment in divisional courses likely to be available in semester and summer abroad programs.

A more difficult task is finding appropriate courses offered by non-WFU programs. Currently, some departments do not accept study abroad courses for divisional credit, and students often indicate that this limited approval is a major deterrent to their international study. We believe that the improved quality control of international experiences outlined in our first initiative will increase the number of courses accepted for divisional credit; at the same time, improved advising and access to information will enhance student awareness of departments that will accept overseas courses for divisional credit.

b. Programs offering credit in the major

Another way to assist students who have limited “curricular space” is to offer courses for major credit abroad. Dickinson College has developed different models that encourage academic departments to create and monitor semester-long study abroad programs. For example, the Dickinson program at the University of Queensland in Australia allows science, math, and psychology majors to take classes for credit while studying abroad. Dickinson partner programs establish direct links between a host institution and the U.S. institution; such a program exists between the School for Field Studies in Costa Rica and the Biology Department at Dickinson. Dickinson faculty members know the programs well and can advise their students accordingly. WFU has started to create similar opportunities for particular majors, such as the INSTEP (Institute of Economic and Political Studies) program in Cambridge, England.

Several WFU departments have developed summer programs that offer courses to their majors. For example, in 2005, a new collaboration between the Psychology and Biology departments began in Ljubljana, Slovenia; 10 biology majors took an upper-level biology course. This location was chosen to provide students an opportunity to explore central Europe, to expand the range of program locations, and, even more, to provide openings to earn credit in the respective majors in a foreign setting. Each summer, a WFU faculty member from either of these departments will teach a group of WFU students in Slovenia and offer courses toward major credit. Additionally, students enroll in a course in modern Slovenian history taught by a Slovenian instructor.

As part of the QEP, the Center for International Studies will work closely with department chairs and faculty advisers to identify more summer and semester-long programs that fulfill the needs of students in particular majors. Funds will be provided for exploratory trips for WFU faculty to design programs that are tailored to the needs of their major students.

c. Additional locations for international studies

Expanding our program locations meets our goal of giving students broader international understanding and intercultural competency. Many study in WFU-developed or approved programs in western Europe, specifically Spain, Italy, the United Kingdom, France, Germany, and Austria, and the three WFU study abroad houses are in western Europe. In recent years, the number of students who study in Latin America and Australia has grown substantially. Few participate in study abroad programs in Asia or Africa (in both cases, less than 3 percent), as summarized in Table 11, Appendix F.

We will now concentrate on developing WFU programs and identifying and approving non-WFU programs in different European countries and regions of the world. They will provide coursework in the history, culture, politics, language, science, and economics of the country or region and opportunities to become personally immersed in intercultural learning. Non-WFU study abroad programs will be selected and approved based on the quality criteria elaborated in Initiative 1.

Our first priority will be to assess the feasibility of a WFU-affiliated program in South America, spurred by student and faculty interests, expertise, and language skills. A semester-long program in South America would strengthen our interdisciplinary Latin American studies minor. Thirteen percent of the U.S. population is Latino, and ever-increasing trade and economic interests between the United States and Latin/South America demonstrate the region's relevance to our students' future careers. Core faculty who study the politics, culture, history, and biological complexity of this part of the world are investigating options for such a program. Other areas where we may encourage expansion of our international offerings include India, South Africa, and eastern Europe.

d. International exchange and collaborative programs

As an Atlantic Coast Conference (ACC) institution, WFU is one of eleven participating in its new initiative, the International Academic Collaboration. Beginning in 2006, jointly developed summer/semester study abroad programs will be open to students from all involved ACC institutions. They will focus on nonwestern destinations, providing Wake Forest students with a range of new study abroad opportunities in new locations over the next five years.

As noted in Initiative 1, WFU will join the International Student Exchange Program (ISEP) in spring 2006. Membership allows our students to study at excellent universities in numerous countries, including the Republic of Korea, Bulgaria, Ghana, Estonia, Costa Rica, Finland, Hungary, Thailand, Uruguay, Latvia, and Mexico. We will actively market these new study abroad options and provide scholarships to encourage students to take advantage of them.

2. International Internship Programs

An international internship can be quite different from a study abroad experience. Internships necessarily immerse students in a different culture and provide them a valuable work experience. The direct and prolonged interaction with people in the host country allows students to improve their language skills and intercultural understanding. Like many other students who have studied abroad, those participating in internships have uniformly commented that it was one of the most valuable components of their undergraduate experience. Although we have anecdotal evidence to support their value, this initiative aims to assess quantitatively their benefits.

We presently offer international internships in two ways and aim to increase the number in both areas.

1. The Center for International Studies administers a summer internship program in collaboration with a placement organization (EUSA). Students have been placed with 20 different organizations in Paris, Madrid, London, Dublin, and Geneva.
2. The WFU Office of Career Services has links to a number of internship programs abroad and, with the Center for International Studies, is developing a Web site that provides students with information into programs that best fit their needs.

3. International Research Opportunities

We recognize the value of international research for our students and plan to expand existing efforts. Since 1999 WFU has received a grant from the Richter Memorial Funds. The Richter Scholars Program supports "life-changing research experiences" that require travel away from campus. Between 1999 and 2005, 98 stipends have been awarded. They have inspired many of our best students from a wide range of disciplines to engage in research in the USA but mostly in Europe, Latin America, Asia, Africa, and the Middle East. Several of our merit-based scholarships

also provide research opportunities in international locations. In recent years, WFU students who have been awarded national scholarships, such as Rhodes and Marshall, had engaged in international research as part of their Wake Forest experiences. For example, the winner of a Marshall Scholarship in 2005 pursued an independent study of Arab youth culture and music in Paris. He also traveled to Morocco to study language and culture as part of a WFU summer program and to Dublin to conduct independent research on James Joyce.

