



**Fulbright Scholar Program:
Building International Connections for U.S. Universities**

“We have duties to ourselves, our nation and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character than giving our all to a difficult task.”

President Barack Obama, January 20, 2009

Each year, more than 1,200 U.S. faculty members undertake the challenging, character-defining, and spirit-satisfying work of teaching and conducting research far from home, often in difficult circumstance. These scholars bring back insights that transform their home campuses and their careers. According to a study conducted by the Stanford Research Institute, “It is hard to imagine a program receiving a higher level of endorsement from its participants.”¹

The Fulbright Scholar Program has provided nearly 50,000 U.S. faculty members and professionals with the opportunity to teach and conduct research abroad in more than 140 countries. And nearly 50,000 scholars and specialists from around the world have visited U.S. colleges, universities and research institutes to conduct research and teach. This powerful, synergistic approach has yielded high dividends in terms of increased mutual understanding between the people of the United States and the people of other nations. This positive impact is especially far reaching since scholars are major multipliers who influence students, colleagues and public opinion beyond their campuses.

Sustainable Internationalization

One of the key objectives of college and university leaders in the U.S. is to internationalize their campuses to prepare U.S. students to be competitive in an increasingly global marketplace. The Fulbright Scholar Program sends waves of sustainable internationalization across U.S. campuses each year, as scholars return to their home campuses. This report focuses on these long term impacts and connections built across borders as a direct result of a Fulbright grant.

The experience of Fulbright scholars in their host countries is a significant learning experience. Yet beyond that, the typical Fulbright scholar returns to the United States and begins the kinds of activities that internationalize a campus. These include incorporating an international focus into their teaching, developing new internationally focused curricula and programs, and continuing to collaborate with colleagues abroad. In addition, scholars become multipliers and champions of international exchange on their campuses and invite colleagues and students to become involved in international collaborations. The level of participation in these activities is significant:²

When Fulbright Scholars return to the U.S., they ...	
<i>Share information about host country with colleagues</i>	99%
<i>Recommend that faculty colleagues apply for Fulbright</i>	91%
<i>Recommend other faculty international experiences</i>	85%
<i>Become more aware of cultural diversity</i>	85%
<i>Encourage students to study abroad</i>	80%
<i>Incorporate Fulbright experience into curricula or teaching methods</i>	73%
<i>Share information about host country with community groups</i>	72%

For any institution's internationalization efforts, this kind of faculty engagement is essential. In its 2008 report *Mapping Internationalization on U.S. Campuses* the American Council on Education states:

“Both ACE’s experience working directly with institutions and the literature on internationalization show that faculty play the leading role in driving campus internationalization. It follows, therefore, that institutional investments in faculty travel to teach, conduct research, and lead students on education abroad programs, as well as workshops to help faculty internationalize their courses, can have a significant impact on internationalizing the curriculum.”³

With over 1200 US faculty members going overseas each year, Fulbright scholars are among the nation's leaders in developing institutional capacity for international engagement. This report illustrates how faculty members contribute to long term internationalization efforts. The report is organized in two parts.

The first part of the report examines the activity of returned Fulbright Scholars in four key areas:

- Internationalizing curricula
- Promoting study abroad
- Attracting foreign students and faculty, and
- Enhancing international involvement among colleagues and communities

The second part of the report presents case study examples that describe the impact nine Fulbright Scholars have had on their home institutions' international engagement.

