

CHAPTER EIGHT

Special Emphasis: Internationalization



A. Preface

In a series of meetings reaching out to Michigan State University faculty, staff, alumni, students, and friends early in 2005, President Lou Anna K. Simon identified internationalization, broadly defined, as one of the chief pillars of the university. She then went on to state that one of the main goals for the university during her tenure as President was “to sustain and expand our leading position in international research, teaching, programs, and engagement.” In fact, “expanding MSU’s international reach” is one of five goals in President Simon’s Boldness by Design strategic positioning document.

A leading position in internationalization is a natural extension of MSU’s past and present. MSU is a university well known for international teaching, research, and outreach/engagement; for the wide range of study abroad programs, internships, and research opportunities for undergraduate and graduate students; and for hands-on experience and working partnerships around the globe. By embracing such a goal, MSU is doing more than building on MSU’s traditions and current successes: it is looking to its future, which will be increasingly defined by a connected world and an internationalized university. As the MSU community has done in the past, so it must now adapt its traditions and practices to new global conditions abroad and at home in the context of Michigan’s budgetary constraints.

Situating This Self-Study

When Michigan State University’s President John Hannah established a Dean of International Programs in 1956, it was one of the first such offices established among major universities in the U.S. President Hannah articulated the vision of MSU as “a university not only for the people of Michigan but also for the world.” Indeed, in the 1999 and 2002 State of State Surveys, 65% and 71%, respectively, of Michiganders supported active U.S. involvement in world affairs.

In strong and focused support of the MSU mission statement, the Office of International Studies and Programs' (ISP) goal is to advance MSU's international priorities by initiating, coordinating, and supporting a wide range of activities. Contained within ISP are area studies centers focusing on Africa, Asia, Canada, Europe and Russia, and Latin America and the Caribbean, and a thematic center on Women and International Development as well as offices with responsibilities for study abroad, international students and scholars, international development activities, Peace Corps recruiting, and the Visiting International Professional Program.

MSU's organizational model supporting internationalization is that of a matrix. Faculty are the core of MSU's international strength and consistent with the goal of infusing the international dimension throughout the university, faculty have their academic appointments in departments or schools. Curriculum design and degree programs are designed and carried out by faculty in departments and schools, not in a single central school for international study. There are, however, important ISP-centered initiatives that connect to the colleges. One example is the Hubert H. Humphrey Fellowship Program. MSU is in its fourth year of this program, one of only two host institutions in the area of economic development and one of only 14 total host institutions. The [non-degree] program brings mid-career leadership professionals from around the world to host campuses. MSU's 12 Humphrey Fellows for 2005-06 are from Bangladesh, Brazil, Chad, Dominican Republic, Indonesia, Korea, Nepal, Nigeria, Sri Lanka, Turkistan, Uzbekistan, and Vietnam.

The Office of the Dean of International Studies and Programs facilitates program development and implementation in cooperation with deans of MSU's academic and professional colleges. Colleges and departments and their internationally-oriented centers and institutes all enhance and project MSU's international strengths. ISP has been a partner and catalyst in that process as it seeks to stimulate and support an international dimension across all aspects of the academic, research, and outreach missions and throughout all administrative units of the university. ISP has strong ties to thematic units across the campus that focus on international aspects of agriculture, business, development, education, health, and languages. The core activities of most of these units are driven by interdisciplinary groups of faculty drawn from throughout MSU's 14 colleges and affiliated law school.

In 1998-99, ISP staff engaged in a strategic planning process to enhance internationalization at MSU (report in Resource Room). They identified eight critical areas on which to focus: Competence, Opportunity, Funding, Leadership, Planning and Collaboration, Advancement, Diversity, and Outreach.

Some of the many accomplishments of ISP related to these areas include:

- A greatly expanded study abroad program with more than 200 programs in 60 countries on every continent (discussed in Chapters [Five](#) and [Six](#)) with an associated impact assessment project.
- An ongoing [environmental scan](#) of the many factors that challenge the unit's traditional vision and approaches to activities including international factors related to globalization.
- National leadership in database and systems design to support the federal Student and Exchange Visitor Information System (SEVIS).
- Pioneering with CIC institutions the concept and practice of online learning for Less Commonly Taught Languages.
- Contribution to the changes in the University's tenure and promotion documents to explicitly include reference to international activities.
- Building enhancements by the addition of a third floor to the International Center.
- Establishment of the nation's first institution-wide independent safety and security assessment committee.
- Establishing a collaborative with College Deans and Provost to strategically plan, fund, and hire faculty. Since 2000, 25-30 key faculty hires were completed using this partnership model.

Other accomplishments are discussed elsewhere in the comprehensive self-study (Office of International Development, Global and Thematic Initiative, etc). In addition, ISP wrote a brief white paper that summarizes the connections between ISP activities at MSU and the Michigan Legislature's nine topics of interest for the State of Michigan (see copy in the Resource Room).

The Special Emphasis Self-Study Process

Building on this recent history, this Self-Study chapter reflects an attempt to think through MSU's international role under the new conditions, opportunities, and challenges President Simon has outlined for MSU. Although many examples of internationalization are integrated

into the comprehensive review based on the HLC/NCA Criteria, this special emphasis self-study aims to look separately and comprehensively at the university's mission, research, curriculum, student and faculty issues, programs, outreach/engagement, and future aims in light of MSU's stated goal of being a university with a global reach in a time of global change. A committee of MSU faculty, administrators, specialists, and students came together in October 2003 to examine trends, look at challenges, identify options, and present them to the university community in advance of the HLC/NCA visit in February 2006. This Committee initially worked with a broad set of questions in mind and a willingness to engage the university community and beyond.¹

For those of us on the Self-Study Committee, one thing became obvious from the very beginning: MSU did not need another study on the need for the university to respond to the impact of globalization on higher education or on the value of internationalizing the campus. There are many impressive calls to action and guides for universities seeking to respond to the challenges and opportunities of a globalizing world, a sample of which may be found in the bibliography in the Resource Room. We also did not want the self-study only to catalogue the depth and breadth of ongoing international activities at MSU. As a leader in international education, MSU has for more than half a century articulated a vision of international engagement. This vision and its pursuit have left behind its own literature of presidential speeches, strategies, guiding principles, scholarly literature, public policy recommendations, and reports, much of it produced by MSU's Dean of International Studies and Programs (ISP) and the ISP staff.² Where they illuminate options, issues, and opportunities to expand our international engagement, these accomplishments are integrated into the preceding chapters.

Instead, the Committee wished to present to the university community a set of issues for discussion and possible options for action that would take seriously President Simon's goal of sustaining and expanding our international efforts across the campus and across the world. We are mindful that there is no "one way" to carry out international missions and programs. Whatever recommendations emerge from our discussions are likely to draw upon a wide range of experiences at MSU and elsewhere.

¹ A roster of Self-Study Committee members, the original guiding questions, and a complete list of working papers and data submissions to the committee are available in the Resource Room.

² These and other documents and data relevant to this study and the larger re-accreditation process may be found at <http://www.accreditation2006.msu.edu/data/index.html>.

The Committee saw the scope of its work on internationalization simply and pragmatically as focusing on making the curricular and extracurricular experiences of students, as well as faculty teaching, research, and outreach/engagement, increasingly permeated by an awareness of multiple areas, cultures, and peoples beyond the borders of the United States, of problems, trends, and issues in their global or area contexts, of globalization as a defining collection of trends in our time, and of how each of the preceding shapes and interacts with our local realities. We also saw it as a crucial part of internationalization that the university community not simply study the things listed above, but also engage and respond to them, both here at home and throughout the world.

If we came away with one conviction, it is that, while there are many ways we could define our basic mission, research priorities, curricular goals, and outreach/engagement efforts, any of these options will require a series of interconnected steps that will transform the way we do business now. These steps include the following:

- A clear statement of the institutional mission and the priorities related to internationalization.
- A recognition that these priorities and missions require increasing attention to the knowledge, skills, and abilities that a liberal university education should provide the successful graduate of both undergraduate and graduate programs, in liberal arts and sciences and professional programs, in the light of a globalizing world that propels continual realignment of people, ideas, and priorities.
- A recognition that internationalization of our research, teaching, and engagement has to continue to fit in with MSU's land grant mission and respond to the needs of its investors, supporters, and stakeholders.
- The provision of resources commensurate with these priorities and the stated mission. Such resources are likely to come from a variety of sources, including new investment from the Provost and Deans, outside grants and support, reductions elsewhere, and new efficiencies. They cannot come simply from the general fund.
- A commitment on the part of units receiving these resources to think and act cooperatively and to exploit synergies. Specifically, to connect the international agenda to the programmatic research and educational strengths and priorities across the colleges.

- A realization on the part of faculty and administration that new investment requires more, better, and measurable outcomes. New investment cannot be used to patch holes or restore lost positions or programs. MSU must move in qualitatively new directions that meet overarching research, teaching, and outreach/engagement priorities. These new efforts must produce a demonstrable value-added in reputation, outside funding, and public impact. It should also be expected that MSU will invest to maintain and expand areas of traditional strength and reputation.
- A recognition that assessment plans must include measurable outcomes, assessment results must inform continuous improvement, and those responsible for results must be held accountable.
- A plan for strengthening the system of managing internationalization at the unit and central levels that supports the above steps. Such a system has the difficult job of balancing between encouraging and sustaining the creative and entrepreneurial energy of individual faculty and local units and ensuring these local goals, priorities, programs, and personnel fit together and result in a whole larger than the individual parts. Such a system must encourage input, initiative, and dissent, but it must also make known its priorities. One theme that emerged from the Committee's discussions throughout the MSU community is the desire to improve the administration's ability to expand international participation and to improve its capacity to respond to successes or failures.

