

## Introduction

As a fitting response to the phenomenon of globalization, there has been a growing emphasis on the internationalization of institutions of higher education. Globalization has posed a series of new challenges that has encouraged universities to evaluate critically how best to integrate new global information and opportunities within the educational experience.

Especially since September 11, 2001, these challenges have resonated strongly with Jesuit colleges and universities. As Philip Altbach, Director of the Boston College Center for International Higher Education, has noted, “Jesuit colleges and universities, with their inherent commitment to social justice and their participation in the informal network of Jesuit institutions worldwide, have both a special responsibility and a unique opportunity to work, and to understand, in this new environment.”<sup>1</sup>

In an effort to gain a preliminary understanding of how Jesuit colleges and universities in the United States have accepted this responsibility and are responding to this opportunity, the Association of Jesuit Colleges and Universities (AJCU) has undertaken its first formal analysis of the internationalization of Jesuit schools. In September 2006, the AJCU sent out a survey to all 28 institutions to update information on the various ways individual schools were becoming more international within the increasingly global environment. Data were collected on the number of international students, various exchanges, types of study abroad programs, and international curriculum offerings.

The data from this international survey have led to the development of two resources. One highlights projects, programs, institutes, partnerships, and students at Jesuit colleges and universities in order to offer a profile of how Jesuit institutions have become more international. By contrast, this report offers a more critical analysis of international activities and programs at Jesuit colleges and universities, addressing strengths but also citing remaining challenges.

After the various sections of the report, there are a series of questions that are meant to help each institution identify additional ways to promote internationalization.<sup>2</sup> The AJCU recognizes that each institution has different interests and resources, so that the questions will be answered and applied differently, generating different ideas in each case.

The AJCU likewise acknowledges that because this is the first report of its kind, data is not uniform throughout. The first half of the report is more data driven, while the second half is more anecdotal. You will also find limited information on international graduate programs and faculty exchanges. In the future, the AJCU hopes to collect more data on the internationalization of

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<sup>1</sup> Interview with Philip Altbach (by Sarah Berger). Conducted in February 2007. Cited in *Education for A Globalized World*. AJCU International Publication 2007.

<sup>2</sup> These questions were pulled from a variety of publications that the American Council on Education’s Center for Institutional and International Initiatives produced in an effort to understand internationalization efforts at U.S. colleges and universities. Some of the resources used include: *Internationalizing the Campus: A User’s Guide* by Madeleine Green and Christa Olson; *Measuring Internationalization at Research Universities*; *Measuring Internationalization at Liberal Arts Colleges*; and *A Handbook for Advancing Comprehensive Internationalization: What Institutions Can do and What Students Should Learn* by Christa Olson, Madeleine Green, and Barbara Hill.

Jesuit colleges and universities, with the intention of gaining a deeper and more analytical understanding of how global campuses and students really are.

## **International Student Profile**

After September 11, 2001, the number of international students in U.S. colleges and universities dropped from 582,996 to 564,766,<sup>3</sup> and, over the past 2-3 years, has remained around 565,000. This trend is only slightly different in AJCU institutions. Since 2001, the aggregate number of international students at AJCU institutions has slightly increased from 7,144 to 7,346 for 2005-2006. (Table 1)

Today, international students at Jesuit colleges and universities come from some 160 countries. The top five countries sending students to AJCU institutions are Canada, China, Japan, South Korea and India. This representation mirrors the national picture for the enrollment of international students. Students from China, Japan, South Korea, and India will continue to have a strong presence as the global market expands, political ties strengthen, and trade reaches new heights. According to a recent 'Open Doors' report in the *Chronicle of Higher Education*, India and China remain the largest places of origin nationally. These countries are followed by South Korea, Japan, Canada, Taiwan, Mexico and Turkey.<sup>4</sup>

When looking broadly at all of our institutions, more than half of our Jesuit colleges and universities in the United States have students from Canada, China, France, Germany, India, Japan, South Korea, Mexico, Nigeria, Russia, Taiwan, and the United Kingdom. In addition, more than a third of our institutions have students from Belize, Brazil, Ecuador, Indonesia, Italy, Jamaica, Lebanon, Peru, Poland, Saudi Arabia, Spain, Sweden, Thailand, Turkey, and Zimbabwe.

In addition to capturing data on where international students are coming from, we collected data on the number of full time international students attending AJCU institutions. Self-reported data for the 2000-2001, 2003-2004 and 2005-2006 academic years show that, while absolute numbers increased slightly, on the aggregate level, the percentage of international students relative to the total number of full time students has decreased by 0.6% since the 2000-2001 academic year (Table 1). When disaggregating the data, the percentages vary depending on the institution's location, student population, and financial resources.

A 2001-2002 survey of international enrollment at Jesuit institutions reported that the aggregate average of international students was a little more than five percent. Institutions that reported having a student body with a higher percentage were: Boston College, Canisius College, Georgetown University, Loyola University Chicago, Saint Joseph's University, Saint Louis University, Santa Clara University, Seattle University, University of Detroit Mercy, and University of San Francisco (Table 2).

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<sup>3</sup> IIE Open Doors Report 2006. "International Student and Total U.S. Enrollment." Available at <http://opendoors.iienetwork.org/?p=89192>. Note: The data are from the 2001/2002 academic year is being compared with the data from the 2005/2006 school year.

<sup>4</sup> Bollag, Burton. "Enrollment of Foreign Students Holds Steady." *Chronicle of Higher Education*. Volume 53, Issue 13, Page A44-45. November 13, 2006.

In the 2005-2006 academic year, significant increases in the number of full-time international students enrolled are worth noting at Fairfield University, Fordham University, Georgetown University, Regis University, and Xavier University. Nine institutions reported that international students comprised more than five percent of their enrollment: Boston College, Canisius College, Fordham University, Georgetown University, Marquette University, Santa Clara University, Seattle University, University of Detroit Mercy, and University of San Francisco. Decreases in the percentage of international students between 2000-2006 occurred at Creighton University, Loyola University Chicago, Gonzaga University, Saint Joseph's University, Saint Louis University and Seattle University (See Graph 1).

### **Comparing Jesuit Colleges and Universities to Other Higher Education Institutions**

While the percentages of international students may have declined at some Jesuit colleges and universities, there has been a slight increase in the absolute number of full-time international students attending other Jesuit institutions. The increase is most noticeable among graduate and professional students. In the 2006 'Open Doors' report, Santa Clara University and Seattle University were noted as two of the top 40 Master's institutions with a significant number of part-time and full-time international students.<sup>5</sup>

The slight increase in the absolute number of international students across all Jesuit schools since 2001, even though the percentage of international students relative to full-time students has declined, is mirrored by national data.<sup>6</sup> So too, the proportion of international students relative to the total number of students enrolled at Jesuit colleges and universities is comparable to the proportion of international students at some of the top ten universities in the country.<sup>7</sup>

Recently, Marlene Johnson, president of the Association of International Educators (NAFSA), explained the decrease in international students as a response to a number of factors, including lack of a recruitment strategy, visa barriers to international student access, the high cost of higher education, and the absence of an overall policy.<sup>8</sup> While some or all of these factors may be found within our institutions, it is difficult to determine whether there may also be other causes leading to the rather stagnant growth of international students at many of our colleges and universities.

It is important that Jesuit colleges and universities continue to invest in the enrollment of international students. The presence of international students not only diversifies the student body, but it exposes students to other cultures, languages, and points of view. Yet, as Philip

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<sup>5</sup> "Leading Institutions by Carnegie Type." Open Doors 2006. Report on International Education Exchange. Available at <http://opendoors.iienetwork.org/?p=89198>

<sup>6</sup> "New Enrollment of Foreign Students Climbs in the U.S. in 2005/2006." Open Doors 2006, General. Report on International Education Exchange. Available at <http://opendoors.iienetwork.org/?p=89251>

<sup>7</sup> "Leading 25 Institutions Hosting International Students, 2005-06." Open Doors 2006, General. Report on International Education Exchange. Available at <http://opendoors.iienetwork.org/?p=89196>.

<sup>8</sup> Johnson, Marlene. "Restoring U.S. Competitiveness for International Students and Scholars." *NAFSA: Association of International Educators*: June 2006.