PART ONE: INSTITUTIONAL IMPACT

I. Internationalizing Curricula

Less than 10 percent of U.S. undergraduates at 4-year institutions engage in any form of study abroad.⁴ Returned Fulbright scholars help to mitigate the problem of students' lack of international experience. These scholars develop new courses and degree programs, incorporate international material into existing classes, and adapt teaching methods as a result of their cross-cultural experiences. By incorporating their Fulbright experience into the classroom, returned scholars influence students for years to come. The Stanford Research Institute survey of returned Fulbright Scholars found that 73 percent had incorporated aspects of the Fulbright experience into their courses and teaching methods.⁵ These activities are crucial to the ongoing international and global learning of U.S. college students. In a recent article in the *Chronicle of Higher Education*, former Fulbright Scholar, Donald Hall of West Virginia University, writes:

“Faculty members need the experience of teaching abroad as much as students need the benefits of studying abroad. ... Just as students abroad benefit most from a total immersion in cultural differences and the unpredictable so too do faculty members stand to gain more from teaching in different institutions with different students in circumstances outside their academic comfort zone. ... If those experiences were useful only for me and my own self-awareness, I would not insist on their extraordinary value. My teaching and the experiences of my students here in the United States have been substantially enhanced because of my work abroad. Not only has my knowledge base in my subject areas ... been diversified and deepened, but my ability to broaden the narrow American perspective on the topics covered in my classes has expanded significantly. ... Students will not learn the cultural limitations of their knowledge, which they must if they are to develop effective global-communication skills, if faculty members themselves are parochial in their vision and awareness.”⁶

Professor Hall's experience of enhanced cross-cultural awareness is not unique. An impressive 85 percent of returning Fulbright Scholars report a heightened awareness of social and cultural diversity.⁷

Fulbright is often the only funding available for faculty to have an experience of lecturing abroad. One survey indicated that only 26 percent of U.S. campuses provide funding (such as sabbatical pay) for faculty members who lecture at institutions abroad, a modest improvement over the 21 percent that provided such funding in 2001.⁸

Against the backdrop of such limited funding support, the Fulbright program makes a particularly important impact. For example, 50 percent of community college faculty had never visited their host country prior to their Fulbright grant, and 86 percent say they would not have taught or conducted research abroad without a Fulbright grant.⁹ In fact, one third of all Fulbright scholars report that they had never visited their host country prior to their Fulbright grant.¹⁰ And more than two thirds of all scholars would not have done research or taught in the country they visited without a Fulbright grant.¹¹

Over time, the new cross-cultural perspective that a scholar brings back from their Fulbright experience can influence generations of students. The returned scholars also positively influence their colleagues and their home institution's programs as well as the larger community beyond their college or university campus.

II. Promoting Study Abroad

Faculty encouragement is critical to student participation in study abroad. The National Survey of Student Engagement (NSSE) is the leading survey assessing US student engagement and success. A similar instrument, the Faculty Survey of Student Engagement, gauges faculty perceptions of student engagement. When comparing surveys of faculty and students, NSSE found an increase of one ranking category in the average importance faculty place on study abroad (for example from important to very important) corresponded to a roughly 20% increase in student participation in study abroad at that institution, even among first generation college students.¹² Application surveys for the Fulbright student program confirm the importance of faculty in promoting internationalization. Over 40 percent of applicants for a Fulbright *student* grant report that they received most of their information about the program from a faculty member.

So how do returned Fulbright scholars compare to U.S. faculty at large? Just 43 percent of U.S. faculty at large believe that study abroad is "important" or "very important" for students.¹³ By contrast, more than 80 percent of returned Fulbright scholars say they have recommended that students or colleagues participate in some sort of international exchange program.¹⁴

Nearly a quarter of surveyed Fulbright scholars actually sent U.S. students to their former host institution or host country, thus building upon an institutional linkage they established.¹⁵ Sixty three percent of surveyed Fulbright scholars recommended that students specifically apply for a Fulbright student grant.¹⁶

While study abroad rates have been increasing in recent years, more than 90 percent of American students still graduate from college without having studied abroad.¹⁷ In one recent survey, 27 percent of U.S. institutions report that *none* of their students graduating in 2005 had participated in study abroad for credit.¹⁸ Developing a faculty that will create and encourage participation in study abroad programs is therefore a critical need if American institutions want to succeed in meeting their goal of graduating globally prepared students.

