

Report of the Campus Internationalization Task Force

Approved by the International Programs Coordination Committee
March 20, 2009

Office of International Affairs

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Office of International Affairs

Report of the Campus Internationalization Task Force Executive Summary

March 2009

The **Campus Internationalization Task Force** submits the following report which examines the current status of internationalization at Clemson and provides recommendations for expansion, improvement, and implementation of internationalization across campus. The Task Force presents its findings and recommendations as crucial pillars in support of Clemson's mission "to develop students' communication and critical-thinking skills, ethical judgment, global awareness, and scientific and technological knowledge" and to achieve top-20 public university ranking. Even as the university, and indeed the nation, faces difficult fiscal and administrative decisions, the Task Force underscores the need for students to develop global competencies and cross-cultural knowledge and sensitivities that enable them to respond to a climate of constant change that reaches every corner of the globe--from Clemson to cities and towns, large and small, on every continent.

The Internationalization Task Force was convened by the Office of International Affairs in the spring of 2008 and was formed based on discussions that took place at an International Programs Coordination Committee (IPCC) meeting. The stated goal of the Task Force's initial meeting was: To advance Clemson's internationalization efforts and to gain national recognition for them (e.g. measurable awards such as those from NAFSA: Association of International Educators and the Institute for International Education).

During the initial meeting, five topics were identified for further examination and committees were formed to examine each topic. These committees and the areas of focus they were asked to consider were:

1. **Marketing/Promotion:** Clemson's appeal to international students; Clemson's strengths and weaknesses in recruiting international students.
2. **Programming:** On-campus programming for the international community; integration of the international community in campus and community life.
3. **Academic Internationalization:** Integration of study abroad and other international components into the curriculum.
4. **Study Abroad:** Promotion of study abroad; study abroad as a requirement; coordination with other campus offices; exchange agreements.
5. **Global Rankings Strategy:** Clemson's status in global rankings; criteria; and standards.

Each committee was charged with examining the current status of internationalization at Clemson and recommending how to expand and enhance current efforts with the goal of achieving national/international recognition for Clemson University. Committees were asked to make recommendations that recognized connections and encouraged collaboration across

academic programs, administrative departments, student affairs offices, research, and outreach activities. See Appendix A for the original charge and background information.

The five committees conducted the bulk of their work during the fall 2008 semester. The committees consisted of a cross-section of members of the campus community (see Appendix B), and each sought input from a variety of constituencies as appropriate to the focus of its work. Pages 5 to 8 provide a summary of each committee's findings and recommendations. The committees' full reports are found in Appendices C to G.

Major themes and recommendations that emerged from the work of all five committees were:

1. Internationalize the curriculum – through integration of study abroad and other international components.
2. Ensure that international study is affordable and open to all students.
3. Recruit, retain, and graduate more international students – through incentives and scholarships, academic support, dedicated staff, campus programming, and quality of life.
4. Recruit and retain highly credentialed faculty.

The Task Force presents these findings and recommendations on internationalization as critical means to continue Clemson's steady and vital progress toward the university's 2011 Goals and top-20 public university status. For example, in the area of academics, research, and service, providing quality international experiences for our students fosters Clemson's academic reputation, and increasing the research and per capita publications of our faculty enhances both our national and global standing. In terms of campus life, increasing the number of international students, faculty, and staff on our campus increases our diversity and strengthens our sense of global community. Increasing the availability of international programming also serves to attract higher quality high school students. Based on the results of a recent poll by the American Council on Education (ACE), institutions that do not expand and encourage international experiences may find themselves at an increasing disadvantage in enrolling the current generation of students.

In 1999, an Ad Hoc Committee on International Priorities concluded that internationalization should be a major university priority. In the ensuing years, this conclusion has only gained importance and credence. Internationalization is critical to the success of our students, to the success of the university's vision to become a top-20 public university, to our mission to produce informed and productive citizens of South Carolina and of the world.

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Committee Recommendations and Summaries

Marketing/Promotion Committee

Full Report: Appendix C

Main Recommendation:

Develop a comprehensive plan to recruit, admit, retain, and graduate international degree-seeking students.

The **Marketing/Promotion Committee** examined Clemson's appeal to international students and Clemson's strengths and weaknesses in recruiting international students. The current numbers show that international recruitment is stronger at the graduate level than at the undergraduate level. To attract degree-seeking international students at both the graduate and the undergraduate level the university must dedicate more staff time and resources to recruitment. Promotion and recruitment efforts might include: defining target world regions, strengthening and building new relationships with partners (e.g. the Ansal Institute of Technology model), expanding work with ELS and other external vendors, establishing incentives for incoming students, creating a dedicated portal on the Clemson website for international students and establishing a strong Clemson internet presence in general. Improvement of the recruitment and admissions process could be achieved by creating dedicated points of contact for incoming international students, developing a recruitment process designed for incoming students, allocating appropriate resources, using up-to-date electronic tools and fully promoting Clemson's assets including academic quality, safety, cost of living, college town environment, community friendliness, excellent weather and proximity to Greenville, Atlanta and Charlotte.

Programming Committee

Full Report: Appendix D

Main Recommendations:

1. Increase human resources in order to adequately support the needs of international faculty and staff employed at Clemson and international students attending Clemson.
(Implementation: Add new FTE to Office of International Affairs-International Services; work with University Human Resources to provide special orientation session for international faculty, staff, and scholars; develop Faculty Ambassador Program where existing faculty and staff provide one-on-one assistance to incoming international faculty, staff, and scholars.)
2. Collaborate with University Housing and Redfern Health Center to better promote and provide health services for international faculty, staff, and students, and offer on-campus housing options for international students.
3. Increase current campus international programming efforts and expand off-campus community programming that engages Clemson international faculty, staff, and students with local communities.

The **Programming Committee** looked at on-campus programming for the international community and how Clemson's international population (students, faculty, and staff) can best be fully integrated with the campus and local community. Areas of focus included support services for international students, faculty, and scholars, to include international services, health services, and housing; on-campus programming and events for international faculty and students; and integration of international faculty and students into the greater Clemson community.

The committee met with representatives from the Housing Office and Redfern Health Center to learn about the current status of support services for international faculty and students from those respective areas. The committee also conducted focus group sessions with international faculty and both exchange and degree-seeking international students to gain their input on the current status of support services and campus programming and their recommendations for future goals. Based upon this input, the committee developed 12 major goals for future programming for international faculty, staff, and students. These are provided in the committee's full report in Appendix D.

Academic Committee

Full Report: Appendix E

Main Recommendation: Study abroad, international experiences, and other international components should become fully integrated into the curriculum.

The **Academic Committee** conducted a survey of department chairs and found that most of the respondents are seeing increased interest in study abroad by incoming students and their parents, and felt that study abroad is becoming increasingly important. All respondents felt that study abroad had a positive impact on students, and indicated that their advisors readily substituted coursework taken abroad for appropriate curricular requirements, which most commonly were the General Education requirements.

Considering the responses received from the survey of chairs and the desired goals, the committee recommended a plan to include the following key elements: A multi-tiered approach to opportunities for international and intercultural experiences to include courses, concentrations, certificates, minors, and majors. Affordability for students at varying income levels to insure that all students have access to an international experience. Wherever possible, provide both local and international approaches to achieving desired outcomes. However, as curricular options increase in academic stature, so does the need for participation in a significant experience abroad. Development of an International Steward Membership Program to encourage departmental participation. Development of a searchable web-based database as part of the Office of International Affairs that serves as a store front for all options of the multi-tiered approach.

Study Abroad Committee

Full Report: Appendix F

Main Recommendation:

An international experience (e.g., study abroad, international internship, international service-learning project) should be embedded in the general education requirements and/or degree requirements for all majors. Consistent with the recommendations of the Academic Committee such experiences must be affordable for students across varying income levels.

The **Study Abroad Committee** investigated promotion of study abroad, study abroad as a requirement, coordination of study abroad across campus offices, and exchange agreements. The committee's full report contains an overview of current study abroad programming and prioritized implementation and promotion recommendations in the following categories: reciprocal exchange agreements; 3rd party and direct programs; summer/short term programs; work experiences; financial assistance; unique programs; facilitation of programming; and promotion of study abroad.

The committee identified three top implementation strategies to achieve its major recommendation. These were: (1) Identify and pre-approve courses at international institutions for Clemson students to facilitate easy transfer of credits back to Clemson; (2) Create curricular opportunities similar to the University of Rhode Island's IEP program (5 year program in which students earn a BA in a language and a BS in an engineering discipline; includes study abroad and international internship.); (3) Implement a student fee (perhaps \$20 per semester) to support a study-abroad scholarship fund. This could generate approximately \$500,000 annually. This fee could be used as a matching challenge for private/corporate donations for a study abroad scholarship fund.

Global Rankings Strategy Committee

Full Report: Appendix G

Major Recommendations:

1. A greater effort should be made to hire highly credentialed faculty into endowed and chaired positions (e.g., members of a national academy, Pulitzer Prize winner, Humboldt Prize winner, Nobel Prize winner, etc.).
2. We recommend that substantive incentives should be created that result in increasing per capita publication in refereed journals. The research office is working on a detailed analysis concerning faculty publication productivity, and we refer those with an interest in details to Dr. John Ballato.
3. A working group should be convened to examine how immediate ranking improvement can be obtained in the Webometrics ranking system, given our favorable Google! placements. A goal of rank <100 and formally defined program partnerships (e.g., study abroad, exchange, dual or double degree, research) with 10 universities in this group is recommended by 2015.
4. The following rankings should be monitored on an annual basis: ARWU, Webometrics, US News, NRC, and the Financial Times.