Altbach, director of the Center for International Higher Education at Boston College points out, “The real worry for [the U.S.] is not the total number, but the quality of the students.”<sup>9</sup>

*Questions for Consideration:*

- 1) Does your mission statement refer specifically to international education? If not, can such an interest be inferred?
- 2) Has your institution formally assessed the value of international education efforts in the past five years?
- 3) Is there a strategy in place to increase the number of international students on campus? What obstacles might exist for the success of that strategy?
- 4) Is the campus climate attractive and welcoming to international students and faculty, e.g., through support services, an International Center, a Speaker Series, etc.?
- 5) Are current international students sufficiently engaged in campus life so as to enrich it and be enriched in the process?

## **Internationalization of Curriculum**

### Core Curriculum Requirements (Table 3)

Today, all of our Jesuit colleges and universities have a core curriculum that requires the completion of a number of basic courses, with a focus on consistent learning outcomes. Recently, many of our institutions have included an international or cultural component in their curriculum. Examples include:

- *Boston College:* Core courses open up for students interests and issues of which they had been previously unaware. The core program is intended to achieve just such a broadening of horizons.
- *Fordham University:* Students must complete a core curriculum that blends reverence for tradition with openness to new challenges and new ways of knowing and engaging the world.
- *Loyola University Chicago:* The core integrates the understanding and promoting of four values essential to Loyola education: understanding diversity in the U.S. or the world; understanding and promoting justice; understanding spirituality or faith in action in the world; and promoting civic engagement or leadership.
- *University of San Francisco:* As a Jesuit, Catholic, urban University with a global perspective, the University is committed to educating leaders who will fashion a more humane and just world.

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<sup>9</sup> Thacker, Paul. “Foreign Graduate Enrollments Up.” *Inside Higher Education*. [www.insidehighered.com](http://www.insidehighered.com). November 1, 2006.

Data suggest that 68 percent of our institutions require students to take a course with an international and/or multi-cultural focus. Another 21 percent of our colleges and universities strongly recommend students to take an international course, but it is not required.

As for language proficiency, currently 82 percent of Jesuit colleges and universities require at least two semesters of a language (unless the student has passed an AP exam or proficiency exam provided by the university). With more institutions shifting towards an emphasis on an internationally-focused curriculum and an increasing pressure from the labor market for globally competent graduates, students and academics alike are beginning to grasp the importance of graduating with a wider understanding of the intricate social, political, and economic complexities of the world.<sup>10</sup>

Overall, evidence suggests that including international and language courses as part of the core curriculum can awaken or expand a student's interest in global affairs. One could also argue that there is a growing correlation between more study abroad programs and the increasing number of international courses in the core curriculum. Schools like Boston College, Creighton University, Fordham University, Georgetown University, Santa Clara University, Seattle University, the University of San Francisco, and the University of Scranton have students beginning to show greater interest in study abroad programs in China, South Africa, Senegal, El Salvador, and Hungary. All of these colleges and universities likewise require students to take a global appreciation or cultural awareness course as part of their core curriculum. While it is difficult to determine if there is a cause-and-effect relationship, one can conclude that international components in the curriculum and studying abroad are both integral components in the expansion of a student's understanding of our globalized society.

#### Majors, Minors, and Concentrations (Table 4, Graph 2)

Currently, most Jesuit colleges and universities offer a wide variety of majors, minors and concentrations with an international component. When comparing the curriculum of 2002 to the curriculum of 2006, there appears to be an emerging effort among Jesuit institutions to offer a more diversified and global array of majors and concentrations.

Today, nearly two-thirds of Jesuit colleges and universities offer undergraduate academic programs in International Studies, International Business, and Latin American Studies. Likewise, more than one-third of all Jesuit higher education institutions offer at least one of the above majors and minors as well as African Diaspora Studies, Asian Studies and Gender Studies. Many of these areas of study have begun to appear in the curriculum not only because colleges and universities want to be competitive, but also because there seems to be a growing demand from students to offer such programs.

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<sup>10</sup> There are many definitions of global competency. Among international literature, it is still widely debated about what elements should be included and what elements should be left out. For the purposes of this document, we use a commonly cited definition, where a globally competent individual is identified as a person who has knowledge (of current events), can empathize with others, demonstrates approval (maintains a positive attitude), and has an unspecified level of foreign language competence and task performance (ability to understand the value in something foreign). This definition comes from Lambert, R. "Parsing the Concept of Global Competence." *Educational Exchange and Global Competence*. New York, NY: Council on International Educational Exchange. 1996.

Likewise, there is a growing trend among professional and graduate programs at many Jesuit colleges and universities to internationalize the curriculum, e.g., within business, law, and nursing schools among others. As professional and graduate schools begin to offer coursework with an international perspective, students at Jesuit colleges and universities not only gain the skills required to participate in the ever-growing globalized market, but they are also exposed to a deeper and authentic understanding of different cultures and international academia.

Another curricular trend worth noting is the increasing demand for and implementation of undergraduate minors and concentrations in the areas of Middle Eastern and Islamic Studies and Peace and Conflict Studies. Increased interest in the presence of these programs seems to reflect students' desires to understand the current state of world affairs and/or to prepare themselves for further cross-cultural encounters and greater global interdependence.

This suggests the importance of opportunities to dialogue, analyze and understand the complexity of global economic, political, technological and cultural changes and innovations at Jesuit colleges and universities as a complement to the efforts to expand or alter course curriculum to include a more global dimension.

*Questions for Consideration:*

- 1) To what extent does the institution's general-education requirement include international or global content, perspectives and different ways of knowing?
- 2) To what extent do individual academic departments promote the internationalization of their curriculum where appropriate?
- 3) How rich are the opportunities for students to take courses with an international or global focus?
- 4) What do enrollment patterns in these courses over time say about student interest?

Languages (Table 5, Graph 3)

Today, foreign languages of many countries are an integral part of the curriculum at all Jesuit colleges and universities. This reflects the importance, in a globalized world, of knowing a second language

As previously mentioned, 82 percent of Jesuit colleges and universities require at least two semesters of a language. While a number of our colleges and universities mandate language courses, there is little evidence that a student's level of language proficiency is measured at the conclusion of his/her undergraduate experience. One could argue that knowledge and proficiency of a second language may not be a necessary skill in *all* career choices but as a recent article in *International Educator* points out, specific skill sets for graduates entering the global workforce include "the ability to be fluent in at least one other language, such as Spanish or Mandarin, fluency with e-commerce and the Internet, a well-versed knowledge of geography, and, maybe,

most important, some knowledge of the political and cultural history of one or two countries or regions outside of Western Europe.”<sup>11</sup> The development and knowledge of a language other than English not only engages students to think critically about the relationship between language and culture, but it also provides them with the intercultural skills necessary for working in the globalized market.

Today, all twenty-eight Jesuit institutions of higher education offer Spanish, French, and German. In addition, more than 80 percent of our schools are teaching Italian. This trend has not changed for many years. Emphasis on romance languages and German has been an integral part of most language departments and programs in all of our colleges and universities.

In addition to the languages offered above, more than half of our schools are now offering Chinese, Japanese, Russian and Greek, while nearly one-third of our institutions are offering Portuguese and Arabic. The development of new language programs could be the result of new faculty exchanges, demand for more diverse languages, or increased faculty exchanges and/or scholarly research.

One could infer that there is a direct relationship between study abroad opportunities and the increase in languages offered at colleges and universities. For example, at many of our West Coast schools including Loyola Marymount University, the University of San Francisco, and Seattle University, languages, such as Chinese, Japanese, and Filipino/Tagalog mirror the rising interest among undergrads to study abroad in countries that use these languages. While it is difficult to determine whether the implementation of a language program influences the development of a new study abroad program or vice versa, there is a strong indication that they both have a positive impact on expanding cultural awareness within the Pacific Rim.

#### *Questions for Consideration:*

- 1) What do enrollment patterns in the different language courses reveal at your school?
- 2) If the institution has a language requirement, is it measured in seat time or proficiency? How might the institution measure proficiency?
- 3) Is there any feedback from alumni of the value of language skills after graduation?

#### **Study Abroad**

In 2005, Maria Krane, Executive Director of International Programs at Creighton University and Kristen Michelson, Study Abroad Coordinator at Marquette University prepared an excellent report on study abroad programs in AJCU institutions. This report emphasized the importance of study abroad as a strategy to foster students’ global competence and leadership. Further, Krane and Michelson pointed out that effective study abroad programming is dependent upon the creation of a palette of quality programs that vary in purpose, format, setting, degree of

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<sup>11</sup> Bremer, Darlene. “Wanted: Global Workers. International Education Experiences Help Prepare Global-Ready Graduates for the Twenty-First Century Workforce.” *International Educator*, a publication of NAFSA. May/June 2006. Volume 15, no. 3.

immersion, duration, cost, and location—both in “popular” and critical areas of the world—to ensure that each individual is able to achieve their personal and academic goals.