The increase in the number of U.S. campuses that are willing to fund study abroad opportunities appears to be a gradual process. The percentage of institutions providing such support grew from 46 percent in 2001 to 58 percent in 2006, a 2.4 percent increase per year.¹⁹

III. Attracting Foreign Students & Faculty

After they return to their U.S. campuses, do Fulbright Scholars continue to maintain their connections to their colleagues and host institutions abroad? The answer appears to be a resounding yes.²⁰ Three-quarters of returned Fulbright Scholars continue collaborating on specific projects with colleagues from their host

institution or country.²¹ These projects include new, non-Fulbright exchanges. Approximately one quarter of returned Fulbright scholars initiated at least one institution-to-institution exchange between their home and host institutions.²² These exchanges typically include student and faculty exchanges, professional training, or even joint degree programs.

This ongoing international collaboration also helps U.S. campuses attract scholars from overseas. One study found that 41 percent of returned Fulbright scholars had subsequently invited faculty or other professionals from their host country to the United States.²³ Another study found that 77 percent had or intended to host a colleague from their host country.²⁴ Some of the Fulbright scholars accomplish this by serving as Faculty Associates for Fulbright Visiting Scholars. Since 1990, nearly 450 Fulbright Visiting Scholars have had a former Fulbright Scholar as their Faculty Associate at their U.S. host institution.

The presence of returned Fulbright Scholars on campus is also important in creating a welcoming atmosphere for foreign students. More than a quarter of Fulbright Scholars (27 percent) bring students from their host country to the United States.²⁵ Nearly half of Fulbright Scholar alumni report becoming more involved with foreign students in the United States.²⁶

IV. Enhancing International Engagement

Nine out of ten returned Fulbright Scholars recommended that colleagues apply for a Fulbright, and 85 percent of them recommended participation in some form of international exchange.²⁷ About a fifth of the returned Fulbright scholars sent faculty or professionals specifically to their host institution or country.²⁸ The impact of this encouragement of their colleagues appears to be effective. In the 2008 competition for Fulbright Scholar grants, nearly half of all applicants identified the recommendation of a former Fulbright grantee as a major motivating factor in their application.

Fulbright scholars typically return to the United States having been through a transformative, and often socially contagious, experience, and become a resource for their colleagues and the wider community. Almost all returned scholars report that they share information about their host country with their colleagues (98.7 percent),²⁹ and more than half make presentations about their host country to schools, the media, and community or civic organizations.³⁰ Models for international collaboration, they influence colleagues, administrators, professional organizations, other institutions, and generations of students. As the following case studies illustrate, many Fulbright scholars also become proponents of international education in the wider academic community.

PART TWO: CASE STUDIES

The following case studies provide powerful examples of how returned Fulbright scholars influence the increasing internationalization of U.S. campuses.

CASE STUDY I: Internationalizing Curricula, Promoting Study Abroad and Enhancing International Engagement

SCHOLAR: Katt Lissard (Theater and AIDS prevention, Goddard College, Vermont and Empire State College--SUNY)

HOST COUNTRY: Lesotho 2005

Katt Lissard, an Associate Professor in the Interdisciplinary Masters Program at Goddard College, Plainfield, VT as well as an adjunct professor at SUNY Empire State College, went to Lesotho from January to November 2005. Lissard's research focused on the theatrical response to HIV in Lesotho. Lesotho has the third-highest HIV infection rate in the world, and combating its spread is hampered by a culture of silence respecting the spread of HIV. Her teaching at the National University of Lesotho (NUL)

involved working with local communities to produce plays about the role of gossip and silence in relation to the spread of the virus. These plays then toured rural communities, providing an effective way to discuss this critical issue with traditional and in some cases illiterate audiences.