The Self-Study Committee worked for eighteen months. It produced a lengthy document (the full document resides in the Resource Room as a working paper), as well as this chapter, bringing together a set of arguments, proposals, and recommendations that will serve as the basis for continued campus discussions on the future direction of internationalization. This document contains some unresolved issues, multiple options, and holes for which we seek advice. In the end our goal is not simply a better document, but initiative that sustains MSU's current prominence in internationalization while positioning the university to be a leader as the forces of globalization remake higher education in the years to come.

B. The Challenges and Opportunities of Internationalization

MSU is already an international university. It devotes considerable time, energy, and resources to providing its faculty, staff, administrators, students, alumni, and the community at large with internationally-oriented and-connected curriculum, research, and outreach/engagement. A key aspect of continuing and deepening internationalization at MSU is finding the right balance between internationalization and other crucial priorities of the university, including identifying synergies and greater interdisciplinary and interdepartmental cooperation to sustain internationalization and other university, unit, and faculty priorities. MSU has a long history of international research, teaching, and outreach/engagement. Hallmarks of this engagement include research and outreach crucial to the Green Revolution, decades of commitment to Africa, a special focus on international development issues, outstanding international research and technical assistance in business, health, education, and environment, strong area studies and foreign language courses and research, and a nationally recognized study abroad initiative (many of these are described more fully in Chapters [Five](#) and [Six](#)). These and many other international aspects of the university have created a global reputation and expectations of MSU's continued leadership. However, past accomplishments, current reputation, and traditional models of action are not enough to sustain MSU's leadership into the future, especially in the light of three pervasive challenges.

The first is **long-term budget constraints**. Over the past several years, Michigan's economic troubles have steadily reduced state funding as an overall proportion of MSU's budget (See [Chapter Four](#)). This cutback in state funding has put a strain on every priority, program, and unit in the university.

The second is the **pressures on faculty devoted to international research, teaching, and outreach/engagement**. MSU is in fact down nearly 200 tenure stream faculty from a high point two decades ago. This overall reduction comes at a time of the graying of MSU faculty, particularly those long associated with key international research, teaching, and outreach/engagement related to area/regional studies. Core international faculty must not only be replaced in a fiscally constrained environment, but their replacement must be justified in light of other unit and disciplinary priorities. In some cases, units with severe budget problems are forced to choose between a number of important priorities in making hires. In other cases, the

retirement of someone with international experience is seen as an opportunity to hire faculty with other research interests. These trends may reduce the cadre of internationally active faculty at a time when successful international efforts require multi-unit and multi-disciplinary contributions to flourish. The recent **Quality Fund** allocations (described in [Chapter Four](#)) mitigated this decline by adding more than 60 tenure stream faculty lines across the university. In addition, a recommitment to internationalization suggests not only the need to replace talent, but also to think creatively about how to expand the pool by broadening the number of positions that carry the “international” component as part of their brief.

The third is **the external pressures of change from globalization in general and a highly competitive market for higher education in particular**. Two decades from now, MSU’s current strengths and unique capacities in internationalization will be more and more commonly available throughout institutions of higher learning. Study abroad, for example, has already become common in most educational settings and there is little prospect of this trend abating, even as individual programs remain sensitive to political and other sources of risk. Global and market forces are working to transform the university itself, especially calling into question the idea of the university as a single and comprehensive place of research, teaching, and outreach/engagement. These forces will not sweep away the university as we know it, but they will require universities to respond to growing demands for online education, for mixing and matching course and research offerings at different locations, and for balancing the needs of “virtual” and “real” students, staff, and faculty. The university of the 21st century will need to become more globally-oriented, more capable of responding to demand for access from across the globe, and more capable of educating students and conducting research and outreach/engagement in multiple and very diverse settings. It will also have to connect issues and trends of global significance to local, state, and regional matters and do so in ways that make sense to internal and external constituencies. It will have to demonstrate that international engagement brings local benefits, as well as to meet the challenge of sustaining and expanding its international strengths, commitments, and reputation in a time of fiscal constraint, demographic disruption, and global change and challenges.

For MSU to continue to be a leader in internationalization in higher education, it must not only sustain the material resources, faculty, and signature programs necessary for such a position, but it must also make an intellectual and institutional commitment to anticipating,

understanding, and adapting to globalization and its impacts on higher education. This chapter provides a look at various aspects of this challenge, including options for how to meet it and become a model of higher education in a globalizing world. It focuses in particular on nine areas crucial for sustaining and expanding MSU's international mission in the decades ahead:

- defining 21st century internationalization for MSU
- sustaining and expanding faculty resources and excellence
- supporting excellence in international research and research with international reach
- enhancing international aspects of graduate and professional education
- enhancing international aspects of undergraduate education
- expanding global outreach and engagement
- forming new strategic partnerships to extend MSU's reach
- internationalizing campus life
- providing the necessary administrative supports

C. Defining 21st Century Internationalization for MSU

As the self-study committee grappled with defining “internationalization” for a 21st century university of global distinction, it became clear that MSU's definition would be broad. To fit our institutional mission and the future described in *Boldness by Design*, the definition would need to encompass everything from an Africanist's scholarship of history and culture in Senegal to a Zoologist's research on the effects of hormones on neurological pathways in the mammalian brain. Furthermore, the definition should include why internationalization is such a fundamental concept for the 21st century university. As the committee explored definitions from a wide variety of sources, none appeared to fit the expanded and ubiquitous notion of internationalization that MSU envisions for itself.

For MSU, internationalization refers to connections to and from other sovereign nations, and more specifically to and from MSU across the world. Internationalization, in our usage, also includes attention to and understanding of “globalization.” Globalization, as a set of forces that transcend national boundaries, makes those boundaries between nations increasingly irrelevant. An additional concept that MSU includes in its definition of international is that of

“comparative” work. Especially important for traditional area/regional and thematic areas, but also for the *applications* of science, technology and engineering research in different cultural, political, and socio-economic milieu, comparative work offers a mechanism to improve our understandings of differences and similarities across both global forces and international boundaries.

Hence, our best attempt at an explicit, yet widely understood, *working* definition of internationalization is the following:

A 21st century university must use for research/scholarship and provide for students and other constituencies it serves the most informed content available. This requires a broad international focus. Within the MSU mission of teaching/learning, research/application, and outreach/engagement, “internationalization” requires faculty and student commitment to a perspective that includes:

- 1. international reach, connections, and engagement,**
- 2. knowledge, skills, abilities, and attitudes, with global perspective, and**
- 3. comparative understandings of cultural, political, and socio-economic differences and similarities.**

An internationalized University is identified as one in which faculty and students engage professionals across the world in the generation, dissemination, and application of knowledge. Further, these activities are a multi-directional exchange of ideas, research, education, and outreach/engagement across and within local, national, and international boundaries.

With this definition in mind, the Self-Study Committee conducted a thought experiment. Given MSU’s current strengths in research, teaching, and outreach/engagement, what might a unifying international mission look like? What mission would also give us the best chance of succeeding in stretching ourselves, shaping new investments, and creating new synergies? We did so, not because we believe in a single, top-down command model for internationalization at MSU, but rather because we believe there is a pressing need to identify possible cross-department and interdisciplinary synergies and to use these synergies to sustain and expand viable clusters of international teaching, research, and outreach/engagement with international reach and connectedness.

We also came to understand better the existing gaps and frictions with respect to internationalization between the interests and priorities of graduate and professionally-oriented schools and core liberal arts programs, between science and technical programs and social sciences and humanities programs, and between those who look at the world regionally and those who look at it through the lens of global themes and issues.

There is another reason for thinking about a unifying vision. Whatever the strengths of our tradition of internationalization or current position as a global leader, our position is constantly challenged by the trends described in the last section. In particular, almost every institution is becoming or claiming to become “more international.”

In the past, it may have been enough to underscore internationalization as a way of differentiating MSU from other institutions. Those days are gone. MSU now needs to define more precisely its overall international vision and niche. It also needs to nurture, expand, and build an integrated set of teaching, research, and outreach/engagement programs that reflect that vision and are widely recognized by peers and stakeholders as excellent. The Committee’s thought experiment below offers one version of such a unifying vision statement, aiming to present to the university community an example of what it believes is necessary and to stimulate a wider consideration of whether it or some other version better captures existing strengths, longer term ambitions, and necessary choices. Indeed, it may be necessary to come up with three or four such vision statements to capture the breadth and depth of MSU’s internationalization efforts now and in the future. It is clear that there is a pressing need to find a clear way of telling ourselves what our international priorities are in a time of constrained resources and difficult choices and to differentiate ourselves and our international contribution clearly from a growing set of institutions.

A Thought Experiment: International Vision

MSU is an international land grant university committed to understanding globalization and the globalizing world in all its aspects, including understanding and responding to the benefits, opportunities, challenges, and costs of the globalization of human and environmental interactions. As such, substantial international endeavors will occur across all areas of the University in support of MSU’s mission of teaching, research, and outreach and engagement.

The basic building blocks for such a position are as follows:

Further define our internationalization missions in a way that helps us make the best use of our strengths and limited resources, while differentiating us as having a global impact at home and abroad.

- The Committee found that as with most research universities, MSU's international strengths are not comprehensive, but rather focused across regions and thematic areas. Regionally, we are strongest in Africa, Asia, and Latin America. Thematically, we are strongest in global environment, development, education, business, and health issues.³ These strengths play out upon a variety of disciplinary and unit indicators, including a general recognition of the strength of our basic science and professional programs.
- As a result, we may be in a unique position to develop a type of 21st century public internationalization by staking a claim to understanding and responding to the benefits, opportunities, challenges, and costs of the globalization of human and environment interactions.

