INTERNATIONALIZING
THE CAMPUS 2006

[Profiles of Success at Colleges and Universities]
INTERNATIONALIZING THE CAMPUS 2006

Senator Paul Simon Award

[Profiles of Success at Colleges and Universities]
Acknowledgements

A project of this magnitude is the work of many people. The constraints of space prevent us from listing everyone who contributed, but we do want to single out several people for special acknowledgement.

NAFSA would first like to acknowledge the financial support of the U.S. Department of State’s Bureau of Educational and Cultural Affairs, without which this project would not be possible. The Bureau’s support for this project reflects the State Department’s commitment to encourage international students to come to the United States to experience U.S. higher education and to encourage American students to study abroad, in the best possible educational environments for learning and mutual understanding.

Next, NAFSA gratefully acknowledges the considerable work of five volunteers who constituted the advisory panel that selected the institutions that are profiled in this report:

   STEPHEN DUNNETT,  
   vice provost for international education,  
   University at Buffalo, State University of New York

   JON BOOTH,  
   deputy director, division of international programs abroad,  
   Syracuse University

   LINDA MEVILLE,  
   international advisement specialist, University of New Mexico

   WENDY WEINER,  
   senior vice president of academic affairs and CEO south campus,  
   Community College of Allegheny

   JIM WILLIAMS, director,  
   international education program, George Washington University

   Their thoughtful deliberations were truly invaluable.

This report was researched and written by Christopher Connell. He also contributed many of the fine photographs used in the profile articles on the Simon Award winners. 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 is also a frequent contributor to International Educator magazine.

Many thanks 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.

Finally, we also 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 2006 report.

Thanks to these colleagues and many others, we are able to present here a report that captures the breadth and depth of accomplishment in international education at colleges and universities—information that will be of interest and, we trust, inspiration for many in the field.
Contents

Acknowledgements .................................................................................................................................................. iv
Introduction ............................................................................................................................................................ vi

WINNERS OF THE 2006 SENATOR PAUL SIMON AWARD
FOR CAMPUS INTERNATIONALIZATION

ARCADIA UNIVERSITY [At a Reborn Arcadia, Freshmen Get to Preview the World] ................................................................. 8
CONCORDIA COLLEGE [Ahead of Time, Concordia Saw Critical Need for Languages] ................................................................. 18
EARLHAM COLLEGE [Quaker Roots and a ‘Full Court Press’ on Internationalism at Earlham] .................................................... 28
MICHIGAN STATE UNIVERSITY [The Pioneer Land Grant Looks to Become a ‘World Grant’ University] ........................................... 38
PURDUE UNIVERSITY [Engineering for Internationalization from West Lafayette] ........................................................................ 48

SPOTLIGHTS OF INSTITUTIONAL SUCCESS

BABSON COLLEGE [An Incubator for Entrepreneurs is Bullish About Global Education] ................................................................. 60
OLD DOMINION UNIVERSITY [A Portal to New Worlds] ........................................................................................................ 68
UNIVERSITY OF RICHMOND [Seminars Abroad Broaden Faculty Experience] ........................................................................ 76
INTERNATIONALIZING THE CAMPUS 2006

[Profiles of Success at Colleges and Universities]

Flying freshman students abroad for overseas learning experiences; offering language “villages” in more than a dozen foreign tongues; supporting international students with customized financial aid packages; helping build universities in Latin America, Asia, and Africa; advancing innovation in engineering, science, technology, and agriculture through multidisciplinary action. These are just a few examples of the extraordinary internationalization efforts developed by winners of the 2006 Senator Paul Simon Awards for Campus Internationalization.

NAFSA received many outstanding nominations for the Senator Paul Simon Award for Campus Internationalization from an array of distinguished institutions throughout the United States. This report—now in its fourth year—highlights the power of international education to advance learning and scholarship, build respect among different peoples, and enhance constructive leadership in a global community.

In seeking out institutions where international education has been “broadly infused” across all facets of the institution, the 2006 Selection Jury (listed on p. iv) looked 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 panel to receive the Senator Paul Simon Award for Campus Internationalization has been profiled in-depth in this report. While each has arrived at its commitment to internationalization
in a unique way, all five demonstrate impressive levels of internationalization across their entire campus structure. Among the winners in 2006 are schools of widely varying sizes and resources: Arcadia University, Glenside, Pennsylvania; Concordia College, Moorhead, Minnesota; Earlham College, Richmond, Indiana; Michigan State University, East Lansing, Michigan; and Purdue University, West Lafayette, Indiana.

In addition to the five schools selected to receive the Senator Paul Simon Award for Campus Internationalization, three other institutions are spotlighted for their outstanding accomplishments in specific areas of internationalization. The 2006 spotlight schools are Babson College in Massachusetts, recognized for the role of its business school in acting upon the importance of internationalization; Old Dominion University in Virginia, noted for its activities targeting underrepresented populations for internationalization, and the University of Richmond in Virginia, which stands out for its faculty development within the context of internationalization.

All eight institutions were recognized at a special ceremony held during NAFSA’s 2006 Annual Conference in Montréal in May. 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 Simon of Illinois served his state 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, for the creation of the National Security Education Program, which addresses critical national security deficiencies in language and cultural expertise.

As the leading association for international educators, NAFSA is firmly committed to the notion that the world will be a more stable and more prosperous place when all the citizens are better able to understand each other through educational experiences that draw us all together. We hope that by recognizing the five Simon Award winners and highlighting the special achievements of three additional institutions, we will help to inspire and encourage similar internationalization efforts at all institutions of higher learning.

Mariam Assefa
President, World Education Services
President, NAFSA, 2006

Marlene M. Johnson
Executive Director and CEO
NAFSA: Association of International Educators
Two decades ago Beaver College was in dire financial straits. Beaver’s Center for Education Abroad (CEA) ran a large and vaunted study abroad program, but only a handful of Beaver’s own students participated. With barely 1,000 students, faculty at the former women’s college were “afraid that if they let students study abroad, we wouldn’t have sufficient enrollment here to maintain their jobs,” recalled David C. Larsen, Arcadia’s vice president and director of the center.

Today the dorms are bursting and Arcadia University has purchased apartment buildings to accommodate the 3,500 students on its picturesque campus, once the estate of a 19th century sugar magnate. Now 250 of the 3,000 students that the Center for Education Abroad places overseas each year are Arcadia’s own undergraduates. Applications doubled after the 2001 name change and the university has repeatedly received laurels as a cynosure of internationalization.

Beaver began in 1853 as a seminary for women in a Beaver County river town west of Pittsburgh. It became a college in 1872 and half a century later moved across the Keystone State to Jenkintown, then later to Glenside in the Philadelphia suburbs.

Even when the college’s finances were precarious, the fortunes of the Center for Education Abroad were robust. The nonprofit center, opened in 1965, runs study abroad programs in England, Scotland, Wales, Ireland, Italy, Spain, Greece, Australia, New Zealand, and Equatorial Guinea that attract students from hundreds of U.S. colleges and universities. With a staff of 120 and a $34 million budget, the nonprofit center still contributes to Arcadia’s endowment, but former President Bette Landman put a stop more than a decade ago to the practice of tapping its surpluses to cover Beaver’s operating expenses. “I said, ‘We’ve got to live within our means,’” recalled Landman, an anthropologist who sparked the college’s revival. Her successor, Jerry Greiner, a psychologist, has generated new excitement since his arrival in 2004 with ambitious plans to enroll international students by the hundreds instead of the dozens.

From its nadir in the 1980s, undergraduate enrollment has nearly tripled to just under 2,000, with more than 1,400 others pursuing master’s degrees in education, allied health, and such fields as international peace and conflict resolution, as well as MBAs in management with an international perspective and doctorates in physical therapy and education.

The college made internationalization the central thrust of Beaver’s mission back in 1991. Landman, president from 1985 to 2004, surrounded herself with strong deans and administrators, including Michael Berger, vice president for academic affairs and provost; the CEA’s Larsen; Dennis Nostrand, vice president for enrollment management; Norah Peters Shultz, dean of undergraduate studies; Jeff Shultz, associate dean for internationalization and professor of education; and Jan Finn, director of international services.
The turning point came at a summer planning meeting in Landman’s living room in 1993. Enrollments already were on the rebound, but Landman pressed her deans and faculty leaders on what to do next to ensure the college’s turnaround. Jeff Shultz, an MIT and Harvard-trained educator, suggested, “Why don’t we put all the freshmen on a plane and take them to London over spring break? We can call it our 747 Course.” Everyone chuckled, but a few hours later they were talking about how to make it happen. The London Preview was born.

The following spring, 140 freshmen flew to London for spring break, accompanied by faculty and staff. The CEA put them up in student hostels it hired for the purpose in the British capital. They visited the Tower of London, the British Museum, St. Paul’s Cathedral, and other sights, and went to the theater with Arcadia students spending the full semester in London. The fee that first year was $150; a dozen years later it is just $245. Arcadia subsidizes roughly $750 per student; freshmen in the Honors Program go for free.

“More than anything else, it gives them confidence to study abroad,” said Jeff Shultz. “They get over the fear that they can’t do this. They know that they can.” On Graduation Day, fully a third of the class crosses the stage wearing colorful sashes signifying where they studied abroad after the Preview.

This year freshmen were offered Previews to London, Scotland, and Spain, and transfer students took a fast-paced cultural tour of Italy. Jan Walbert, vice president for student affairs, led the Spain Preview. Prominently displayed in her office is the bullfighting poster she brought home from Valencia, Spain, where she spent summer 1976 studying while an undergraduate at Juniata College. Walbert returned to Spain for the first time in May 2005 for a professional meeting. “I came back bitten by a Spanish bug and wanted to find a way to get our students to go there,” she related. “Jerry Greiner kept saying, ‘Try it; figure it out.’” Twenty-two freshmen eagerly signed up.

Walbert said the two-credit overseas learning experience “far exceeded my expectations in terms of how the institution responded and what students got out of it.” Now Arcadia is considering adding courses and credits to the London and Scotland Previews.

The Previews cost Arcadia more than $400,000, but have become a powerful magnet for students. For years, Beaver drew 85 percent of students from Pennsylvania and New Jersey. Today, 55 percent of Arcadia students come from outside these two states. It has sharply increased scholarships for both domestic
and international students, as well as faculty grants to develop international programs. All told, the budget for internationalization at Arcadia has rocketed from $47,000 in 1991-1992 to $917,000 in 2000-2001 to $2,239,000 in 2005-2006.

Vice President for Finance Michael Coveney said, “Planning is the secret to financial success in regard to internationalization. As long as you’re planning for it, it works well, especially in regard to exporting students. But it’s scary if you haven’t planned for it.”

If a school replaces 100 students studying abroad with an equal number of new students, nothing is lost, Coveney said. And subsidizing the Previews is less expensive than increasing students’ financial aid packages, which many private colleges do to lure tuition-paying students. “It’s as good as (putting) an extra $1,000 or perhaps $2,000 in their aid package,” he said.

**The First Year Study Abroad Experience**

Arcadia has found other creative ways to bolster enrollment and enhance its international profile.

The trophies in Dennis Nostrand’s office attest to his success as a high school and collegiate wrestling coach. Nostrand looks capable of executing a quick takedown himself, but it is his remarkable ability to land students that leaves Arcadia colleagues grasping for adjectives to describe their vice president for enrollment management. “He’s brilliant,” said Jeff Shultz.

Nostrand has pulled several rabbits out of his hat since coming to Beaver in 1992 from the State University of New York, Morrisville. “From wrestling I knew how to recruit students and what seemed to get their attention,” he said modestly. For his master’s degree, Nostrand studied student demographics, what makes students leave college, and what encourages them to persist.

After the name change to Arcadia, the number of entering freshman and transfers jumped by 100 students, leaving administrators wondering where to put them. Arcadia was always eager to find ways to encourage study abroad, so Nostrand had an idea: Why not let some students spend their first semester in London? Sixty jumped at the opportunity, and now Arcadia offers top incoming students the chance to start their education in Arcadia’s London Semester Program based at City University and the London College of Fashion or at the University of Stirling in Scotland.
That first class of “First Year Study Abroad Experience” (FYSAE) students—they call themselves ‘Fi-Sis’—included Katie Lomberk, a premed who liked it so much she pestered administrators until they let her spend her second semester at the University of Limerick in Ireland. In an e-mail written at 2 a.m. on the morning of her graduation from Arcadia last May—the chemistry and math double major graduated in three years with honors—Lomberk wrote that she loved the British and Irish approach to higher education. “It was very independent: ‘Do the homework if you need to do it; we leave you in charge of yourself to study.’ That is how I learn best.”

She spent most of the next four semesters on the Glenside campus, where she founded a chapter of Rotaract, a community service club (the parent is Rotary International). But she also put her passport to frequent use, studying in Greece and traveling to Turkey in summer 2005 and spending last January at American University in Cairo, Egypt, learning about the Nile River’s history and ecosystem. She took off in late February to join Irish friends for “Rag Week,” a student tradition that combines charity and hi-jinks. Ten hours after returning home, she joined classmates on a spring break service trip to build houses in Mérida, Mexico. After two days in Glenside, she flew to Beijing with political science professor Robert Thompson and 20 classmates for Harvard University’s annual World Model United Nations assembly. Lomberk traveled across the United States after graduation with three Irish buddies, then planned to head to Australia and “probably visit New Zealand, Fiji, Vanuatu, and possibly Micronesia.” She’s seeking a research internship in Antarctica before heading to graduate school for a Ph.D. in chemistry, and after that medical school so she can fulfill her ultimate goal: joining Médecins Sans Frontières (Doctors Without Borders).

Other FYSAE veterans waxed equally enthusiastic about their experiences. “FYSAE is the reason I applied here,” said Stefanie DeAngelo, 18, a freshman from Sheffield, Massachusetts. “I had all these fantastic ideas about not going to college right away, so my parents were really excited when I found an organized, safe way to study abroad.”

Robbin Gebbie, 19, of Lansdale, Pennsylvania, spent her first semester in Scotland. “They sent us a brochure a couple of weeks after I was admitted. It kind of seemed like a ‘Why not?’ opportunity,” said Gebbie, who aspires to become a physician’s assistant. “You’d finished high school and hadn’t yet started college. You weren’t leaving behind anybody; you had no friends to worry about missing. It was just a good time for a new experience—and it’s as cheap as it gets.”
Katie McCullough, 19, a second-year student from Cazenovia, New York, who plans to major in international business and math, said Scotland “felt like home.” She subsequently spent a semester as an exchange student in Seoul, South Korea, and was scheduled to spend Spring 2007 in New Zealand.

Arcadia’s Pathways to Study Abroad Web page lays out road maps for students in any of Arcadia’s 37 majors to spend a semester abroad. Nikunj Shah, 19, a computer science major from Harrisburg, Pennsylvania, said Arcadia makes study abroad “very easy. Every department on campus has gone through and made a little schedule: ‘If you want to go abroad, this is how you do it. These are classes you need to take in this order, and then you can go abroad in any of these semesters.’”

**The Italy Preview**

Nostrand, the enrollment management magician, topped himself in May 2005 when fewer students than expected sent in deposits to secure their spaces in the Class of 2009. Arcadia had received a record number of applicants. Its SAT scores jumped 50 points, but the yield was lower than expected. On the Memorial Day weekend, Nostrand conceived the idea of making up the shortfall by luring more transfer students by offering a $450 travel and study experience in Italy over the 2006 spring break. In three days, Arcadia officials hammered out the details, enlisted assistant professor of Italian José A. Marrero to lead the program, and readied posters, brochures, and postcards for the printer. Then the admissions staff fanned out to community colleges within a 200-mile radius to pitch the program to counselors. Arcadia landed 130 transfer students and “we ended up hitting the budgeted enrollment number within two students,” said Nostrand.

“It made a huge impact,” agreed Greiner, who later accompanied 68 of those transfer students to Rome, Florence, and Siena.

Looking back, it seems that every major step Arcadia has taken to reinvent itself—whether knitting the Center for Education Abroad into the life of the campus, launching the Previews and the First Year Study Abroad Experience, and dreaming up a new name (even the URL www.arcadia.edu was available)—has worked flawlessly. Berger, the provost, insisted this wasn’t serendipity.

“We have been working for over a decade to establish internationalization as the defining characteristic of Arcadia,” said Berger, an automobile historian. “We’ve just plain gotten good at this. We have done things that work in the past so we have confidence in our ability to do new things based on our past success.”

Arcadia has surmounted challenges. The Center for Education Abroad had to rebuild relationships with universities here and abroad after the Center’s founder and key staff members left to start the Institute for Study Abroad at Butler University in 1988. But after a momentary downturn in 1991 following the Gulf War, its growth has been uninterrupted, and now the center is partnering with Butler University’s Institute for Study Abroad to launch its first study abroad offering in China.

Arcadia is not yet as strong on the import side of international education. It enrolled only 42 international students in 2004-2005. It used to host a large branch of the American Language Academy (ALA), which would bring as many as 100 international students a semester to Glenside to learn English, but ALA went out of business. Arcadia is considering launching its own intensive English program.
During Greiner’s years as provost at Hamline University in St. Paul, Minnesota, Hamline aggressively recruited students from Latin America. Now he plans to do the same at Arcadia. “We need to have many, many more international students, and we are putting in place strategies to do that,” Greiner said. “We’ve got efforts going in South America, particularly Venezuela, Colombia, and Peru, and we’re also reaching out to Africa and China. We just established a relationship with the American Graduate School of International Relations and Diplomacy in Paris.”

Greiner’s office on the ground floor of Grey Towers Castle was once the library of sugar baron William Welsh Harrison, who modeled it after medieval Alnwick Castle in England. Greiner said he wants students “to have not just a smattering of experiences or to study abroad once in their career, but to be constantly exposed in all sorts of ways to the international and the multicultural.”

“We want to take Arcadia much farther than it is now on internationalization. If we’re going to do this effectively, it costs money. We need more staff and advisers to help, and we need faculty development so they can internationalize their courses to the greatest extent possible,” Greiner said.

