

Internationalization in Higher Education: Strategic Perspectives of Universities in the United States and the University of the Philippines

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ABSTRACT

In today's world, universities need to prepare students in general education and mastery in a discipline, as well as get them ready to be engaged in a global society. The case of the University of the Philippines, whose charter is to be a regional and a global university, is discussed in light of the latest research findings of the American Council on Education about campus internationalization. The paper focuses on the strategic perspectives and actions for internalization adopted by top administrative university personnel. A set of recommendations on campus internationalization, with a focus on strategic direction and communication, is presented.

Keyword: campus internationalization, global society, strategic perspectives

1. Introduction

Internationalization has been part of higher education in the United States (U.S.). Instantaneous global communication, overnight travel to anywhere in the globe, transparent workforce transferability among nations, the role of the U.S. in international relations, and the lightning speed of business transactions have played a prominent role in how students are educated. In addition to subject matter mastery, the general education component of campuses may include studies in world civilization studies, language studies, and cross cultural studies. From a macro perspective, the extent of campus internationalization varies from campus to campus.

In a knowledge-based economy where knowledge is considered a "weightless commodity," there is a fierce battle among universities to attract the market. Thus, a new global education race is on. New trends upset western universities that, for a very long period of time, enjoyed the privilege of getting the best students around the world. In recent times, universities in Asia have attracted excellent students from various points around the globe. It is no longer a monopoly of established universities

like Cambridge, Oxford, Harvard and Yale. The pursuit of Asian universities towards internationalization has remapped the global education landscape (Cao, 2008).

It is vital that there is a clear vision of the university's commitment to campus internationalization. A vision provides a sense of direction about the future programming goals and a sense of what the university could be in the future. The vision should be built upon the mission that forms the foundation of the campus. The mission reflects the core values and the essence of the campus' purpose. The vision and mission should then be supported by a set of strategic priorities and goals.

This paper focuses on the strategic perspectives for internationalization based on the campus vision, mission, priorities, and goals. Key findings from the 2006 survey of U.S. higher education institutions sponsored by the American Council on Education (ACE) are discussed, examples of strategies for campus internationalization are provided, strategic directions for internationalization at the University of the Philippines are presented, and a set of recommendations on campus internationalization with a focus on strategic direction and strategic communication are proposed.

2. ACE Study

In 2006, ACE conducted a comprehensive nationwide survey on campus internationalization of 2,746 higher education institutions in the U.S. The survey instrument was addressed to the presidents of the campuses. Of the entire survey population, a total of 1,074 institutions responded, resulting in a 39% overall response rate. The respondents included 409 associate's colleges, 246 baccalaureate colleges, 274 master's universities, and 145 doctorate-granting universities. Findings from the survey were summarized in the report titled "Mapping Internationalization on U.S. Campuses" published in 2008.

2.1 Doctorate-Granting Universities

Although the entire ACE report is interesting, the findings from the various types of colleges and universities were revealing. The findings for the U.S. doctorate-granting institutions are relevant in discussing the current internationalization strategic directions of the University of the Philippines, which is a doctorate-granting university.

Of the 257 doctorate-granting universities surveyed in the ACE study, 145 returned the survey, resulting in a 56% response rate. This compares favorably relative to the 39% overall response rate. To further breakdown the data, 102 (70%) were public doctorate-granting universities and 43 (30%) were private. In terms of campus size, 112 of the 145 were categorized as "large" universities with enrollments of 10,000 students or more, 9 were "small" campuses with between 2,000 and 2,499 students, and 24 were "medium" sized with 5,000 and up to 9,999 students. Thus, 77% of the responding doctorate-granting universities were categorized as "large."

2.2 Institutional Commitment to Internalization

Several areas concerning campus internationalization were covered in the ACE study, including stated institutional commitment, organizational structure and staffing, external funding, undergraduate foreign-language requirements and offerings, undergraduate international/global course requirements and offerings, education abroad, extracurricular activities, use of technology for internationalization, funding for faculty opportunities, criteria for hiring, promotion, tenure, and recognition, enrollments, recruiting, scholarship/fellowship support, and programs and support services. Of these, the area of stated institution commitment is most pertinent in reviewing the strategic public documents, public statements, and public speeches by the heads and other strategic personnel of a university. Key results in this area are presented vis-à-vis the University of the Philippines with a view towards making a more concerted strategic effort of campus internationalization as part of the recommendations.

