NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS has championed the cause of international education and exchange for more than 60 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 nearly 10,000 members from all 50 states and more than 150 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.
INTERNATIONALIZING THE CAMPUS 2013
Profiles of Success at Colleges and Universities

Sponsored by: HOBSONS
ACKNOWLEDGMENTS

NAFSA acknowledges and is very appreciative of the considerable work of six volunteers, from prior Senator Paul Simon Award campuses, who constituted the selection jury responsible for choosing the institutions profiled in Internationalizing the Campus 2013:

- Woody Pelton (chair), Elon University
- James Buschman, New York University
- Harvey Charles, Northern Arizona University
- Jenifer Cushman, Juniata College
- Barry Morris, Kennesaw State University
- Joseph Rogers, College of Saint Benedict/Saint John’s University

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

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

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

We continue to be indebted to the family of Paul Simon for lending the late senator’s name to the Senator Paul Simon Award for Campus Internationalization and the Senator Paul Simon Spotlight Awards, bestowed upon the five and three institutions, respectively, in the 2013 report.

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

The 2013 Senator Paul Simon Award Jury poses with NAFSA’s Deputy Executive Director for Professional Development Services (left to right): James Buschman, Judy Judd-Price (NAFSA), Harvey Charles, Woody Pelton (chair), Barry Morris, and Jenifer Cushman. (Joseph Rogers is not pictured.)

NAFSA gratefully acknowledges Hobsons, a NAFSA Global Partner, for underwriting the Internationalizing the Campus 2013 report.
COLORADO STATE
Extends its brand to other parts of the world

GREEN RIVER COMMUNITY COLLEGE
Attracts international students at an early age

LONE STAR COLLEGE SYSTEM
Looks abroad amid dizzying growth

ST. CLOUD STATE
A successful marriage of the multicultural and international

UNIVERSITY OF SOUTH FLORIDA
What’s in a name? The world

FAIRFIELD UNIVERSITY
Nursing students make a difference in a Nicaraguan barrio

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Global internship program kick starts careers

NORTHWESTERN UNIVERSITY
Whets appetites for global health and action
NAFSA’s eleventh annual report, *Internationalizing the Campus: Profiles of Success at Colleges and Universities*, reflects the growth in best practices, models of campus internationalization, and future trends related to international education in the decade that NAFSA has been recognizing excellence in internationalization with the Senator Paul Simon Award for Campus Internationalization.

Each year the selection committee seeks institutions where international education has been broadly infused into all facets of the campus. The 2013 selection committee was particularly focused on identifying institutions and programs with 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.

NAFSA received many outstanding nominations from a diverse group of distinguished institutions across the United States. Each of the five institutions chosen by the selection committee—Colorado State University, Green River Community College in Washington, Lone Star College System in Texas, St. Cloud State University in Minnesota, and the University of South Florida—is profiled in this report. NAFSA will present the award to the presidents of these institutions at a special ceremony on November 13, 2013, in Washington, D.C., as part of this year’s International Education Week events.
Three other institutions received the Senator Paul Simon Spotlight Award and are featured for their outstanding accomplishments in specific areas of internationalization. Fairfield University in Connecticut is recognized for its Cuidemos Nuestra Salud (Take Care of Our Health) Project for nursing students in Nicaragua; the Massachusetts Institute of Technology is recognized for its International Science and Technology Initiatives (MISTI) program that sends students to more than 20 countries for science and technology internships each year; and Northwestern University in Illinois is recognized for its global health studies program developed by Northwestern’s Office of International Program Development.

The late Senator Paul Simon of Illinois was a life-long advocate for international education and exchange as a powerful tool for promoting international understanding and a more just and peaceful world. Together with Senator David Boren of Oklahoma, Senator Paul Simon was a strong voice for the creation of the National Security Education Program, which addresses critical national security deficiencies in language and cultural expertise and an advocate for the Commission on the Abraham Lincoln Study Abroad Fellowship Program. His legacy lives on in the Senator Paul Simon Study Abroad Act, a legislative proposal, championed by Senator Dick Durbin of Illinois, to increase access to study abroad for one million U.S. college students by 2020.

We hope that international educators will share this report with their institution’s top leadership and across all levels of their campus to underscore the value of well-planned, well-executed international education efforts and to broaden the reach of best practices in internationalization. Internationalizing the Campus is also of great value in communicating with communities beyond the campus. Legislatures and government agencies may find it a helpful tool in discussing and understanding international education and exchange. The 2013 Internationalizing the Campus report highlights the progress in internationalization achieved in the decade since the award was created. The institutions profiled represent innovative and creative approaches in international education to develop a globally competent workforce, advance learning and scholarship, and enhance understanding and goodwill in the global community.

Fanta Aw, PhD
NAFSA President and Chair of the Board of Directors
Assistant Vice President of Campus Life and Director of International Student and Scholar Services
American University

Marlene M. Johnson
Executive Director and CEO
NAFSA: Association of International Educators
Soon after veterinary pathologist Tony Frank became vice president for research at Colorado State University in 2000, he was asked by the then-president to accompany him to South Korea. “I wasn’t horribly enthused,” recalled Frank. “I’d been very focused on my own lab and had almost no connections to international activity. I really didn’t see what value I was going to add or how it was going to have a big impact.” But Frank returned from Seoul “an absolute convert,” won over to the idea that forging strategic partnerships with universities overseas could expand Colorado State’s reach and pay large dividends for its scholars, researchers, and students. “To be honest, I spent a lot of time kicking myself after that for having missed as many opportunities as I had over the years,” said Frank, who went on to become provost and, in 2008, president. He now has logged 12 international trips.

The land-grant institution, established in 1870 when Colorado was still a territory, is working hard not to miss opportunities these days. It has close partnerships with 17 universities in 11 countries including a new Joint Research Institute with East China Normal University (ECNU) in Shanghai and a robust dual-degree program with the Foreign Trade University in Hanoi, Vietnam. It has stepped up recruitment of international students to the picturesque Fort Collins campus in the foothills of the Rockies. In 2008–2009 there were fewer than 900 international students. Today there are more than 1,650, including a recent influx of more than 400 in its new intensive English and academic preparatory program called INTO Colorado State University.

CSU is following a script laid out in a 2007 internationalization strategy. Leaders speak of “building the brand” and improving lives “throughout Colorado and the world.” Tom Milligan, vice president for external relations, who spearheads the branding push, said, “Being a global institution is part of how we want to think and talk about ourselves and position ourselves. We’re different from other medium-to-large-size public institutions. The things that we’re good at, like water, biomedicine, and veterinary medicine, we’re as good as anybody in the world.”
Students crossing Lory Student Center Plaza
The heart of our internationalization strategy from the beginning has been to link specifically to institutions around the world.

LINKS AROUND THE WORLD
Vice Provost for International Affairs James Cooney said, “The heart of our internationalization strategy from the beginning has been to link specifically to institutions around the world, get our faculty involved with those institutions, and develop joint research.” The hiring of Cooney in 2007 to a new position with elevated stature was also part of that strategy. The political scientist was lured to Fort Collins from Harvard University’s Weatherhead Center for International Affairs.