Today, Jesuit colleges and universities continue to work diligently to expand and improve their study abroad programs around the world. A growing number of our institutions including Georgetown University, Le Moyne College, Saint Louis University, Santa Clara University, Seattle University, the University of San Francisco, and the University of Scranton, all reported that there is an increasing interest to include study abroad opportunities in China, El Salvador, Belize, Mexico, Japan, Korea, Hungary, Costa Rica, and many African countries. To meet the needs of students interested in studying in China, AJCU institutions have collaborated on programs in Beijing: a highly acclaimed international MBA (BiMBA), and a most successful undergraduate semester program at the The Beijing Center (TBC).

Currently, Jesuit colleges and universities support institution sponsored programs, exchanges, and affiliated programs in 76 countries around the world. The most popular countries remain Australia, England, Spain, Ireland, Italy, France and Germany. This has not dramatically changed from what was reported in 2002. In the 2005 report, however, Krane and Michelson, citing Monahan and Raducha, provided a rationale for the expansion of study abroad opportunities to critical areas of the globe:

Given that three-quarters of the world population lives in Asia, Africa, Latin America, and the Middle East, the United States needs a generation of citizens who have first-hand experience of living and learning about these tremendously important areas, with their myriad cultures and explosive growth potential. Such experience forms a base upon which to build the new global competencies we need if we are to meet the challenges of an increasingly transnational and global future.<sup>12</sup>

As students continue to diversify their international interests and academic departments continue to offer global-centered courses, it is essential that our international offices respond with quality international academic programs, internships (such as the IDIP program at both Fordham University and Seattle University)<sup>13</sup>, and service-learning experiences that embody the Ignatian charism and the qualitative components that are distinctive at Jesuit institutions.

Increasingly, colleges and universities throughout the United States are beginning to place greater value on study abroad programs that integrate students into local life through “service learning, internships or other volunteer programs.”<sup>14</sup> Today, nearly all twenty-eight Jesuit colleges and universities promote these opportunities. Examples of frequently cited successful

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<sup>12</sup> Monahan, Michael and Joan Raducha. “Advising the Whole World Study.” *NAFSA’s Guide to Education Abroad for Advisors and Administrators*, 1997.

<sup>13</sup> Both Seattle University and Fordham University give undergraduate and graduate students the opportunity to participate in the International Development Internship Program (IDIP). The IDIP introduces students to the field of international development through academic preparation in conjunction with an international internship placement with a non-government organization (NGO) or an organization in the private sector. All placements are located in developing countries. Some of the international organizations include but are not limited to Catholic Relief Services, CARE, Cambodian Research Institute, and the United Nations Development Project.

<sup>14</sup> Hulstrand, Janet. “Education Abroad: On the Fast Track.” *International Educator*, a publication of NAFSA. May/June 2006. Volume 15, no. 3.



service-learning and immersion study abroad programs include Santa Clara University's *Casa de Solidaridad* in El Salvador, Marquette University's service-learning program in South Africa, Fairfield University's immersion program in Nicaragua, and Creighton University's *Encuentro Dominicano* in the Dominican Republic, to name a few. These service-learning and immersion programs distinguish themselves from purely academic study abroad programs because of the unique engagement with marginalized communities in developing countries.

Recent efforts to promote more collaboration among AJCU schools in providing quality study abroad programs to share are both encouraging and necessary if we are to realize our potential to educate for solidarity and for global citizenship.

#### *Questions for Consideration:*

- 1) What are the trends on your campus for student participation in study abroad programs? How many students participate? What are their destinations?
- 2) How are students prepared for education abroad experiences? Are they given opportunities to reflect on the experiences?
- 3) What impact do students who study abroad create on the home campus upon their return? Other than word of mouth, is there a system for communicating study abroad experiences to other students? Do study abroad experiences influence teaching/learning styles? Curriculum demands?
- 4) Are you involving not only students, but faculty and administrators, and even trustees in immersion experiences?

#### **Institutes and Centers**

At many AJCU institutions, there has been a growing emphasis placed on the diversification and internationalization of institutes and centers. A number of Jesuit institutions have taken the lead in the following areas: Boston College's Center for International Higher Education has as its focus the development of new thought and analysis of education with a global perspective; the University of San Francisco's Center for the Pacific Rim engages non-profit communities and businesses in the Pacific Rim; Fordham University's Institute on International Humanitarian Affairs examines worldwide humanitarian issues; and Georgetown University's Institute for the Study of International Migration studies displacement, refugee migration, and immigration.

The institutes mentioned above have been instrumental in the formation of two national networks, the Jesuit Migration Network and the Jesuit Universities Humanitarian Action Network. These national networks collaborate with students, faculty, and administration to promote understanding and scholarship. The presence of international institutes and centers is currently concentrated among a few AJCU institutions, but their evolution should be an important step in the promotion of global awareness and understanding.

*Questions for Consideration:*

- 1) How can our centers and institutes actively engage the whole campus, including students, in the research they are doing?
- 2) How can centers and institutes on our campus become better resources to help promote internationalization?
- 3) Is there a need for more centers and institutes that encourage research and analysis on our campus?

**Culture and Climate**

Establishing a strong climate for sharing diverse international cultures and customs is central to the growing international nature of Jesuit institutions. Seattle University's Academic Salons Program serves as an intellectual bridge, aiming to unite the knowledge gained in the classroom with the cultural and social encounters experiences in extracurricular activities. This year's theme, "Engaging Worlds" explores how to become responsible global citizens while remaining intellectually engaged and socially aware of the rapid changes in the world. In a similar manner, Saint Peter's College has been a leader in the strengthening of authentic dialogue and religious appreciation between the Muslim and Christian communities on campus. With the recent creation of a Muslim prayer space, students from the India-Pakistani club have found community and understanding among the diverse student population.

Overall, the different cultural backgrounds and experiences of students at AJCU institutions have been central to the promotion of campus climates that support international understanding and global consciousness.

*Questions for Consideration:*

- 1) To what extent is international and intercultural experiences an important part of co-curricular life on campus?
- 2) How effectively are international students and their experience integrated into the cultural life of the campus?
- 3) Are multicultural differences recognized and celebrated?

**Faculty Exchange**

At some, but not all AJCU institutions, faculty exchanges have become an integral component of the development of international awareness and strengthening of academic curriculum.

Dr. Robbin Crabtree, Professor and Chair of the Department of Communications and Director of Service Learning at Fairfield University, has brought her vivid international experiences in Nicaragua and her unique research in broadcast communications systems in Central America to

the classroom. Her dedication to capturing the perspectives of individuals living on the margins of society is inherently portrayed not only in her scholarly work, but also in her academic courses, where she encourages students to seek their own intercultural exchanges.

Dr. Cephas Lerewonu, a Ghanaian directing the African Democracy Training Programs at Marquette University's Les Aspin Center, is likewise, an excellent example of faculty exchange at Jesuit colleges and universities. Lerewonu runs a democracy program that invites leaders from East and West Africa to come together and mutually exchange ideas and models of how to promote transparent, accountable, and efficient institutions. The program has graduated some 300 individuals, among them the Kenyan Minister of Finance, and a member of the Ghanaian Parliament. Cephas also teaches a class to Marquette students.

Many schools are generous in welcoming faculty from other countries for study, research and consultation, and a number of our faculty have taken overseas. At least a few collaborative research projects are underway.

Overall, faculty exchange programs need to be encouraged and supported in every way possible. They continue to be bolstered and developed more fully. In order for students to understand the globalized nature of today's world, academics must continue to provide and encourage dialogue on international issues.

#### *Questions for Consideration:*

- 1) How are international faculty exchanges encouraged and supported to the extent possible?
  - a. Do you offer workshops to faculty on how to internationalize their curricula?
  - b. Do you offer opportunities for faculty to increase their foreign language skills?
  - c. Do you recognize faculty specifically for international activity?
- 2) To what extent do faculty members engage in collaborative research with faculty in other countries?

### **Institutional Partnerships**

A key component in the efforts to further internationalize Jesuit colleges and universities has been the establishment and growth of institutional partnerships. In recent years, many Jesuit colleges and universities have made significant progress to strengthen relationships with other sister institutions around the world.