The **Global Rankings Strategy Committee** considered Clemson's status in global rankings, criteria, and standards for global rankings. The committee found that while Clemson has steadily risen in the U.S. News & World Report national rankings, it is not faring as well in global rankings. For example, the Academic Ranking of World Universities (ARWU, <http://ed.sjtu.edu.cn/ranking.htm>) currently ranks Clemson ~ 310. The committee found that there is a slight correlation between gains in U.S. News & World Report national rankings and gains in the ARWU rankings.

Clemson does better in rankings that are institutional in character as opposed to programmatic, and with objective content that stresses variables primarily aligned with undergraduate education. Clemson does not perform as well in rankings that are based on scholarship, numbers of highly credentialed faculty (e.g., Nobel prize winners), objective data aligned with graduate education, research funding, scientific impact, or major international awards.

Appendix A

Campus Internationalization Task Force

Fall 2008

Background: Based on discussions that took place at an IPCC (International Programs Coordination Committee) meeting during spring 2008, a Campus Internationalization Task Force meeting was convened on April 14, 2008 at the Madren Center. The purpose of this meeting was to discuss the current status of internationalization at Clemson, how to expand internationalization, and to develop a strategy for implementation. The stated goal of the meeting was: To advance Clemson's internationalization efforts and to gain national recognition for them (e.g. measurable awards such as NAFSA, IIE).

Sub-Committees: During the Campus Internationalization Task Force meeting, the following areas of focus were identified for further examination by working sub-committees:

Sub-Committee	Area of Focus
1. Marketing/Promotion	Clemson's appeal to international students; Clemson's strengths/weaknesses to recruit international students
2. Programming	On-campus programming for international community; integration of international community
3. Academic Internationalization	Integration of study abroad in the curriculum
4. Study Abroad	Promotion of study abroad; study abroad as a requirement; coordination with other campus offices; exchanges
5. Global Rankings Strategy	Clemson's status in global rankings; criteria; standards

Charge: Within its area of focus, each sub-committee is charged with examining the current status of internationalization at Clemson and recommending how to expand and enhance current efforts with the goal of achieving national/international recognition for Clemson University. Recommendations should recognize connections and encourage collaboration across academic programs, administrative departments, student affairs services, research, and outreach activities. Attached is a listing of awards/recognition for internationalization that may help guide Sub-committee discussions.

Time-Line: The initial intent is to have subcommittee recommendations completed by January 2009.

**Appendix B
Committee Memberships**



**Campus Internationalization Task Forces
2008-09**

I. Marketing/ Promotion	II. Programing	III. Academic Internationalization	IV. Study Abroad Exchange	V. Global Rankings Strategy
Clemens Schmitz-Justen (Chair) - CSJ	Kathy Woodard (Chair) - CKATHY	John Sweeney (Chair) - JRSWNY	Randy Collins (Chair) - COLLINE	Bruce Rafert (Chair) - JBRUCE
Robert Barkley- RBRTBKL	Louis Bregger - BLOUIS	Anti Bax - BAX	Sallie Bromby - SBROMBY	John Ballato - JBALLAT
Sallie Bromby - SBROMBY	James Cross - JPCROSS	Randy Collins - COLLINE	James Cross - JPCROSS	Anti Bax - BAX
James Cross - JPCROSS	Kim Erwin - KERWN	James Cross - JPCROSS	Meredith Fant - MFANT	Karen Burg - KBURG
Regina Foster - RKOMO	Meredith Fant - MFANT	Bill Havice - WHAVICE	Regina Foster - RKOMO	James Cross - JPCROSS
Peter Li - PETERLI	Peter Li - PETERLI	Kathy Hoellen - HOELLEN	Vincent Gallicchio - VSGALL	Vincent Gallicchio - VSGALL
Sandra Maier – MAIER2	Constancio Nakuma - CNAKUMA	Denise Lefort - DLEFORT	Denise Lefort - DLEFORT	Susan Schiff - SSCHIFF
Sean Wiliams - SEAN	Jessica Pelfrey – PELFREY	Jim McCubbin - JMCCUBB	Peter Li - PETERLI	Clemens Schmitz-Justen - CSJ
Teresa Wise - TWISE	Swati Saxena (undergraduate) SAXENA	Constancio Nakuma - CNAKUMA	Lisa Lynch - LLYNCH	Sean Williams - SEAN
	Margie Spangenberg (community member , Pres., Clemson Area Int’l Friendship) MARGIESPANG@ATT.NET	Stan Smith - SBSMITH	John Sweeney - JRSWNY	Teresa Wise- TWISE
	John Sweeney - JRSWNY	Teresa Wise - TWISE	Marty Williams - MARTYW	
	Miriam Treibel - MTRIEBE	Kathy Woodard - CKATHY	Teresa Wise - TWISE	
	Micky Ward - MICKYW		Kathy Woodard – CKATHY	
	Teresa Wise - TWISE			

Appendix C

02/16/2009

Campus Internationalization Task Force Marketing/Promotion Committee Findings and Recommendations Final Report

Committee Members: Anti Bax, Robert Barkley, Sallie Bromby, James Cross, Regina Foster, Peter Li, Sandra Maier, Clemens Schmitz-Justen (Chair), Sean Williams, Teresa Wise

Current situation at Clemson and Comparison to Other Schools

The data below provide a snapshot of the current situation at Clemson in regard to international enrollments. As the figures indicate international graduate enrollment is strong while undergraduate enrollment is weak. For this reason, the committee gave primary consideration to undergraduate activities.

Non-resident alien enrollment (data from the Office of Institutional Research):

Level	Years (Fall Semester)					Exchange Degree seek. (mostly athletes)	42 93
	2004	2005	2006	2007	2008		
Undergrad	105	112	109	113	135		
Grad	786	673	667	746	886		
Total	891	785	776	859	1021		

For 2008, these students came from 88 countries. The top five countries were: India (372); China (229); Republic of Korea (34); Germany (26); and Turkey (23).

Key data/information regarding international student enrollment:

- The enrollment versus admission rate for international students is quite different than that of the overall cohort: 6.85% for international students versus 19.55% for the overall cohort.
- Main attracting factor for incoming international students: “heard about Clemson from a friend”
- Based on the percentage of incoming students, Clemson ranks approximately # 22 of public universities, along with other Southeastern, non-metro schools
- No dedicated recruiting process for incoming students from abroad other than athletes, no recruiting abroad
- No financial incentives available for incoming students

- Office for International Affairs in place
- A successful partnership with the Ansal Institute of Technology in India is in place as a model for bringing more international undergraduates to Clemson. Under this agreement, Ansal students may attend Clemson for up to one year at in-state tuition; thereafter, they pay non-resident tuition. An articulation agreement for degree completion is part of the agreement, and Ansal students must complete an approved pre-transfer curriculum offered by Ansal.
- ELS (a commercial ESL provider) in place to direct students from abroad to Clemson

Possible Strategic Options

There are two very different incoming student groups: exchange students (who are normally here for only one to two semesters) and degree seeking students (who are normally here for a longer period of study). Each group needs a different marketing approach. In the context of **creation of revenue** this paper will focus on attracting **degree seeking students**, who would pay **out-of-state tuition**.

Overall Recommendation:

Develop a comprehensive plan to recruit, process, and retain international degree seeking students.

For recruitment, implementation of this plan might include:

- Define target world regions with sufficient availability of funding for study at Clemson, insufficient capacity of higher education, and willingness to come to the US
- Strengthen and build new relationships like “Ansal”
- Evaluate performance of ELS relationship and possibly expand
- Establish a financial incentive for incoming students
- Redesign the Clemson international students website for easier access, comprehension, and usability
- Establish a strong Clemson internet presence; commercially like Phoenix University, and/or on search engines like Clemson Graduate School
- Engage in electronic social networking, blogs, facebook, etc.

- Engage outreach groups; such as, Clemson alumni abroad, State Department network, US commercial services, NAFSA and international partner organizations
- Advertise at events such as international student recruitment fairs or in international papers/magazines

For improvement to the incoming process, implementation of this plan might include:

- Create dedicated points of contact for incoming international students
- Develop recruiting process for incoming students and allocate appropriate resources
- Evaluate and possibly expand “international bridge program”
- Transfer advanced electronic contact management system from graduate to undergraduate processing
- Create and advertise a “feeling of welcome” on campus
- Promote the following assets of Clemson: safety, cost of living typical American college town, community friendliness, ESL support availability, weather

Appendix D

Campus Internationalization Task Force Programming Committee Recommendations Executive Summary and Final Report January 2009

Committee Members: Louis Bregger, James Cross, Kim Erwin, Meredith Fant, Peter Li, Constancio Nakuma, Jessica Pelfrey, Swati Saxena, Margie Spangenberg, John Sweeney, Miriam Triebel, Micky Ward, Teresa Wise, and Kathy Woodard (Chair)

Committee Charge: Examine the current status of internationalization at Clemson and recommend how to expand and enhance current efforts with the goal of achieving national/international recognition for Clemson University. Recommendation should recognize connections and encourage collaboration across academic programs, administrative departments, student affairs services, research, and outreach activities.

Areas of focus:

- Support Services for international students, faculty, and scholars, to include international services, health services, and housing.
- On-campus programming and events for international faculty and students.
- Integration of international faculty and students into greater Clemson community.

Current Status:

Since 2006, the number of international faculty, staff, scholars and students at Clemson has increased approximately 16 percent (Source: Office of International Affairs). Since 2004, a coordinated effort has been underway to develop an infrastructure that can provide greater services and support to our International faculty, staff and students, and assist them with their transition to the United States and to Clemson.