One aspect of Colorado State’s story is familiar to public universities almost everywhere: steep state budget cuts, amounting to $36 million or 28 percent over three years before a $6 million bump up this year. Only federal stimulus funds spared Colorado’s universities steeper cuts. The National Science Foundation ranked Colorado last among research universities in state funding per student. Colorado State relies on state money for less than 10 percent of its $911 million budget. It conducted $376 million in research in 2012.

The $220,000 that Cooney’s office had been given to expand education abroad, strategic partnerships, and other activities was shaved by $40,000. But its budget and staff kept growing thanks to $330,000 in added revenues from the spurt in international enrollments and new partnerships in China and elsewhere. “We feel we have one of the best models for working with China,” said the vice provost. China pays for up to 30 faculty to travel to China for research collaborations and steers talented students from a dozen high schools to CSU. Colorado State, for its part, gives each an $8,000 scholarship. It opened a five-person recruiting office at East China Normal University and recently cut the ribbon on a Confucius Institute specializing in water issues.

A NEW PATHWAY “INTO” THE UNIVERSITY
Colorado State is one of four U.S. universities partnering with INTO, a for-profit British company that forms partnerships with universities in the United States, United Kingdom, and China to recruit students and place them in intensive English and “academic pathways” classes.
with extensive support that lead to regular undergraduate and graduate studies. Provost Rick Miranda said, “We’d like to have more students come from South America, from Europe, from Malaysia and Indonesia. We don’t want to skew things too much toward China.” INTO has moved into renovated Spruce Hall, CSU’s oldest building. Many students live with domestic students interested in world affairs on a floor of a dorm designated the Global Village.

Haotian “Stewart” Wu, a senior business administration major from Hefei, China, is a live-in mentor there. He transferred to CSU as a junior from Anhui Agricultural University on a 2+2 program. He spent summer 2012 as a paid INTO “ambassador” traveling around China marketing CSU at education abroad fairs. The outgoing Wu has friends on the football team and attends games. Football “is pretty boring, but actually I learn a lot” about U.S. culture, said Wu.

The Office of International Programs teams with the athletics and alumni offices to offer a “Football 101” class where international students learn the rules, try on helmets and shoulder pads, tailgate, and attend a game. “They get a real kick out of it,” said Mark Hallett, senior director of International Student and Scholar Services. As many as 200 turn out and “scream with excitement” at kickoff.

GROOMING GILMAN AND FULBRIGHT SCHOLARS

Colorado State has also stepped up its education abroad offerings and, by raising funds from colleges, departments, donors, and providers, tripled scholarships to $150,000. Director of Education Abroad Laura Thornes said more than 800 students took classes for credit, and 500 took part in noncredit experiences in 2012–2013. Most went to Western Europe, but 115...
studied or worked in China and Japan, 25 went to Kenya, and 17 to South Africa. One in six students has studied abroad by graduation. “If we could get to 25 percent, that would be our ideal,” said Thornes.

A push to encourage Colorado State students to apply for Benjamin Gilman International Scholarships paid immediate dividends. Two dozen won Gilmans in 2012 and 2013, more than the previous four years combined. The awards of up to $5,000 go to students who receive need-based Pell Grants. “We worked with all the diversity offices on campus to make them more aware of the Gilman,” said Thornes. Faculty and staff volunteers read and critiqued students’ essays. Accounting major Sabiha Dubose said her Gilman to study in Antibes, France, was “truly a blessing.”

A similar push is underway for Fulbrights. Karen Gardenier, the Office of International Programs’ assistant director for academic programs, works with representatives from each of CSU’s eight colleges. Fewer than a dozen students applied in past years and only a handful won. “We’re hoping to get those numbers up and create more of a culture on campus for Fulbright,” said Gardenier. That effort includes small stipends for faculty to handpick and groom prospects. CSU also increased incoming Fulbrighters in the past five years from five to 35 annually.

International and Arabic studies major Brooke Lake is spending six months in Morocco and Jordan improving her Arabic before graduation. Lake, who volunteers as a cultural mentor to international students, did charity work in Egypt over an earlier summer, which “kick started my passion for the Middle East.” This all took her family by surprise. “They had no idea who their daughter was. My mom was like, ‘Who are you?’” recalled Lake, but now “she loves it.”
MAKING MUSIC TOGETHER
There is a musical quality to CSU’s partnership with East China Normal University. After President Frank heard a concert in Shanghai, he set in motion a collaboration between the two universities’ musicians. East China’s opera director Cao Jin and Todd Queen, chair of music, theater, and dance, quickly “hit it off,” said Queen, a tenor who sang and taught master classes at the Shanghai institution. Twenty-five ECNU students and faculty came to Fort Collins in 2010 and with CSU’s orchestra and choir they performed Beethoven’s Symphony No. 9, with its “Ode to Joy,” a universal anthem for freedom. “It was a once-in-a-lifetime experience,” said Queen.

Mezzo-soprano Carol Perry sang in Shanghai in 2011. The experience was invaluable, she told a college publication. “In the performance world, we have to adapt to other cultures quickly. Not every production or rehearsal will be in your language. You need to be present in the culture you’re in,” she said. Most recently, Chinese and Colorado State students performed The Yellow River Cantata in CSU’s concert hall.

It is not the arts alone bringing CSU and ECNU together. They created a Joint Research Institute for New Energy and the Environment in 2011, with each committing to spend $300,000 annually for three years on the search for clean alternatives to fossil fuels. Wei Gao, a professor of ecosystem science and sustainability who directs the CSU China Programs office and Confucius Institute, also leads this research institute, which works on land, water, air quality, and climate issues.

PLAYING PACHELBEL AND PARSING P&G FINANCIALS
Since 2008, 32 economics and business faculty have taught compressed, four-week courses at Foreign Trade University (FTU) in Hanoi, Vietnam, which is “trying to reform its curriculum to mimic ours,” said economics professor Robert Kling. “It has really contributed to the internationalization of our faculty and had the unanticipated effect of giving our department more of a sense of community.” Vietnam’s education ministry pays CSU $23,000 for each course taught.

Thirty Vietnamese students spend their senior year at CSU and earn dual degrees. One is Phong Nguyen, who could be found one afternoon in a theater lobby of Lory Student Center playing Pachelbel’s Canon in D on a grand piano. The dual-degree program “is considered the best in our university,” Nguyen said. Classes at CSU were “more practical and down to earth,” added Nguyen, who liked working in teams to analyze a Dell bond issue and a Procter & Gamble...
financial report. “We’re learning from each other and from doing the projects.”

FTU is a CSU strategic partner. Many of those partnerships have been forged in rapid succession since 2008. Chad Hoseth, director of international initiatives, said CSU is now assessing all 17 and considering changes. “This is a list that evolves to meet the needs of our faculty and students,” he said.

