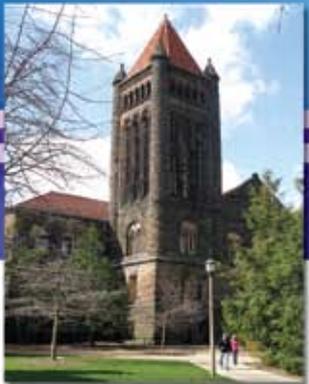




Internationalizing the *Campus* 2008



PROFILES OF SUCCESS AT COLLEGES AND UNIVERSITIES



NAFSA

Association of
International Educators

ACKNOWLEDGMENTS

NAFSA gratefully acknowledges the considerable work of five volunteers who constituted the selection jury responsible for choosing the institutions profiled in the *Internationalizing the Campus Report 2008*:

BRIAN WHALEN (chair), associate dean of the college and executive director of Global Education, Dickinson College

DAVID LARSEN, vice president and director for the Center for Education Abroad, Arcadia University

RON ROBERSON, vice president of Academic Affairs, Howard Community College

SUSAN BUCK SUTTON, associate vice president of International Affairs, University of Indiana

CHUNSHENG ZHANG, vice provost for International Affairs and Outreach, University of Oregon

Their careful review of the nominations and thoughtful deliberations were truly invaluable.

This report was researched and written by Christopher Connell, formerly the national education reporter for The Associated Press (AP), and later assistant chief of the AP Washington Bureau. Mr. Connell is a freelance writer, editor, and consultant who works with foundations, nonprofit organizations, and government agencies. He also contributed many of the fine photographs accompanying the profile articles on the Senator Paul Simon Award winners.

Many thanks go to the representatives of the colleges and universities who participated in the project, including all who submitted nominations. We especially thank the institutions featured in this report for their assistance in helping us research and report their stories.

We once again express our gratitude to the family of Paul Simon for lending the late senator's name to the Senator Paul Simon Award for Campus Internationalization, bestowed upon the five institutions to receive campus-wide profiles in the 2008 report.

Internationalizing the Campus reports from previous years and information about the competition can be viewed online at www.nafsa.org/itc.



David Larsen, Brian Whalen (chair), Susan Buck Sutton, Chunsheng Zhang, and Ron Roberson

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INTRODUCTION

This year marks the sixth anniversary of *Internationalizing the Campus: Profiles of Success at Colleges and Universities*, a report on international education in the United States developed by NAFSA: Association of International Educators. Profiling institutions selected to receive the Senator Paul Simon Award for Campus Internationalization, the report cites exemplary practices, model approaches, and major trends, describing the current state of international education on these award-winning U.S. campuses.

This annual publication serves to highlight the power of international education to advance learning and scholarship, build understanding and respect among different peoples, and enhance constructive leadership in the global community.

This year NAFSA received many outstanding nominations for the Senator Paul Simon Award for Campus Internationalization from a diverse group of distinguished institutions throughout the United States.

In seeking out institutions where international education has been broadly infused across all facets of the institution, the 2008 Selection Jury (listed on p. ii) was tasked with looking for some or all of the following characteristics:

- The campus has been widely internationalized across schools, divisions, departments, and disciplines.
- There is evidence of genuine administrative or even board-level support for internationalization.
- The campus-wide internationalization has had demonstrable results for students.
- The institution's mission or planning documents contain an explicit or implicit statement regarding international education.
- The institution's commitment to internationalization is reflected in the curriculum.
- The campus-wide internationalization has had demonstrable results within the faculty.
- There is an international dimension in off-campus programs and outreach.
- There is internationalization in research and/or faculty exchange.
- The institution supports education abroad as well as its international faculty, scholars, and students.

Each of the five institutions chosen by the jury to receive the Senator Paul Simon Award for Campus Internationalization is profiled in this report. Among the 2008 winners are schools of

widely varying sizes and resources: Goucher College in Baltimore, Maryland; Nebraska Wesleyan University in Lincoln, Nebraska; Pittsburg State University in Pittsburg, Kansas; University of Illinois at Urbana-Champaign; and Valparaiso University in Valparaiso, Indiana.

Three other institutions are spotlighted in this report for their outstanding accomplishments in specific areas of internationalization. Colorado State University is recognized for its comprehensive strategic plan for internationalization, Miami Dade College is noted for its globally themed arts and literature programs, and Webster University is acknowledged for its extensive and fully integrated network of overseas campuses.

The five Simon Award-winning institutions were recognized in May 2008 in Washington, DC at a special ceremony held during NAFSA's 2008 Annual Conference. It was there that the five institutions selected for their overall excellence in internationalization were presented with NAFSA's Senator Paul Simon Award for Campus Internationalization. The late senator served Illinois and the nation as a strong voice for civil rights, peace initiatives, and international education. He was a strong advocate throughout his career for international education, using his positions on various committees in the Senate to advocate for exchange. His leadership in this area was especially evident in his robust support, along with Senator David Boren of Oklahoma, for the creation of the National Security Education Program, which addresses critical national security deficiencies in language and cultural expertise.

We hope that international educators will share this report with their institution's top leadership—including their trustees—in order to document and underscore the value of international education. *Internationalizing the Campus* is also of great value in communicating with wider communities and regions. Legislatures and government agencies may find it helpful in discussing and understanding international education and exchange. Finally, we hope that it not only presents knowledge and resources to help improve the practice of international education, but also that it inspires new insights and activities in years to come.



Everett Egginton

Dean, New Mexico State University
President, NAFSA 2008



Marlene M. Johnson
Executive Director and CEO

NAFSA: Association of International Educators



The suburban campus of Goucher College is noted as an outstanding example of mid-twentieth century architecture and college campus design and was added to the National Register of Historic Places in 2007.

STUDY ABROAD MANDATE BRINGS
STUDENTS AND CHALLENGES TO

Goucher College

AVIVA BERGMAN'S WORN YELLOW SACHEL DOUBLES AS A DIARY OF HER ADVENTUROUS YOUNG LIFE: ALMOST EVERY INCH IS COVERED WITH FLAG PATCHES FROM THE 45 COUNTRIES WHERE SHE HAS STUDIED, VOLUNTEERED, TRAVELED, AND TAUGHT. That's



not counting Namibia, Botswana, and Korea, where the Goucher College senior spent a day or two—not long enough in her book to justify adding a patch to “my sacred bag.” The sociology major speaks Spanish, Portuguese, French, and some Bambara (picked up during a semester in Mali). Goucher, a sylvan, 290-acre campus outside Baltimore, Maryland, is a place where Aviva found kindred spirits, and more in the making. Starting with the class of 2010, no one will graduate from Goucher without at least one stamp in their passport.

Goucher is the first traditional liberal arts college in the nation to require everyone to have an education abroad experience. President Sanford J. Ungar calls it “shameful” that more Americans don’t spend a portion of their college years studying outside the United States and says flatly, “It’s ridiculous to claim that students are educated if they have not had some international exposure.” Ungar feels he was hired in 2001 “at least in part to retrieve and enhance the college’s international character.” Goucher began in 1885 as the Woman’s College of Baltimore City and was renamed a quarter-century later for one of its founders and second president, the Reverend John Franklin Goucher, a globe-trotting educator and churchman who opened schools, colleges, missions, and hospitals across China, Japan, Korea, and India. He and his wife helped buy the land in Tokyo near the Emperor’s palace on



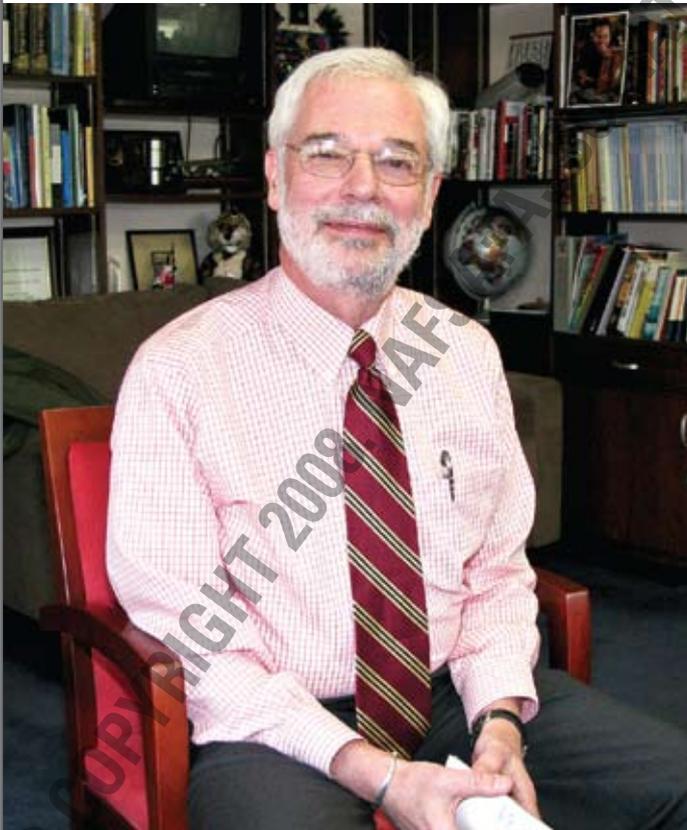
which the Anglo-Japanese College—now Aoyama Gakuin University—was built in 1882, an early recognition “that education is necessarily a global pursuit,” as Ungar said in a 2002 speech on the Tokyo campus (<http://www.goucher.edu/x4702.xml>).

Goucher went coed in 1986, a move that reversed declining enrollments. It was already trying to ramp up international activities in a 1995 strategic plan; a donor back then made a gift that funds study abroad scholarships for needy undergraduates. But former President Judy Mohraz, said, “Sandy’s just taken it miles farther. He’s made it a signature for the college.” Ungar arrived on campus two months before September 11, an event that convinced many American educators of the urgency of doing a better job of helping students understand the world and those opposed to Western ideals and freedoms.

Ungar admits frankly that he was also looking for something that would separate Goucher from other liberal arts colleges. “It needed something distinctive, and what better thing to distinguish it than this focus on international education?” said Ungar. He also convinced his board that it was the type of “big idea” that would attract both students and donors more than just replacing the campus library. Indeed, the mandate has been prominently featured in a major capital campaign that has allowed Goucher to build a \$32 million facility called the Athenaeum that will house a café, fitness center, art gallery and performance spaces, as well as a superior library.

BUILDING SUPPORT FOR THE STUDY ABROAD MANDATE

The mandate—which requires students to spend at least three weeks in an approved study abroad program or internship in another country—was articulated in a sweeping 2002 strategic plan, *Transcending Boundaries of the Map & the Mind*. But first Ungar had to convince the faculty to actually make study abroad a requirement, and that took three full years. Some faculty were worried that the small college was rushing into



President Sanford J. Ungar

Robert Beachy, associate professor of history, whose field is German history and culture.



this too fast and without sufficient support for the increased study abroad load. Goucher hired a fourth person for its Office of International Studies, but the burden of encouraging more students to study abroad would fall largely on the faculty. Many opt for three-week, faculty-led study trips overseas in January or the summer, and it takes a significant amount of time and planning to get both the logistics and curriculum right for such intensive courses. Still, the idea captured the fancy of the public and prospective students from the start, even before the mandate took effect for the freshmen who entered in fall 2006.

The faculty deliberated for three years before agreeing to include the education abroad requirement in a larger overhaul of Goucher's general education requirements in 2005. And starting with the class of 2010, the college began giving every student a \$1,200 voucher to partially offset the cost of studying abroad.

Robert Beachy, an associate professor of history, said, "I don't know that anybody expected (the requirement) to come quite as soon as it did... There was a fair bit of concern about implementing this effectively." But Beachy, whose field is German history and culture, said he's been struck by the enthusiasm and creativity of faculty for coming up with new education abroad offerings. "I'm impressed at the number that

exists for a relatively small-size faculty. I guess if any school can do this, Goucher probably can because there really is this devoted sort of semi-selfless faculty." Beachy, who advises eight freshmen and a dozen history majors, believes the college needs to devote more resources to faculty development and to the International Studies office. "Things need to be streamlined," he said. "Right now it's a little complicated sometimes figuring out how students get credits or what credits they get exactly. There aren't enough clear policies in place."

Some faculty questioned whether Goucher should be providing \$1,200 vouchers for everybody, regardless of financial need. Eventually the college will spend almost a half-million dollars a year. But Ungar said more than three-quarters of Goucher's financial aid is based on financial need. "We've cut way back on merit aid and reduced our (tuition) discount rate to 35 from 49.6 percent."

Ungar said that requiring study abroad was risky. "We were taking a very big plunge. What if students didn't come? What if people didn't like the idea?" he said. He needn't have worried. A flood of applications has put those fears to rest. Four thousand students applied to Goucher for 2007-08, double the number seven years earlier.

Goucher enrolled nearly 1500 undergraduates and more than 800 part-time graduate students in 2007. Goucher has rented nearby apartments to handle the overflow from campus housing.

Even before the mandate, more than half of Goucher seniors had studied abroad by the time they graduated, and that number had risen to 77 percent for the class of 2006 according to *Open Doors* figures. Some 132 members of the class of 2010 actually used their \$1,200 vouchers as freshmen or sophomores. Most were expecting—and expected—to do so as juniors or seniors. Ungar said it will be several years before the results of this experiment are known.

FACULTY PLAY A CRITICAL ROLE

The most popular and common option for students to fulfill the requirement is to head off with a Goucher professor on one of the three-week intensive courses abroad that are offered during winter break and after the spring term ends. Some of these study abroad classes tied into longer coursework on campus before and/or after the overseas trip. In January and May, faculty lead students to Rio de Janeiro to learn the history of dance in Brazil; to Shanghai and Beijing to absorb Chinese history and philosophy; to Prague to explore the Czech capital's twentieth-century journey from fascism to communism to capitalism; to Honduras where students dive in coral reefs while learning tropical marine biology; to

Accra for an immersion in the arts and culture of Ghana and West Africa.

Still, a sizable minority of Goucher students study abroad for a full semester, an option that has been growing in popularity. And with support from a U.S. Department of Education grant, Goucher has developed several courses that are team taught by language and content experts for seven weeks in the fall, then three weeks overseas, and seven more weeks back on campus. They have ranged from peace studies in Spain, to theater in Paris, and to multicultural education in Costa Rica.

“Those last seven weeks were paradise for me,” said Isabel Moreno-Lopez, assistant professor of Spanish, who taught the 8-credit multicultural education class with Assistant Professor of Education Tami Smith. Moreno encountered resistance when she tried to teach entirely in Spanish before the trip to Costa Rica, but afterward “their attitude changed completely. It was a 100 percent shift. The students loved their experience there and loved the language,” she said. The students slept in tree houses at an environmental hostel in the middle of a rain forest and learned from Bribri Indians about their lives and culture. Back in Maryland, the students could not get enough Spanish. “They wanted more and more and more. They were sad when it ended and asked if they could still meet with me over coffee and discuss books. I still have some of these students coming,” said Moreno-Lopez. “The students you take abroad are students for life.”

“They wanted more and more and more . . . The students you take abroad are students for life.”



LEFT TO RIGHT:

Isabel Moreno-Lopez, assistant professor of Spanish, taught the multicultural education class.

Marc Roy, provost and chief academic officer, and member of the Diversity Standing Committee.



Goucher students are accustomed to a lot of attention from professors, at home and abroad. “Most people that come here were looking for a small, liberal arts school,” said sophomore Royce DuBiner. “I mean, I lunch with my professors and talk with them all the time. After an exam you can walk into their office and they go over it with you right there.” DuBiner, from Atlanta, Georgia, cashed in his \$1,200 voucher on a three-week trip to Vietnam last January led by Nicholas Brown, chair of Political Science and International Relations, who showed them the firebase where he served during the war, now a farmer’s field. They journeyed from Ho Chi Minh City (formerly Saigon) to Hanoi, learning about Vietnam’s history and its current social and economic reforms.

Goucher so far has implemented the education abroad mandate by hiring just one additional staff member for what is now a four-person Office of International Studies. Two education abroad advisers, an administrative staffer, and student workers round out the office (visas for Goucher’s international students are handled by the Admissions Office). “It is a small infrastructure,” said Provost Marc Roy, who came to Goucher in 2007. “The faculty is carrying a lot of the burden in terms of advising students. But the staff here is incredibly productive and so far they’ve been able to meet the challenge. I think time will tell us what’s necessary to do.

But yes, faculty are carrying a lot of the load, both in terms of designing the intensive courses abroad and some of the logistical preparation for that. We need to find ways to make that less of a burden for faculty.”

Political science professor Eric Singer spent eight years as associate dean of International Studies. “My main charge has been to think strategically and work with faculty and department to internationalize our curriculum and our academic programs,” said Singer, who has now relinquished



Eric Singer, associate dean of International Studies, with sophomore Matt Cohen-Price.



LEFT TO RIGHT:

Steven DeCaroli, associate professor of philosophy, led classes to China and Greece.

LaJerne Cornish, assistant professor of education, led students on trips to teach in South African schools.

Antje Rauwerda, assistant professor of English raised in Singapore, was co-leader on the first Goucher trip to China.

those administrative duties and will resume teaching full-time after a sabbatical. Singer regularly proselytized fellow faculty to teach courses overseas and led several study abroad trips himself to South Africa. He put the arm on LaJerne Cornish, an assistant professor of education, one summer when Singer needed students to teach math in a South African township school.

Cornish found two willing education majors and agreed to take an exploratory trip with Singer to South Africa. Cornish, a Goucher alumna and former assistant principal of a Baltimore middle school, had never been out of the country. "I grew up in Baltimore City and thought I had some conception of poverty, but nothing prepared me for what I saw in South Africa," she said. For the past four summers, she has led groups of up to a dozen education majors to teach in an overcrowded school in rural Grahamstown, South

Africa. She has also raised thousands of dollars to donate books to township schools. "This has really pushed me in unexpected ways," said Cornish.

EXPLORING GLOBAL ISSUES

Service, whether in inner city Baltimore, hurricane-ravaged New Orleans, or the slums of Grahamstown, is part of the culture at Goucher. Sophomore Maura Roth-Gormley, 20, of Harrisburg, Pennsylvania, first learned about Goucher in the book, *Colleges That Change Lives*, by Loren Pope. "I was interested because of Goucher's international studies program and all the emphasis on service learning," said the history major and ballet dancer who also teaches yoga.

Roth-Gormley is also in Goucher's International Scholars Program (ISP), which places students in special seminars exploring global issues during their first three semesters and requires them to take one language class beyond the intermediate level and to study abroad for at least a semester. The ISP students get \$3,000 vouchers. Roth-Gormley already has been to South Africa on a three-week course, and plans to return for a full semester on an exchange with Rhodes University in Grahamstown. "When I talk to people at other colleges, I'm always kind of shocked" how few plan to study abroad, she said. "When I say I've already studied abroad and plan to do so again, they say, 'Well, that's interesting. I'd love to do that—but I probably won't.'" Still, the ISP, which started in 2005, isn't everyone's cup of tea, with prescribed courses and a long research paper. Forty students in the class of 2010 signed up for ISP as freshmen; half had left the program before the third semester's end.



Sophomores (left to right) Royce DuBiner, Matt Cohen-Price, Debra Linik, and Maura Roth-Gormley are the first class affected by the study abroad mandate.

But others love it. The study abroad mandate “is why I came to Goucher,” said sophomore Debra Linik of Woodstown, New Jersey. Linik, a political science and international relations major, extolled a seminar in which her class explored how the Maryland crab industry has gone global. Phillips Seafood Company, which started on the boardwalk in Ocean City, now operates seafood canning plants in Indonesia, Thailand, the Philippines, India, Malaysia, Vietnam, and China, and relies on migrant labor from Mexico to staff its crab-packing houses on the Chesapeake Bay.

Steven DeCaroli, an associate professor of philosophy who has led classes to China and Greece, said that at Goucher, “You can pick up the phone and talk to the person in charge and get something done on a first-name basis. There’s not a lot of bureaucracy to go through.”

Antje Rauwerda, an assistant professor of English who was raised in Singapore where her Dutch father was a petroleum geologist, partnered with DeCaroli on that first China trip. Rauwerda said of the education abroad mandate, “As with any big change, there are little bumps; there are little parts of implementing this that are awkward. But I think it will change the feel of the campus community,” and once the students start “cross-pollinating”



Junior Lindsey Hendricks shows one of the agricultural co-op’s campus composting bins.

their experiences in China or Mali or Ireland, “it’s going to be really interesting.”

Lindsey Hendricks, 20, a junior biology major from Bar Harbor, Maine, said the study abroad mandate is attracting “a different crowd” to Goucher. “I can remember in my freshman year a lot of people didn’t want to study abroad or even do an off-campus internship. You don’t hear that any more,” said Hendricks, who took a tropical marine biology class in Honduras and journeyed to London to study immigrant cultures in the East End. Hendricks is a leader of an agricultural co-op that tends large composting bins around campus, harvesting leftover vegetables from the cafeteria daily.

Sophomore Anndal Narayanan, 19, a French and history major from Delray Beach, Florida, is spending her junior fall semester at the Sorbonne in Paris. She, too, learned about Goucher from *Colleges That Change Lives*. “The international study requirement was really the clincher,” said Narayanan. The requirement “explains why the freshman class was the biggest that Goucher’s ever had,” said Narayanan, who recently received honors for her freshman ISP paper comparing the



Sophomore Anndal Narayanan is studying at the Sorbonne for fall 2008.



LEFT TO RIGHT:

Laura Burns, assistant professor of art, led students on trips to study life on the U.S.-Mexico border.

Marianne Githens, political science professor with Ph.D. from London School of Economics, is one of the longest serving faculty members.

Kaushik Bagchi, associate professor of history from India, led students on trips to Ghana for study in the arts.

1968 student takeover at Columbia University in New York to the riots at the Sorbonne.

GREATER STUDENT ENGAGEMENT

J. Michael Curry, former vice president and academic dean, believes the study abroad mandate is bringing in students who are more “engaged, thoughtful, open to new experiences, (and) aware of the world.” And while some choose Goucher because of the safe, suburban campus, the mandate also serves notice that Goucher “will push them out of the comfort of the nest,” he said.