Many WFU undergraduates in the social and natural sciences are involved in, and sometimes required to conduct, independent research projects guided by faculty mentors. Up to 150 Wake Forest Research Fellowships support collaborative projects between students and faculty each year. Some of these can or must be conducted at distant locations; for example, faculty members in Biology have field sites in the Galapagos Islands and Peru. A WFU faculty member may guide students engaged in field or library research using facilities at other institutions.

International laboratory research experiences are much like internships; a research mentor at a foreign institution is identified, usually by the WFU faculty mentor. As these collaborations grow, foreign institutions may allow Wake Forest students to work in a range of laboratories. For example, the German Academic Exchange Service has recently instituted a new program, Research Internships in Science and Engineering (RISE), which is specifically designed to give undergraduate students from the United States and Canada the opportunity to work with German doctoral students on research projects in German laboratories. We plan to encourage our students to apply to this and similar programs. In addition, we will build on the existing WFU Research Fellowship program to support international projects that include WFU faculty as collaborators and offer supplements to cover part of the student's international travel and living expenses.

4. International Volunteer Service and Service Learning

Wake Forest's motto is *Pro Humanitate*. It is integrated into undergraduate education by volunteer service and coursework. The University sponsors international volunteer service trips to Vietnam, India, Costa Rica, Russia, Honduras, and, most recently, South Africa. In the Vietnam program, students help to build schools in partnership with villagers. In Calcutta, students work with Mother Teresa's Missionaries of Charity to serve the poorest of the poor. This experience focuses on caring for and comforting the sick and often appeals to students planning a health professions career. Although these programs do not currently offer academic credit or classroom experiences, participating students consistently tell us that they are life-changing in two ways: enhancing their understanding of the cultural, historical, religious, and political aspects of a country and inspiring them to find ways to continue this type of service.

Table 3: WFU Undergraduate Participation in International Volunteer Service Trips

Service Trip Location	Year begun	Students who have participated through summer 2005
Casa de Caridad, Mexico	2001	24
City of Joy, India	1994	117
Helping Hands, Russia	2002	28
HOPE, Honduras	1998	70
Tie that Binds, Georgia	2000	36
Vietnam	2002	36

Source: WFU, Division of Student Life, October 2005

To date, relatively few students participate in international volunteer-service opportunities, in part, due to the requirement that students pay for their own travel and expenses. We will provide additional funds to cover costs, especially for students who demonstrate financial need, and to encourage faculty and staff to direct such programs by supporting exploratory trips.

International service-learning trips allow students to serve humanity and to develop an understanding of other cultures (Annette, 2002; Grusky, 2000). A second initiative will develop academic courses that culminate in an international cultural immersion trip. New international service-learning/multicultural immersion courses for credit will focus on a discipline-specific area of inquiry and involve extensive study of the historical, cultural, and religious context of the country to be visited. They will start with academic coursework on the WFU campus. Either during the winter break or at the end of the spring semester, students will travel to the country and participate in service relevant to the course. Service activities could focus on building and repair projects, disaster relief efforts, education and literacy outreach, medical support services, or cultural exchange projects. Faculty stipends will be awarded, and faculty travel and a percentage of student travel will be covered under a grant from the Lilly Endowment that begins in 2007.

5. International Conferences/Workshops/Seminars

Participation in international conferences, workshops, and seminars benefits WFU students for several reasons. Students writing an honors thesis or conducting independent research may attend conferences to present their results and/or to learn more about possible future careers. Workshops and seminars allow them to deepen their knowledge of particular subjects as they network with students/faculty in the same field. In recent years, several students have participated in international conferences, such as the Prague Atlantic Student Summit sponsored by the Atlantic Council of the United States and Dragon 100: Young Chinese Leaders Forum in 2004. However, student involvement has been limited due to lack of funding. Currently, WFU has competitive Starr Travel funds to support students presenting their own research findings at meetings. We will build on this program by supporting student travel to international meetings.

6. Financial Support

We recognize that financial considerations must be addressed better if we want to increase the number of students who engage in education abroad. We must improve our information system so that students are aware of different financial support options. Many students do not realize that need-based financial support continues during education abroad. In addition, the Center for International Studies allocates scholarships and travel stipends to encourage students to study abroad. In allocating these funds, the center distributes travel support according to financial need and academic merit; students who take part in WFU programs receive a slightly higher stipend. To increase the efficiency of this financial support, three existing scholarships for exchange programs will be redirected to support participation of 15–20 students in the ISEP program, as described above. The financial aid process will be further refined to support student participation in international service, internship, and research experiences and to create scholarships that target these programs and student groups that traditionally have had lower levels of participation in study abroad (for detail see the appropriate sections above).

7. Advising and Information Access

Several steps will be taken to ensure that all students are (a) aware of the scope of international opportunities; (b) encouraged to participate in them; (c) assisted by faculty and staff in selecting an appropriate experience; and (d) helped to schedule their academic requirements so that an international experience both fits and enhances students' academic programs. We will also ensure that faculty and staff are aware of options to participate in or to develop new international programs.

Advising First-Year Students. Students' participation is often impeded by the planning required to make an international experience feasible. Those majoring in the sciences may not learn which divisional requirements can be readily fulfilled abroad until after they have completed many of them on campus. One of the main factors in improving the participation of business students has been early advising to help them arrange their schedules and course requirements.

The WFU Student Government encouraged the College to address the need for earlier advising (WFU Student Government, 2005). In 2005, the Center for International Studies held two information sessions during the first-year orientation period, and more than 400 students attended, almost 40 percent of the incoming class. This early interest is consistent with survey data; for 82 percent of prospective students, opportunities for study abroad were either somewhat or very important in their choice of institution (WFU 2005, Admissions Survey).