Process:

The committee met with representatives from Housing and Redfern Health Center to learn about the current status of support services for international faculty and students from those respective areas. The committee also conducted focus group sessions with international faculty and both exchange and degree-seeking international students to gain their input on the current status of support services and campus programming and their recommendations for future goals.

Based upon this input, the committee developed the following recommendations:

Recommendation #1: Increase human resources in order to adequately support the needs of international faculty and staff employed at Clemson and international students attending Clemson.

Strategies:

- Add new FTE to International Services Office - International Affairs
- Work with University Human Resources to provide special orientation session for international faculty, staff, and scholars.

- Develop Faculty Ambassador Program where existing faculty and staff provide one-on-one assistance to incoming international faculty, staff, and scholars.

Recommendation #2: Collaborate with University Housing and Redfern Health Center to better promote and provide health services for international faculty, staff, and students, and offer on-campus housing options for international students.

Recommendation #3: Increase current campus international programming efforts and expand off-campus community programming that engages Clemson international faculty, staff, and students with local communities.

Internationalization Programming Goal Support, Health and Housing Services	Timeline	Group Responsible	Budget	Comments
Support Services:				
1) Conduct examination of current processes regarding H1B/ permanent residency petitions, social security numbers, tax information, etc. to ensure human resources in this area are adequate ; improve centralization of these processes and provide for greater consistency across all colleges and departments . Determine resources needed to implement new state SAVE legislation regarding residency/legal status verification of all students.	Examination currently in progress- complete by Spring 2009; addition of new office personnel by Fall of 2010.	Office of International Affairs- International Services	Addition of Program Coordinator II position = \$48,923.52 (\$36,840.00 +12,083.52 fringe)	The goal is to simplify the process and reduce burden on academic departments regarding these processes. The new policies developed will be introduced to all deans and dept. chairs in Spring of 2009.
2) Work with Human Resources to develop a special orientation session for international faculty, staff, and scholars to assist them in learning about the state compensation and retirement system, American insurance, health care, and tax system .This orientation should also include pre-arrival welcome information package on the CAT bus system, housing and health care options locally, kinds of documents they should bring with them if they choose to purchase a home or car while they are here, etc.	Information package currently being developed; orientation session developed by Fall 2009.	Office of International Affairs in collaboration with Human Resources personnel	Graduate Assistant (50% time) = \$5841.00 (\$5,500.00+ \$ 341.00 fringe) Orientation sessions \$2,500.00	Budget includes prearrival material, post-arrival orientation, and mid-term workshop for international faculty ,staff, and scholars. Human Resource personnel should also receive training on concerns and issues related to University employment of international faculty, staff and students in order to assist with orientation.
3)Develop an "ambassador" program where existing faculty and staff can provide personal and one – on-one assistance to incoming international faculty, staff, and scholars to assist with learning about American culture, the Clemson system and community, etc. Preference would be given to international faculty, and training sessions for those chosen as Ambassadors will be coordinated through Office of International Affairs.	Fall of 2010	Office of International Affairs in collaboration with colleges/depts.	Release time for 5 participating faculty/staff (1 / college) \$4800.00 x5 = \$24,000.00 *Ensure that faculty service in this capacity is recognized by University for release time.	In addition to current faculty, emerti faculty could be considered for ambassador positions.
4) Speak with administrators of CAT bus system concerning needs of international faculty and students – (many have no car), in determining future bus routes, improving signage/shelter at stops, etc.	Spring 2009	Office of International Affairs	None	Current CAT stops are often not well-marked; no routes are posted anywhere near the stops, and the majority of stops do not include structures to wait in, exposing riders to highway traffic bad weather, etc.

Internationalization Programming Goal	Timeline	Group Responsible	Budget	Comments
Health Services				
5) Work with Redfern Health Center to better publicize personal assistance to internationals in completing medical clearance forms, insurance information, etc.	Spring 2009	Office of International Affairs	None	Include information in pre-arrival packages and at special orientation for international faculty. Assist with providing medical clearance information to visiting international scholars.
Housing				
6) Work with Housing to promote and provide attractive on-campus housing options for international students, particularly graduate students.	2013-2014	Housing & Residence Life	TBD by Housing	Construction of amenity-specific- low cost housing for graduate students included in Housing's proposed 20 year plan.
7) Work with Housing to provide a variety of on-campus housing options for exchange students in addition to the Cultural Exchange Community (CEC). A special orientation for international students and American roommates would also be beneficial.	Fall 2009	Study Abroad Office with Housing/ Residence Life	None- paid for by student	Some exchange students have voiced their desire to have an "American Experience" instead of the more international experience offered through the CEC, and also pairing with more age compatible roommates.
8) Coordinate with summer housing/campus bookstore/community partners to provide necessary amenities (linens, toiletries, kitchen items, etc.) for CEC students.	Fall 2009	Study Abroad Office	None – paid for by student	
BUDGET REQUEST- SUPPORT, HEALTH, & HOUSING SERVICES			\$81,264.52	Includes addition of 1 FT and 6 PT personnel.
Campus Programming				
1) Target ongoing publicity effort to international faculty and staff for international programs and events.	Spring 2009	International Student Programs, Gantt Intercultural Center	None	Create advertising plan and make more effective use of activity calendars and new diversity calendar being developed.
2) Offer more campus event programming and international forums, particularly programs for spouses and families of international faculty, staff, and students, such as Family Day or ESL classes.	In progress, development of recent World Bazaar for families and optional conversation classes for faculty, spouses, etc.	International Student Programs, Gantt Intercultural Center	\$1,500.00	Investigate possibility of collaborating with HEHD ESL program where CU students in program would work with existing international populations.
3) Develop website for international faculty, staff, and students	In progress, listserv being developed	International Student Programs, Gantt Intercultural Center	None	Expand listserv to include discussion board, etc.
4) Develop an association for International faculty and staff	In progress	Office of International Affairs	None	

Internationalization Programming Goal	Timeline	Group Responsible	Budget	Comments
Community Integration				
1) Support expansion of current community programming where International students give presentations on their culture in local K-12 schools and in campus and community settings.	Fall 2009	International Student Programs, Gantt Intercultural Center	\$1,000.00	
BUDGET REQUEST- CAMPUS PROGRAMMING/COMMUNITY INTEGRATION			\$ 2,500.00	
TOTAL PROGRAMMING REQUEST			\$83,764.52	

Appendix E

Campus Internationalization Task Force Academic Internationalization Committee Final Report January 2009

ACADEMIC INTERNATIONALIZATION

Intercultural competence is the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes. Therefore, key learning outcomes for curricula need to address changes in attitudes, knowledge and comprehension, and listening and observation skills which then lead to effective and appropriate communication and behavior in intercultural situations (Deardorff 2008). A significant study abroad experience is integral to achieving desired outcomes. However, a survey of department chairs conducted by this committee revealed that challenges to participation still exist (see attached). Experts also point out the need to design curricula that focus on the whole of intercultural competence by providing appropriate instruction and experiences prior to, during and after the time spent abroad. Therefore the following plan is recommended which will enable participation by departments at a level appropriate to their resources and needs. Once a department becomes involved and benefits to students are recognized, participation in more complete internationalization plans should follow.

PLAN:

Considering the responses received from the survey of chairs and the desired goals, the following plan is recommended:

- Provide a multi-tiered approach to opportunities for intercultural experiences (see attachments for listing of current degree programs requiring an international experience):
 - Courses – should be identified in each curriculum that take a clearly international/global approach to course material with identifiable, appropriate student outcomes.
 - Concentration or tract in degree program – one identified concentration currently exists in the B.S. in Political Science degree program (see attachments)
 - Minors – should be developed that address international and intercultural studies. These can be discipline specific or more general in nature (e.g., Minor in International Engineering versus Minor in Global Politics – see attachments).
 - Certificates – should similarly be developed that require increased immersion into cultural experiences that address knowledge, skill and attitudes
 - Secondary Major or a Global Option Degree - opportunities should be developed with specific adaptations for each college. Engineering and Sciences has an approved Global Option Degree in place which can be made more flexible and adapted to other colleges.
- Flexibility for different incomes has to be encompassed at all levels in the above opportunities. Wherever possible, provide both local and international approaches to achieving desired outcomes. However, as curricular options increase in academic stature, so does the need for participation in a significant experience abroad.
- Encourage departmental participation by developing an International Steward Membership Program:
 - Departments voluntarily agree to participate.

- As a participating member they must demonstrate a plan and accomplishments in internationalization of their curriculum.
- Departments must meet minimum standards set by the university community.
- Departments can participate at different, defined levels beyond minimum and receive appropriate recognition.
- Appropriate recognition and awards (funding, early access of students to registration, first preference to room scheduling, access to living/learning communities, differential tuition, etc.) increase with each level of demonstrated commitment.
- Develop a searchable web site (as part of International Affairs Office) that serves as a storefront for all options of multi-tiered approach.

ATTACHMENTS:

Results of Department Chairs Survey –

Department Chairs were asked to complete a survey on the status of study abroad in their curricula and the value of study abroad to future employment. Twenty six responses were received covering 43 degree programs. All respondents felt that study abroad had a positive impact on students, and indicated that their advisors readily substituted coursework taken abroad for appropriate curricular requirements, which most commonly were the General Education requirements. All but one of the respondents indicated that study abroad was not a required part of their curriculum, although three indicated plans to incorporate such a requirement into new or updated curricula in the near future. Two chairs indicated study abroad was identified as an option available to students, while eight others indicated that their faculties were in various stages of developing one or more options for study abroad. Seventeen of the 26 respondents, who currently do not require study abroad, cited the following challenges for not doing so:

1. The cost is too high for most students and faculty (9 of 17)
2. Lack of interest by students (6 of 17).
3. Curricula are too inflexible and can not accommodate study abroad; or available courses at foreign institutions do not fit the curriculum (4 of 17)
4. Necessary faculty time commitment and lack of appropriate compensation reduce faculty willingness to develop appropriate study abroad experiences (3 of 17).
5. Their students lack the language skills needed to participate in an experience abroad (1 of 17).
6. There simply are too many students in the program to accommodate all students if it was required (1 of 17).