The responsibility for ensuring that a student goes abroad really rests with the students themselves, but the faculty “have a responsibility for getting the conversation started,” said Associate Dean Janine Bowen.

Laura Burns, an assistant professor of art who teaches photography, said this is “a big time of transition” for both faculty and students. “It is very new in terms of advising. It’s new in terms of figuring out who’s on campus and who’s not. It’s new in terms of figuring out how difficult it becomes for students to meet their requirements here and yet go abroad,” said Burns, who has led classes to study life on the border shared by El Paso, Texas, and Ciudad Juarez, Mexico.

“So far it seems to be working quite well,” Burns added. “The students I’ve been talking with are good planners. It’s making them plan a little bit more into the future, having to sort of sit down and say, ‘O.K., this class is available this semester; if I’m gone this semester, then I need to do X, Y, and Z.’ It means that people are tending to write out a four-year plan as opposed to a semester-by-semester plan.”

Marianne Githens, professor of political science and one of the longest serving faculty members—she arrived in 1965 fresh from finishing her Ph.D. at the London School of Economics—believes Goucher “is going through a real renaissance.” Students in her “Women in Politics” class were more familiar with Ségolène Royal and her campaign for president of France than an earlier generation would have been. “That’s one of the wonderful products of internationalizing here at Goucher,” said Githens.

**FROM DANCE TO LACROSSE—
INTEGRATING STUDY ABROAD**

Kaushik Bagchi, an associate professor of history, and Amanda Thom Woodson, professor of dance, have teamed to lead students on five trips to Ghana and one to India. “When I came here 15 years ago, mine was one of the few international voices on campus. I was an international specimen

“I see a huge, huge change in international awareness and knowledge on the part of both students and faculty.”



Amanda Thom Woodson, professor of dance, led students to Africa and Brazil to study music and dance.

on campus. That is no longer the case. I see a huge, huge change in international awareness and knowledge on the part of both students and faculty,” said Bagchi, who is from Delhi.

“We do a lot of drumming and dancing” on the Ghana trip, said Bagchi. “Some people may think, ‘That’s not for me.’ But in the villages we visit, music and dance are completely integrated into everyday life and politics.” The students also learn the history of the slave trade and visit the forts and castles built by the Portuguese and Dutch traders.

Woodson also takes dance students to Brazil to study music and dance. Sometimes, she will hear from a student that her parents “will not pay for them to go on a dance international exchange program because they are not ‘learning anything.’ I explain to the parents that this is not purely about dancing. It is a cultural experience.” Woodson, a native of Edinburgh, Scotland, grew up in a military family in Malta, Germany, and Singapore.

Goucher’s dance program has never lost the luster it enjoyed when it was a women’s college.

Goucher also has a strong equestrian program, with its own stable of horses. Its athletic teams compete in NCAA Division III, with no athletic scholarships. Thomas L. Till, swim coach and assistant athletic director, said coaches understand that at Goucher, academics comes before athletics even if that means a star athlete may miss a season while studying abroad. Women’s lacrosse was short three players last spring because several players were overseas. “As a coach, you deal with these—I don’t want to call them frustrations, but little setbacks. You can’t fault the kids because they’re getting these great experiences. And it’s neat to see the transformation when they come back,” said Till.

COMFORTABLE OUT ON A LIMB

Ungar grew up in Wilkes Barre, Pennsylvania, the son of grocers who immigrated from Eastern Europe. He went to Harvard, wrote for the *Crimson*, and thought his future might be in the law and small town politics. But “the world just opened to me” after he won a Rotary Foundation Fellowship to the London School of Economics and became a foreign correspondent in Paris and Nairobi.

He also spent a summer working for the English language *Argus* newspapers in Johannesburg, Durban, and Cape Town, seeing apartheid at its worst. Later he wrote books on Africa, the FBI, the new wave of immigrants, and other topics; hosted National Public Radio's *All Things Considered*; became dean of the communications school at American University; and was director of the Voice of America from 1999 to 2001.

His vision for international education permeates all matters, large and small, at Goucher. When a Maryland community organization came by to solicit an institutional membership fee costing \$7,200, Ungar instantly did the math in his head. "That's six stipends for students to go overseas," he said. "You have a high threshold to tell me that that's more important than putting the money into sending six students overseas."

The study abroad mandate has earned Goucher waves of publicity. A recent feature in *The Chronicle of Higher Education* took note of some grumbling among the faculty, but gave Ungar the last word. "I'm comfortable being out on this limb," he said.

Ungar amplified on those thoughts. "One of the challenges is to bring faculty along in all disciplines and help them see that the international component of things is not a luxury but a growing necessity. It's understandable that some people would have reservations and concerns, especially because to them in some cases they feel, 'If I'm going to make room for an international component... then what has to go? What is it going to replace?'" he said. "The answer in my view is that curriculum has always changed and will always change."

To campuses thinking of following Goucher's example, Ungar offered this advice: "Make sure that there are lots of new programs in the cooker, lots of new ideas for study abroad programs, both short- and long-term ones. I might urge that people do that a little bit sooner than we did."

Institutions also need to collaborate more on the courses and classes they take overseas. "No doubt everybody wants to do something unique and have programs that reflect the character of each individual institution. There's nothing wrong with that," said Ungar. "But I think everybody needs to learn a little bit more about group play."



Challenges and Lessons from the Goucher Experiment

- **RISKS.** Mandating study abroad for all students was risky, with repercussions for enrollments, budget, faculty workloads, and course requirements. But with applications and enrollments rising, the bet appears to be paying off.
- **FACULTY BUY IN.** After Goucher's president announced the mandate in 2002, it took three years for the faculty to debate the move and finally to incorporate it into revised general education requirements. It was instituted for the class that entered in 2006. Faculty buy in was crucial to this significant effort to internationalize Goucher.
- **COSTS.** Even the \$1,200 student voucher covers only one-half to one-third of the costs of Goucher's intensive courses abroad, in which faculty lead students to Asia, Africa, Europe, and South America. Goucher is working to raise more funds for scholarships.
- **ONLY ONE STEP.** Administrators and faculty recognize that sending students abroad is only one step in the internationalization process. "It's also enhancing and focusing on the international aspect of every discipline here," said Ungar.
- **FEW INTERNATIONAL STUDENTS.** In business parlance, Goucher does a big export business, but not much on the import side. Only eight international students were enrolled in 2007-08 on a campus with 4,472 undergraduates and 890 graduate students. Ungar said Goucher attracted more international students before September 11 and hopes to grow those numbers again.
- **LEAN STAFFING.** Goucher has set out to expand its international education activities with a very lean administrative and support structure. Its Office of International Studies relies on a director, two study abroad advisers, and one support staff as well as student help. The Admissions Office handles visas for international students. Faculty take on responsibility for both the curricular activities and many of the logistics of leading students abroad.
- **NO BUREAUCRACY.** The corollary of a lean administration means that Goucher has little bureaucracy and encourages faculty creativity. "There's a lot of people who say yes on campus, and they control the purse strings," said philosophy professor Steven DeCaroli. An English professor, Antje Rauwerda, said, "You have the feeling that anything is possible, so that if I decided to design a trip to go to Antarctica, nobody would put up a fuss."
- **ACADEMIC INTEGRATION.** Goucher already packages many overseas class trips around full- or half-semester courses on campus, including some that extend to 17 weeks: seven weeks of classes in the fall, the three-week trip abroad, and seven more weeks back on campus in the winter and spring. Eric Singer, outgoing associate dean of international studies, said providing curricular and co-curricular opportunities for students to prepare before they travel and follow through on their return will be "the critical component of our success." With assigned papers and presentations after students return, Goucher hopes "to create more deliberate opportunities for those kinds of experiences to take place."
- **INTERNATIONALIZING FACULTY.** Singer proselytized regularly among the faculty to consider teaching courses overseas and sent them on exploratory trips to partner universities in South Africa, Argentina, Australia, and other places. A small fund for faculty international development helped. "We use that to not only help faculty do research on the short-term courses that they want to develop, but also so they can understand better what the academic, cultural, and educational environment is for students" at these overseas campuses, Singer said. That pays off in better advising.



Altgeld Hall, former library added to National Register of Historic Places in 1970.

University of Illinois at Urbana-Champaign

A LAND-GRANT GIANT OPERATES ON A GLOBAL STAGE

THE BOXER REBELLION AGAINST FOREIGN INFLUENCE ENDED A CENTURY AGO WITH RUSSIAN, JAPANESE, AND WESTERN FORCES OCCUPYING BEIJING AND FORCING CHINA'S IMPERIAL GOVERNMENT TO PAY REPARATIONS. THE UNITED STATES WAS DUE A MINOR SHARE FOR ITS SUPPORTING ROLE IN QUASHING THE REBELLION.

Edmund J. James, president of the University of Illinois, saw an opportunity to draw something positive for China out of the bitter potion of defeat. He led the way in convincing President Theodore Roosevelt to use the compensation for an altruistic purpose: bringing Chinese students to the United States to pursue higher education.

Hundreds of those young scholars ultimately earned degrees on the Urbana-Champaign campus, and Britain also used its reparations for scholarships. The same funds were used to build a preparatory school in Beijing called Tsinghua College—forerunner to Tsinghua University, now one of the world's greatest institutions of higher education with a campus modeled after Illinois's famous Quad. Tsinghua weathered hard times during World War II and the Cultural Revolution, but when China reopened to the world, "we engaged quickly to rebuild that relationship," said Jesse G. Delia, executive director of Illinois's International Research Relations. Today, nearly 1,000 of the 5,685 international students on the Illinois campus hail from the People's Republic of China.

International roots run deep at Illinois's flagship campus, which began operations in 1867—five years after the Morrill Act—as Illinois Industrial University. Its first president, John Milton Gregory, described it as “West Point for the working world.” By 1908 it became an early member of the Association of American Universities. Today it keeps an international profile that few institutions can match, with eight federally funded Title VI National Resource Centers: African Studies; European Union Studies; East Asian and Pacific Studies; South Asian and Middle Eastern Studies; Latin American and Caribbean Studies; Russian, East European, and Eurasian Studies; Global Studies; and a CIBER (international business center) in the business school. Only the University of Washington and the University of Wisconsin-Madison have more. It ranks fourth among U.S. universities in international student enrollment (the only ones with more—the University of Southern California, Columbia University, and New York University—are private), and fifth in the number of students who study abroad—more than 2,000 each year. Chancellor Richard Herman hopes to double that number by

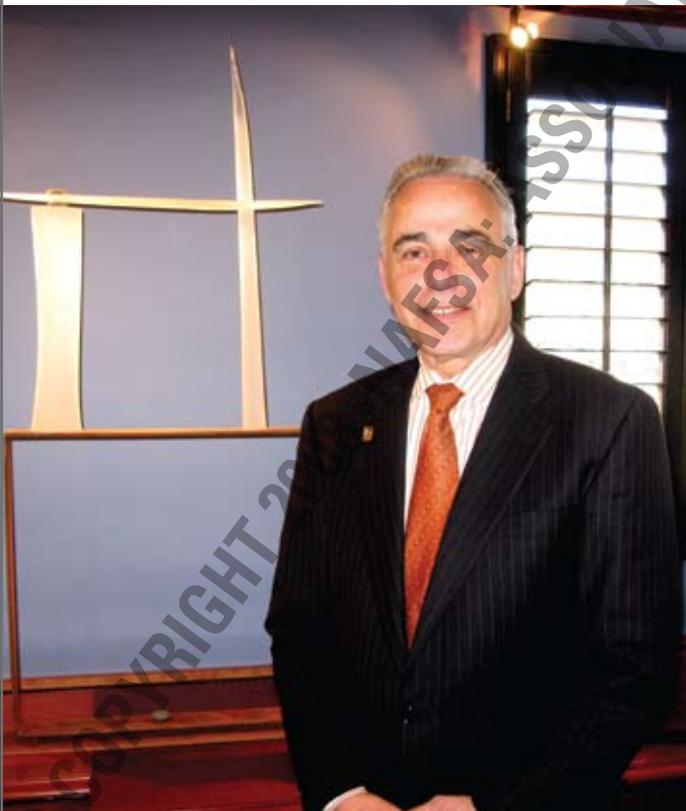
2012 as part of his dream of making the University of Illinois “the world’s preeminent institution in international education, research, and service.”

In some respects that ambition means going back to the future, for Illinois professors were deeply engaged in international education projects spanning the globe in the 1950s and 1960s when, with the help of the Marshall Plan and later with U.S. Agency for International Development grants, they helped design and build agricultural colleges and institutes of technology across Asia, Africa, and South America. Their credits include India’s first Institute of Technology in Kharagpur and the G.B. Pant Institute of Agriculture and Technology in Uttar Pradesh, as well as the College of Agricultural Engineering, Jabalpur, in Madhya Pradesh. Illinois faculty helped Pakistan open its first agricultural school at the University of Peshawar (now the autonomous Agricultural University, Peshawar), and were there at the creation of Egerton Agricultural College (now Egerton University) in Kenya.

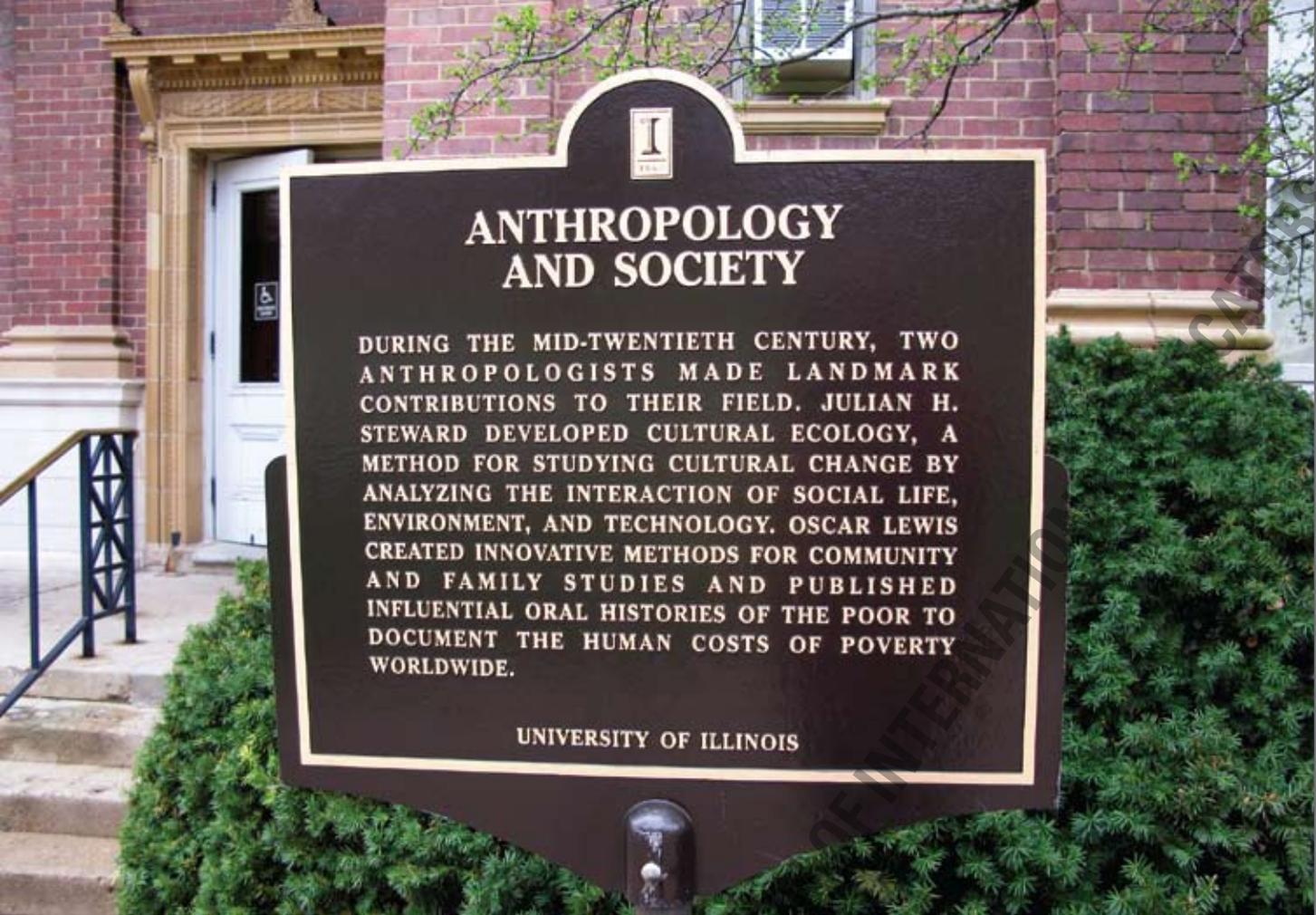
“We weren’t alone, but that was all led by this institution,” said Herman, a mathematician who sits on the President’s Council of Advisors on Science and Technology. “We have a rich international history and an enormous base on which to build.” On a 2007 visit to Brazil, Chancellor Herman was pleased to learn that a celebrated Illinois dean of agriculture, Eugene Davenport, played a role in establishing the Escola Superior de Agricultura or Luiz de Queiroz College of Agriculture (ESALQ) in Piracicaba in the 1890s.

THE WORK OF MANY COLLEGES

The tapestry of international programs and activities at Illinois reflects the work of many faculty and colleges. Associate Provost for International Affairs William I. Brustein noted, “As with many U.S. universities, a centralized office for international programs and studies emerged relatively late. Consequently, much of the international activity was carried out by the colleges and schools within the university,” such as the College of Agricultural, Consumer, and Environmental Science (ACES) and the College of Engineering. Many University of Illinois colleges operate their own study/education abroad offices in addition to the campus-wide office.



Chancellor Richard Herman



Brustein, a sociologist and authority on the Holocaust and Nazi Germany, assumed the leadership of the office of International Programs and Studies (IPS) in 2007 after heading international studies at the University of Pittsburgh. The three-story International Studies Building, a short walk from the much-photographed Quad, houses most of Illinois's area studies centers, as well as the IPS director's office, the study abroad office, and services handling international visitors and institutional collaborations. Brustein, immediate past president of the Association of International Education Administrators (AIEA), observed, "The challenges for a central office in a decentralized

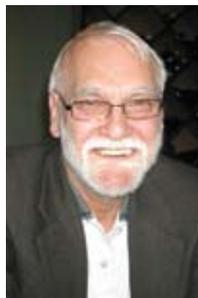
environment are to reinforce the positive initiatives taking place within the colleges and schools, establish bridges or synergies among the colleges, internationalize those less engaged colleges, eliminate redundancies in the system, ensure compliance with campus and governmental policies, and bring to the campus new international education opportunities." One of his first steps was to create a campus-wide International Advisory Council composed of the senior administrators from each college with responsibility for international programs. Brustein chairs the council, which advises him on college-level initiatives and serves as a sounding board for new ideas.

LEFT TO RIGHT:

Jesse Delia, executive director of International Research Relations, has made 14 trips to Singapore.

William Brustein, associate provost for International Affairs, created the campus-wide International Advisory Council.

Wolfgang Schlör, associate director for International Programs and Studies.



Illinois's international reputation was bolstered over the years by breakthroughs in computer science and the natural sciences, as well by advances in the social sciences, such as anthropologist Oscar Lewis's pioneering studies of poverty in Mexico. Still, the agriculture faculty were among the most peripatetic. Forty-seven agriculture faculty spent extended periods living in India during those college-building days from 1954 to 1973. Hundreds of international students came to Urbana-Champaign for advanced agricultural degrees, and Illinois faculty were still winning multi-million-dollar contracts in the 1980s to build or expand institutions in Pakistan, Kenya, and Zambia before U.S. AID funding ended. "At the end of the Cold War, we went through kind of a drought in our international programs," recalled Robert A. Easter, dean of ACES since 2001. The college's office of International Agriculture was disbanded in a 1996 reorganization, although faculty such as Easter still made heavy use of their passports. Easter has lectured and consulted on swine nutrition in 27 countries, from Costa Rica to China. For a while it seemed that the institutional commitment to international activities was lagging.

That did not sit well with faculty there in the glory years of institution building. Finally a faculty committee put together a concept for what they called ACES Global Connect, a new office to coordinate and encourage agriculture



Robert A. Easter, dean of the College of Agriculture, Consumer, and Environmental Sciences (ACES).

faculty research and projects overseas. Since it started in 2002, "we've been gradually rebuilding our international engagement," said Easter. Now, instead of leaving professors to their own devices when they head off to consult in Brazil or China, "we're trying to be more systematic and strategic about forming alliances with other universities in different parts of the world."

Global Connect, a small office with a modest budget (approximately \$100,000 last year) provided largely by the college, is intent on helping a new generation of faculty pursue federal grants, partnerships, and other international opportunities. "We were fish out of water for a little period there. ACES Global Connect was our attempt to reinvigorate international programs in our college. We're resource poor, but rich in passion," said director Mary Ann Lila, a biology professor and vice president of the Global Institute for BioExploration (GIBEX).



ACES Assistant Dean and Study Abroad Director Andrea Bohn between students Paul Kirbach and Lindsey Bruntjen.

“Even on a shoestring budget... Global Connect has become a role model for international engagement on campus...”

Global Connect launched in 2006 an Academy for Global Engagement that selects eight faculty fellows from different disciplines “for a year-long immersion in the international realm,” said Lila. They rub shoulders and exchange ideas in monthly seminars and hit the road to visit the headquarters of multinational corporations in Chicago and make the rounds of international health and development agencies in Washington. The capstone is an international trip at the end of the year where the faculty fellows collaborate on short-term research and education projects. The first group went to Mexico to explore the anti-diabetic properties of certain plants. “The social scientist in the group was working on how to get Mexicans to stop drinking sodas and have more

family meals together; the crop scientist was working on how to harvest these plants; and the horticulturist was making sure they don’t become invasive species,” said Lila. The fellows include someone from the University of Illinois Extension program, which now sends crop experts around the world in addition to working with farmers around the state. Illinois has 76,000 farms and is the country’s second biggest agricultural exporter. Even on a shoestring budget, Lila said, Global Connect has become a role model for international engagement on campus, and other state universities have expressed keen interest in replicating the Academy for Global Engagement fellows’ program. “Student and faculty exchanges, joint workshops, sabbatical leaves, and research visits as well as joint grantsmanship have sprung forth out of the (Global Connect) Academy connections,” said Lila, whose own research has taken her to Uzbekistan, Kyrgyzstan, Tajikistan, and Kazakhstan in search of plants that might lower cholesterol or confer other health benefits.