Single out issues where there is an impact on human and animal health; the environment; economic prosperity and development-both rural and urban; ethnic, religious, and racial identities, education and human development, community development, tolerance; political reform and democratization; equity and social justice; and conflict resolution. We would look at these issues in the light of the past, present, and future, drawing on MSU's roots in the poorest regions of the globe, our strengths in outreach/engagement and research with consequences, and our global reach. All of these factors argue for becoming the institution with a mission to understand globalization, theoretically AND pragmatically, and ways to mitigate its negative effects and more widely and fairly distribute its opportunities.

Underscore the way in which the vast array of global issues and the University's international engagement has its roots in, and/or provides benefits for, the state of Michigan and its citizens.

- Most obviously, the United States is not immune to the impact of the core issues that make-up the human impact of globalization, whether it be the many environmental, health, educational, or economic linkages.
- Our international mission does not prevent our continuing to serve Michigan and, in fact, should help establish clearer linkages for ourselves, the legislature, and many public

³ See the working papers in the Resource Room.

groups between our local and state work, our international missions, and our global vision.

- Our international mission should enable us to understand how global processes generate constraints and opportunities for Michigan and to suggest policies or strategies to effectively position the state in relation to those global processes.

Implement this commitment in a way that builds upon strengths but also helps us identify new areas for expansion (e.g., regionally into places where we could bring preexisting issue strengths but add new regional expertise, or the reverse) and permits us to fill in gaps (e.g., expertise in understanding armed conflict or in working out the public policy implications of our theoretical and practical insights).

- The Committee believes significant resources and people already exist within the University and across its many departments to contribute to such a mission today. A data gathering exercise in the colleges provided an interesting snapshot of resources devoted to international teaching, research, and outreach/engagement (data in Resource Room).

Use the re-visioning to define more clearly for faculty, staff, and administrators priorities in a time of scarce resources.

- Priority for investment in internationalization would flow from the mission statement. Though such a statement recognizes existing strengths, it would encourage investment in new areas that would support the mission.
- This vision would create a clear set of research, resource, and teaching priorities within the international mission. It would not attempt to micro-manage faculty research, teaching, or outreach/engagement, but it would create a broad set of themes, concentrations, and priorities.
- A vision of this type and its effective implementation through greater focus in investment, research, and curriculum would define concentrations for outreach/engagement efforts and better place this work in a broader context, one of both theoretical and practical significance.
- This initiative would help distinguish our understanding of the international mission, in our niche strengths, from other colleges and universities. At the same time we aim to have core strengths to support the enterprise that may not be distinguishable from other high quality internationally-focused universities.

- It may also require restructuring some administrative and support structures, and acquiring a limited set of true global strategic partners.
- In our view, MSU already has a strong foundation in place for such an initiative but requires the foresight and follow-through to stretch that foundation and pioneer a new kind of world leadership position. Indeed, such an initiative needs to build upon existing foundations in research, teaching, and outreach.
- It must have roots in undergraduate and graduate education, in visible research and support for research, and in our hiring and retention of faculty and staff who support the initiative.
- It must also build synergy between the liberal arts and the professional schools and natural sciences beyond their liberal education function. In some visions of internationalization, these programs are often mistakenly seen as outside of—or even hostile to—international missions and programs, because program requirements, lack of language requirements, and the simple lack of room in many students’ schedules to do study abroad leave many faculty and students in these areas outside of what most universities and colleges traditionally see as international programs. MSU must be different, as some of our greatest international academic strengths and a large concentration of foreign students are present in Agriculture and Natural Resources, Natural Science, the biomedical and health programs, Law, Education, Engineering, and Business.
- One of the most important factors shaping globalization is the progress of science and technology and the opportunities and risks such progress poses. Thus, our internationalization mission ought to integrate the sciences, benefit from their research, and examine their impact on human society. This is not only part of our heritage, but also characterizes a significant dimension of our future international reach and engagement.

Questions for Further Consideration

As stated above, the Self-Study Committee thought a vision of this type was a useful thought experiment, helping us to discuss more generally our strengths and gaps, our goals, and our shared criteria for investment of scarce resources. Our aim was to stimulate consideration of a

range of options that might stand singly or be combined together to better define our vision of where we must head to sustain and expand our leadership role in internationalization. Questions that need consideration for this or any alternative mission statement include the following:

- Is this or any unifying vision statement feasible within so large and diverse an institution as MSU?
- Does it adequately address the core needs for any 21st century American university? Does it differentiate us from other institutions? Does it create opportunities for interactions?
- Does it fully capture and preserve where we are already strong and where we can improve? Which units and programs are missing from its focus?

Some of these questions are addressed in what follows, but they should also remain open for discussion on campus.

D. Sustaining and Expanding Faculty Excellence

Sustaining and deepening MSU's commitment to internationalization depends, first and foremost, on the indispensable role MSU faculty play and will continue to play in all aspects of the University, particularly its reputation as a leader in international research, teaching, and outreach/engagement. But successful internationalization cannot simply add another set of demands to an already overburdened faculty member. Rather, it requires creating a sufficient critical mass of faculty, a creative mix of interests, disciplines, and research interests, an intellectually stimulating environment of research, teaching, and outreach/engagement, and the proper incentives. Below we list a range of ideas gathered from our research and discussions. Many of these will be discussed in the Boldness by Design initiative currently underway at MSU.

Our first priority is to hire the very best faculty, especially those who are internationally-minded and internationally-experienced. For continued strength in area studies, faculty with foreign language capacity are especially important. Great international faculty include scholars who work in international contexts and who work on problems of global consequence, faculty who teach study abroad courses, faculty who mentor graduate students engaged in international research and research with international reach, faculty who infuse on-campus courses with international content, and faculty from around the world who research, teach, and engage the

community in all areas. In this fiscally-constrained environment, there must be a serious commitment made to look for faculty who fill multiple niches, are inter- and cross-disciplinary, and are able to work in or across boundaries. A dual strategy of special-purpose, focused hires, as well as more broadly internationalizing the work of a greater number of faculty, should be considered.

As noted at the outset of this study, the number of tenure system faculty at MSU declined over the past two decades. The President and Acting Provost identified reversing this decline, despite budget constraints, as a key priority. Assuming an effort to expand MSU tenure stream faculty by 100, the Committee thought that at least a third of these faculty should have a clear connection to the mission of internationalization. In fact, internationalization was one of the criteria for Quality Fund allocations discussed in [Chapter Four](#). We will present below a number of ideas for encouraging existing faculty to engage in international work, but the action likely to have the greatest single impact on the internationalization of the university is the hiring of new faculty with substantial international experience and ambitions. We believe that these new faculty should be connected beforehand to a clear set of priorities, that, where possible, there should be cluster hiring around these priorities, and search committees should contain members with expertise or interests in these international priorities. The Committee also heard proposals that a subset of these new hires be senior and established scholars.

We need to know now how well faculty and other resources match the University's international priorities, where the gaps are, how many positions are required to fill them, and how to monitor hiring, tenure and promotion, and incentive processes over the next decade to reach our goals. Such a plan and system could be built upon the effort already underway in ISP to create an inventory of faculty engaged in international work. Assessment of outcomes and impact would be an integrated part of the plan, along with a way to monitor the short and long term focus of the faculty hires.

In many professional and scientific disciplines, there is a need to sustain important pockets of internationalization, as well as recognize how international the basic underlying practices are. Globally standard scientific procedures and reporting are practices that should be highlighted and explored in this endeavor. It should be noted that faculty and graduate students in the basic sciences are far more diverse internationally than other units on campus, and cooperative international research is commonplace. Further, inter- and multi-disciplinary explorations of the

impact of science on globalization may help to support the international vision of the University in units without a more traditional area/regional or thematic studies international focus.

Also of concern are disciplines traditionally favorable to regional studies where a greater emphasis is now put on other disciplinary priorities. Where open international positions exist or are created there should be consideration given to a process of career management that ensures some attention is paid to university international priorities, with special consideration being given to supplementing established departmental or unit reviews with an external opinion, especially when a faculty member's international role is in some perceived tension with internal standards.

Challenges

Not all disciplines, units, or colleagues on campus have a stated international focus in the traditional sense. Some internationally-oriented faculty end up in places where their interests are not wholly in tune with unit and disciplinary priorities. In such cases, what can be done to assist such faculty?

- The Committee heard a wide variety of suggestions aimed at getting the university to make international criteria listed on promotion and tenure documents meaningful. MSU is out in front of other universities in that the current tenure and promotion materials include performance rating for “service” to ISP and narrative evaluations for such items as international instruction abroad, international reach of research and publications, and comparative/international courses on campus. However, faculty, especially pre-tenure faculty, must have a clear understanding of how international instruction is evaluated and valued, particularly in relation to developing and teaching courses abroad. This is particularly relevant for faculty who engage in international instruction but do so as overload pay (e.g., teach study abroad for 3 weeks in the summer).
- A system for the monitoring of critical international positions could be overseen by the Dean of International Studies and Programs. Such a system could include advising and mentoring of pre-tenure faculty, as well as providing incentives for faculty to support priority university international activities.
- Still others argued that MSU must present more broadly models of senior faculty success in supporting internationalization. If internationalization as outlined above is to sustain

and expand its prominence at MSU, there should be a set of faculty at all career stages that are models of success through their research, teaching, outreach/engagement, and outside support. A number of these models, including awards for international engagement, already exist, but are they highlighted? Are they proportionately represented in University Distinguished Professorships and Hannah Professorships? Should there be additional, international categories of faculty status (e.g., global scholars or professors)?