Regardless of these challenges, slightly more than half of the respondents indicated that they are seeing increased interest in study abroad expressed by incoming students and their parents, and felt that study abroad would become increasingly important. All respondents indicated that they had no hard data to determine the impact of study abroad on the career options of students or on the value employers placed on a study abroad experience in the hiring process. Having noted this, less than 30 % perceived study abroad to currently have a positive impact on employability. However, a RAND Corporation study of managers hiring for multinational companies and nonprofit organizations (Matherly and Nolting 2007) reported the following top-ranked skills, in order of importance, for success in international organizations:"

- a. General cognitive skills
- b. Interpersonal and relationship skills
- c. Tolerance for ambiguity, and adaptability
- d. Cross-cultural competence (ability to work well in different cultures and with people of different origins)
- e. Personal traits(character, self-reliance, dependability)

A more recent study of 119 employers conducted by the Career Center at University of North Carolina at Chapel Hill (Gist and Harris 2007) reported that 59% of the respondents said that Study Abroad or other international experience, other than an internship, would be very valuable or somewhat valuable in an individual's career later on with their organization.

Survey Questionnaire:

Chairs were asked to respond to the following questions for each of their curricula;

Study Abroad as a required part of the Curriculum:

1. Do you have a specific requirement for study abroad in your degree program?
2. If yes, what is the requirement?
3. If no, do you plan to add such a requirement in the next 2 years?
4. If yes, what will the requirement be?
5. If no, what are the primary reasons for not doing so?

Study Abroad as an Identified Option in the Curriculum:

1. Is study abroad identified as an option in your curriculum?
2. If yes, what is the option?
3. If no, do you plan to add such an option in the next 2 years?
4. If yes, what will the option be?
5. If no, what are the primary reasons for not doing so?

Study Abroad as a substitute for some course work:

1. Do you currently accommodate students who want a study abroad experience by substituting some of their required course work with study abroad course credits?
2. If so, how often, for how much credit and for which courses have you done so?
3. If not, what are the primary reasons for not doing so?

Future plans:

1. Do you plan to incorporate study abroad into your curriculum as a formal part of the curriculum either as a specific requirement or an identified option?
2. If so, what are your plans as you see them now.
3. If not, what needs to change before study abroad can become a viable part of your curriculum?

What is the current demand for a study abroad experience by students in your curriculum?

How does a study abroad experience impact career plans of graduates from your curriculum?

How do the primary employers of students graduating from your curriculum rate a study abroad experience for potential hires?

Current International Requirements Specified in the 2008-2009 Undergraduate Announcements

Currently, four degree programs require study abroad, and three additional programs require a language. Nine other programs require 1 to 4 courses (3 – 12 credit hours) that are international in design. Two minors are currently available to certain majors, and all students are required to fulfill a cross cultural requirement as part of the general education.

B.S. LANGUAGE AND INTERNATIONAL HEALTH

The program requires study abroad and the completion of a practicum in a country where the language is spoken. Internship must be taken in a country where the language is spoken during the second semester of the junior year or later. The study abroad semester courses and internship must be taken concurrently as listed.

B.A. LANGUAGE AND INTERNATIONAL TRADE

Study abroad of at least one semester in the target language setting is mandatory.

B. A. MODERN LANGUAGES

All Modern Languages students are required to study abroad with a Clemson-approved program for at least one semester in the case of Japanese and Spanish or for at least two semesters in the case of French and German.

B.A. ARCHITECTURE

Off-campus study requirement: In the last two years, students must select at least one of the location-specific studios and co-required coursework and may elect to take these studios for up to three semesters.

B.S. ACCOUNTING

6 credit hours– International Studies Requirement

3 credit hours– International Business Requirement (ECON 310, FIN 411, LAW 420, MGT 423, or MKT 427)

B.A. ECONOMICS

6 credit hours– Foreign Language Requirement

3 credit hours– Cross Cultural Awareness Requirement (Gen Ed)

B.S. ECONOMICS

6 credit hours– International Studies Requirement

B.S. FINANCIAL MANAGEMENT

6 credit hours–International Studies Requirement

B. S. INDUSTRIAL MANAGEMENT

6 credit hours– International Studies Requirement

3 credit hours– MGT 424 Global Supply Chain Management

3 credit hours–MGT 423 International Business Management

B.S. Management

- 6 credit hours– International Studies Requirement
- 3 credit hours– MGT 423 International Business Management

B.S. Marketing

- 6 credit hours– International Studies Requirement
- 3 credit hours– MKT 427 International Marketing

B.A. Political Science

- 6 credit hours– Foreign Language Requirement
- 3 credit hours– International Relations

B.S. Political Science

- All concentrations:
 - 6 credit hours– Foreign Language Requirement
 - 3 credit hours– Global Politics Requirements
- Global Politics Concentration:
 - requires 12 hours of Global Politics

Minor In Global Politics

A minor in Global Politics requires PO SC 102 or 104; 361; and 12 additional credits chosen from the list below. At least three of these credits must be from Group I and at least three credits from Group II: *Group I—Comparative Politics*: PO SC 371, 372, 466, 471, 472, 473, 476, 477, 478, (LANG) 485 *Group II—International Relations*: PO SC 362, 363, 367, 375, 428, 429, 456, 457, 459, 461 With the approval of the Political Science department chair, a maximum of three credits from PO SC 305, 311, (SPAN) 382, (FR) 383, or 410 also may be applied toward a Global Politics minor. Students majoring in Political Science may not minor in Global Politics.

Minor in International Engineering

- Open to students in any major in the College of Engineering and Science, requires
1. Completion of a foreign language through at least 202 *and*
 2. Either
 - (a) nine credits of engineering or science courses at the 300 level or higher transferred from a foreign institution during an approved study abroad program of at least three months
 - or* (b) an approved international internship or research program in engineering or science of at least three months duration, plus nine credits chosen from 300 level or higher foreign language courses; ECON 310, 412, 413; and PO SC 361, 362, 371, 375, 472, 477, 478.

General Education Requirement

As a part of General Education Requirements, all students must meet a Cross Cultural Awareness requirement by completing a course previously approved as providing a cross-cultural awareness, by completing a University-approved cross-cultural experience.

Examples of Opportunities for Intercultural Competence at other Institutions

1. FSU's Global Pathways Certificate <http://www.global.fsu.edu/globalpathways>
2. Iowa State U.'s Global Agriculture Programs
<http://www.ag.iastate.edu/global/strategicplan.php>
3. Georgia Tech's International Plan <http://www.oie.gatech.edu/internationalplan/>

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Appendix F

Campus Internationalization Task Force Study Abroad Committee February 20, 2009

Study abroad at Clemson University currently exists in several facets: reciprocal Exchange Agreements, study abroad through 3rd party providers, direct enrollment at overseas institutions, summer programs, and short programs integrated (embedded) into traditional “brick and mortar” classes. Student participation in these programs is strongly influenced by ease of credit transfer, integration into the curriculum, language of instruction, promotion by faculty, and affordability. A summary of the status of current activity is provided below, followed by a list of recommendations for expansion of programming and participation in study abroad.

Current Activities

Reciprocal Exchange Agreements

Clemson has a number of reciprocal exchange agreements both directly with institutions and as part of a consortia of exchange partners (e.g., ISEP). Reciprocal exchange agreements have not proven to be an efficient means of promoting study abroad. Significant effort is exerted to place just a few students, and often imbalances can halt a program. Exchange partners must be those that provide the most promise for significant numbers of students in each direction, and make sense for the university. During the spring and summer of 2008, 45 students participated in exchange programs.

3rd Party Programs and Direct Study Abroad

Many students study abroad at institutions or with programs with which Clemson does not have an exchange agreement. These programs may be with 3rd party providers or via direct enrollment at an overseas institution. Third-party provider programs normally offer significant support with logistical and other arrangements necessary for participation in the program. Costs of these programs can vary significantly. The tuition at many overseas universities is comparable or lower than Clemson’s making direct enrollment an attractive choice for many students. Students participating in such programs not only gain an international experience, but their participation also opens seats on the Clemson campus while they are away. During the spring and summer of 2008, 212 students participated in third-party and direct enrollment programs.

CU Programs: Summer and Short-Term (Embedded) Program; Semester Long Programs

The most popular programs for Clemson students are short embedded programs and summer programs lead by Clemson faculty members. These are appealing due to the “hand-holding,” instruction in English, firm costs, and ease of earning course credit—no transfer issues are involved since students are normally enrolled in CU courses. One goal of these programs is to provide a structured first experience abroad, so that students will consider studying or working internationally for an extended period in a future term. A few departments do offer semester long programs in which students are enrolled in CU courses. These are also popular options in terms of earning credit and of transferability of financial aid. During the spring and summer of 2008, there were 412 participants in summer and embedded programs, and 63 participants in semester long programs.

Overall Recommendation

An international experience (e.g., study abroad, international internship, international service learning project) should be embedded in the general education requirements and/or degree requirements.

Top Implementation Strategies

1. Identify and pre-approve courses at international institutions for Clemson students to facilitate easy transfer of credits back to Clemson.
2. Create curricular opportunities such as the University of Rhode Island IEP program (5 year program in which students earn a BA in a language and a BS in an engineering discipline; includes study abroad and international internship.)
3. Student fee (perhaps \$20 per semester) to fund a study-abroad scholarship fund. This could generate approximately \$500,000 annually. This fee could be used as a matching challenge for private/corporate donations for a study abroad scholarship fund.