Mary Ann Lila, director of ACES Global Connect, whose own research has taken her to Uzbekistan, Kyrgyzstan, Tajikistan, and Kazakhstan.

GROWING NEW INTEREST

The international emphasis at the University of Illinois and the encouragement for education abroad produces students such as sophomore Lindsey Bruntjen, 20, of Illiopolis, Illinois, who studied in Istanbul, Turkey, on her first winter break and in Parana State in Brazil on her second. This past May, the ACES major was among 25 students in the International Business Immersion Program who went on a faculty-led class trip to see farms and factories in Belgium, the Netherlands, United Kingdom, France, and Germany. “I hadn’t expected to do all this. I didn’t realize how many doors would be open once I got to the university. There are so many opportunities and you just can’t say no,” said Bruntjen, whose parents grow corn and soybeans in central Illinois.

Senior Paul Kirbach, 23, of Jerseyville, Illinois, a double major in animal and crop sciences, spent a semester at Sweden's 500-year-old Uppsala University. In a global crop production class with classmates from Eritrea, Germany, Czech Republic, and Sweden, "we were each other's textbooks. We got into a few arguments—but we learned," he said. Kirbach, as an editor of an international journal for agriculture students, also got to attend a conference in Athens, Greece.

"Farm students today appreciate the importance of the international more than some of the urban students. If their dads are listening to the daily market forecast, there's usually a report on what's going on with soybeans in Brazil," said Dean Easter. Agribusinesses "tell us that they don't want to hire somebody without international experience. If you go to work for a multinational grain trading company, you may be six months in Decatur, two years in Fargo, and then the next year in Montevideo (Uruguay) running an elevator. So you might as well expect your career path is going to take you north and south."

A HALF-CENTURY OF STUDY ABROAD

Agriculture isn't the only college pushing education abroad. Eighty percent of the courses at Illinois with international content reside in the College of Liberal Arts and Sciences (LAS), which enrolls almost half of Illinois's 31,000 undergraduates, said Assistant Dean Barbara Hancin-Bhatt, the LAS director of International Programs. "We have study abroad programs that are almost 50 years old." The college's Global Studies Initiative infuses global topics into general education courses for 1,200 to 1,500 freshmen. They are encouraged to take three-week Global Studies courses abroad on winter break (as Bruntjen did to Turkey and Brazil). Subsidies for LAS majors bring the cost of a trip to China or Singapore as low as \$1,850. Other undergraduates can study in Paris, Rome, Barcelona, or Cape Town for \$2,750 (LAS majors pay \$400 less). Hancin-Bhatt and husband Rakesh Bhatt, an associate professor of linguistics, lead a "Discovery Course" to Singapore for freshmen over winter break. It examines how the city-state maintains a national identity while still bolstering the Chinese, Malay, and

Barbara Hancin-Bhatt, assistant dean and director of International Programs, leads the "Discovery Course" to Singapore for freshmen.





Indian strands of its culture and neighborhoods. “A tremendous amount of learning happens on these trips. The relationships built between students and faculty are extraordinary. We have students who come up at the end of the trip and give us hugs,” said Hancin-Bhatt, who is also a linguist. LAS majors comprise half of the 2,000-plus students that Illinois sends overseas each year. Doubling those numbers will take “serious curricular integration of study abroad” and more resources, she said. Study abroad must “no longer be seen as enrichment but part of the core education we do.”

MULTIPLE FUNCTION PARTNERSHIPS

Illinois enjoys a thriving partnership with the National University of Singapore (NUS). The two universities already grant dual degrees in chemical engineering, and now they are offering joint Ph.D. programs as well. In the 18-month master’s program, Singapore and Illinois students spend a semester on each other’s campuses, then do three-month internships in both places with major corporate sponsors. The dual-degree program has spin-off benefits for the rest of the

campus, including opening the door for Illinois freshmen to stay in NUS dorms on that Discovery Course to Singapore each January.

Delia, executive director of International Research Relations and former dean of the College of Liberal Arts and Sciences, has made 14 trips to Singapore to further this relationship with NUS and with A*STAR, the government agency that funds research in Singapore. A*STAR already has built a biomedical research complex called the Biopolis and is completing the first phase of a Fusionopolis to house physical science institutes. Illinois will send engineering and computer science faculty and postdoctoral students there for extended periods to work on advanced digital technologies. It will be “as seamless a projection of activities on this campus as we can make it,” Delia said.

“For us, it presents an opportunity to globalize our brand and project our commitment to being an international research university, in a way that reinforces and adds to the strengths at home,” he said. Advances at Fusionopolis could push the frontiers of work at Illinois’s own research park south of campus, and that in turn could spur

economic development in Illinois and elsewhere in the United States. “We think it’s a win-win possibility,” he said. The partnership will also prepare the next generation of Illinois scientists and business executives “for the world in which they’re going to live out their lives: one in which they will have to lead their companies and conduct their research in collaboration, negotiation, involvement with international partners.”

Relationships with China are “much more complicated,” Delia said. “The barriers to involvement and joint work are obviously higher,” including the barrier of language. Illinois has enjoyed a 20-year partnership with Tsinghua University, and recently launched a new program in which Tsinghua engineering students will come to Illinois for their fourth and fifth year of studies and graduate with both a bachelor of science and a master’s degree. Corporate partners are helping sponsor that program, too, in the belief that the graduates they hire will “support the competitiveness of our international and multinational corporations,” said Delia. The program pays the fees and provides stipends for students in exchange for a work commitment. “The next goal would be to build an American student counterpart to this,” said Delia. Illinois also provides executive leadership training for 300 to 500 Chinese business and government executives who come to Urbana-Champaign each year for short-term programs. Support from the Freeman Foundation brings up to a dozen Chinese academics and social scientists to pursue research on the Illinois campus for a year; and Illinois, home to one of the largest university libraries in the United States, runs a summer training program for Chinese librarians. All of these are “real spires of visible excellence,” said Delia.

MANAGING ENROLLMENTS

Eighty-seven percent of the university’s nearly 31,000 undergraduates hail from Illinois. Administrators sometimes find themselves answering

questions from politicians about why the campus enrolls so many international students—5,378 in 2007, including 1,731 undergraduates. Chancellor Herman is proud that the undergraduate student body has become more international on his watch, going from 2.2 percent to 5.6 percent in 2007. “I certainly worked very hard to increase the numbers at the undergraduate level,” he said, adding that this has not come at the expense of Illinois students. Instead, the international share has grown largely by cutting back on the number of out-of-state domestic students. Keith A. Marshall, associate provost for Enrollment Management, said, “We do virtually no recruiting of international graduate students—our reputation, rankings, and excellent academic offerings do the work for us. At the undergraduate level



Keith Marshall, associate provost for Enrollment Management, and Christine Gozdzik, director of International Programs and Honors, College of Business.

“Illinois students recently voted to tack \$5 onto their fees each semester to raise \$300,000 a year for education abroad scholarships.”

LEFT TO RIGHT:

Ilesanmi Adesida, dean of the College of Engineering and director of Center for Nanoscale Science and Technology, is from Nigeria.

Mary Kalantzis, dean of the College of Education, is a native of Greece but was recruited from Australia.



our recruiting is modest compared with many, but has been growing each year in recent years.” Illinois gets 23,000 applications for the 7,000 places in its freshman class. Some 15,000 are offered admission and the rest turned away. Still, “we are the only state university in the Midwest still growing,” Marshall pointed out.

Illinois students recently voted to tack \$5 onto their fees each semester to raise \$300,000 a year for education abroad scholarships. Members of the Study Abroad Student Advisory Committee, with some support from the study abroad office, championed the referendum. First they went classroom by classroom, talking up the idea and soliciting signatures to put it on a referendum ballot. They also convinced the Student Senate to lower the number of signatures needed from 3,000 to 2,000.

Rory Polera, 22, a senior from Williamsburg, Virginia, said one student senator accused them of playing Robin Hood. “He told us, ‘You’re just these wealthy Chicago kids who want to go abroad and party it up. Why should everyone pay for you to go and have fun?’” he said. But the pro-fee students carried the day and the referendum passed overwhelmingly (6,347 to 2,992). The fee will sunset in three years unless students vote then to extend it. Those who object to it can get the \$5 fee refunded. Much of the \$900,000 generated in the meantime will go toward need-based scholarships and aid to encourage minorities to study abroad. “Students should be saluted for their generosity,” said Brustein.

Any weakness of the U.S. dollar will only make the education abroad challenge harder for administrators such as ACES Assistant Dean Andrea B. Bohn. Rising tuition is already pressuring family

budgets, and even with study abroad scholarships students still need money for airfare and other expenses, she said. “This isn’t unique to the University of Illinois, but it’s a huge challenge that we face. I’m working very closely with our Office of Advancement to get more donor support.” Bohn, who once arranged education abroad for students at the University of Hohenheim in her native Germany, tries to convince ACES students to consider semester programs, which often cost about the same as a semester in Urbana-Champaign. “It may cost \$2,000 more, but we can help with a \$1,000 scholarship on that,” she said. If students chose an education abroad experience instead over winter break, “it’s going to be \$2,400 that you didn’t have to spend.”

DEANS FROM NIGERIA, AUSTRALIA

Many on Illinois’s faculty and several senior administrators are international. The dean of the College of Engineering, Ilesanmi Adesida, still feels a debt of gratitude to the Peace Corps teachers who taught math and science in his Nigerian high school. From Lagos he went to the University of California at Berkeley for three degrees in electrical engineering. Before becoming dean in 2006, he directed Illinois’s Micro and Nanotechnology Laboratory and its Center for Nanoscale Science and Technology, and made important discoveries on how to speed up semiconductors and microelectronics and circuits. Adesida, who became a U.S. citizen in 2002, said, “I always tell people to have an open mind, to welcome different types of people, and be open to any culture. People with open minds are magnanimous people—and you never know where you’ll end up.” It is essential for Illinois to maintain its international collaborations, he

firmly believes. “There’s no way you can bottle up your knowledge,” said Adesida. “Our primary products are our students.” The path to continued U.S. prosperity is to train those “young minds to be adventurous and curious.”

Dean of Education Mary Kalantzis wasn’t looking to leave Australia when a recruiter came to Melbourne to woo her in 2006. Kalantzis, an expert on multicultural education and literacy, said friends and colleagues told her, “You can’t go. With No Child Left Behind and all that stuff, why would you want to be an educator in America at this moment?” But a visit to Urbana-Champaign won her over. Illinois was a pacesetter in special education, including awarding the first Ph.D. in the field and the place where PLATO—one of the first computer-assisted teaching tools—was built. It also developed innovative techniques for teaching reading and math. “It really is an extraordinary place,” said Kalantzis, who was born in Greece.

“My goal is to make sure that every single person who trains to be a teacher has some international experience,” preferably in a non-English-speaking country, she said. The experience of trying to catch a bus in an unfamiliar place or negotiating with someone who doesn’t speak English “will make them more sensitive to the differences they will face in the classroom.” She added, “The stereotypes of the narrowness and inwardness of Americans—and there are some

stereotypes—have certainly been dispelled for me here living among people in this community and in this university,” she said.

TOLSTOY, GANDHI KIN CONNECT IN URBANA

For Chancellor Herman, it is imperative for Illinois to keep moving down this international road. Doubling the education abroad numbers will have the ancillary benefit of allowing Illinois to admit as many as 1,000 more transfer students, he said. “What we’re trying to do is use this globalization of our students to also serve the people in the state better.”

Recently a great, great grandson of Leo Tolstoy journeyed from Russia to speak at a campus event promoting a community-wide reading of Tolstoy’s novel, *The Death of Ivan Ilyich*. At the end of Vladimir Tolstoy’s talk, an Illinois professor came up to shake his hand and ask him to autograph one of his ancestor’s books. The professor was Rajmohan Gandhi—grandson of Mahatma Gandhi, the Indian pacifist and freedom crusader—who is a research professor in International Programs and Studies and directs the Global Crossroads Living-Learning Community. Herman loves the symmetry of that moment. “Imagine, the grandson of Gandhi meeting the great, great grandson of Tolstoy. Where else but at Illinois could this happen?” he asked.



Challenges and Lessons for University of Illinois at Urbana-Champaign

- **DECENTRALIZATION.** Illinois came relatively late to creating a centralized office for international programs and studies. Now, it's seeking to better coordinate what has been going on in separate academic silos. A new, high-level International Advisory Council is helping. So is new funding that has "allowed us to 'grease the skids' for several new initiatives to further internationalize the teaching, research, and engagement missions of the campus," said Associate Provost William Brustein. His office is inventorying international activities on campus and creating a database on the Web that will catalogue Illinois's activities around the globe. The goal, said Brustein, is to foster new collaborations that benefit both individual colleges and the campus as a whole.
- **EDUCATION ABROAD.** The campus already sends 2,000 students overseas each year—a greater number than all but a handful of U.S. universities. But Chancellor Richard Herman is pressing to double that number by 2012. Leaders recognize a need to create new incentives for faculty and student involvement. Brustein has proposed letting faculty "bank" course release credits for leading education abroad courses. The student body recently approved a \$5 additional fee each semester for education abroad scholarships that will raise \$900,000 over three years.
- **STRATEGIC PARTNERS.** Illinois has more than 100 agreements with international universities and institutes. An agreement struck in 1997 with Centre National de la Recherche Scientifique (CNRS), the French research agency, supports 20 to 25 joint research projects annually in physics, computer engineering, atmospheric sciences, chemistry, and materials science, and the partnership has expanded to the humanities and agriculture as well. Illinois offers dual chemical engineering degrees with the National University of Singapore, and with corporate sponsors brings engineering undergraduates from Tsinghua University to complete a "3+2" master's program in Illinois.
- **OUTREACH.** For Illinois, the land-grant service mission has gone global. Its Extension teams now work in Afghanistan, Brazil, and other countries as well as across the Land of Lincoln. The China Executive Leadership programs bring 300 to 500 business, government, and other mid-level managers to campus each year for training. More than 3,400 Chinese bankers, scientists, bureaucrats, and others have been to Illinois for training since 1993 on courses lasting from two weeks to two months.





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Flags in Smith-Curtis Classroom-Administration Building.



Nebraska Wesleyan University

MINTS FULBRIGHT SCHOLARS AS PART OF ITS GLOBAL PLAN

IF LUCK IS THE RESIDUE OF DESIGN, IT IS NO COINCIDENCE THAT NEBRASKA WESLEYAN UNIVERSITY HAS PRODUCED 21 FULBRIGHT AND ONE RHODES SCHOLAR SINCE 2000. THIS “LITTLE COLLEGE ON THE PRAIRIE,” AS ONE PROFESSOR CALLS IT, DOES NOT LEAVE THESE MATTERS TO CHANCE. THERE IS A NATIONAL PRESTIGE SCHOLARSHIP ADVISER AS WELL AS A FULBRIGHT PROGRAM ADVISER WHO, ALONG WITH A CADRE OF LIKE-MINDED FACULTY COLLEAGUES, SCOUT FOR TALENT IN FRESHMAN SEMINARS. They groom these students, ship them off to Washington for internships, and lead them on service and education abroad trips to Sri Lanka, Swaziland, and Panama—experiences that often provide fodder for the essays these young Nebraskans write for their Fulbright applications. Faculty help protégés polish those essays—one of the 2008 winners went through 20 drafts.

Nebraska Wesleyan pushes its faculty out into the world, too. It has a sabbatical policy that may be unique: faculty receive two-thirds salary on sabbaticals in the United States, but 100 percent if they spend that year in another country. “I know of no other place that does that,” said President Frederik Ohles.

Methodist leaders founded the liberal arts school a few miles from the state capital in Lincoln, Nebraska, in 1887, envisioning that it might grow as did another Methodist institution, Northwestern University, outside Chicago. Within a year they had erected the imposing, Colorado red stone and brick landmark known as Old Main. But “Nebraska didn’t develop quite like Illinois did,” said President Emeritus John White. It remained a primarily undergraduate college on a 50-acre campus tucked into Lincoln’s quaint University Place neighborhood, across town from the University of Nebraska-Lincoln, with almost as many international students (1,500) as NWU has undergraduates (1,600) in 2007. Nebraska Wesleyan, which remains affiliated with the United Methodist Church, also has 200 graduate students pursuing master’s degrees in nursing, forensic science, and historical studies. Though the college has gone through several mascots—the Sunflowers, Coyotes, Plainsmen, and now the Prairie Wolves—its brown and gold colors have remained constant.

When it comes to internationalization, NWU is an overachiever. “I suppose we don’t have some of the bells and whistles and amenities that we might have if we were a wealthy college,” said Ohles. “We make terrifically good use of all the resources we have. The faculty here are very busy. They’re teaching four courses per semester . . . The Great Plains go-get-it done mentality is alive and well in Nebraska



President Frederik Ohles

Wesleyan.” That mentality explains how political scientist Robert Oberst and a few colleagues won approval for an interdisciplinary Global Studies program in the early 1980s. Global Studies made it through only because “it didn’t cost any money. Everything had to be done by the seat of our pants,” said Oberst. He has led NWU students on numerous education abroad trips to South Asia



LEFT TO RIGHT:

John White, president emeritus, initiated the “100 percent of salary” for faculty who spend their sabbatical year abroad.

Robert Oberst, professor of political science, helped start the Global Studies program and leads trips to South Asia.

Gerise Herndon, professor of English and director of the Gender Studies program, is the Fulbright Program adviser.

and taught at both Peradeniya University in Sri Lanka as well as Cairo University, where he was a Fulbright lecturer. In its heyday Global Studies attracted 20 majors, although today it draws more minors than majors. Laura Reitel, an exchange student from the University of Tartu in Tallinn, Estonia, put Oberst at the top of her list of favorite professors. If possible, she said, “I would just stick him in my pocket and take him back home and show him to others. Our professors are not that amusing or anything like him.”

FULBRIGHT FACTORY

If Nebraska Wesleyan has gained something of a reputation as a Fulbright factory, it is due to the efforts of such faculty as Oberst, Kelly Eaton, Gerise Herndon, and Elaine Kruse. Eaton, chair of the Department of Political Science and Nebraska’s Professor of the Year in 2003, said, “It is really the long-term nurturing and advising that produces the results in the end.” Eaton is the National Prestige Scholarship adviser. She worked closely with Xuan-Trang Thi Ho, who in 2006 won the second Rhodes Scholarship in NWU’s history. Eaton, who spent the past two years on sabbatical

and then on leave teaching at the Johns Hopkins University-Nanjing University Center for Chinese and American Studies in China, said at first the efforts to groom national scholarship winners were the work of a handful of faculty, but now “we have faculty in many departments helping us to identify [prospects]. Personally, I begin to identify students as early as the freshman year, if possible. It is quite empowering for students to learn that their professors think they have so much potential. If you raise the bar and help the students to reach the bar, you can have great results.”

The Fulbright numbers grew geometrically after Gerise Herndon, professor of English and director of the Gender Studies program, became that program’s adviser in 2000. Plaques in the lobby of the Smith-Curtis Classroom-Administration Building list the winners’ names down through the years—two Fulbrighters in both the 1970s and 1980s, a half-dozen in the 1990s, then 21 in this decade, including four in 2008. “It’s exciting to watch when you see the students come in from tiny towns or rural areas. They’re sheltered and kind of scared; they’re not big risk takers. Some of the parents are shy about the whole study abroad



Students (left to right) Desereé Johnston of Orchard, Nebraska, Thao Nguyen of Hanoi, Vietnam, and Laura Reitel of Tallinn, Estonia.



LEFT TO RIGHT:

Rick Cypert, professor of English and chair of the Global Studies program, took his sabbatical in Athens, Greece.

Joyce Michaelis, professor of Spanish, turned several overseas trips into cultural courses on Cuba, India, and Spain.

“Faculty members from...physics, business, and music opted to live abroad for a year, and...introduced international content into their courses.”

thing,” said Herndon. “Because this is a small school, you have the same students in several classes, and by the time they’re seniors, this amazing growth has taken place.” Herndon enlists “hard graders” to critique the students’ Fulbright applications. “Generally at our university we try to balance challenge and support, but we do not hold back on the Fulbright committee and some of the other scholarship committees,” she said. “We tell students, ‘Look, if you’re going to be competitive with the students from Duke and Johns Hopkins, you must do better than this.’ We probably scare them a little bit, but they rise to the occasion.”

Professor and Chair of the Department of History Elaine Kruse has also been a pioneer and pacesetter for international research and study. A scholar of French culture and mores in pre- and revolutionary France, Kruse just returned from her third sabbatical in Paris. She was the first professor to avail herself in 1992-93 of the then-newly adopted policy of keeping faculty on full salary if they took their sabbatical overseas. “What a difference this has made. Faculty members from disciplines as diverse as physics, business, and music opted to live abroad for a year, and when they returned they introduced international content into their courses.” When Kruse joined the faculty in 1985, “few students were studying abroad and even fewer faculty were taking

sabbaticals abroad,” she said. The full-pay policy for sabbaticals abroad as well as the Global Studies program and a revised core curriculum called Preparing for Global Citizenship helped change the campus culture, she added. “It livens things up,” she said, and turns students “from small-town America [into] sophisticated global citizens.” In the early 1990s, about 14 students spent a semester or year abroad. In 2006-07, 51 students studied abroad for at least a semester, and dozens more took shorter trips with their professors in January or the summer.

Kruse always puts out the welcome mat during her Paris sabbaticals, becoming a “pied piper” for the international sabbatical program. “Initially people were reluctant to go to countries where they did not speak the language. But now we’ve got people coming back from Bulgaria, Turkey, and Thailand. One of our physics professors went to the Netherlands and got involved in an international project on using the bicycle to teach physics,” she said.

When English Professor Rick Cypert visited Kruse in the City of Light, “she was having such a wonderful time I thought, ‘My gosh! This is what I’ve got to do.’” Cypert, a Texan who specializes in language theory and the history of rhetoric, took his sabbatical in Athens, immersing himself in modern as well as ancient Greece. On

returning, he created a popular course on modern Greek culture and life, taught a freshman seminar on Greek mythology, and now chairs Global Studies—and speaks Greek.