There were seven survey items pertaining to institutional commitment, namely:

- Does your institution's *mission statement* (for emphasis) specifically refer to international or global education?
- Is international or global education listed as one of the top five *priorities* in your institution's current *strategic plan*?
- Does your institution have a separate *written plan* that addresses *institution-wide* internationalization?
- Does your institution have a *campus-wide committee or task force* solely on advancing internationalization?
- Has your institution formally assessed the impact or progress of its internationalization efforts in the last five years?
- Has your institution developed specific international or global student learning outcomes?
- Does your institution's student recruitment literature highlight international or global education programs, activities, and opportunities?

The first four survey items are easily verified against existing institutional documents, such as the campus mission statements and campus strategic plan, and existing campus committees.

Of the 145 doctorate-granting institutions that responded:

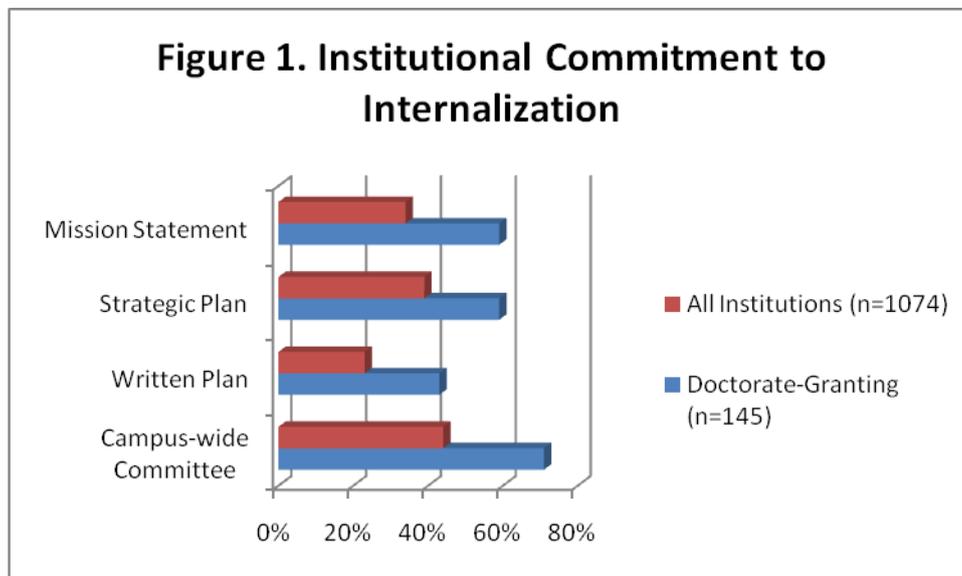
- 59% reported that international or global education is included in the mission statement
- 59% indicated that international or global education is included as one of the top priorities in the strategic plan
- 43% answered that there is a separate written plan that addressed institution-wide internationalization

- 71% reported that they have a campus-wide committee or task force to advance internationalization

Contrast these results with the following for all responding colleges and universities:

- 34% reported that internationalization is included in the mission statement
- 39% had internationalization as one of the top priorities in the strategic plan
- 23% had a separate written plan for internalization
- 44% had a campus wide committee for internalization

Figure 1 shows the percent responses on the four survey items for institutional commitment for the responding doctorate-granting universities and all responding institutions. Overall, the doctorate-granting universities appeared to have higher institutional commitment to internalization relative to all responding institutions combined.



2.3 Internalization Strategy

At Drake University, the campus has embarked on an “infusion strategy” of campus internationalization. The strategy involved multiple facets and both macro and micro approaches. A group of dedicated faculty and staff (Skidmore, Marston, and Olson, 2004) led the process at Drake University and concluded:

An infusion strategy must offer diverse, multiple, and flexible options for responding to these needs. Curriculum development is key, but changes in course content and offerings are only likely to emerge and flourish if supported by other initiatives that reshape the campus culture and expectations: faculty development, campus programming, an approach to language learning that stresses functional competence, creative study abroad options, international partnerships, and the active involvement of relevant community groups.

