

improvement in digital technology and our understanding of it continues, we will experience further improvements in its capacity, reliability, cost-effectiveness, and ease of use. Soon it will be impossible, even with great effort, to achieve the same learning results without the use of the new technology.

Higher education institution should recognize that digital technology has already begun to change how students learn.

In looking ahead, every higher education institution should recognize that digital technology has already begun to change how students learn in every setting—online courses, elementary and secondary schools, and training centers as well as traditional classrooms. Indeed, as the capacity and use of technology continue to advance, the traditional classroom and the on-line course will look more and more alike to the student. Each venue will use technology to enhance learning, encourage active learning, and provide for frequent communication with faculty members and other students. In both settings, faculty members will move toward the role of mentors and guides of learning rather than as the primary sources of information.

All of these changes will raise important questions for higher education institutions. For example, the debate over technology has serendipitously moved the goal of improving teaching from the periphery to the center of the institution's concerns, raising the possibility of a renaissance in the efforts to improve the level of student learning. What incentives for faculty performance should institutions develop in response to the impact of new technology on pedagogy?

Moreover, those institutions skilled in the use of technology to improve learning will soon be seen as more dynamic and effective than their less-engaged competitors. Therefore, institutions and faculty members that focus on excellent teaching will need to excel in the use of technology to remain leaders in teaching. How should the institution support faculty members as they make this transition?

Finally, students, too, must be proficient at using digital technology. Every new wave of students arrives on campus with greater, but still uneven, experience in technology and with ever-higher expectations. What infrastructure and support should institutions provide students from all backgrounds to ensure a high level of technical expertise?

In short, as technology's impact on pedagogy becomes more profound, every institution will need to develop a strategy for its use. Higher education is in the digital rapids. And as any whitewater veteran will tell you, in such circumstances, it is far better to steer than to drift.

International Experience, Attitudes, and Knowledge in the United States

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There is little debate anymore over the need for U.S. higher education to infuse an international dimension into course content, program offerings, and campus climate. National economies have become increasingly interdependent and leaders realize they need to work with other countries to ensure their own prosperity. This new reality has altered the world undergraduates will face following graduation. Knowledge of the international system, intercultural skills, and the flexibility to function in diverse environments is no longer the purview of just a few area studies or international relations majors. These are skills and knowledge essential for every undergraduate.

The public views higher education as an important provider of international knowledge and skills.

Unfortunately, as demonstrated in a recent American Council on Education (ACE) report, *Preliminary Status Report 2000: Internationalization of U.S. Higher Education*, by Fred M. Hayward, most colleges and universities are not adequately preparing students for these new challenges. The report reviewed the literature and found that foreign-language enrollments are lower now than in the 1960s, when compared to total enrollments; less than 3 percent of students will participate in a study abroad experience by the time they graduate; and only 7 percent of U.S. students have a minimal level of global preparedness skills and knowledge. Even more surprising was what the ACE review did not find. Despite the recent popularity and activity surrounding internationalization there is little documentation to assess its status and even less to suggest a positive impact on students.

To more fully examine the state of internationalization, in 2000 the ACE undertook two surveys. One used a national sample of 1,000 individuals 18 years of age and older to examine the extent of the public's international experience, attitudes about international education, and general knowledge about the rest of the world. The other survey, carried out in conjunction with the Art & Science

Group, was a national sample of 500 high school seniors, all of whom were starting a four-year college or university in the fall of 2000. The aim of this survey was to discover the degree of students' international experience, attitudes about international education, and expectations about participating in international activities while in college or university. The answers from both surveys test whether the disappointing levels of internationalization found in the first report were due to the lack of international experience, interest, or knowledge on the part of the public or students.

International Experience

Both surveys demonstrated that respondents had a significant amount of international experience. To gauge international experiences the respondents were asked about their experiences traveling outside the United States, foreign-language ability, and interest in international news. The student group was asked questions about travel and foreign language.

More than 55 percent of the public sample and 62 percent of the students said they had traveled outside the United States. Seventy-eight percent of those in the public survey who had traveled abroad said they did so for vacation. Not surprisingly, the most popular duration of stay was two weeks or less. More than 60 percent of respondents who had traveled abroad went to Canada or Mexico; only 6 percent had traveled to any African country. Forty-two percent of the public said they could speak a language other than English, at least somewhat. This is down from 58 percent reported in a 1988 Gallup poll. Almost all, 98 percent, of the high school students said they had taken some foreign-language courses. Fifty-seven percent said they planned on taking a foreign language when they reach college or university.

Attitudes about International Experience

Does the public, including students, consider international education important? Would they support international efforts on campuses? Do students want to participate in these activities? There appears to be strong interest and support for international education.