During her time in Lesotho, Lissard began collaboration not only with colleagues at the University of Lesotho, but with other visiting theater academics from the University of Sunderland (U.K.) and the University of Witwatersrand (South Africa). This collaboration has continued since her grant ended. Together with one of her colleagues at Empire State College, Lissard and her multinational group of colleagues founded the Winter/Summer Institute in Theatre for Development or WSI.³¹ WSI brings together student performers and faculty facilitators from three continents to create collaborative theatre focused on HIV/AIDS. The first group brought students and faculty from SUNY Empire State College as well as other participating institutions to create collaborative theatre with rural villagers in the Malealea Valley of Lesotho in 2006. After they left, the villagers formed their own theatre group and continued to perform issue-based theater for rural mountain communities, joining with WSI when the second group arrived in 2008. In between residencies in Africa, WSI offers intensive weekend residencies in New York for academic credit in which participants learn about Lesotho, global health, and community theater. To date, 32 students and faculty have participated in the program in Lesotho, and 105 students from New York and around the U.S. have participated in the New York based WSI program.

WSI's impact has spread beyond Lesotho, inspiring students from a variety of countries to get involved in service learning and community development projects. Lissard explains, "The other really important part of WSI is what happens to the student performers from every culture involved in the program - not just those from South Africa or Lesotho, but from New York. They're transformed when they do things they didn't think they could do or that they never imagined themselves doing. Former WSIsers have been engaged in some remarkable endeavors - from creating a project for urban garbage pickers in Argentina, to running a youth program in the Bronx, to starting a school in Lesotho. WSI seems to encourage a level of self-esteem and confidence along with a desire to build and create projects that serve community." In 2008, Lissard and a faculty colleague at Empire State, Lucy Winner, were recognized for their work in Lesotho when they won Empire State's inaugural James W. and Mary Elizabeth Hall Award for Innovation.

Katt Lissard remarks, "The Winter/Summer Institute wouldn't exist if I hadn't been awarded a Fulbright and spent most of 2005 in Lesotho."³²

CASE STUDY II: Internationalizing Curricula and Promoting Study Abroad

SCHOLAR: Gerald Burns (American Studies, Franklin Pierce College, New Hampshire)

HOST COUNTRY: Philippines

Gerald Burns was a Fulbright Lecturer in the Philippines 1989-91, writing up his experience in his book *Presenting America, Encountering the Philippines* (1993). This experience led him to develop a course in "postcolonial literature," which remains a regular feature of the English curriculum at Franklin Pierce. Burns also developed a special unit of that course on the literature of the Philippines, and assembled an electronic network of Filipino and Filipino-American writers and critics—a number of them former colleagues, one a former student—who entered into an exchange with students in the course. In general, Burns comments, "the experience has enriched what I do here. ... A comparative cultural perspective informs my understanding of my principal specialties, American culture and American literature."

Burns has also been responsible for bringing Filipino scholars to campus. In 2004 he hosted a Filipino historian, Henry Totanes, whom he had met during his grant and kept in touch with. Totanes met with students and lectured. Following his return from the more recent grant (2005-06), Burns served as faculty

host of award-winning Filipino/Filipino-American poet, Luisa Igloria, who visited Franklin Pierce in 2007. During her visit, she gave class presentations, engaged students in creative writing, and offered an evening lecture/reading.

The impact of Burns' Fulbright experience has not been limited to his own department. He has been active in helping to found and maintain a Global Citizenship Certificate Program, a reflection of his "conviction, born out of the Fulbright experience, of the indispensability of global awareness and global engagement." The program involves students from several different departments and disciplines in coursework, internships and study abroad with a global focus.³³

CASE STUDY III: Internationalizing Curricula and Enhancing International Engagement

SCHOLAR: Mary Norton (Nursing, Felician College, New Jersey)

HOST COUNTRY: Jordan

Professor Mary E. Norton of Felician College (New Jersey) taught Health Care Ethics at the University of Jordan in 1997-98 and extended her grant to 1999. Upon her return, Norton established partnerships between Felician College, the University of Jordan, and the United Nations. She received an Alumni Initiatives Award in 2000-2001 for "International Collaborative Development of Students, Faculty and Educational Programs between Felician College and the University of Jordan." Her work has been multi-disciplinary as well as cross-cultural, involving students and faculty from several departments at Felician as well as international colleagues and students.