Since 2000, Gonzaga University, Seattle University, and the Oregon Province of the Society of Jesus have been in collaboration with the Colombian Province and *Universidad Javeriana* in Bogota, Colombia, promoting student, faculty, and provincial staff exchanges and working on a Regional Sustainable Development Plan, which aims to foster a community of solidarity in southern Colombia through economic development, environmental justice, and cultural awareness. Both the provinces and the Universities have committed themselves to maximizing the opportunity for exchange and joint operations.

The University of Scranton's Department of Psychology and *Universidad Iberoamericana* have also established a fruitful relationship in Mexico. For over nine years, these universities have been working together on innovative approaches to educating counselors on much-needed mental health services for the underserved populations in the United States and in Mexico. After many years, the development of a bilingual, dual-degree Master's program in professional counseling has enriched cross-cultural fieldwork being done in mental health services, not only in the United States, but also within marginalized communities in Mexico.

The *Universidad Alberto Hurtado* in Chile and Saint Joseph's University founded a dynamic partnership in 2003 that contributed to the creation of a joint master's degree in educational administration and the opportunity for student exchange. The joint master's program strives to develop a strong foundation in various aspects of educational administration as well as create transformative leaders. Today, this partnership has contributed to part of Chile's accreditation program that evaluates and trains school principals.

The exceptional work that has been derived from these and other partnerships has led to some of ground-breaking programs, networks, and relationships that promote global awareness and cultural appreciation.

There is a need for sharing more information about these relationships, not to over-centralize them, but to share best practices and to encourage even more collaboration.

*Questions for Consideration:*

- 1) What works well and not so well in these institution-institution relationships?
- 2) Many of these relationships are serendipitous, but are they also made part of institutional planning, e.g., part of a focus on a particular region?
- 3) What impact do these institutional partnerships have upon student learning on campus?
- 4) What are some possibilities where your institution could explore further collaboration with other international academic institutions?

**The “Messina Commons”**

The Association of Jesuit Colleges and Universities (AJCU) is collaborating with the Association of Latin American Universities Entrusted to the Society of Jesus (AUSJAL) and Jesuit associated international organizations in exploring the possibility of a “Messina Commons.” Recalling the first Jesuit school to which Ignatius sent his best resources in 1548 to meet the educational needs of his day, this new venture would help mobilize today's Jesuit educational resources to meet the needs of underserved populations around the world.

Still very much in its developmental stage, the Commons envisions new dimensions and new opportunities for collaboration between the educational and social sectors of the Society to

address emerging needs on a global scale. Some of these opportunities include promoting access to educational resources and health care information.

Tailored programs that increase awareness of healthcare, economic growth, sustainable agricultural practices, and literacy can dramatically improve the lives of individuals. The Messina Commons envisions two-way sharing of resources and experiences on a world-wide basis. Pilot projects are being discussed as ways to flesh out the concept.

## **Conclusions and Recommendations**

Obviously, there are many paths to internationalizing a campus. It is impressive how Jesuit colleges and universities are working to: expand the number of international students; diversify curricula; encourage study abroad opportunities; promote institutional partnerships; encourage faculty exchanges; and foster an interest in international issues. Each of these contributes to an education for living as a global citizen, or in Fr. Kolvenbach's phrase, for "a well-educated solidarity."

This survey deals primarily with inputs. In the context of today's concern for assessment and evaluation of educational outcomes, it is important to find ways to determine how well we are doing in graduating truly global citizens. Two programs focused on such outcomes are:

*The Global Proficiency Program at Boston College:* This certificate program for undergraduate students builds on the collaborative efforts of the offices of Academic Affairs and Student Affairs. It encourages students to infuse an international focus into all academic and co-curricular activities. Undergraduate students must complete a number of requirements including international and language courses, study abroad (or similar experience), co-curricular activities, and a synthesis project that integrates elements of an individual's undergraduate experience. At the conclusion of the student's undergraduate experience, he/she is required to complete a "Reflection Project," that portrays the relationship between international experience(s) with academic coursework and co-curricular activities, and shows understanding of original connections between personal experiences and cross-cultural competency. The Global Proficiency Certificate, in many ways is a signal to employers and graduate schools that a student has certain skills. NAFSA frequently cited Boston College's Global Proficiency Program as an outstanding curriculum initiative that quantifies one's international undergraduate experience.<sup>15</sup>

*The International Development Internship Program at Seattle University and Fordham University:* The International Development Internship Program (IDIP) takes a different approach. It introduces students to the field of international development by linking academic preparation with an international internship placement with a non-government organization (NGO) or an organization in the private sector. All placements are located in developing

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<sup>15</sup> Ashwill, Mark. "Developing Intercultural Competency for the Masses." *International Educator*. Volume 13, No. 2, Spring 2004. pp. 16-25.

The Global Proficiency program at Boston College has been widely cited as an effective way to 'measure' a student's global competency. For further information about the Global Proficiency Program, please visit: <http://www.bc.edu/offices/odsd/intercultural/gp/>

countries. Some of the international organizations include but are not limited to Catholic Relief Services, CARE, Cambodian Research Institute, and the United Nations Development Project.

Other AJCU schools have other ways to determine the effectiveness of their efforts to internationalize their campuses. One important area is whether or not our extensive language programs actually measure language proficiency. As NAFSA points out, “most language programs are not linked to proficiency standards, which means that there is no objective way to measure how they are performing, what they are accomplishing on their own merits, or how they should compare themselves with other programs.”<sup>16</sup>

This report is not an exhaustive compilation of all international efforts at Jesuit colleges and universities. Fortunately, that is impossible because of the extensive programming that exists. (See the survey of international programs on the AJCU website: [www.ajcunet.edu](http://www.ajcunet.edu).) However, it is hoped that this report will (1) encourage reflection on how each campus might do better and (2) encourage the sharing of best practices among our schools, as the efforts cited in the reports intensify. We are confident that the next report will be able to chronicle even greater achievement.

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<sup>16</sup> Hunter, William D. “Got Global Competency?” *International Educator*. Volume 13, No. 2, Spring 2004. p. 7.

## **APPENDIX**

**TABLE 1**  
**Jesuit Higher Education: Aggregate Data on**  
**International Students**

	<b>2000-2001</b>	<b>2003-2004</b>	<b>2005-2006</b>
<b># of Undergraduate International Students</b>	3,085	2,853	2,832
<b># of Graduate, First Professional International Students</b>	4,059	4,360	4,514
<b>Total # of International Students at AJCU Institutions</b>	7,144	7,213	7,346
<b>Total Full Time Students<sup>^</sup></b>	136,877	148,081	160,466
<b>% of Intl Students relative to Total enrollment</b>	5.2%	4.9%	4.6%
<b>AJCU Mean</b>	4.5%	4.5%	3.9%
<b>National Mean*</b>	3.9%	4.3%	3.9%

<sup>^</sup> This number accounts for full time undergraduate, professional and graduate students