Flags of many nations flutter from poles along campus walkways, representing each nation where Arcadia students study abroad and the home countries of international students. That colorful symbolism is not enough for Greiner. “I’d like to see the campus buildings and other public spaces have more of an international flavor,” he said. “I’d like constant student activities that feature global kinds of experiences so that every week students would have multiple choices from a variety of things that would keep them more attuned to global issues.”

**Bioko Biodiversity Protection Program**

Arcadia’s most acclaimed off-campus study program is the Bioko Biodiversity Protection Program in Equatorial Guinea, a small, Spanish-speaking country in West Africa. Biology professor Gail Hearn has been studying wildlife on Bioko since 1990 and in recent years has partnered with Wayne Morra, an economist, on a program to preserve Bioko Island’s monkeys, sea turtles, and other endangered wildlife.

While working with animals at the Philadelphia Zoo, Hearn, a Bryn Mawr graduate with a Ph.D. in molecular biology from Rockefeller University, became intrigued by the reproduction difficulties that an African monkey called the drill had in captivity. That led her to “the only place left on the planet where drills still lived relatively unmolested: Bioko Island,” 20 miles off the coast of Cameroon.
“By time I got there, it was clear they were even endangered there, so a lot of my work has not been to study the social behavior of drills, but to save the wildlife of Bioko Island,” she said. Five of the seven species of monkeys living on Bioko—the drill, the black colobus, red colobus, red-eared guenon, and Preuss’s monkey—are among Africa’s most endangered. Four species of sea turtles that nest on Bioko’s beaches also are endangered.

Morra, an associate professor of business, health administration, and economics, envied Hearn her annual trips to an unspoiled rainforest, the Gran Caldera Southern Highlands Scientific Reserve. “I asked if I could accompany her as a porter,” he said with a laugh.

“He used to go past my office like this,” said Hearn, mimicking a porter with up thrust hand. “He’d walk past, back up into my range of view and say, ‘I’ll do anything.’”

What use is an economist in the Gran Caldera? Morra turned out to be of great use. He and Hearn collaborated on ways to give the people of Bioko incentives to stop selling endangered species as “bush meat” in a market in Malabo, the capital.

“Biologists are very stingy when they work. They do not follow good economic principles. They do not want to pay for information; they do not want to help local people,” she said. “Wayne pointed out that underpaying local people was not a way to achieve your conservation objectives. You have to show people that saving their wildlife will help them.”

Now they preside over a year-round conservation project, with a permanent staff of four on Bioko. With foundation grants, they hire as many as 50 local workers to monitor the local market for bush meat—everything from squirrels to porcupines to duikers (forest antelope)—and conduct an annual wildlife census in the forests of Bioko. Each fall, through the Center for Education Abroad, students from Arcadia and other U.S. universities take classes there. Arcadia faculty rotate in, working with staff and students from Universidad Nacional de Guinea Ecuatorial (UNGE). They are creating a wildlife sanctuary and looking into ways to encourage ecotourism. “We’re a little cottage industry,” said Morra.

The pair involves other Arcadia professors and students in the exotic work on Bioko. Last fall, Ellen Skilton-Sylvester, an associate professor of education, trained the study abroad students there to teach English as a second language to UNGE students while they learned together about wildlife conservation. Upon returning to Glenside, her student teachers made presentations about Africa to children in five elementary schools. A Fulbright Hays grant helped cover the travel expenses for the 10 students who spent the fall 2005 semester in Equatorial Guinea.

**International Peace and Conflict Resolution**

In the International Peace and Conflict Resolution (IPCR) program, graduate students spend the entire second year studying and interning in another country. They also travel as a class to learn about the “troubles” in Northern Ireland and the challenges that development poses to indigenous people in Costa Rica. The director, political scientist Warren Haffar, this year expanded operations to Arusha, Tanzania, on the foot of Mt. Meru, where the peace accords were signed ending the Rwandan civil war in 1993 and where the United Nations is conducting its International Criminal Tribune for the genocide in Rwanda and Burundi.
“Arusha offers an amazing learning opportunity for our students,” said Haffar, who has worked on conflict mediation in the Balkans. “We get students out of the classroom and into the field to learn how international law, sustainable development, and human rights all work together to make a healthy society or generate a sick one prone to conflict.”

The program attracts a score of new students each year, including returned Peace Corps volunteers. “Usually their story is the same: they want a job that has some meaning,” said Haffar. For the price of tuition, the IPCR program pays the students’ costs while studying abroad, from airfare to visas to tuition at the host university. Haffar said, “It’s a great opportunity to try things you might not ordinarily do—with a bit of a safety net.”

Graduate student Justin Losh, 28, became intrigued by the notion of working on conflict resolution after attending a lecture that filmmaker Michael Moore gave in October 2003 at Butler University in Indianapolis. Moore’s appearance was sponsored by the Plowshares Collaborative, a peace studies initiative of Earlham, Goshen, and Manchester colleges. Losh, who majored in anthropology at Indiana University-Purdue University Indianapolis and spent a year working in one of Brazil’s poorest regions, said, “I started seeing possibilities for myself for the future.” He spent this past academic year at the University of Dar es Salaam in Tanzania.

Kaori Suzuki, 23, came to Arcadia from Nagoya, Japan, in 2005 to pursue the peace and conflict degree. Her ambition is to work for a nongovernmental organization to improve relationships between Japan and the Asian neighbors it invaded in World War II. “I think the people who really make change are those who work in the small parts, in invisible places, but do something important,” she said. “Japan and other countries in Asia are not in truly friendly relationship because of the past history of what Japan did to those other countries. Hopefully, I can be the bridge between those Asian nations—Korea, China, Indonesia, Philippines, Cambodia—and Japan.”

Another graduate student, Emily Spann, 26, of Washington, Missouri, said, “I’d like to work for a humanitarian aid organization and do trauma counseling in post-conflict situations and refugee camps.”

Arcadia encourages students in fields from education to physical therapy to do practice teaching outside the United States. The Physical Therapy department has sent dozens of students to Jamaica over the past decade to work at a clinic in impoverished St. Elizabeth Parish. Karen Sawyer, an assistant professor and academic coordinator of clinical education, secured grants from a family foundation in Philadelphia to establish the clinic, and Arcadia freed Sawyer from classroom duties for the project.

Villagers with disabilities couldn’t reach the clinic, so Sawyer and her students started going out to their homes. “That’s what the students mainly have done over the years, provide home care in a rural, Jamaican setting,” she said.

Two hurricanes hit Jamaica during the two weeks Dianne Azu worked at the clinic in July 2005. What did she learn in Jamaica that she could not have learned while doing charity work in Philadelphia?

“A lot—a whole lot,” said Azu, a native of Ghana who recently received her doctorate in physical therapy. “I learned to be more creative when you don’t have all this great, expensive equipment available that we have here in the U.S. I learned how to use paint cans and have the patient kneel on the bed and use the wall for balance instead of using a big physio-ball.”
Some Arcadia physical therapy students go to London for clinical practice, and Sawyer has arranged for others to work in Peru and Nicaragua; she hopes to place students in Ghana as well.

In the Education Department, field placement coordinator Jane Duffy places several students each spring in schools in London and Canterbury, England.

Duffy said the student teachers who do this are “more adventurous and not afraid to take some risks in life.” School districts in and around Philadelphia want teachers “who have that broad perspective and are not ethnocentric,” she added.

**Majors Abroad Program**

Mark Curchack, dean of the College of Graduate and Professional Studies, said Arcadia is playing “curricular catch-up” to internationalize more courses in Glenside. The next frontier will be launching what Arcadia is calling a Majors Abroad Program that will allow students to major in five new fields by taking core courses during a full year at partner universities overseas. “It’s the sort of thing that will get some of the faculty juiced,” said Curchack.

Norah Shultz, dean of the College of Undergraduate Studies, said, “We’re looking at doing this in media studies, creative writing, theater, anthropology, and tourism and hospitality. For instance, we don’t have a creative writing major now, but we do have basic writing courses.” Under the Majors Abroad Program, “you’d take your 100- and 200-level English courses here, go to the University of Greenwich for a slew of creative writing work in your third year, and then come back here for your senior year.”

William D. Biggs, professor of business, health administration, and economics, said Arcadia will be working with an Australian university to offer a tourism and hospitality major. He likened it to American University’s Washington Semester, a popular program that combines classes with internships in the nation’s capital. “There’s clearly an audience willing to do that. Whether there’s an audience for this, remains to be seen,” said Biggs.

Jeff Shultz, the associate dean for internationalization, said CEAs Larsen whetted the interest of Arcadia faculty by sending them out to evaluate CEA programs around the world. “That’s how I got hooked,” said Shultz, recalling an evaluation trip he took to Cambridge and other British universities as chair of the education department. “It was a very clever strategy.” Norah Shultz said, “When someone says to you, ‘Do you think you can go to Athens for four days?’ it’s exciting. You’re not going to say no.”

Larsen, who taught in Greece when the country was ruled by a junta in the early 1970s and ran the Fulbright office in Athens after democracy was restored, said internationalization at Arcadia has been “a real team effort.” “It’s hard to describe the enormity of that shift over time. That’s what has made the difference: getting the community to think of themselves in a different way. We’re not there yet, but we’re well on the way,” said Larsen.

Berger, the provost, said the presence of the Center for Education Abroad gave Arcadia “an undeniable advantage” in its quest to internationalize, but “what needs to be stressed is that almost anyone can do this.” “This is not a wealthy institution,” said Berger, “but faculty members can be very creative. If you gave them a little seed money—precious time—it can make a big difference.”

Larsen, who taught in Greece when the country was ruled by a junta in the early 1970s and ran the Fulbright office in Athens after democracy was restored, said internationalization at Arcadia has been “a real team effort.” “It’s hard to describe the enormity of that shift over time. That’s what has made the difference: getting the community to think of themselves in a different way. We’re not there yet, but we’re well on the way,” said Larsen.

Top left, WILLIAM D. BIGGS, Professor of Business, Health Administration, and Economics

Top right, NORAH SHULTZ, Dean of the College of Undergraduate Studies

Bottom right, MICHAEL BERGER, Vice President for Academic Affairs and Provost

**Profiles of Success at Colleges and Universities**
Concordia College

[Ahead of Time, Concordia Saw Critical Need for Languages]

A dozen institutions of higher education across the United States bear the name Concordia, but if the subject is languages, one stands out: Concordia College in Moorhead, Minnesota, sponsor of the storied Concordia Language Villages that immerse children and teens in a carnival of language each summer. The Villages, with Alpine lodges, Spanish plazas, and even a snug, glass-enclosed German “Biohaus”—an environmental learning center—marry Disney-like showmanship with the tradition of summer enrichment camps in sylvan settings where the chatter between kids and counselors takes place in Spanish, French, German, Korean, Chinese, Finnish, Russian, Swedish, and half a dozen other languages. When the Bush administration summoned a select group of college and university presidents to Washington, DC, for the launch of a National Security Languages Initiative in January 2006, the new president of Concordia College, Pamela Jollie, was among the invitees. Two months earlier, Congress had earmarked $250,000 to help with the creation of Al-WaHa (“The Oasis”), the Arabic Language Village that opened in July 2006.

Language has been an integral part of Concordia College from its founding in 1891 as an academy to teach English to Norwegian immigrant farm families. The college is affiliated with the Evangelical Lutheran Church in America, a tie reflected in the succinct mission statement that Concordia adopted in 1962 and has not yet seen a need to embellish or revise:

_The purpose of Concordia College is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life._

The majority of Concordia’s 2,700 undergraduates are Minnesotans, many from small towns and farm communities stretched across the prairie. The Dakotas and Montana also are well represented, while other students hail from more than 30 other states and some dozen countries, drawn by Concordia’s reputation, relatively low tuition (under $21,000), and ample financial aid. Moorhead (pop. 32,000) and its “twin” city of Fargo, North Dakota (pop. 90,000), on the opposite bank of the Red River form a metropolis considerably livelier and hipper than fans of the Coen brothers’ movie Fargo and Garrison Keillor’s “A Prairie Home Companion” radio show might imagine. Keillor borrowed the name of his program from the real-life Prairie Home Cemetery on 8th Street in Moorhead across from Concordia’s 120-acre campus.

In addition to the Language Villages and an equally renowned music department—with four choirs, a full orchestra, and massive, colorful murals, the annual Concordia Christmas Concert is a Midwest cultural tradition that airs nationally on public radio—Concordia ranks among the leaders in...
Jolicoeur and Mark Krejci, dean of the college and vice president for academic affairs, have quickened the pace of internationalism at Concordia and set a goal of boosting the study abroad numbers by half. Jolicoeur made Christine Schulze, the Language Villages’ executive director, vice president for international development and part of her cabinet and appointed Per Markus Anderson, former chair of the religion department, director of international education. Anderson has been a leader of Concordia’s most ambitious study abroad program: a semester in India where students from Concordia and Gustavus Adolphus College work with relief agencies on social justice, peace and development issues, and women’s rights.

Anderson said Concordia has strived to “democratize” study abroad. “We exist to take sons and daughters of the prairie and get them an education and integrate them into the culture in the wider world,” he said.

Concordia grew its study abroad numbers by offering an enticing array of one-month courses each May in which professors travel the globe with students. Some years nearly 10 percent of the student body signs up for these seminars. The 2006 offerings included a tour of ancient and modern theaters across Europe, a seminar on the historical roots of fascism in Germany and Italy, a review of the health care systems in England, Sweden, Finland, and Germany, a trek to the Galapagos, and drumming and dancing in Ghana.

Many of these seminars cap a semester-long course on campus. In addition, Concordia builds nine-day trips over spring break into the curriculum for courses from accounting to religion that give students an opportunity to see the places they are studying. The subsidized costs in 2006 ranged from $1,425 for a literary trip to Ireland to $1,700 for a journey to Jordan to explore the history and politics of the Middle East.

A generation ago the college leadership consciously restrained tuition increases so as not to price Concordia beyond the reach of Minnesota farm families. Concordia has learned to live with lean budgets. But because it adds a tuition fee to each May seminar, they wind up costing more than rival colleges typically charge for short study abroad trips. Most May seminars this year cost $7,000. Anderson and other faculty worry that with rising costs in favored European destinations, the sustainability of the May seminars could be in jeopardy. There is talk about “tweaking” the college calendar, as Dean Krejci put it, to allow study trips earlier in the year, perhaps in January. That would also open up the possibility of more study abroad in Southern Hemisphere countries, which bask in summer when Minnesota is snowbound. Another possibility is two four-week terms in January and February before an abbreviated spring semester. One goal would be to give Concordia students time to spend an intensive month at one of the Language Villages before heading off to spend the spring semester in a country where that language is spoken.

Historically, because farm families used to need students back from college as early as
possible in the spring, the academic year currently ends in late April. Nowadays, that gives Concordia students—Cobbers, as they call themselves—an edge in pursuing summer jobs and internships.

Talk of changing the calendar is music to the ears of Mark Covey, a psychology professor who chairs the Division of Natural Sciences and Mathematics. Covey, who twice has led the semester-long program to India, said, “We’ve boxed ourselves in to the month of May. We forget that there’s an entire Southern Hemisphere whose seasons are 180 days off from ours.”

The India semester is considered the most daring of Concordia’s study abroad programs. The base of operations is a private complex 12 miles outside Bangalore owned and operated by a development NGO and academy called Visthar. The course brochure says the program takes “a Gandhian approach” to studying India’s environmental problems, the role of women, and “the sometimes negative influences of globalization.” Concordia and Gustavus Adolphus alternate sending a professor with students each fall.

Anderson said the students drawn to the India semester “tend to be the leadership of our social justice groups—or that’s who they are when they come back.”

Among the group that went in 2005 were sophomores Andrea Ditton LaFavor, 19, of Maple Plains, Minnesota, and Jared Kellerman, 20, of Enderlin, North Dakota. LaFavor said, “It was a way for me to get out of the fish bowl of Minnesota and see what other situations are out there.” The experience helped her decide to concentrate on environmental studies and also changed her aversion to politics. “I absolutely hated political science before I went, but now I see the true power that politics has in this world,” she said.

Kellerman, a double major in global studies and Spanish, said it was the international education opportunities that drew him to Concordia. “Being on the other side of the world, I had to learn to be more self-reliant, physically and emotionally, and to discipline myself to do the work. It wasn’t a scheduled routine like classes here.”

Concordia offers students 18 semester or year-long programs in 15 countries, including Tanzania, Costa Rica, Japan, Malta, Australia, India, and Greece. “Concordia is faculty development heaven,” said professor and chair of the history department Vincent Arnold, an expert on Hitler’s Germany and Mussolini’s Italy.

The college used grants from the Consortium for the Advancement of Private Higher Education (CAPHE), the Ford Foundation, the Lilly Endowment, and the Knight Foundation
to send faculty around the world and whet their interest in leading study abroad. Political science professor and former director of international education Peter Hovde was a relentless proselytizer. Covey remembers Hovde telling him, “Everybody’s discipline is germane on this planet. Go find a place you want to travel to and come up with a reason (for students) to study there.”

Eduardo Gargurevich, associate professor of Spanish and Hispanic Studies, said, “I wish we had more contacts with Africa, with Asia and even with Latin America. Somehow—and this is understandable, given the heritage of this college—somehow up to this moment a lot of emphasis has been put on Europe. But things are changing at Concordia. We’re expanding our area of operation.”

Two months before the language summit in Washington, Jolicoeur journeyed to Singapore, Hong Kong, and Shanghai with the presidents of other Minnesota private colleges. She came back determined to send Concordia students there. “The Minnesota presidents made a pact on the spot that we would work together to develop a joint program,” she said.

Chinese has had a place in the Language Villages since 1984, but the language is not taught on the Concordia campus. Students can, however, take Chinese at Minnesota State University-Moorhead, part of the Tri-College University, a consortium that links Concordia, Minnesota State, and North Dakota State University across the Red River in Fargo.