Creation of new partnerships is a challenge and once they are started, sustaining them is even more of a challenge. It will require the coordination and integration of different members of the campus community as well as colleagues outside of the campus. New initiatives must be encouraged and supported by the administration, but the same kind of encouragement and support must also be extended to sustain and even expand existing programs, events, and partnerships leading to truly educated global citizens.

One set of recommendations from the ACE study focuses on the macro issues of institutional commitment and providing direction for internationalizing the campus. On a macro level, based on the 2005-2006 data that more foreign students originate from Asia, it seems logical to cultivate the Asian students in the American universities to be contacts in their home countries. While still in the U.S., the foreign students' campuses could begin to take steps in developing the network for maintaining the students' connections to their alma mater. The return on these efforts might not be in the immediate years after graduation but perhaps 10 to 20 years when the students are in positions with decision-making powers in their chosen careers.

Meanwhile, while still in their American institutions, perhaps the office that deals with international students can take concrete, deliberate, and purposive steps in their development beyond the social events on campus. The international students could be invited to speak to courses that have international components such as a history course dealing with Asian countries, or perhaps a comparative education course dealing with differences in curriculum development process, or maybe even an international business course dealing with the "five tigers" in the Asian economy. The students may not be experts in these fields but their personal stories might bring a different light into the topic and American students could attach a face and person to what they are studying.

After graduation, perhaps, the foundation office or the office of institutional development in the American universities could update their database of graduates and maintain regular contacts with international alumni. It might even make sense to set aside a section in the regular newsletter or alumni magazine to feature the successes and achievements of the international students. Lastly, the international student alumni could also be invited as guest speakers in the classrooms or participants in panel discussions where they could bring their expertise while, at the same time, renewing their ties to the institution. Imagine inviting a successful alumnus, who is now a top executive in Shanghai, to a campus event on global business. Imagine the impact that she could bring in showing the value of getting a degree from the particular university. Imagine the dreams and possibilities that she could inspire in the minds of the students as they listen to her presentation.

2.4 Internalization as a Priority

ACE advocates making internationalization an institutional priority. One way to do is to articulate efforts in internationalization in institutional documents such the institution mission, vision, long-term goals, and short-term objectives. Speeches and news releases by the institutions' president and other top leaders might include clear messages about the institutions' intent and focus on campus internationalization. "While articulating a commitment to internationalization will not directly translate into greater student interest or participation, it can send a powerful message and create a framework for action." (ACE, 2003)

In a key opening speech to campus faculty at the State University of New York (SUN) in Potsdam, then, incoming SUNY Potsdam president, Dr. John Schwaller, pointed out that campus internationalization adds to the campus' distinctiveness:

In addition to the issues raised in the plan developed by the Leadership Council and representatives of the Faculty Senate, there is one further area that in my capacity as President, I would like to suggest. SUNY Potsdam is poised to become a leader in higher education in New York and, I would posit, in the nation. One area where I believe we can make great strides and which will enhance our students' education immensely is in the area of internationalization (Schwaller, 2006).

Dr. Schwaller has had a long interest in internationalization. He is a nationally recognized scholar of early colonial Latin America, and of Nahuatl and the Nahua - the Aztec language and people. His teaching experience began when he was a graduate student and taught Spanish, followed by professorship in history and Spanish. He has advanced degrees in Spanish and history. He has been awarded Fulbright-Hays Research Fellowships for research in Spanish archives. Understandably, his commitment to internationalization has been deep and long.

In an electronic blog that she wrote on a 10-day trip to Asia, Colgate University president, Dr. Rebecca Chopp, said that there are three main challenges faced by colleges. The first is science and technology, the second is globalization, and the third are issues of immigration, migration, and glocalization. The second is germane to the topic of this paper. This president takes the opportunity to speak to campus internationalization at every opportunity, even when she is thousands of miles away from her home campus. According to Dr. Chopp:

Tom Friedman's bestselling book, The World is Flat, is opening America's eyes not only to the interconnections pulsating around the world, but also to the rapid transformation of our economic, communication, business, bureaucratic, and cultural structures. Globalization, the interweaving of markets, technology, and information and telecommunications systems into flexible, open

networks, requires us to educate students about the world - to be entrepreneurs and critical and creative thinkers who can build teams to address cross-cutting and global problems and opportunities (Chopp, 2006).