PROTECTING TIGERS AND PEOPLE
Protecting natural resources is a passion at Colorado State and much of that work is conducted on an international scale. Nearly 90 Indian Forestry Service officers have trained at CSU. Social psychologist Michael Manfredo heads the Department of Human Dimensions of Natural Resources, which deals with finding ways for people to enjoy nature without trampling on it. Managing wildlife and natural resources “is 10 percent biology and 90 percent managing people,” said Manfredo, just back from working on an effort to reduce tiger-human conflicts in Dehadrun, India.

The department also offers a Conservation Leadership Through Learning master’s degree that involves a year of classes in Fort Collins and a second year of field work in Mexico. Seven of the first 21 students were international, and the program is expanding to Peru, New Zealand, and Kenya. In the field, Manfredo said, “everybody is a learner. The professors are learning new ways of thinking (just) as the students are.”

Manfredo said the elevated stature of the Office of International Programs helped get that program off the ground. “It sure makes it easier when you’ve got someone appreciative and supportive of what you’re doing,” he said.

PRAIRIE POPULISM WRIT LARGE
Robin Reid, director of the Center for Collaborative Conservation in the Warner College of Natural Resources, spent 20 years in East Africa conducting livestock research. Support from the top at CSU, she said, “is sparking connections all over the place. It’s causing this cross-campus set of energy and activities that is good for (everybody).” Research ecologist Paul Evangelista, who has worked in Ethiopia for 14 years, said CSU has long fostered his interdisciplinary work.

Hoseth, the international initiatives director, said, “Our genetics are collaborative.” Case in point: when the College of Business hired its own study abroad coordinator, they placed her in Laurel Hall with the rest of the international program staff.

Hallett, the ISSS director, said, “There’s a bit of the prairie populist about this campus. It’s a land grant, outward-focused (institution) with a lot of idealism,” and now it’s doing extension work writ large on the international stage.
PERSUASION NOT COMPULSION. Vice Provost for International Affairs James Cooney views his mission as persuading, not forcing, departments to internationalize. “Nobody does something because the international office tells them to do it.” But Cooney also has a seat at the table in every policymaking and strategy discussion.

PLAYING CATCH-UP. CSU’s international enrollments are up 40 percent since 2009, and President Tony Frank wants them to reach 3,000 by the school’s 150th anniversary in 2020, which he said would catch it up with peer research institutions. “We had been underperforming,” he said. Just the visual impact of the new arrivals means “you’d have a hard time finding a kid from rural Colorado or the urban corridor in Denver who hasn’t had a substantial international experience.”

WATCHING WHAT WORKS. Provost Rick Miranda said CSU’s principal strategy for internationalization has been to seed faculty research connections and see “which ones stick and which seem to be one-offs.” Only the former get further investments. Miranda also stressed the importance of setting a long-term vision. “It wasn’t just bang, bang. Slowly but surely we started to see a lot more activity in every direction.” The strategic partners are essential to this approach.

COMPREHENSIVE INTERNATIONALIZATION. The new buzzword in international education is “comprehensive internationalization,” Cooney prefers a simpler definition, saying that, “Campus internationalization isn’t about one thing; it’s about everything.” The efforts must permeate every level of the university.
Green River Community College

**ATTRACTS INTERNATIONAL STUDENTS AT AN EARLY AGE**

Only nine community colleges across the United States enroll more international students than the 1,500 at Green River Community College, and those others are all much larger and in bigger places than Auburn, Washington, a suburb 20 miles south of Seattle. Green River enrolls 8,000 students on a wooded, hilltop campus and two branch campuses. This happened neither by accident nor overnight.

The story of how all these international students got there is a tale that starts a quarter century ago when the board of trustees approved then-President Rich Rutkowski’s plan to create an international programs division under the guiding hand of then-dean of students Mike McIntyre. “World peace through education was always part of my philosophy,” said McIntyre, now retired as executive vice president for instruction and student affairs. Rutkowski, a pragmatic former business manager, saw early on how internationalizing and “looking outward” could redound to the benefit of the college and a community with a surging immigrant population and where many owe their livelihoods to exports.

Their first big step was striking a deal to open a small campus in Kanuma, Japan, in 1990 bankrolled by a Japanese politician and magnate who had earlier built a branch for Edmonds Community College campus in Kobe. The arrangement with Green River fell apart in less than a year—Edmonds would close shop seven years later amid a financial scandal—but “it was a launch pad” for Green River’s international activities, said Rutkowski, who retired in 2010 after 27 years.

“The freedom in the early days was unbelievable. Anything was possible,” said McIntyre, who still keeps a hand in cultivating Green River’s international partnerships. Despite the branch’s brief existence, Green River’s name now was known in Japan—classes had been heavily advertised in the Tokyo Metro—and students began journeying to Green River for intensive English classes. When former ESL head and then-executive director of international

*is taken from NAFSA: Association of International Educators*
Students leaving Lindbloom Student Center
programs Ross Jennings asked for $10,000 for an exploratory, three-month solo trip to China, McIntyre and Rutkowski said yes. Jennings, now vice president, made fast inroads, convincing dubious U.S. consular officers it wasn’t risky to issue visas for Chinese students to enroll in community colleges. McIntyre said, “We more or less opened China up for community colleges.”

**A RUNNING START**

Fast forward 15 years and today 559 of Green River’s 1,500 international students are from China, including teens as young as 16 finishing high school and working on an associate degree at the same time. They enter through a Washington State-authorized program that allows 11th and 12th graders—local or international—to earn both a high school diploma and a college degree. This has not been without controversy. Some faculty are at odds with President Eileen Ely over the youngest international students’ maturity, English skills, and readiness for college work. But college officials say the young students who advance out of ESL are earning the same stellar grades—3.5 GPA on average—as older international students. The top sending countries after China are Vietnam, South Korea, Indonesia, Hong Kong, Japan, and Taiwan.

A track record of success in student transfers to universities and extensive support services are the principal reasons Green River draws international students in droves, college leaders said. Arrayed on pegs around the wall of Jennings’ office in the McIntyre International Village (four gray, one-story buildings including ESL classrooms) are colorful baseball hats from dozens of those schools, including Indiana University, University of Washington, University of California-Berkeley, Cornell, and Ohio State.
HOME STAYS AND ON-CAMPUS HOUSING

The college issued bonds in 2003 and partnered with a private developer to build its first student apartments, something most community colleges lack. It is a strong selling point for parents nervous about sending their teens to a distant country. Some 340 local and international students dwell in the 87-unit Campus Corner Apartments, which has a lounge and other amenities but no cafeteria. Many others live with 400-plus host families, while some rent and share apartments and houses on their own.

For $650 a month, the host families provide meals and a room of the student’s own and drive them to campus if there is no bus route. Cyndi Rapier, director of international housing, tells townspeople that “if you’re doing it for the money, don’t do it. You have to value the international experience and value opening your home to these students.” The vast majority do. Deb Casey, vice president of student services, said the students she has hosted from France, Denmark, Egypt, and Afghanistan “have been amazing. It’s been a great experience for my daughter.” Rapier said some students she hosted came back to attend her sons’ weddings.