E. Supporting Excellence in Research

Ongoing research provides the underpinning for quality teaching, outreach, and engagement. MSU's commitment to international research at the highest level is central to its mission as a leading global land grant and AAU institution. MSU's stated goal "to discover practical uses for theoretical knowledge, and to speed the diffusion of information to residents of the state, the nation, and the world" depends upon the breadth and quality of its research. In addition, as we (and others) move from an historical model of assistance to models of partnership in international engagement, the solutions and benefits derived from research become bi-directional. We discuss some of the key issues related to research below, recognizing that some issues of hiring, support, and retention of faculty and graduate students are discussed in [Chapters Five, Six, and Seven](#).

Overarching Issues

At the very outset, there continues to be a need to recognize that the research base and key research opportunities are international in ways that are unprecedented. For example, many Social Science faculty collaborate with colleagues from the countries upon which their research focuses. This trend responds to the desire of governments and researchers to participate actively in the production of knowledge about their countries and the prioritization of capacity building by many of the agencies that fund international research. Similarly, Natural Science faculty often work in international teams that coalesce at select research institutions across the globe.

The following points are key to MSU's past and future achievement of international excellence in research.

- Impediments to cooperative research must be minimized so faculty research can demonstrate the value of international cooperation. MSU's long history of world economic development, with an emphasis in Africa, is amply demonstrated by U.S. AID grants, faculty publications and reports, and doctoral graduates.
- The sharp distinction between local and international issues is gone. Given the globalization of the market, the internationalization of health and environmental concerns, and the global flow of information, people, and ideas, many local issues are informed by international trends and conditions. MSU has been and must continue to be a leader in demonstrating to the state legislature and the public at large that helping the people of Michigan requires our expansion internationally.
- When it comes to research and outreach/engagement, MSU has a strong international presence. However, translating this body of work into a growth in reputation and rankings among peers has stumbled upon the perception that some of this work has been traditionally pragmatic and extension-oriented. To claim a leadership role in internationalization over the next decade and beyond requires this important practical work be nested within larger theoretical and public policy frameworks. A 21st century international university must grapple with the problems theoretically and in ways that have public policy significance.
- MSU must continue to develop, where possible, broad synergies and connections between international priorities and other priorities of the university. Such synergies encourage the interdisciplinary hiring and research cooperation we want. Our basic strengths in science, environment, and health issues are a good example of something that needs to be developed and exploited for our international mission. We also need to work out ways in which international and disciplinary priorities can be better harmonized.

Putting International Research Firmly in MSU's Institutional Priorities

MSU installed a new Vice President for Research and Graduate Studies in September 2004. Vice President Ian Gray embarked on a series of discussions in order to establish a University strategic research agenda. The process and details of this agenda are covered in [Chapter Six](#). Briefly, it includes the following: The goal of the discussions is to provide a series of interdisciplinary research themes/areas in which MSU will invest resources and that are based on

integrating the research priorities germane to multiple colleges. A series of cross-college thematic areas was identified for further development. Many of these are inherently international with both international research partners and/or international connections through outreach and engagement. Specific research themes will be refined throughout the 2005-06 academic year.

The University is currently (December 2005) engaged in identifying major international research priorities within or in addition to these themes and aggressively organizing teams to better enable success internally and pursue outside funding. This process should help provide adequate funding for start-up of international research projects and/or inclusion of international content in ongoing research, with a strong expectation of outside funding to follow and a process that assesses progress after 18 months. The Office of International Development (OID), created in January 2001, has made an important contribution in this area. OID works to facilitate cross-college collaborative research efforts and develop multi-disciplinary projects. OID serves all fourteen Colleges and the affiliated law school, with an emphasis on cross-disciplinary projects with faculty from the College of Agriculture and Natural Resources, the College of Veterinary Medicine, the College of Social Science, the College of Communication Arts and Sciences, and the affiliated Centers and Institutes of International Studies and Programs.

The Special Role of Area Studies

It is impossible to be a leader in internationalization of higher education without a strong base in area studies. Area studies has been a core component of MSU's international activity and commitment for nearly 50 years, and language study far earlier than that. To institutionalize and advance area studies, MSU established a number of area studies centers beginning in the late 1950s. MSU has developed strong programs in African, Asian, Canadian, European and Russian/Eurasian, and Latin American and Caribbean studies. Area studies provides core intellectual building blocks for internationalization of the university and for global and international studies at MSU. Over the decades, area studies faculty and centers have been awarded millions of dollars in external funding in support of programs of international research and problem-solving, faculty hiring, undergraduate and graduate education, and outreach/engagement to Michigan, the nation, and world. This funding and related programming are central to MSU's national and international reputation as a research extensive, land grant university of distinction.

The term *area studies* refers generally to the study of the society or societies of a specific geographic area. Although there is a natural core subject matter arising out of the social sciences and arts and humanities, “area knowledge” has an important role to play in intersecting with professional and technical disciplines as they seek to define and solve problems in diverse regional and cultural settings. Operating outside the confines of a single discipline or college, area studies programming at MSU is uniquely strengthened by the fusion of these many disciplines. MSU’s distinctive and pioneering approach is reflected in the new major in Global and Area Studies, which moves beyond traditional approaches to situate area studies in a global context.

MSU has strong and vibrant centers in African, Asian, Canadian, Latin American, and European and Russian/Eurasian studies, two receiving Title VI status. A wide range of area studies majors, programs, and specializations exist at the graduate and undergraduate level. Strong faculty support these centers and programs, many with international reputations. Without strong area studies, internationally oriented programs run the danger of being overly sweeping and superficial in comprehension of events and peoples in their particularity. Global processes and trends have area specifics of importance, and these regions in turn originate, reflect, influence, modify, and even resist these global trends and processes. Thus a core building block of international research at MSU is, was, and must continue to be support of area studies.

ISP and its center directors launched a large-scale review of area studies just after the NCA Self-Study got underway. A number of members of the Area Studies Review (ASR) Committee overlapped with the HLC/NCA Self-Study Committee on internationalization, creating an efficient avenue for the exchange of ideas and information. That review was completed in October 2005. The executive summary of

The ASR process is included here. The complete background document, including goals and recommendations, is available in the Resource Room.

Area Studies Review Process

The area studies review and visioning process began in October 2003 with a retreat of ISP centers, institutes, and offices. Research included:

- Gathering and comparing public data regarding U.S. Department of Education-funded Title VI national resource centers (NRC) at universities across the U.S. that are among

the most internationally-engaged in their teaching, research, and outreach/engagement missions,

- Title VI peer reviewers' feedback from the 2000 and 2003 NRC competitions,
- Self-assessment documents from each MSU area studies center that addressed a variety of issues, including the strengths and weaknesses of area and language studies at MSU,
- Ten faculty/staff and six undergraduate/graduate student focus groups, convened by an experienced facilitator, to discuss the broadly defined role of area studies in the instructional, research, and outreach/engagement missions of a 21st century university,
- Visits by three nationally-recognized experts who keynoted the *Enhancing Area and Language Studies* seminar series, which included lectures and small group meetings,
- A two-day workshop with area and international studies directors and faculty that identified key issues, critical choices, and potential future directions, and
- A half-day session with deans and chairs at which outcomes from focus groups, research findings, and working sessions were shared and further input, suggestions, and criticisms were provided for this report to the Provost.

The Area Studies Review provided a vision regarding the role and contribution of world area and language studies as it identified MSU's principal strengths, signature programs, challenges, and areas for improvement. The ASR report discusses options for organizing and supporting world area studies and impediments to their advancement. It emphasizes the need for benchmarks and ongoing assessment, and identifies priority action steps. The recommendations extend beyond area studies to encompass the university's broader commitment to international and global research, teaching, and outreach/engagement in the 21st century.

The ASR action proposals offer short- and long-term goals concerning area, international, and global studies in undergraduate and graduate education, foreign language instruction, faculty hiring and career development, international research, entrepreneurial international programming, support for area studies centers, heightened attention to international programming in university planning and budgeting, and development of strategic international partnerships. These goals reflect insights and information gleaned through the ASR process and a basic consensus achieved at workshops and meetings. They provide a framework for systematically and effectively enhancing MSU's international reputation and the impact of its

scholarly, creative, and academic endeavors, both at home and abroad. Background documents and the final report are available in the Resource Room.

Expansion and Better Integration of MSU Strengths in Global Issues

If there was a single issue that struck members of the Self-Study Committee regarding research, it was MSU's very strong international capacity across a range of key global issues. Many of these strengths lie in departments and colleges not usually associated with international activities: education, business, agriculture and natural resources, the natural sciences, medical and other professional schools. The range of internationally relevant research, cooperation, and contacts is stunning, ranging from distance medical and veterinary education to a range of global research partnerships on the environment.

It would be foolish not to draw these activities and strengths more fully into international programs and planning. ISP currently has one thematic center, Women in Development. The Center for Advanced Study of International Development (CASID), a thematic center of the College of Social Science, is also located in the International Center. Both are focused on international development. Additional efforts could be made to better integrate existing centers throughout campus that focus on global issues in health, environment, education, business, and law into the ISP planning process and structure.

F. Graduate and Graduate Professional Education

Graduate education at Michigan State University includes more than 120 departments, schools, and programs offering more than 200 different graduate majors at both the master's and doctoral levels. Since the locus of graduate education is at the program level, it is not possible to mandate a curriculum or uniform set of experiences at the master's, doctoral, and professional levels. Nonetheless, it is possible, and even necessary, for graduate students and their faculty mentors to engage in a wide variety of international experiences including collaborative research projects and field research/scholarship abroad, study abroad, participation in international conferences, publication in international journals, global outreach and engagement, research into globalization, as well as learning from and with the diverse group of international students and faculty involved in graduate education on campus. In addition, some disciplinary accrediting

bodies (e.g., business, engineering) are also insisting on an international component. This section on graduate education is inextricably linked to the research section and the faculty section.