Prioritized (by category) Implementation and Promotion Recommendations

1. Reciprocal Exchange Agreements

- a. Exchange agreements that have been inactive for 3 years should be examined, updated and/or terminated if appropriate. In order to help build capacity, we should have clear criteria for these relationships.
- b. Exchange programs should have a minimum number of students consistent with the size of the institution and program.
- c. Exchange agreements should be consistent with Clemson's Top-20 goals. MOUs should focus on Global Top 100 universities, where possible.

2. 3rd Party and Direct Study Abroad

- a. Promote study abroad opportunities to students to targeted institutions whose academic programs map to Clemson's curricula, as appropriate.
- b. Identify and pre-approve courses at international institutions for Clemson students to facilitate easy transfer of credits back to Clemson.
- c. Develop an agreement with partner institutions when desirable to facilitate full-pay student mobility without exchange balance constraints.

3. Summer and Short Programs

- a. Increase the number of Clemson faculty involved through summer pay incentives
- b. Expand the number of offerings that match requirements of curricula, and make them available to rising sophomores.
- c. Promote short programs to parents and students as a platform for a first international experience – as a stepping-stone for an independent academic term experience in a future semester.

- d. Provide internship opportunities in country at conclusion of program.

4. Work experiences

- a. Increase the number of international work opportunities for students; identify and foster programs that have both academic and internship components.
- b. Industry with international facilities should provide opportunities for students to study and/or intern at these facilities.

5. Financial Assistance

- a. Industry and private donors should be sought for funding study abroad programs, including development of programs and sustaining them. Additionally, funds should be raised to supplement individual students directly with scholarships for study abroad.
- b. Make international study more affordable by getting corporate sponsorship of programs and scholarships for students.
- c. Assist students to find financial assistance for study abroad – pass-through tuition (pay Clemson and Clemson pays institution abroad), international scholarships, internship/co-op opportunities.
- d. Make the financial incentives for South Carolina residents as attractive as the incentives provided for out-of-state students. A survey of faculty-led programs at ACC sister schools showed that: Six of the 12 institutions charge regular tuition for both residents and non-residents; Virginia Tech and Clemson are the only public institution doing this. Georgia Tech charges regular tuition for in-state students and charges non-residents \$250 more. The survey of exchange programs revealed that all of the public schools charge in-state tuition to in-state students and out-of-state tuition to out-of-state students except for Clemson and Georgia Tech. Georgia Tech charges in-state tuition plus \$250.

6. Unique Programs

- a. Create curricular opportunities such as the Univ. of Rhode Island IEP program (5 year program in which students earn a BA in a language and a BS in an engineering discipline; includes study abroad and international internship).
- b. Find unique programs that are not duplicated at Clemson, but complement students' program of study. For example, a program in supply-chain management that focuses on exemplary practices in the international location would complement a student studying Industrial Engineering at Clemson.
- c. House incoming degree-seeking international undergraduate student in living-learning communities.

7. Facilitation of Programming

- a. Develop and maintain a list of transfer equivalencies to facilitate identification of courses and curricula that will readily transfer to Clemson.
- b. Provide a dedicated study-abroad advisor in each college, funded by fees generated by study abroad students.

- c. Provide funding and other incentives for colleges and departments to dedicate staffing and time for program development, promotion, advertising, and curricular issues for study abroad.

8. Promotion of Study Abroad at Clemson University

- a. The curricula should include an international component, and study abroad activities should be embedded in the curricula.
- b. Promotion of study abroad should occur with prospective students' first encounter with Clemson. This includes recruiting materials as well as discussions by tour guides. Parents should be engaged in the study abroad message in their initial contact with Clemson.
- c. Clemson University admissions should be providing study abroad materials during the admission and recruiting process and during orientation. Student ambassadors for study abroad could facilitate awareness of the opportunities available.
- d. Student Ambassadors should be given incentives and credit for leadership in promoting study abroad. For example, general education credit could be awarded.
- e. First-hand experience (local knowledge) is important for promoting and providing student comfort with programs. Faculty and staff should be provided opportunities and encouragement to participate in programs to gain familiarity.
- f. Faculty and staff are in constant contact with students. They should be utilized as a key resource for promoting study abroad. To achieve this goal, the Study Abroad Office could hold an open house each semester for faculty and staff, perhaps with an incentive to attend (e.g., food, prizes, fun). This event would provide faculty and staff with an opportunity to meet study abroad staff, visit the office, and learn about programs that are available to students.
- g. Information on study abroad opportunities and who to contact for information should be provided as a separate tabbed item in the Academic Advising Resource Manual.
- h. A "buddy program" for international students studying at the Clemson campus should be created. Returning Clemson students would be a one source of "buddies." These "buddies" could receive credit for this service and experience as mentioned in the item above.
- i. Faculty buy-in will help to promote student abroad. Faculty participation in internationalization efforts should be rewarded in annual reviews, as well as tenure and promotion decisions. FAS needs to have a specific item for international activities.
- j. Staff, faculty, and student ambassadors should make a 15 minute presentation in 200-level core classes to promote opportunities. Email can be ignored.
- k. Study abroad programs should engage and even include high school teachers as advisors, mentors or attendees. A study-abroad open house could be held specifically for guidance counselors and high-school teachers.

Appendix G

Campus Internationalization Task Force International Rankings Committee

Final Report
February 19, 2009

Committee Members: Anti Bax, James Cross, Vince Gallicchio, J. Bruce Rafert (Chair), Clemens Schmitz-Justen, Teresa Wise

Introduction

Attention to major national and international rankings is important to Clemson University for a number of reasons. Prospective undergraduate and graduate students both utilize the readily-available rankings (all that is needed to access them is a web browser) as an aid in selecting institutions where they plan to apply for study. Many countries have programs to provide financial assistance to their top students for study in the United States, and use the rankings as a cut-off mechanism to limit their awards only to institutions that rank above a certain ranking threshold (e.g. Conacyt in Mexico uses US News Top 50). In general, institutions with high rankings may also expect to receive applications from more and better students, each with greater prospects for fellowship or financial support from their home country.

Clemson possesses a number of unique attributes and capabilities that we will consider in our analysis. First, and perhaps most importantly (from an international perspective), the Clemson University Graduate School and Clemson University Office of International Affairs have the #1 rank in Google for those search words This global web 'reach' provides Clemson with 'top of page' recognition on the major search engines used globally to acquire information for prospective students. These are savvy, web-capable customers, the best of who will then also visit many or all of the ranking sites described below.

One disclaimer: this report will not offer any analysis or commentary on the pedagogical or intellectual value of any particular ranking scheme, nor do we address enrollment, curriculum or financial support issues. The rankings are what they are and we caution those who read this report to take our recommendations in the appropriate context.

Major International Rankings and Methodologies

Wikipedia has an excellent summary of all major national and global ranking systems, reprinted verbatim in its entirety in Appendix A.

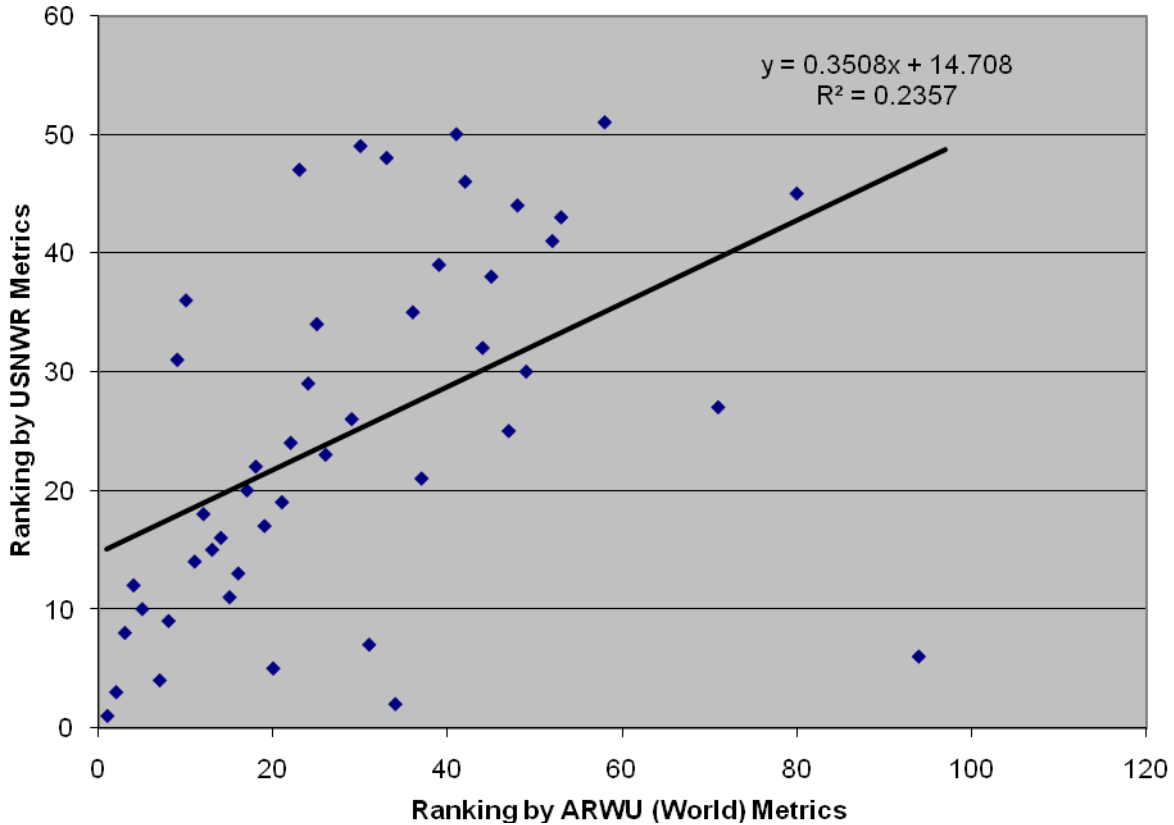
All rankings can be broken into four taxonomic categories: some ranking systems rank academic programs, some rank entire institutions. Others are based primarily on objective data, while some rely primarily on subjective judgments by individuals or groups of experts.