For Jolicoeur, the trips to China and the White House both left her “realizing that with international education and learning languages on the national radar screen, our day might have come.” Weekend language immersions already are offered at the Language Villages’ sites on Turtle River Lake outside Bemidji, Minnesota, for high school classes and increasingly for adults, families, and business groups as well. Now “we’re asking ourselves: What can we do that will make Concordia College the go-to place for colleges to send their students for immersion study, or for people to come if they want to pursue careers or volunteer opportunities in (non–English-speaking) countries?” Jolicoeur said.

Reflecting its heritage, Concordia offers a major in Scandinavian Studies and a minor in Norwegian language and literature. Jolicoeur added, “We’re also thinking about ways in which we can get synergy between our emphasis on languages and the majors that are expressions of our global reach, such as global studies and international marketing.”
Reaching Out to International Students

Concordia’s contingent of international students includes eight young women from the Maasai tribe in Tanzania who are graduates of the Maasai Girls Lutheran Secondary School, opened on a coffee plantation outside Arusha in 1994 by a Lutheran missionary and Concordia alumnus, David Simonson. The college has raised more than $1 million to endow scholarships for these young women.

One afternoon last spring, two Maasai students, freshmen Rebecca Matinda and Nashipay Lepoo, arrived at the office of Amer Ahmed, the director of intercultural affairs, to inquire about summer lodging. Both were relieved to have weathered their first winter in Minnesota and their first year in college. “The professors are so nice to students. They really help a lot,” said Matinda.

Ahmed’s office deals with meeting the needs of both international students and domestic minority students on the Concordia campus. “Often at institutions these (multicultural) positions are fairly marginal, but here this office plays a significant role working across the college,” said Ahmed, whose parents emigrated from India.

Don Buegel, director of international student recruiting and support, said international enrollments more than doubled between 1996 and 2003 to a high of 171. Tighter admission standards led to a drop in that number to 111 in 2005, but Concordia officials are working to engineer a rebound.

The new director of admissions, Omar Correa, said Concordia needs to keep appealing “to our traditional markets” while broadening its appeal to U.S. minority students and international students. Correa, a native of Puerto Rico, tells prospective students from warm-weather countries that “experiencing the seasons” will be part of their international experience at Concordia, and “once you have graduated, you can go back as close to the equator as you need to be.”

Moorhead is 200 miles southwest of International Falls, Minnesota, which often earns the distinction of being the coldest place in the lower 48 states. “The cold actually keeps students indoors and studying. They talk about how they don’t have as many distractions here,” Ahmed said.

“I love the college curriculum over here and that’s why I came,” said music education major Kohei Kameda, 19, a sophomore from Japan. “I believe America is changing, slowly but definitely, and Americans are looking to learn and experience more outside their own country.”

Orgail Batsaikan, 19, of Ulan Bator, Mongolia, said, “I haven’t met anybody who knew what kind of country Mongolia is, but I didn’t expect them to know. Even our neighbors, the Chinese and the Russians, don’t know much about Mongolia. Americans have the willingness to learn, because they ask about the food, the culture, and especially the history because they have heard about the (Mongolian) empire.” Batsaikan also attended an international school in Ulan Bator and, like Kameda, his English is flawless.

Top, First-year students NASHIPAY LEPOO and REBECCA MATINDA from Arusha, Tanzania
Bottom left, Vice President for Enrollment OMAR G. CORREA
Bottom right, DON BUEGEL, Director of International Student Recruiting and Support
Desiree Ruge, 24, of Jena, Germany, was an exchange student at Concordia from Friedrich Schiller Universitat in Jena. She spent many weekends as a counselor at Waldsee, the original and oldest of the Language Villages. Ruge, who aspires to teach English in Germany, wrote a column in the student newspaper about how much she loves Concordia.

But with a touch of sadness Ruge said that “interest in studying in the U.S. is decreasing where I come from.” She knew of no other classmate in Jena who applied for the U.S. exchange. The German students who wanted to study in an English-speaking country applied to universities in England and Australia, she said, mostly because “they disagree with U.S. politics. Of course, you can say politics and school systems and the people are something different, but they are just not as interested in the U.S. anymore.”

Hundreds of Concordia students have gotten their first taste of international travel under the tutelage of English professor Gordon Lell. In 36 years on the faculty, Lell has led 24 May seminars and three Exploration seminars to England and elsewhere across Europe. “I’m the one who spent two years abroad during the month of May,” he said. Scrapbooks from each trip line the shelves in his office.

When Lell began leading May Seminars, it was the rare student who already had traveled overseas. “Now I’d say half have been to Europe with their family or with their high school choir,” said Lell.

In five years on the faculty, Gay Rawson, an assistant professor of French, has led three May seminars to France as well as a spring break “Exploration” seminar to Strasbourg. “When they hired me, there was an expectation that I’d be taking students abroad,” said Rawson. “I was kind of a believer in semester or summer (immersion) programs and still am, but when I went on the May semester for the first time in 2002, it was amazing. When we landed, the students were kind of potted around us, afraid to go anywhere on their own. By the end of our trip, they were independent, comfortable travelers in France. They knew what to do and how to get around, and they were able to do it—and that was in one month.” Four semesters of college French were required to take that trip.

Rawson encourages the French majors to work as counselors at Lac du Bois, the French Language Village, on weekends during the school year. She has meticulously tracked their progress and admitted, “I hate to say this, but their proficiency is equal to that of our students who have studied abroad.”

Dawn Duncan, an associate professor of English and scholar of Irish literature, regularly leads May seminars to the British Isles, but said the shorter Exploration seminars are her favorites, since she gets to teach the full course herself.
During Concordia’s 2006 spring break—which starts in late February—Duncan led seven of the 11 students in her postcolonial literature class to Ireland, where they visited a famine museum and other historic sites in Dublin and Belfast. The entire class took part in creating a Web site about playwright Tom Murphy’s trilogy, *Famine, The Patriot Game,* and *The Blue Macushla.* Angela Pfeiffer, an all-America sprinter, missed the trip, but said, “it wasn’t horrible that I didn’t go. The others came back and filled us in. I worked on the Tom Murphy Web site; my group did the famine section.” Pfeiffer, who started dental school this fall, took four classes from Duncan, whom she calls “a dynamic teacher. She made us feel like we were scholars.”

Rebecca Moore, an associate professor of political science, spearheaded the creation of the new interdisciplinary major in Global Studies. “We think this is a terrific major both to meet the mission of the college and prepare our students to fulfill that mission,” Duncan said. “We previously had a traditional international relations major that was just a hodgepodge of courses.” The new three-track major is already attracting more students.

Moore, an expert on NATO, U.S. foreign policy, and human rights, said Concordia was uniquely positioned to help students examine global issues and problems through the lens of religion as well as political science and economics. “There has been a tendency in the past for folks on this campus to see international study as principally study abroad, sending our students off campus. I think we have a real opportunity to expand study of international affairs on campus and to make a connection between opportunities on campus, opportunities at the Language Villages, and study abroad,” Moore said.

Krejci, the dean of the college, said, “Students are coming to us more and more with an international, global perspective and they want that nourished. They want more opportunities abroad,” including internships and service experiences.

Gargurevich, the chair of the Off Campus Committee, said, “We think education happens everywhere, even in the campus ministry” that sends students on breaks to toil in Habitat for Humanity projects in Mexico, Nicaragua, and other places.

Concordia prides itself on its friendliness and the collegiality of its 200-member faculty. Mona Ibrahim, an assistant professor of psychology, frequently fields requests from colleagues to speak to their classes about the Middle East and Islam. Ibrahim, a Muslim from Egypt, never says no. “I really enjoy talking about my culture. Some people might say, ‘Oh, that’s just extra work,’” said Ibrahim. “But I view it as very affirming, very welcoming, showing respect for my background.”
Respect works both ways. A few years back, the chair of the psychology department was taken aback when he heard Ibrahim remark how glad she was that Eid ul-Fitr, the Islamic holiday that marks the end of Ramadan, was falling on a Saturday so she would not miss going to prayers with her children. The chair—Mark Krejci—counseled her, “Even if it was Friday, you should take the day off. How many years are your kids going to be with you? This is your chance to teach them about your faith.” When Ibrahim rejoined that she would feel bad canceling class, Krejci told her, “I can teach those classes for you or anybody can teach them for you.” And, in subsequent years, that is what happened.

Concordia’s religion department by itself accounted for 44 of the students on Exploration seminars this past spring break, with Per Anderson leading 20 students on a fast-paced tour of Egypt where they saw Pope Shenouda III, the patriarch of the Coptic Orthodox Church, visited St. Katherine’s Monastery, attended prayer services at a mosque in Cairo, and wandered amid the tombs of the Pharaohs. Michelle Leacock introduced 10 students to the eternal city of Rome, and Roy Hammerling and Shawn Carruth escorted 14 students to Istanbul, where they had a private audience with Patriarch Bartholomew of Constantinople, the highest ranking bishop in the Eastern Orthodox Church. Hammerling, a medievalist, is a Lutheran pastor and Carruth, a Biblical scholar, a Roman Catholic Benedictine nun.

Hammerling said that in lectures on the Moorhead campus, “you can talk about the Cora church or the iconostasis at the Patriarchate, or the magnificence of the Hagia Sophia, but there’s nothing like having the sense of awe walking into the building.”

Concordia and Luther College team to offer a “Malta and the Mediterranean” semester each spring, with students living on the tiny island nation south of Sicily and using it as a springboard for travel throughout the region. When Carol Pratt, an associate professor of biology, led the program in 2002, she taught not one of her usual courses in biology and genetics, but an interdisciplinary class on the environment. “The flora are not unique, but Malta is a birderwatcher’s paradise during the migratory seasons,” said Pratt. By tradition, the Maltese are birderhunters, including birds protected in the rest of Europe. “There was a big to-do when some hunters killed two swans while we were there,” she recalled. It provided a teachable moment for Pratt on “the interface between culture and science.”

Anderson, the international education director, said, “It’s hard to think of a department that isn’t interested in these things. Even our athletic department is coming up with interesting ideas to get our athletes involved” in international travel and competitions, much as the celebrated Concordia Choir directed by Rene Clausen regularly tours Europe.

Anderson said his passion as an ethicist is to help “develop institutions that allow us to live sustainably in this new, global world.” Concordia has always leaned in that direction, “but now, with Jolicoeur and Krejci, we really feel that this is our time,” he added.

“We have this incredible mission that calls us to engage the world, and now we have leadership pushing us and affirming this engagement of the world. It’s a very exciting time,” Anderson said.
The idea for creating Concordia Language Villages came from a young faculty member, Gerhard Haukebo, who noticed while running a U.S. military school in Germany how quickly U.S. youngsters picked up German on the playground. Haukebo wondered if there was a way to duplicate those conditions in Minnesota.

Concordia put Haukebo’s idea to the test in the summer of 1961. The college rented the facilities of Luther Crest Bible Camp in the Minnesota woods and held a two-week camp to teach German to 72 children ages 9 to 12. They called it Camp Waldsee, the German word for “lake of the woods.” The youngsters swam, played games, and put on skits, but even their play was in German.

The Concordia camp was an immediate hit. French was added to the line-up the next summer at Lac du Bois. In 1963, sessions were added in Spanish (El Lago del Bosque) and Norwegian (Skogfjorden), and in 1966 Russian was offered for the first time (Lesnoe Ozero). The college spent $50,000 to purchase an 875-acre property with four miles of shoreline on Turtle River Lake near Bemidji, 140 miles north of the Moorhead campus. College elders reasoned that if all else failed, they could recoup the investment by selling off lakefront lots. It didn’t fail. Instead, with permanent homes for the German, French, Norwegian, Finnish, Spanish, and Russian Villages, the reputation and fame of the Concordia Language Villages kept growing. Concordia built authentic, themed facilities, instituted “passport controls” and served authentic cuisine, all adding to the illusion that these camps were not outside Bemidji but somewhere in Bavaria, by a fjord in Norway, or outside a plaza in Seville. Concordia added camps that catered to Midwest families with Nordic roots; a Swedish camp (Skolverket) in 1975, Finnish (Saloampi) in 1976, and Danish (Skovsøen) in 1982. Then the Language Villages looked East, opening a camp for Chinese (Sen Lin Hu) in 1984, Japanese (Mori no ike) in 1988, and Korean (Sup so gui Hosu) in 1999. It added an English immersion camp for immigrant and international children in 1999 and Italian (Lago del Golfo) in 2003.

This past summer it opened Al-WaHa (the Oasis), the Arabic Language Village, with two two-week summer sessions. Already, said Executive Director Christine Schulze, plans are in the works for the 15th language: Portuguese.

Six thousand young people are immersed each summer in the colorful camps, which draw a steady stream of ambassadors and other dignitaries.

“We were ahead of times in the ‘60s in terms of teaching language and cultural immersion. It was without question a revolutionary concept in terms of teaching language—but it no longer is,” said Schulze.

Today, Concordia is extending the reach of the Language Villages, with year-round programs aimed at adults, families, Elderhostels, and other potential learners. It operates camps at other sites in Minnesota, in Georgia, and in Switzerland, and sends volunteers to teach English in China. It has trained hundreds of teachers in its immersion pedagogy.

Ross King, associate professor of Korean at the University of British Columbia who doubles as dean of the Korean Language Village, spent all his teenage summers at the camps, immersed in Spanish, Russian, and German. The polyglot King said youths return summer after summer as he did “because it’s not about vocabulary and verb forms. It’s about turning kids into committed lifelong learners of that language, (and) making language fun for kids.”

Language immersion is offered in four of the five critical languages singled out in President Bush’s National Security Language Initiative—Chinese, Korean, Arabic, and Russian (the fifth language is Farsi). But almost a third of the villagers are immersed in Spanish, and the most popular languages after that are French and German.

Nonetheless, there is intense interest these days in the work of Concordia Language Villages. Congress recognized the importance of the new Arabic Language Village by earmarking $250,000 toward start-up costs.

Schulze said, “We have always taken on languages at critical times in the history of world relations. We started the German Language Village in 1961 in the same month the Berlin Wall went up.” Russian was added while the Cold War was at full throttle.

“We firmly believe that if you can communicate with people around the world, there really is a hope for building bridges of peace and understanding. That’s what drives us,” said Schulze.
Earlham College
[Quaker Roots and a ‘Full Court Press’ on Internationalism at Earlham]

Many liberal arts colleges and universities founded in colonial times and the century after U.S. independence jettisoned their founders’ religiosity, but not Earlham College. Earlham is the proud bearer of a Quaker heritage in Indiana that began after farmers who could no longer abide slavery migrated from North Carolina to the Northwest Territory in the early 1800s. Soon the Quaker population of Richmond, Indiana, rivaled Philadelphia’s. The Indiana Friends in 1847 established a boarding school that a dozen years later became Earlham College—named for the home of a prominent Quaker minister in England and pronounced with a silent h (like Durham).

Earlham is still imbued with Quakerism. The 100-member faculty makes decisions not by vote but by seeking consensus on issues small and large. Their biweekly meetings in unadorned Stout Meetinghouse are led not by the president or deans, but by a clerk of the faculty chosen by his or her peers. President Doug Bennett also presides over a Quaker seminary, the Earlham School of Religion. Upwards of a quarter of the faculty and 15 percent of the students are Quakers, although those are only estimates. Len Clark, provost and academic dean, once tried to count the Quakers on the faculty for the board of trustees. “But when you say, ‘Now, are you actually a Quaker?’ Quakers tend to answer not ‘Yes’ or ‘No,’ but ‘Why would you want to know that?’” Clark said, “It’s sort of like the Heisenberg uncertainty principle: the numbers change if you try to count them. I gave up.”

A former president, Tom Jones, once described Earlham as “a cross between a Friends meeting and a scientific laboratory.” It sends graduates in large numbers on to Ph.D.s in biology, the life sciences, and sociology, as well as other fields. The number of languages it teaches is not extensive, but large numbers of students achieve proficiency in Spanish, French, German, or Japanese. It recently added classes in Arabic, and offers Latin and ancient Greek as well. Every student must demonstrate command of a second language as a prerequisite for graduation.

The newest major is Comparative Languages and Linguistics, requiring advanced study in at least two languages and study abroad. It is an institution engaged in what Bennett calls a “full court press on internationalization,” from the emphasis on study abroad to international material threaded throughout the curriculum. “It’s not just in the French department and the history department, it’s everywhere,” said Bennett.

Earlham boasts a daring array of semester-long study abroad opportunities that entice most of the 1,200 undergraduates to other parts of the world. To this experience some students add a May term. Earlham offered a semester-long program in Jerusalem from 1982 to 2000, when strife in the Middle East and a State Department travel advisory forced it into hiatus; the college hopes to restart the program in Amman, Jordan. Civil
unrest also forced Earlham to relocate a signature program from Kenya to Tanzania in 2003-2004. Other off-the-beaten-path study abroad choices include:

- **NORTHERN IRELAND.** An exploration of the long religious and social conflict in Northern Ireland. Students stay with families in Belfast and Derry and learn the history of “the Troubles” as well as the politics and culture of the six Ulster counties that remained under British rule when the Republic of Ireland gained independence in 1921.

- **U.S.-MEXICO BORDER.** Students electing this program, located in the neighboring cities of El Paso, Texas, and Ciudad Juarez, Mexico, are immersed in learning how such critical issues as immigration, free trade, human rights, and the environment play out in the border region.

- **SOUTH ASIA.** Launched in 2005, this ambitious program takes students to Chennai, India, and Kandy, Sri Lanka, to study economics, culture, and conflicts on the subcontinent.

- **JAPAN.** Studies in Cross-Cultural Education (SICE) program sends students each fall to study Japanese at Iwate University in Morioka and assist in local middle and high school English classrooms. Upon graduation, many SICE students return to northern Japan as assistant English teachers. Earlham’s program served as a model for the Japan Exchange and Teaching (JET) Program.

More than 70 percent of Earlham students study abroad. All must fulfill requirements in domestic and international diversity, and Earlham’s 45 majors and minors include more than a dozen interdisciplinary programs, from Peace and Global Studies to Latin American Studies to minors in Jewish Studies and in Quaker Studies.