A PROGRAM WITHIN A PROGRAM

A staff of more than 50 (including 30 full-time) works with international students. “We’ve become a destination point because of the way we treat our students,” said Ely. “We don’t have the sunshine-all-the-time that California has, but we can almost guarantee that a student can get into a four-year institution.” Ely, a Seattle area native who previously headed a Nebraska college, added, “We get accused of handholding the student too much, but I don’t think you can handhold enough.”

Green River, like all 1,600 U.S. community colleges, is an open access institution that offers career and technical courses as well as academic classes. About half its students are on the college transfer track to which most international students aspire, and half of all first-time, full-time freshmen graduate or transfer within three years. Jennings said international students transfer at much higher rates. “What we’ve been able to do is create a program within a program. Our job is to put them on a transfer track and make sure we monitor that every step of the way.” He said 10 percent of students wash out during intensive English, but most transfer.

“We’re not unmindful of the fact that they don’t really come to Green River to come to us. They come to get into USC, Washington, Indiana” and other universities, he added.

STRONG RETURNS ON INTERNATIONAL EDUCATION

The main campus is literally in the woods a few miles from restaurants and shops in downtown Auburn, which can be a shock for students from metropolises with millions of people. Green River is considering adding student housing to a branch it has opened in nearby Kent in the middle of an “urban village” teeming with shops and restaurants and on a commuter rail stop. It already offers ESL classes there.

Green River’s investment in Kent has been made possible by the large returns the college has generated from its investments in educating international students. Vice President for Business Affairs Rick Brumfield said that since 1988 the Office of International Programs has generated more than $109 million in gross revenues that netted the college more than $53 million.
I felt like something was missing. I wanted to get out of my comfort zone.

That money “has allowed Green River to maintain and expand classes, programming, services, and capital projects that support all students who study at Green River,” he said. “This has been particularly critical during difficult economic times and with the decline in state funding of public higher education.”

TEACHING SERVICE AND ACTIVISM

The international students who come to Green River get not only grades on their transcripts but notations of how much community service they performed. Martha Koch, manager of international student activities, said there is never any shortage of volunteers for projects her office organizes. “They’re at the food bank, they’re planting trees, they might be removing invasive blackberries or helping at the Seattle marathon,” said Koch, jokingly adding, “We could be breaking rocks and they’re like, ‘Yeah! Let’s do it.’” She encourages students to keep a portfolio and show their service certificates to universities when they apply for admission and scholarships.

Yu Sato arrived from Tokyo in 2010 at age 18 for intensive English classes. At first she stuck to her studies and hung out with friends, but “I felt like something was missing. I wanted to get out of my comfort zone.” She threw herself into activities and wound up as vice president of student government. The diminutive Sato, who wants to become a research veterinarian, also got a Chihuahua that she carried everywhere, à la Reese Witherspoon in Legally Blonde. Now the 4.0 student is carting it around her new school, the University of California, Berkeley.

Koen Valks, 19, of Amsterdam, Netherlands, arrived at age 17 to do a gap year on a Fulbright-arranged program before starting at a Dutch university, but stayed for a second year and now has transferred to American University as an international relations major. He was one of Green River’s five “international student ambassadors.”
The son of a former diplomat, Valks aspires to follow in his father’s footsteps. He expressed gratitude to Green River for teaching him how to work with people from many different countries and cultures, a skill “I’m going to use the rest of my life.”

An aspiring electrical engineer, Ugo Nwachuku, 19, of Lagos, Nigeria, also came to Green River at 17. “I don’t think I would have had the right attitude and mental state to carry on and be a good student if I’d gone straight to university,” said Nwachuku, who won a scholarship to Drexel University. This “prepares you for a whole lot of situations in life.”

**STUDYING IN JAPAN AND AUSTRALIA**

Education abroad is a tough sell at Green River, as it is at most community colleges due principally to financial reasons, but programs to Japan, Australia, and New Zealand are popular. Sixty-four students studied abroad in 2011-2012. Gary Oliveira, who teaches photography, led Green River’s own 10-week study program in Japan four times. “Many do it on financial aid and loans. A lot don’t get help from their parents,” said Oliveira. “I’ve had students who brought a lunch on every field trip and did whatever they could to cut costs.”

Among the most popular and longest running is the 10-week education abroad program that history Professor Bruce Haulman, now emeritus, has led to Australia and New Zealand each winter since 2001. It draws 30 students, including some from other Washington community colleges. Haulman had to turn students away from a popular London program in the 1990s. He applauded the support he got from college leaders. “It’s an entrepreneurial model. If you want to do something and it’s not going to have a negative financial impact, why not try?” Haulman said.
**DEVELOPMENT WORKS OPEN A NEW CHAPTER**

As vice president of international programs and extended learning, Edith Bannister, newly retired, cultivated partnerships with schools in Denmark, France, Australia, New Zealand, India, Japan, China, Finland, and Iceland.

Her spouse, Barry Bannister, director of international development, has opened a new international chapter for Green River by undertaking projects for the U.S. State Department. The Australian educator and management consultant has worked on international education projects across Asia and the Middle East for the World Bank and other clients.

Since 2007 Green River has won $1.5 million in U.S. State Department grants to host students from developing countries each summer. Green River is the only community college among four institutions offering the Study of the United States Institutes for Student Leaders (SUSI) program on women’s leadership. Female students from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan took classes in summer July 2013, and in the past students have come from the Middle East, Afghanistan, Pakistan, and India to study communications, human rights, the U.S. Constitution, and gender. Edith Bannister, who directs the project, said, “It’s helped internationalize the faculty.”

World history professor Michelle Marshman called it “an absolute gift” to have these students in her classes. Barry Bannister, Marshman and sociology instructor Louise Hull led a workshop in Delhi, India, in December 2012 for 40 past SUSI participants. Marshman stays in touch with them by e-mail and Facebook and got firsthand accounts on the Arab Spring from students in Egypt. “Learning is a two-way street,” she said.

Green River, located in a valley that is a hub of the aviation industry, has provided classroom training for future pilots and air traffic controllers in partnership with institutions in China and Japan.

“World history professor Michelle Marshman called it “an absolute gift” to have these students in her classes.”

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**LEFT TO RIGHT:**

Edith Bannister, newly retired vice president of international programs and extended learning, directs that State Department-funded summer leadership program for students from South Asia, North Africa, and the Middle East.

Barry Bannister, a globe-trotting, Australian-born administrator and management consultant, is director of international development.
MAINTAIN BALANCE. President Eileen Ely “would love to see more international students,” but only if the college can maintain its high level of services. Other community colleges often ask Green River’s Jennings how they can pull in more international students. His answer: “Take exquisitely great care of your kids. If you can do that, then everything else follows. If you don’t do that, nothing else matters.”

BLUNT ADVICE. As much success as Green River has had in boosting international enrollments, its recruiting materials don’t sugarcoat what awaits students. “While admission to Green River is fast and easy, our program is not for everyone. Lazy students…should not come,” one newsletter read. But for those willing to work hard, “Green River is a great bridge to some of the finest universities in the world.”