GRANTS TO DEVELOP INTERNATIONAL COURSES

The push to make Nebraska Wesleyan more international began during John White's two decades as president (1977-97). White was a former English professor and an inveterate traveler who led numerous alumni trips to Greece and one to China during his tenure. He also personally negotiated an exchange of faculty and students with Kwansai Gakuin University in Nishinomiya, Japan. More than 90 percent of NWU students come from Nebraska; it enrolled just 33 international students in 2007. "If you're a school in the middle of the country, so far from salt water, the need for a broader perspective just jumps out at you," the 74-year-old White explained in an interview. "That's why I pushed the international

perspective." White was both a builder and successful fund-raiser; enrollment and the college's prestige both grew on his watch. To pay for the international sabbaticals, White said, "We just built it into the budget." An endowment set up in White's honor upon his retirement continues to support the internationalization. In addition to providing funds for international programming on campus, including concerts, film festivals, and language immersion weekends, the White Endowment provides grants for faculty to travel abroad to develop new courses. Fifty-three such grants have been awarded, resulting in such courses as Tropical Biology of Belize, Introduction to the Culture of Thailand, and Contemporary India. The latter was the creation of Joyce Michaelis, an adventurous professor of Spanish, who spent one summer and semester in Hyderabad, India, after her daughter and son-in-law were transferred there by their employer, a U.S.-based multinational. Michaelis also turned earlier overseas trips into classes on the culture of Cuba and Spain. Teaching at NWU since 1966, she said,



“The international aspect has added tremendous vitality to my curricula. It keeps me alive.”

The sabbatical policy was first recommended by a task force that began exploring in the late 1980s how to internationalize NWU. Then-Provost Janet Rasmussen, a Scandinavian literature specialist, was intent on finding ways to open the campus to the world. Initially there was little money to carry out their plans, but the blueprint was ready when the financial situation improved, said Georgianne Mastera, a longtime associate vice president for Academic Affairs who retired this spring after a stint as interim provost.

President Ohles called the international sabbatical policy “an important dynamo for what we’ve achieved with global perspective and global activity.” Ohles himself needed no convincing about the importance of international education when he was named in 2007 as Nebraska Wesleyan’s 16th president. A historian, he was senior vice president of the Council of Independent Colleges and once worked on the Fulbright Program for the Council for International Exchange of Scholars. As a graduate student, he spent two years researching the censorship of early nineteenth century Germany, living for much of that time on a pig farm outside Marburg. “I spent my days in archives reading dusty police documents from the 1820s, 1830s, and 1840s, and my evenings watching German sitcoms in Bavarian dialect with my farm hosts,” said Ohles, who still calls the family each Christmas. He met his wife, who is Malaysian, at the International House at the University of Melbourne in Australia, where she was an international student and he a visiting professor. “You can read all the newspapers and take all the courses you want; it really is the ambience, the surroundings, the people that



Inger Bull (left), director of International Education, is working to incorporate more service learning into education abroad programs. Yoko Iwasaki-Zink (right), a Nebraska Wesleyan alumna from Japan, is now the international student adviser.

make a difference . . . [and] open one’s mind to the differences in the world,” he said.

One of the tasks that Ohles sees before him is to raise new sources of revenue, in part to further such international ambitions as a Global Service Learning program that allows students to work on service projects helping the poor in places as distant as Vietnam and Swaziland. They spend part of their summer break building latrines in poor villages, volunteering in hospices, and working with AIDS orphans. The same group of 10 to 15 students—chosen from a wider pool of applicants—works on



LEFT TO RIGHT:

Georgianne Mastera, associate vice president for Academic Affairs and interim provost, retired in spring 2008.

Janelle Schutte Andreini, interim director of the Career and Counseling Center, helps lead GSL trips and “community conversations” afterward.

JoAnn Fuess, professor of Spanish and chair of the Department of Modern Language, also teaches in the Global Studies program.

service projects in the Lincoln area throughout the year and travels over winter break to help in an impoverished U.S. community. “That whole activity is largely student driven. It’s very impressive,” said Ohles. “I’d like to see us find a way to invest more in Global Service Learning. I think it deserves more attention and more support by me and by friends of the university.”

The international Global Service Learning (GSL) trips can cost as much as \$2,000 per student, but students pay just \$600. They are funded largely by the university’s Wolf Fund for Diversity Education (up to \$12,000 annually) and by the Student Affairs Senate funding generated by the student activity fee (from \$6,500 to \$10,000, depending on the cost of the trip); the White Endowment also kicks in \$1,000 each year. Janelle Schutte Andreini, the interim director of the Career and Counseling Center, and Reverend Pauletta Lehn, campus minister, lead the trips and organize the “community conversations” when the students return from overseas projects. “It’s an intentional way to bring to the campus what we’ve learned,” said Andreini, an alumna. “Any time you do service somewhere, you take away more than you leave.” About 50

students apply each year for the GSL program, which accepts 3–5, depending on how many GSL members graduate. Students who are not selected are welcome to join the group on local service projects, and there is room for 18 students on the national service trip over winter break.

Director of International Education Inger Bull regards the addition of service learning as the “most exciting and most encouraging movement in study abroad,” not just at NWU but nationally. Bull and Joyce Michaelis, the Spanish professor, are mapping plans for a summer 2009 trip to Peru that will include two weeks of travel to the country’s major cultural sites and a third week devoted to service, helping villagers living in the steep hillsides outside Cusco and the Sacred Valley of the Incas. Trips like this ensure that even on short stays abroad, “students get the opportunity to see all levels of the society and to help out in some small way,” said Bull.

UNAFRAID OF LEARNING LANGUAGES

Spanish is the main draw in the Department of Modern Languages, which offers majors in





Education abroad veterans: (front left to right) Ashley Dorwart (Ecuador), Amanda Godemann (Thailand), and Jessica Bauer (France, Netherlands, Ghana, Canada); (rear left to right) Scott Lloyd (Japan, India, and Sri Lanka), student body president, and Tristan Foy (Germany).

Spanish, French, and German, and a minor in Japanese. Students must take two semesters of language. Some students are inspired to sign up for a second language after returning from abroad, said Department Chair JoAnn Fuess. “They are not afraid of learning languages anymore.” Yuko Yamada, an assistant professor, had 45 students in three Japanese classes, and NWU sent four exchange students to Kwansai Gakuin University, its sister school. Education abroad veterans “are spreading the ‘gospel’ to their roommates and friends,” said Fuess, and those friends are “saying to themselves, ‘Maybe I’d like a little piece of that as well.’” Ninety-three students studied abroad in 2006-07, and 23 took noncredit trips led by university faculty and staff.

Amanda Godemann, 21, of Lincoln, a senior global studies major, spent spring 2007 at Thammasat University in Bangkok, Thailand, taking Thai language and classes taught in English to international students. She extended her stay through the summer to enroll in intensive Thai

at a second university. She had visited both Thailand and India once before with an uncle “and fell in love with that part of the world.” Now her ambition is to work on development in Southeast Asia.

Senior Scott Lloyd, 22, of Lincoln, a political science major and Japanese minor, studied at Kwansai Gakuin University and also went on one of Oberst’s trips to India and Sri Lanka. NWU hammers home the education abroad message as soon as freshmen arrive, said Lloyd. “Everyone is aware of it.”

Evan Knight, 22, of Lewellen, Nebraska, spent this past summer taking intensive Arabic courses in Tunisia after winning one of the U.S. State Department’s Critical Language Scholarships. He will graduate from NWU in December with majors in Spanish and history and a minor in French. Knight also studied in Spain for a semester and has a deep interest in the culture and history of Moorish Spain. Love for Spanish

“Education abroad veterans ‘are spreading the ‘gospel’ to their roommates and friends’...”

runs in the Knight family. One sister is a high school Spanish teacher, a second is a Spanish interpreter for a Nebraska health department, and his youngest sibling is an NWU freshman, double majoring in Spanish and French. Knight said his parents speak no other languages “and never pushed us. My sisters and I all just fell in love with languages in high school. Once we got to college, we began to realize what the ability to speak a second or third language meant, and this whole new world of opportunities opened to us.”

Professor of Library Information Technology Janet Lu, a native of Shanghai who grew up in Taiwan, has helped bring Chinese culture to campus and to Lincoln for nearly three decades. When Lu and her husband, a University of Nebraska-Lincoln professor of mechanical engineering, arrived in the Nebraska capital in 1979, “we were one of the very few Chinese families in town. In the old days, there were no soy beans or soy sauce in the grocery,” she said. They would order 100-pound bags of soybeans from San Francisco for five families to share.

Lincoln became a resettlement community for Vietnamese refugees in the early 1990s; Xuan-Trang Thi Ho, the Rhodes Scholar, was one of those refugees. “Lincoln is becoming a more diversified city than ever before. Wesleyan has come a long way, too,” said Lu, a founder of the Lincoln Chinese Cultural Association who retired this spring. Today Lincoln has two schools where parents send their children to learn the language and culture on Saturdays.

Ho, who just completed a master of philosophy degree in Latin American studies at Oxford, was a political science and Spanish major at NWU who took part in several global service learning trips, studied in Argentina, and spent a semester in Washington in the university’s Capitol Hill Internship Program (CHIP), which places students in federal and international agencies. The experiences helped when it came time to apply for the Rhodes. “I was extremely fortunate

to be surrounded by numerous professors and staff who were always available to help me,” she said by e-mail from Oxford. “For the Rhodes, I needed eight letters of recommendation and they happily agreed to write me very positive letters. Professors read and critiqued my essays/statements many times, and Dr. Eaton set up two mock interviews with people who played devil’s advocates to ‘grill’ me before the Rhodes. They were an invaluable asset in the process.”

Junior Desereé Johnston this spring became the fourth Nebraska Wesleyan student to win a Truman Scholarship for graduate school. The Truman Foundation selects students with strong



Janet Lu, professor of Library Information Technology, helped bring Chinese culture to campus and to the Lincoln community.

leadership potential who intend to pursue careers in government or other public service. Johnston, who wants to work on international development, grew up on a 7,000-acre farm outside Orchard, Nebraska (pop. 391), but her upbringing was far from isolated. Her parents would pull her out of school each February—when the farm season allowed—and take her on two- and three-week trips to Europe, China, Russia, Egypt, and other destinations. School officials were miffed, “but you learn so much when you travel,” she said.

SUPPORT FOR INTERNATIONAL STUDENTS

Inger Bull has directed Nebraska Wesleyan’s international education office for the past decade. She also teaches the optional one-credit courses that help U.S. students prepare for education abroad and, afterward, write essays to make sense of their experiences (Professor of History Kruse customarily works with Bull on the latter). The university doubled the size of the office in 2005 by hiring Yoko Iwasaki-Zink, a 2000 alumna from Japan, as the international student adviser. Although only a few dozen international students are enrolled on campus each year, the ones who make it to Lincoln can count on strong support from Bull, Iwasaki-Zink, and faculty. “A lot of big schools lament the fact that they can never get their U.S. students to integrate with the internationals and vice versa. That’s easy for us because they see each other every day in our office. Many of our Nebraska students have studied abroad because of international students they have met,” Bull said. Most of the international students attending classes on the Lincoln campus are on one-semester or full-year exchanges from partner universities in the International Student Exchange Program (ISEP) network, or on bilateral exchanges from Kwansai Gakuin University, the University of Tartu in Estonia, or Tec de Monterrey in Querétaro, Mexico.

Iwasaki-Zink spent four years on campus earning her bachelor’s degree. She had already earned an associate’s degree and worked as an administrative assistant for a Japanese company before coming to Lincoln in 1996. Iwasaki-Zink understands what students from Europe, Japan,

Korea, Azerbaijan, Vietnam, Mexico, Ecuador, and elsewhere go through in adjusting to life on a U.S. campus. “I think their experience is, in fact, the same experience I had. They’re very happy when they arrive; they’re very excited. One month later, they’re kind of overwhelmed by classes and homework. Some students struggle with homesickness,” she said. On that score, technology has made life easier because today’s students can easily keep in touch with family and friends by e-mail and Skype. “Technology has helped them a lot. When I was a student, there was no Facebook,” she said.

Thao Nguyen, 20, a junior from Hanoi, Vietnam, is one of the exceptions among the international students in that he will spend four years at Nebraska Wesleyan earning a bachelor’s degree in mathematics and economics. He attended an international high school in Vietnam, where instruction was entirely in English. Though he had visited the United States for an international student conference, he found NWU by searching online. “The Midwest sounded like something new, and Wesleyan gave me a good scholarship,” he said. The weather was colder than he expected, but Nguyen found the Americans “very friendly” and he welcomes the diversity of NWU’s small band of international students.

Georgianne Mastera, the now retired academic administrator, remembers two decades ago when there was no international education director or office, and an assistant provost with other responsibilities oversaw the institution’s few opportunities for education and research abroad. It is still “not a huge office, but when you compare the transition from that very fraction of an administrator to where we are now, it’s a dramatic change in a small institution,” she said.

The emphasis on imparting a global perspective to students’ education “has made a tremendous difference to our campus,” said Mastera, a former business administration professor. It shows that “when you set a kind of fertile environment in which people have the opportunity to have international experiences, to address international issues, to learn languages, to engage in broadening experiences, great things can happen.”

Challenges and Lessons from Nebraska Wesleyan University

- **LOCATION.** Ninety percent of NWU students come from the state, half from rural communities. As Director of International Education Inger Bull noted, “Nebraska’s land-locked location and rural geography do not usually conjure images of global engagement.” But the private institution strongly encourages faculty to conduct research overseas, and increasingly students are following them abroad.
- **SERVICE.** Founded by Nebraska Methodists, the college has long had a mission stressing the importance of students’ becoming “useful and serving members of the human community.” A Global Service Learning program puts those words into practice by sending up to 15 students each summer to work with the poor in developing countries. Since 2004 students have built latrines, helped AIDS sufferers, and volunteered in orphanages and nursing homes in El Salvador, Vietnam, Panama, Swaziland, and Nicaragua.
- **AFFORDABILITY.** Seventy percent of students receive need-based aid; one-fourth qualify for federal Pell Grants. Affordability of tuition and education abroad opportunities “is paramount,” Bull said. Still, almost 30 percent of the class of 2007 studied abroad and NWU hopes to boost that rate to 50 percent. Through the International Student Exchange Program, students can study at 110 universities worldwide for the same price they pay in Lincoln. Bilateral exchanges with three universities in Japan, Mexico, and Estonia also are opening doors. A record 51 students spent a semester or longer abroad in 2007.
- **SABBATICALS.** Faculty on sabbaticals receive 100 percent of salary instead of two-thirds if they spend the year outside the United States. Thirty-four faculty have availed themselves of this opportunity in such countries as Costa Rica, China, Greece, Sri Lanka, Turkey, Thailand, and Ukraine. An endowed fund honoring President Emeritus John White—who instituted the sabbatical policy—also provides faculty with development grants up to \$1,000 to develop international courses.
- **OUTSIDE THE BOX.** The Nebraska capital is not the first place that comes to mind when thinking about tropical marine biology. But the biology department’s education abroad trips in winter and summer to Central America have proved so popular that faculty now lead trips to Belize, Costa Rica, and Honduras, and a student recently won a Hollings Scholarship from the National Oceanic and Atmospheric Administration. Associate Professor of Biology Jerald Bricker said, “Especially in a place like Nebraska where we’ve lost 95 percent of our native vegetation, it’s important for students to get into a rainforest, see that part of the world, and begin to make some connections with global environmentalism.”





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Statue of the "Gorilla," the athletics program mascot, in front of the Overman Student Center.



Pittsburg State University

WINNING FORMULA IN INTERNATIONALIZATION FOUND IN A KANSAS CORNER

IT WAS NO ACCIDENT THAT THE NINETEENTH CENTURY FOUNDERS OF PITTSBURG, KANSAS, CHOSE A NAME THAT CALLED TO MIND THE MUCH BIGGER AND GRANDER PITTSBURGH (WITH AN 'H') IN PENNSYLVANIA'S COAL MINING PRECINCTS. LITTLE PITTSBURG IN THE SUNFLOWER STATE'S SOUTHEAST CORNER WAS AWASH IN COAL THAT DREW MINERS FROM ITALY AND THE BALKANS. The railroads came, too, to ferry the ore to zinc smelters in nearby Joplin, Missouri. The Kansas legislature established the Auxiliary Manual Training Normal School in Pittsburg in 1903 to prepare industrial arts teachers. Soon that mission broadened. It became Kansas State Teachers College in 1923 and Pittsburg State University in 1977. Its graduates include Debra Dene Barnes, the 1968 Miss America, the Pulitzer Prize-winning poet James Tate, and H. Lee Scott, president and CEO of Wal-Mart. Its football team, nicknamed the Gorillas, has won three national championships and amassed the most wins in NCAA Division II history.

More importantly, today Pittsburg State University boasts more than 7,000 students and a reputation as a strong regional university with deep and growing international ties from Paraguay to Korea to Kazakhstan. The student body includes 490 international students, many on exchanges from partner universities around the world. Pitt State sends teams of business majors to Russia to teach high school and university students about ethics in free enterprise, and automotive technology students to Korea to compete—and win—in a “mini-Baja” dune buggy competition. Education majors hone their teaching skills in classrooms in Paraguay and Russia, and enterprising faculty have won several federal Title VI grants for a host of international business and education projects. “This didn’t happen overnight. This has been a long history of this institution,” said President Tom W. Bryant, still jet lagged from a spring journey to visit partner universities and forge new relationships in Malaysia, Thailand, and Vietnam. Bryant said the region’s rich ethnic heritage “may be one of the things that made all this possible. This little community reaches out its hands to the international students, and maybe it’s because they remember their grandparents coming over on the ships.”



President Tom Bryant sampled cake at the campus ceremony celebrating the 2008 Senator Paul Simon Award for Campus Internationalization.

FACULTY BEHIND THE WHEEL

At a ceremony celebrating the 2008 Senator Paul Simon Award for Campus Internationalization, Steven Scott, provost and vice president for Academic Affairs said, “We owe this to the faculty—the faculty who serve on the International Council, the faculty who’ve had a commitment and a passion for international travel, international engagement, internationalizing the curriculum.”

One such faculty member, John Tsan-Hsiang Chen, joined the Department of Engineering Technology in 1981 and soon bore the title of assistant to the president for Chinese Affairs. Over the past 25 years, Chen has recruited and mentored hundreds of students from his native Taiwan, and from China as well, and helped cement ties



LEFT TO RIGHT:

Steven Scott, provost and vice president for Academic Affairs.

John Tsan-Hsiang Chen, professor and assistant to the president for Chinese Affairs, helped build campus ties with his native Taiwan and with China.

Anil Lal, professor of economics, leads education abroad trips to his native India.

LEFT TO RIGHT:

Chuck Olcese, director of International Affairs, chairs the 15-member Internationalization Council.

Choong Lee, professor of management, initiated student and faculty exchange with South Korea and helped start a sister-school relationship in Uzbekistan and Kazakhstan.



"We have the diversity most schools would pray and dream about. We're on the right path..."

with two dozen universities. Now honored with a scholarship for international students that bears his name, Chen remembers with a smile that on one of his first trips on the university's behalf back to Taiwan, his department chairman docked him vacation time. In fall 2007, 80 of Pitt State's international students came on exchanges, half from partner universities in Taiwan and China.

"Life has become much easier" for the international faculty who followed Chen, said Anil Lal, an associate professor of economics who leads education abroad trips to his native India and recruits for the Kansas campus. Pitt State enrolled a record 53 students from India this past spring, and a half-dozen others took classes in its Intensive English Program. Lal said some of the growth is driven by "the internet phenomenon," with students themselves spreading the word on the Indian equivalent of Facebook. "The students here say good things about this place and then others come," said Lal. Director of International Affairs Chuck Olcese agreed that word-of-mouth "is the greatest recruiter of international students. Now you add this whole social networking on the internet and we don't even know where our name is going out anymore."

Lal was a civil servant in India and consultant for the World Bank before completing a doctorate in economics at Washington State University

and joining Pitt State in 1995. He draws large audiences on Indian campuses by lecturing on development economics and offering general advice about studying in the United States. Only indirectly does he try to sell students on Pitt State. "If they feel I'm genuine and honest, they might come" or convince someone else to, he said. Lal's personal connections have opened doors in India, and he hopes to develop those ties to the point that he can pass the recruiting duties on to someone else. "That's my strategy," he said. "One thing I learned in government is no one is indispensable."

When University Professor of Finance Michael Muoghalu, the Nigerian-born director of the M.B.A. program at the Kelce College of Business, joined the faculty two decades ago, Pitt State enrolled more than 100 students from his home country. They came at government expense for degrees in Pitt State's highly ranked technology program. Today only six Nigerian students attend Pitt State, but the M.B.A. program that Muoghalu runs draws students from around the world. "For some reason, I just fell in love with this place," said the finance professor. "If you compare Pitt State to other schools this size, you can't find one that is more international. It's way ahead of the curve." Half of the 140 students in Muoghalu's M.B.A. program are international; they hail from 20 countries. "We have the diversity most schools

would pray and dream about. We're on the right path," he said.

Professor of Management Choong Lee is a faculty dynamo who has helped forge deep ties with universities in his native Korea and, more recently, in central Asia. Having taught in Brazil, "Korea was not big enough for Choong," said an admiring Peggy Snyder, dean of Continuing and Graduate Studies. Lee joined the faculty in 1989 after earning a B.S. in nuclear engineering at the prestigious Seoul National University in Korea, and completing two master's degrees and a Ph.D. at the University of Iowa. Lee has won three consecutive Title VIb Business and International Education grants from the U.S. Department of Education—grants aimed at helping U.S. businesses become more globally competitive with university assistance—and is going for a fourth. He consults extensively in Tajikistan, Kazakhstan, Uzbekistan, and Kyrgyzstan and hopes to establish a Center for Central Asian Business and Research at Pitt State. "We developed the first sister-school relationship

with the National University of Uzbekistan and also Kazakhstan," said Lee, who said Pittsburg State is as well known as Harvard in parts of the region. Lee's interest in central Asia was whetted by hearing U.S. officials emphasize the region's strategic importance to world peace.