Along with the public speeches and news releases indicating campus priorities, campus documents also play an important role in getting the institution's message out to its constituencies about its commitment to campus internationalization. These documents go beyond just the symbolism because they provide a sense of focus and direction.

ACE proposes that the institutional mission, vision, priorities, and goals are key elements in advancing a comprehensive internationalization effort (ACE, 2006). With various stakeholders concerned about the campus' well being and with the groups that, at times, have competing well-meaning intentions for the growth of the institution, it is imperative that the leaders of the institution keep the focus clear. Thus, it is imperative that the institutional mission, vision, priorities, and goals are clearly articulated at every opportunity.

Mission statements define and refine the organization's purpose and clearly outline its key values. The mission statement provides a written sense of direction for the organization. SUNY Potsdam's mission statement emphasizes its focus on global citizenship as stated within the first sentence. The university's mission is as follows, with parts relating to global citizenship italicized:

The State University of New York at Potsdam prepares students to act as *engaged global citizens* and to lead lives enriched by critical thought, creativity, and discovery. As an inclusive scholarly community rooted in our historic role in providing exemplary teacher and music education and our leadership in the fine and performing arts, we are committed to the liberal arts and sciences as an academic foundation for all students. With an abiding *sense of responsibility to our region and to the world beyond*, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience (SUNY Potsdam, 2006-2008).

SUNY Plattsburgh is another campus in the SUNY system that includes global citizenship as part of its mission statement. The first paragraph of SUNY Plattsburgh's mission statement reads:

SUNY Plattsburgh prepares a diverse student population for a wide range of professional careers by providing undergraduates with a strong foundation in the liberal arts, graduate students with advanced professional preparation, and all students with a commitment to

academic excellence, ethical values, lifelong learning, and responsible citizenship within a global community (SUNY Plattsburgh, 2008).

In the ACE report published in 2006 titled “A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn,” there are several more examples of vision statements by selected universities in the U.S.:

Following is the vision of Farleigh Dickinson University (FDU):

At FDU, we believe that global education is much more than having international campuses or exchange programs. It is also a curriculum that ensures that all of our students will be able to succeed in a world marked by interdependence, diversity, and rapid change. A global education is one that provides knowledge and understanding of culture, language, geography, and global perspectives. Most importantly, a global education is one that enables all students, both domestic and international, to understand the world through the eyes of others and teaches them how their actions can affect, and be affected, by people throughout the world.” (ACE, 2006, p. 67)

Across the continent on the U.S. west coast, the same report by ACE points out the vision statement of Portland State University (PSU):

... a future guided by the understanding, belief, and commitment that our students will enter the 21st century as leaders in an emerging global community. The university understands that internationalization must become integral to the fabric of everything we do. The university administration, faculty, academic professionals, and staff believe that we must prepare our students to be not only globally aware but also globally active. The university demonstrates, on a daily basis, its firm commitment to our international mission. Through the integrated efforts of the administration, faculty, academic professionals, and staff, we will internationalize our culture to the point that ‘international’ is no longer something added to the university’s mission, but is seamlessly woven throughout the fabric our campus. PSU will provide every PSU student with the highest-quality international education possible within limits of fiscal responsibility.” (ACE, 2006, p. 67)

According to the 2008 ACE report, many American colleges and universities “do not see internationalization as integral to their identity or strategy,” (p. 81). In the four strategies of conducting an assessment of campus internationalization, convening a task force working solely on internationalization, including internationalization among its top priorities in the strategic plan, and referring to internationalization in the mission statement, it found less than half of all higher education institutions in the U.S. demonstrating a commitment to internationalization. Focusing specifically on

doctorate-granting American universities, ACE found that nearly 60% now make internationalization on the top institutional priorities. In an earlier survey published in 2003, only about 50% had the same level of priority. It is also worth noting that 64% or about two-thirds of doctorate granting universities had developed specific goals for student learning outcomes for all or some students in international or global learning.