\* Open Doors Report 2006, International Student and Total U.S. Enrollment

Accessed at <http://opendoors.iienetwork.org/?p=89192>



**TABLE 2: International Student Statistics at U.S. Jesuit Colleges and Universities**

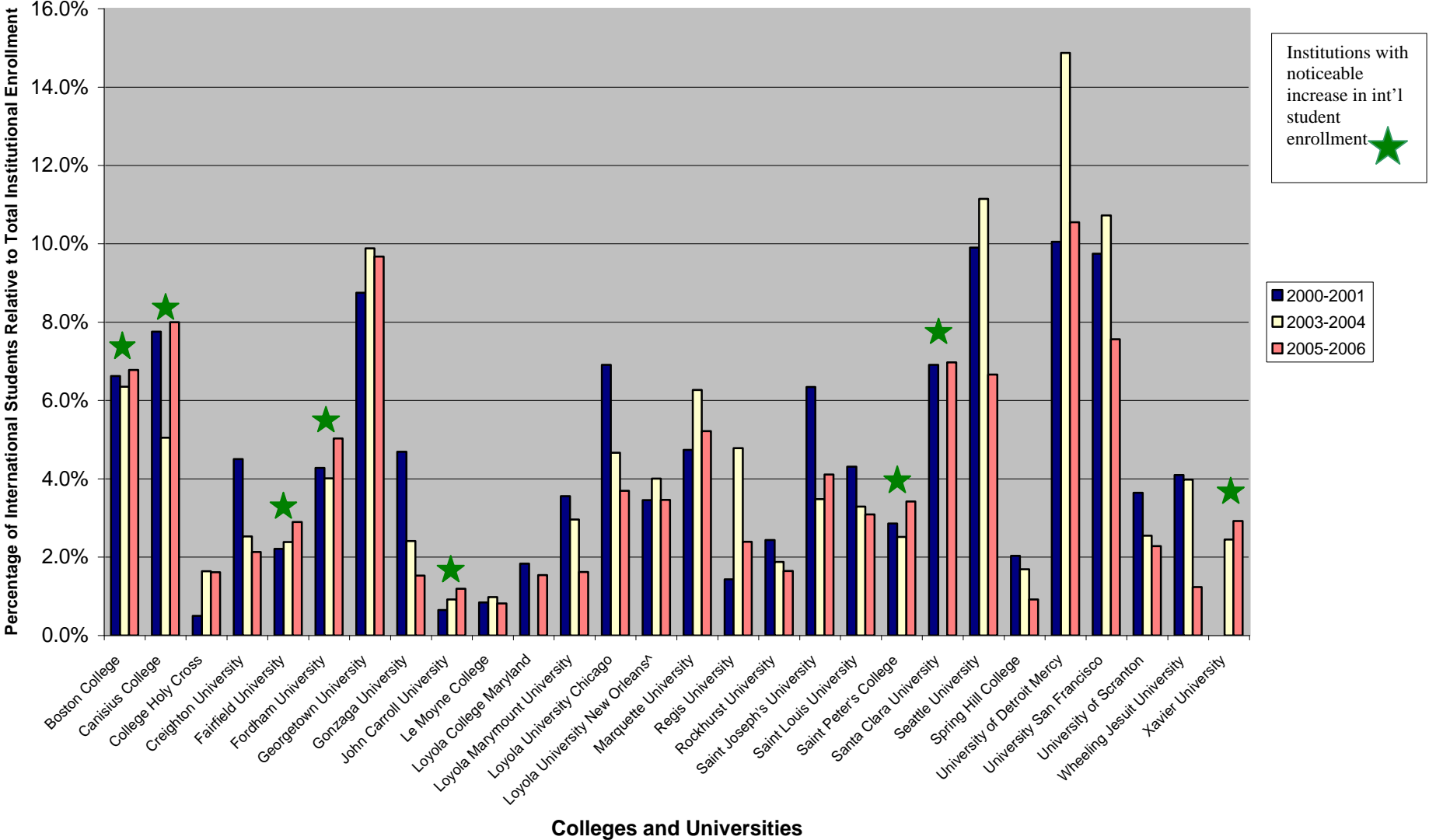
Institution	Institutional Profile 2000-2001				Institutional Profile 2003- 2004				Institutional Profile 2005- 2006			
	International Students		Overall Results		International Students		Overall Results		International Students		Overall Results	
	Undergrad	Graduate	FTEs*	% Intl Stdts	Undergrad	Graduate	FTEs*	% Intl Stdts	Undergrad	Graduate	FTEs*	% Intl Stdts
Boston College	278	457	11,093	6.6%	228	504	11,530	6.3%	293	485	11,481	6.8%
Canisius College	95	183	3,584	7.8%	60	135	3,864	5.0%	86	234	4,001	8.0%
College Holy Cross	14	0	2,796	0.5%	45	0	2,748	1.6%	45	0	2,788	1.6%
Creighton University	116	133	5,528	4.5%	52	93	5,737	2.5%	32	98	6,092	2.1%
Fairfield University	61	18	3,570	2.2%	52	34	3,609	2.4%	49	59	3,728	2.9%
Fordham University	84	314	9,300	4.3%	119	286	10,089	4.0%	143	369	10,185	5.0%
Georgetown University	294	703	11,396	8.7%	267	899	11,797	9.9%	241	942	12,231	9.7%
Gonzaga University	82	72	3,284	4.7%	46	63	4,527	2.4%	51	37	5,756	1.5%
John Carroll University	16	7	3,534	0.7%	16	16	3,473	0.9%	32	8	3,360	1.2%
Le Moyne College	14	4	2,133	0.8%	19	4	2,357	1.0%	19	1	2,451	0.8%
Loyola College Maryland	21	54	4,084	1.8%	11	N/A	3,957		18	47	4,210	1.5%
Loyola Marymount University	154	75	6,438	3.6%	125	98	7,530	3.0%	68	58	7,779	1.6%
Loyola University Chicago	125	425	7,960	6.9%	112	367	10,263	4.7%	170	284	12,296	3.7%
Loyola University New Orleans^	123	20	4,139	3.5%	145	19	4,094	4.0%	124	15	4,015	3.5%
Marquette University	167	247	8,735	4.7%	188	400	9,386	6.3%	186	320	9,697	5.2%
Regis University	40	15	3,838	1.4%	79	182	5,459	4.8%	63	131	8,119	2.4%
Rockhurst University	33	3	1,477	2.4%	18	9	1,436	1.9%	19	7	1,578	1.6%
Saint Joseph's University	65	186	3,958	6.3%	46	105	4,336	3.5%	64	127	4,648	4.1%
Saint Louis University	219	151	8,590	4.3%	160	136	8,991	3.3%	150	151	9,740	3.1%
Saint Peter's College	48	16	2,239	2.9%	41	7	1,910	2.5%	65	4	2,015	3.4%
Santa Clara University	159	222	5,515	6.9%	N/A	N/A	5,747		130	289	6,002	7.0%
Seattle University	327	87	4,181	9.9%	461	72	4,782	11.1%	278	119	5,957	6.7%
Spring Hill College	18	3	1,031	2.0%	17	1	1,065	1.7%	9	1	1,090	0.9%
University of Detroit Mercy	74	214	2,866	10.0%	95	360	3,059	14.9%	65	288	3,345	10.6%
University San Francisco	360	295	6,720	9.7%	348	430	7,252	10.7%	349	294	8,500	7.6%
University of Scranton	24	113	3,762	3.6%	20	82	4,003	2.5%	21	74	4,164	2.3%
Wheeling Jesuit University	37	9	1,123	4.1%	38	5	1,080	4.0%	14	0	1,130	1.2%
Xavier University	37	33	4,003	1.7%	45	53	4,000	2.5%	48	72	4,108	2.9%
<b>Totals:</b>	<b>3,085</b>	<b>4,059</b>	<b>136,877</b>		<b>2,853</b>	<b>4,360</b>	<b>148,081</b>		<b>2,832</b>	<b>4,514</b>	<b>160,466</b>	
			Mean:	4.5%			Mean:	4.5%			Mean:	3.9%
			Median:	4.2%			Median:	3.4%			Median:	3.0%
			Stdev	2.9%			Stdev	3.5%			Stdev	2.8%

\* These numbers account only for Full-time Undergraduate, First-Professional, and Graduate Students

^ Data for Loyola University New Orleans international student population for 2005-2006 represent data from 2004-2005

# GRAPH 1

## International Students



**TABLE 3: Page 1 of 5**

<b>Institution</b>	<b>Global Core Curriculum Requirement</b>	<b>Language Core Curriculum Requirement</b>
<b>Boston College</b>	Cultural Diversity (The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another core requirement, a major requirement, or an elective)	All students in the College of Arts and Sciences and the Carroll School of Management must, before graduating from Boston College, demonstrate proficiency in a modern foreign language or in a classical language at the intermediate level. All students in the College of Arts and Sciences and the Carroll School of Management must, before graduating from Boston College, demonstrate proficiency in a modern foreign language or in a classical language at the intermediate level.
<b>Canisius College</b>	Students select two courses each from seven of eight areas: natural sciences, social sciences, art & literature, history, philosophy, religious studies, mathematical sciences, and foreign languages. Students may choose from among more than 200 courses to fulfill the area studies requirements. At least two of the core courses must satisfy an International and Cultural Diversity (ICD) requirement.	All students must take 6 credits of modern or classical languages.
<b>College Holy Cross</b>	Required to complete one course. Cross-Cultural Studies seek to stimulate critical reflection on the theoretical, methodological, and ethical issues involved in encountering other cultures and to help students to think systematically about the fundamental assumptions underlying cultural differences.	Students are required to complete two courses in the study of a language other than one in which they possess native speaker fluency.
<b>Creighton University</b>	Cultures, Ideas, and Civilizations - 18 credits; Critical and Historical Introduction to Philosophy (Philosophy) -3 credits The Modern Western World (History) - 3 credits History of Non-Western World (History) - 3 credits World Literature I: Pre-1600 (Classical Civilization/English) - 3 credits World Literature II: Post-1600 (Classical Civilization/English) - 3 credits International/Global Studies (Choice) - 3 credits	Language: Classic or Modern- must take 6 credits or one year.