MULTIPLE INTERNATIONAL PARTNERSHIPS

Pitt State's automotive technology program is ranked near the top nationally and its engineering technology graduates are prized by employers in the auto and aviation industries. The College of Technology, in a showcase, \$28 million, 278,000-square foot Kansas Technology Center, is also one of the biggest draws for international students. Lee initiated a flourishing exchange of students and faculty with Gyeongsang National University (GNU) in Jinju, South Korea. In 2006 Pitt State sent three students for five months to GNU, where they tutored GNU students in English, then competed against teams from 80

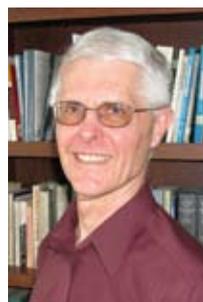
Cody Emmert (left), graduate student, and John Iley (right), professor and chair of Technology Studies, captain and instructor, respectively, for the Pittsburg State winning team of the Society of Automotive Engineers Mini Baja in South Korea.



LEFT TO RIGHT:

Paul Zagorski, professor of social science and director of International Studies, was among the first group to expand opportunities for study and research abroad.

Alice Sagehorn, professor of education, became the founding director of the Pittsburg State in Paraguay program.



Korean universities in a grueling “Mini-Baja” in a dune buggy-like vehicle they designed and built. Pitt State sent another team in 2007 for a month—returning with the championship trophy from the rugged race.

Cody Emmert, 22, of Seneca, Kansas, captained both teams. “If you told me when I was a freshman that I would be going to Korea for six months or be involved in an engineering competition internationally, I wouldn’t have believed it,” said Emmert. Students such as Emmert can command \$60,000 starting salaries, said University Professor and Chairman of Technology Studies John Iley. Emmert is a car lover who expects his knowledge of Korea to be a major plus as he pursues a career in the increasingly international automotive industry.

Pittsburg State also has a rich relationship with Paraguay under a partnership inspired by President John F. Kennedy and his Alliance for Progress with Latin America. Kansas and Paraguay have collaborated on citizen exchanges since 1968, and the Kansas legislature allows Paraguayan students to pay in-state tuition. In 2007, Paraguayans comprised approximately 10 percent of the international students. “It’s a very good deal,” said Cecilia Crosa, 21, a junior from Asunción. Jazmin Ramirez, 24, a junior political science and international studies major, interrupted her six-year program in law at the National University in Asunción to obtain a Pittsburg State degree in political science and international studies. Ramirez, who interned for the United Nations office in her capital this past summer, believes the American education and degree will help her fulfill her goal of becoming an envoy for Paraguay.

Pitt State professors travel to that land-locked country to teach a series of four-week general education evening classes in English. In a year, students can earn 24 credits, transferable to Pitt State or other U.S. universities. University Professor of Social Science and Director of International Studies Paul Zagorski was one of several professors who traveled to South America in 1998 to see about expanding opportunities for study and research abroad. They got their warmest reception in Asunción, and that is where Pitt State planted its flag. The push in Paraguay was helped by the Title VI federal grants that Pittsburg State received to internationalize its faculty and curriculum. Alice Sagehorn, a professor in the Department of Curriculum and Instruction, was intrigued by the possibilities. She approached the dean of Arts and Sciences and said, “This is wonderful, but I noticed two things: there’s no one from the College of Education and no women on the committee.”

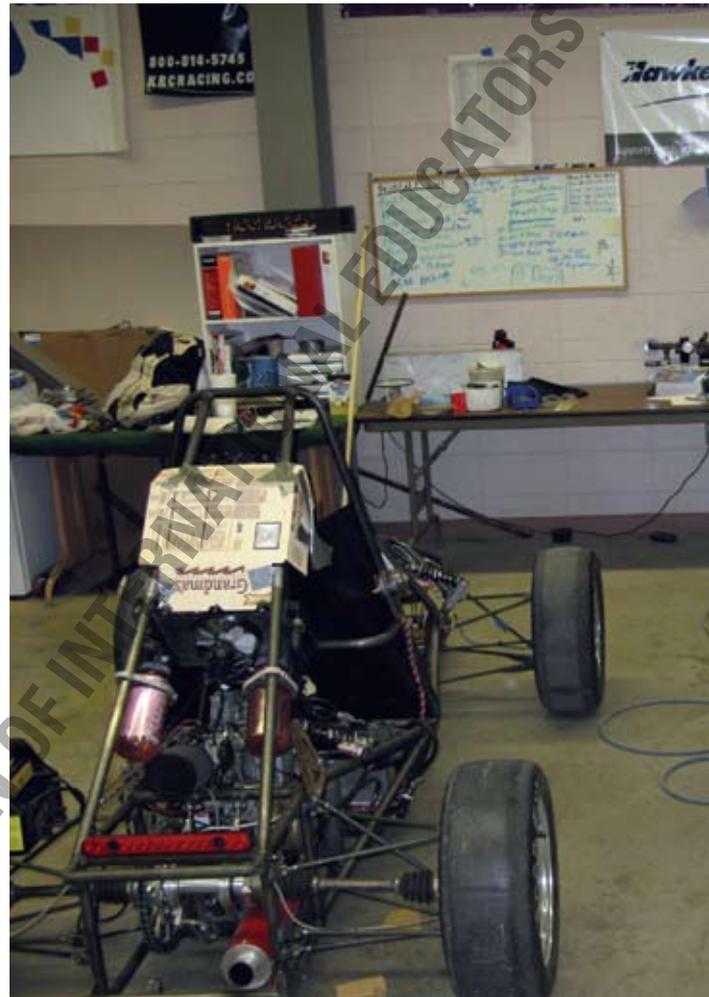
“He said, ‘You’re on the committee,’ and that’s how it started,” recalled the busy Sagehorn, who earned her master’s degree at Pitt State. After returning to join the faculty in 1992, it took the former elementary school teacher just seven semesters to complete a Ph.D. in curriculum and instruction at the University of Arkansas. Quickly Sagehorn became adept at securing large federal grants to expand the work of the College of Education, including one to train more Kansas teachers to teach English for Speakers of Other Languages (ESOL) and another to bring teachers from China to teach Mandarin to children and teens in the Pittsburg public schools. She coordinated Pitt State’s education abroad activities for a year and became the founding director of the Pittsburg State University in Paraguay program

in 2004. She has made 14 trips to Paraguay in the past eight years, including taking education majors every other summer to practice teach in an international school in Asunción. Sagehorn conceived the Pittsburg State in Paraguay program on a long flight home after overhearing a Paraguayan mother tell her college-age daughter that leaving home to study in the United States before turning 21 was out of the question. “I got to thinking: If we can’t bring the students to Pittsburg, how can we bring Pitt State to Paraguay?” Sagehorn said. The program attracts upwards of two dozen students each year, some of whom complete their undergraduate studies in Pittsburg like Cecilia Crosa and Jazmin Ramirez.

There is “very much a private college feel” to Pittsburg State, said Bruce Dallman, dean of the College of Technology. “The student-faculty interaction here is out of the ordinary, especially for a public institution.” Students, domestic and international, savor the attention. Ankit Jain, 22, a senior automotive engineering major from New Delhi, India, said it came as no surprise that Pitt State won the Senator Paul Simon Award. “They made a good choice. This is the second best in the whole U.S. for automotive engineering, and our university is improving day by day,” said Jain, president of the Indian Student Association.

WHY PITT STATE?

Semonti Sinharoy, 21, a senior from Calcutta, India, who double majored in plastics engineering and chemistry, said, “I came here for the plastics program. Basically, there are only three or four schools in the U.S. with a plastics program like this.” Coming from a city with 4.5 million people, Pittsburg (with 20,000) took some getting used to,



Eric Herbers (left), engineering science undergraduate, and Bruce Dallman (right), dean of the College of Technology.

Sinharoy said. But the town and the “continuous exchange of culture between the Americans and international students” grew on her. Sinharoy, headed next to Columbia University in New York for a master’s in engineering management, recently won an undergraduate research award from the Society of Plastics Engineers for helping recycle foams and plastics made from soybean oil.

Sung Hwan Kim, 24, a junior accounting major from Seoul, Korea, first came to Pittsburg State on

Pittsburg State takes great pride in the Intensive English Program (I.E.P), staffed by seven full-time faculty...”



A VARIETY OF PROGRAM OPPORTUNITIES

Pittsburg State takes great pride in the Intensive English Program (IEP), staffed by seven full-time faculty and directed by Christine Mekkaoui, a Peace Corps veteran fluent in Arabic, French, and Spanish. “Pitt State has been very supportive in keeping full-time faculty in the Intensive English Program. We don’t have graduate teaching assistants; we don’t have faculty wives. Everybody has a master’s degree in teaching English and is well qualified, and that makes a huge difference,” said Mekkaoui. The IEP had 77 students in fall 2007 and 68 for the spring semester. Traditionally most students have come from Asia, but Saudi Arabia has begun sending large contingents of late. Most stay at Pittsburg to pursue degrees, others use their English skills to win admission to other U.S. universities. “We’re able to take a personal interest in our students and help them with everything. We help them find places to live and, if they have a car accident, we’re dealing with the insurance company. We’re really here for them,” said Mekkaoui.

IEP occupies spacious offices in Whitesitt Hall, down the corridor from the flag-filled Office of International Programs & Services, where

an exchange. “Now I’m paying tuition,” said Kim, who believes that finishing his degree in Kansas will provide a faster route into the accounting profession than if he had returned to a university back home. “I’m a little bit older than these [other students]. I served in the army for two years before coming here,” Kim said.

Xiao Wu, 22, who was born in Shanghai, China, but raised in Nagoya, Japan, first came to Pitt State for the noncredit Intensive English Program. He returned to enroll in electronics engineering technology, which involves extensive coursework in math and physics. Wu, the director of activities for the Chinese Student Association, said with a laugh that when he mentions his major, “people kind of want me to fix their computers. I can’t do that.” He expects to wind up in electronics, like his parents back in Nagoya.



Meltem Tugut, coordinator of International Programs and a native of Turkey, became president of the International Student Association.

domestic students come to learn about study/ education abroad opportunities and international students come for academic advice as well as help with visas. Under Olcese, director of International Affairs since 1999, the office has been transformed into the hub for much of the international activities on campus. “Chuck has taken it to a different level,” said Mekkaoui. “He is more the international face, trying to involve the upper administration and the whole campus in making things international.” He heads a staff of six that includes a full-time study abroad coordinator—a position created in 2006 and held by Julia Helminiak. President Bryant observed, “We’ve got good leadership and staff over there.” He believes the next challenge for Pitt State is to convince more students to go abroad. More than 100 Pitt State students studied abroad in 2006-07—triple the number from seven years earlier—and others went overseas on service trips. Every student who studies abroad receives a university scholarship ranging from \$200 to \$1,000 to defray costs. In the past two years, 17 faculty have led students on 18 education abroad trips to 13 countries, including Korea, China, India, Paraguay and Brazil.

Turkish-born Meltem Tugut entered Pitt State as a freshman in 2000, became president of the International Student Association, graduated summa cum laude, and later served as coordinator of international programs while completing the second of two master’s degrees in business. Tugut, who this fall started studying for a business doctorate at St. Louis University, said one of her favorite memories is International Recognition Night in October, when international students are honored by being called out onto the court during halftime of a women’s volleyball contest.

A service learning program called Students In Free Enterprise (SIFE) also turns Pitt State students into world travelers. SIFE, supported by a phalanx of U.S. and multinational corporations, sponsors competitions worldwide in which teams of students vie to demonstrate mastery of business skills and ethics. The 50-member SIFE chapter at Pitt State has traveled to Russia and Kazakhstan on several occasions. Rebecca Casey, interim chairperson of the Department of Accounting, has led three of those trips, including one in which her students brought along a video they made in Russian with Pitt State students’ role-playing a scenario about bribery in the workplace. The video ended with tax agents’ arresting the buyer and the business falling apart. “It really made them stop and think,” said Casey, an alumna. “I think we convinced a lot of them.”

Both Bryant and Scott, the provost, are former deans of education who began their careers as high school teachers. Although their background was not in international education, “we value those experiences,” Scott said. Both have avidly supported the institution’s international undertakings and looked to create more opportunities for students, faculty, and administrators “to travel and learn about international issues,” said Scott. One of his first moves as provost was finding the resources that allowed the Office of International Programs to hire Helminiak as the campus’s first full-time study abroad coordinator. Scott recalled a meeting at the outset of the academic year where senior administrators and faculty discussed their international travel plans and agenda. “We didn’t have a globe, but it’s almost like you’ve



LEFT TO RIGHT:

Rebecca Casey, interim chair of the Department of Accounting and an alumna, has led three of the SIFE program trips.

William Ivy, dean of Enrollment Management and Student Success, oversees the Office of International Programs & Services.

Michael Muoghala, director of the M.B.A. program at the Kelce College of Business, is a native of Nigeria.



Barbara McClaskey, professor of nursing, and nursing students who volunteered to work in hospitals in Mexico during their winter break.

got the whole world laid out in front of you,” said Scott. “We talked about India, China, Taiwan, Korea, Kazakhstan, Russia, and certainly about Paraguay, figuring out where we were going and who’s going to do this work. To think about a small community in southeast Kansas where that’s the perspective is pretty remarkable.”

The provost, an alumnus, believes one reason that Pitt State has carved out such a significant international profile is that the faculty aren’t territorial. “You’ve got these early adopters, these pioneers, that now have offspring taking their own trips. Somebody took Alice Sagehorn to Paraguay to begin with,” he said. “Part of our culture is this helping, helping, helping. It’s not about smugness or ‘I know more than you.’ It’s about, ‘If I know something and you’d like to know it or understand it, I’ll help you,’” said Scott.

Pitt State also encourages the international interests of professors in a wide range of fields. Education Professor Dan Ferguson, whose field is recreational therapy, has led students to Romania to work in orphanages in the former communist country. Professor of Nursing Barbara McClaskey

leads two trips over winter break to give nursing students an opportunity to volunteer in hospitals in Ciudad Juarez, Mexico, across the Rio Grande River from El Paso, Texas. “It opens your eyes to see what they go through down there,” said senior Sarah Manthei, 22, of Shawnee, Kansas, who had a job waiting after graduation in the organ transplant unit at Saint Luke’s Hospital of Kansas City.

RAISING FUNDS FOR MORE INTERNATIONAL ACTIVITIES

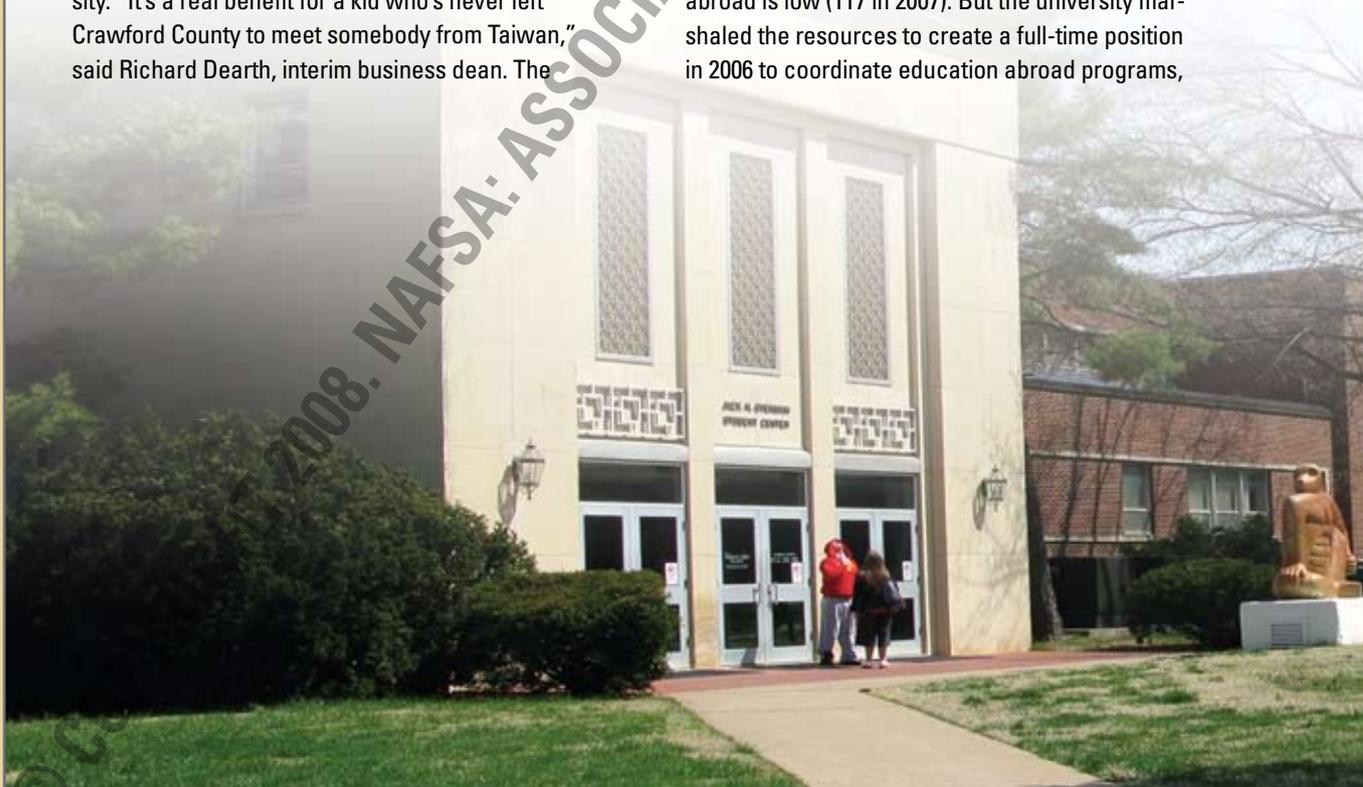
The international office reports to Dean William Ivy, who oversees Enrollment Management and Student Success. Ivy came to Pitt State in 2007 from Oklahoma State University. “I kind of jumped on a moving train here,” Ivy said of Pitt State’s large international profile. He noted that at the annual international banquet, “six deans and three vice presidents show up for the dinner as well as the president. It’s quite impressive. The international students don’t have any questions that they’re important here and that people appreciate their being here.”

The lanky Bryant, a onetime college basketball player, will be retiring at the end of the 2008-09 after a decade as president. He completed one major fund-raising drive soon after becoming president and is nearing the finish line on a second that is seeking \$120 million, including \$2.5 million for international initiatives. That money would fund scholarships and incentives for faculty to internationalize their courses.

Five percent of undergraduates and 10 percent of graduate students are international. Bryant would gladly see that number increase. “We love the diversity. We need to do that for our students from here in the Midwest,” he said. Students from Crawford County and small towns “need to be able to compete in this global economy and be as marketable and as successful in that economy as we can make them. Why shouldn’t our kids have that opportunity?”

Challenges and Lessons from Pittsburg State University

- **TEAMWORK.** A 15-member Internationalization Council with broad faculty and administrative representation plays a key role in coordinating efforts. "Internationalization cannot be done without a committee or some other representative body that includes all areas of the campus—academic and administrative," said Director of International Affairs Chuck Olcese, its chairperson. "It can be tricky to work out, but if done right is really essential." The Pitt State council was seen as mainly administrative because it answered to the President, but now has an academic affairs committee to dialogue with the Faculty Senate. "Draw the circle as big as you can," said Olcese, and keep the president and his senior team "up-to-date on all internationalization efforts." Faculty are very active as well in the separate, 11-member Study Abroad Committee, chaired by Study Abroad Coordinator Julia Helminiak.
- **CHALLENGES OF DIVERSITY.** Pittsburg State is a mid-size university in a rural corner of Kansas that draws students primarily from small towns in Kansas and neighboring Missouri and Oklahoma. The hundreds of international students add measurably to campus and community diversity. "It's a real benefit for a kid who's never left Crawford County to meet somebody from Taiwan," said Richard Dearth, interim business dean. The university also sees it as a cushion against a projected drop in Kansas high school graduates.
- **CULTIVATING COMMUNITY SUPPORT.** Pitt State engages townspeople to put out the welcome mat for international students, and Chuck Olcese says the campus draws large dividends from cultivating the town-gown relationship for international programs. "We have really been blessed with a very welcoming place that embraces our international students. Community volunteers are invaluable. Treat them well, reward them and always be recruiting more volunteers from every group you visit," said Olcese. He passes up no opportunity to speak before local organizations, from the Rotary to church groups. The university has staged seminars for Kansans on doing business in China, Ukraine, and Kazakhstan. When former Liberian President Ruth Sando Perry and former Burundian President Sylvie Kinigi spoke on campus about peace and growth prospects in Africa, the university saved seats for area high school and community college students.
- **SELLING STUDY/EDUCATION ABROAD.** The number of students who study abroad is low (117 in 2007). But the university marshaled the resources to create a full-time position in 2006 to coordinate education abroad programs,

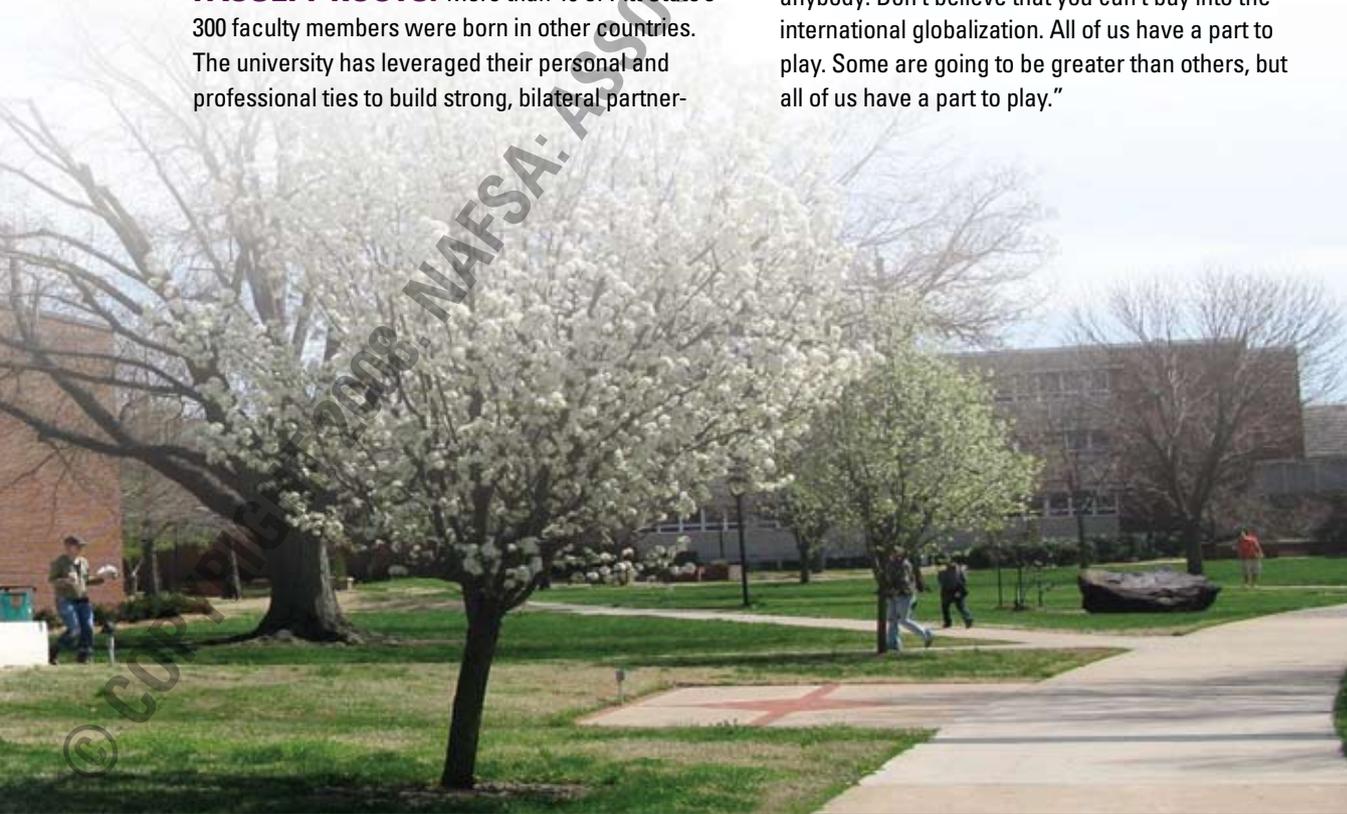


and both participation and opportunities are rising. It also made an “International Experience and Knowledge” session a regular part of orientation for all new students and parents.