Patricia Lamson, director of the International Programs Office, credits faculty curiosity with helping grow Earlham’s garden of international offerings. “They like to create and do with students, because we are a teaching college. Teaching is our priority,” said Lamson. A change in the academic calendar seven years ago left room for a mini-term in May. Faculty quickly realized they could take these classes overseas “and—boom!—just like that, it exploded,” she said. “They range from studying Papiamento in Curacao to weaving and arts in Turkey.” Her husband, Howard Lamson, a professor of Spanish, inaugurated Earlham’s
A semester-long study abroad program to Mexico back in 1972. Now the faculty couple take students each May to Cuautla, Mexico, for immersion classes at an Earlham-owned facility called Casa Sol. They also work with students who spend a semester there or in the border program.

Music professor Dan Graves was a junior faculty member when he showed up in Lamson’s office in 1987 and volunteered to lead the spring semester in London. “Patty laughed and said, ‘The waiting list is six years. But have a seat and tell me: If you could go anywhere in the world and lead a program, where would it be?’” recalled Graves. “I had never been out of the United States, but I’m a musician so I said, ‘I’d like to go to Vienna.’”

He led the first choral group to the Austrian capital in 1988 and has since taken Earlham’s sopranos, altos, and baritones half a dozen times to study German and sing in the city’s great cathedrals. “Why anybody would trust somebody who had spent the last 13 years teaching in a small high school in Connecticut to get something going in Vienna is beyond me. But there’s that kind of trust,” said Graves.

Earlham’s Kenya program was begun in 1978 by a couple in the biology department. Another faculty couple, Brent Smith—professor of biology—and Nancy Taylor—an assistant professor of art and reference librarian—inherited the mantle and have taken students to Kenya five times and to Tanzania once for full semesters. Smith also has led students to the Galapagos and Ecuador, and Taylor has taken a May class to Turkey to study weaving. Their two sons grew up accustomed to spending every third autumn in Africa. When the boys reached high school age, “I remember asking them, ‘Do you guys want to go back?’” Taylor said. “The answer was, ‘Oh, yeah. That’s what makes our family cool.’”

Sara Penhale, science librarian and associate professor of biology, is also a seasoned Africa hand, having led Earlham students to Kenya and Tanzania four times and organized multiple safaris for alumni and others. Her husband, Allan M. Winkler, a Distinguished Professor of History at Miami University in Ohio, chronicled in the March-April 2005 International Educator the experience of helping 11 Earlham students scale 19,340-foot Mount Kilimanjaro in 2003. Penhale says that before embarking on her first Kenya trip, “I felt I could do it because Patty Lamson said, ‘Of course you can do it.’ … I love the way that office runs and their attitude. They are supportive and nonbureaucratic.”

Rajaram Krishnan, an associate professor of economics who specializes in development and the environment, signed up for a faculty development trip to Japan in 2001 funded by the Freeman Foundation. He recalls going to Chuck Yates (director of the Institute for Education on Japan) and expressing doubts that he would “do anything meaningful related to Japan in my professional life.” And Chuck said, ‘Freeman has given us this grant to open people’s minds, so come along.’” Two years
later, Krishnan put the experience to use in a new course on the political economy of South and Southeast Asia, and in 2005 inaugurated Earlham’s first study abroad semester to his native India.

Krishnan also directed the Kenya program in 2002. His interest in the environment made it a good fit, but the economist also felt like he was “following a template, because the Kenya program had been around for 25 years. There were things I would have done differently.” He once had counseled his wife Subha, a special education teacher, to stop talking about things she would do differently and become a principal herself. She did so, with great success. “So the advice I gave my wife, I finally gave myself: If you think you’re all that bright, why don’t you put together a program of your own? It seemed to me the natural place to do that was South Asia,” the economist said.

Krishnan wanted his program open to all students. He also realized that to operate yearly, it could not depend on the availability or specialty of a single professor. “I wanted to make sure it was an Earlham program, and not a Rajaram program,” he said. He went through the course catalog and found 40 courses that could be taught at the women’s college in Chennai that serves as the program’s base, and he “roped in three colleagues willing to come along for the ride” and lead the program in subsequent years.

Bennett, a political philosopher, said the roots of Earlham’s internationalism stretch back more than a century, when Earlham graduates ventured out as teachers and missionaries to the Middle East and Japan. “We have been receiving students from the Friends School in Ramallah since the 19th century,” said Bennett. The college also has long ties to the Friends School in Tokyo. At the end of World War II, Brigadier General Bonner Fellers, who spent two years at Earlham before transferring to West Point, was serving as senior aide to General Douglas MacArthur. The story is told by Landrum Bolling, president emeritus of Earlham, that it was a conversation with the U.S. wife of the headmaster of the Friends School in Ramallah in the 19th century. The conversation was held in Ramallah, and the wife of the headmaster was of British origin. The conversation was held in a setting that resembled the British Empire’s cultural influence on the Middle East and Japan.

Bennett, a political philosopher, said the roots of Earlham’s internationalism stretch back more than a century, when Earlham graduates ventured out as teachers and missionaries to the Middle East and Japan. “We have been receiving students from the Friends School in Ramallah since the 19th century,” said Bennett. The college also has long ties to the Friends School in Tokyo. At the end of World War II, Brigadier General Bonner Fellers, who spent two years at Earlham before transferring to West Point, was serving as senior aide to General Douglas MacArthur. The story is told by Landrum Bolling, president emeritus of Earlham, that it was a conversation with the U.S. wife of the headmaster of the Friends School in Ramallah in the 19th century. The conversation was held in Ramallah, and the wife of the headmaster was of British origin. The conversation was held in a setting that resembled the British Empire’s cultural influence on the Middle East and Japan.
School that convinced Fellers—and through him, MacArthur—that the United States should treat Emperor Hirohito with respect, not as a war criminal.

Earlham was one of several Midwest colleges that enrolled Japanese-American students during World War II who otherwise would have been interned with their families in camps in the Western United States. After the war, Earlham’s Quaker leaders “looked at one another and said, ‘Somebody has to start the work of reconciliation with Japan. Why shouldn’t it be Earlham?’” said Bennett. Its Japanese Studies program was built by the late Jackson H. Bailey, an alumnus and protégé of the famed Harvard scholar Edwin O. Reischauer. Reischauer journeyed monthly to Richmond to give a faculty seminar while Earlham set up its Asian studies program in the 1950s with support from the Ford Foundation. Earlham developed an exchange that still flourishes with Waseda University, a prestigious private institution in Tokyo.

Bolling, the 93-year-old president emeritus and director at large for Mercy Corps, the international humanitarian agency, has been deeply involved in the search for peace in the Middle East for decades. During the Carter administration, he served as a back channel of communications with the Palestine Liberation Organization (PLO) and Yasser Arafat years before the United States recognized the PLO.

Bolling, president from 1957 to 1973, remembers a conversation with Reischauer about whether Earlham could offer Japanese studies without teaching the language. “He said, ‘If you’re serious about this program, you have to teach the language. Just do it.’” Reischauer, who later served as ambassador to Japan during the Kennedy administration, confided an ulterior motive: his Harvard program was losing half its graduate students because they could not master Japanese. It would be better for Harvard—and for East Asian scholarship—if Earlham helped promising students get a head start on the language. Earlham today offers nearly two dozen courses in its Japanese Studies major, and 15 more in its Japanese Language and Linguistics minor. It also runs student exchanges between Waseda and the 26 campuses belonging to the Great Lakes Colleges Association (GLCA) and the Associated Colleges of the Midwest (ACM).

As an example of Earlham’s “organic” growth, consider how its international enrollments grew from 3 percent in 1997 to 10 percent by 2004. It did not happen by chance, but it did not happen by decree, either.

Under the leadership of Jeff Rickey, the dean of admissions and financial aid, the admissions office began actively recruiting more international students. Senior Associate Dean Musa Khalidi was given a budget to travel around the world and entrusted to award as many half-tuition scholarships as he saw fit to deserving international students, in addition to two full scholarships.

“Ninety-eight percent of the international students receive financial aid,” said Khalidi, who graduated from Bethlehem University in the West Bank before earning a master’s degree from the University of Notre Dame. He
laughed when asked if applicants are surprised to find a Palestinian Muslim in a senior admissions post at a Quaker college in Indiana.

“It really does not come as a shock to many people. With the way Quakers approach their day-to-day life and education, it’s a very, very normal and natural thing,” he said. “Students and families sometimes find it exciting to hear a different accent and find a different cultural and religious background in Richmond, Indiana.”

Khalidi met his future wife, Kelley Lawson-Khalidi, the associate director of Earlham’s international programs office, when the Earlham alumna was leading the Jerusalem program in 1991 and he was teaching her students. She speaks Arabic, French, and Spanish, advises international students, and works closely with international faculty.

Both believe that personal attention is one reason international students are drawn to Earlham in growing numbers. Some schools think it’s a matter of creating a financial aid policy, and when you implement that, you are going to find (more) international students coming to your institution. It’s really not that easy,” said Khalidi. “Kelley and I are on the phone on a daily basis talking about international students. International families appreciate knowing that there is a person they can call and say: ‘Can you tell me what’s happening with my daughter? I can tell she is homesick; she’s not happy.’

“And when they hear that Kelley has already met with their daughter, they really love that,” he said. “It pays off because if a family is happy, they are going to spread the word. … When they send their son or daughter to a place like Earlham, they don’t have many worries.”

Khalidi, director of international student admissions, makes a half-dozen recruiting trips a year. When he made a presentation on international students at a faculty retreat in August 2005, he received an ovation. “The clapping and the joy and the happiness would energize anybody” to recruit even harder, he said.

Khalidi has recruited several students from the global network of United World Colleges (UWC). They receive $10,000 scholarships from philanthropist Shelby Davis to attend Earlham. The 10 UWC campuses—two-year residential schools offering the International Baccalaureate (IB) curriculum—annually attract hundreds of outstanding students with demonstrated leadership skills from dozens of countries. One of the most impressive of the Davis Scholars is Jawad Sepehri Joya, who overcame polio, poverty, and the repressive Taliban regime to make a new life for himself in his native Kabul, Afghanistan.

Joya, 21, a sociology and anthropology major, was taken under wing by an Italian physician when Joya’s family brought him to a Red Cross rehabilitation facility in Kabul seeking a replacement for a broken wheelchair. The doctor recognized a spark in the boy and arranged for tutoring. Joya mastered not only languages but computer skills, and the Red Cross soon hired the 13-year-old to help with interpretation and to keep its computers running. He wound up at the United World College in Trieste, Italy, before choosing Earlham over several scholarship offers.

The charismatic Joya these days bounds around campus in a motorized wheelchair. He has represented Earlham at the annual Japan-America Student Conference. Two U.S. senators offered him internships last summer, although his first trip home to Afghanistan in nearly four years forced Joya to postpone taking up that opportunity. Joya does see a stint in Washington, DC, in his future and proudly calls himself “the model of a global citizen.”

Earlham attracts more than the usual share of students determined to save the world. Many wind up pursuing service-oriented careers. John Howell, a Harvard-educated professor of physics, said, “I remember going to my 25th reunion [at Harvard] and hearing former classmates talk about the money they made in their law firm and how successful they were in whatever. Two weeks later there was an Earlham reunion and I was hearing students talk about the work they’d done in improving agriculture in Mali and Teach for America. It was such a different orientation of what constitutes success.”
‘The Ethos of Quakerism’

Loren Pope, author of *Colleges That Change Lives: Forty Schools You Should Know About*, once wrote about Earlham: “If every college and university sharpened young minds and consciences as effectively as Earlham does, this country would approach Utopia.”

Robert Johnstone, a professor of political science, said Earlham’s Quakerism differs from other colleges’ religious affiliations. “This is not a Baptist school in the sense that Baylor University is, it’s not an Ohio Wesleyan. But the ethos of Quakerism pervades the place, the emphasis on social justice, on conflict resolution, on simplicity. In so many ways, the spirit of Quakerism abides here and always has, even though most of the faculty are not Quakers, said Johnstone.

Earlham offers a major in Peace and Global Studies and a minor in Quaker studies. The chair of Peace and Global Studies, Caroline Higgins, recently found herself on conservative academic gadfly David Horowitz’s list of “the 101 most dangerous academics in America,” along with Noam Chomsky, Derrick Bell, Angela Davis, Bernardine Dohrn, and others. Horowitz told the *Palladium-Item*, Richmond’s newspaper, that Earlham needs a professor of military science to balance what students are taught in Higgins’ classes.

The Quaker school has no professor of military science, of course. Higgins is a diminutive 66-year-old who led students to Argentina in May
2006 to visit factories occupied and run by workers and to spend three weeks in Rosario, described in a class flyer as “a city characterized by radical participatory democracy and civic education.” InsideHigherEd.com, an online daily, featured Higgins in a story about Horowitz’s book. She told Scott Jaschik, the editor, that there were only a small number of campuses where pacifist views like hers are tolerated. “If I’m dangerous, it’s because education is dangerous,” she added.

In an interview in her office, dominated by a flaming orange-and-red mural of mythological scenes painted by a Mexican artist during a year at Earlham as a Fulbright scholar, Higgins said that in her classes, “We talk not only about conflict but solutions. We look for places where things are going well, and we try to hold up examples of where peace works and violence doesn’t.”

One of her colleagues, Plowshare Professor of Peace Saoud El Mawla, got stuck in his homeland of Lebanon when war erupted in July 2006 between Hezbollah militants and Israel. El Mawla, who encountered prolonged difficulties securing a U.S. visa when Earlham hired him three years ago, had gone home to Beirut to visit family and renew his visa. The Islamic civilization scholar told InsideHigherEd’s Jaschik in an interview by e-mail, “This is my first war as a peace studies professor, but not as an activist and militant for peace and justice. … The war brings us to real life and puts us before the human sufferings, hopes and tears. We have to stay firm in our convictions, to spread hope, to build networks of solidarity and action trying to stop the war and to make peace. It is very, very hard but we cannot do anything else.”

Aletha Stahl, associate professor of French and Francophone Studies, helped establish a semester-long program in Martinique and has led students to Haiti several times on May terms. She led 18 students to France in fall 2005 on a program that starts with language classes in Nantes, the port city in Brittany, then moves to the Pyrenees where students spend two weeks living and working with artisans before finishing the semester in Paris. Stahl said Earlham typically graduates three to five French majors a year.

A growing number of students are majoring in Comparative Languages and Linguistics. “We’re all finding that it’s harder even to remember who are ‘our’ majors,” said Kathleen Taylor, professor of Spanish and Hispanic
Studies. “With all kinds of students interested (in languages) across majors, we don’t necessarily call them ours anymore.”

Taylor has led students to Curaçao twice, taught Papiamento during the regular term, and is preparing an online textbook of the language. When she started learning Papiamento herself, “I had no idea I would have any use for it. It’s turned out to have a lot more than I expected. The first time I taught it I had 16 in the class, and nine went with me to Curaçao on the May term. Last year I had 26 in the class and 13 went on the May term.”

“One of the things that keeps us alive intellectually is that we keep opening new doors and exploring new things,” said Taylor, who has led Earlham’s semester program to central Mexico five times. “We are expert learners and that’s a good model for our students.”

Welling Hall, professor of politics and international studies, said international students are drawn in large numbers to her international studies classes. Earlham offers scholarships to students from Seeds of Peace, a camp in Maine for teens from conflicted regions of the world, including the Middle East, the Balkans and Cyprus, and Earlham students often work there as counselors.

Hall advises the Model United Nations Club, which hosts a major competition each spring for high school students from across Indiana. Hall was skeptical when two international students approached her a few years back with the idea of having the high schoolers deal with a scenario in which a meteor had wiped out much of North America, with survivors’ forced to seek refuge in the southern hemisphere. They recruited an Earlham physics professor to lecture on meteor strikes, and the science fiction scenario for a futuristic U.N. was a big success.

Applications to Earlham have climbed, but increased selectivity carries a price. Clark, the provost, said, “Increasingly we’re having to turn away students that we are pretty sure would succeed and flourish there. We are still thinking through how to adjust to that.”

Bennett notes with pride that one-fifth of Earlham students qualify for federal Pell Grants (the average family income for those need-based awards is $15,000). “We’re a higher-need student body than most of our competitors. We love that. The value added we do for the world is huge,” said Bennett.
Michigan State University

[The Pioneer Land Grant Looks to Become a ‘World Grant’ University]

How International is Michigan State University?
Many U.S. campuses have close ties with a myriad of academic institutions in other lands. Michigan State University (MSU) actually helped build universities in Brazil, Colombia, Japan, Nigeria, and Pakistan. Almost every U.S. college and university today sends students to study abroad. No public university sends greater numbers than Michigan State—2,385 in 2004-2005. MSU students can choose from more than 200 programs in 60 countries and on every continent, including Antarctica. By graduation, 28 percent of the students have studied abroad. Today, it is not uncommon to find a dean or vice provost for international programs at major research universities. Michigan State created an Office of International Programs and appointed the first dean in 1956.

The nation’s land-grant pioneer—founded in 1855 as the Agricultural College of the State of Michigan, it was the model for the Morrill Act of 1862—now aspires to become what President Lou Anna Kimsey Simon calls the first “world grant” research university serving not only residents of Michigan’s 83 counties but people around the globe.

Internationalization As A Tool For Local Success
Michigan State’s passion for the international is all the more noteworthy considering the economic struggles that Michigan has endured with the decline of the U.S. auto industry. The percentage of the university’s revenues coming from taxpayers dropped from 52 percent in 1997 to 37 percent in 2006. With nearly 45,000 students and a deep commitment to affordability and accessibility, Michigan State has kept a tighter lid on tuition than any Big Ten campus. It absorbed $66 million in cuts in the past five years, although it is close to the finish line of a $1.2 billion fundraising drive that boosted endowment and created five dozen new faculty positions. Tenure stream faculty remains below a peak in the 1980s, but MSU’s leaders stress that the numbers now are growing once again.