**TABLE 3: Page 2 of 5**

<b>Institution</b>	<b>Global Core Curriculum Requirement</b>	<b>Language Core Curriculum Requirement</b>
<b>Fairfield University</b>	1 U.S. Diversity Course; 1 World Diversity Course	Required to take up to intermediate level of language (other than your native tongue).
<b>Fordham University</b>	One course on American pluralism or global studies; one course (senior seminar) on values and moral choice	Language up to the advanced level.
<b>Georgetown University</b>	(For Arts & Sciences only)- A humanities course that is strongly encourage to be with a cultural element	Required to take up to intermediate level of language (other than your native tongue)
<b>Gonzaga University</b>	n/a	n/a
<b>John Carroll University</b>	Two international courses required	Language courses up to the intermediate level required
<b>Le Moyne College</b>	Philosophical Perspectives on the Human Situation (PHL 201) examines a variety of interpretations of the human situation, drawn from philosophical traditions since 1650: for example, Asia, Africa, Latin America, and western Europe. Students analyze the influences of gender and race on these philosophical reflections.	n/a
<b>Loyola College Maryland</b>	Diversity Core Requirement (DCR): The DCR requires every Loyola student to complete one course with a focus on global awareness, justice awareness, or domestic diversity awareness.	2-4 semesters of language requirement depending on level of entry
<b>Loyola Marymount University</b>	Students are encouraged to select elective courses that deal with international and/or global issues. (but not required) <b>OPTIONAL</b>	Students are encouraged to study foreign languages to the intermediate level. LMU offers Chinese, Filipino, French, German, Greek, (Modern and Classical), Italian, Japanese, Latin, and Spanish on a regular basis. <b>OPTIONAL</b>
<b>Loyola University Chicago</b>	Societal and Cultural Knowledge (2 courses). Knowledge of one's own development, self, identity, culture, and state, as well as a global and international perspective, are important to societal and cultural understanding; Also required to take Understanding Diversity (in U.S. or world), Promoting Civic Engagement or Leadership	Foreign Language level proficiency for arts and sciences majors

### Looking at Jesuit Higher Education: Aggregate Data for International Students

	20
<b># of Undergraduate International Students</b>	
<b># of Graduate, First Professional Students</b>	
<b>Total Full Time Students<sup>^</sup></b>	1
<b>% of Intl Students relative to Total enrollment</b>	
<b>Mean</b>	

^ These numbers account for full time undergraduate, first-professional, and graduate students

Institution	Global Core Curriculum Requirement	Language Core Curriculum Requirement
<b>Loyola University New Orleans</b>	All Loyola students are required to take Introduction to World Religions.	All students who enter B.A. or B.S. degree programs (either as freshmen or as transfers) will be required to pass a second-semester course in a foreign language or demonstrate equivalent knowledge by placing into a higher level on a departmental examination.
<b>Marquette University</b>	Diverse Cultures (1 course) or Histories of Cultures and Societies (1 courses)	4 courses of a language or up to intermediate level required for arts and sciences; 2 courses of one language required for communications majors.
<b>Regis University</b>	Must take 1 semester of a Non-US. History Course <b>DEPENDS</b>	Must meet foreign language requirement; 2 semesters in one language

<b>Rockhurst University</b>	n/a	Required to take 2 courses pertaining to language- but they could be literature courses, could be language and/or could be international
<b>Saint Joseph's University</b>	Currently working on integrating 1 mandatory course on globalization/diversity into curriculum. <b>OPTIONAL</b>	Two foreign language courses at the intermediate level are required of all students.
<b>Saint Louis University</b>	1 course: All students must complete one approved cultural diversity course. This requirement may simultaneously satisfy another core curriculum requirement, a requirement for a major, minor, or certificate program, or an elective course.	3 courses: This requirement will be satisfied through achievement of an intermediate level of proficiency in a language other than English.
<b>Saint Peter's College</b>	Not a requirement. Under History courses, an option is "World Perspectives in History." <b>OPTIONAL</b>	World Languages and Literature: One six-credit, concurrent sequence in a modern or classical language on the elementary or intermediate level , or any two upper-level courses, Romance Language Synthesis, I and II - taken concurrently or a six-credit, concurrent sequence in American Sign Language at any level.

**Looking at Jesuit Higher Education: Aggregate Data for International Students**

	<b>20</b>
<b># of Undergraduate International Students</b>	
<b># of Graduate, First Professional Students</b>	
<b>Total Full Time Students^</b>	<b>1</b>

**% of Intl Students relative to Total enrollment**

**Mean**

^ These numbers account for full time undergraduate, first-professional, and graduate students

<b>Institution</b>	<b>Global Core Curriculum Requirement</b>	<b>Language Core Curriculum Requirement</b>
<b>Santa Clara University</b>	The purpose of this requirement is to provide students an opportunity to examine peoples, nations, and regions outside of Europe, the United States, or any of the cultures largely derived from these regions (e.g., Canada and Australia). In light of the rapid internationalization of contemporary life, informed citizens and responsible leaders must understand social, cultural, political, religious, and philosophical differences that have always marked human existence. Must complete at least 2 courses in this area (either area or regional studies)	The purpose of the requirement is to provide students with a level of proficiency in a second language sufficient to make basic communication genuinely possible. It also seeks to provide students with an introductory sensitivity to cultural differences as exhibited by language, the most fundamental artifact of any culture. Must complete up to 1.5 semesters worth; not required for business and engineering majors.
<b>Seattle University</b>	Under the social science mandate, students have the opportunity to take global courses. <b>OPTIONAL</b>	Must take 3 quarters of language to pass out and /or quality as proficient for humanities and social science majors.
<b>Spring Hill College</b>	n/a	2 courses of language required
<b>University of Detroit Mercy</b>	Students must take a course on the appreciation of another culture; Comparative Experiences: a knowledge and appreciation of cultures different from one's own, or study of a foreign language.	Have the opportunity, but not required. <b>OPTIONAL</b>

<b>University San Francisco</b>	Through the Service Learning Designation or the Cultural Diversity Designation, students must take a semester long course that exhibits the descriptive elements of each. These are only IN ADDITION to the other requirements. <b>OPTIONAL</b>	All candidates for the Bachelor's degree in the College of Arts and Sciences whose native language is English must complete a foreign language requirement.
<b>University of Scranton</b>	Required to take 2 cultural diversity courses.	Required to take 2 language courses to show proficiency
<b>Wheeling Jesuit University</b>	One course in Global Perspectives (these classes can include but are not limited to: World Community, Introduction to social science, and history)	One course in a language (or an additional global perspectives course to count towards it)

**TABLE 3: Page 5 of 5**

<b>Institution</b>	<b>Global Core Curriculum Requirement</b>	<b>Language Core Curriculum Requirement</b>
<b>Xavier University</b>	Cultural Diversity Course (1 credit hour): This course introduces students of sophomore classification and above to the opportunities cultural diversity presents, and to the issues of stereotyping, prejudice and discrimination and their relation to the exercise of power in American society.	Foreign Language requirement: 2 courses

<p><b>Overall stats:</b> 19/28 require some form of a global/international/worldly course as a core requirement</p> <p>6/28 state that some form of a global/world perspectives course is either <u>optional</u> or part of the core</p> <p>3/28 do not mention or emphasize global course</p>	<p><b>Overall Stats:</b> 23/28 require language proficiency*</p> <p>2/28 state that language is optional, though encouraged</p> <p>3/28 do not require a language or proficiency</p>
--	--

\*NOTE: Some of these are specific only to some colleges (Arts and Sciences, etc.)