- **SUPPORT STRUCTURES.** Pitt State has a staff of six for its Office of International Programs & Services, which Dean of Enrollment Management & Student Success William Ivy Jr. says is larger than typically found at an institution with 7,000 students. The Intensive English Program is well staffed and situated as well, with seven full-time faculty, all with M.A.’s.
- **ENTERPRISE.** Faculty-won grants have fueled much of Pitt State’s success in internationalizing over the past decade. Title VI grants allowed the university to launch an international studies major in 2001 and an international business program in 2004, and to begin teaching Russian and Korean. “Money is not everything—but without money you cannot function very well,” said Professor of Management Choong Lee, director of the Business and International Education program.
- **FACULTY ROOTS.** More than 40 of Pitt State’s 300 faculty members were born in other countries. The university has leveraged their personal and professional ties to build strong, bilateral partner-

ships with universities in Korea, Taiwan, India, and elsewhere. Several lead recruitment efforts in their home country and advise the international clubs representing students from their part of the world.

- **COOPERATION.** Paul Zagorski, a political science professor who has spearheaded international initiatives, said faculty and administrators have been adept at stretching limited resources and getting people to cooperate. “Change really happens one conversation at a time,” said Provost Steven Scott. “It’s people to people.” Olcese advises, “Make sure the president, provost and as many deans and chairs as possible travel overseas to represent the university. Look for opportunities that will fit each one.”
- **AIM HIGH.** President Tom W. Bryant says the main lesson from Pitt State’s internationalization is “that all your students—the students you have—are valuable. You may think there are certain kinds of experiences that you can’t do. But the fact is that on some scale, you can enhance the experiences that you provide for your students.” He added: “What I’m saying is that a small school can have aspirations and make it happen. I would tell anybody: Don’t believe that you can’t buy into the international globalization. All of us have a part to play. Some are going to be greater than others, but all of us have a part to play.”





Flags of the United Nations depicted on the chapel's stained glass window.



Valparaiso University

THE CHINA CONNECTION MARKS A BOLD NEW ERA

PREPARING TO CELEBRATE ITS 150TH ANNIVERSARY IN 2009, VALPARAISO UNIVERSITY CAN LOOK BACK ON THREE DISTINCT EPOCHS IN AN UNUSUAL HISTORY: its founding by Methodists in 1859 as Valparaiso Male and Female College, a pioneer of coeducation that lasted only a dozen years; revival as a teacher college and business school that billed itself as “the poor man’s Harvard,” and became one of the country’s largest universities before falling into bankruptcy after World War I; and its Phoenix-like rebirth in 1925 as an independent Lutheran university. The Rev. O.P. Kretzmann, president from 1940 to 1968, looms large over the university’s history. Kretzmann built the imposing Chapel of the Resurrection, more cathedral than chapel, with 98-foot-high stained glass windows that tower over the 320-acre campus. Valparaiso remains the thriving, faith-based institution that Kretzmann built, with nearly 3,000 undergraduates pursuing a mix of liberal arts and professional training in business, nursing, and engineering; 500 students attending the century-old School of Law; and 500 others pursuing graduate degrees.

PROJECTS AND OPPORTUNITIES

Chroniclers may single out the past two decades as the start of another epoch, when Valparaiso faculty and students began venturing overseas on a scale like never before, especially to Asia. The Chinese government recently chose Valparaiso University as a home for one of the Confucius Institutes that promote and share Chinese language and culture with the world. Valparaiso, in a town of 31,000 near Chicago, is the only private, faith-based institution in the United States with a Confucius Institute. The others are located on the flagship campuses of major public universities or in major cities. “We wouldn’t have gotten to first base without phenomenal support from our Chinese friends in Hangzhou. They went to bat for us,” said outgoing President Alan F. Harre.

Early in Harre’s presidency, Valparaiso forged unusually strong ties with Hangzhou University (which later became part of Zhejiang University) and Zhejiang University of Technology in Hangzhou, the former dynastic capital. Over two decades Valpo has hosted more than 80 Chinese scholars, and sends Valpo students with a professor for a fall semester of study with other international students at Zhejiang University. A grant from the Freeman Foundation has enabled dozens of Valpo faculty members to learn first-hand about the dizzying changes China is experiencing and to develop courses across many disciplines on campus. Top students in the Chinese and Japanese Studies program do field research on a 10-day trip to Asia over spring break, then return to write a 25-page report as the capstone of the seminar. The students pay just \$600—the program absorbs the rest of the costs.



Retiring President Alan F. Harre

The Chinese and Japanese Studies program also arranges summer internships in China for Valpo undergraduates and graduate students, and the College of Business Administration conducts short summer trips to China for M.B.A. students. The new graduate programs of International Commerce and Policy, English Studies and Communication, and Information Technology are continuing to help boost Valparaiso’s international enrollments, which rose to 244 in 2008. A U.S. Department of Education grant helped Valpo launch annual summer advanced Chinese programs in China and offer a master of arts in Chinese Studies. By spending two summers in classes in Hangzhou and taking additional coursework in Indiana, even law students can earn the M.A.

Valparaiso’s vibrant music program has added traditional Chinese music to its repertoire. Dennis Friesen-Carper, the Redell Professor of Music and



LEFT TO RIGHT:

Hugh McGuigan, director of International Studies (retired), participated in the first Indiana state delegation to Hangzhou, China.

Zhimin Lin, chair of the Chinese and Japanese Studies program and director of the Valparaiso University China Center, directed Valparaiso’s Hangzhou Study Center in 1994 and 1996.

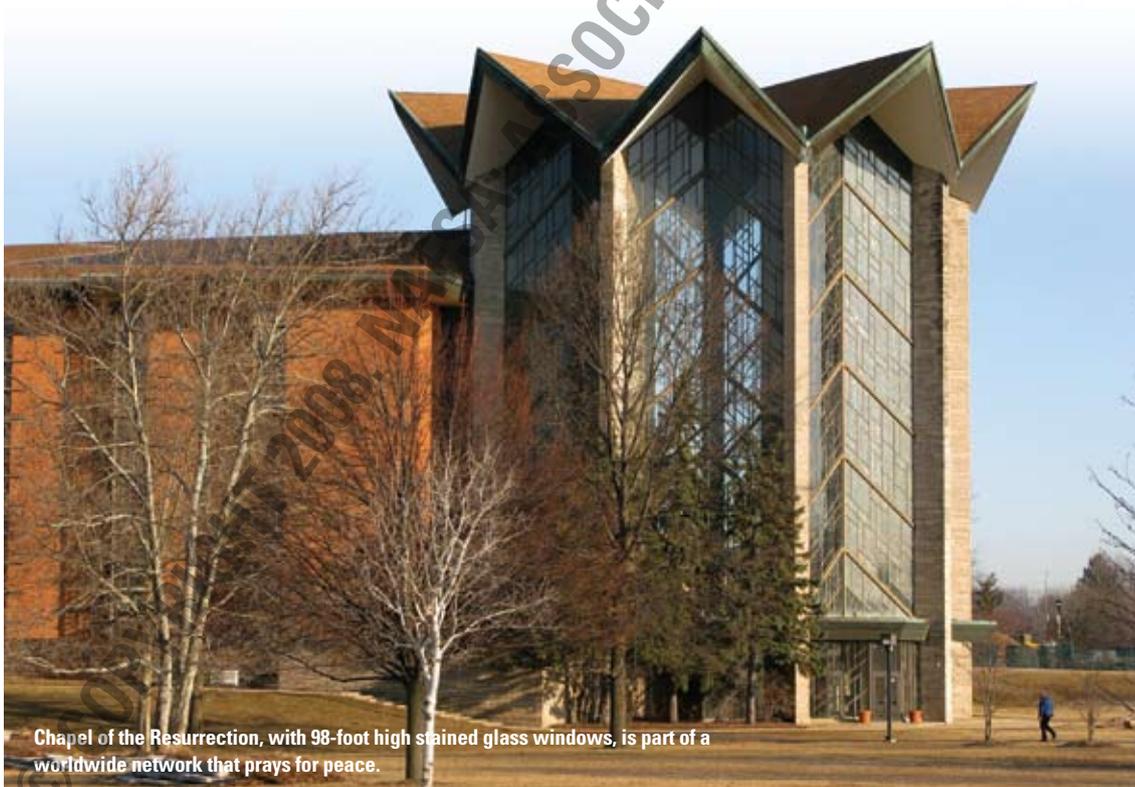
*“...it was the passion of individual faculty,
not presidential directives, that drove
things forward.”*

director of the Valparaiso University Symphony Orchestra, was resident conductor for the Zhejiang University Symphony during the fall 2005 semester he spent directing the VU Study Center in Hangzhou. His arrangement of “Confucian Ritual Music” based on an ancient melody was performed at the opening of Valparaiso’s Confucius Institute in February 2008. One colleague, Jeffrey Scott Doebler, director of music education and bands, recently led a northern Indiana band called Windiana on a two-week tour of China. A benefit concert in support of earthquake relief efforts in Sichuan Province attracted 15,000 spectators and was televised nationally. Another colleague, Jianyun Meng, former concert master for a provincial orchestra in China, was tapped to direct the new Confucius Institute.

There was serendipity to Valparaiso’s choice of partner institutions in China. Then-Indiana Gov. Robert Orr established a sister state relationship

in 1987 with Zhejiang Province, and Valparaiso was invited to participate in the first state delegation. Hugh McGuigan, then-director of International Studies, went on that first state delegation in June 1988 and afterward urged Alan Harre, the new president, to go see the universities in Hangzhou for himself. Soon Chinese faculty were heading regularly to Indiana, Valpo students and professors were traveling the other way, and “things just began to multiply,” recalled Harre. And now there are partnerships with six more universities in China.

Still, it was the passion of individual faculty, not presidential directives, that drove things forward. East Asian historian Keith Schoppa successfully pushed for creation of the Chinese and Japanese Studies program. Political scientist Zhimin Lin came on board in 1990 and directed Valparaiso’s Hangzhou Study Center in 1994 and 1996. Lin, who now chairs the Chinese and Japanese Studies



Chapel of the Resurrection, with 98-foot high stained glass windows, is part of a worldwide network that prays for peace.



LEFT TO RIGHT:

Mel Piehl, dean of Christ College, the honors college, is a professor of Humanities and Valparaiso alumnus.

Randa Duvick, associate professor and chair of the Department of Foreign Languages and Literatures, chairs the International Affairs Committee.

program and directs the Valparaiso University China Center, said, “We were one of the first to really start in China. We wanted to make it an integral part of our program and more than just trips.”

LONG TIES TO CAMBRIDGE AND REUTLINGEN

When the Valparaiso study centers in Cambridge, England, and Reutlingen, Germany, celebrated their 40th anniversaries in 2007, they calculated that more than 2,800 Valpo students had studied there over the years. A third Valpo study center in Puebla, Mexico, marked its silver anniversary that same year.

“We’ve come a long way,” said Harre, an ordained Lutheran pastor who was, like Kretzmann, a formidable builder. The showcase Christopher Center for Library and Information Resources opened in 2004 at a cost of \$33 million, and a new \$74 million four-times-larger student union opens in 2009. In addition to a dining room, bookstore, 1,000-seat banquet hall, and space for more than 100 student organizations, it will have a suite for international and multicultural programs along what is certain to become one of the most heavily trafficked corridors on campus. The new union will bear Harre’s name. Mark A. Heckler, Valparaiso’s 18th president and Harre’s successor, has ties of his own to China. The former provost and vice chancellor of the University of Colorado-Denver once ran that institution’s dual-degree program with China Agricultural University in Beijing.

McGuigan, who retired this past summer after leading Valpo’s international efforts since 1986, calls the growth of international programs over this period “quite remarkable given the size of

our school and our location. I think a lot of it is due to the quality of our services to the students, who really appreciate that family atmosphere, that personal touch. We can do recruiting trips, but students are the ones who spread the word. Word of mouth is golden.”

LUTHERAN CONNECTIONS

For many years Valparaiso’s primary windows on the world came through its Lutheran connections, drawing faculty and students from afar to Indiana and producing graduates who headed off to do church work overseas. The theology department had an international cast through Lutheran ties to Germany. One professor was married to a niece of Dietrich Bonhoeffer, the Lutheran pastor and theologian hanged by the Nazis for his part in the Resistance. The Chapel of the Resurrection, opened in 1959, prominently displays a “Cross of Nails” from England’s Coventry Cathedral and is part of a worldwide network that prays for peace. When the Luftwaffe leveled the medieval cathedral in 1940, Coventry’s pastor formed a makeshift cross from charred nails and wrote “Father forgive” on the walls of the ruined sanctuary. After the war the cathedral made crosses of nails for bombed churches in Dresden and other German cities.

The “real push for international programs” began in the past 20 years, said Humanities Professor Mel Piehl, dean of Christ College, the honors college. “The language departments made a quantum leap. The introduction of Chinese and Japanese served as a wider signal that we were reaching out beyond the cozy and comfortable.” Valparaiso draws students from 40 states, with the largest contingent from Indiana and surrounding Midwest states. Piehl, who was in the class



of 1968, said “they have much greater sophistication, greater ambitions, wider world views” than the students of his era. Some things, however, have not changed. “Vocation and service are buzz words around here. We tend to get a lot of very bright students thinking of ways in which they can impact the world,” he added. Alumna Mary Burce Warlick, the top Russia expert on the National Security Council, was born in Papua, New Guinea to Lutheran missionaries.

The university recently received its third Fulbright-Hays grant for an summer intensive language program in Hangzhou that draws students from across the United States. While Valpo students can study for a semester in Hangzhou with no prior knowledge of Mandarin, the summer students must already have mastered two years of the language. Zhimin Lin, a native of Shanghai, tells Valparaiso students that they can achieve fluency in Chinese as he did in English before coming to the United States for graduate studies at Princeton University and the University of Washington. “It’s not a question of skills. It’s not a question of ability. It’s a question of determination. That’s what we try to convince them,” he said.



Education abroad veterans (left to right) Matt Cavin, Beverly Wiehe, and John Nevergall.

One who showed that determination was Matt Cavin, of Roanoke, Virginia, who first visited China on a five-week summer study trip that Lin led in 2005. He switched majors to international business and economics and quickly mastered enough Chinese to spend a full semester at Zhejiang University. “That was a big jump for me,” said Cavin, the student body president in 2007-08 who expects to return to China some day as a business executive.

A BROADER INTERNATIONAL AFFAIRS COMMITTEE

Jon Kilpinen, dean of the College of Arts and Sciences, said much of the university’s international activities growth took place on an ad hoc basis. “We’re at a point now where it makes sense to take stock of what we’re doing,” he observed. It took an important step in that direction in 2007 when it reorganized the International Affairs Committee of faculty and administrators to ensure wider representation from Valparaiso’s other colleges. “For a long, long time, it was basically an arts and sciences committee,” said Kilpinen.

Randa Duvick, an associate professor of Foreign Languages and Literatures who chairs the advisory panel, said, “There had been an international affairs committee forever, probably since the 1960s. But it had become clear that there were so many initiatives internationally (involving) so many different parts of the university that there needed to be” broader representation. The revitalized committee now includes faculty from each of the five undergraduate colleges—Arts and Sciences, Business Administration, Engineering, Nursing, and Christ College as well as Graduate Studies, School of Law, and Student Affairs.

The reorganization was precipitated by a growing realization that international activity was no longer confined to a few departments or programs on campus, said Kilpinen. “It’s not all China. We’ve got Engineers Without Borders (volunteering) in Africa and in Central America. We have a service learning project in Nicaragua and Costa Rica that’s engaged engineering and nursing, pre-med, international service, and education.” Valparaiso’s traditional two-week spring

break allows professors and students to travel farther afield than a shorter break. "It's not quite a mini-session, but it's long enough that you can do something substantial," he added.

Forty faculty and staff and four students traveled to India in March on a faculty development trip led by Associate Provost Renu Juneja and Moninder "Holly" Singh, director of International Students and Scholars. It was modeled after the Freeman Foundation-funded faculty development trips to China. The faculty prepared for the trip with monthly seminars and extensive readings that started in the fall. They met with Indian educators, alumni, parents, and prospective students. Provost Roy Austensen, who made the journey, said trips like this "pay off on several different levels. We were making connections with people in India. I've seen this happen with the China trips. You build into your own institution a cohort of people who have a significant knowledge of that country and that culture."

The International Affairs Committee is considering "to what extent it makes sense to offer more short-term abroad experiences," said Duvick, a professor of French. "We all know there are pros and cons. The pros are that you get some students to go who otherwise perhaps can't fit it into their schedule or who have not found financial ways to (afford) a semester. The con is that it has to be more than just a glorified tour. It has to have some academic meat."

The Valparaiso International Engineering Program (VIEP) produces graduates with both a bachelor of science degree in engineering and a major or minor in German. Taking five years instead of four, VIEP requires engineering majors to spend

a full year in Germany, with one semester in Reutlingen followed by a salaried six-month co-op placement at a German company or research laboratory. Students pay greatly reduced tuition during that final semester. The challenging program produced its first three graduates in 2007 and added three more in 2008. "We're a fairly small College of Engineering. If we could get five students a year to do VIEP-German, we'd feel very successful," said Eric Johnson, director of VIEP and an associate professor of electrical and computer engineering. Valparaiso is expanding the VIEP model to France after Duvick recently finalized articulation agreements with a French engineering school as well as a business institution, allowing for two VIEP-French students in fall 2009. Johnson spent spring break in China, exploring the feasibility for a VIEP there.

When Thomas Boyt, a marketing expert with a degree in veterinary medicine, became dean of the College of Business Administration in 2004, he quickly heard from some of the first students enrolled in a new M.B.A. program that "the international focus wasn't what it should be. We took a hard look and agreed with them." They placed greater emphasis in the curriculum on international business, and Zhenhu Jin, a Shanghai-born finance professor on the faculty, led education tours and arranged summer internships in China for both M.B.A. students and undergraduate business majors. Now as many as 20 M.B.A. students head off to China each summer. "For some of our Indiana-born students, it is a life-changing experience," said Boyt. "They see business in a different way. And because of Zhenhu Jin, we get in to see everything from the big American and Chinese firms to the little mom-and-pop businesses."



LEFT TO RIGHT:

Renu Juneja, associate provost and professor of English, was co-leader on a March 2008 faculty development trip to India.

Roy Austensen, provost and vice president of Academic Affairs, participated in that March 2008 faculty development trip to India.

Nelly van Doorn-Harder, associate professor of theology and an authority on Islam, is a native of the Netherlands.



Thomas Boyt, dean of the College of Business Administration, helped further internationalization of the business curriculum with suggestion of a language requirement.

LANGUAGE FOR BUSINESS MAJORS

Boyt also has internationalized the business curriculum even more strikingly by convincing the faculty to institute a language requirement for the 320 business majors. They now fulfill the same eight-credit language requirement as arts and science majors (Education and nursing do not require language classes). "There were lots of pressures not to do that, but I think it's just critical," said Boyt, who first proposed the unanimously endorsed change to the college's Curriculum Committee. "From there, it went to the College of Business Administration faculty for a vote where it passed very easily. I then submitted it to the provost who approved it to be presented to the Educational Policy Committee, which is a university-wide committee. Once it passed there, it went to the Faculty Senate where it was also approved." Now it is enshrined in

Valparaiso's general education requirements. More recently, Boyt won faculty approval to offer a "Business Spanish" certificate as an elective. Boyt said he constantly tells parents, "Don't let your son or daughter graduate without an international experience or you're setting them up for a competitive disadvantage."

Associate Professor of Theology Nelly van Doorn-Harder, one of two world religion specialists on the faculty, is an authority on Islam. A Dutch national, she began her career directing a refugee agency in Cairo, Egypt, and later taught Islamic Studies at Duta Wacana Christian University in Yogyakarta, Indonesia. A prolific scholar and popular lecturer, van Doorn-Harder said she always has waiting lists for her classes.