Curriculum

There are over 200 graduate courses across the university that have a significant international focus, in programs ranging from agribusiness management to zoology. There are entire graduate specializations and programs whose curricular focus is international, foreign languages being the most obvious. Another example is the Graduate Studies in Education Overseas programs, which offer in-service, certificates, and master's degree programs at overseas locations. In addition to these course offerings, substantial opportunities for study, research, and/or presentations abroad are key to expanding an already internationally focused curriculum.

In addition to independent student travel, approximately 250 graduate students participate in MSU study abroad programs each year, and many formal study abroad programs are available to graduate students interested in international learning experiences. These include a four week Nursing in London program, College of Human Medicine programs in Belize, Cuba, Costa Rica, and Peru, and College of Veterinary Medicine programs in India and Thailand. Study abroad is a key component of internationally focused curricular opportunities for graduate education at MSU. Thus, through these programs, emphasis areas, courses, and study abroad, many graduate students take advantage of strong curricular offerings focusing on international issues. See the ISP [website](#) for a full list of academic programs with an international focus.

The Gender, Justice and Environmental Change (GJEC) graduate specialization and program engages students, faculty members, and professional colleagues working outside the university in innovative, interdisciplinary, and collaborative teaching and learning, research, and community outreach/engagement and public service focused on local and global intersections of gender, social and environmental justice, and environmental change. The GJEC [specialization](#) and program is offered jointly by the College of Agriculture and Natural Resources, and the College of Social Science, and is recognized by the College of Arts and Letters. The GJEC Specialization and Program was assessed by two external reviewers in early February 2005 as part of a comprehensive assessment of the WID program. The final reports from the external reviewers of WID were very positive about GJEC.

Research, Scholarship, and Creative Activities

As with graduate curriculum, graduate research/scholarship with an international focus occurs in virtually every program, is specific to the interests of students and faculty, and follows from the particular international focus of a given discipline. Support for international research and scholarship is broadly-based at MSU. For example, for the 2003-04 academic year (including summer 2003), 106 graduate students were funded (in part) by the Graduate School and ISP for travel to attend international conferences and/or to conduct research abroad. This was up from 86 the prior year. Students visited 43 different countries. The total Graduate School investment in international research travel was \$42,450. ISP invested an additional \$18,150, and faculty, department, and college investment was \$74,173. In most cases, this is in addition to the support already provided by faculty research grants and other sources (more detail is available in the Resource Room). Other graduate students who did not seek additional central funding were not included in these tallies.

Unit Example: Increasing participation in Fulbright programs

International Studies and Programs (ISP) is the locus for the MSU Fulbright Program Adviser, who assists students with their applications and formally submits these applications to the two Fulbright student programs - the U.S. Student Fulbright Program administered by the Institute of International Education (IIE) (open to graduate students and graduating seniors) and the Fulbright-Hays Doctoral Dissertation Research Abroad program administered by the U.S. Department of Education (US/ED) (open only to graduate students). While the rate of success of MSU students who submitted applications for the IIE Fulbright program was higher than average - 26% of MSU students who applied for grants were successful, compared with an average of 23% among all CIC institutions, MSU ranked #10 among the 12 CIC universities in the number of successful awards from the IIE program and #9 among the number of applications submitted. Analysis found that for the 2004-2005 grant cycle, approximately 42 MSU students initiated the online application process for the IIE program, but only 18 (43% percent) who began the process submitted a completed application. ISP concluded that the modest number of awards to MSU students reflected a low number of completed applications rather than the quality of those submitted. To address this, ISP added a part-time dedicated position for the MSU Fulbright Program Adviser, and the professor in this position is improving communication about the availability of the two programs to faculty and to undergraduate and graduate students. Beginning in 2005, separate workshops for graduating seniors and graduate students to inform them about Fulbright program opportunities were held in the spring, rather than in the fall, as in previous years. A suggested timeline was provided to the students, emphasizing the need to begin serious work on their applications *before* the beginning of summer semester, given that the national deadlines are in mid-October. These changes are being implemented in spring and fall 2005 and the results of the Fulbright program competitions will be known in spring 2006.

Some of the existing activities and supports for involving international research and scholarship in graduate education are summarized below.

(a) **Faculty.** Support for graduate student research and scholarship comes first and foremost from faculty, an indication of the very program-specific nature of the graduate education enterprise and the fact that it is inextricably linked to faculty and faculty research/scholarship. Faculty who conduct research/scholarly activities abroad (approximately 1,200 faculty and staff) are likely to send their students abroad to engage in that research/scholarship. To cite just one example, 28 graduate students in the department of Zoology recently participated in international research and/or presented their research at international conferences with funding from faculty grants. This research ranges from studying hyenas in Kenya to analyzing chemical compound composition in Onsan Bay in Korea. Often graduate student research such as this is the result of funding on faculty-secured research grants from the National Science Foundation, Department of Natural Resources, NASA, and others. Thus, nearly everything recommended for faculty and research in this self-study will have direct benefits for doctoral students.

(b) **Area Studies Centers.** MSU's area studies centers have been a primary source of support for graduate students' international research and scholarship as well, including Foreign Language and Area Studies (FLAS) and the Social Science Research Council (SSRC) International Pre-dissertation Fellowship Program (IPFP) (no longer offered). From 1991 – 2001, 28 MSU graduate students received SSRC-IPFP awards totaling approximately \$1,000,000. Twelve percent of all awards made by the Social Science Research Council's International Predissertation Fellowship Program were made to MSU students. MSU's Africanist graduate students performed particularly well, winning 21 of the 82 awards for Africa, 26% of the national total. MSU ranked third among all participating universities in the number of IPFP fellowships awarded on Latin America.

Student Life and Support Services

Graduate students at MSU can avail themselves of the same opportunities as undergraduate students to engage in international experiences on campus. Moreover, in many ways, graduate student life contains even more opportunities for internationalization as a result of the high number of international graduate students and faculty with whom graduate students interact on a regular basis. Approximately 9,428 graduate and graduate/professional students attend Michigan State University. Of those, approximately 28% are international students from more than 140 countries. In addition, 481 ranked faculty (17.5%) are either non-U.S. citizens or are now U.S. citizens but received their highest degree from abroad. Programmatic level and other interactions between these populations must be assessed to provide an understanding of the long-term benefits to the MSU community through engagement for international awareness, special skill acquisition (e.g., language help), and global perspective building.

G. Undergraduate Education: Building “Global Capacity”

The conversation about global or international education and those broad or liberal aspects of education central to the undergraduate experience often rests on five kinds of ideas about global education and education for global citizenship.⁴

First, by education for global citizenship, we sometimes mean *raising students’ consciousness and intellectual horizons*, i.e., opening up students to what is happening around them, to others with different views and ways of being in the world, and to knowledge about festering problems and issues in the world.

Second, we sometimes mean something more than this, such as *attuning students to difference* and instilling multiculturalism, helping students to function more sensitively, hence effectively, in a global world comprised of difference. That is, we seek in this version of global education to acknowledge the world’s diversity and to encourage and nudge students toward acceptance, tolerance, and the positive embrace of difference.

Third, writers sometimes talk about education for global citizenship as *helping students to know and think critically about the world including their own country*, increasing relevant

⁴ For more information, see the undergraduate education working paper in the Resource Room.

knowledge, capacities, and skills to comprehend an increasingly interconnected world and its complex interrelations, issues, and problems. Here, the goals are small and large. They involve concrete geographical, historical, cultural, and political knowledge. They also involve big questions on important global themes – modernization, migration, colonialism, independence.

A fourth way in which we talk about education for global citizenship concerns *shaping a cosmopolitan spirit and identity and a sense of commitment and responsibility* for others, for all humanity, and for the planet. This relates to the connection between education and identity and involves ethics. In some guises, this emphasis appears to be a way of encouraging students to recognize the condition of “multiple belongings” in an increasingly integrated world. In other guises, it involves an emphasis on purposefully cultivating cosmopolitanism. It moves beyond emphasizing competence to commitment.

A fifth way is *reshaping and broadening out students’ framework for and about ways of knowing, engaging in inquiry, and discovering new meanings*. In this way students learn not only content knowledge but also learn how to continue to explore in the future.

In thinking about the internationalization of undergraduate education and the cultivation of global perspectives at MSU, the Committee kept these perspectives in mind. We decided to adopt an eclectic approach, presenting for wider campus discussion a model of building the global capacity of undergraduates, ranging from a broad base of small changes that would affect nearly every undergraduate to focused options for the most internationally motivated of students. While the report presents these ideas as a package, each proposal may also stand on its own, separate from its role in building “global capacity.”

The College of Communication Arts and Sciences supports the University's study abroad mission by offering exchange programs, study abroad programs, and international internship programs. The majority of these programs are faculty led, however, the College is expanding its offerings of study abroad opportunities by reviewing course offerings from universities abroad to determine programs in which students may directly enroll (curriculum integration project). The College, in conjunction with MSU's Office of Study Abroad, conducted a survey to assess behaviors, interests, and barriers regarding study abroad. In the survey, the biggest concerns (barriers to study abroad) mentioned by students were cost, time away from employment, fitting study abroad into their academic program, and safety. In response to these concerns, the College offers one scholarship per program, per semester, but is looking into ways to offer more scholarships to more students. The College has also expanded its international internship program so students can acquire work experience while abroad. Currently the College offers internship programs in London and Dublin and is looking to expand to Paris and possibly Germany. Integrating studying abroad into a student's academic program is encouraged at the first advising session. With curriculum integration students will be able to take more classes that correlate to a semester's worth of courses allowing them to stay on schedule with their plans for graduation. As a result of these actions, the College has increased its study abroad offerings by 35% over the past 5 years and all academic majors have at least one study abroad program affiliated with its area of study.