TABLE 4: Page 1 of 2

International Majors, Minors, and Concentrations

	Africa/African Diaspora Studies	Asian Studies	East European/ Russian Studies	International Studies	Irish Studies	Jewish Studies	Latin American Studies	Middle Eastern and Islamic Studies	Gender Studies/ Women's Studies	International Law	International Business	International Marketing	Medieval Studies	Peace and Conflict Studies	European Studies	World Literatures and Languages	Environmental Studies	Science, Technology and International Affairs
<b>Boston College</b>	X	X	X	X	X	X	X	X	X	X								
<b>Canisius College</b>				X	X				X	X	X				X			
<b>College Holy Cross</b>	X	X	X				X	X					X	X		X		
<b>Creighton University</b>	X	X	X	X			X		X								X	
<b>Fairfield University</b>	X	X	X	X	X	X	X		X		X			X		X	X	
<b>Fordham University</b>	X			X	X		X	X					X					
<b>Georgetown University</b>	X	X	X	X			X	X	X	X	X		X	X*	X			X
<b>Gonzaga University</b>				X							X**							
<b>John Carroll University</b>	X	X		X			X				X				X			
<b>Le Moyne College</b>														X		X		
<b>Loyola College Maryland</b>		X							X		X					X		
<b>Loyola Marymount University</b>	X	X			X		X		X	X	X			X	X	X		
<b>Loyola University Chicago</b>	X	X		X			X				X			X				
<b>Loyola University New Orleans</b>	X						X		X				X					
<b>Marquette University</b>	X	X		X					X		X		X	X			X	
<b>Regis University</b>				X			X											
<b>Rockhurst University</b>				X							X							X***
<b>Saint Joseph's University</b>				X			X		X		X	X	X		X	X		
<b>Saint Louis University</b>			X	X					X		X						X	
<b>Saint Peter's College</b>	X			X			X		X							X		
<b>Santa Clara University</b>		X		X					X		X		X				X	
<b>Seattle University</b>	X	X		X			X				X					X		
<b>Spring Hill College</b>				X					X		X		X				X	
<b>University of Detroit Mercy</b>	X										X							
<b>University San Francisco</b>	X	X		X		X	X		X		X			X	X		X	
<b>University of Scranton</b>				X			X		X		X					X		
<b>Wheeling Jesuit University</b>				X							X					X		
<b>Xavier University</b>				X			X									X		
<b>TOTALS</b>	<b>15</b>	<b>13</b>	<b>6</b>	<b>22</b>	<b>5</b>	<b>3</b>	<b>17</b>	<b>4</b>	<b>16</b>	<b>4</b>	<b>19</b>	<b>1</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>11</b>	<b>7</b>	<b>2</b>

TABLE 4: Page 2 of 2

International Majors, Minors, and Concentrations

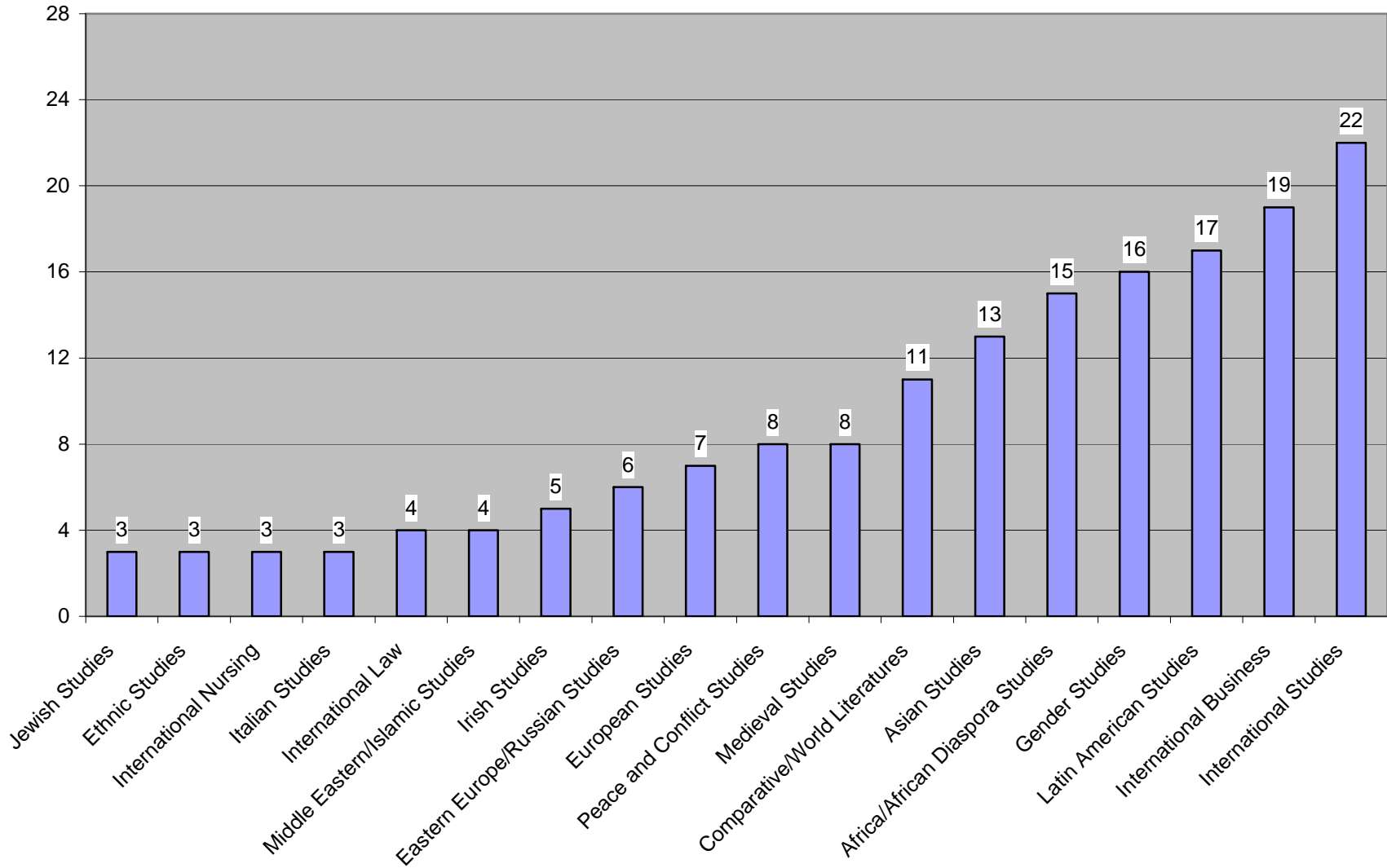
	Travel and Tourism	International Cinema	International Journalism Program	International Nursing	Philippine Studies	International Development Economics	Ethnic Studies	Japanese Studies	Italian Studies	Religions of the World
Boston College										
Canisius College										X
College Holy Cross										
Creighton University										
Fairfield University				X					X	
Fordham University										
Georgetown University										
Gonzaga University										
John Carroll University									X	
Le Moyne College										
Loyola College Maryland										
Loyola Marymount University	X									
Loyola University Chicago		X								
Loyola University New Orleans										
Marquette University				X			X			
Regis University										
Rockhurst University			X							
Saint Joseph's University										
Saint Louis University				X						
Saint Peter's College										
Santa Clara University							X			
Seattle University										
Spring Hill College										
University of Detroit Mercy										
University San Francisco					X	X	X	X		
University of Scranton									X	
Wheeling Jesuit University										
Xavier University										
<b>TOTALS</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>