The multi-faceted partnership between Felician College and the United Nations organized by Norton has resulted in Felician College's receiving official NGO status from the United Nations and securing the representation of a Felician undergraduate student, Jordanian professors and Jordanian TV colleagues on the planning committee for the United Nations' 56th Annual Conference of Non-Governmental Organizations (NGOs).

Most importantly for Felician College's students, Norton established a Felician College three-credit fellowship program at the United Nations in 2005 which continues today; both nursing students and students in Felician College's Peace and Justice concentration have participated in the project. Norton also developed a second three-credit course, a UN seminar, which will start in the fall semester 2009. Students who take both UN courses receive a certificate in UN leadership.

The partnership with University of Jordan continues as well. Norton organized Felician nursing faculty as well as faculty from Case Western University, Charles Darwin University (Australia), British Columbia University (Canada) and Glasgow Caledonian University (UK) to assist in the development of a doctoral program in nursing at the University of Jordan – the first doctoral program in nursing in the region. Felician College has signed a Memorandum of Understanding with the University of Jordan on this project. As part of the effort, Norton developed a course in "Global Health" for the University of Jordan for spring semester 2009, to be taught partly online, partly through a visit by Norton to Jordan in April. Norton is working with a colleague in the teacher education department to further expand this distance education project, with the goals of linking graduate students at Felician College and at the University of Jordan in an online learning community.

Dr. Norton is now Associate Dean for Global Academic Initiatives, and serves as the Fulbright Campus Representative for Felician.

CASE STUDY IV: Promoting Study Abroad and Attracting Foreign Scholars

SCHOLAR: Mark Balschweid (Agriculture, Purdue University, Indiana)

HOST COUNTRY: Jamaica

This case study illustrates the impact a Fulbright grant can continue to have on the sending institution even when the grantee moves to a new institution. Mark Balschweid, then Associate Professor of Agricultural Education at Purdue University, taught courses at the College of Agriculture, Science and Education (CASE) in Jamaica, and assisted his host university in developing a new Bachelor of Science program in agricultural education.

After his return to Purdue, Balschweid continued to work with faculty at CASE to develop the new degree program. In 2007 he hosted Oswald Badresingh, CASE's Director of International Programs, at Purdue for a week-long visit to discuss the agricultural economic impacts of U.S./Caribbean trade. During his visit, Mr. Badresingh also made several presentations to faculty, graduate students, and undergraduate students at Purdue.

Balschweid also set up an annual study abroad program that allowed Purdue undergraduates to visit CASE in Jamaica in 2006, 2007, and 2008. Even though Professor Balschweid recently moved from Purdue University to the University of Nebraska-Lincoln, Purdue is continuing to provide study abroad trips to Jamaica for agricultural education students; the next one is scheduled for May 2009. Balschweid comments, "it is very rewarding for me to see that activity continuing even after I've left Purdue."

His new university will also benefit from Balschweid's international engagement; as a department head, he is now actively encouraging his faculty to consider international sabbatical opportunities. Balschweid remarks that the "Fulbright Fellowship was the most personally and professionally rewarding experience I have ever been a part of. The Fulbright program is outstanding and I have nothing but good things to say about it."³⁴

CASE STUDY V: Attracting Foreign Scholars and Students and Enhancing International Engagement

SCHOLAR: Christopher Kelley (Law, University of Arkansas)

HOST COUNTRY: Ukraine

Christopher Kelley had a Fulbright to lecture on law at the National University of Internal Affairs in Kharkiv and the Kharkiv National Agrarian University. His grant has led to ongoing relationships and democracy-building projects between the University of Arkansas and Ukrainian students, academics, and professionals. Many of these activities have been undertaken in cooperation with the US embassy in Ukraine and with NGOs such as the Freedom House's Open World Program.

Kelley's personal engagement with Ukraine has continued since his return from his Fulbright grant. Now of counsel to the Inyurpolis law firm in Kharkiv, Kelley is a Vice-Chair of the Russia/Eurasia Committee of the ABA Section of International Law and will become its Co-Chair in August. Professor Kelley continues to lecture at universities in Kharkiv and Kyiv.