As part of the QEP, we will expand existing initiatives and create a series of events throughout the year to advise first-year students about the opportunities for study abroad and other international experiences and to encourage them to participate. Several orientation sessions will explain the range of experiences; the options within study abroad in terms of duration, location, and curricular orientation; and mechanisms for financial support. Information will be available for students from a variety of majors.

We are also considering information sessions in residence halls, events developed by returning study abroad students for first-year students, and sessions for first-year faculty and student advisers. We will work to create departmental Web sites that direct students to international programs that meet their needs, modeled on the Calloway School of Business and Accountancy site, which has information on general programs and details on programs particularly suited to its majors. Entering students should quickly learn that we want to educate them as global citizens and the many ways to accomplish this goal.

Faculty Advisers for Education Abroad. Many faculty members with international experiences often serve informally as advisers to students who intend to study abroad. However, finding knowledgeable advising is often based on personal connections and/or chance encounters. As part of the QEP implementation, we will expand efforts to make access to advisers more systematic. For example, departments will be encouraged to designate study abroad advisers for their majors. The names of faculty with expertise in certain parts of the world will be made available to students. As part of lower division advising, students will be given more guidance in finding appropriate resources and advising on international education.

Information Access. A new link on the WFU home page will provide a central location for individuals who want to explore the range of international activities, from international offerings on campus to international service and research experiences. It will include a link to the Center for International Studies, whose Web site will also be redesigned with clear links to our international programs. Once students have decided to study abroad, a new study abroad software package will make it easier both to access information for all Wake Forest and approved non-Wake Forest programs and to enroll in these programs. As part of this redesign, the entire study abroad application process will move to an on-line format. The result will be a more effective, accessible, and streamlined application and approval process for students, faculty directors, and administration.

8. Support for Faculty to Develop International Experiences and International Faculty

The role of faculty in planning and implementing international experiences and advising students prior to and during them is crucial. Knowing the students' academic requirements, they can tailor study abroad programs to meet them. For service trips, their willingness to give up some time between academic semesters is critical. If faculty are enthusiastic about international experiences, they can positively influence students. Faculty international expertise often infuses new ideas into teaching and research (Engberg and Green, 2003). We will take several actions to facilitate faculty international research and to encourage scholarly interests in other parts of the world, including the intercultural training and course development programs described in Initiative 1. Funds will also support exploratory trips for faculty and staff with particular expertise to develop study abroad, international service, research, or internship programs for students.

The International Academic Collaboration of the Atlantic Coast Conference (IAC/ACC) initiative offers Faculty Summer Development Seminars, beginning summer 2006. One seminar, open to faculty from all participating ACC institutions, will run each year for five years. The seminars will focus on nonwestern destinations and give priority to faculty with less international experience and expertise. Travel and seminar participation costs will be covered.

The Center for International Studies will continue to fund the participation of faculty in Summer International Seminars conducted by two outside organizations: the Council on International Education Exchange (CIEE) and Brethren Colleges Abroad (BCA). In the past, faculty have attended workshops in South Africa, Ghana, Senegal, Northern Ireland, the Netherlands, Hungary, Vietnam, and Cuba. Workshop attendance has enriched existing and sparked new courses. So far, program costs are covered by WFU, but faculty must provide their own travel funds. As part of the QEP, several travel stipends will be made available to faculty.

Today, more than ever, institutions of higher education illustrate that teaching and research are international in form and substance. Many of our faculty members are foreign-born, and international scholars regularly visit campus to teach classes and give lectures. But the integration of international scholars — both on a visiting and permanent basis — and the extent to which international exchange programs are used, varies from department to department. As part of our discussion of the QEP initiatives, faculty strongly endorsed the promotion of international scholarly exchanges to expose our students to different perspectives. Therefore, new channels for international faculty involvement will be explored. In particular, we will provide funds to invite visiting scholars who can offer short-term courses and/or assist us in setting up international research opportunities for WFU students.

Together, these initiatives should strengthen planning and implementation of new international experiences and courses, increasing the variety of student options.

IV. Assessment of the Effectiveness of the QEP Initiatives

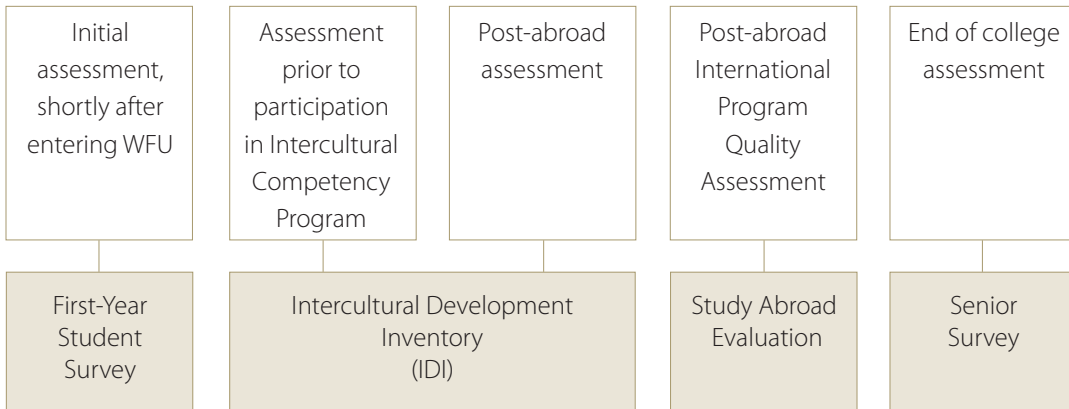
A. Overview

The goal of the QEP is to help a growing number of our students to become more effective global citizens by increasing the quality and breadth of international experiences. A strong liberal arts education should provide students with factual knowledge of the world and assist them in developing intercultural competency. The QEP assessments will examine the effects of specific programs developed within the QEP and the totality of students' international experiences while enrolled at Wake Forest. The assessments will use both quantitative and qualitative measures to assess learning outcomes. International experiences are linked to several learning dimensions, including acquisition of knowledge about other parts of the world and development of critical thinking skills, but they also have the potential to influence and even to alter students' view of the world and their place in it. As knowledge acquisition and the development of critical thinking skills are best evaluated as part of academic offerings, this QEP assessment will focus on student learning associated with attitudinal and behavioral change. Those learning outcomes are more difficult to evaluate but are of equal importance in developing a global citizenry.