U.S. colleges and universities have many programs and initiatives related to internationalization but they are not synergistic and they do not create coherence in the campus internationalization strategy. Interestingly, the ACE study found a gap between commitment to internationalization in the recruitment brochures and stated mission, strategic plans, or campus policies. It appears that value is placed on communicating to potential students the various international or global events or activities on campus, but the same internationalization priority is not as high in the written strategic documents (vision, mission, and strategic priorities).

ACE proposes that campus internationalization be included as part of a coherent strategy. “Internationalization is a change that is both broad - affecting departments, schools, and activities across the institution, and deep - expressed in institutional culture, values, policies and practices,” (ACE, 2008, p. 88). One conclusion is that “unless institutions create a strategic framework for internationalization, their initiatives are likely to remain disconnected from one another and from the overall institutional mission and goals,” (ACE, 2008, p. 89).

ACE also found in its work and consultancies with colleges and universities that those that are most successful in campus internationalization have higher echelon leaders and academic administrators “who are ardent supporters and public champions of internationalization” (ACE, 2008, p. 89). They take every opportunity to articulate to all stakeholders of the university that internationalization is “vital to the community, to the institution’s vibrancy, and that it is everyone’s business,” (ACE, 2008, p. 89).

3. The University of the Philippines

The University of the Philippines (UP) is composed of seven campuses located in various strategic locations throughout the more than 7,100 islands of the Philippine archipelago. The Diliman campus, which is the flagship, or the main campus, has more than 26,000 students. There are more than 235 programs in English and more than 1,500 faculty members of which more than 520 have doctorate degrees and 590 have masters degrees.

There are 26 colleges, schools, and institutes. The oldest unit is the College of Fine Arts that was established in 1908. The units include: Archaeological Studies Program, Asian Center, Asian Institute of Tourism, College of Architecture, College of Arts and Letters, College of Business Administration, College of Education, College of Engineering, College of Fine Arts, College of Home Economics, College of Human Kinetics, College of Law, College of Mass Communication, College of Music,

College of Science, College of Social Sciences and Philosophy, College of Social Work and Community Development, Institute of Islamic Studies, Institute for Small Scale Industries, National College of Public Administration and Governance, School of Economics, School of Labor and Industrial Relations, School of Library and Information Studies, School of Urban and Regional Planning, School of Statistics, and the Technology Management Center.

There also other units but they do not grant degrees, and they include: Business Research Foundation, Center for International Studies, Center for Integrative and Development Studies, Department of Military Science and Tactics, Development Center for Finance, DNA Analysis and Genetic Engineering Laboratory, Jorge B. Vargas Museum and Filipiniana Research Center, Local Government Center, National Engineering Center, National Center for Transportation Studies, National Hydraulics Research Center, National Institute for Science and Mathematics Education Development, Sentro ng Wikang Filipino, Training Center for Applied Geodesy and Photogrammetry, Third World Studies Center, UP Computer Center, UP Information Technology Training Center, UP Center for Women's Studies, UP Creative Writing Center, UP Diliman Main Library, UP Law Center.

Finally, there are also centers of excellence in: information technology, chemistry, geology, molecular biology, physics, statistics, marine science, and mathematics. As one can see, it is a large university with a multitude of colleges, institutes, and centers.

3.1 Leadership Efforts

The 2006 ACE report notes that “institutional leaders need to send a much stronger signal than they currently do that they support internationalization. These formal institutional documents and actions define the ideals and direction of the institution for the students, faculty, and public. By leaving internationalization out of these documents, internationalization is likely to remain at the fringes, relying on interested individuals to support activities and initiatives.” (ACE, 2006, p. 81)

To address the need to internationalize UP Diliman, the Chancellor, who assumed his first term in 2005 and was reappointed in 2008, included in his action plan that the best way to achieve the goal of internationalization is to ensure that the university maintained its excellent programs, excellent faculty, and excellent students within the framework of an excellent and globalizing university. His belief was that excellence in every aspect of the university was the best way to attract international students and researchers.