The impact of his grant also included new institutional relationships. The University of Arkansas' law school and the U.S. Embassy in Ukraine hosted two 90-minute digital video conferences with law students and law faculty members in Kyiv in November and December 2007, respectively. The discussions covered intellectual property and the Internet, the death penalty, and the law of war. The graduate program in

Agricultural Law at the University of Arkansas has now admitted its first Ukrainian attorney, an honors graduate from Lviv who began her studies in Fayetteville this fall.

In the fall of 2008, the School of Law and Freedom House received a joint grant from the Open World Program to host two delegations of Ukrainian judges, lawyers, and civic activists in Little Rock and Fayetteville. The development of an independent judiciary in Ukraine was a central focus of the curriculum for these week-long visits.

At the invitation of the Kharkiv National University of Internal Affairs, the School of Law and the KhNUIA have agreed to develop a cooperative rule of law distance education program. Once this unique program has been funded, it will feature interactive digital video conferences, discussions, seminars, and classes and occasional faculty and student exchanges between the School of Law and the KhNUIA.

CASE STUDY VI: Internationalizing Curricula, Promoting Study Abroad and Attracting Foreign Students

SCHOLAR: Keith Molenaar (Engineering, University of Colorado-Boulder)

HOST COUNTRY: Chile

Keith Molenaar, Department of Civil, Environmental and Architectural Engineering, University of Colorado—Boulder, had a lecturing/research grant to the Pontifical Catholic University of Chile. In addition to research conducted at his host university's Production Management Center, Molenaar taught a course, advised numerous students, gave seminars at neighboring universities on the University of Colorado's Engineering in Developing Communities program, and worked with Catholic University faculty to improve civil engineering courses.

Molenaar connected his work in Chile to the University of Colorado's Engineering in Developing Communities program, which works to educate globally responsible students who can offer sustainable and appropriate technology solutions to the endemic problems developing communities face around the world. As part of his work, Molenaar hosted three students from the University of Colorado as they completed service projects in Chile.

Both during and since his return, Molenaar has worked with colleagues to create a dual doctoral degree program in engineering between the University of Colorado and the Catholic University. Students from both universities will spend at least 18 months each in Chile and the United States, and receive a PhD degree from both universities. The agreement was signed in 2008, and the first students are expected for fall semester, 2009. Inspired by this example, the University of Colorado is preparing proposals for additional international collaboration.

Molenaar's work in Chile has also benefited his students in other classes. As he wrote in his final report, the "exchange of curriculum with two international programs provided me with better teaching tools for teaching our students at the University of Colorado. I have already incorporated portions of what I have learned into my classes."

CASE STUDY VII: Internationalizing Curricula, Promoting Study Abroad and Attracting Foreign Scholars

SCHOLAR: Netiva Caftori (Computer Science, Northeastern Illinois University)

HOST COUNTRY: Benin

Netiva Caftori, Professor of Computer Science at Northeastern Illinois University, lectured at the University of Abomey-Calavi in Benin during 2003-2004. Since her return, she has developed a unit on “IT Around the World” for her computer science students on how information technology is used around the world. Caftori also teaches in the women’s studies program, and has incorporated her experience in Benin into the courses she offers in that program.

Beyond her own disciplines, Caftori has become a campus resource. She has given several presentations to Northeastern Illinois University’s interdisciplinary African & African-American Studies program, and served as speaker at NIU’s annual Equity in Action conference. She exhibits African art in the university library every other year, and has brought several African artists to her campus. Although the University of Abomey-Calavi has not pursued an institutional relationship, her experience has led Dr. Caftori to reach out to other African universities. The Marangu Teacher’s College in Tanzania now has a sister university relationship with Northeastern Illinois that includes faculty visits and student exchanges.