Currently, evaluations of international experiences include questions in the first-year survey administered during student orientation, the senior survey administered in the final semester, and the alumni survey administered five years after graduation. In the 2005 College Student Survey (CSS) six additional questions were added to this senior survey. Beginning in 2006–2007, these assessments will contain additional questions aimed at appraising various dimensions of international understanding and competency and the contribution that undergraduate education has made in developing those skills.

We will assess the effectiveness of expanded intercultural competency training prior to participation in the Intercultural Competency Program and after return from the international experience, using the Intercultural Development Inventory (IDI), a widely-used measure of intercultural sensitivity. After we have gained experience with this instrument, we will evaluate its effectiveness and, if necessary, consider additional approaches to measuring intercultural competency. Finally, all students who have studied abroad will be asked to complete a comprehensive evaluation that aims to discern program quality, especially academic quality, and satisfaction. The long-term test of intercultural competency will be how students perform throughout their lives. The addition of questions to the alumni survey will begin to address this larger question of long-term learning. These assessments will be administered by the Center for International Studies and the Office of Institutional Research.

We will assess international competency and understanding at the following stages of Wake Forest University students' career:



B. Assessment Plan

Intercultural competency is at the core of our QEP assessment plan. We want to measure systematically whether and to what extent our students' international experiences change their attitudes and behaviors. Intercultural competency is commonly measured in many ways, and we will use both quantitative and qualitative methods (Deardorff, 2004:187; Appendix B). While our primary emphasis will be on quantitative data collected through the standardized cross-cultural competency tests, we will also consider additional measures, such as post-abroad focus groups, that would be conducted with a random sampling of students from a variety of types of international experiences.

The measurement of intercultural competency is notoriously difficult. However, in recent years, the Intercultural Development Inventory (IDI) has emerged as a reliable gauge of intercultural sensitivity. Intercultural sensitivity is defined as "the ability to discriminate and experience relevant cultural differences," and is an important element of intercultural competency (Hammer et al., 2003:422). We will administer the IDI test to students who are going abroad, before they participate in the Intercultural Competency Program and again upon their return. As part of the IDI, student learning outcomes will be assessed in terms of:

- **Sensitivity toward cultural differences**, particularly in regard to the student's host culture;
- **Assimilation and appreciation of the differences** in cultures, including social norms and behaviors; and
- **Ability to interact effectively with people** of different cultures.

Our assessments will seek answers to the following questions:

1. How does the totality of students' international experiences affect their self-reported international understanding?

This measure is based on students' perception of their international understanding and competency, based on first-year and senior surveys. We will compare changes in self-reported international understanding between first-year and senior year among students who took part in an international experience and those who did not. We will also use these assessments to examine the impact of different international experiences, participation in the Intercultural Competency Program, and enrollment in internationally oriented courses on campus on students' self-reported international understanding.

2. Does addition of the Intercultural Competency Program improve student intercultural sensitivity beyond the improvements associated with international experiences?

The effects of the Intercultural Competency Program will be assessed by comparing levels of intercultural competency among students participating in international experiences alone with levels of intercultural competency among students who, in addition to the international experience, also have completed the Intercultural Competency Program. First, we will measure the pre/post change in intercultural sensitivity among students who took part in an international experience but **did not** participate in the Intercultural Competency Program. This measure of the effectiveness of international experiences will be quantified during the 2006–2007 school year, administering the pretest prior to travel and the posttest after the student returns. These data will be compared in future years to changes in intercultural sensitivity among students who have an international experience **and** participated in the Intercultural Competency Program. We will also examine the effect of the Intercultural Competency Program on students who do not participate in international experiences, to determine its relative contribution to students' intercultural competency. These assessments will use the IDI test described previously.

3. What are the effects of different types of international experiences on intercultural competency and understanding among different student groups?

We anticipate that the development of intercultural competency and understanding will vary by type and the experience of students. For example, for some students, a semester-abroad experience may be more effective than a summer academic session, or a service experience may benefit particular students more than a research project. Because of the large number of students who participate in international experiences while attending Wake Forest, we will be able to

examine results by different categories of students. We will assess outcomes in total, by major programs, and by key demographic segments. Our assessments will be based on senior surveys and the IDI. Some of the comparisons we will be able to make include:

- students who studied abroad in Wake Forest houses versus students who studied in non-Wake Forest programs,
- students who took part in international service, research, or internship programs versus study abroad programs,
- students who enrolled in new Wake Forest study abroad programs versus established Wake Forest programs,
- students who studied abroad for one or two semesters versus those who had a shorter summer study abroad experience,
- students who studied in one region of the world versus another,
- students with previous international experience versus those without, and
- students who took part in international programs with those who did not take part in any program.

4. How can international programs be improved to increase student learning?

We anticipate that the study abroad program evaluations introduced as part of the new integrated software package will identify both strengths and weaknesses of international programs and enable us to increase the effectiveness of individual programs. In addition, the findings from the IDI and the senior survey will be used to assess the quality of our international programs.