KNOW YOUR CAPACITY. Green River’s intensive English program is one of many on the Saudi Arabian Cultural Mission’s list of approved programs. But when the mission asked if Green River could handle 125 students, it told them no, it could take no more than 25 to start—and then it asked the mission to hold off for a quarter semester “until we get the support systems in place,” said Barry Bannister.

LOOK PARENTS IN THE EYE. Green River relies on hundreds of trusted overseas agents to find 85 percent of its international students, but still sends staff and faculty on recruiting trips. Dean of International Programs Wendy Stewart said nothing is more convincing than having someone from the college “look the parent in the eye, shake the hand, and say, ‘I really believe this is a good choice for your son or daughter.’”
Amid dizzying growth in communities ringed around north Houston, the newest expansion of the 78,000-student Lone Star College System will add just 300 to 350 students—in Jakarta, Indonesia. It is a modest enterprise by Texas standards but is in keeping with other Lone Star efforts to internationalize the education it delivers at its six colleges to all students—2,000 of whom are international.

The architect of this expansion is Chancellor Richard Carpenter, who as a foster child in Louisiana foresaw a future painting houses before a music scholarship to a community college altered his personal trajectory. He became at 29 the country’s youngest college president in a Kentucky community college and ran systems in Nevada and Wisconsin before becoming Lone Star’s chancellor in 2007. He is a veteran of several economic development missions abroad led by governors and has seen how much interest there is among foreign leaders in building U.S.-style community colleges of their own to expand opportunity. “They look at it like they discovered gold,” said Carpenter, who sits on the board of Community Colleges for International Development, Inc. “We are American ambassadors. We take the American dream and plant it around the world.”

MAGNET FOR INTERNATIONAL STUDENTS

Lone Star, founded in 1972, was North Harris Montgomery Community College District before adopting its current name in 2007. Lone Star’s enrollment stood at 49,000 in 2007. Its growth surge was fueled by the recession that sent unemployed workers to community colleges to improve their job prospects. Local voters approved a $420 million bond issue for expansion in 2008, and in 2012 Lone Star opened a sixth campus, University Park, in office space that once was the headquarters of Compaq computers. But a half-billion dollar bond issue was rejected in May 2013, which may apply the brakes to future growth.

Houston, a global center for the oil and gas industry, remains a powerful magnet for international students. Houston Community College enrolls 5,800, more than any other two-year college. Lone Star was fourth in 2011–12 with 2,000 and has had as many as 2,500. They pay $5,000 a year in tuition, a quarter of what University of Houston charges. “What a gift to get a solid education here and transfer that to a four-year
Portraits of students and Lone Star college life at LSC-University Park
university,” said Nithyanantha J. Sevanthinathan, Lone Star’s chief international officer who heads strategic global partnerships, and “Nithy” to everyone.

INTERNATIONALIZING THE FACULTY
Lone Star committed itself to an international course when it established an International Programs and Services (IPS) office in 2004. Nithy, the first director, formulated the framework and implementation. In 2008 IPS began awarding $4,000 Faculty International Exploration (FIE) awards to encourage faculty to internationalize the content of their courses and create education abroad programs. Fifty-five faculty have shared $270,000 in awards. The first went to then-band director James Stubbs, who visited jazz festivals in Europe and returned the next summer with students who performed at the famed Montreux Jazz Festival in Switzerland and in Italy. “We felt like celebrities,” said Stubbs, now dean of arts and humanities at Lone Star-Kingwood.

Only 41 students studied abroad in 2011–2012, even with the college offering 15 scholarships up to $2,000. “Program cancellations due to low enrollments have been the biggest challenge,” said Malaysian-born Nithy. Six of ten courses offered for summer 2013 were cancelled. Lone Star-North Harris Art Professor Eric Sims has tried unsuccessfully to run an art appreciation program to Spain, but said, “I haven’t given up. Many of these students have never been out of Houston. This is a life-changing experience.”

STIRRING IMAGINATIONS
Still, Lone Star faculty have taken students to Italy, China, the Philippines, Sri Lanka, and Tanzania, and the FIE awards are a powerful stimulant for faculty imaginations. Lone Star-CyFair Psychology Professor Lori Richter and Adjunct Professor Davida Rogers took 16 students in June 2013 to Tanzania, where they studied orphans and children at risk, performed service, and took a safari in the Serengeti. Richter, a former Peace Corps volunteer in The Gambia who also lived in Kenya, said, “I just want our students to experience my experience. I want them to feel like the whole world is open to them.”

Christopher Garcia, 19, a business student and the sole male in the Tanzania group, saved money from several jobs to go. “I’ve been looking at study abroad since I got to Lone Star,” said Garcia, who
helped organize a community service project last spring in Houston that drew more than 300 volunteers. Garcia aspires to become an international businessman and when he does, “I want to be culturally sensitive.”

Like Richter, Lone Star-Montgomery Spanish Professor Norseman Hernandez, who grew up in poverty in Honduras, embodies a passion for education abroad. “I was one of the kids selling food to people on buses. It’s been a long way for me to be here,” said Hernandez, who’s led students to Mexico twice and Chile once.

“I’ve been looking at study abroad since I got to Lone Star,” says Garcia, an aspiring businessman. “I want to be culturally sensitive.”

“My classes aren’t just about uno, dos, tres, and Ola! Como está? They’re about the world,” said Norseman, who as a boy dreamed of being a pilot. He uses Google Earth in his classes and assigns students to make presentations on different parts of the world. “I also learn. It’s like I’m traveling and I’m there, too,” he said. “I’m not in a cockpit, but I get to go wherever I want now.”

INTERNATIONAL EDUCATION CONFERENCES

The pride of Lone Star’s international programming is the International Education Conference it has held each spring since 2004 where prominent speakers address global issues and Lone Star’s own professors give workshops on their international explorations. The conference sprang from a Title VI international studies grant that the North Harris campus won in 2002. “Everything international comes from that grant,” said Anne Albarelli, dean of academic affairs at North Harris. She and Theresa McGinley, dean of instruction in the Social and Behavioral Sciences,
Business and Economics Division, spearheaded that effort and today serve on the conference planning committee and the IPS Council.

Lone Star has spent $60,000 on the conferences over the years. The keynote speaker at the 10th conference in April 2013 was Middle East expert Mark Kimmitt, a retired brigadier general and U.S. State Department official. Lone Star has also piggybacked with the World Affairs Council of Houston to host such figures as Lech Walesa, the former Polish president and Nobel Peace Prize laureate. McGinley, whose parents survived World War II in Poland, said she always brought international perspectives to her U.S. history courses. Today more than 70 Lone Star courses carry an international studies designation.

Nithy is the impresario of the conferences. He was an international student once who came to Minnesota to pursue opportunities largely unavailable to Malaysia’s Hindu minority. With Fulbright support, he earned a peace studies degree and two MAAs while organizing bicycle treks across the United States, South America, and Africa that schoolchildren followed online. “My dream was to journey the whole world on a bicycle,” said Nithy, whose father was a shipyard laborer.