**\* Concentration: MBA: Emphasis on American Indian Entrepreneurship**

**\*\* Concentration: Communication Science and Disorders Bilingual Certificate Program**

**GRAPH 2**

**Number of AJCU Institutions with International Majors, Minors and Concentrations**



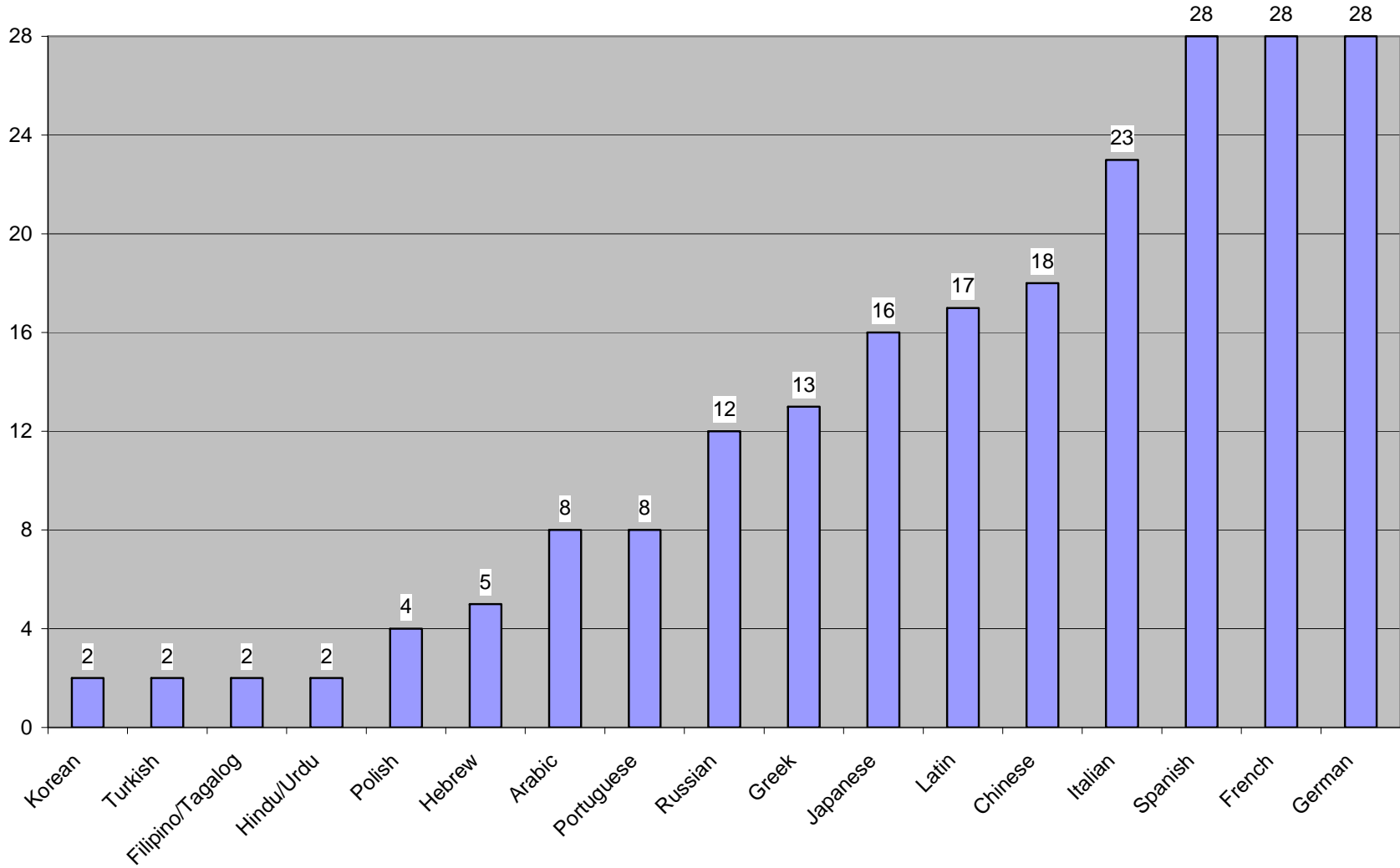
**TABLE 5**

**Language Courses Offered Across Jesuit Institutions**

	Spanish	French	German	Italian	Polish	Japanese	Chinese	Russian	Sign Language	Hebrew	Portuguese	Greek	Arabic	Latin	Korean	Turkish	Filipino/Tagalog	Hindu/Urdu	Croatian	Bulgarian	Swedish
<b>Institution</b>																					
<b>Boston College</b>	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X				X	X
<b>Canisius College</b>	X	X	X	X	X																
<b>College Holy Cross</b>	X	X	X	X			X	X	X												
<b>Creighton University</b>	X	X	X	X		X		X													
<b>Fairfield University</b>	X	X	X	X		X	X	X		X	X										
<b>Fordham University</b>	X	X	X	X			X	X			X	X	X	X							
<b>Georgetown University</b>	X	X	X	X		X	X	X		X	X	X	X	X	X	X					
<b>Gonzaga University</b>	X	X	X	X		X	X														
<b>John Carroll University</b>	X	X	X	X	X		X	X				X		X							
<b>Le Moyne College</b>	X	X	X	X		X								X							
<b>Loyola College Maryland</b>	X	X	X	X		X	X														
<b>Loyola Marymount University</b>	X	X	X	X		X	X					X		X			X				
<b>Loyola University Chicago</b>	X	X	X	X				X				X	X	X				X			
<b>Loyola University New Orleans</b>	X	X	X	X		X	X					X		X							
<b>Marquette University</b>	X	X	X	X			X					X		X							
<b>Regis University</b>	X	X	X											X							
<b>Rockhurst University</b>	X	X	X																		
<b>Saint Joseph's University</b>	X	X	X	X			X							X							
<b>Saint Louis University</b>	X	X	X	X			X	X			X	X		X				X			
<b>Saint Peter's College</b>	X	X	X	X		X	X		X				X								
<b>Santa Clara University</b>	X	X	X	X		X	X					X	X	X							
<b>Seattle University</b>	X	X	X	X		X	X							X							
<b>Spring Hill College</b>	X	X	X																		
<b>University of Detroit Mercy</b>	X	X	X		X	X	X	X		X	X	X	X	X					X		
<b>University San Francisco</b>	X	X	X	X		X	X	X		X	X	X		X			X				
<b>University of Scranton</b>	X	X	X	X		X		X			X		X								
<b>Wheeling Jesuit University</b>	X	X	X									X		X							
<b>Xavier University</b>	X	X	X	X		X			X												
<b>Totals</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>23</b>	<b>4</b>	<b>16</b>	<b>18</b>	<b>12</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>13</b>	<b>8</b>	<b>17</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>

**GRAPH 3**

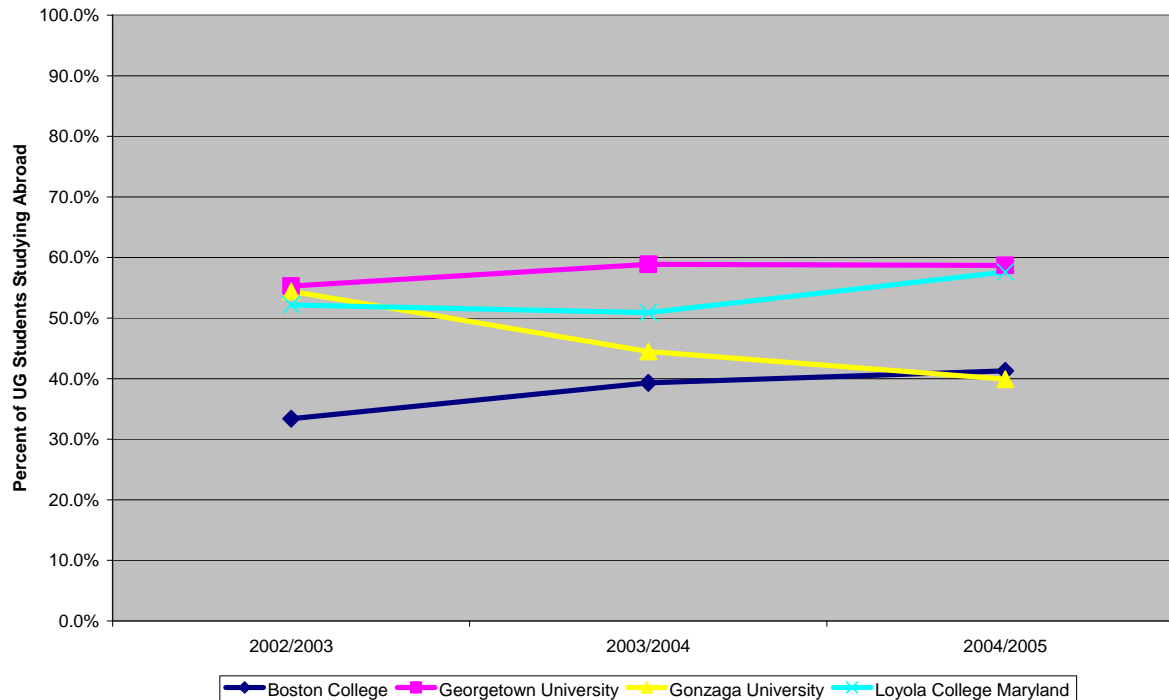
**Number of AJCU Institutions offering Foreign Language**



**Table 6, Graph 4**

	2002/2003			2003/2004			2004/2005		
	# of UG students that went abroad	# of students in junior class	Estimated % UG participation in Study Abroad	# of UG students that went abroad	# of students in junior class	Estimated % UG participation in Study Abroad	# of UG students that went abroad	# of students in junior class	Estimated % UG participation in Study Abroad
<b>Boston College</b>	772	2311	33.4%	874	2223	39.3%	918	2223	41.3%
<b>Georgetown University</b>	922	1666	55.3%	984	1670	58.9%	981	1670	58.7%
<b>Gonzaga University</b>	311	571	54.4%	341	766	44.5%	306	766	39.9%
<b>Loyola Maryland</b>	410	785	52.2%	409	802	50.9%	462	802	57.6%

**Percentage of Undergraduate Students Studying Abroad, Relative to Number of Students Receiving a Degree**



**Study Abroad Statistics for Boston College, Georgetown University, Gonzaga University, and Loyola Maryland** were selected because data were readily available for all three years.

**UG=** undergraduate

Data were retrieved from the 2004, 2005, and 2006 Open Doors Reports. For more information, please visit:

<http://opendoors.iienetwork.org/?p=28633>