Table 4: Learning Outcomes Assessment Plan

Activity	Assessment Method	Assessment Goal	Learning Outcomes Goal
International experience	Standardized cross-cultural competency test (IDI)	Pre/post intercultural sensitivity among students who studied abroad but did not participate in the Intercultural Competency Program	Intercultural sensitivity increases among students who studied abroad
International experience and Intercultural Competency Program	Standardized cross-cultural competency test (IDI)	Pre/post intercultural sensitivity among students who studied abroad and participated in the Intercultural Competency Program	Increased intercultural sensitivity relative to students who did not participate in the Intercultural Competency Program, but do have an international experience
	(In selected cases) Focus groups among students after returning	Pre/post intercultural sensitivity among students who studied abroad and participated in the Intercultural Competency Program	Qualitative insights on Intercultural Competency Program effectiveness and possible enhancements
Comparison of different programs, including varying length, locale, and program type (study abroad, international internship, research, or service). Comparisons will also take into account categories of students, including major and demographic characteristics.	Standardized cross-cultural competency test (IDI)	Intercultural sensitivity among students who participated in different programs	Understanding of relative gains in intercultural competency through student participation in different programs
	Study abroad evaluation	Perceived academic quality among and cultural immersion of different programs	Identification of strength and weaknesses of different programs as regards academic offerings and cultural immersion
	Senior survey (upon graduation)	Perceived intercultural sensitivity among students with different programs	Insights on effectiveness of different programs on intercultural sensitivity and strengths and weaknesses of different programs
Comparison of students with and without an international experience	First-year survey (upon matriculation) Senior survey (upon graduation)	Perceived intercultural sensitivity among students with international experience vs. intercultural sensitivity among students who did not	Difference among students who participated in international experience compared to others who did not

5. Have more students benefited from opportunities for enhanced international experiences?

The new programs that will be implemented as part of Initiative 2 aim to increase the number of Wake Forest students who participate in international activities by 15 percent over the next five years. We will use the number of students with international experiences in the 2005-2006 year as a baseline for this projected increase. An accurate account of the exact number of students with international experiences will be available after the end of the 2005-2006 academic year. We estimate that the increase will amount to approximately 100 more students being involved in international experiences by 2010-2011 as compared to 2005-2006. The goal is ambitious because students with high interest in international education and/or flexible academic course schedules are already participating. Although we realize that numerical goals set important benchmarks, we want to achieve consistent progress over the years, with the ultimate goal of having as many students as possible benefiting from education abroad.

We know that individual program growth is dependent on student interest. Therefore, we do not believe it is appropriate to establish individual goals for each current or new program. We also do not want to direct students artificially to particular programs in order to reach a goal (“quota”). In fact, we would expect some programs to generate more interest than others and for those programs with more interest to grow more rapidly.

Table 5: Student Participation Assessment Plan

Activity	Assessment Method	Implementation	Performance Goal
Participation in international experiences	Tracking of actual participation, in total and by sub-groups	Annual tracking	15% more students participating in international experiences by 2010-11
New study abroad programs New international internships New international research opportunities New international volunteer service and service learning programs International conferences and workshops/seminars	Participation rates	Annual tracking	Number of students participating in each program will be measured with the goal of annual overall increases

6. How do supporting activities affect the development of intercultural competency?

Supporting activities include faculty training, peer advising, international student recruitment, curricular connections, and faculty development. Assessments will evaluate if these activities meet their objectives, not necessarily their impact on students, and will be used primarily to enable continuous improvement.

Table 6: Assessment Plan for Supporting Activities

Supporting Activity	Assessment Method	Implementation	Performance Goal
Faculty training and development	Post-training questionnaire	After training	Increase in faculty intercultural competency
International faculty	Review of funding	Annually	Increased campus presence
International student recruitment	Annual tracking	Annually	Increase in international students
Curricular connections: First-Year Seminars Other courses	Student course evaluations Total number of courses with international content	After course	Improvements in intercultural competency
Advising	Study abroad evaluation	Upon return	High satisfaction levels
Information access	Study abroad evaluation	Upon return	High satisfaction levels
Quality Control of Programs Faculty site visits Regular review of international programs	Study abroad evaluation Faculty site visit reports Study Abroad Committee reports	Annually	High satisfaction levels

V. Implementation and Oversight

A. Organizational Support

For over three decades, Wake Forest has been very successful in integrating international education into liberal arts education. However, we recognize the need to strengthen our current strategic and administrative oversight to expand and to ensure the quality of our international programs. This additional oversight aims to ensure academic quality; to enlist as many students and faculty as possible; and to use resources effectively.

Therefore, we will:

- Create a new position, Associate Provost for International Affairs, on a half-time basis;
- Centralize the role of the Center for International Studies in overseeing all study abroad programs;
- Establish an International Advisory Committee; and
- Formalize the existing ad hoc Study Abroad Committee and include it in the official committee structure of the College.

The responsibilities of the Associate Provost for International Affairs will include:

- Directing and overseeing the implementation of the QEP and summarizing the findings in an annual report to the President and Provost;
- Creating a long-term plan to make WFU a leader in international education and making every effort to explain its rationale and value to the Wake Forest community;
- Establishing, refining, and maintaining policies and structures that effectively support the wide range of current and future internationalization efforts;
- Establishing and maintaining consistent academic rigor, costs and charges, financial aid, and strong overseas security plans, including training and communication regarding emergency evacuation procedures across programs;
- Ensuring Wake Forest has an up-to-date knowledge base on trends and best practices in global higher education;
- Ensuring faculty development in international education and research;
- Establishing and maintaining relationships with institutions in the United States and abroad that can provide internationalization opportunities for Wake Forest students and faculty;
- Securing external funds for international programming, in conjunction with the Advancement Office, the Office of Research and Sponsored Programs, and the Center for International Studies; and
- Strengthening the internationalization of the professional and graduate schools and facilitating communication between them and the College regarding international programs.