The Robust International Base of Undergraduate Education at MSU

Whatever we decide to do to expand internationalization at the undergraduate level, we need to recognize that we have already built up a robust international base in the undergraduate curriculum:

- In the past decade, MSU created one of the nation's largest study abroad program with more than 200 programs in over 60 countries on all seven continents (See Chapters [Five](#) and [Six](#) for more information on Study Abroad).
- Approximately 530 courses that are predominantly international in content have been taught on the MSU campus during the past three years (see Resource Room). Another 150-200 courses, containing at least 25% international content, bring international content into broader topical courses. These courses do not include independent study or study abroad courses.
- MSU has taught 31 modern foreign languages during the past three years, including 13 African languages (including Arabic) and nine Asian languages (including Kazakh, used in Eurasia). Languages in the Muslim World, especially Turkish, Persian, and the languages of South and Southwest Asia require additional attention. Beyond the debate

over foreign language requirements or the number and kinds of languages we teach, virtually everyone on the Self-Study Committee and everyone who spoke to the Committee on foreign language acquisition agreed that MSU must expand opportunities for foreign language acquisition beyond the traditional 100- and 200-level classroom style language class. A new effort has to be made to encourage students to build upon and expand the language skills that they bring with them to the university, whether or not we expand language requirements.

- In international studies, MSU offers two undergraduate degree programs: the College of Social Science Interdisciplinary Studies major with a concentration in International Studies and the James Madison College major in International Relations. A new major in Global and Area Studies in the College of Social Studies was approved by Academic Council in October 2005. This major will be grounded in a common foundation of understanding global systems and processes as they are expressed in local places, and it will offer students a choice of two types of concentrations - on world regions and with associated foreign languages and on global themes. For more information see [Chapter Six](#).
- Area studies programs also offer undergraduate specializations comparable to minors at other institutions. These specializations are available on Africa, Asia, Latin America and the Caribbean, Western Europe, Russia and Eastern Europe, and Canada. MSU offers a language-focused undergraduate major in East Asian Languages and Cultures with concentrations in Chinese and Japanese as well as in several European languages (Spanish, French, German, and Russian). In addition, there are international thematic undergraduate specializations in International Business, International Development, Muslim Studies, Jewish Studies, Peace and Justice Studies, and International Agriculture.
- The Office of Study Abroad developed the MSU Study Abroad Curriculum Integration Project (CIP), which seeks to closely integrate study abroad options into the undergraduate experiences and curricula for all students in all majors. For more information see [Chapter Five](#).

A Pyramid of Internationalized Curriculum

MSU is expanding upon our strong international base by creating a *true pyramid of internationalized curriculum* that reaches from modest but broad-based exposure of every undergraduate to international issues to an expanded capacity to train a small but consistent number of global and regional experts, particularly in the regions and issue areas of special strength. Many courses relevant to this new pyramid already exist at every level of the curriculum and throughout the major academic units on campus, especially those responsible for general and liberal education.

There is merit in considering a requirement for every undergraduate to take at least one global issues course. The main vehicle for implementing this requirement is integrative studies, where a wide range of courses is already on the books that could fit within the requirement. There are other courses scattered throughout the academic units that could supplement integrative studies options. The purpose of this course requirement would be to expose students to the key issues of a globalizing planet and how globalization influences local, regional, national, and international issues.

MSU also should continue to expand its study abroad opportunities, especially broadening the level of participation and expanding the number of extended research and internship opportunities and semesters abroad, especially in a second language. Students are being encouraged to go abroad earlier so that they can integrate their international experience into their experiences at MSU earlier and thereby profit more fully from them, and options should be made available for them to fulfill integrated studies and other general requirements abroad.

The extent to which MSU views international experience as integral to an MSU education can be seen in the [Freshmen Seminars Abroad](#) program. Freshmen Seminars Abroad are a part of the Freshmen Seminars program, which is designed to introduce students to the intellectual life of the University and to "the adventure of learning," as well as assist them in the transition to MSU. Freshman Seminars Abroad combine these features with the opportunity for students to gain international experience, develop an appreciation of the knowledge and skills required to become successful players in a global economy, and to get an initial taste of the study abroad experience. Specifically, Freshman Seminars Abroad are short-term study abroad programs (10 to 14 days) aimed exclusively at first-year students. Freshman Seminars Abroad take place in late July/early August prior to students' arrival on campus for fall semester and during Spring Break. Current locations for Freshmen Seminars Abroad include: Quebec City, Canada; Dublin, Ireland; Hikone, Japan; and Merida, Mexico. An international education is so important to an MSU education that many students' first experience of MSU takes place abroad!

MSU's Title VI-funded National Resource Centers (NRCs) and the Center for Language Education and Research (the Title VI Language Resource Center (LRC) at MSU) established the e-LCTL (Less Commonly Taught Languages) Initiative in 2002 with funding from the MSU Provost and a grant from the International Research and Studies Program of the U.S. Department of Education. The goal of e-LCTL was to build the foundation nationally for improved strategic planning and cooperation among the Title VI NRCs and LRCs in offering the less commonly taught languages (LCTLs) by assaying the existing offerings, planning for a more strategic offering of LCTLs that serves many more students nationally, and building resources for developing distance learning courses. The Initiative (1) collected, analyzed, and published data about the languages available and enrollments at all 120 NRCs and the languages available at the U.S. Defense Language and Foreign Service Institutes; (2) convened a series of meetings of NRC directors and LRC leaders in each world region, facilitated by regional coordinators from MSU and seven other universities, to consider national and academic priorities for the languages to be offered in each world region; (3) compiled a database of online language learning modules and the plans of language specialists to develop distance learning courses in specific languages; and (4) convened a national conference of LCTL specialists and NRC directors in February 2002 to discuss uses of distance learning in making LCTLs available more broadly across the nation. The results of this project include the sole publicly-accessible national source of LCTL offerings in major U.S. universities by language and instructional level, a database of learning objects and modules for LCTL distance learning, the sole national resource to register distance learning course plans, and the only locus of consensus among Title VI NRCs on priorities for language instruction in each world region.

An example of the assessment and improvement of expanding study abroad options for specific undergraduate program areas is the collaboration of ISP, with the Institute of

International Health, the College of Agriculture and Natural Resources, and the College of Natural Science. They developed the [Environmental Sciences in Japan Program](#) (ESJ) within the preexisting intensive Japanese language program at the [Japan Center for Michigan Universities](#) (JCMU) in order to provide science majors with a study abroad experience. Program assessment indicated the initial goals of the program were met. The three-year target of having 75 students participate in the program (during 2001-2003) was surpassed and the student evaluations indicated a very high level of satisfaction with the ESJ program. Despite successes, further assessment revealed areas of possible improvement: 1) the full semester ESJ program is prohibitively long for many science majors; 2) the full JCMU language program is too intense for many science majors; and 3) a semester-length study abroad program is difficult for students to schedule as a part of their highly nested science programs. As a response to this assessment, MSU & JCMU developed a new ESJ-related three-week May Short Course in Japan in environmental hydrology. This program was launched in 2004. In addition, beginning in 2006, what had been a 13-credit, semester-long ESJ program (with 3 credits in environmental science and 10 credits in Japanese language) will become a 10-credit, eight week summer program (with 3 credits in environmental science, 5 credits in a special-topics Japanese language course specifically for science majors, and 2 credits in an environmentally-focused internship).

The Language Learning Center provides support to language learners, teachers, and researchers at MSU. The Language Learning Center maintains language lab facilities, provides access to materials in the lab and online, and facilitates learning and research. The Center's staff regularly consults with instructors who are interested in integrating more technology into their teaching. To facilitate the use of language learning technology, The Center decided to offer seminars on various aspects of technology and language teaching. To assess these efforts, feedback is continually solicited from students and faculty. Formative assessment has led to adjustments in lab hours, online availability of materials, and equipment availability.

Finally, a new residential college, aimed in part at expanding opportunities for international and global education, was approved by the MSU Board of Trustees in October 2005. This new college will provide special opportunities to around 1,000 students (on the models of Lyman Briggs and James Madison). Madison is also expanding the size of its study abroad and international internship programs, and expanding its faculty with international relations or other global expertise. These residential programs are a special point of access to the international

pyramid. Adding a third major residential option creates new opportunities for Madison-Briggs-new program cooperation, especially on international curriculum and co-curricular options.

H. International Outreach/Engagement

Outreach/engagement and service are critical to the land grant mission of MSU (see [Chapter Seven](#)). The Committee selected a set of examples that illustrate the breadth and depth of MSU outreach/engagement. Additional examples, such as the Institute for International Agriculture and the Institute for International Health are described in detail in [Chapter Six](#).

The College of Education is widely recognized for both its work in education in developing countries and for its educational research on what industrialized countries can learn from one another. Developing countries where college faculty have done such work in recent years include Brazil, Burkina Faso, Cambodia, China, Dominican Republic, Guinea, India, Indonesia, Mexico, Mozambique, Myanmar, South Africa, Thailand, Vietnam, and Zimbabwe. The College is one of two universities admitted to the consortia known by the acronyms EQUIP1 and EQUIP2, which stand for Educational Quality Improvement Program. In Egypt, for example, the College of Education has been selected within EQUIP2 as the manager of a large-scale policy research and program development project for Faculties of Education Reform within Egyptian universities. For more information on the College of Education's international outreach, see [Chapter Seven](#) and the Resource Room.

International Studies and programs provides an outreach resource for students and faculty that helps connect people to appropriate information. The [African Studies Center](#) (ASC) has one of the strongest outreach/engagement programs on Africa in the U.S., serving more than 70 higher education institutions in the past 20 years. In 2001-02 alone, 45 MSU faculty made 145 presentations on Africa off campus. The ASC has cooperated with teachers to create [Exploring Africa](#), an online curriculum for middle and high school teachers and students. The ASC also is known for its research in creating quality online databases about African media, African journals, and higher education.