Faculty members were encouraged to pursue graduate studies in overseas institutions to realize the goal of producing new knowledge through the latest in collaborative research and creative works. Expanding international linkages that forge partnerships and friendships between UP Diliman and other institutions abroad were supported and vigorously encouraged. Among the seven UP campuses, the Diliman campus has the

highest number of partner universities with more than 80 memoranda of agreements that are active and growing. Since the current chancellor took over the helm of the Diliman campus, close to 70 new partnerships have been forged on top of those that were renewed and those that are inactive. The latest memorandum of understanding has been signed recently between the University of the Philippines and the State University of New York at Potsdam. The Potsdam campus will serve as the gateway campus for the entire State University of New York system with more than 64 different campuses and more than 350,000 students in all.

From the UP Chancellor's seat, he views the enthusiasm and growth of faculty members and academic staff participating in international conferences. During the two-year period between 2005 and 2007 alone, more than 241 faculty and staff have traveled overseas. From his office, he also sees the throng of international students steadily join the vibrant student community. Countries where international students come from include Austria, Australia, Afghanistan, Bangladesh, Belgium, Bhutan, Bolivia, Cambodia, Cameroon, Canada, Chile, China, Colombia, Denmark, East Timor, Eritrea, Ethiopia, Finland, France, Germany, Ghana, Guam, Honking, India, Indonesia, Iran, Israel, Japan, Kazakhstan, Kenya, South Korea, Laos, Macau, Malaysia, Mongolia, Myanmar, Nepal, Netherlands, New Zealand, Pakistan, Peru, Pitcairn, Poland, Qatar, Russia, Spain, Sierra Leone, Sri Lanka, Sweden, Taiwan, Thailand, England, USA, Vanuatu, Vietnam, Zambia, and Zimbabwe.

Part of the Chancellor's vision for UP Diliman is for the continuation of its academic excellence by taking an active role in the production of new knowledge through groundbreaking research aimed at solving problems in the Philippines. Cooperation and collaboration with the best universities in Asia and the rest of the world will help him accomplish the core vision of the institution.

3.2 Promoting Internationalization

The 2006 ACE report suggests that "implementing internationalization requires intentional processes, well-designed and agreed upon plans, dedicated leadership, and sufficient resources. Successful internationalization requires the balancing of processes and products, goals, and accomplishments, and programs and people." (ACE, 2006, p. 74)

The goal to strengthen UP as a national university is articulated in the university's charter, Republic Act No. 9500 that was passed by the Philippine Congress in 2008. To achieve this goal, UP adopted eight priorities, one of which is to "serve as a regional and global university in cooperation with international and scientific unions, networks of universities, scholarly and professional associations in the Asia-Pacific region and around the world." Given this mandate, UP Diliman under the leadership of its current Chancellor, has taken key steps in internationalizing the campus. It is recommended that the next levels of academic leadership reporting to the Chancellor

take into consideration various opportunities to communicate this intent to internationalize.

The coauthor of this conference paper suggests that the “administration must make it very clear that the campus’ mission include internationalization as part of the institution’s reason for being. (Portugal, 2007 p. 43). The mission defines the essence of the organization and can be the foundation for the organizational vision, which provides a sense of direction for the future. From a unique “eagle’s eye” view of the campus higher echelon, chancellors, presidents, and other academic leaders should take every opportunity to articulate the internationalization intent in annual goals, strategic plans, mission statements, and public speeches.