Michigan State’s stature is inexorably bound to its international activities, beginning with development work across Africa, Asia, and Latin America in the 1950s and 1960s. Under legendary President John A. Hannah (1941–1969), it embraced a global mission even as its size and reputation burgeoned. It was the Michigan State College of Agriculture and Applied Sciences when Hannah succeeded his father-in-law as president; the red brick chimney of a furnace next to Spartan Stadium still bears the letters MSC. But it achieved university status in 1955 and became Michigan State University in 1964. Hannah led Michigan State into both the Big Ten and the Association of American Universities, the alliance of top research campuses. Later he ran the U.S. Agency for International Development (USAID). On the watch of Peter McPherson, Michigan State president from 1993 to 2004 and a former USAID administrator himself, the number of students studying abroad nearly tripled. McPherson, a banker and one-time Peace Corps volunteer who chaired the Commission on the Abraham Lincoln Study Abroad Fellowship Program and is currently president of the National Association of State Universities and Land-Grant Colleges, aspired for 40 percent to study abroad.
Simon said that as she travels people often ask, “Aren’t you running into a lot of resistance in your state?”

“Quite the contrary,” she tells them. Surveys show that “the people of Michigan do understand the value of study abroad. They understand that we have to compete in a global economy, and Michigan State University must play an important role in that.” Michigan State has a special obligation as a public institution to translate advances in knowledge into improvements in people’s lives so they see the globalized economy not as “an instrument of despair,” Simon said, but as a path toward a brighter future.

At a sesquicentennial celebration on Sept. 8, 2005, Simon unveiled a strategic plan called “Boldness by Design” that set the goal of winning recognition as the world’s leading land-grant research university for the 21st century by 2012, the 150th anniversary of the Morrill Act. The university installed a 7-foot statue of Hannah outside the Administration Building that already bore his name, and a model of the Hannah statue is kept in the president’s conference room.

Simon designated Michigan State’s internationalization as the special focus of a self-study the university did for the 2005 reaccreditation review by the North Central Association of Colleges and Schools. A faculty team produced a 268-page report analyzing the university’s
international strengths and weaknesses. “In the 20th century, MSU built its international reputation, in part, through its involvement in the creation of new universities and colleges around the globe and its development work, and most recently on our expansive study abroad programs,” the self study said. “MSU’s international engagement in the 21st century will be based on equal, transparent, and reciprocal partnerships with host-country institutions.”

The bottom line, said Provost and Vice President of Academic Affairs Kim A. Wilcox, is that “we have to be more purposeful about this.” Too often, added Wilcox, a developmental speech acoustics scientist, Michigan State’s international ties rested on “the whim of the faculty. If somebody resigns or retires or leaves, the research program goes away because it was just them and their buddy in Rwanda. That’s not a sustainable presence.”

MSU’s leaders say they won’t squelch faculty curiosity or entrepreneurship, but want to concentrate energy and resources on such institutional strengths as food, health and security, and environmental studies. “I understand how this fits and how to do it,” said Simon, whose Ph.D. is in higher education administration. She wants to forge a closer bond between Michigan State’s area studies centers and international institutes that concentrate on thematic issues, from business and development to education, health, and agriculture. The university recently opened an office in Beijing to coordinate projects and activities and to serve as its eyes and ears in that part of the world, much as it has an office in Washington, DC.

Development Partner in Africa, Asia, and Latin America

Michigan State is no longer in the bricks-and-mortar business of building universities overseas as it did with the University of the Ryukus in Okinawa, Japan, in 1951 or the University of Nigeria, Nsukka, in 1960. But it is still deeply involved in development work across Africa, Asia, and Latin America through such programs as the Partnership for Food Industry Development (PFID) and the Partnership to Enhance Agriculture in Rwanda through Linkages (PEARL).

Following in the footsteps of botanist William J. Beal, who in the 1870s created the first hybrid corn, MSU scientists are helping small farmers from Nicaragua to Mozambique learn modern techniques to bring fresh fruits and vegetables to big city markets. PEARL has helped Rwandan farmers turn their finest Arabica coffee beans into a brew sold in Starbucks and other upscale java shops. In China, MSU runs a joint degree program in turfgrass management—and hopes that Beijing will install Michigan State turfgrass in its Olympic stadium as Athens did for the 2004 Games. “With our turfgrass,” said College of Agriculture and Natural Resources Dean Jeffrey D. Armstrong, “the opening ceremony activities can go on above and below ground level, and 36 hours later you can have a real sod playing field in place.”

The Rwandan project—also nurtured by USAID dollars—“started with just one coffee washing station. Now there are nearly 50,” said Dan Clay, the director of the Institute of International Agriculture. “We can’t even come close to the demand.” Agronomist Tim Schilling of Texas A&M University is the in-country director of the work in Rwanda, and Michigan State and Texas A&M both have trained faculty from the Université Nationale du Rwanda and the Institut des Sciences Agronomiques du Rwanda. Clay was in Rwanda directing an earlier MSU food security project when the civil war erupted in 1994. He and his family were safely evacuated, but 800,000 Rwandans—mostly Tutsis and moderate Hutus—were slain by Hutu militias during the four-month bloodbath.

The staff of the Institute of International Agriculture has doubled in size to 40 and its external funding has quadrupled to $10 million a year since Clay became director in 2000. “At MSU, the definition of what a university does is broad enough to include the Rwanda PEARL coffee,” he said.

Putting knowledge to practical use is what land-grant colleges do best. Scores of faculty in the College of Agriculture and Natural Resources conduct research overseas, and 21 percent of its students study overseas.
Jeffrey M. Riedinger, acting dean of International Studies and Programs and director of the Center for Advanced Study of International Development, said, “Michigan farmers say, ‘Hey, the Chinese are wiping out our apple juice market. Why are you over there helping them?’ And what we’ve done is take groups of Michigan farmers and the Farm Bureau to China or Chile and other countries and show them, no, we’re learning as much from them about advanced techniques and technologies and varieties as any information we’re communicating to them. Some of this is going to come back to the state in more resistant tree stock, new varieties, or improved practices.”

The creation of biofuels is one area where individuals from the United States can learn from other countries, said Riedinger, who has worked with peasants in the Philippines and China on land rights issues. “Our faculty coming back from Brazil and India and China say colleagues there are way ahead of us in some key areas in biofuels. Our foreign colleagues think it’s madness that we would grow corn—a food crop—to produce fuels.”

Sherman Garnett, dean of James Madison College, Michigan State’s school for public policy majors, led the reaccreditation self-study on internationalization. He said, “Like any good place, we do a lot with little.” Garnett agrees that Michigan State must “be more strategic.”

In African studies, for instance, Michigan State faculty are involved in dozens of important projects across the continent. That is appropriate for individual faculty, said Garnett, but as an institution “we can’t have dozens of windows in a region and give them equal emphasis, time, and support.”


At Michigan State it is possible to “go to no less than 14 different departments across this campus and get briefed on food safety,” said Mary Anne Walker, managing director of the Office of International Development, an office created in 2000 to secure more funding for global research and service projects.

Michigan State not only has microbiologists and toxicologists working on food safety, but sociologists and behavioral specialists as well seeking better ways to communicate about risks. Walker, who previously managed USAID civil society projects in Croatia, said Michigan State has 112 collaborative projects in 55 developing countries, with offices in 11 countries.

It was this practical, applied side of knowledge that attracted Yong Zhao to the faculty. Zhao, born in a farm village in China’s Sichuan Province, is a University Distinguished Professor of Educational Psychology and...
founding director of the Center of Teaching & Technology and the U.S.-China Center for Research on Educational Excellence. Training to become an English teacher, he devoured psychology textbooks left behind at his college by American professors. He came to the United States for graduate work, mastered Web technology and online education, and sped through a Ph.D. program at the University of Illinois, Urbana-Champaign, in two years. He has won several multi-million grants from federal agencies for research on technology in the classroom, as well as pilot experiments trying to bridge the best of Western and Eastern approaches to education. He helped set up computer clubs in middle schools across Michigan, and is overseeing bilingual classrooms in China and Michigan. "I believe in the idea of connecting to the needs of the people in education. A good scientist should be in the service of the community of the people," said Zhao, who thinks the U.S. school reform movement worries too much about math and science scores and doesn't appreciate how well U.S. schools foster creativity.

Zhao, who recently became an U.S. citizen, said, "The whole state of Michigan needs to open up. Globalization and internationalization are here to stay... We have to change. Kids from Michigan are in competition with kids from India and China as much as they are with kids from New York or the state next door."

Leading in Study Abroad Among Public Universities

Michigan State has made it possible for students in almost any major to study abroad. But Garnett, who spearheaded the MSU self-study on internationalization, said, "If you look at the map of where our students go and you look at the map of where our research and development work is, they don't overlap as much as we'd like. We want to bring those closer together."

June Pierce Youatt, senior associate provost for undergraduate education and dean of undergraduate studies, said, "We work hard to integrate study abroad into our academic programs so that there's a convenient way to do it. It doesn't impede their progress toward a degree; it doesn't make them stay a semester longer to graduate." The bulk of Michigan State students study abroad during the summer on short-term programs, many led by MSU faculty and most taught in English. While the university recommends that entering freshman have taken at least two years of
They consider (summer programs) a lower level of study abroad.

But then she encounters colleagues from other campuses “that want to be like us” and climb the Open Doors rankings, Fairfax noted. Only New York University ranked ahead of Michigan State in the 2005 report produced by the Institute of International Education.

“We really feel the land-grant mission here at MSU. It permeates everything, including study abroad,” said Fairfax. “We want to make study abroad as accessible and affordable and open to as many students as possible, and we think everybody qualified to go should go.”

Fairfax said the growth of study abroad at MSU reflects “a real partnership” between her office and staff of 23 and the colleges and academic departments that sponsor the programs. “Basically we have two levels of marketing going on. My office does the university-wide marketing—we publish the catalog, place ads in the student newspaper, put on study abroad fairs, and provide information at freshman orientation. But the colleges do the actual recruiting for specific programs,” Fairfax said. “Sometimes we hit them first, and then they hear it in class from their college. Eventually they hear it from somebody—and they go.”

In 2003, Fairfax’s office inaugurated Freshman Seminars Abroad, a two-week program open to all new students. They take place over two weeks in late July and early August, and take students in groups with MSU professors to such destinations as Québec City, Canada; Cork and Dublin, Ireland; Cape Town, South Africa; and Hikone, Japan. There was also a spring break seminar to Mérida, Mexico, in March 2006. The students receive two credits. The costs ranged from $1,000 for the Mexico and Québec trips to $2,900 for South Africa.

Rebecca Kapler of South Lyon, Michigan, who went on the Ireland seminar, said, “It was an experience to do it before you got on campus. I wasn’t even 18.” She is certain that she’ll study abroad again during her years at MSU.

Half the students in MSU’s Honors College study abroad, lured in part by $70,000 worth of scholarships that the college awards in $500 and $1,000 increments. Ronald C. Fisher, dean of the Honors College and a professor of economics, said, “You can’t overestimate how important that experience is, even to honors students. We still have a lot of first-generation college students whose international experience (before coming to Michigan State) is often limited to Canada.”

Brian Forest, 21, a senior from Clinton Township, Michigan, double majoring in political science and Asian studies, used his nearly fluent Japanese as a guide at the 2005 World Exposition in Aichi, Japan, on an internship arranged through the Japan Center for Michigan Universities.
Forest, who switched to Japanese in high school after “running out of French classes,” said, “They do a really good job here of making it almost impossible not to study abroad. It’s hard to escape even if you wanted to. I got e-mails all the time from both the colleges I’m in promoting study abroad.”

Michigan State’s Office for International Students and Scholars (OISS) attends to the welfare of 3,300 international students, more than half from Korea, China, India, Taiwan, and Japan, and 1,200 visiting scholars. The 2,200 international graduate students comprise 40 percent of MSU’s graduate population, while the 1,000 international undergraduates are 3.3 percent of undergraduate enrollment. The Colleges of Business (638), Natural Science (574), Engineering (519), and Arts and Letters (418) enrolled the largest number of international students in fall 2005.

The OISS was an early adopter of new technology to speed the processing of student visas and forms for the Student and Exchange Visitor Information System (SEVIS).

Peter Briggs, director of OISS, called his office “a poster child for change. The technology allowed us to become so efficient we’ve been able to collapse a position and refocus on our connection to the community and our educational mission.”

Michigan State saw an overall decrease of 22 international students—0.7 percent—in fall 2005. Some had feared a much larger drop when the number of applications fell. Karen Klomparens, associate provost for graduate education and dean of the Graduate School, said, “I told my colleagues, ‘You need to look at who’s dropping off the application pool. It’s the bottom 25 percent, not the top.’”

The speed with which Briggs’ shop handled the paperwork for visas also helped, said Klomparens, a botanist and product of MSU. “We have the reputation of getting our paperwork out the door very quickly: We FedEx lots of stuff all over the globe to make sure it gets to international students. We’ve had students tell us that sometimes they decided to go to the first place that got them the forms they needed to apply for their visa because it showed that (the university) cared,” said Klomparens.

**MSU CIBER’s globalEDGE**

Tomas M. Hult, director of Michigan State’s Center for International Business Education and Research (CIBER), deploys half of his staff of 30 on a single, monumental task: updating the thousands of links on Michigan State’s encyclopedic international business portal to the Web called globalEDGE™ at http://globaledge.msu.edu/ibrd. “If you type in ‘international business’ on any search engine, we will come up No. 1,” boasted Hult. The site gets 3.7 million page hits a month and offers resources from the complete CIA World Factbook to 45 online course modules about export regulations and licensing rules to up-to-the-minute news from around the world. “We’re one-stop shopping for everything you want to know about international business,” said Hult, a native of Sweden who earned his Ph.D. in marketing from the University of Memphis.
His office also hosts the Web hub for all 30 of the nation’s Title VI B-funded CIBERs. Hult and Irem Kiyak, associate director, even trot out a roulette wheel with flags from dozens of countries for prizes at study abroad fairs. The MSU CIBER was founded in 1990 by S. Tamer Cavusgil, a global international marketing scholar from Turkey who holds an endowed chair at the MSU Eli Broad School of Business and retains the title of executive director of the CIBER.

Learning Fluid Dynamics in Volgograd
The MSU College of Engineering sends 70 students for five weeks each summer to study in Volgograd, Russia; it is MSU’s largest study abroad program. The college also sends students on exchanges and other programs to England, France, Italy, Germany, and Australia. The classes in the non–English-speaking countries are taught by MSU faculty or local professors of engineering who speak English. “We wouldn’t have a market for courses not taught in English for our students. There’s just not enough language strength,” said Thomas F. Wolff, associate dean for undergraduate studies. “Inside the classroom, once you close the door, dynamics is dynamics. It’s the same all over the world,” he added.

Spartan engineers learn early how international their future profession has become. “Engineering probably has the most international faculty in the university. We have large numbers of professors from all over the world—India, China, Korea, and Eastern and Western Europe,” said Wolff, a civil engineer. “They are collaborating every day with colleagues all over the world.” With the United States producing 65,000 engineers a year and countries in Asia on a path to produce 1 million, the students understand that they will be operating in a world with intense competition.

“We wouldn’t have a market for courses not taught in English for our students. There’s just not enough language strength,” said Thomas F. Wolff, associate dean for undergraduate studies. “Inside the classroom, once you close the door, dynamics is dynamics. It’s the same all over the world,” he added.

Spartan engineers learn early how international their future profession has become. “Engineering probably has the most international faculty in the university. We have large numbers of professors from all over the world—India, China, Korea, and Eastern and Western Europe,” said Wolff, a civil engineer. “They are collaborating every day with colleagues all over the world.” With the United States producing 65,000 engineers a year and countries in Asia on a path to produce 1 million, the students understand that they will be operating in a world with intense competition.

“Routine, well-defined engineering work, such as doing stress analysis on a valve with three-D computer models, can easily be done by good engineers for a third of the price on the other side of the world and be back the next day,” said Wolff. “What the U.S. has been good at is integration and innovation. If you’re going to outsource a large part of your work, there have to be bright people at the top figuring out what to outsource, what to do with the results, and how you’re going to put all that together.”

Area Studies Centers
In addition to African Studies, Michigan State has area studies centers that concentrate on Asia, Canada, Latin America, Europe, and Russia. It operates several thematic institutes that work across regions and focus on agriculture, business, education, health, international development, and development issues that affect women. Even before the reaccreditation review, the university was seeking better coordination of their activities.

Michael Lewis, director of the Asian Studies Center, said MSU teaches a full range of Asian languages, including three years of Korean and two years of Hindi and Vietnamese. It offered instruction in Khmer, the language of Cambodia, in fall 2006 for the first time. “We’re growing like crazy in language and other center initiatives,” said Lewis, an East Asian historian.

Michigan State’s national resource centers secured a federal grant and funding from then-Provost Simon in 2002 to launch the “e-LCTL Initiative” under which Title VI centers in 120 universities work together to coordinate which less commonly taught languages they teach. “It’s a boom period for the Less Commonly Taught Languages (LCTL),” said David K. Prestel, chair of Linguistics and Germanic, Slavic, Asian and African Languages. Margo Glew, coordinator of the LCTL Program, said,
"We've nearly doubled the number of languages available for instruction at MSU."

Still, champions of international education at Michigan State want to see the university do more on this front. Jenny Bond, acting as assistant dean of international studies and programs and an emerita professor of human nutrition, said the next frontier for MSU "is more foreign language" and finding ways to further internationalize the education of students who do not study abroad. It is a task made easier by an unusual spirit of collaboration on the East Lansing campus, said Bond. "That's the real secret (to MSU's internationalization). There are just no boundaries."

Dawn Pysarchik, associate dean of international studies and programs, said the provost had provided $100,000 to revitalize a program called Internationalizing Student Life. The program dates back to 1990, but had flagged in recent years because "it was not connected to the academic side of the institution," said Pysarchik, a professor in the College of Communication Arts and Sciences. "It was food, fun, and festivals. We discovered it couldn't be just that. It has to have roots in the academic part of students' careers as well as their cocurricular lives."

MSU's emphasis on international activities is strongly supported by the eight-member, elected Board of Trustees. Board chairman David Porteous said that in President Hannah's day, "I'm sure many people felt he was pushing the envelope too far, but he turned a small, regional school into a great research university, and the international dimension was a critical component of that."