The [Asian Studies Center](#) (ASN) links with more than 150 K-12 educators through annual Bringing Asia into the Classroom conferences held in conjunction with the Midwest Conference on Asian Affairs, cooperates with the Michigan 4-H China Project that has involved

approximately 200,000 K-12 students, and provides faculty outreach/engagement to smaller post-secondary institutions through the Michigan Global Awareness Consortium and other organizations. ASN has recently created an online resource for teachers and students, Windows on Asia. Part of the ASN's outreach/engagement mission is performed by the privately endowed China Council, Japan Council, India Council, and Council on Korean Studies, which are under the jurisdiction of the ASN and are chaired by ASN core faculty. Several other private endowments support lecture series and undergraduate and graduate student awards.

The Center for Advanced Study of International Development ([CASID](#)) and Women and International Development ([WID](#)) programs are a joint National Resource Center whose outreach/engagement activities focus on providing international development and gender-related resources and information for K-12 and junior college teachers and for representatives of local agencies, state and national organizations, and the media. Workshops are conducted and the *WID Bulletin*, published three times a year, is a resource guide for academics, students, development practitioners, and policy makers. The *WID Working Papers Series* has published externally-reviewed scholarly papers for more than 20 years and is highly regarded in the field.

The Center for International Business Education and Research in The Eli Broad Graduate School of Business at Michigan State University ([MSU-CIBER](#)) was designed in 1990 as one of the pioneer National Resource Centers in international business by the U.S. Department of Education. In this capacity, the mission of the MSU-CIBER is to provide world-class education, research, and assistance to businesses on issues of importance to international trade and global competitiveness. Under the guidance of its Business Advisory Council, the MSU-CIBER is dedicated to:

- Carry out research that generates best-practice knowledge on global business operations and global competitiveness.
- Offer professional development and academic outreach/engagement programs on contemporary international business techniques, strategies, and methodologies.
- Provide innovative, technology-driven dissemination of international business knowledge to business executives, public policy makers, scholars, and students.

The Center for Global Change and Earth Observations ([CGCEO](#)) focuses on addressing the international aspects of global environmental change. The goal of the Center is to foster interdisciplinary approaches for understanding global change at all levels using the tools of both

the social and biophysical sciences integral to fulfill its mission. The Center is also committed to applying its research and expertise to inform public and private decision-making on critical global environmental change issues. CGCEO faculty are engaged in work with the State of Michigan, federal agencies (e.g. NASA, USAID, NSF) and international organizations (e.g. The United Nations, The World Bank), and a variety of national governments.

Challenges

At all faculty career stages, challenges to participation in global outreach/engagement include lack of exposure, lack of interest, lack of international issues as a priority, and lack of resources to undertake such activities. An additional obstacle lies in the apparent – though not necessarily real – conflict between engaging in outreach with local and state constituencies and with global partners. In some strict interpretations of MSU as a land grant institution, outreach/engagement in the state of Michigan is considered by some to be the highest priority. Coming to see ourselves – and having others see us– as a globally engaged university *servicing the interests of Michigan* through international engagement will be part of the process described in *Boldness by Design*.

Incentives/Opportunities for Global Outreach/Engagement and Service

Adopting strategies to reframe MSU’s land grant mission as one of *global engagement in the service of the state of Michigan* could increase support for internationalizing outreach/engagement activities. Building rewards for such outreach/engagement into the hiring, merit, and reappointment, tenure, and promotion processes would help attract and retain faculty who are engaged in global outreach/engagement. Creating faculty development programs that emphasize the international nature of MSU outreach/engagement (imagine “Meet Michigan Meets the World”) would support these efforts as well. To be sure, not all “global outreach/engagement” must occur off campus; much of it is and can be conducted using technology and by bringing the world to Michigan through local outreach/engagement activities. Some examples follow.

Local International Outreach

MSU’s annual **Global Festival** is the largest international student program of the year and reaches about 5,000 people in greater Lansing. The Global Festival is designed to take advantage

of international students as cultural resources and to reach out to share this resource with the wider community of greater Lansing. The Global Festival has two specific goals: (1) to foster understanding between the MSU international community and the greater Lansing area through international performances, displays, food, and activities for children; and (2) to raise scholarship funds for the spouses of MSU international students through the sale of donated international items, for the spouses of MSU international students.

The **Visiting International Professional Program (VIPP)**, established within International Studies and Programs in 1991, has designed and conducted non-degree certificate programs for more than 3,000 international professionals from more than 20 countries. Participants have included leaders of universities, development agencies, corporations, and government agencies. VIPP organizes classes and other sessions with program participants on culture and on developing practical language skills. Community entities that have collaborated with VIPP include the Michigan Economic Development Corporation, Lansing Chamber of Commerce, the State of Michigan Department of Environmental Quality, the City of East Lansing, the City of Lansing, the Lansing State Journal, Inc., and ABC53, Inc.

Community Volunteers for International Programs (CVIP): CVIP has a long tradition of providing special programs to assist MSU's international students. These include programs for the spouses of international students, leadership for the Global Festival, a lending center for common household items, and a friendship family program. In spring 2005, CVIP was recognized by the President's Office with the Excellence in Diversity Award.

The Volunteer English Tutoring Program: Mastering the English language is among the most stressful problems confronting international students. VETP provides volunteer tutors for students and their spouses who request assistance. Volunteers include people from the community, retired faculty and staff, and MSU students. This long-standing program has served thousands of students in its rich history.

I. Strategic Partnerships

MSU has more than 160 active linkage agreements with international higher education institutions, professional, and research organizations. These linkages, which extend to about 50 countries, include approximately 50 student exchange agreements and well over 100 general

agreements or memoranda of understanding. These form the backbone of MSU's historical strength in international collaborations. An internationalized MSU at the forefront of understanding the impact of globalization should also have strategic partnerships around the globe with key universities and institutes. **Strategic partnerships should not disrupt these existing linkage arrangements or any faculty-based collaboration. Rather, they should provide for stronger, more comprehensive partnerships of mutual benefit to MSU and the partner institutions.** The partner institutions should be major collaborators on research, outreach/engagement, and education. They should not be wholly dependent on MSU support, as were such collaborations in support of new universities in the developing world undertaken under former President of MSU, John Hannah. Instead, each partner should bring strengths and resources to the table and extend the capacity of the other in teaching, research, and outreach/engagement. **This changing view of international development from one of assistance to one of cooperation and collaboration that systematically incorporates indigenously-generated knowledge and perspectives will be a hallmark of these partnerships.**

These partnerships could also play an important role in the recruitment of international undergraduates. This will require targeted recruitment efforts with alumni assistance abroad, maintaining strong relationships with staff at American degree programs in select countries, and forming deep relationships with select high schools abroad and domestic community colleges that have a significant international student population and can provide a prospect base of international students currently in the U.S.

What will be different about these strategic partnerships and our past linkages and alliances?

- Purposeful implementation.
- Accountability for progress.
- Explicitly addressing the concept of “strategic alliance” formation and expectations of both partners.
- Connecting priority setting for alliances to MSU's high priority areas of institutional research and education niche strengths.
- Adoption of new programmatic elements (e.g. dual degree programs).
- Attention to value-added for the Michigan economy.

- Potential for increasing and diversifying external funding in support of curriculum and research.

One example of a strategic partnership is, MSU, with leadership from the Canadian Studies Centre (CSC), sought to learn from U.S. and Canadian legislators, government officials, and business leaders how MSU can increase its contributions to helping them address common economic issues and harmonize trans-border concerns so as to maintain and expand the economic comparative advantage of the upper Great Lakes region in a North American and global context. During the past five years, MSU (1) consulted with the various constituencies who have an interest in trans-border economic issues to learn how MSU can assist them to address these issues and (2) engaged in numerous outreach/engagement activities intended to serve these constituencies and evaluated their effectiveness. The Canadian Studies Centre (CSC) and its affiliated faculty pursued a path toward this end that included (a) several proposals to create structures to promote ongoing programs on Michigan/Ontario economic issues and (b) numerous one-time activities that addressed this need while continuing to build capacity for the longer-term. These activities include: i) holding two conferences in Washington, D.C. on the desirability of a second round of negotiations on extending the Free Trade Agreement between the U.S. and Canada (2000-2003); ii) making a proposal for a Michigan/Ontario Center with the State of Michigan and Ministry of Trade of Ontario (2003); iii) hosting five Canadian Fulbright Visiting Scholars who were focused on U.S./Canadian economic issues related to their expertise in law, economics, political science, and engineering (2002-2004); iv) presenting MSU faculty members' recommendations concerning opportunities for trade and cooperation with Ontario to the Director of the Michigan Department of Labor and Economic Growth (2003); v) submitting a successful proposal to the Canadian National Railroad to endow an annual *Canadian National Forum* at MSU on issues concerning U.S.–Canadian relations and graduate and undergraduate prizes for papers on Canadian studies (2004).

J. Campus Life

Internationalizing the out-of-class experiences of MSU students, faculty, and staff is an important part of overall internationalization. The Self-Study Committee explored this issue at a number of meetings over the last two years, following closely a still ongoing joint discussion

between ISP, Student Life, and the Dean of Undergraduate Studies. The goal of internationalizing student life is to promote global competencies (skills, knowledge, and attitudes) beyond what is possible merely as part of the formal curriculum. It involves courses and curricula, experiential learning opportunities, extra- and co-curricular experiences, and social and civic experiences. Currently, at MSU there is no comprehensive picture of the range of opportunities available and no strategic plan for creating new experiences; although the ISL office underwent a review by an external consultant during 2005 (report in Resource Room). Provost Wilcox has tasked the Dean of Undergraduate Studies to provide leadership for this planning.