Almost 70 percent of the public strongly or somewhat agrees that international issues and events have a direct impact on people's lives. Over 90 percent of the public believes international knowledge and skills will be important for the careers of the youth in our society. The majority of students, 88 percent, believe international experiences will give them a competitive edge in the job market. Eighty-six percent of students said that knowledge of a foreign language would help them find a better job.

The public views higher education as an important provider of international knowledge and skills. More than 71

percent supported a foreign-language requirement, and over 77 percent supported requiring courses covering international topics. Seventy-four percent of students said it was important for colleges and universities to offer courses on international topics. Seventy-nine percent of students said foreign-language offerings were important. Eighty-five percent of students said they planned on participating in international courses or programs. Forty-eight said they wanted to take part in a study abroad program. Almost 80 percent of the public said that international programs are an important consideration when choosing a college or university.

There was strong support for all forms of international education at the college and university level.

International Knowledge

Past surveys have concluded that the public was uninterested and uninformed about the world outside the country's borders. To help discover the extent of their current knowledge, respondents in the public survey were asked a series of 15 questions about internationally related topics. Just over 3 percent of the public was able to answer all the questions correctly. Another 3 percent was not able to answer any of the questions. The results showed a correlation between general international knowledge and education. The average score for those with less than a high school diploma was slightly less than 5, out of a possible 15. For those with a high school diploma, this score rises to just under 7, and jumps to almost 10 for those with a college degree. There are relationships between general international knowledge and age and income, but these are less significant than educational level. In analyzing the variables together, only age adds to the explanatory power of education, but only slightly. Of the international experience variables examined, travel abroad showed the greatest positive impact on international knowledge.

Conclusions

These two surveys show a public and student population with an abundance of international experience. The majority of respondents in both surveys had direct experience with another culture through their travels outside the United States. College-bound high school seniors appear to have even more international experience and skill than the average American. Students and the public do not, however, venture far from home, or go for extended periods of time. This suggests that their international experiences do not expose them to markedly diverse environments or immerse them to a significant depth within that envi-

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ronment. The degree of experience is impressive, however, especially among students, and colleges and universities should help incoming students build upon these experiences.

There was strong support among the respondents for all forms of international education at the college and university level. The public and students recognize the importance of international knowledge and skills. They see training in these areas as essential to success in the job market and in one's daily life. Consequently, there is strong support for U.S. colleges and universities to provide enhanced international knowledge, skills, and opportunities to students. Additionally, the overwhelming majority of respondents clearly felt international education was an important consideration in choosing a college or university. The findings from both studies indicate that institutions need to think comprehensively and creatively about their international education goals and strategies.

Unfortunately, universities and colleges have not been

able to respond adequately to the strong support from the public or students. Forty-eight percent of the students said they wanted to study abroad, and yet we know that it is likely that only 3 percent actually will by the time they graduate. Similarly, there is strong support for international knowledge and skills to be taught on campus, or even required, but knowledge about international topics is still disappointingly low overall; the average American could answer only half the questions. Institutions need to do better in responding to public and student interests. And they can. Education positively impacts international knowledge and skills. In addition, international experience, such as traveling abroad, increases international knowledge. Colleges and universities can help to increase the level of knowledge and skills needed in a more global environment by internationalizing more courses, increasing the depth and breadth of their international offerings, and by expanding access to international experiences—both on and off campus.

The Political Nature of the Universidad Nacional Autónoma de México

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The Universidad Nacional Autónoma de México (UNAM) is Mexico's flagship higher education institution. Its centrality is the product of a strong historical tradition, the prestige of its academic faculty, the quality of teaching and research, and its large share of the country's graduate and undergraduate student enrollments. Throughout history, UNAM's centrality has also been the product of the significant political presence of this institution in the context of a strong authoritarian regime.

Historically, the overt political nature of the Universidad Nacional has long been evident in Mexico. In spite of this, university administrators, government members, and a number of higher education specialists have rejected the politicization of UNAM as a set of undesirable episodes that challenge the very nature of higher education institutions. With this rejection has come a failure to fully understand the dynamics of higher education in general, and the history of the UNAM in particular.

Official denials of everyday political processes and condemnations of openly expressed political conflicts occurring at UNAM, as well as the inability to comprehend the political nature of this institution, are grounded in two distinct traditions. Conceptually, most studies of higher edu-

cation share a disinclination toward and dismissal of political analyses of higher education institutions; this perspective has generally characterized the field of higher education worldwide.

Throughout history, UNAM's centrality has also been the product of the significant political presence of this institution in the context of a strong authoritarian regime.

In Mexico, the political issue was already addressed in the UNAM governance system established by Congress in the Organic Law of 1945. This governance system is grounded in an ideological construct that dominated the debate and decision-making processes that gave birth to this law in the mid-1940s: the separation between technical and political issues. It was argued that all members of the university had a commonality of purpose in the search for truth. Consequently, there was no place in the university for politics and the development of contested interests or views about the institution. It was assumed that gover-