The responsibilities of the Center for International Studies will be expanded to include:

- Approving non-WFU international programs, including semester study abroad, exchange, service, and summer programs, in collaboration with the Study Abroad Committee;
- Overseeing, coordinating, and supporting the Wake Forest overseas houses and programs;
- Publicizing and marketing the full range of international opportunities to students and faculty and training Wake Forest faculty who will teach or travel with students abroad, including intercultural competency workshops and mandatory workshops on logistics, crisis management, and budget and spending policies;
- Developing and implementing a systematic, on-going assessment program and hiring a new staff member to implement the Intercultural Competency Program.

We will also establish an **International Advisory Committee** whose members will include faculty and staff representing the College, professional schools, and graduate school and the Director of the Center for International Studies. It will assist the Associate Provost for International Affairs in planning and evaluating international initiatives on campus.

Subject to approval by the undergraduate faculty, the **existing Study Abroad Committee will be formalized** and included into the university's official committee structure. It will oversee and assess the academic and administrative quality of Wake Forest and non-WFU study abroad programs and advise the Center for International Studies on academic issues.

B. Budget

Prior to, and as part of, preparation for the QEP, a detailed financial analysis of income and expenditures associated with international programs was completed. It identified ways to increase both the cost effectiveness and the efficiency of our programs. The QEP will be funded almost exclusively through reallocation of current spending and additional revenue generated by international programs. For example, the reallocation of three existing scholarships, totaling more than \$100,000, will make it possible to support the participation of 15 to 20 students in additional exchange programs. Better use of the Wake Forest residential houses in Europe, particularly in the summer, will generate an additional \$100,000. Adjusting administrative fees for students participating in non-Wake Forest programs and ensuring costs for all programs are set on a consistent basis will provide \$75,000 annually. Reallocation of funds in the Provost's office will allow the addition of a half-time Associate Provost with no additional expenditures from the operating budget. The Associate Provost will be responsible for generating external funding. In total, funding of QEP initiatives will range from \$330,000 to \$355,000 annually.

The new study abroad programs implemented through the QEP, such as additional semester-long Wake Forest programs and summer programs, will support themselves and can, in some cases, result in net income through tuition fees. Most international research costs will be covered by an existing Wake Forest University fellowship program, while service learning and international service trips will be funded through programs and grants that are part of our Pro Humanitate Center. Therefore, expanded international experiences are feasible with limited additional expenditures in the form of scholarships and travel allowances. A summary budget is provided below.

Table 7: Summary Budget (in dollars)

Expense Categories	2006-07	2007-08	2008-09	2009-10	2010-11	Total
Intercultural Competency Program	18,000	25,000	20,900	21,800	22,700	108,400
Assessments	25,000	20,000	20,750	21,500	22,250	109,500
International student and faculty recruitment	14,000	17,750	18,500	19,250	20,000	89,500
Program oversight	15,000	24,150	25,300	26,450	27,600	118,500
Curricular and faculty development	12,000	18,000	18,300	18,600	18,900	85,800
Exploratory trips for new programs	9,000	9,500	10,000	10,500	11,000	50,000
Stipends and scholarships	131,000	146,750	153,500	160,250	167,000	758,500
Program and staff support	107,000	68,250	70,500	73,250	75,500	394,500
Contingency	—	10,000	10,000	10,000	10,000	40,000
Total	\$ 331,000	339,400	347,750	361,600	374,950	1,754,700

C. Timeline for Implementation of QEP Activities

Table 8: Timeline for Implementation of the QEP

Implementation Goals
Fall 2006 <ul style="list-style-type: none">■ Associate Provost for International Affairs in place to support increased emphasis on international experiences and to implement QEP■ Consultant hired to design Intercultural Competency Program in collaboration with on-campus experts■ Staff person hired to implement Intercultural Competency Program■ Intercultural sensitivity assessment (IDI) administered to students prior to international experiences (pilot program)■ International Advisory Committee established; Study Abroad Committee formalized■ New study abroad software in place■ Survey of incoming first-year students to include additional questions regarding international education■ Planning begins for improved Web site and communications plan for international opportunities■ Programs begin to target students who have difficulty making education abroad a reality■ New exchange program possibilities through ISEP communicated to students■ Faculty site visits to examine the quality of selected international programs continue■ Expanded first-year advising program in place■ Faculty advising program for education abroad in academic departments explored■ New international scholarships for students available and publicized

Spring 2007

- Pilot Intercultural Competency Program for students studying abroad in summer 2007
- Pilot faculty intercultural competency training
- Pilot first cohort of student advisers selected and trained to work with students considering Fall 2007 and Spring 2008 study abroad
- Pilot study abroad evaluation operational
- Intercultural sensitivity assessment (IDI) in place for all students participating in international experiences
- Faculty support for international experiences available and publicized
- New interdisciplinary area study minors for Europe and Africa explored
- International ACC initiative fully operational
- Admissions Office takes part in recruitment tour for international students
- Funds for international scholars made available to departments
- Decision on how Intercultural Competency Program will be incorporated into curricular offerings brought to College faculty
- Pilot expanded senior survey to assess international experiences of graduating students
- Pilot expanded alumni survey to assess international experiences five years after graduation

2007–2008

- Interim assessment of new international experiences, including semester programs, research, service, internships, or summer programs, using the results from the intercultural sensitivity assessments, study abroad evaluations and senior surveys
- First annual report from Associate Provost for International Affairs, highlighting progress and problems
- Faculty stipends for course development continued
- Pilot postabroad activities for students who studied abroad in summer 2007

Implementation Goals

2007–2008 (continued)

- Intercultural Competency Program in place for all students
- Student adviser program in place for future semesters
- Improved faculty advising program in place for future semesters
- Approval process for new international programs established
- ISEP program fully operational
- Study abroad program in South America in place

2008–2011

- New international programs developed, including summer or semester-long study abroad, research, service, or internship programs
- Assessment of curriculum changes to enhance intercultural competencies
- 15 percent more students participating in international experiences (2010–2011)
- Interim report submitted to faculty and academic leadership on two-year progress in implementation of QEP initiatives (2008)
- Yearly reports from Associate Provost for International Affairs to President and Provost
- Five-year impact report to SACS (2011)

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B. Defining Intercultural Competencies

Knowledge

- Knowledge of world geography, conditions, issues, and events.
- Awareness of the complexity and interdependency of world events and issues.
- Understanding of historical forces that have shaped the current world system.
- Knowledge of one's own culture and history.
- Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts, and international business etiquette.
- Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews.