Townpeople, too, have exhibited a keen interest in learning from her about the Islamic world. Since

"...as many as 20 M.B.A. students head off to China each summer. For some of our Indiana-born students, it is a life-changing experience'..."



Undergraduate international students (left to right): Adam Rundh, Aalborg, Denmark; Polina Kogay, Almaty, Kazakhstan; and Bala Srinivasan, is U.S. born but grew up in Bangalore, India.

September 11, “I think I’ve spoken in every church basement in Michiana,” she said, using the local portmanteau for the Indiana-Michigan border region. “The Kiwanis, the Rotary, the women’s clubs—everybody wanted to know about Islam. I found that very humbling because Americans try to understand even if they don’t understand at all. Most of these people have never traveled, have no idea about the rest of the world—but they try.”

Valparaiso is one of four U.S. campuses that houses an INTERLINK Language Center where international students can take Intensive English before matriculating. Freshman Polina Kogay, 19, of Almaty, Kazakhstan, followed that route. The Kazakh student won a national scholarship back home that pays the entire cost of her studies, including flights back and forth. “I choose the major and the country and they pick the school. They picked Valpo,” said Kogay, an electrical engineering major who arrived in Indiana in March 2007 and spent four months in INTERLINK classes.

Another international student, Adam Rundh, 22, a native of Aalborg, Denmark, is a chiseled 240-pound defensive end on the Crusaders’ football team. Rundh is the only international player on the gridiron squad, but several Valparaiso basketball players are international. Rundh can always fall back on his education if

he doesn’t make the NFL. The double-major in international business and finance has a 3.93 grade point average.

The president of the Valparaiso International Student Association, senior Bala Srinivasan, was born in the United States, but grew up in Bangalore, India. Holly Singh met him on a recruiting trip, took an application on the spot, and soon was able to offer Srinivasan an academic scholarship. Srinivasan, 23, originally was drawn to Valparaiso by engineering but wound up as a computer science and business major. “Academically, it’s a great school. And they do a great job of getting people together and creating this kind of family-type atmosphere amongst international students and American students. There’s a lot of exchange of culture. You never feel alone here,” he said.

Valparaiso offers an unusual major called International Economics and Cultural Affairs (IECA) that marries language study with economics, history, geography, and political science. It was born in part from necessity in the early 1970s, when both economics and the language faculty were worried about declining enrollments, according to Professor of Political Science Albert Trost. “We’ve never had an international relations major. This took the place of that and stimulated a lot of interest,” said Trost, a 1963 alumnus who teaches courses on

international relations and directed the Cambridge Study Center from 1975 to 1977. He also co-leads the week-long workshops for new faculty held in Cambridge at the end of their first year.

IECA is flourishing with 30 majors, who gathered one afternoon in March to prepare for a conflict resolution role-playing scenario led by George Lopez, a professor from the Joan B. Kroc Institute for International Peace Studies at the University of Notre Dame. Debra Ames, an associate professor who teaches Spanish and chairs IECA, said some of these majors likely will join the Peace Corps or enter other service professions after graduation. "We were real pioneers in linking the study of economics and foreign language," she said.

THE VALPO CORE

Trost was instrumental a decade ago in the creation of the Valpo Core, an intense, interdisciplinary, two-semester, 10-credit course that all freshmen outside the honors college must take. The writing-intensive Valpo Core introduces freshmen to great writers of the world. "The reading list is multicultural and international because the world is multicultural and international," the syllabus explains. Subtitled "The Human Experience," the Core is organized thematically around the human life cycle and features units on Creation and Birth, Coming of Age, Citizenship, Work and Vocation, Love, and Loss and Death. Twenty students or fewer join with professors in exploring life's big questions, reading important texts, writing personal narratives and essays, forging friendships, and attending cultural and other events outside of class. Despite skepticism at the start, the Core has proved an enduring hit and its director, English Professor John Ruff, even offers an elective version for seniors.

To keep pace with growth in both international enrollments and its education abroad programs, Valparaiso recently named two alumni with deeply international backgrounds to share leadership of the Office of International Programs. Singh was promoted from associate director to director of International Students and Scholars, and Julie Maddox was named director of Study Abroad Programs. Maddox is returning to Valparaiso from Chicago. Maddox majored in French and International Economic and Cultural Affairs and spent semesters in Hangzhou and Reutlingen as an undergraduate. Her master's degree is in international commerce and policy.

Singh planned to become an engineer when he arrived at Valparaiso in 1991 as a freshman from India, but later switched to liberal studies and theology, then made a career working in international education alongside his former adviser, Hugh McGuigan. "My interest changed from just looking for a career to finding a meaning of life," explained Singh.

That is the type of conversion that gladdens Alan Harre. "Our primary task, according to our mission statement, is to prepare our students for service to church and society," said the retiring president. In his view, every U.S. university has an obligation to help citizens "become more globally responsive and sensitive. We're not going to be able to function in the isolation we had many, many years ago."

"And so when you take a place like this in the heart of the country, helping to try to provide that larger context, I see that as a tremendous blessing to not only northwest Indiana, but to the entire country," he added.

LEFT TO RIGHT:

Moninder "Holly" Singh, director of International Students and Scholars, was co-leader on a March 2008 faculty development trip to India.

Albert Trost, professor of Political Science, co-leads workshops for new faculty held at the Cambridge Study Center at the end of their first year.

Debra Ames, associate professor of Spanish, chairs the International Economics and Cultural Affairs program.



Challenges and Lessons from Valparaiso University

- **AD-HOC INITIATIVES.** Valparaiso has operated study abroad centers in England and Germany for four decades and forged a strong relationship with Chinese universities over 20 years that has opened other doors in China. But its international initiatives sprang up in isolation with no coordinated strategy. Japanese studies, which were supposed to move forward simultaneously with China, struggled. “It’s quite an impressive array,” said Dean of Arts and Sciences Jon Kilpinen, but it is time “to consolidate what we’ve done and coordinate it better.”
- **FACULTY DEVELOPMENT.** Faculty receive strong encouragement to internationalize their research and courses. Aided by a \$1.8 million Freeman Foundation grant, Valparaiso has organized three faculty study tours to China; three dozen faculty toured India last spring with the provost and associate provost. New faculty take an academic retreat to Cambridge, England, at the end of their first year. The tradition of a two-week spring break allows both faculty and students to venture farther than counterparts can with just seven days off.
- **CORE CURRICULUM.** The Valpo Core, a two-semester, 10-credit course exposes first-year students to great literature from Asia and Africa as well as the Western canon. The honors college also incorporates classic Asian texts into its curriculum. The Core extends learning and discussion outside the classroom with a required “fifth” hour of participation in cultural and other campus activities. “There’s more partnership here between the curricular and the co-curricular in terms of international emphasis,” said Vice President for Student Affairs Bonnie Hunter. International wings in the dorms, a Global Leaders Community, and the distinctive, Bauhaus-style Kade-Duesenberg German House and Cultural Center—a residence and learning space—enhance the campus mix.
- **WIDER TENT.** Valparaiso mixes professional training (engineering, business, nursing) with the arts and sciences. Internationalization traditionally was the province of the humanities, but business and engineering have stepped up their international activities. The College of Business Administration in 2007 instituted the same language requirement that liberal arts students have (8



credits). A faculty-led International Affairs Committee was recently restructured to ensure that all five colleges are represented in addition to the arts and sciences.

- **STUDY ABROAD.** Attracting more students to study abroad poses a challenge. In addition to operating its own study centers in England, Germany, China, and Mexico, Valparaiso sponsors eleven other study abroad opportunities and offers selected opportunities through the Study Abroad Consortium of the Associated New American Colleges. The School of Law teaches comparative law in Cambridge each summer and recently began offering a summer course in Chile and Argentina on war and poverty. International business and M.B.A. students go on internships in China.
- **PIPELINE.** Valparaiso since 1992 has hosted an INTERLINK Language Center for international students who need intensive English before starting their college education. INTERLINK students live in the dorms and mingle with Valparaiso students. The program has provided 30 to 40 percent of Valparaiso's new international students. The university, which had 145 international students in 2007,

saw that number jump to 244 in 2008. "We need to look at new areas for expansion," said Director of International Students and Scholars Holly Singh.

- **GETTING THE WORD OUT.** Despite winning a 2008 Senator Paul Simon Award for Campus Internationalization, Valparaiso's senior leaders feel they still have not gotten the word out on the extent of the university's international activities. "We really don't think we communicate well what the internationalization of Valparaiso University means for our students, our faculty, alumni, funders and other constituencies," said Provost Roy Austensen.
- **SERVICE.** With strong Lutheran roots, international service is a way for Valpo to fulfill its mission of preparing students "to lead and serve in both church and society" and help them "flourish in an increasingly diverse and interconnected world." It offers an International Service major. A chapter of Engineers Without Borders builds wells in poor Kenyan villages, and the College of Nursing sends students on medical service trips to Nicaragua and Costa Rica. A challenging education abroad program in Windhoek, Namibia (once German West Africa) also has a Lutheran tie.





SPOTLIGHT

PROFILES

The selection jury for *Internationalizing the Campus 2008* recognized three additional institutions for their outstanding accomplishments in specific areas of internationalization. Colorado State University is recognized for developing a comprehensive strategic plan for internationalization, Miami Dade College is noted for its expansive, globally themed arts and literature programs, and Webster University is acknowledged for its extensive and fully integrated network of overseas campuses.

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Colorado State University

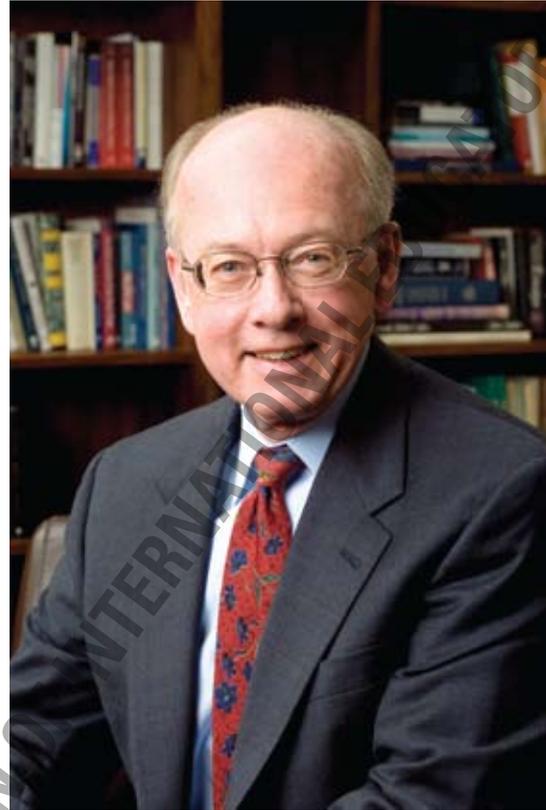
EXECUTES A STRATEGIC PLAN WITH
A GLOBAL THRUST

IN AN ERA OF TIGHT BUDGETS AND DIMINISHED STATE SUPPORT FOR HIGHER EDUCATION, THERE IS A SURPRISING OPTIMISM IN THE AIR AT COLORADO STATE UNIVERSITY, PERCHED IN FORT COLLINS IN THE FOOTHILLS OF THE ROCKY MOUNTAINS. The faculty pulled in almost \$300 million in research grants in 2007, up 11 percent in a year and up by almost half since Larry Edward Penley became president in 2003. CSU conducts extensive bio-medical and energy research and is known for expertise on atmospheric science and water issues, not just for the citizens of Colorado but of the world. Across South Asia and the Middle East, government ministers in charge of water programs often have Colorado State diplomas on their walls.



Colorado State University campus sculpture.

That optimism is also due to the way that Penley, a former professor of management and business dean at Arizona State University, has gone about seeking new resources and opportunities for Colorado's land grant university, which enrolled 24,000 students and had 1,450 faculty in 2006-07. As *The Denver Post* reported recently in a front-page profile, Penley "is not often found at the state Capitol, beseeching legislators to provide more money." Instead, he regularly turns up at business conferences on both coasts and at universities overseas, seeking to line up corporate investors and academic partners for Colorado State's efforts to make and mine new discoveries in medicine, energy, and other fields. A clean, two-stroke engine developed by a Colorado State mechanical engineer has sharply cut pollution in three-wheeled Filipino taxis, and the technology is being used for clean cook stoves as well. The London-based Shell Foundation awarded a \$25 million grant in 2007 to Envirofit International, a nonprofit spun off from Colorado State's Engines and Energy Conversion Laboratory, to design and market 10 million clean stoves to poor families in India and other developing countries.



President Larry Edward Penley

INTERNATIONALIZATION— A KEY PART OF THE PLAN

Penley, who earlier in his career taught in Mexico and Venezuela, has made internationalization a key part of Colorado State's strategy to reinvent itself for the twenty-first century. The university and its board of governors adopted in February 2006 a 10-year plan, *Setting the Standard for the 21st Century: Strategic Directions*. One of its goals was to provide students "with distinctive international experiences and broaden their exposure to today's global challenges." It elaborated: "We must dramatically transform our international emphasis to prepare students for life in an increasingly interdependent world. This can be accomplished through an enhanced curriculum, international

research and scholarship, institutional partnerships, the presence of more international scholars on campus, greater participation in study abroad programs, expanded area studies programs, and events with global themes."

The strategic plan also set ambitious goals for increasing "research and discovery" and made the case that addressing "global problems" must be part of the mission for a land grant institution in this new century. It explained, "For more than 100 years, America's public research universities have served as the engines of research and knowledge creation that addressed the great challenges facing society. It is almost impossible in today's world to overstate the importance of the

"Colorado State is developing research 'superclusters' that seek to speed breakthroughs from the academic world into the global marketplace."

research enterprise to economic prosperity and the quality of life for Colorado, the nation, and the world. With one-third of its budget devoted to research, Colorado State values scholarly excellence, and strives to set the standard in research, scholarship, and creative artistry as it addresses global problems with the capacity of a model twenty-first century land grant institution.”

The most obstinate problems, the plan noted, “are universal to humanity,” from poverty to disease to the fragility of the environment. In the true land-grant tradition, Colorado State is seeking not only new answers, but ways to bring solutions to market and into people’s everyday lives. In addition to promoting interdisciplinary work, Colorado State is developing research “superclusters” that seek to speed breakthroughs from the academic world into the global marketplace. It chose research on infectious diseases for the first supercluster, and made cancer research and clean energy its next two targets. The work of each supercluster is led not only by a chief scientist, but a business executive—a chief operating officer—tasked with finding ways to quickly bring breakthrough ideas to market. While tech-

nology transfer offices are ubiquitous at research universities, the supercluster approach weighs the market potential while the research is still going on. Colorado State also created for-profit businesses to capitalize on its work.

The strategic plan laid out benchmarks for further internationalization, including boosting the number of international students on campus by one-third to 1,100 by 2010 and expanding study abroad opportunities so that a quarter of all students by 2015 have an international learning experience. “New targets for international students will require strong international recruiting and base funding,” it said. “Greater participation by students will require connecting campus programs with complementary programs abroad and expanding number of destinations. . . . Possible needs include faculty hires, enhanced language offerings, enhanced library support, and support of university global events.” It also envisioned offering short courses, study trips, and other formats beyond semester credit programs.

The hiring of a prominent international educator from Harvard, James Cooney, as Colorado State’s

International students at the President’s Welcome Reception.





LEFT TO RIGHT:

James Cooney, associate provost and director of the Office of International Programs.

Tony Frank, senior vice president and provost.

associate provost for International Programs, also served notice of the university's plans to raise its international profile and activities. At Harvard, Cooney was executive director of the Weatherhead Center for International Affairs and served as dean of international programs at the John F. Kennedy School of Government. The political scientist also was the former chair of the Board of American Field Service Intercultural Programs, a former Fulbright scholar, and deputy director of the Aspen Institute Berlin. Cooney went to Austria as an AFS exchange student while attending high school in Indianapolis and after college taught English in Japan before getting his Ph.D. from the Massachusetts Institute of Technology.

In Colorado State he found an institution that not only shared his passion for international education, but was willing to put significant new resources behind the rhetoric. The strategic plan was all but complete when he arrived in January 2006. "The president said, 'Jim, I want you to look at the final draft, and you're one of the few who can still make changes,'" said Cooney. He made some additions, but found that Penley had already made certain that the final draft spoke to the importance of global issues in Colorado State's work. "Then, as soon as the strategic plan was adopted, he said to me, 'In the next six months I'd like to see a coherent internationalization plan from you.'"

A DISTINCTIVE INTERNATIONAL NICHE

That led Cooney and his staff—the office staff increased from 20 to 26 since his arrival and the international affairs budget jumped 50 percent—to produce a 21-page CSU internationalization plan in October 2006 that mapped how Colorado

State could carve a distinctive international niche. "Every major research university in the U.S. claims to be 'internationalizing' its campus, but few universities have a coherent approach to what this will involve," the Cooney report said. It called for a more systematic approach to globalization and requested almost a half-million dollars in new funding to make that happen.

"In the twenty-first century," it said, "land-grant universities operate in a global context, and they must evolve to serve as stewards for the well-being of the world's population, reach out to all sectors of society at home and abroad, and make education an international experience." It called for developing close partnerships with approximately 20 key universities, providing \$80,000 in faculty development grants, and \$50,000 for education abroad scholarships. It also envisioned establishing a steering committee for the internationalization plan composed of deans and vice provosts, and developing international studies into a formal major (225 students already concentrate in that area).

The ambitious internationalization plan further galvanized faculty and senior administrators already excited about the possibilities in the strategic plan. Lou Swanson, vice provost for Outreach and Strategic Partnerships, said, "Jim has created great excitement with his internationalization plan. He's got a terrific vision. He's the right guy at the right time for our reengagement in international affairs."

President Penley and Provost Tony Frank added \$220,000 to the base budget of the Office for International Affairs ("that means you get to keep it," said Cooney) and promised additional

support for a campus-wide international colloquium in 2009. Some other items on the wish list, including a possible school of international affairs, may become part of a capital campaign.

KEY INSTITUTIONAL RELATIONSHIPS AND PARTNERSHIPS

“What the president is trying to do is put Colorado State on the map as a university at the forefront of applied research (and) entrepreneurial approaches to utilizing our research,” said Cooney from his office in Laurel Hall, one of the nineteenth century buildings on Colorado State’s historic Oval.

Already things are moving fast. International field experiences—faculty-led, short-term trips—nearly tripled in the past year to 30 projects. The number of students participating has shot up to 250, several times that of previous levels. CSU already has forged partnerships with such institutions as the Nehru Advanced Research Center in India, China Agricultural University, Universidad Autónoma de Yucatán in Mexico, University of

Canterbury in New Zealand, and Saratov State University in Russia, and is exploring others.

“We are developing these thoughtfully,” Cooney explained. “A key institutional partner should represent an institution where we have at least three ongoing types of collaboration. So if we are working with the University of Canterbury in New Zealand, there will be some faculty working in biomedical engineering, some faculty in Antarctic research, since most of the expeditions get launched from there, and then some faculty in chemical engineering. It can build beyond that; there’s nothing restricted to three. But we’re trying to find connections where we can really say we are working at several different levels, and even if a certain professor retires or moves to a different institution, this partnership is likely to continue.”

These relationships are intended to go beyond the partnerships that exist on paper only. “Every campus suffers from this,” said Cooney. “You have faculty members who say, “I want to

Students meet the Colorado State University mascot “Cam the Ram” at the New International Student Orientation.





William Farland, vice president for research.

conclude an international memorandum of understanding with a researcher in Taiwan. I haven't met him, but I had a good telephone conversation with him.' Our job isn't to say no, but we're trying to set criteria for why some of the closer partners are more instrumental than others." Cooney also convenes regular gatherings of faculty from widely varied fields to discuss their international projects and come up with ideas for novel collaborations, whether in the Netherlands or Saudi Arabia.

GLOBAL VIEW OF LAND-GRANT MISSION

William Farland, vice president for research, arrived in Fort Collins in fall 2006 from a scientific career at the U.S. Environmental Protection Agency, where he was the highest ranking career scientist and worked on numerous international health and environmental projects. When interviewing for the job, he recalls that he stressed "the importance of science for a purpose and the application of science for problem-solving. Now I feel like I was preaching to the choir because this place values these activities so highly."

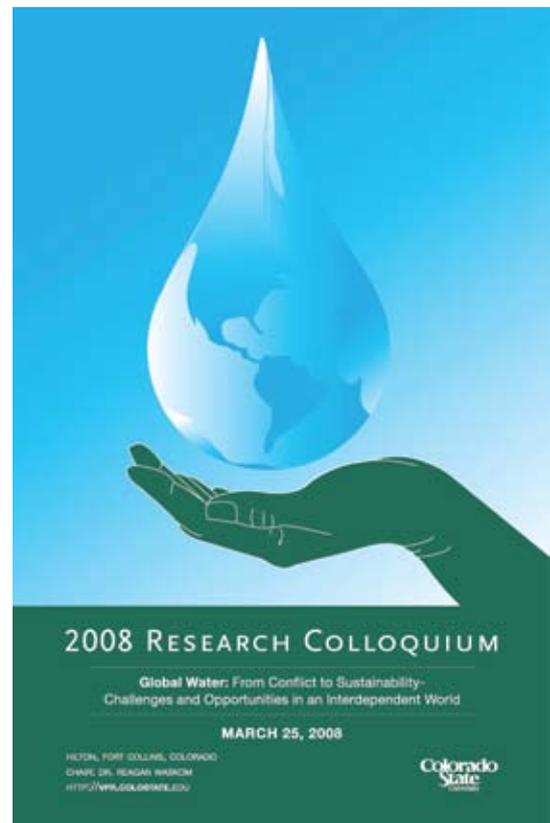
Reagan Waskom, director of the Colorado Water Institute, and his research team are thinking more and more globally these days. "The Colorado Water Institute is not just helping farmers grow beets in Colorado. We have a global view of what a land grant mission looks like," he said.