SAVING VIETNAMESE PARENTS MONEY AND VISITING WALL STREET

The largest number of international students come from Mexico, Columbia, Venezuela, Vietnam, and Nepal. Some live with relatives in Houston and commute to Lone Star. The six campuses are more suburban than urban. “They look like (international students’) image of what an American college looks like,” said Melvin Anthony of Lone Star-CyFair, one of 14 international student advisers.

Theresa McGinley, dean of instruction in Social and Behavioral Sciences at Lone Star-North Harris, has been a leading voice for internationalization.

Melvin Anthony of Lone Star-CyFair is one of 14 international student advisers.

Chi Cao of Vietnam won a Jack Kent Cooke Foundation scholarship as one of the nation’s top community college transfer students.

That is the route second year student Chi Cao, 20, followed, journeying from Danang, Vietnam, four years ago to live with an uncle in Houston while she completed high school and enrolled at Lone Star. “I decided to go to Lone Star to save my parents money,” she said. They are going to be saving a lot more. In April 2013 she won a $30,000-a-year scholarship that the Jack Kent Cooke Foundation awards to top community college students. Cao is headed to Texas A&M University and looking forward to buying textbooks for the first time instead of reading reference desk copies in Lone Star’s library.

Cao, a finance major who hopes to help Vietnam develop its financial system, revived a moribund
international club at Lone Star, won class office, and was on a Model United Nations team that convened in New York. “As an international student, if you only have grades, it’s not going to help you get into a good school. You have to be involved in school and get this on your resume,” she said. Cao got to visit Wall Street on the New York trip. “It inspired me,” she said.

Naziat Khan, 24, was also on that Model UN team, which represented Bhutan, a Hindu country in the Himalayas. Born in Bangladesh and raised in Texas, Khan, who is Muslim and wears a hijab, said it was hard at first “to think like a Bhutanese.” Now she’s convinced that the best way to resolve problems is to “step into somebody else’s shoes.”

Lone Star will offer dual degrees in Jakarta in a partnership with the Putera Sampoerna Foundation. Classes will be taught in English by Lone Star and local faculty. The venture came about after Nithy met a representative of the Foundation at a State Department-sponsored conference. Putera Sampoerna is an Indonesian industrialist whose foundation was looking for a four-year U.S. college to partner with its new Universitas Siswa Bangsa Internasional. Nithy convinced the foundation executive that Lone Star was worth a look. Sampoerna himself visited and liked what he saw.

Carpenter traveled to Jakarta three times and Nithy four times in advance of the opening. “We sat with the people in Jakarta and said, “We have a lot of expertise. We have the curriculum you need, we have instructional designers, we have technology and IT infrastructure, but we don’t take taxpayer money outside of our neighborhood,” said Carpenter. The foundation agreed to cover Lone Star’s costs up front, including salaries and expenses for two faculty and an administrator, with the expectation that Lone Star will repay that after the college starts generating profits.

Shah Ardalan is president of Lone Star’s sixth and newest campus, University Park. An electrical engineer who was born in Kurdistan, Ardalan was formerly the system vice chancellor and chief information officer. He has a patent pending on a digital career planning system that has won plaudits from the U.S. Department of Education. Ardalan wants to make University Park, which offers upper division classes in partnership with five Texas universities, “a model as the innovative college for the twenty-first century.”

Bangladeshi-born Naziat Khan participated in the Lone Star Model United Nations team at a national convention in New York, where the Texas students represented Bhutan.

LEFT:
Lone Star-University Park President Shah Ardalan, who was born in Kurdistan, favors casting an even wider net for international students.
Ardalan believes Lone Star should cast an even wider net for international students. “I want to be a reflection of what the real world is. It’s good for (international students) and good for my American students, too,” he said. When a Texas student complained about a professor’s accent, Ardalan told him to get used to it “because you’re going to hear more and more accents. When you pick up the phone, you cannot expect everybody to talk with the ‘nice’ accent you were raised with.” No one else had trouble understanding the professor, Ardalan noted.

DREAMING IN ENGLISH

Ita Jervis spoke almost no English when she moved to Houston from Ecuador in 2001. She enrolled immediately in ESL classes, graduated summa cum laude from Lone Star and the University of Houston, and today advises international and ESL students at Lone Star-Kingwood. “What I love about Lone Star,” Jervis said, “is that we act. It’s not just words, it’s actions. We’re not waiting for tomorrow. Everyone works together as a team to do the best for our students.”

She often tells students what she told a classmate who addressed her in Spanish when both were ESL beginners: “Right now our mission is to speak English, so let’s practice speaking English within ourselves, because the faster we learn the language, the better we can achieve our goals.”

Her husband, who worked for an oil company and spoke English, told her that she’d know she was speaking the language, not just translating words, when she dreamed in English. The night that happened, she woke up and “just started jumping. I was so happy,” recalled Jervis.

She also counsels students to believe in themselves. “The first thing that happens when you come to a different country is that you lose your self-confidence, whether you are educated or not, poor, middle class, or rich. You feel stupid,” she said. One day, she assures them, they’ll be dreaming in English.

“What I love about Lone Star,” Jervis said, “is that we act. It’s not just words, it’s actions. We’re not waiting for tomorrow. Everyone works together as a team to do the best for our students.”
LESSONS Learned

GALVANIZE FACULTY INTEREST. College administrators “can strike every kind of (international) contract and deal they want,” said Chancellor Richard Carpenter, “but if you don’t have passionate buy-in from faculty it’s not going to amount to anything.”

WORKING ON THE SAME PAGE. The Lone Star system consists of six separate campuses, each with its own president, programs, and emphases, and each by itself as large as many community colleges. An International Programs and Services Council of faculty and administrators that meets monthly plays a critical role in internationalization. Anne Albarelli, a dean of academic affairs, said, “We have faculty continually talking about how to increase international endeavors in the classroom.”

DEFINING COMMUNITY. Chancellor Carpenter said many two-year college boards shy from international activity because they define community as the people and companies within their district boundaries. “My board sees that the Houston business community is multinational,” he said. “The attitude of the board, in some ways, is more important than anything else. If the board doesn’t get it, all you can do is lip service.”

LOOK OFF THE BEATEN TRACK. Almost every college looks to China for more international students; Nithy Sevanthinathan is planning his third recruiting trip to Kazakhstan. “People ask, ‘Why would you go there?’ Well, Kazakhstan is very much involved in the oil and gas industry,” he explained, and parents can envision their children returning from Houston to careers in the oil business.
The ties that bind both the international and the multicultural student services offices at St. Cloud State University (SCSU) are particularly strong, reflecting the conviction of campus leaders that it is incumbent upon them to prepare students for a world far more diverse than the central Minnesota communities where the overwhelming number of undergraduates grew up. The multicultural student services office is deeply involved in the arrangements for education abroad programs in South Africa, Laos, and Thailand that are aimed especially at students of color who trace their ethnicities to these parts of the globe.

President Earl Potter III said his institution is the leader among the 31 institutions in the Minnesota State Colleges and Universities system—which is separate from the flagship University of Minnesota—“in developing curricular and co-curricular learning opportunities in support of multiculturalism and internationalism. We approach these two aspects of awareness as part of the same continuum, with distinctive characteristics but connected through the imperative of educating our students for life.”