Attitudes

- Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking.
- Tolerance for ambiguity and unfamiliarity.
- Sensitivity and respect for personal and cultural differences.
- Empathy or the ability to take multiple perspectives.
- Self awareness and self-esteem about one's own identity and culture.

Skills

- Technical skills to enhance the ability of students to learn about the world (i.e., research skills).
- Critical and comparative thinking skills, including the ability to think creatively and integrate knowledge, rather than uncritical acceptance of knowledge.
- Communication skills, including the ability to use another language effectively and interact with people from other cultures.
- Coping and resiliency skills in unfamiliar and challenging situations.

Source: Text from Laura Siaya, in Madeleine F. Green and Christa Olson (2003), *Internationalizing the Campus. A User's Guide*. Washington, DC: American Council on Education, Center for Institutional and International Initiatives, pp. 106-7.

C. Milestones in International Programming at Wake Forest University

- 1970–72** Establishment of semester-long study abroad programs in Salamanca, Spain, and Orléans, France
- 1971** Opening of WFU study abroad residence—Casa Artom, Venice, Italy
- 1977** Opening of WFU study abroad residence—Worrell House, London, United Kingdom
- 1981** Dr. Richard Sears named Coordinator of International Studies;
Creation of Office of International Studies
- 1986–91** Pew Memorial Trust grant (\$492,200) to enrich International Studies;
Approval of East Asian Languages and Literatures Program;
Establishment of programs in China, Japan, and Russia;
Approval of International Studies minor by faculty of the College
- 1991–94** Spires of Excellence Program grant (\$175,000) to fund faculty and student international initiatives
- 1991–96** Title VI-A Dept. of Education grant to support Global Perspectives Program (increase international course offerings in lower divisions) and media center development in Office of International Studies
- 1996–98** Undergraduate curricular development; hiring new faculty with international expertise;
New study abroad programs in Benin, Cuba, Ecuador
- 1998–99** Campus-wide theme “Year of Globalization and Diversity”
- 1999** Opening of WFU study abroad residence – Flow House, Vienna, Austria
- 1999** Dr. Pia Wood named Director of International Studies; Office of International Studies renamed Center for International Studies
- 1999** Richter Scholarship grant initiated to support students’ life-changing experiences, preferably overseas, to include a creative or scholastic component
- 2001–04** Title VI-A Dept. of Education Grant strengthening Latin American Studies
- 2001–06** Pro Humanitate Fund for Service-Learning to support student and faculty service-learning travel (India, Honduras, Russia) and international student research projects
- 2002–07** Lilly grant to support student and faculty trip leaders travel to Vietnam
- 2002–07** Mellon grant (\$200,000) to support Languages across the Curriculum and internationalization of the curriculum
- 2003** Establishment of an *ad hoc* study abroad committee for academic standards oversight of non-Wake Forest programs
- 2004** “Open Doors: Report on International Education Exchange” by the Institute of International Education ranks WFU first in undergraduate study abroad at doctoral institutions in 2002-2003
- 2004–05** Expanded summer course offerings at WFU residences in London, Venice, and Vienna

D. Development of the Quality Enhancement Plan and Community Involvement

Formulation of QEP Focus

July 2004	Initial Leadership Team meeting
Sept 2004	Leadership Team meets with the Curriculum Committee; Committee on Academic Planning
Sept 2004	Dean Best shares SACS process with College Faculty and Board of Visitors
Nov 2004	Leadership Team meets with Study Abroad Committee
Oct 2004	Dean Best briefs the Board of Trustees: Committee on the College
Dec 2004	Leadership Team explores potential ideas with Director of International Studies

QEP Construction: Focus on International Experience

Jan 2005	QEP committee formed and begins work
Feb 2005	QEP committee divides into two subcommittees: Assessment of Past Planning and Current International Experiences and QEP Development
Feb 2005	Provost Gordon announces the focus of QEP at the College faculty meeting
Feb 2005	QEP on international experience shared with Board of Trustees, Board of Visitors, and Parents' Council (Gordon, Best)
Feb–Apr 2005	Biweekly meetings of the two QEP subcommittees
April 2005	QEP Web site constructed to share information and collect ideas from faculty
April 2005	Formal presentation of QEP ideas to the College faculty (Muday, Welsh)
April 2005	Focus groups with faculty and students to collect ideas for QEP
May–Aug 2005	QEP draft construction
July 2005	Discussion of QEP ideas with SACS representative, David Carter
July 2005	Provost Gordon writes to all faculty members asking for input into the QEP
Sept–Oct 2005	QEP Development Committee discusses and edits QEP draft
Sept 2005	Presentation of QEP to WFU Student Leadership Conference (Gordon, Welsh)
Oct 2005	Approval of QEP draft by QEP Development Committee
Oct 2005	Complete QEP draft available for comment on QEP Web site
Nov 2005	QEP discussion with Department Chairs, Committee on Academic Planning, University Senate, College, and Calloway faculty
Nov 2005	Open forums for students and faculty
Dec 2005	QEP updated with suggestions from the university community
Feb 2006	QEP document completed