Program rankings are generally restricted to rankings of graduate programs, while institutional rankings will include variables in different combinations that cover instruction, undergraduate education, scholarship and publication, faculty credentials, and financial factors.

Webometrics (<http://www.webometrics.info/index.html>) ranks Clemson 245 globally.

Academic Ranking of World Universities (ARWU, <http://ed.sjtu.edu.cn/ranking.htm>) ranks Clemson ~ 310 globally.

The figure below (Ballato) shows a scatter plot of USNWR vs. ARWU.



While the correlation between USNWR and ARWU is relatively small, it shows a relationship between a subjective national (US News) and objective international (ARWU) ranking system with a derivative of 0.35. That is, each step upward in US News will—all other things being equal—correspond to an increase of about 3 steps in ARWU.

The National Research Council (NRC) reports are planned for release in the very near future, and will almost certainly become the primary and most referenced source of program rankings globally (for American universities).

First-Look Overview and Recommendations

Clemson fares better in rankings that are institutional in character as opposed to programmatic, and with objective content that stresses variables primarily aligned with undergraduate education. Clemson does not fare as well in rankings that are based on scholarship, numbers of highly credentialed faculty (e.g., Nobel prize winners, members of major national or international academies), objective data aligned with graduate education, research funding,

scientific impact, or major international awards. Improvement plans should be targeted in these areas.

We have four major recommendations for implementation by Clemson:

1. A greater effort should be made to hire highly credentialed faculty into endowed and chaired positions (e.g., members of a national academy, Pulitzer Prize winner, Humboldt Prize winner, Nobel Prize winner, etc.).
2. The research office is working on a detailed analysis concerning faculty publication productivity and we refer those with an interest in details to Dr. John Ballato. We recommend that substantive incentives should be created that result in increasing per capita publication in refereed journals;
3. A working group should be convened to examine how immediate ranking improvement can be obtained in the Webometrics ranking system, given our favorable Google! placements. A goal of rank <100 and formally defined program partnerships (e.g., study abroad, exchange, dual or double degree, research) with 10 universities in this group is recommended by 2015.
4. The following rankings should be monitored on an annual basis: ARWU, Webometrics, US News, NRC, and the Financial Times.

Scope of this Study and Next Steps

This scope of this report was to examine the international ranking landscape, perform a quick-look analysis of items that would result in an upward trajectory in the rankings, and to set the stage for more detailed tracking of future performance.

Appendix A

College and university rankings

From Wikipedia, the free encyclopedia

(Redirected from [University rankings](#))

Jump to: [navigation](#), [search](#)

In [higher education](#), **college and university rankings** are listings of [universities](#) and [liberal arts colleges](#) in an order determined by any combination of factors. Rankings can be based on subjectively perceived "quality," on some combination of empirical statistics, or on surveys of educators, scholars, students, prospective students, or others. Rankings are often consulted by prospective [students](#) and their parents in the [university and college admissions](#) process.

In addition to rankings of institutions, there are also rankings of specific academic programs, departments, and schools. Rankings are conducted by magazines and newspapers and in some instances by academic practitioners. (See, for example, [law school rankings in the United States](#).)

Rankings may vary significantly from country to country. Colleges outside of the English speaking world are believed to have a distinct disadvantage. A [Cornell University](#) study found that the rankings in the [United States](#) significantly affected colleges' applications and admissions^[1]. In the [United Kingdom](#), several newspapers publish [league tables](#) which rank universities.

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[[edit](#)] International rankings from regional organizations

Several regional organizations provide worldwide rankings, including:

[[edit](#)] The Times Higher Education - QS World University Rankings

[Times Higher Education](#), a [British](#) publication that reports specifically on issues related to higher education, in association with [Quacquarelli Symonds](#), annually publishes the [THES - QS World University Rankings](#), a list of 500 ranked universities from around the world.^[2] In comparison with other rankings, many more non-American universities (especially British) populate the upper tier of the THES ranking.^[3] The THES - QS ranking faces criticism due to the more subjective nature of its assessment criteria, which are largely based on a 'peer review' system of over 3000 scholars and academics in various fields.^[4]

[\[edit\]](#) Academic Ranking of World Universities

The much-publicized [Academic Ranking of World Universities](#) ^[3] compiled by the [Shanghai Jiao Tong University](#), which was a large-scale Chinese project to provide independent rankings of universities around the world primarily to measure the gap between Chinese and "world class" universities. The results have often been cited by [The Economist](#) magazine in ranking universities of the world ^[4]. As with all rankings, there are issues of methodology, and one of the primary criticisms of the ranking is its bias towards the [natural sciences](#), over other subjects and English language science journals. This is evidenced by the inclusion of criteria such as the volume of articles published by *Science* or *Nature* (both Journals devoted to the natural sciences published in English), or the number of [Nobel Prize](#) winners (which are predominantly awarded to the physical sciences) and [Fields Medalists](#) (mathematics). In addition to the criticisms, a 2007 paper from the peer-reviewed journal [Scientometrics](#) finds that the results from the Shanghai university rankings are irreproducible.^[5]

[\[edit\]](#) Newsweek

In August 2006, the [Newsweek](#) magazine of US published a ranking of the [Top 100 Global Universities](#), utilising selected criteria from two rankings ([Academic Ranking of World Universities](#) by Shanghai Jiao Tong University and [The Times Higher Education](#)), with the additional criterion of library holdings (number of volumes). It aimed at 'taking into account openness and diversity, as well as distinction in research'.^[6]

[\[edit\]](#) Webometrics

The [Webometrics Ranking of World Universities](#) is produced by the Cybermetrics Lab (CCHS), a unit of the National Research Council (CSIC), the main public research body in Spain. It offers information about more than 4,000 universities according to their web-presence (a computerised assessment of the scholarly contents and visibility and impact of the whole university webdomain).

The Webometrics Ranking is built from a database of over 16,000 universities. The Top 4,000 universities are shown in the main rank, but even more are covered in the regional lists. Institutions from developing countries benefit from this policy as they obtain knowledge of their current position even if they are not World-Class Universities.

The ranking started in 2004 and is based on a combined indicator that takes into account both the volume of the Web contents and the visibility and impact of this web publications according to the number of external inlinks they received. The ranking is updated every January and July, providing Web indicators for universities worldwide. This approach takes into account the wide range of scientific activities represented in the academic websites, frequently overlooked by the bibliometric indicators.

Webometric indicators are provided to show the commitment of the institutions to Web publication. Thus, Universities of high academic quality may be ranked lower than expected due to a restrained web publication policy.

[\[edit\]](#) **G-Factor**

One refinement of the Webometrics approach is the **G-Factor** methodology, which counts the number of links only from other university websites. The G-Factor is an indicator of the popularity or importance of each university's website from the combined perspectives of the creators of many other university websites. It is therefore a kind of extensive and objective peer review of a university through its website - in social network theory terminology, the G-Factor measures the **centrality** of each university's website in the **network** of university websites.

[\[edit\]](#) **Professional Ranking of World Universities**

In contrast to the Academic Ranking of World Universities, the **Professional Ranking of World Universities** established in 2007 by the [École nationale supérieure des mines de Paris](#) intends to measure the efficiency of each university on a professional basis. Its main compilation criterion is the number of Chief Executive Officers (or number 1 executive equivalent) in the among the "500 leading worldwide companies" as measured by revenue who studied in each university. This is based on the [Fortune Global 500](#) 2006 ranking. The *Academic Ranking of World Universities* and the *Professional Ranking of World Universities* could be considered as complementary and not exclusive since the first one measures the ability of the university to train academically preeminent people while the second one measures its ability to economically train preeminent ones.

[\[edit\]](#) **Performance Ranking of Scientific Papers for World Universities**

The "[Performance Ranking of Scientific Papers for World Universities](#)" is a bibliometric based ranking produced by the Higher Education Evaluation and Accreditation Council of Taiwan^[7]. The performance measures are composed of nine indicators(11 years articles、 Current articles、 11 years citations、 Current citations、 Average citations、 H-index、 Highly cited papers、 High Impact journal articles、 Fields of excellence) representing three different criteria of scientific papers performance: research productivity, research impact, and research excellence. This project employs bibliometric methods to analyze and rank the scientific papers performances of the top 500 universities in the world.

[\[edit\]](#) **Wuhan University**

Another ranking is by the Research Center for Chinese Science Evaluation at [Wuhan University](#). The ranking is based on Essential Science Indicators (ESI), which provides data of journal article publication counts and citation frequencies in over 11,000 journals around the world in 22 research fields. The website for this [global university ranking by Wuhan University](#) has been translated into English.

[\[edit\]](#) Regional and national rankings

The following regional and national rankings are presented.

[\[edit\]](#) USA

[\[edit\]](#) *Center for College Affordability & Productivity* (CCAP) College and University rankings

The [Center for College Affordability & Productivity](#) (CCAP), a two year old research organization based in Washington, DC evaluates schools [\[5\]](#) based on student ratings (posted on [ratemyprofessor.com](#)), graduation rates, percentage of students winning Rhodes or Fulbright scholarships. For vocational success, they turn to Who's Who in America. The focus is to evaluate schools based on the success of individuals affiliated with that institution.