CASE STUDY VIII: Internationalizing Curricula and Enhancing International Engagement

SCHOLAR: Brian Murphy (Fisheries and Wildlife Sciences, Virginia Polytechnic Institute and State University)

HOST COUNTRY: Mexico

Brian Murphy, Professor of Fisheries at Virginia Tech, lectured at the Autonomous University of Guadalajara (UAG) in Mexico during spring semester 2004. Following his return to Virginia, he arranged for a Memorandum of Understanding between his host and home institutions that was signed in 2005. The MOU provided a framework for ongoing collaborative research, and specifically led to one of his Ph.D. student developing a dissertation research project in Mexico. A UAG faculty member serves on her dissertation advisory committee, and was instrumental in obtaining all the necessary permits for scientific collecting in Mexico. Virginia Tech will host the Mexican scholar in turn during her dissertation defense, and he will be a co-author alongside Professor Murphy and his student on publications related to their collaborative research.

In addition, Professor Murphy comments that his Fulbright experience in Mexico “has really helped my teaching. The serious natural resource conservation issues that I saw in Mexico spurred me to write case studies that I now use in my courses here in the USA, and these cases will be part of a book we are writing called *Case Studies in Fisheries Conservation and Management*.”³⁵

CASE STUDY IX: Internationalizing Curricula and Promoting Study Abroad

SCHOLAR: H. Leslie Steeves (Communications, University of Oregon)

HOST COUNTRIES: Kenya / Ghana

In the years since her Fulbright, Professor H. Leslie Steeves of the University of Oregon’s School of Journalism and Communication, now Associate Dean of Graduate Affairs, has had a substantial impact on curriculum, program development, and study abroad. Professor Steeves went to Kenya on a lecturing grant in 1991. On her return, she developed new courses with enhanced African content. Within her department she created *Third World Development Communication*, a course which is still offered today. She also worked with colleagues to create a new team-taught interdisciplinary course *Introduction to African Studies*, which has also become a lasting part of the University of Oregon’s curriculum. The university expanded on these initiatives with new hires and more involvement in African Studies, and the University of Oregon now offers both a major and a minor in the field.

Steeves had a second Fulbright in 1996, this time to Ghana. She has maintained strong ties with her Ghanaian colleagues at the School of Communication Studies (SCS), University of Ghana, as well as with many other Ghanaians affiliated with media and other institutions there, and currently serves as advisor to a Ghanaian doctoral student.

Most significantly, she started and directs an annual journalism study abroad/internship program for communications students to Ghana. Over the course of six years, 62 University of Oregon journalism students have participated in the 6-week internship program in Ghana. The internship program has also brought other University of Oregon faculty to Ghana and they in turn have incorporated African materials into their courses. Steeves described this internship model in the journal *Journalism & Mass Communication Educator*, and has lectured widely about the program.³⁶

As a result of her Fulbright, Professor Steeves helped write a proposal for a semester long program of the Northwest Consortium on Study Abroad (Oregon is a member), involving both coursework and service learning in Ghana. The first cohort started in the fall 2008 semester.³⁷

Conclusion

The nine case studies above merely scratch the surface of the enormously positive long-term impact the Fulbright Scholar Program has on the internationalization of U.S. higher education. They serve as illustration of the multi-faceted and multidisciplinary internationalization projects Fulbright Scholars launch after they return to their U.S. home institutions.

Returned Fulbright Scholars ...

- create new courses and certificate or degree programs
- incorporate new international material into existing courses, including courses in the sciences and engineering
- develop sustainable study abroad programs some of which include a community development or service learning component
- develop programs that involve multiple institutions, distance learning components and online learning communities
- start programs that continue even after the original founder has left the university attract foreign students, scholars, artists and writers
- involve their colleagues, their students, and their institutions in partnerships with NGOs, the United Nations, and universities abroad

The Fulbright Scholar Program thus serves as a vital resource to U.S. colleges and universities as well as to society at large as it increases the global reach of US institutions at a time when it is indispensable to develop the competencies necessary to succeed in a global marketplace.