E. Principal Personnel

SACS Leadership Team

Nathan O. Hatch, President

William C. Gordon, Provost

Deborah L. Best, Dean of the College

Ross Griffith, Director of Institutional Research

Gloria K. Muday, Professor of Biology

QEP Committee Members

Representatives of the Faculty

Bernadine Barnes, Associate Professor of Art

Deborah L. Best, Dean of the College

Sylvain H. Boko, Associate Professor of Economics

Jay Ford, Associate Professor of Religion

J. Kline Harrison, Professor and Associate Dean
of the Calloway School of Business and Accountancy

Hugh Howards, Associate Professor of Mathematics

Ken Middaugh, Professor, Babcock Graduate School of Management

Alan L. Palmiter, Professor, School of Law

Gloria K. Muday, Professor of Biology

Miles Silman, Associate Professor of Biology

Ian Taplin, Professor of Sociology and International Studies

Byron R. Wells, Professor of Romance Languages

Helga A. Welsh, Associate Professor of Political Science

Student Representative

Richard Cox, Chief of Staff, Student Government

Representatives of the Administration

Alan R. Cox, University Adviser

Mary Gerardy, Associate Vice President, Division of Student Life

Paul N. Orser, Associate Dean of the College

Mark E. Welker, Associate Provost for Research and Professor of Chemistry

Pia Wood, Director of the Center for International Studies

Betsy Taylor, Director of the Pro Humanitate Center

QEP Subcommittees

Assessment of Past Planning and Current International Experiences

Paul Orser, Chair

Deborah Best

Mary Gerardy

J. Kline Harrison

Hugh Howards

Ken Middaugh

Gloria Muday

Ian Taplin

Betsy Taylor

QEP Development

Helga Welsh, Chair

Sylvain Boko

Bernadine Barnes

Debbie Best

Alan Cox

Richard Cox

Jay Ford

Mary Gerardy

J. Kline Harrison

Gloria Muday

Alan Palmiter

Miles Silman

Mark Welker

Byron Wells

Pia Wood

F. Figures and Tables

Table 9: WFU Undergraduate Study Abroad Programs

Semester Programs	
Location	Semester program is offered
Beijing, China	Fall
Dijon, France	Fall
Hirakata, Japan	Fall
London, United Kingdom	Fall and Spring
Salamanca, Spain	Fall and Spring
Venice, Italy	Fall and Spring
Vienna, Austria	Fall and Spring
Summer Programs	
Location	Department sponsoring program
Benin	Economics
Havana, Cuba	Romance Languages
St. Peter's at Oxford, United Kingdom	English
EuroTour	Education
Berlin, Germany	Art
Roatan Island, Honduras	Anthropology
Nepal	Anthropology
International Accounting Tour, Europe	Calloway School of Business and Accountancy
International Business Study Tour, Europe	Calloway School of Business and Accountancy
Jamaica	Biology
Chiapas, Mexico	Anthropology
Queretaro, Mexico	Romance Languages
Fez, Morocco	Departments rotate
Cusco, Peru	Biology
Rio Maior, Portugal	Anthropology
Ljubljana, Slovenia	Biology and Psychology
London, United Kingdom	Departments rotate
Vienna, Austria	Departments rotate
Venice, Italy	Departments rotate

Source: WFU, Center for International Studies, July 2005

Table 10: WFU Undergraduate Study Abroad by Semester and Year, 1997-2005

Attended Wake Forest programs								
	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Fall	68	71	72	61	74	81	83	102
Winter					11			15
Spring	61	58	67	49	54	82	53	49
Summer	101	144	137	138	120	91	161	158
Total	230	273	276	248	259	234	312	309
Attended non-Wake Forest programs								
	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Fall	59	103	116	144	172	210	216	221
Winter			1					
Spring	43	51	54	66	48	36	35	42
Summer	35	43	56	69	55	55	61	36
Total	137	197	227	279	275	301	312	299
Total								
	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Fall	127	174	188	205	246	291	299	323
Winter			1		11			15
Spring	104	109	121	115	102	98	88	91
Summer	136	187	193	207	175	146	222	194
Total	367	470	503	527	534	535	624	608

Source: WFU, Center for International Studies, July 2005

Table 11: WFU Undergraduate Study Abroad by Country and Continent, 2000–2005

Continent/Country	2000–2001		2002–2003		2004–2005		
	Students	%	Students	%	Students	%	
Europe	Total	381	72	394	74	478	79
United Kingdom		115		128		144	
Italy		61		76		62	
Spain		67		91		111	
European Study Tours		74		26		44	
Austria		18		23		35	
France		26		26		24	
Germany		8		8		5	
Other Europe		9		8		53	
Latin America and Caribbean	Total	54	10	40	733	5	
Mexico		13		8		7	
Cuba		11		14			
Jamaica		1		9			
Peru		8				10	
Chile		1		2		5	
Honduras		11		4		4	
Other Latin America		9		3		7	

Continent/Country	2000–2001		2002–2003		2004–2005	
	Students	%	Students	%	Students	%
Australia/New Zealand Total	55	10	54	10	58	10
Australia	55		50		49	
New Zealand		4	9			
Africa Total	13	2	17	3	14	2
Benin	10		12		6	
Other Africa	3		5		8	
Asia Total	24	5	29	5	25	4
China	2		9		6	
Japan	9		12		14	
Nepal	11		7		3	
Other Asia	2		1		2	
North America Total	0		1	0	0	0
Canada	0		1		0	
Grand Total	527		535		608	

The percentage of students who study in each continent is reported.

Source: WFU, Center for International Studies, January 2006



OFFICE OF THE PROVOST

P.O. Box 7688
Winston-Salem, NC 27109-7688

www.wfu.edu

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