Porteous, an attorney from Reed City, Michigan, credits McPherson and Simon with building on Hannah's legacy. "I'm very proud that with all the challenges we have economically here in the state of Michigan—some of the toughest in the history of the state—our university is not turning inward and putting walls up; we're doing just the opposite," said Porteous, who sang in the Russian choir during his college days.

Michigan State elevated John K. Hudzik, dean of international studies and programs from 1995 to 2004, to vice president for global engagement and strategic projects. Provost Wilcox described Hudzik's job as "masterminding intellectual capital on thinking about the world in the same way we thought about plant science and veterinary medicine in the past.

Hudzik, a political scientist, said, "We need collaborations and partners. We can't afford to do everything on our own." Hudzik and Wilcox led an MSU delegation to leading Thai universities last January. "Our partners abroad are world-class institutions. There was a time when some did not think of them in that way, but they certainly are now," said Hudzik.

Wilcox said that in meeting with Thai academics, he was struck by the similarity of the challenges they face, including improving higher education, meeting environmental challenges, and responding to the threat of avian influenza.

"Thailand does not need from us people who've studied Thailand their whole lives. They've got lots of people who understand Thailand already," said Wilcox, who is also a product of MSU's Honors College. Likewise, "our Chinese partners aren't looking for Chinese culture experts from us. They want engineers, they want physicians, they want plant scientists and water scientists."

In a February 2005 speech marking Michigan State's sesquicentennial, President Simon asked rhetorically, "Who would have imagined 150 years ago that an experiment that began with a tiny class in a rough-hewn building carved out of a forest … would become the global prototype of a genuinely American brand of higher education—one that is an engine of the economy, a force for the democratization of public learning, the model for engagement with the world beyond the campus, and a catalyst for improving the quality of life in Michigan and around the world?"

Simon added, "Just as the establishment of the Agricultural College of the State of Michigan gave impetus to the work of Justin Morrill to create the land-grant system to prepare for the 20th century, let us work together to create … the next bold experiment: the land-grant university for the world."
Purdue University

[Engineering for Internationalization from West Lafayette]

From the construction cranes that tower over the future Neil Armstrong Hall of Engineering to the muddy terrain outside the Birck Nanotechnology Center—open but not yet landscaped—Purdue University has the hallmarks of an institution on the move. Purdue has embarked upon an audacious campaign to expand the Boilermakers’ already considerable presence in engineering, science, technology, and agriculture. The Nanotechnology Center, with a clean room behind its shimmering glass facade, is sprouting in Discovery Park, a $100 million endeavor designed to bring innovation through multidisciplinary action. Two hundred new faculty have been hired and 100 more soon will be unpacking books and occupying new labs on the West Lafayette campus. The university is carrying out a strategic plan with the aim of “leading the world in the basic and applied sciences and engineering and improving society at home and abroad.” With such a lofty goal, improving Purdue’s international reach has been central to President Martin C. Jischke’s strategy.

Refusing to Settle for Less

As an engineering Mecca, Purdue long has had globe-trotting professors and an international roster of graduate students. But it did not create an Office of International Programs until the mid-1990s. It already enrolled 2,600 international students when Mike Brzezinski, director of the Office of International Students and Scholars, and Dean of Admissions Doug Christiansen proposed a three-year blueprint with a six-figure price tag to step up international recruiting. A senior administrator offered $40,000 for the first year’s expenses “until we see how it goes.” They turned down the $40,000.

The administrator “wasn’t very pleased. ‘What do you mean you’re not going to take it?’ I said, ‘I’m trying to be a good steward here. One year in and out of the market on the lower end won’t do it,’” Christiansen recalled.

“He called us back two or three days later and said nobody had ever turned down money before and we must clearly believe in what we were doing, so he funded all three years,” said Christiansen.

Over the next decade, Purdue boosted international enrollment to 4,831 and tripled the number of international undergraduates. In the 2005 Open Doors report by the Institute of International Education, it ranked No. 6 in international enrollment, trailing only the University of Southern California, the University of Illinois, the University of Texas, Columbia University, and New York University (Purdue ranked No. 3 among public universities).

“The reason international recruiting works at Purdue is because our two teams work together,” said Brzezinski. At other universities, said Christiansen, “there is often a huge divide between the two.” The two offices split international recruiting chores, taking a dozen or more two-week trips each year to tell Purdue’s story.
In fall 1993, there were 92 international students in Purdue's freshman class; by fall 2005, that number had risen to 401. Brzezinski and Christiansen (who recently became Vanderbilt University's associate provost for enrollment and dean of admissions) have given workshops on how Purdue engineered this international growth spurt. Peers always are surprised to hear it was done by collaboration and not "administrative force," said Christiansen.

While international students can secure research and teaching assistantships to pay for graduate studies, the families who send sons and daughters from other countries to Purdue for bachelor degrees generally must bear the costs themselves. Tuition, room, and board now top $31,000 a year, versus $17,000 for in-state residents. President Jischke explains Purdue's growing popularity this way: "Here we are in the middle of the country in a modest-sized community in an environment that is safe. We have a reputation of being a serious, hard-working institution; not a lot of frivolity here. It fits with what these families want for their kids."

Almost 6,300, or more than 20 percent, of Purdue's 31,000 undergraduates are prospective engineers. Purdue was founded in 1869 as a land grant institution with the help of a $150,000 gift from local businessman John Purdue. The fledgling university honored its benefactor's request to bury him on the lawn in front of University Hall.

Purdue soon became an agricultural powerhouse. The international programs office, in its first incarnation, was housed in the College of Agriculture, and it was from there that Purdue began a concerted effort to encourage study abroad.

As recently as the late 1980s, only 30 Purdue students studied abroad each year. The number inched up to 222 in 1995 and topped 400 by 2000. Since then, the growth accelerated to 1,025 in 2004-2005. Thanks to an infusion of funds from President Jischke and Provost Sally Mason, more than a quarter of the students who studied abroad in 2005-2006 received scholarships averaging $550.
**Flexibility Has Increased Participation**

Two thirds of these students take courses taught overseas by Purdue faculty during the summer or “Maymester” or on shorter trips during spring break. The summer courses—more than 30 were offered in 2006—last six to eight weeks. “Longer is better than shorter, but something is better than nothing. If even a short-term program is done well, we think it can be the start of a transformation for the future,” said Brian Harley, director of the Office of Study Abroad.

Dean of International Programs Riall W. Nolan makes no apologies for the profusion of summer programs. “You've got to face reality. A lot of these students have obligations. They have families, they have jobs, they have research projects, they have loans to pay off. To an increasing extent, students want less than a semester or full year abroad,” he said.

Nolan, an anthropologist and onetime Peace Corps volunteer in Senegal who speaks Wolof, Bassari, Melanesian Pidgin, and French and has taught in Papua New Guinea, Tunisia, and Sri Lanka, said, “This is a controversial point, but I'm of a mind that the benefits of learning internationally can be accrued in as little as a week.”

“We took incoming freshman for five days up to Québec last summer and I would maintain we fundamentally changed their world view. They don't see themselves in the same way,” said Nolan, who in addition to scholarly works such as *Development Anthropology: Encounters of the Real World* has written books for armchair adventurers and travelers such as *Bushwalking in Papua New Guinea*.

When Purdue began a University Honors Program in 2005, it offered the 74 freshman an opportunity to study abroad before setting foot inside a classroom in West Lafayette.

Thirty-eight boarded buses for the journey to Université Laval in Québec, where they attended seminars on U.S.-Canada relations, the Canadian health and welfare systems, and Native issues.

Honors program director Christian Oseto said, “Very selfishly, what we're trying to do (is produce) students who at the end of four years perhaps will receive a Fulbright, a Rhodes, a Marshall, a Truman, an Eisenhower, a Churchill (scholarship). We can't do this at the end of their junior year or the start of their senior year. We've got to do this from day one.”

Jischke, who pushed for the creation of the honors program, said today's college students “are more at home in other parts of the world. They are more global in their outlook. It amazes me how readily students will pack up a suitcase, make sure they have a credit card, get on an airplane, and go anywhere in the world.”
Almost 10 percent of the Purdue Class of 2004 had studied abroad for credit. "I'd like to see 20 percent of our graduates have a study abroad experience," said Harley, a sociologist who previously directed 11 study centers in West Europe, Asia, and Latin America for Brethren Colleges Abroad (BCA).

Harley had just returned from a frenetic trip to India where he visited 14 institutions in two weeks looking for more exchange partners. To keep Purdue's study abroad enterprise growing, "we have to look at financial models that will make it sustainable and affordable for students. It does us no good to create new high-priced programs for students," he said.

Men outnumber women at Purdue 3 to 2, but women outnumber men 3 to 2 among the study abroad contingent. Harley said some students shy away from studying abroad during the regular terms because of the steep demands in their majors. "Students are practical. They don't want to risk not graduating on time," he said. "That's our goal, too. In the absence of flexibility—real or perceived—that's why so many summer programs have been launched."

Partnerships ensure that the courses Purdue students take at the Royal Melbourne Institute of Technology in Australia or at BOKU, the University of Natural Resources and Applied Life Sciences in Vienna, Austria, count toward their majors.

Purdue also has streamlined the paperwork for studying abroad. IT Director William Snyder and Internet Applications Specialist Carleigh Vollbrecht Hwang '01 find ways to help students make sense of the myriad of study abroad options and cut through red tape. The many features on a customized Web portal called My Study Abroad include student ratings of past Purdue programs.

My Study Abroad grew out of Hwang's frustrations as an undergraduate. "I applied to study abroad, but found the process too difficult with all the hoops you had to jump through," she recalled. "I couldn't get any information on financial aid, I couldn't find anything. It was just too hard. That's why My Study Abroad blossomed as it did.

Seedbeds for Internationalization

Andrew Gillespie, associate dean for international programs, was among the professors who made the College of Agriculture and Natural Resources a seedbed for Purdue's internationalization. The forestry professor codirected a summer program on sustainable land use that alternates between Purdue and SLU: Swedish University of Agricultural Sciences in Uppsala, Sweden.

Forestry is a prime example of an industry that has globalized, said Gillespie. "Look at Brazil. The trees they grow in Brazil for paper are Loblolly pines from the Southeast United
States. Our companies shipped down the species, and now Brazil is growing them faster than we can in the states. Brazil also is growing our soybeans at a very competitive rate.

“Indiana ships logs out for processing to China, which returns them as furniture. The Chinese have the same species (of trees) we do. Once they figure out the physical properties, they’ll be using their own resources to make that furniture,” said Gillespie. “We’re part of a global society that includes resources, markets, food, energy. It’s critical that we get our students out to see what’s going on in these local markets to see how other people think about and deal with similar issues in different ways.”

The College of Agriculture and Natural Resources sends 150 to 170 students to study abroad each year. Linda Vallade, program leader for study abroad, said, “Even if these students don’t work abroad, a lot will work for global companies. They have to learn what other countries need.” The College of Agriculture offers semester-long programs in Australia, New Zealand, France, Ireland, Sweden, and Honduras.

Local Students Benefit from Internationalizing
Two-thirds of Purdue undergraduates hail from Indiana, and almost half its 380,000 alumni live in Indiana. Jischke said that underscores the importance of “Hoosier kids having an international experience in order to get a first rate education.”

“Indiana is affected by these international forces as much as any state in the nation,” added Jischke. “We’re the most manufacturing intensive state in the nation, and the impact of China, India, and the other countries in Asia in particular on manufacturing has been substantial,” he said.

“For these students to get not just good jobs but be leaders in the Indiana economy, they need an international experience to equip them for the world,” he said.
Connecting to Asia

More than half of Purdue’s 4,831 international students in 2005 came from India (1,020), China (782), and South Korea (680); Taiwan, Indonesia, and Malaysia accounted for 600 more. “The Asian basin is a huge supplier of talent,” said Jischke. “With their booming economies, China and India are growing a middle class and upper middle class that has the capacity to send their children to the great universities of the world, including Purdue.” Jischke credits his predecessor, Steven Beering, with recognizing that early on.

Purdue has opened alumni clubs in India and China, looking to bolster its Asian connections through the loyalty of alumni, many in top posts in commerce and the academy. Jischke is spending $150,000 a year on an Asian Initiative that funds Purdue faculty to engage in joint research projects, such as a science education project with Peking University and a partnership with the Indian Institute of Technology in Mumbai on factoring community needs into climate change models. The coordinator of the Asian Initiative is Matthew Sikora, a former scheduler for Indiana’s governor who also worked on Asian trade missions for the state.

Sikora accompanied Harley on the fast-paced trip over spring break to visit 14 institutions across India in search of more students and partners. “In one case they told us we were one of 250 overseas institutions that would visit them this year,” said Sikora. “Other universities were ready for us to sign on the dotted line because they don’t have much in the way of international collaboration going.”

At some stops, they discussed the possibilities of asymmetrical exchanges, such as Purdue’s sending 20 undergraduates to study in India for two weeks in the summer, with the host institution in return sending a graduate student to West Lafayette for a full semester.

Mike Brzezinski, who lived in China for seven years and speaks fluent Mandarin, accompanied Richard Cosier, dean of the Krannert School of Management, on his first trip to China. Cosier and other senior administrators made three more trips over the next 12 months to lay the groundwork for Krannert’s first study abroad programs in China. The business school now has exchanges with Tsinghua University in Beijing and Guanghua School of Management at Beijing University. Krannert also struck a cooperative agreement with Zhejiang University in Hangzhou, a provincial capital.

Some 100 Purdue business students studied in China last May. Cosier said, “The interest level among our students is phenomenal; they are ready for a global experience. Now it’s up to us to provide the opportunities.”

The Krannert School also partners with the German International School of Management Administration in Hanover, Germany, to offer a Purdue MBA in 11 months. That program has produced 450 alumni in five years and served as “a great avenue to get our faculty over to Europe,” he said.

“The days of focusing on a domestic U.S. career for U.S. business school graduates are getting fewer and fewer,” said Cosier, a former planning engineer. “You could have someone graduate who might get an initial job in say, Flint, Michigan. But in a short period it’s very likely that person will be moved to an international location.”

Growing Internship Programs

Purdue students are keen on internships abroad as well. Mechanical engineers at Purdue have several pathways under an unusual program called Global Engineering Alliance for Research and Education (GEARE).
that began as a partnership with Universität Karlsruhe in Karlsruhe, Germany, in 2002 and now has expanded to Shanghai Jiao Tong University in Shanghai, China, the Indian Institute of Technology in Mumbai, India, and Monterrey Tech (Tecnológico de Monterrey) in Mexico.

Eckhard A. Groll, a professor of mechanical engineering and director of global initiatives and internships for the School of Mechanical Engineering, said GEARE combines a semester study abroad with a three-month international internship in engineering and participation over a full academic year in a multinational design team project. Students from the international universities come to Indiana to take classes, work on the design projects and do internships with such companies as Cummins, John Deere, Siemens, and Ford Motor Co.

The first half-dozen GEARE students studied in Germany in 2003. By 2005, there were 15 in Germany, China, and India, and Groll projects that 22 will study abroad in 2008.

“For a Midwest university, it’s still a little bit of a hard sell, but we’re on the right track,” said the German-born Groll. Although all the engineering courses are taught in English, GEARE requires the Purdue students to complete three semesters of language before heading overseas.

Only one in eight mechanical engineering students at Purdue is female, but women comprise 30 percent of those taking part in GEARE. Groll speculated that they are drawn to the challenging program by the opportunity to experience teamwork and build leadership skills. (Overall, one-fifth of Purdue’s engineering majors are female.)

The College of Consumer and Family Sciences also offers its students internships around the world, especially through its top-rated School of Hospitality and Tourism Management.

Alastair M. Morrison, associate dean for learning and director of international programs, said, “We’ve had a strong focus on study abroad since 1999.” Only 14 of the college’s 4,000 students studied abroad that year. Now, 6 percent to 7 percent of the 2,000 students head overseas each year.

Morrison, a Scotsman, is a globe-trotting consultant for the World Tourism Organization and other international organizations. He was among the experts that the Beijing Municipal Bureau of Tourism turned to for marketing advice in preparation for the Beijing 2008 Olympic Games.

Instructor and Chef Carl A. Behnke has led future restaurant managers, nutrition majors, and other students on five study tours across Europe. Behnke’s students learn the hospitality trade in part by serving lunch in the John Purdue Room, a full service restaurant inside the college. Behnke, a Culinary Institute of America graduate, said, “If our students are going to be in the industry of lodging and restaurants and tourism, then they need to get out of the midwestern mindset and get a global approach.”

“Hospitality is global; tourism is global. We can’t restrict ourselves to one part of the world,” said Behnke, who visited China in July with nine other Purdue faculty members.

The college sends six to eight students each year on a five-month internship at the five-star Jinling Hotel in Nanjing, China. They study Mandarin while rotating through three departments at the hotel.

Sometimes, students or parents need convincing that an internship in Nanjing is essential to a successful future in the hospitality business. Dennis Savaiano, dean of the College of Consumer and Family Sciences, recalled that
the mother of a student from northern Indiana did not want him to take the all-expenses-paid internship. "I talked with her for 30 minutes about China's being a very safe place and how luxurious and comfortable was the hotel where he was going to be living," said Savaiano. "But most of all we talked about Brad's future in the hotel business, and how by spending five months immersed in the Chinese culture Brad would come to understand that not everyone sees hospitality the same way."

Savaiano allayed the mother's concerns; the young man went to Nanjing and after graduation landed a job as codirector of the international visitors desk at the Marriott in Chicago. "He never would have gotten that job without the internship in China," said Savaiano.

Savaiano said it's equally important to bring international students to West Lafayette. "It provides an environment for our students second to none in terms of seeing and learning to work with people of different cultures," he said. Study abroad cannot keep growing "at the same logarithmic rate," he added, which makes international enrollments and exchanges even more important.

Senior Evan Kelsay, 22, of Indianapolis, parlayed a semester at City University of Hong Kong into an unforgettable internship with the Asia TV Network. "I wanted to study abroad in some place none of my friends had been to," said Kelsay, a management major. "A guy in the study abroad office who had studied in Japan said, 'Why don't you look through some of these Asia programs?' I thought, 'Hey, I'm a business major. It makes sense to study in China, because that's exactly where everything is going.'"