"Colorado State is known worldwide for the application of water management in a stressed environment. In Colorado, we're a storm or two away from drought every year. What we learn about water stress—whether it be irrigation management or urban water supply management or environmental services—is translatable to the other water-stressed environments of the world," said Waskom. "We take Colorado issues and can

apply them globally. And it's a two-way process. We learn from them as well. We're at the point in most of the world where the available fresh water resources have been developed. Now, rather than looking for new resources, we're trying to figure out how to share existing ones."

Internationalization at Colorado State University involves the integration of traditional goals of an international office with the research imperatives of a twenty-first century land-grant university. It has quickly become a priority both for the vice president for research and among faculty from a range of disciplines. "Stay tuned for the next phase of our plan. We are just getting started," said Vice Provost Cooney.

Colorado State University water poster.



Miami Dade College

A PASSION FOR THE ARTS BRINGS THE WORLD TO MIAMI DADE—AND TO MIAMI

WHEN U.S. SECRETARY OF EDUCATION MARGARET SPELLINGS DELIVERED THE COMMENCEMENT SPEECH AT MIAMI DADE COLLEGE IN MAY 2008, SHE HAILED THE FAMOUS COMMUNITY COLLEGE AS “THE LARGEST AND MOST DIVERSE COLLEGE IN THE NATION—AND PROBABLY IN THE WORLD.” Miami Dade enrolled more

than 58,000 students in fall 2007 and 32,000 other noncredit students. It awards more associate degrees than any other U.S. college and claims the largest enrollment of Hispanics and black students. It changed its name from Miami Dade Community College to Miami Dade College in 2003 when it began offering bachelor of education degrees.



Miami Dade College Wolfson Campus

Despite the switch, it remains primarily a community college. In 2007 it awarded 45 of those bachelor's degrees—and 6,500 associate degrees. Spellings, who also received an honorary degree (as both President George W. Bush and First Lady Laura Bush had before her), said in her address, “Everywhere I go, across our nation, and around the world, I meet people who are trying to achieve what this college has done and is doing. Last summer, your president Eduardo Padrón joined me on a delegation of university presidents to Latin America. We held up Miami Dade College as a model of how to help more people access a college education.” Padrón is a Miami Dade alumnus who emigrated from Cuba at the age of 15 in 1961, the year after Dade County Junior College opened on a World War II U.S. Naval air station north of Miami in quarters so modest that it earned the nickname “Chicken Coop College.” It was Florida’s first integrated community college and quickly grew to become the largest institution of higher education in the state.



President Eduardo Padrón

68 GLOBALLY THEMED ARTS AND LITERATURE

Miami Dade says its mission “is to provide accessible, affordable, high quality education by keeping the learner’s needs at the center of decision-making and working in partnership with its dynamic, multicultural community.” It backs up those words with an array of activities that have both internationalized the curriculum and enriched the cultural life of perhaps the most international city in the United States. Padrón has personally played a large part in helping the institution fulfill this mission. He has been Miami Dade’s president since 1995 and before that led the downtown Wolfson campus for 15 years. At Wolfson, he played a pivotal role in the birth of the Miami Book Fair International, which brings hundreds of authors and attracts several hundred thousand visitors during its eight-day run each November, culminating with a colorful street fair on the Wolfson campus. More recently, Miami Dade became the principal sponsor of the Miami International Film Festival—11 days of film premieres, lectures, and red-carpet events that attract film directors and stars from Hollywood and around the world, with a special emphasis on the

filmmakers of Spain and Latin America. It is the only major film festival affiliated with an institute of higher education.

Vivian Donnell Rodriguez, a veteran Miami arts administrator who became Miami Dade’s vice provost for Cultural Affairs in 2007, said, “It is second nature to all of us to create programs that are diverse, because that’s what our community is. They reflect the people that live here. These are our audiences. It’s a very natural result. You see it when you walk through the halls of our campuses and see the interchanges and hear the languages. This isn’t something that we have to go out of our way to do. It has to happen this way.”

Both the book fair and the film festival complement what the college calls its “living arts curriculum” of globally themed arts and literature programs, including master classes taught by visiting artists and opportunities for Miami Dade students to dance, sing, and perform on tours that in the last year alone took them to the Dominican Republic, Italy, Taiwan, and other distant stages. “We are very proud of our students, for

LEFT TO RIGHT:

Alina Interián, executive director of the college's Florida Center for the Literary Arts.

Vivian Donnell Rodriguez, vice provost for Cultural Affairs.



they have demonstrated that higher education can be a model for international cooperation and understanding. Our academic excellence is rooted in our respect for the diverse origins and traditions of our students and faculty,” Padrón says.

The Miami Book Fair International, which began as a two-day street fair in 1984 called “Books by the Bay,” has grown into the largest book fair in the country. Local booksellers and librarians conceived the fair as a way to convince publishers to send more authors on book tours to Miami. They approached Padrón and asked for his help. He liked the idea, having seen firsthand how book fairs had become “signature cultural events” in Barcelona, Spain, and Buenos Aires, Argentina.

Miami had nothing like it at the time. He agreed to put up \$75,000 and host the book fair on the Wolfson campus. “It immediately touched a nerve in our community. Miami draws all kinds of events and conventions geared towards tourists, but this event was ‘for us, by us.’ The book fair is open to everyone and draws people from all walks of life, all united by the written word. People had been waiting for something like this,” said the president, an economist by training.

Today the book fair’s annual budget tops \$1 million, with local governments, foundations, businesses, and other sponsors absorbing most costs, and 1,500 volunteers—mostly Miami Dade faculty, administrators, staff, and students—pitching in.

Film producer Danny Glover (left) and film critic Elvis Mitchell (right) in discussion at the Gusman Center for the Performing Arts.



“Authors have traveled to the fair from Israel, Russia, Ireland, England, Italy, Canada, Nigeria, Congo, and more.”

Alina Interián, executive director of the college’s Florida Center for the Literary Arts and longtime book fair impresario, said, “We pride ourselves in having created a very successful formula that has been emulated by a number of communities around the United States.” Miami Dade runs ads for the event in *Publisher’s Weekly* and *The New York Times Book Review*. The literary lions who have read and lectured at Miami Dade during the fair include 11 Nobel Laureates (from Saul Bellow to Toni Morrison to Octavio Paz to Derek Walcott) and more than 50 Pulitzer Prize winners (from John Updike to Rita Dove to Miami’s own humorist, Dave Barry). While there is a modest admission charge (\$5) to the colorful, three-day

street fair at the end of the week-long celebration, all the author lectures are free. A parallel program in Spanish draws Ibero-American authors and poets from Latin America and Spain as well as Brazil, Portugal, and the Caribbean. “But the fair is hardly limited to these countries. Authors have traveled to the fair from Israel, Russia, Ireland, England, Italy, Canada, Nigeria, Congo, and more,” said Padrón.

Miami Dade stepped in to sponsor the glittering Miami International Film Festival (MIFF) in 2004 when Florida International University bowed out. The budget for the Miami International Film Festival tops \$2 million, but the college has a gold-plated list of partners, American Airlines, the Miami-Dade County Department of Cultural Affairs, and the Miami Herald among them. The John S. and James L. Knight Foundation also has put up three \$25,000 prizes for the best films. Originally, the film festival was confined to the former Olympia Theater, a silent movie palace and vaudeville theater built in 1926 to look like a Moorish castle. Maurice Gusman, a business magnate and philanthropist, saved the theater from demolition and donated it to the city in 1975. It was restored and placed on the National Register of Historic Places in 1984 and has undergone further restorations in recent years as the Gusman Center for the Performing Arts. But MIFF has outgrown the Gusman. With 166 films from 54 countries, including 10 world premieres, movies were screened at seven venues around greater Miami and Miami Beach at the 10-day festival in March 2008. More than 75,000 people attended the screenings, talks, and related events in 2008. The film festival reflects the college’s commitment “to arts, to culture, and to the community,” said Vivian Donnell Rodriguez, the college’s vice provost for Cultural Affairs. “Obviously our mission is one of education, but we do that in a variety of ways, not only through classes and continuing education, but through all these cultural programs as well.”



International Film Festival Awards Party.



Cultura Del Lobo Performance Series.

EXTENDING BEYOND THE CAMPUS

Miami Dade also imbues international arts into the curriculum through two complementary initiatives: the Cultura del Lobo Performance Series and the Center for Cultural Collaborations International. Cultura del Lobo, meaning Culture of the Wolf, was a play on the name of the downtown campus, Wolfson. It began in 1990 with the aim of bringing to campus “the newest, most-challenging performing art being created today with a focus on Latin America and the Caribbean and work that is reflective of our multi-ethnic community,” according to the college’s Cultural Affairs Department. The Center for Cultural Collaborations International was launched six years later to commission new works and support international artists who come to Miami for residencies during which they would create, perform, and teach master classes about their work, said Jennylin Duany, the center’s residency and education coordinator. An early grant from the Ford Foundation provided seed money for the center’s international initiatives.

Each year more than 12,000 students and other Miami residents attend the more than 100

performances and master classes put on by the dancers, actors, and other artists that the college brings in. Latin and Caribbean arts and culture are richly represented, but so are other cultures and regions. Last season, among the featured artists were the Spanish Harlem Orchestra, the Urban Bush Women (from Brooklyn, New York) performing with Senegal’s all-male Compagnie Jant-Bi, and a dance troupe from Belgium, Compagnie Thor, making its American debut with a show called “D’Orient” choreographed by Thierry Smits that paid homage to the world of the Middle East. In all, 40 artists performed at venues across Dade County and held 150 master classes, taught both at Miami Dade College, its New World School of the Arts, and in local public schools. While the general public pays up to \$52 for a seat at some of these concerts and performances, Miami Dade College students and staff pay only \$5. Teatro Prometeo, founded in the early 1970s to preserve and promote Hispanic culture through theater, in 2006 became part of the Florida Center for the Literary Arts. It sent students to perform at Casa Teatro in Santo Domingo, Dominican Republic, in December 2006. Miami Dade College students regularly perform on other international stages as

well. In summer 2007 the Hard Bob Jazz Ensemble played at the Umbria Jazz Festival in Italy, while dancers from the New World School of the Arts performed in Kaohsiung, Taiwan.

In recent years the college has been sending representatives of the Miami International Film Festival each summer to mount a four-day, abbreviated version of the festival in Latin America, drawing local filmmakers, professors, and students to the screenings and events. This year “MIFF Abroad,” as it is called, went to Mexico, and past programs have been held in Chile and Colombia.

BOOK FAIR-CUM-LITERARY FESTIVAL

The 25th Miami Book Fair International, scheduled for the second week of November 2008, will be held on the Wolfson campus just in advance of International Education Week. Padrón sees the book fair as “an invaluable opportunity for our students. Many of the authors arrive prior to their presentation and stay afterward to attend classes and interact with students in an intimate setting. The book fair provides the authors’ books to the particular classes in advance, and the students prepare for their close encounter. The

authors hold book signings, but you can also find them wandering around, enjoying the festival themselves. The whole campus and even the city becomes a classroom that week.”

The president added, “Most of our students are the working poor, and they may not be aware of the reputations of many of the authors coming to the fair. But when an author visits their class, or when they attend a reading, their motivation skyrockets. Many students get involved as volunteers. Then there is the street fair, which is free for students, where they can bring their families and enjoy a relaxing day around the college. They get the sense that education is truly a lifelong process.”

Does Padrón see the literary festival as integral to Miami Dade’s educational mission or more as part of its civic duties? “Separating our civic and educational missions is a little difficult,” he replied. “We often talk about extending the classroom beyond the campus. We believe in the open door approach to education, and the book fair is an open invitation to everyone in the community to appreciate reading and writing. The book fair fits perfectly with our motto that ‘opportunity changes everything.’ We open the door to this opportunity.”

Hundreds of thousands of people attend Miami Book Fair International, held at the Wolfson Campus of Miami Dade College and began in 1984.



Webster University

WEBSTER UNIVERSITY'S WIDE BRANCHES
EXTEND ACROSS EUROPE AND ASIA

IN THE RACE TO SEND MORE STUDENTS ABROAD, SOME U.S. UNIVERSITIES CAN POINT WITH PRIDE TO FACILITIES THEY OWN IN THE GREAT CITIES OF EUROPE, LIKE GEORGETOWN'S VILLA ON A HILL ABOVE FLORENCE OR NOTRE DAME'S BUILDING ON LONDON'S TRAFALGAR SQUARE, OR TO TEMPLE UNIVERSITY'S CAMPUS IN

TOKYO. But none does it quite like Webster University, which runs branch campuses in Switzerland, Austria, the Netherlands, the United Kingdom, Thailand, and China. "We truly have a distinctive international mission," said President Neil J. George.



Webster University Hall

Webster was the first U.S. university to win approval for an American M.B.A. program in China; and recently the Netherlands-Flemish Accreditation Agency extended accreditation to Webster's International Business & Management Studies bachelor's degree program in Leiden, which like the rest of Webster's overseas branches already held U.S. accreditation. George, a political scientist and longtime top academic officer at their suburban St. Louis, Missouri, campus, said the network that Webster has constructed over the past 30 years is not yet complete, "We will be in the Middle East. We will be in Africa. We will be more prominently focused in Latin America." Webster has a long history of taking on big challenges. It began as Loretto College, founded by an order of Roman Catholic nuns in 1915 as one of the first colleges for women west of the Mississippi. The name was changed to Webster College (the campus is in suburban Webster Grove) in 1924, and men were admitted in the early 1960s. A few years later the Sisters of Loreto passed control of the college to a lay board. But the mission of "meeting unmet needs" stayed the same, George said. As Webster once provided for young women in the 1920s flapper era a pathway to break into male-dominated professions, it later found success in giving working adults opportunities to earn graduate degrees by taking classes at night.

INTERNATIONAL JOURNEY BEGINS

The arc of Webster's international journey starts just across the Mississippi River at Scott Air Force Base in Illinois, where the university dispatched professors to teach evening classes to officers eager to earn master's degrees. It worked so well that Webster to set up shop on other military bases across the United States. Today it offers courses at 30 military bases in a dozen states, as well as at 21 other Webster centers in nine states that cater to working adults. From the first classes at Scott AFB until today, the emphasis in these graduate programs has been on interdisciplinary, individualized M.A. degrees.

The success of that venture outside the home campus gave Webster the idea of opening its first international campus in 1978. The location it chose was Geneva, Switzerland, where "a con-



President Neil J. George

siderable number of people were on short-term assignments with the United Nations agencies, and there was no opportunity for a working adult to study in English part-time," said George. From Webster's perspective, those international civil servants looked much like the military officers and civilians flocking to the classes it was offering across the United States. Some of those UN and other international agency employees also "wanted their sons and daughters to have the opportunity to have an American system of education," George added. That led Webster to offer undergraduate as well as graduate courses in Geneva, and to recruit from international schools where English was the language of instruction. It won authorization from Geneva authorities and accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools (which would later accredit Webster's other campuses as well). And today Geneva remains the flagship of the university's European operations, with more than 500 students enrolled on a campus that celebrated its 30th anniversary this fall. "This is a much more traditional schedule than other pieces of the institution,"

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said Robert Spencer, the Geneva-based director of Webster's European campuses. "We have morning and afternoon classes primarily for undergrads, and evening classes primarily for graduate students."

From there Webster set its sights on Vienna, Austria, where the UN was expanding its presence and OPEC was gearing up operations. There were special challenges because Austria then did not recognize private higher education, but Webster persevered and opened in Vienna in 1981. Today that campus also enrolls 500 students pursuing bachelor's degrees in business, international relations, computer science and other disciplines, and master's degrees as well. "Following Vienna, we thought, 'This is working great; there are real needs. It's not unlike responding to regional and local needs in the states. Where's another large English-speaking international community?'" recalled George. Their first instinct was to try their model at the Hague in the Netherlands,

but instead they landed in Leiden in 1983, where the mayor and Leiden University, the largest in Holland, wooed and welcomed the American-style business college.

That campus, too, found many eager to take the classes that Webster offered.

Webster opened a London campus in 1986 to offer American business degrees to busy London professionals through evening classes and also to give Webster's students another option for study abroad. Webster shares the facilities of Regent's College in London's Regent's Park with four other schools. It launched an M.B.A. program in China on the campus of Shanghai University of Finance and Economics in 1996 and opened a large campus in Cha-Am, Thailand in 1999.

As Webster has grown—it enrolls more than 20,000 students, including 7,500 on the home campus in St. Louis, 9,500 across the United States, and 3,000 at its international campuses—it has encouraged students and faculty to travel and

Webster Geneva Campus





Webster Geneva Students

avail themselves of the opportunities to study, teach, and absorb other cultures. While studying in England is far less of a culture shock for Americans than a semester in Thailand, George sees the London campus as an important first step into the world for those students wary of leaving home. “We thought we might begin to get a number of first generation, non-travel students to start in London, get their international legs, and then move on to places like Geneva and Thailand,” he said.

INCREASING MOBILITY

To speed them on their way, the university’s Webster World Traveler Program pays for the roundtrip air ticket for students to make their first trip to another Webster international campus. If they are enrolled in St. Louis, they can go to Europe, China, or Thailand. The mostly international students in Thailand, Geneva, and the other campuses can study in London, St. Louis, or any other Webster outpost. To qualify, undergraduates first must complete nine credit hours at their home campus. Graduate students get plane tickets, too, after first finishing 15 credit

hours and agreeing to complete an additional 30 hours (including the six credits they earn during an eight-week term abroad). The World Traveler Program picks up coach airfare for more than 100 students each year at a cost to the university of \$200,000.

“What we are trying to do is break down barriers for student mobility, faculty mobility, and staff mobility throughout the network,” said Grant Chapman, associate vice president for Academic Affairs and director of International Programs. “When a traditional university talks about study abroad, they’re usually talking about a U.S. student going abroad. With our mobility program, you could have a Russian student with a home campus in Geneva studying abroad in Thailand. They may never see the St. Louis campus, but that is every bit as encouraged as study abroad for the traditional U.S. student.” About 40 percent of the St. Louis undergraduates study abroad before they graduate, including 380 in 2006-07. That number has grown almost fivefold in the past decade.

With the exception of Webster’s offerings in China, which draw primarily Chinese students,

these overseas campus students are highly international; only one in five is a U.S. resident. Some 100 nations are represented in the Geneva student body, and 40 nations are represented on the faculty. More than 600 international students spent a semester on the St. Louis campus in 2007-08. Only a quarter of the 200 students at the Cha'am campus is Thai. Vietnam, Burma, India, and Nepal send contingents to the Thai campus, along with a number from Europe, the United States, and elsewhere. Webster is trying to attract more Thai students to the 60-acre campus in Cha'am, which is three hours south of Bangkok.

In China, Webster's offerings are primarily intensive, English language M.B.A. courses offered on weekends in Shanghai, Shenzhen, and Chengdu. The Chinese government recently decided to open a Confucius Institute on Webster's St. Louis campus, with the university expanding a partnership with a Beijing university that specializes in Mandarin classes.

Rick Forestell, the director of the China program, said from his office in Shanghai, "From the very first, we've had almost 100 percent Chinese locals attending our classes. Our M.B.A. program has had 1,100 graduates since 1997." But in partnership with Shanghai University of Economics and Finance, and with the blessings of the Chinese Ministry of Education, Webster is expanding offerings for undergraduates, including a semester-long Chinese studies program. Typically, a third of Webster's courses in China are taught by its own faculty and the rest by adjuncts. Fortunately no Webster classes were in session in Chengdu in May 2008 when a deadly earthquake struck Sichuan Province.



Webster Students in Japan

Webster professors themselves are frequently on the move. Half the full-time faculty have taught overseas at least once. "When we recruit, we say they must be prepared to teach internationally," said George. Webster also offers Faculty Mobility Fellowships to encourage professors to teach at an international site. The international campuses now offer undergraduate degrees in 17 fields, and 13 graduate degrees. "The majors we offer have the same learning outcomes throughout," said Chapman. Electives vary and reflect the local and regional culture.

The common outcomes and degrees mean that "a student can sign up for the next term, indicate where they are going, take their coursework, and go. You're accepted. It's one university. We suppress the significance of geography for administrative (purposes) and emphasize it for the pedagogical value and the international perspectives," said George. Webster even aims



LEFT TO RIGHT:

Grant Chapman, associate vice president for Academic Affairs and director of International Programs.

Rick Forestell, the director of the China program.



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for diversity in its online offerings, “where our goal is to have the instructor from one culture, a small class of 15 students, and no more than two students representing the same culture, creating a virtual international community,” he said.

FINANCIAL CHALLENGES AND SUSTAINABILITY

Tuition varies, based on the local economy. “Tuition in Geneva is higher than in Leiden because the cost of living is higher,” said Spencer. Students throughout the system pay their home campus tuition when they study abroad. Only recently has Webster begun to open its programs to other U.S. institutions as an option for their students to study abroad, but Grant now expects those affiliations to grow with their added housing capacity in Geneva and elsewhere.

At sites without Webster dorms, students rent apartments or rooms in the surrounding community, or live in other institutions’ student housing. The university encourages students to connect with the local culture and community through service and research projects, including participation in a community service day called “Webster Works Worldwide” held each fall since 1995. Chapman said students can earn an International Distinction designation on diplomas by volunteering or undertaking an off-campus research project.

Webster is a private, not-for-profit institution.

“Our model is to make sure that these campuses have long-term sustainability, both academically and financially, university-wide,” said George, and in the aggregate, the international campuses cover their expenses, as do Webster’s extended U.S. classes and the home campus. Webster closed a program in Bermuda several years ago, and Thailand “has been a challenge,” George acknowledged. But Webster University Thailand “brings real significant contributions toward helping us achieve our global education goals.” Webster remains the only U.S.-accredited university in Southeast Asia.

And what does the Webster leader say to U.S. colleagues who may be considering their first major foray into the international arena? “They should pursue it, but you should enter it for the right motivation. If you have schools that are struggling or looking for a new vein of financial support, that’s the wrong motivation. If they are genuinely interested in promoting global perspectives for their students as part of their degree, many different approaches can be used,” said George. They don’t necessarily have to stand alone, as Webster did in Geneva and elsewhere. “Starting from scratch was challenging then, it’s even more challenging today,” he said. But “when you partner, make certain that you have joint interests and total control over the academic integrity of your degree program.”