Internationalizing student life requires a partnership among Student Life, Undergraduate Education, and International Studies and Programs. Moving ahead with the goals of internationalizing student life will require that the following issues be addressed:

- create and expand links between formal and informal learning experiences (i.e., connect international speakers, performances or events to classroom activities and vice versa);
- better use of living and learning communities where students are “round-the-clock” learners;
- better use of the residence hall experience;
- create opportunities for immersion experiences other than traditional study abroad;
- coordinate substantial “training” not traditionally included in the classroom (inter-cultural communication, preparation for international travel);
- identify and connect with additional campus partners (e.g., Olin Health Center does a great job in preparing students for overseas travel);
- focus on some sustained student life experiences; not just “one shot” deals;
- intentionally connect students who have had international experiences – including international students and study abroad returnees – to other students for peer learning;
- strategically coordinate/encourage/invest in the development of additional out of class experiences that meet particular campus goals;
- plan out-of-class experiences that are developmentally appropriate for students; and
- provide a mechanism for students to reflect on international experiences and to document (perhaps through the use of a portfolio) development of their global competence

K. Administrative Structure and Support

As stated previously, there can be no “command model” internationalization at MSU. Great teaching, scholarship, and outreach/engagement depend primarily on great faculty and staff. Yet administrative structures and support also play a crucial role. This section presents a range of notions for enhancing or altering existing administrative supports for internationalization.

An institutional embrace of internationalization and a statement of the international mission of MSU start at the top. It must be one of a handful of stated priorities of the President, Provost, and Deans. It must also be one of a limited number of Presidential and Provost development priorities. Accordingly, expanding our international reach is one of the five goals of President Simon’s Boldness by Design. In addition, any move in the direction of a renewed set of priorities needs faculty input and support. The greatest single factor in the success of new efforts in internationalization will be an enthusiastic, supportive, and productive faculty. Further, to be a success, the MSU community, its external stakeholders, and key external audiences need to see the link between rhetoric at the top and day-to-day actions by faculty and staff.

MSU already has organized itself to support internationalization by creating a Dean of International Studies and Programs (ISP) and placing leadership for study abroad, international cooperation agreements, issues associated with international students, area studies centers, and much else under ISP’s administrative oversight. The Self-Study Committee did not carry out a review of ISP. However, it was impossible to examine any international issue on campus and not find significant ISP input and influence, whether in the form of setting policy, conducting overall management, providing financial support, or providing an interdisciplinary and integrated forum for discussion and decision. ISP provides much of the organizational impetus, synergy, and public face for MSU’s international programs and activities. It has its own dean and a capable staff, who have successfully managed both the full array of international programs at MSU and special efforts, such as the impressive growth of study abroad over the last decade. ISP’s strategic planning process (Resource Room) lead to, among other improvements, a process to negotiate with college deans on international faculty position replacement and the coordination of international development activities.

Since 1976, an Advisory-Consultative Committee as part of Academic Governance provides for broad-based participation by faculty and students in the policy-making initiatives in ISP. The

Committee consists of one faculty representative from each of the University's 14 colleges and affiliated law school, plus non-college faculty representatives. There are 2 elected representatives each for undergraduate and graduate student governance groups. The Committee serves in an advisory capacity to the Dean of ISP on all matters including undergraduate and graduate study abroad programs, international student affairs, exchange relationships with international institutions, international comparative and area studies, international contractual projects, and other relationships. The Committee also serves a role as the principal communication channel at the policy level between ISP and faculty and students.

The Committee considered options that would move away from the ISP structure but found them unpersuasive. The most likely alternative—an international center within a large literature, science, and arts college—would be impossible at MSU without creating a liberal arts and sciences college structure, which is unlikely in the near future. Even then Committee members were concerned that this alternative would not be in as strong a position as a unit like ISP is to build bridges across and between key liberal arts, professional, natural science, technical and applied programs, and service units.

Supporting “Virtual” Internationalization

Internationalization uses now and needs for the future a high level of technological support. Continued commitment to support “virtual internationalization” by building on MSU's considerable base of diverse electronic resources and interactive websites will be important. Such an initiative includes the growth of online repositories, journals, and other important and recognized web resources, such as MSU's CIBER. In areas where the university is asserting its leadership, there must be an online component. Another aspect of the technology initiative is the acquisition and distribution of web collaborative software to support the virtualization of international [and other] classes, meetings, and outreach/engagement. The software needed to create virtual classrooms or symposia across continents has many applications and is also a priority for the sciences, engineering, business, and elsewhere across campus.

Enhancing Communication Internally and Externally

Another important element of administrative support is an enhanced ability to communicate internally and with external stakeholders and the public at large. A number of people mentioned

the difficulty of navigating a large university with so many visitors and activities taking place at any given time. There seems to be a clear need for a single web portal and supporting LISTSERVs where one-stop information could be found on international activities, events, seminars, opportunities, and programs. The Committee has only begun to think about this issue and has simply flagged it here for further discussion and advice. The redesigned ISP [website](#), with its calendar of international events, is a start in this direction.

Pursuing an International Admissions Strategy

If internationalization is a major mission of MSU, then we need to adapt admissions efforts to reflect this priority, both in how we market to prospective students in the U.S. and in expanding the number and improving the distribution of international students. Origin diversity for the undergraduate international population at MSU enriches the undergraduate experience for all students, faculty, and staff. Over 56% of the MSU international students today come from Korea, China, India, Japan, and Taiwan. The Asian markets provide MSU with volume in student enrollment; however, MSU gains much from student diversity from other world regions. In addition, national data over the past three years indicate a decline in international applications. MSU fits this trend. The Office of Admissions and Scholarship's Strategic Plan (Resource Room) for Undergraduate International Recruitment for Michigan State University was designed to provide a multi-year plan for recruitment of undergraduate international students, with long and short term objectives tied to appropriate strategies, performance indicators, and assessment of outcomes that will enhance MSU's position in a competitive international admissions environment. The plan has a recruitment goal to increase the geographic and programmatic diversity and number of high quality international undergraduates.

L. Summary and Request for Advice

MSU builds on a very strong base of international research and engagement that can trace its modern roots back 60 years to the rebuilding and development efforts following World War II in Europe and Asia, and then in Africa and South America. In the 20th century, MSU built its international reputation, in part, through its involvement in the creation of new universities and colleges around the globe and its development work, and most recently on our expansive study

abroad programs. MSU's international engagement in the 21st century will be based on equal, transparent, and reciprocal partnerships with host-country institutions. This model is made possible by information technology and the growing higher education infrastructure in an increasing number of countries. As we embark on a proactive, strategic approach to strengthen and expand MSU's historical base of international engagement and to build on our areas of institutional knowledge creation and dissemination, we request advice and counsel from the HLC/NCA evaluator/consultant team in a number of areas.

1. **MSU aims to redefine the national paradigm on internationalization in all its diverse aspects, including:** Faculty, student, and staff activities, curriculum, majors, and programs design, research metrics for success, systematic budget decisions, strategic partnerships, and working with the political landscape in Michigan, which has been too insular.

- **What will “internationalization” look like in a land grant, AAU institution in 2020? If MSU creates the prototype, what will we look like? What will we need to change?**

2. **How should we consider extending our international reach through in-depth relationships with strategic partners? What are the appropriate criteria on which we should base our decisions? In relation to:**

- MSU's research strengths in responding to thematic opportunities that may not be ultimately tied to countries or regions,
- where we can make a difference in a limited number of countries of strategic importance to Michigan, the U.S., and the world, and
- where we can mount capacity-building that enhances MSU and the partner country/region:
 - a) **What should we do and how shall we choose?**
 - b) **As we move towards educational partnerships, how and where should we make the best investments?**
 - c) **How can we have maximum impact? How should we define impact?**
 - d) **By what metrics shall we measure success?**

3. **How shall we best promote “internationalization” on campus?** MSU provides undergraduate and graduate students with a growing set of comprehensive programs of curricular and co-curricular offerings in area studies/international/global education.
 - **How might we better integrate these?**
 - **What are the metrics by which we should assess our outcomes?**
4. **How might we enhance language offerings in a resource-constrained environment especially when our international reach is so broad?**
 - **What is the variety of models we should consider for commonly taught languages?**
 - **Less-commonly taught languages:** MSU pioneered tutorial models with supervised, native speakers. MSU is also at the forefront of online language pedagogy, e.g. through the CIC course share project on second year Portuguese. MSU’s Center for Language Education and Research is developing proficiency tests for two African languages and two Asian languages.
 - **How can we improve our assessment of language proficiency while understanding that an emphasis on proficiency and not just “seat time” is expensive in terms of time and resources?**
5. **How shall we continue to increase international engagement of faculty and graduate students?** MSU recognizes that the reward structure for faculty should be enhanced and that support for faculty and graduate students to engage in international/global work should be increased.
 - What are creative options for expanding opportunities and reward/incentive systems?
 - How broadly shall we conceive of these opportunities?
6. **What is the balance and connectedness for area/regional studies and thematics for a 21st century internationally-engaged university?**
 - **What should be the primary measures of success when assessing the contribution and relevance of area and language studies?**
 - **What is the fit between Title VI funding priorities and what an internationally-engaged 21st century university should be doing?**

7. **How can we continue to expand MSU's national reputation in study abroad?** MSU has more than 200 programs in 60 countries on every continent making it one of the largest in the U.S. In addition, our definition includes all majors, all colleges, and cost control as defining themes. MSU's current signature strengths include: health and safety in study abroad, impact assessment, curriculum integration, and faculty-led study abroad programs.

- **How can we leverage these nationally-recognized strengths to expand direct enrollment options and other new delivery formats that increase MSU's capacity to offer high quality study abroad programs?**