[\[edit\]](#) *U.S. News & World Report* College and University rankings

The best-known [American](#) college and university rankings [\[6\]](#) have been compiled since 1983 by the magazine [U.S. News & World Report](#) and are based upon data which *U.S. News* collects from each educational institution either from an annual survey sent to each school or from the school's website. It is also based upon opinion surveys of university faculty and administrators who do not belong to the school. [\[8\]](#) . The college rankings were not published in 1984, but were published in all years since. The precise methodology used by the *U.S. News* rankings has changed many times, and the data are not all available to the public, so [peer review](#) of the rankings is limited. As a result, many other rankings arose and seriously challenged the result and methodology of *US News's* ranking, as shown in other rankings of US universities section below.



Top 40 "National Universities" according to US News & World Report, 2007

The *U.S. News* rankings, unlike some other such lists, create a strict hierarchy of colleges and universities in their "top tier," rather than ranking only groups or "tiers" of schools; the individual schools' order changes significantly every year the rankings are published. The most important factors in the rankings are:

- Peer assessment: a survey of the institution's reputation among presidents, provosts, and deans of admission of other institutions
- Retention: six-year graduation rate and first-year student retention rate
- Student selectivity: [standardized test](#) scores of admitted students, proportion of admitted students in upper percentiles of their high-school class, and proportion of applicants accepted
- Faculty resources: average class size, faculty salary, faculty degree level, student-faculty ratio, and proportion of full-time faculty
- Financial resources: per-student spending
- Graduation rate performance: difference between expected and actual graduation rate
- Alumni giving rate

All these factors are combined according to statistical weights determined by *U.S. News*. The weighting is often changed by *U.S. News* from year to year, and is not empirically determined (the [National Opinion Research Center](#) methodology review said that these weights "lack any defensible empirical or theoretical basis"). Critics have charged that *U.S. News* intentionally changes its methodology every year so that the rankings change and they can sell more magazines. The first four such factors account for the great majority of the *U.S. News* ranking (80%, according to *U.S. News's* 2005 methodology), and the "reputational measure" (which surveys high-level administrators at similar institutions about their perceived quality ranking of each college and university) is especially important to the final ranking (accounting by itself for 25% of the ranking according to the 2005 methodology).^[9]

A *New York Times* article reported that, given the *U.S. News* weighting methodology, "it's easy to guess who's going to end up on top: [Harvard](#), [Yale](#) and [Princeton](#) round out the first three essentially every year. In fact, when asked how he knew his system was sound, Mel Elfin, the rankings' founder, often answered that he knew it because those three schools always landed on top. When a new lead statistician, Amy Graham, changed the formula in 1999 to what she considered more statistically valid, the [California Institute of Technology](#) jumped to first place. Ms. Graham soon left, and a slightly modified system pushed Princeton back to No. 1 the next year."^[10] A [San Francisco Chronicle](#) article argues that almost all of US News factors are redundant and can be boiled down to one characteristic: the size of the college or university's endowment."^[11]

[\[edit\]](#) Faculty Scholarly Productivity rankings

The [Faculty Scholarly Productivity Index](#) by Academic Analytics ranks universities based on faculty publications, citations, research grants and awards.^{[12][13]} A total of 354 institutions are studied.

[\[edit\]](#) The Top American Research Universities

A research ranking of American universities is researched and published in [the Top American Research Universities by The Center for Measuring University Performance](#). The list has been published since 2000. The measurement used in this report is based on data such as research publications, citations, recognitions and funding. The information used can be found in public-

accessible materials, reducing the possibility of manipulation. The research method is consistent from year to year and any changes are explained in the publication itself. References from other studies are cited.

[\[edit\]](#) Washington Monthly College rankings

[The Washington Monthly's](#) "College Rankings" began as a research report in 2005 and introduced its first official rankings in the September 2006 issue. It offers American university and college rankings ^[14] based upon the following criteria:

- a. "how well it performs as an engine of social mobility (ideally helping the poor to get rich rather than the very rich to get very, very rich)"
- b. "how well it does in fostering scientific and humanistic research"
- c. "how well it promotes an ethic of service to country" ^[15].

[\[edit\]](#) Global Language Monitor Internet-based rankings

In September 2008, the [Global Language Monitor](#) ranked the nation's colleges and universities "according their appearance on the Internet, throughout the Blogosphere, as well in the global print and electronic media" ^[16].

The schools were also ranked according to 'media momentum' defined as having the largest change in media citations over the last year, among other criteria.

The purpose of the methodology was to perceive the schools through the eyes of the world at large since "Prospective students, alumni, employers, and the world at large believe that students who are graduated from such institutions will carry on the all the hallmarks of that particular school" ^[17].

GLM used its proprietary Predictive Quantities Indicator (PQI) software for what it called its TrendTopper Media Buzz Analysis. It employed the Carnegie Foundation for the Advancement of Teaching's classifications to distinguish between Universities and Liberal Arts Colleges. The schools were ranked according to their positions in early September, a mid-year snapshot, and used the last day of 2007 as the base.

[\[edit\]](#) Other rankings of US universities

Other organizations which compile general US annual college and university rankings include the *Fiske Guide to Colleges*, [Princeton Review](#), and [College Prowler](#). Many specialized rankings are available in guidebooks for [undergraduate](#) and [graduate students](#), dealing with individual student interests, fields of study, and other concerns such as geographical location, [financial aid](#), and affordability.

One commercial ranking service is Top Tier Educational Services. ^[7] Student centered criterion are used and despite the two year completely updated study, the rankings are updated every

quarter from new input data. The criterion uses subjective data, such as peer assessment, desirability, and objective data, such as SAT, GPA.

Such new rankings schemes measures what decision makers think as opposed to why. They may or may not augment these statistics for reputation with hard, qualitative information. The authors discuss their rankings system and methodology with students but do not share their specific research tools or formulas. Again, the problem with such a ranking that uses subjective opinions is that it is very prone to personal bias, prejudice and bounded rationality. Also, public universities will be penalized because besides an academic mission, they have a social mission. They simply cannot charge as much money, or be as selective, as private universities. Also, the fact that the ranking service is a commercial company raises the question whether there are any hidden business motives behind its rankings.

Among the rankings dealing with individual fields of study is the [Philosophical Gourmet Report](#) or "Leiter Report" (after its founding author, [Brian Leiter](#) of the [University of Texas at Austin](#)), a ranking of [philosophy](#) departments. This report has been at least as controversial within its field as the general *U.S. News* rankings, attracting criticism from many different viewpoints. Notably, practitioners of [continental philosophy](#), who perceive the Leiter report as unfair to their field, have compiled alternative rankings.

Avery *et al.* recently published a working paper for the [National Bureau of Economic Research](#) titled "[A Revealed Preference Ranking of U.S. Colleges and Universities.](#)" Rather than ranking programs by traditional criteria, their analysis uses a statistical model based on applicant preferences. They based their data on the applications and outcome of 3,240 high school students. The authors feel that their ranking is less subject to manipulation compared to conventional rankings (see criticism below).

The [Gourman Report](#), which was last published in 1996, ranked the quality of undergraduate majors.

There also exist [Gallup polls](#) that ask American adults, "All in all, what would you say is the best college or university in the United States?"^[8]

[Boeing](#) has announced it will begin ranking universities by matching employee valuations with information about the colleges its engineers attended. This will help show which colleges have produced the workers it considers most valuable. These rankings will be shared with 150 universities, along with critiques based on the work records of their graduates. Boeing has stated that these rankings would not be made public.^[18]

[\[edit\]](#) Canada

[Maclean's](#), a news magazine in Canada, ranks Canadian Universities on an annual basis known as the [Maclean's University Rankings](#).^[9] The criteria used by the magazine are based upon a

number of factors, which include characteristics of the student body, classes, faculty, finances, the library, and reputation. The rankings are split into three categories: primarily undergraduate (schools that focus on undergraduate studies with few to no graduate programs), comprehensive (schools that have both extensive undergraduate studies and an extensive selection of graduate programs), and medical doctoral (schools that have a professional medical program and a selection of graduate programs).

These rankings have received scrutiny and criticism from universities. For example, the [University of Calgary](#) produced a formal study examining the methodology of the ranking, illuminating the factors that determined the university's rank, and criticizing certain aspects of the methodology. In addition, the [University of Alberta](#) and the [University of Toronto](#) have both expressed displeasure over *Maclean's* ranking system. A notable difference between rankings in the [United States](#) and *Maclean's* rankings, however, is that *Maclean's* does not include privately-funded universities in its rankings. However, the vast majority and the best-known universities in Canada are publicly funded.

Beginning in September 2006, a number (over 20) of Canadian universities, including several of the largest and most prominent, jointly refused to participate in *Maclean's* survey. ^[10] The president of the [University of Alberta](#), [Indira Samarasekera](#), wrote of this protest that *Maclean's* initially filed a "Freedom of Information" request but that "it was too late" for the universities to respond. Samarasekera further stated, "Most of [the universities] had already posted the data online, and we directed *Maclean's* staff to our Web sites. In instances where the magazine staff couldn't find data on our Web site, they chose to use the previous year's data."^[19]

[edit] European Union

The [European Commission](#) also weighed in on the issue, when it compiled a list of the 22 universities in the EU with the highest scientific impact ^[11], measuring universities in terms of the impact of their scientific output. This ranking was compiled as part of the Third European Report on Science & Technology Indicators ^[12], prepared by the Directorate General for Science and Research of the European Commission in 2003 (updated 2004).