The Fulbright Program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is the U.S. government's flagship international exchange program and is supported by the people of the United States and partner countries around the world. For more information, visit fulbright.state.gov. The Fulbright Scholar Program is administered by CIES, a division of the Institute of International Education.

ENDNOTES

- ¹ Catherine P. Ailes and Susan H. Russell, *Outcome Assessment of the U.S. Fulbright Scholar Program*, Stanford Research Institute International, May 2002 (SRI), p. vi.
- ² SRI and *Report on U.S. Fulbright Scholar Follow-Up Study*, submitted to Council for International Exchange of Scholars by ORC MACRO, August 2005 (MACRO).
- ³ Madeleine F. Green, Dao Luu, and Beth Burris, *ACE: Mapping Internationalization on U.S. Campuses: 2008 Edition*, p. 17. See also Barbara A. Hill and Madeleine F. Green, *A Guide to Internationalization for Chief Academic Officers* (American Council on Education, 2008), pp. 30-31.
- ⁴ R. Bhandari and P. Chow, *Open Doors 2008: Report on International Educational Exchange*. New York: Institute of International Education 2008, p. 22.
- ⁵ SRI, p. 46.
- ⁶ Donald Hall, "Why Professors Should Teach Abroad," *Chronicle of Higher Education*, October 2007.
- ⁷ SRI, p. 47.
- ⁸ *ACE 2008*, p. 18 Table 4.
- ⁹ MACRO, p. 17.
- ¹⁰ SRI: 38% (p. 18); MACRO: 35.4% (p. 6).
- ¹¹ SRI: 70% (p. 18); MACRO: 71.4% (p. 6).
- ¹² *Experiences that Matter: Enhancing Student Learning and Success, National Survey of Student Engagement Annual Report 2007*, p. 21; George Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Washington: Association of American Colleges and Universities, 2008), pp. 21-22.
- ¹³ Faculty Survey of Student Engagement Results 2008, published in *Promoting Engagement for All Students: The Imperative to Look Within, National Survey of Student Engagement 2008 Results*, p. 21. [Online report accessed 1/27/2009, as revised 11/14/2008.]
- ¹⁴ SRI: 80% have recommended that students participate in international exchange in general (p. 52); MACRO: 85.2% have or will probably encourage a student or faculty exchange program (p. 7).
- ¹⁵ SRI p. 39.
- ¹⁶ SRI pp. 53 and 52.
- ¹⁷ *Open Doors 2008*, p. 22.
- ¹⁸ *ACE 2008*, p. 117.
- ¹⁹ *ACE 2008* p. 18 Table 4.
- ²⁰ SRI: 97% (p. 36); MACRO: 94.9% (p. 12).
- ²¹ SRI: 78% (p. 36); MACRO: 77.2% on research projects (p. 7), 85.6% overall (p. 11).
- ²² SRI: 25% (p. 39); MACRO: 22.8% (p. 7).
- ²³ SRI p. 39
- ²⁴ MACRO: 76.6% (p. 7).
- ²⁵ SRI p. 39.
- ²⁶ SRI: 43% (p. 46).
- ²⁷ SRI pp. 53-54.
- ²⁸ SRI: 20% (p. 39).
- ²⁹ MACRO: 98.7% (p. 7).
- ³⁰ SRI: 56% (p. 34); MACRO: 72% had already, an additional 19.3% expected to (p. 7).
- ³¹ See web site at <http://www.make theatre.org/>.
- ³² Email communication received December 17, 2008.
- ³³ See web site at http://www.franklinpierce.edu/academics/ugrad/programs_of_study/humanities/global_citizenship/index.htm.
- ³⁴ Email communication received January 9, 2009.
- ³⁵ Email communication received January 15, 2009.
- ³⁶ H. Leslie Steeves, "Experiencing International Communication: An Internship Program in Ghana, West Africa," *Journalism & Mass Communication Educator* (Winter '06, vol. 60, no. 4).
- ³⁷ See web site at <http://aha-intl.org/>.

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