A partnership with Nelson Mandela Metropolitan University (NMMU) in Port Elizabeth, South Africa, dates back to 1995, when Professor of Ethnic Studies Robert Johnson, History and African Studies Professor Peter Nayenga and Director of Multicultural Student Services Shahzad Ahmad began a semester-long program on comparative race relations. “It is a transformative personal experience,” said Johnson. Ahmad, a Pakistani-born SCSU alumnus, said, “It engages a very different set of students who typically have not participated in study abroad.”

Now SCSU sends students to South Africa for two to three weeks over spring break as well. Junior Tashiana Osborne, 21, went as a freshman. Osborne, a leader in the National Society of Black Engineers, said it “was like a flashback” to the segregation era in the United States “even though I never witnessed that.”

SCSU also sends faculty and staff to South Africa for professional development, and nursing students for...
Students on the plaza outside Atwood Memorial Center
clinical practice. Nearly 600 students, faculty, and staff have made the journey since the partnership began. SCSU spends $500,000 a year making such international study and research opportunities possible.

IN-STATE TUITION FOR INTERNATIONAL STUDENTS
Under the leadership of Potter, a no-nonsense former Coast Guard captain, Provost Devinder Malhotra, an Indian-born economist, and Associate Vice Provost for

SCSU ranked 13th among master’s level institutions in Open Doors 2012, with 1,250 international students. The largest contingents come from Saudi Arabia (180) and China (170), but the campus also draws 131 students from Nepal and an equal number from African nations. One lure is that international students effectively pay in-state tuition simply by volunteering twice each semester at cultural events on campus or in the community. That shaves $6,000 off annual tuition and “makes us very competitive,” said Radwan, who calls it “a champagne education at beer prices.”

Malhotra said that when he came to St. Cloud in 2009, he found “an institution in quest of an identity. Regional comprehensives are in an awkward position within the hierarchy of higher education. We are not RI (research) nor are we community colleges, but nobody tells us what we are,” he said. Still, that meant it was well poised to define a new identity.

FRANK DIAGNOSIS OF STRENGTHS AND WEAKNESSES
Potter said there had been some strategic planning and talk about becoming “a global university” before his arrival in 2007, but it was merely “a stake in the ground with nothing underneath.” What was really needed, he decided, was “action planning.” Potter commissioned an International Vision Task Force composed of a dozen faculty, deans, administrators, and staff. The report they produced in 2011 contained

Meteorology and hydrology student Tashiana Osborne did a short-term program at Nelson Mandela Metropolitan University in South Africa as a freshman.
We have to ask ourselves how do we create a curricular design and delivery (system) that recognizes the rapidly increasing globalized nature of our society and economy…and gives our graduates a sense of awareness and ability to operate in such a world.

some unspiring language: the past approach to internationalization had been “unsystematic”; education abroad programs were weak, with too many students going on island programs taught in English; domestic and international students stayed to themselves within “mono-cultural” groups; international activities were largely “decorative”; and partnerships with universities overseas were “idiosyncratic,” not strategic. The task force laid out a vision and strategy for SCSU “to be recognized as the most innovative comprehensive university for international education,” with faculty winning grants for international research and businesses vying to hire graduates because of their international understanding and experience.

The university also pared a prolix mission statement to 13 words: “We prepare our students for life, work, and citizenship in the twenty-first century.” Potter said, “It was important to be clear and direct, and to anchor our future work.” Imparting global and cultural understanding is one of four pillars of what SCSU calls its learning commitments to students (the others are active and applied learning, community engagement, and sustainability).

Malhotra said it isn’t just a question of sending more students abroad or boosting international enrollments. “We have to ask ourselves how do we create a curricular design and delivery (system) that recognizes the rapidly increasing globalized nature of our society and economy…and gives our graduates a sense of awareness and ability to operate in such a world.”

BREAKING OUT OF THE MINNESOTA BUBBLE

Eighty-eight percent of undergraduates are Minnesotans. About 400 students a year study overseas. By graduation, 13 percent have had an international experience. An added challenge in meeting the global citizenship goal is that many students are transfers who spend just two years at SCSU. Mikhail Blinnikov, a Moscow-born geography professor and director of the Global Studies program, said, “Our job is to catch them early.”

Seventy percent of Minnesotans trace their ancestry to the Scandinavian countries and Germany. But Minnesota is also a state with a welcome mat out for new immigrants and refugees, including Hmong who fled Laos after the Vietnam War and more recent arrivals from Somalia. “My classroom looked a whole lot more Scandinavian when I came in 1980,” said Professor of Communications Studies Roseanna Ross.

Still, Minnesotans “have a very strong affinity for their state,” said Professor of Geography Gareth John, who has known tourism majors to turn down great jobs that would have required them to relocate.
Graduate student Amy Lindquist came from small-town Spicer, Minnesota (population 1,167), and seized every opportunity at SCSU to internationalize her education. Lindquist taught intensive English classes filled with students from China and the Arab world, and won a Fulbright assistantship to teach English to high schoolers in Bulgaria. She spent another year studying at Universidad de Concepción in Chile and now is eyeing a career in international education. The presence of international students “really enriches the community in St. Cloud,” she said. Too many Minnesota students “stay in their safe little bubble. I think they are missing out.”

**STRATEGY AND SERENDIPITY**

Radwan, an economic historian, has drawn on her extensive experience in the Middle East to deepen the university’s existing international partnerships, forge new ones, and look for more opportunities overseas. “We’ve sorted the world into the areas that the State Department uses—Europe and Eurasia, South and Central Asia, East Asia, and the Pacific—because that’s where the funding usually is. We’re looking at each and asking, ‘What do we do in this area?’”

Potter stressed the need to think strategically about partnerships, but allowed there is “a bit of serendipity” in all of them. “Nepal for years has been one of the largest sources of international students on this campus. I can’t tell you how we got started, but the numbers become their own justification for relationships.” Potter has been a commencement speaker at Pokhara University in Nepal. In May 2013 SCSU sent five students and a professor to study social and environmental issues in Nepal’s mountain regions. “We’re beginning to do things in Nepal that we would not have chosen to do without this long-term pipeline of students,” the president said.

**SUPPORTING CHINA’S “ANGEL” ON MISSION TO IMPROVE SPECIAL EDUCATION**

SCSU has had relationships of long standing in China, but Professor of Special Education Professor Kathryn Johnson opened a new chapter by enlisting the university’s support for Chunli “Angel” Zhao, who has overcome enormous odds to become a champion for disabled children in her homeland. She was born with brittle bone disease and dwarfism and raised in Yangshuo, a scenic fishing village that then-President Bill Clinton visited in 1998. Angel’s parents were told by local officials to keep the teenager out of sight.
Later an American ex-pat, Chris Barkley, took Angel under his wing, taught her English, and hired her as receptionist for an eco-friendly mountain lodge he built in Yangshuo.