Being an official document of the European Union (from the office of the EU commissioner for science and technology), which took several years of specialist effort to compile, it can be regarded as a highly reliable source (the full report, containing almost 500 pages of statistics is available for download free from the EU website). Unlike the other rankings, it only explicitly considers the top institutions in the EU, but ample comparison statistics with the rest of the world are provided in the full report. The report say "University College London comes out on top in both publications (the number of scientific publications produced by the university) and citations (the number of times those scientific publications are cited by other researchers)" however the table lists the top scoring university as "Univ London" indicating that the authors have confused the [University of London](#) with its constituent colleges.

In this ranking, the top two universities in the EU are also Oxford and Cambridge, as in the Jiao Tong and Times ranking. This ranking, however, stresses more the scientific quality of the institution, as opposed to its size or perceived prestige.^[citation needed] Thus smaller, technical

universities, such as Eindhoven (Netherlands) and München (Germany) are ranked third, behind Cambridge, and followed by [University of Edinburgh](#) in the UK. The report does not provide a direct comparison between EU and universities in the rest of the world - although it does compute complex scientific impact score, measured against a world average.

[\[edit\]](#) France

[Le Nouvel Observateur](#)^[20] and other popular magazines occasionally offer rankings (in French) of universities, "[Grandes écoles](#)" and their preparatory schools, the "*Prépas*".

[\[edit\]](#) Germany

CHE UniversityRanking The [English version](#) of the German [CHE University Ranking](#) is provided by the [DAAD](#).

CHE ExcellenceRanking In December 2007, a new ranking was published in Germany from the [Centre for Higher Education Development](#). The CHE "Ranking of Excellent European Graduate Programmes" ([CHE ExcellenceRanking](#) for short) included the disciplines of biology, chemistry, mathematics and physics. The ranking is designed to support the search for master's or doctoral programmes at higher education institutions (HEIs). Alongside this, the CHE wants to highlight the research strengths of European HEIs and provide those HEIs listed in the ranking with ideas for the further improvement of their already excellent programmes.

CHE ResearchRanking Every year, the CHE also publishes a ResearchRanking showing the research strengths of German universities. The CHE ResearchRanking is based on the research-related data of the CHE UniversityRanking.

[\[edit\]](#) Ireland

[The Sunday Times](#) compiles a league of Irish universities [\[13\]](#) based a mix of criteria, for example:

- Average points needed in the Leaving Certificate (end-of-secondary-school examination) for entry into an undergraduate course
- Completion rates, staff-student ratio and research efficiency
- Quality of accommodation and sports facilities
- Non-standard entry (usually mature students or students from deprived neighbourhoods)

[\[edit\]](#) Italy

Every year [La Repubblica](#), in collaboration with [CENSIS](#) compiles a league of Italian universities. http://www.repubblica.it/speciale/2007/guida_universita/index.html

[\[edit\]](#) UK

See also: [League tables of British universities](#)

HESA (Higher Education Statistics Agency) oversees three yearly statistical returns (Financial, Student and Staff) which must be compiled by every HEI in the UK. These are then disseminated into usable statistics which make up a major part of the HE ranking e.g. Student Staff Ratio, Number of Academic Staff with Doctorates and Money spent on Student Service. HESA also conduct a survey of [Destination of Leavers from Higher Education](#) that is widely used in league tables as a measure of employability of graduates.

The [Research Assessment Exercises](#) (RAE) are attempts by the UK government to evaluate the quality of research undertaken by British Universities. Each subject, called a unit of assessment is given a ranking by a peer review panel. The rankings are used in the allocation of funding each university receives from the government. The last assessment was made in 2001. The RAE provides quality ratings for research across all disciplines. Panels use a standard scale to award a rating for each submission. Ratings range from 1 to 5*, according to how much of the work is judged to reach national or international levels of excellence. Higher education institutions (HEIs) which take part receive grants from one of the four higher education funding bodies in England, Scotland, Wales and Northern Ireland.

There are several annual University and College Rankings:

1. [Times - Good University Guide 2009 2009](#)
2. [The Sunday Times University Guide](#)
3. [The Complete University Guide](#)
4. [The Guardian - University Guide 2009\(mainly for undergraduate studies\)](#)

Standards of undergraduate teaching are assessed by the [Quality Assurance Agency for Higher Education](#) (QAA), an independent body established by the UK's universities and other higher education institutions in 1997. The QAA was under contract to the [Higher Education Funding Council for England](#) to assess quality for universities in England in a system of subject review. This replaced a previous system of [Teaching Quality Assessments](#) (TQAs) which aimed to assess the administrative, policy and procedural framework within which teaching took place did directly assess teaching quality. As this system of universal inspection was hugely burdensome, it was replaced by a system of information provision, one part of which is a national student survey which has been run three times, and publishes scores which have been used by the league table industry. The rankings have had to create artificial differences, however, as students are generally very satisfied.

[\[edit\]](#) Other European countries

[\[edit\]](#) Ukraine

Ministry of Education and Science of Ukraine performs official yearly university evaluations.^[21]
[Zerkalo Nedeli](#) newspaper ranked the top 200 Ukrainian universities in 2007.^[22]

[\[edit\]](#) **Switzerland**

The [swissUp Ranking](#) provides a ranking for Swiss university and polytechnic students. The rankings are based on comparisons with German and Austrian universities.

[\[edit\]](#) **Asia**

[\[edit\]](#) **Taiwan**

The Times Higher Education - QS World University Rankings (2008)

TW Rank	World Rank	University	Background
1	124	National Taiwan University	Public
2	281	National Tsing Hua University	Public
3	341	National Yang Ming University	Public
4	354	National Cheng Kung University	Public
5=	401-500	National Chiao Tung University National Central University National Sun Yat-sen University National Taiwan University of Science and Technology	Public Public Public Public
9=	500+	National Chengchi University National Chung Hsing University Fu Jen Catholic University National Taiwan Normal University	Public Public Holy See Public

[\[edit\]](#) **Pakistan**

[Higher Education Commission](#) in [Pakistan](#) has released its first and only ranking of universities in Pakistan in October 2006. Prior to this HEC effort, there had been no formal attempts by any

public or private group to establish a set of criteria and judge Pakistani institutions of higher learning. [Complete list of HEC rankings](#)

[edit] India

In [India](#) there is no formal system of rankings for Colleges and Universities. [India Today](#) magazine conducts an annual survey with listed rankings in the major disciplines.

[edit] Philippines

Academic rankings in the Philippines are conducted by the [Professional Regulation Commission](#) and the [Commission on Higher Education](#), and this is based on the average passing rates in all courses of all Philippine colleges and universities in the board tests.^{[23][24]}

[edit] Criticism (North America)

Main article: [Criticism of college and university rankings \(North America\)](#)

American college and university ranking systems have drawn criticism from within and outside higher education in [Canada](#) and the [United States](#). Some institutions critical of the ranking systems include [Reed College](#), [Alma College](#), [Mount Holyoke College](#), [St. John's College](#), [Earlham College](#), [MIT](#), and [Stanford University](#).

[edit] 2007 movement

Main article: [Criticism of college and university rankings \(2007 United States\)](#)

On [19 June 2007](#), during the annual meeting of the [Annapolis Group](#), members discussed [the letter to college presidents](#) asking them not to participate in the "reputation survey" section of the [U.S. News and World Report](#) survey (this section comprises 25% of the ranking). As a result, "a majority of the approximately 80 presidents at the meeting said that they did not intend to participate in the U.S. News reputational rankings in the future."^[25] However, the decision to fill out the reputational survey or not will be left up to each individual college as: "the Annapolis Group is not a legislative body and any decision about participating in the US News rankings rests with the individual institutions."^[26] The statement also said that its members "have agreed to participate in the development of an alternative common format that presents information about their colleges for students and their families to use in the college search process."^[26] This database will be web based and developed in conjunction with higher education organizations including the [National Association of Independent Colleges and Universities](#) and the [Council of Independent Colleges](#).

U.S. News and World Report editor Robert Morse issued a response on [22 June 2007](#), in which he argued, "in terms of the peer [assessment](#) survey, we at *U.S. News* firmly believe the survey has significant value because it allows us to measure the "[intangibles](#)" of a college that we can't

measure through [statistical data](#). Plus, the [reputation](#) of a school can help get that all-important first job and plays a key part in which grad school someone will be able to get into. The peer survey is by nature [subjective](#), but the technique of asking industry leaders to rate their competitors is a commonly accepted practice. The results from the peer survey also can act to level the playing field between [private](#) and [public colleges](#).^[27] In reference to the alternative database discussed by the Annapolis Group, Morse also argued, "It's important to point out that the Annapolis Group's stated goal of presenting college data in a common format has been tried before [...] *U.S. News* has been supplying this exact college information for many years already. And it appears that NAICU will be doing it with significantly less comparability and functionality. *U.S. News* first collects all these data (using an agreed-upon set of definitions from the Common Data Set). Then we post the data on our website in easily accessible, comparable tables. In other words, the Annapolis Group and the others in the NAICU initiative actually are following the lead of *U.S. News*."^[27]

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- [^](#) [the QS rankings](#)
- [^](#) [THES-QS versus ARWU](#)
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[[edit](#)] See also

- [Law School Rankings](#)
- [MBA program rankings](#)
- [Princeton Review](#)
- [U.S. News & World Report](#)

[[edit](#)] External links

- [Paked - THES World University Rankings 2007](#)
- [TIMES Higher Education - official website](#)
- [Webometrics Ranking of World Universities 2008](#)
- [SJTU Ranking](#)
- [The Global Language Monitor Internet Rankings](#)

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Categories: [University and college rankings](#) | [Educational assessment and evaluation](#)

Appendix B

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