He settled on Hong Kong, the former British crown colony.

Before departing for the Spring 2005 semester, Kelsay asked the Purdue career office if they could help him find a summer internship as well in Hong Kong. "I told them I'd work in any business, but I did have a concentration in journalism," he said. They gave him the e-mail address of an alumnus who owns the Asia Television Network.

"I e-mailed him and said, 'I'm going to be in Hong Kong over the summer. Is there any way that I can help you, or do you have any suggestions on how to get an internship in Hong Kong?' He replied right away: 'How would you like to be an intern for our nightly English news program?' My jaw dropped to the floor," he recounted.

Even before classes were done, Kelsay volunteered to spend Thursday afternoons at the station. "I thought I was going to be running coffee all summer and I was completely fine with that," he said. But on his third Thursday, "I got a call that morning saying, 'Evan, we need you to cover this press conference.'" They aired his story and for the next five months Kelsay contributed on- and off-air stories to the broadcast, sometimes two a night. His parents set their alarms for 6 a.m. to watch the show live on cable television 13 time zones away.

Jennifer Ramos, 21, of Frankfort, Indiana, a double major in Spanish and in hospitality and tourism management, spent summer 2004 on a Purdue study abroad program in Mazatlan, Mexico, and studied in Argentina this summer. She went to England last fall, spent time over...
the winter holiday in Germany, France, and the Netherlands, and crossed the pond again to spend spring break in Spain and England.

“All my friends think I’m crazy because I just save all my money and travel. They don’t really understand why I want to go places,” noted Ramos.

Provost Sally K. Mason said employers are eager to find students with resumes like those of Kelsay and Ramos. “Our corporate partners tell us they want students with an international perspective and world view,” said the biologist. But she stressed the importance of making the curriculum and atmosphere in West Lafayette as diverse and globally minded as possible. The strides made under Jischke and Mason—the creation of Discovery Park, the faculty expansion, and a $1.5 billion fundraising drive that is nearing completion—all are pushing Purdue in that direction.

Mason noted that more than a third of Purdue’s faculty has been hired in the past five years; within five more years, two-thirds will be new. The infusion of new blood already has brought an explosion in sponsored research on the campus and a proliferation of international research collaborations. “We have a lot of seeds planted,” said Mason.

There is also a place in this international picture for the humanists on the faculty. Associate Professor of Spanish and African American Studies Antonio Tillis has taken students to study in Martinique, Cuba, Brazil, Puerto Rico, and France. Tillis, who specializes in the literature of the Spanish-speaking African diaspora, said, “As my students engage in Brazil or Cuba, I am also engaging there.”

Before travel restrictions prevented a return to Havana, Tillis created a course with a political scientist and two agriculture professors that examined the sugar, tobacco, and tourism industries in postrevolutionary Cuba. “We’re fortunate to have lots of initiatives out of the Office of International Programs for faculty to write grants to get seed money to develop courses,” said Tillis. “That stretches us academically and also creates the best course selections for our students. … Whether you are studying rural sociology or medieval Spanish literature, there are global implications for all of those disciplines.”

**Focused Thinking**

President Jischke, asked what his advice would be for campuses just setting out to internationalize, replied, “Don’t try to boil the ocean. Have a couple of strategic, focused initiatives with a very high promise of paying off, that play to the institution’s strengths.”

Riall Nolan, who previously ran international programs at two other universities, summed it up: “There’s no better time to be in international education.”
INTERNATIONALIZING THE CAMPUS 2006

[Spotlights of Institutional Success]
Babson College

[An Incubator for Entrepreneurs is Bullish About Global Education]

Economist and financial forecaster Roger Ward Babson boasted in his 1935 autobiography *Actions and Reactions* that Babson Institute in Wellesley, Massachusetts, was “perhaps the first (school) in the world” founded solely to teach business fundamentals to future executives. The eccentric Babson also confessed some disappointment with the institute’s performance in its early years. Instead of concentrating on those destined for the executive suite “by inheritance or other circumstances,” the school was admitting too many who weren’t in line to inherit the family business and stuffing their heads with the same liberal arts as other business schools, Babson lamented.

Babson, who famously foresaw the stock market crash of 1929, might take a more sanguine view today of his eponymous institution, for Babson College is recognized as a leader in preparing entrepreneurs. The founder, who traced his Massachusetts ancestry back 10 generations, also might be astonished at how much Babson’s reputation has grown and how international the college has become in an age when almost any business of consequence is or aspires to be global.

The original Babson Institute sought to prepare young men to run family businesses after a two-year regimen of courses limited to “practical economics and the handling of commodities; financial investments and the care of property; business psychology and the management of men (and) personal relations and the control of one’s self.” Stenographers transcribed the exams that students dictated into Dictaphones. After World War II Babson adopted a more traditional four-year curriculum and in 1969—two years after the founder’s death—changed the name to Babson College.

A Continuing Focus on Business Education

Things aren’t done these days by Roger Babson’s book, but it is still a place where business-minded undergraduates get their careers off to a fast start. It is one of Babson’s strongest selling points and explains why international students from 60 countries comprise 18 percent of the 1,725 undergraduates. “Babson’s undergraduate degree is almost like an MBA,” said Jean-Pierre Jeannet, director of the William F. Glavin Center for Global Management.

Jeannet also holds a full professorship at IMD, the top business school in his native Switzerland, where he teaches each summer and during winter breaks. “For people all over the world an undergraduate business education in the United States today is far more prestigious than it was 25 years ago,” he said. That holds true as well for campuses with other elite programs for undergraduate business majors, such as the University of Pennsylvania’s Wharton School, Georgetown University’s McDonough School of Business, and the Darden School at the University of Virginia.
“It’s the value of having a U.S. business education in general and the fact that you can go and get a good job from an undergraduate program” rather than taking the much longer route through graduate school, he explained.

Babson, he added, “has always attracted sons and daughters of people with family businesses. They don’t have great patience for 10-year education tracks. They want their young people to get a good education, and then come back home to the family business.”

For families running their own businesses, “it’s very important that these young people come back at age 22 rather than 30,” said Jeannet.

The Babson mission statement reflects the college’s international emphasis:

Babson College educates men and women to be entrepreneurial leaders in a rapidly changing world. … Our students appreciate that leadership requires technical knowledge as well as a sophisticated understanding of societies, cultures, institutions, and the self.

The Glavin Center, named after former Babson President William F. Glavin, houses regional institutes for Asia, Europe, and Latin America and serves as the fulcrum for all of Babson’s international activities, from research and exchange partnerships with universities on other continents to study abroad and internship programs to an extensive executive education apparatus. The U.S. Navy recently sent a group of admirals to Babson for four days of classes to hone their problem-solving skills.
A Distinctive Competence

Babson also sponsors an ambitious consulting program in which undergraduates from Babson and a partner institution overseas team up to provide real-world consultations to international businesses that pay for the advice. The 2½-month-long projects in the Joint-Management Consulting Field Experience (J-MCFE) Program entail overseas travel for both sets of students, visits to the companies, research on both campuses in person and via the Internet, and a wrap-up presentation to company executives at Babson. The college has conducted these projects for four years running with the University of St. Galen in Switzerland, and in fall 2006 will have projects in Sweden, Costa Rica, and Chile.

Marilyn Snyder, deputy director of the Glavin Center and director of its Global Program Services, said no other U.S. business school offers undergraduates an international opportunity quite like these overseas consulting projects. “That’s our distinctive competence,” said Snyder, a 1980 Babson alumna.

Babson offered its first international MBA in 1976. It began arranging global internships and offering offshore courses for both undergraduates and graduate students in 1979. When Babson faculty take students overseas, “we do some typical things, but because we are a business school, we also do these offshore courses a little bit differently,” said Snyder. The classes—especially the MBA students—visit a lot of companies, where they get a chance to question executives about how they do business in China or where they see business trends going in the European Union.

Babson draws 17 percent of its nearly 1,500 graduate students from outside the United States. Counting the graduate students, more than 70 countries are represented on campus.

Expanding Education Abroad

Back in 1998, approximately 30 undergraduates studied abroad each year. Now the number approaches 300 and the college has embraced the goal of providing every qualified undergraduate with a global experience by 2009. The college already requires all students in its two-year MBA program to participate in an international experience.

All told, 263 Babson students studied abroad in 2004-2005.

Babson undergraduates performing in “East Meets West,” an intercultural show.

JEAN-PIERRE JEANNET, Director, William F. Glavin Center for Global Management

STACIA ZUKROFF, Director of Education Abroad Programs, 1998-2006
“We have a few staff that work for us in China, but we don’t have any facilities of our own overseas,” said Stacia Zukroff, the director of Education Abroad Programs. “Most of our programs run through our partner schools,” which include the University of St. Gallen in St. Gallen, Switzerland; ESADE in Barcelona, Spain; Università Bocconi in Milan, Italy; Trinity College in Dublin, Ireland; Universidad Adolfo Ibáñez in Viña del Mar, Chile; Universidad de San Andrés in Buenos Aires, Argentina; HEC Paris in France; Vienna University of Economics and Business Administration in Vienna, Austria; and RSM at Erasmus University in Rotterdam, Netherlands.

In addition to the dozens of study abroad programs at partner institutions, Babson is currently drawing up blueprints for the first semester-abroad program of its own, slated to start in 2007-2008 and be open to international business majors and minors from other U.S. colleges and universities as well as Babson. Babson already sends its own faculty with students on short courses offered at such institutions as the London School of Economics, the University of Antwerp in Belgium, Tecnológico de Monterrey in Mexico, and the University of Stellenbosch in South Africa.

While it is not uncommon for U.S. colleges to send students off on winter and spring breaks to build homes and do other service projects in impoverished lands, Babson sends
volunteers to South Africa to teach young people there how to become entrepreneurs. One such volunteer, Julian C. Simcock, who worked with counterparts from the University of Stellenbosch in South African high schools, in 2005 became the first Babson student to win a Fulbright scholarship. With that award, Simcock returned to South Africa to study the entrepreneurial resources available to young adults in the Western Cape.

While Babson does have a Habitat for Humanity chapter that sends students off to Mexico each spring to build houses, some of its business majors traveled to Sri Lanka in 2005 after the tsunami to help struggling small businesses draw up recovery plans.

When Roger Babson opened his institute in 1919, it was for men only. He opened a separate institution in Florida—Webber College—to prepare women for business careers. Now Webber University International, that school went coed in 1971. Like many single-sex colleges, Babson College also went coed in that era, although men still outnumber women, 60-40, which is almost the reverse of how the sexes break down at most U.S. campuses.

Jean-Pierre Jeannet joined the Babson faculty in 1974, fresh from receiving his MBA and Ph.D. from the University of Massachusetts at Amherst. The Zurich native had planned to return to industry after the MBA, but his advisors convinced him to stay, first to get his doctorate and then to teach at Babson for a year while completing some research. “It was that first year of experience teaching at Babson that convinced me to stay on an academic pathway,” said Jeannet, speaking by cell phone from Lausanne. Babson’s faculty had just approved the addition of several international courses to the curriculum, but had no one to teach them. In the job interview, the then-vice president of academic affairs told Jeannet that would be his responsibility.

“In some ways, it was just the right match at the right moment,” said Jeannet, an expert on global strategy and marketing who holds the F. W. Olin Distinguished Professorship of Global Business at Babson. “I didn't have to battle anything. They had readied themselves for complete internationalization before I even arrived. Nobody pressured them. They just saw this as the way to go.”
Making the Most of Available Resources

“When our first group of students went on international internships in 1979, there wasn’t anything like that anywhere else,” he said. “We did our first offshore program, with our own faculty taking students overseas, in Europe in 1992 and today we’re going to all four corners of the world.”

“We were not only far ahead of the pack, but we did it with far less resources than most other people (had). We had to be much more frugal,” said Jeannet. Babson’s $130 million endowment is less than a third that of the Wharton School, the nation’s oldest collegiate school of business.

Some business schools possess the wherewithal to “just put everybody on a plane and off they go. We can’t do that,” said Jeannet. “Basically, our students have to pay it themselves. We try to make the experience as low cost as possible.” One of Babson’s tactics is to barter with partner institutions, exchanging seats in its regular terms for summer programs for groups of Babson students.

Undergrads Get MBA-like Opportunities

Jeannet said today’s undergraduates are far more internationally minded than students a generation back. “That’s the biggest change. It’s a far more international place,” he said. “We are able to motivate them far more easily than we did 25 years ago when we didn’t even have a study abroad program.” Babson began providing undergraduates with some of the same international opportunities it had already built into its MBA programs.
Jeannet deals only with graduates at IMD, but at Babson by choice he teaches undergraduates as well. “They are an exceptionally well recruited group. They don’t apply themselves as rigorously from a work ethic point of view as the MBAs, who can just be like machines for two years straight, but they bring a freshness of experience,” said the Swiss professor. “And that student comes to Babson at age 18 having heard 18 years of business talk at the dinner table. That is an incredible asset.”

**Successful Alumni and a Symbol for the Future**

Babson’s alumni include Arthur M. Blank, the cofounder of Home Depot; Roger Enrico, former PepsiCo CEO; Stephen Spinelli, Jr., founder of Jiffy Lube and Babson’s vice provost for entrepreneurship and global management; and Ernesto Bertarelli, the Italian-Swiss biotech magnate whose yacht Alinghi captured the America’s Cup in 2003. Babson professors have published a case study analyzing the success of that syndicate from a business perspective.

Babson is known not only for its business programs, but for the colorful rotating, 28-foot tall outdoor globe, another legacy from its founding father, who had it built at a cost of $200,000 in 1955. The 23-ton globe fell into rust and disrepair in the 1980s, but it was refurbished in 1993 after students and faculty objected to plans to tear it down. The Babson World Globe no longer rotates, but it still stands tall, a fitting landmark for an institution with a colorful history and a keen interest in the world’s business.
Old Dominion University

[A Portal to New Worlds]

The motto that Old Dominion University adopted in 2002 fits this urban institution as smartly as a tailor-made suit: Portal to New Worlds.

Nestled between rivers in Norfolk, the university is a leader in distance education via satellite for students scattered across the Commonwealth of Virginia and sailors on U.S. ships at sea. It is the academic anchor of Hampton Roads, a historic seaway that pulses with activity. Jamestown, which celebrates its 400th anniversary in 2007, is a 35-mile sail up the James River. Norfolk is home to NATO’s Supreme Allied Commander for the Atlantic as well as Naval Station Norfolk, the largest naval installation on the planet.

Old Dominion had modest beginnings as a two-year, evening branch of the College of William and Mary in 1930. It gained independence and a new name, Old Dominion College, in 1962 and achieved university status in 1969. Today it stands among the 100 largest public universities in the United States, with nearly three dozen doctoral programs and a research budget of more than $50 million a year in the sciences, engineering, education, business, health, and arts and letters.

Developing New Goals from Natural Strengths

Hampton Roads, a gateway to the world since the early 17th century, lends Old Dominion “its unique character” and cultural diversity, the university’s mission statement avers, and that in turn gives ODU “natural strengths” in international outreach.

President Roseann O. Runte and predecessor James V. Koch both have built upon those natural strengths, steering Old Dominion on a course to legitimize its claim to being Virginia’s “international university.” With minority students comprising one third of the enrollment of 21,000 and large numbers of undergraduates working their way through college, Old Dominion has infused internationalism into the curriculum on the 188-acre campus stretched between the Elizabeth and Lafayette rivers. Koch stepped up recruitment of international students in the 1990s and study abroad has climbed since Runte’s arrival in 2001. “We owe Dr. Koch a vote of thanks for his prescience in realizing the importance of internationalism in education,” said Runte, a poet and scholar of French literature.

“We had a campus consultation on a new motto and everybody picked ‘Portal to New Worlds.’ Portal reminds you of the sea, and Norfolk is always open to the winds of the world. Also, when you say ‘portal,’ it has that technological, IT (connotation). The new worlds could be the discovery of new ideas—scientific or creative—or new lands,” said Runte, a native of Kingston, New York, who became a dual citizen of Canada during two decades as a college president there. In 2004, three years after stepping down as president of Victoria University of the University of Toronto, she was named one of Canada’s 100 Most Powerful Women by the Women’s Executive Network.

Old Dominion now convenes annual Global Forums on pressing world and regional issues. In 2005 the Club of Rome, a global think tank concerned about the environment and sustainability of the earth’s resources, convened on the Norfolk campus (Runte is a member). Earlier Global Forums focused on Japan and India.
Runte also demonstrates her commitment to internationalism by example, donating $20,000 from her salary each year to fund a Presidential Global Scholarship to prepare outstanding students for international careers. She recently gave an additional $15,000 for scholarships for two women from war-torn Afghanistan.

John D. Heyl, executive director of the Office of International Programs from 2000 to 2006, said, “Old Dominion is an urban, relatively young, highly diverse, historically commuter institution. That context has been decisive for all our efforts at internationalization.”

“We were a kind of evening school that evolved into a university,” added Heyl. “We have many part-time students, but increasingly we’re becoming a residential campus with full-time students and a wide array of services. There’s a big transformation going on.”

Heyl, a historian who previously directed international programs at the University of Missouri-Columbia and taught at Illinois Wesleyan, said that with nearly a quarter-million residents, Norfolk “is not your typical college town. It’s very energizing, highly diverse, and always evolving. Change is very much a feature of both the city and this institution.”

Operating in the shadow of the University of Virginia and The College of William and Mary, McCarthy said, “ODU needed to carve out a distinctive niche in public higher education in Virginia.” With its strategic location in the heart of a great seaport, this quest to become “Virginia’s international university struck a chord, and I soon began to hear others referring to this emerging identity on a consistent basis,” she recalled.

The international office, like Old Dominion itself, had humble roots.