4. Recommendations and Conclusions

The authors suggest three straightforward approaches for promoting campus internationalization from a strategic perspective. The first approach is to assess written strategic documents such as the campus vision, mission, and long-term goals in order to determine if campus internationalization is mentioned. With the abundance of campus documents easily accessible on the internal server of the campus, it would appear not to be too difficult to gather information about internationalization in the campus policies and written reports by top-level officers on campus. Perhaps, a good starting point is to scour all online documents over the past 5 years that a campus president has posted on the web and made available to the internal stakeholders as well as to the general public. There are regular updates from the presidents’ office, minutes of meetings with the campus councils, minutes of discussions in the president’s cabinet, or even quotes picked up by the press that deals with campus internationalization. After getting a sense of the depth of articulation of campus internationalization in written documents by the top leaders, the next step would be to determine the strategic priorities and goals as discussed by the mid-level administrators. The goal is to determine if there is support by the mid-level leadership for the president’s articulation of internationalization. In this paper, the Chancellor of the University of the Philippines was able to speak about internationalization on several occasions and written copies of his speech were disseminated or made available on the internet. It is also clear that based on the UP charter, regionalization and internationalization are listed in the top priorities. Thus, the initial approach of determining the level of strategic commitment to campus internationalization is possible by examining written secondary sources of information.

The second approach is to review all speeches made by the institution’s leaders such as speeches at the annual academic campus-wide meetings, commencement speeches, and all public speeches throughout the year. With the use of word-search, it would not be hard to find the key words in major speeches and strategic publications. There are many occasions throughout the academic year when the campus president is invited to speak or make presentations. There are meetings of the college council that is composed of prominent individuals who represent key constituents of the university.

There are also regular meetings of the foundation office that has the responsibility for raising support for the university. At these meetings, the president may have spoken about the level of campus internationalization by pointing out the successes of alumni in the international arena. A campus leader may also have made presentations about the current student composition with students coming from all parts of the globe. And in tandem, the head of the campus may have pointed out that a good proportion of its native students have gone overseas on travel study courses. The president may also have spoken to civic organizations like the Rotary Club International, Kiwanis International, Soroptomist Club, Chambers of Commerce, Elks Club, and the local chapter of the National Organization of Women. These are key venues to extol the level of campus internationalization to the community in general. Speaking at these organizations has the potential multiplier effect benefit by the members speaking to their circle of influence in the community. Many times, these speeches are picked up by the local newspapers and are amplified in the general community. Thus, the depth of communication of the campus' internationalization efforts through the president's public speeches is easily assessed. After getting a sense of past efforts in the speeches, the president could now seriously think about using these public venues in future occasions to voice the campus commitment to internationalization.

The third approach is to determine the prominence of internationalization on the website. With the current internet technology, the campus website is the window to the university by those searching for information from anywhere they are in the world. A potential student, an interested researcher, a prominent business organization, and leaders of other academic institutions from overseas with the interest of forming potential international partnerships can find initial information on the website. In addition to the homepage, we should also look at the links and icons that lead to other parts of the campus website. It would be not useful if it takes four clicks before a browser on the web finds the information about internationalization. It should also not be accidental to find the page on internationalization. We have seen campus websites that provide translation in several languages. It would be wonderful if there is a translated site not only in English but also in Russian, French, or Spanish. Another area worth examining is where an internal search on the campus leads to the key word "international". For example, is there a link to a class that has a major international component, or a story about a Fulbright professor who spends a semester in a foreign country, or a course in geology or anthropology where students actually traveled to an ancient site to learn about the ancient world. How about a link to the various international organizations on campus – an Asian Club, a French Club, an American Club, or a Middle Eastern Club. Thus, the website could be sources of much information on the campus' commitment to internationalization.

This paper focused narrowly on the strategic perspective of the higher echelon leadership in campuses. Key findings from the ACE study on internationalization in U.S. campuses were presented. The many avenues utilized by the UP leadership for articulating internationalization from a strategic perspective were discussed.

Recommendations in the form of three concrete approaches that can be used to assess the level of commitment to internationalization were proposed. By examining written documents, public speeches, and the campus website, the extent of campus internationalization can be evaluated. In future presentations, perhaps, one can also look into the micro activities that take place in the university with regards to campus internationalization, such as the recruitment of international students, sending students for a semester abroad, or joint research partnership between faculty from two universities separated physically but in reality are on-line 24/7 with the use of the internet.

Campus internationalization has real benefits to students, faculty, the college community, and the global community as a whole. It is recommended that the higher education leaders engage in strategic actions that value and promote internationalization. Now is not the time to be timid about advancing campus internationalization. Be bold. Much work lies ahead.

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