“When I first arrived, I moved into a very depressing office with beat up, mismatched furniture, and my skeleton staff was scattered in other parts of the building. For the first year or so, we struggled to function with grossly inadequate space, not to mention with the subliminal message that these marginalized quarters sent to all internal and external visitors,” McCarthy said.
That changed after Koch persuaded George and Marcus Dragas, two local real estate developers of Greek heritage, to become the benefactors of the Office of International Programs. A new International Center named in their honor opened in 1996 to serve the campus's burgeoning international student population.

ODU was “a fertile place for innovation and progress,” said McCarthy. “Through small grants that supported faculty efforts, critical financial and organizational support from the president and provost, the generosity of donors, and partnerships with the community, the international dimensions of the university quickly began to take shape.”

“ODU faculty and administrators shared a vision of what a public university could be in the twenty-first century, and they were willing to focus effort and resources in very productive ways over a sustained period of time,” McCarthy said.

Old Dominion’s enrollment of nonimmigrant students peaked at 1,230 in fall 2001 but, like many campuses, dropped after the terrorist attacks on September 11, 2001. It enrolled 1,031 international students in fall 2005. Hundreds of other students from overseas attend ODU’s English Language Center each year to prepare to matriculate.
Reaching Out Across and Beyond the Campus

In playing the international card, another advantage that Old Dominion possesses was its early mastery of distance-education techniques. Its faculty created successful distance-learning courses back in the 1970s and regularly fashioned technological innovations. Today it boasts distance-learning centers at 14 military installations, 25 community colleges and a dozen other Commonwealth of Virginia sites, and at campuses and bases in Arizona, Georgia, Illinois, Maryland, and Washington state as well as in the Bahamas. Forbes magazine once declared Old Dominion one of the “top 20 cyber schools” in the nation.

A decade ago, sailors aboard the USS George Washington became the first to take live, interactive MBA courses over Old Dominion’s Teletechnet “Ships at Sea” program. Now these classes are beamed from campus by satellite to ships worldwide.

Old Dominion’s health faculty and the Norfolk-based Physicians for Peace collaborate on health sciences education and training missions in developing countries. The College of Health Sciences partners with Physicians for Peace and Universidad Católica Santo Domingo to provide service and training in the Dominican Republic. Gail Grisetti, an associate professor of physical therapy, was honored with the 2005 Provost’s Award for Leadership in International Education for bringing graduate students to learn and teach in the Dominican Republic. The honor, begun in 2001, carries a $1,000 stipend. Nursing and dental hygiene faculty are also exploring linkages there.

The Darden College of Education in 2004 launched a popular master’s degree track in International Higher Education Leadership. With internationalization so firmly woven into the campus ethos, “we felt emboldened to actually train the next generation of professionals to enter the field of international education,” Heyl said. One graduate student interned this past summer at the Fulbright office in Delhi, India. Two others redesigned a signature ODU staff professional development course called the Global Certificate Program.

Sponsored jointly by International Student & Scholar Services (ISSS) and the Department of Human Resources, the Global Certificate Program runs workshops each year to help the university’s own staff better understand and serve international students and scholars. Sara Eser, assistant director of ISSS, said...
the impetus came in 1998 when international students indicated in a survey that they were having a hard time “being understood across campus in offices outside ours.”

The program has grown from three or four sessions per year to a dozen workshops on employment rules, intercultural communications, and exploring other countries and religions, Eser said. The workshops are also open to faculty and students, but primarily draw staff from the finance, housing, campus police, registrar, library, and other campus offices. Most who earned certificates last spring were African-American staff members. Heyl called it “a great dynamic” that so many minority staff members wanted to better understand ODU’s international students.

Old Dominion in the past 11 years has tripled the number of students studying abroad, largely by expanding short-term programs over spring break and summer. Steve Johnson, director of study abroad and a former Peace Corps volunteer in the Dominican Republic, said about 270 students each year now study in other countries. Sixty participated on study programs to Berlin, London, and Guadalajara over last spring break.

At President Runte’s instigation, the faculty in 2004 required all freshmen to take an interdisciplinary course on the global environment, consisting of 75-minute lectures in the university’s Convocation Center along with two small group discussion sessions each week led by graduate students. The experimental course is called New Portal to Appreciating our Global Environment (NewPAGE).

Runte, who gave one of the lectures on literature and the environment, said faculty from different disciplines produced a special textbook and even attended each other’s lectures alongside as many as 2,000 students. “They did all they could to make the course very exciting. It was very invigorating to hear and that’s what teaching is all about,” she said.

Some students chafed at the big lecture course. A faculty committee has produced a 300-page report on the three-year experiment, and changes may be in the offing, including the possibility of interdisciplinary courses on other global issues, as Runte contemplated in her original proposal.
Discovery of New Worlds
Six months after the trustees approved *Portal to New Worlds* as the university motto, Runte was strolling through an art fair in a park near campus when her eye fell on a canvas with two square panels: on the left side, a small brown boat with large, white sails moves out of gouache mists; the right panel is simply an unbroken swatch of green. She immediately wrote a check for $1,200 for the painting, titled “Discovery of New Worlds,” and hung it in her office. The painting is also prominently pictured in the *Portal to New Worlds* brochure produced by Alicia L. Phillips, assistant director for communications in the Office of International Programs and Shara Weber, graphic designer in University Publications.

“Some people look at it and say, ‘You spent your own money to buy this painting with a plain green panel? You could have done that yourself,’” Runte recounted. “I say it’s absolutely perfect because it’s like education. You embark on an adventure like the people did when they came to Jamestown. The green part that doesn’t have anything in it is your discovery; it’s whatever you make of it. And when you go to a university, the education that you get out is what you put in.”
University of Richmond

[Seminars Abroad Broaden Faculty Experience]

In the canons of international education, one truth stands above all others: a college or university serious about educating students about the world must first educate its faculty. Few colleges have done this with more gusto than the University of Richmond, which since 1989 has used its own funds to send faculty on two- and three-week seminars to 26 countries on six continents, where typically they engage politicians, intellectuals, generals, artists, and ordinary folks in a whirlwind of visits to parliaments, campuses, museums, and other cultural sites.

“It really is a boot camp. We have a very strict schedule,” said Uliana F. Gabara, dean and Carole M. Weinstein Chair of International Education and impresario of the Faculty Seminars Abroad. “We spread our interest and exposure very broadly. We want to meet as many people as possible, not just academics, and to hear about all aspects of this place where we are.”

Going Beyond the Expected

Most seminars take Richmond faculty off the beaten track. In Turkey in 2005, they visited the Blue Mosque in Istanbul, but also held extended discussions with Turkish generals and university rectors about the role of the military and the place of Islam in the modern, secular Turkish state. When the Institute of International Education presented the first Andrew Heiskell Awards for Innovation in International Education in 2002, Richmond’s Faculty Seminar Abroad received a citation.

Gabara, a Russian literature scholar who was raised in Tashkent in the then-Soviet Union and in Poland, noted that several of the countries that she and her colleagues explored no longer exist, including Yugoslavia, the Soviet Union, East Germany, and Czechoslovakia. [See table for full roster of seminars.]

<table>
<thead>
<tr>
<th>Year</th>
<th>Destination</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>Yugoslavia, Poland, Russia</td>
<td>6</td>
</tr>
<tr>
<td>1990</td>
<td>East Germany, Hungary, Czechoslovakia</td>
<td>8</td>
</tr>
<tr>
<td>1991</td>
<td>Peoples’ Republic of China</td>
<td>12</td>
</tr>
<tr>
<td>1992</td>
<td>Ghana, Senegal</td>
<td>12</td>
</tr>
<tr>
<td>1993</td>
<td>Jordan, Yemen, Syria, Israel</td>
<td>10</td>
</tr>
<tr>
<td>1994</td>
<td>Argentina, Bolivia, Brazil</td>
<td>9</td>
</tr>
<tr>
<td>1996</td>
<td>Mexico, Ecuador</td>
<td>9</td>
</tr>
<tr>
<td>1998</td>
<td>India</td>
<td>13</td>
</tr>
<tr>
<td>1999</td>
<td>India II</td>
<td>10</td>
</tr>
<tr>
<td>2000</td>
<td>South Africa</td>
<td>7</td>
</tr>
<tr>
<td>2001</td>
<td>Australia, New Zealand</td>
<td>10</td>
</tr>
<tr>
<td>2002</td>
<td>Vietnam, Thailand</td>
<td>10</td>
</tr>
<tr>
<td>2005</td>
<td>Turkey/Cyprus</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL ALL YEARS:</td>
<td></td>
<td>126*</td>
</tr>
</tbody>
</table>
Faculty Development Increases International Perspectives

“It became clear that if one wanted to approach internationalization broadly across the disciplines, what we needed to do was start with the faculty,” the dean said. The seminars had a number of goals, including having faculty talk with each other across disciplines, take a fresh look at important world issues, and incorporate this new understanding into their teaching and research.

Richmond is a richly endowed private university with roots that date to 1830, when in its first incarnation it was a Baptist seminary for men. It became Richmond College in 1840. During the Civil War, Confederate soldiers used the college as a hospital, then federal troops turned the classrooms into a barracks. The college in 1914 found a spacious new home in the woods on Richmond’s West End on the site of an abandoned amusement park. Today 2,900 undergraduate and 550 graduate students attend classes on the picturesque, 350-acre campus. Some 542 students studied abroad in 2004-2005.

For Douglas A. Hicks, associate professor of leadership studies and religion and director of the Center for Civic Engagement, the opportunity to travel to India in 1999 after his first year on the faculty allowed him to realize a longtime ambition.

Hicks holds a divinity degree from Duke as well as a Ph.D. in religion, ethics, and economics from Harvard, where one of his doctoral advisors was Amartya Sen, the economist and Nobel Laureate noted for bringing ethical questions to the fore in policy debates about human development. Hicks’ research had taken him to several countries in Africa and Latin America, but never to his mentor’s homeland of India.

“I work on globalization and inequality and also religion and society. For all those issues, India is a major player,” said Hicks, who is also a Presbyterian minister. “I really needed to learn more about India on the ground, to take abstract ideas and make them real.”

“It was an overpowering experience. Indian culture in so many ways is the most colorful of any I’ve experienced,” said Hicks, a native of Indiana. “You had all the extremes: extreme wealth, extreme poverty, the smells, the colors, the rich cultural tradition, and the impoverished economic life. We saw everything from Calcutta streets flooded from sewage problems to the beauty of Darjeeling, Banaras, and the Taj Mahal.”
The trip directly influenced several courses Hicks teaches as well as a book he wrote on *Religion and the Workplace.* “I couldn’t possibly have written the section on India and religious diversity without this trip. My ‘Leadership and Religious Values’ course now has a section on India, and the ‘Ethics and Economics’ course I team teach had a special focus on India this semester,” Hicks said. “One of the student research projects was on prenatal sex selection, a terrible problem in India with the spread of cheap ultrasound technology and one of the pressing moral issues of our time.”

Sydney Watts, an associate professor of history and expert on eighteenth century France, knew when she came to Richmond in 1999 from Cornell University “that there was a lot of support here for research abroad, so I anticipated spending summers in the archives in France. But I didn’t learn of the faculty seminars until I started work.” Watts didn’t raise her hand for seminars in South Africa in 2000 or Australia and New Zealand in 2001, but she was ready when Gabara announced the 2002 seminar would go to Vietnam and Thailand.

Watts, who was born in Belgium (her parents worked for the U.S. Department of State) and spent several years living and working in France, said, “I felt I was pretty international when I arrived, but it wasn’t until traveling to Vietnam and Thailand that I realized how important it was for me to see a non-Western society, especially one with francophone roots and remnants of French culture, but very, very different” from France. Watts added, “That was my initial attraction to the seminar, to look at how French culture had influenced Vietnamese cuisine and identity.”
"I teach on the history of work," said Watts, whose book, *Meat Matters: Butchers, Politics and Market Culture in Eighteenth-Century Paris*, came out in June 2006. "We talk a lot about industrialization and the effects on people when they see their world around them changing." The journey to Vietnam gave the historian an opportunity to witness this happening to a society "in real time."

"I couldn't substitute anything for that experience. It was such an instrumental part of my academic formation," said Watts, who also got to ride an elephant with Gabara in Chiang Mai, Thailand, a city famed for its temples, silk, and handcrafts.

She and Gabara were surprised at how few French speakers they encountered in Vietnam, where French colonial rule ended half a century ago. "The markers in nonlinguistic terms were much stronger than the language because of the cuisine," Gabara noted. "The foods and architecture in Vietnam are still very strongly marked by (the French influence). It's a complex way in which colonization survives even while the linguistic colonization disappears."

"The fascinating thing for all 10 of us was that at no point did we encounter a moment of hostility or even crossed looks, even though this was (still) close to the end of the Vietnam war," Gabara said.

The experience has left its mark on Watts both as a teacher and a mentor. Watts, who spent a year at Oxford while an undergraduate at Sarah Lawrence College, said, "Now when I advise students to go abroad I tend to push them away from studying at Oxford or St. Andrews and say, 'Why don't you think about someplace really different, where you are a minority, where you really are experiencing a totally different culture from your own?'"

A third of the Richmond faculty has gone on these seminars; some have gone on multiple trips. Participants do preparatory work during the semester before departure, with each making a presentation on that country or region from his or her disciplinary perspective. Afterwards, they write reports that Gabara posts on the OIP Web site.

With other demands on faculty time, it works out that most who want to go are welcome. "We've turned away very few people," said Gabara. "But there's still a great need to discover new territories and devote time to this kind of general education for faculty."

The next seminar tentatively is set for China, South Korea, and Malaysia in 2007. Gabara said, "Asia doesn't have enough play on this campus. Like most (U.S.) institutions, we still have the drag of a Eurocentric and U.S.-centered approach."
An Intense 24/7 Experience
Gabara, president of the Association of International Education Administrators, does not scout the countries in advance. Instead, she relies on her extensive network of local contacts—including counterparts at universities and Fulbright commissions—to arrange what amounts to an academically oriented VIP tour.

The itineraries include famous sights. “We don’t cut out what some would sneeringly call the tourist stops. When we go to India, we don’t ignore the Taj Mahal, but we want to see it in context, with highly skilled colleagues as our guides,” she said.

Faculty members do not receive a stipend for going on the seminar, but all of their expenses are covered. Gabara estimates the value of each trip to be $5,000. Families are not invited. “That’s an absolute no-no because these seminars really are, in the popular parlance, 24/7. It’s a very intense experience,” said Gabara, who earned her Ph.D. in Russian literature at the University of Virginia after a master’s at the University of Warsaw.

For faculty, the seminars are not just about learning the history and mores of other countries, but developing deeper bonds with each other.

The 10 faculty who set off on a two-week trip to Turkey and Cyprus in May 2005 journeyed along the Silk Road from the Aegean coast to Kayseri, saw the rock and cave formations in Cappadocia, and the Greco-Roman ruins of Pergamon, Ephesus, and Hierapolis.

As they stood inside the Blue Mosque in Istanbul, Joseph J. Essid, director of Richmond’s Writing Center, was unconvinced when the group’s thoroughly westernized guide said, “Organized religion is over. It is dying here.”

His eyes turned to a group of men praying nearby. “A few are now glaring at us,” he wrote. “Do these men understand our guide’s English? Or are they staring at foreigners who gawk at the majesty of the Ottoman era, who snap photos in one of their most venerable houses of worship?”

At a university, they found that women students—but not staff—now can wear the hijab on campus, but not in class. “This shift in Turkish policy, and polity, may seem fragile, but it seems just the sort of compromise about deeply divisive moral issues that a healthy democracy should make,” Essid wrote. Later he added, “The more we travel in Turkey…the more I realize that despite 80 years of secular government, daily devotion to Allah remains a powerful part of life.”

For Nuray Luk Grove, director of ESL Services, the seminar marked a return to the homeland she left six years earlier. Eager to share the “real” Turkey with her colleagues, she led them to her uncle’s house in a poor Ankara neighbor-
hood—an uncle she intensely disliked as a girl for his religious zealotry. “His daughters had to wear the burqa; black and ugly. He was a scary man,” she wrote.

But now she saw him as an “almost saint-like” old man with “a beautiful smile, sad eyes, (and) kind heart” who gave each of them prayer beads that he had carved himself.

Mike Spear, a journalism faculty member who has participated in several seminars, summed up the importance of faculty seminars. “I cannot emphasize enough its value to the university, to the faculty members who participate, and to me,” he said. “It is a chance to further knowledge and get a close look at an area that involves scholarship within individual disciplines,” he said. “The chance to get away from books and meet source people in another country is both invigorating and enlightening. Just as important, it gives faculty members, who are often too busy on campus to get to know each other, a chance to get acquainted and swap ideas.”
NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS has championed the cause of international education and exchange for more than 50 years, supporting the belief that students with international experience and a global perspective are crucial to the survival of the modern world. Committed to building the skills, knowledge, and professional competencies of its members, NAFSA strengthens international education's biggest asset—the professionals who make educational exchange possible. Today, NAFSA has more than 9,000 members from all 50 states and 80 countries. Our members share a belief that international education advances learning and scholarship, builds respect among different peoples, and enhances constructive leadership in a global community.

UNITED STATES DEPARTMENT OF STATE Educational and Cultural Affairs Bureau Educational Information and Resources Branch

The Educational Information and Resources Branch (ECA/A/S/A) of the Department of State’s Educational and Cultural Affairs Bureau promotes the international exchange of students and scholars through a network of overseas educational information centers located in nearly every country of the world. More than five million prospective students contact these centers each year. The Branch estimates that a majority of the international students now studying in the U.S. contacted a Department of State-affiliated center for information on U.S. study. These students contribute an estimated $12 billion annually to the U.S. economy. The Educational Information and Resources Branch also works with partner organizations to support international students and scholars on U.S. campuses; fund professional development and training for international student advisers, admissions personnel, and others at U.S. institutions; and supports activities that build mutual understanding through the exchange of people and ideas. Programs assist international activities of the U.S. academic community, including student and faculty exchanges, study abroad, coordination with foreign governments, evaluation of foreign institution's credentials, and recruitment of foreign students. ECA/A/S/A funds research on international education, including Open Doors, the annual census of the international academic community in the United States that tracks statistics about international students and scholars in the U.S. and U.S. students who study abroad.