Johnson, once a UNICEF consultant in Beijing, met Angel there in 2011, brought her to St. Cloud as an intern in the Educational Leadership program, and made it her mission to arrange for Angel to meet Clinton at last. The costs of attending a Clinton Global Initiative meeting in New York almost proved prohibitive, but Potter told Johnson he would pay for it. “We got there and it was magical,” said Johnson. The former president not only greeted Angel, but brought her up on stage and promised support for her efforts to build a model school and teacher training center in Yangshuo. Angel “could have been a victim of circumstance, but now she is the leading advocate for people with disabilities in China,” Clinton said.

FINDING ROOTS AND RELATIVES IN LAOS
SCSU has sent more than 250 students, most of them children of Hmong refugees, to Laos and Thailand over winter breaks. That program is led by Political Science Professor Shoua Yang, a refugee himself. Many Hmong youth in Minneapolis and elsewhere still struggle with adjusting to U.S. life. The high achievers who make it to college “don’t understand their heritage, culture, and how their parents just struggled in the past. It’s the missing piece of information in their past,” said Yang.

The winter 2012 class filled in that piece for Allen Yang, 21, a junior majoring in information systems, and his freshman brother who met their grandmother and uncle for the first time. “It was a really emotional experience,” said Yang, president of the Hmong Student Association. “It’s really about finding your identity, which is what every college student does.” Now Yang encourages as many Hmong-Americans as possible to visit Laos, including his parents, who are planning a homecoming 40 years after fleeing as newlyweds.

A LESSON FROM NEPAL
Chemistry Department Chair Lakshmaiah (Ram) Sreerama taught biotechnology at Tribhuvan University in Kirtipur, Nepal, as a Fulbright Scholar in 2010–2011. He said only half-jokingly that he gets more respect from his students since winning the Fulbright. Sreerama grew up in Bangalore, India, and still recalls the impact on his life by a U.S. professor on a Fulbright who gave a science lecture at his high school.

LEFT TO RIGHT:
Special education Professor Kathy Johnson is an authority on disability rights in China.
Political science Professor Shoua Yang leads a program to Laos and Thailand over winter breaks.
Lakshmaiah Sreerama, chair of the chemistry department, taught biotechnology in Nepal as a Fulbright Scholar.
“He gave me all kinds of ideas. That was always lingering in the back of my mind,” said the biochemist.

Sreerama marveled at how much Tribhuvan’s graduate students achieve in rudimentary laboratories. That has allowed him to raise the bar for chemistry majors. “I tell them, ‘Look at all the resources and the technologies you have. How come we can’t accomplish that?’ I use that all the time—and they like it, they absolutely like it.”

AN INTERNATIONALIZATION PUSH STILL IN INFANCY

SCSU also won a 2013 Andrew Heiskell Award for a wide-ranging partnership and student exchange program with Universidad de Concepción in Chile that was launched in 2001 by Robert Lavenda, professor of anthropology.

Notwithstanding all the laurels, administrators and faculty alike concede there is much to be done. Some but not all the dozens of recommendations in the visionary plan laid out in 2011 are being implemented, including adding more language study to education abroad programs and offering both homegrown and third-party opportunities.

Business Dean Diana Lawson, a member of the International Vision Task Force, said the university now has “a manageable framework” for international activities, and once a governance structure is “cemented in the institution, it will be easier to expand the scope and scale of what we do.” Likewise, Radwan said, “Now that we have the basics down, we need to deepen them.” Dan Gregory, associate provost for research and dean of graduate education, said, “Our international agenda is in its infancy. We’re just starting. We’re going to be in a very different place in five years.”
LESSONS Learned

PICK PARTNERS STRATEGICALLY. President Earl Potter III said choosing the right partner universities overseas “isn’t rocket science,” but requires a clear-eyed evaluation of institutions’ common interests and capabilities. “If you take a flyer into a region of the world that doesn’t make sense for the place where you’re located, it’s hard to sustain.” His bottom-line advice: “Don’t do everything that everybody wants to do and don’t try to be everything.”

TACKLE THE PROBLEM OF SCALE. St. Cloud State’s large international ambitions will require “a tremendous amount of capacity building…both at programmatic and organizational levels to deliver,” said Provost Devinder Malhotra. One challenge: bilateral academic partnerships that are “fairly small with no clear-cut indication as to how to scale up those activities.”

SUCCESSION PLANNING. SCSU’s education abroad programs often have relied on a single champion or handful of faculty from the same discipline. Potter seeks broader participation, with “succession plans in place” and a solid governance structure “to maintain our strategic partnerships as individual sponsors and champions move on.”

ENGAGE FEEDER SCHOOLS. Half of those who graduate transferred in from community colleges. That gives the university a shorter window to achieve its learning goals, including global understanding. “That means we have to make sure we collaborate with the institutions they come from,” said Provost Malhotra.
When the University of South Florida reorganized its international programs, it squeezed into two words the name of the wide-ranging operation: USF World. Karen Holbrook, senior vice president for global affairs and international research, describes USF World as “a mindset, a culture, a strategy, and a reality” as well as the particular branches of its international operations nestled in the Patel Center for Global Solutions. Holbrook, a biologist and former president of Ohio State University, answered a call from USF President Judy Genshaft to come to Tampa in 2008 for a short period to watch over its burgeoning research enterprise. Five years later she’s still there, arriving in her sports car at the Patel Center at dawn and staying late. “It’s really fun, probably more fun than anything I’ve ever done,” said Holbrook. “I’ve really, really enjoyed being at USF World.” Her idea of fun includes spending hours on a cruise designing an intricate schemata for USF’s quest to become a global research university, with circles within circles and boxes crammed with goals, metrics, and strategies. A vision plan she drafted is 380 pages and a PowerPoint presentation to the Faculty Senate contained 120 slides. “I go through them fast,” she said.

USF is going fast. Built on a World War II practice bombing range and opened in 1960, what was largely a commuter college now is a system institution with 48,000 students and $411 million in research grants and contracts. All freshmen must live on the green campus lined with graceful live oak trees. It has weathered $125 million in state budget cuts. The out-of-state tuition of $16,260 (Floridians pay $6,330) is a draw for the 2,568 international students, and more are coming through a new partnership with INTO University Partnerships, the British recruiting enterprise that places students from China and elsewhere into intensive English and academic pathway programs at allied universities (Colorado State University, another Simon Award winner, is another INTO school). On a campus where Floridians once comprised 96 percent of students, USF aims to double international enrollments to 10 percent by 2018. “We’re doing it to enhance the quality and moreover the relevance of the educational experience,” said Provost Ralph Wilcox. “We believe we’ve got something to offer...
international students, but they also have an incredible amount to bring to us.”

SERVING THE NEEDS OF A GLOBAL COMMUNITY
Genshaft, president since 2000, is carrying out her third strategic plan, each more globally focused than the preceding one. That is only natural for Tampa Bay, she said, home to 480 multinational corporations as well as Florida’s busiest port and MacDill U.S. Air Force Base, headquarters for U.S. Central Command (CentCom) and Strategic Operations Command. Genshaft said one business leader told her pointblank that his company cannot alone teach employees “tolerance, cultural knowledge, and the value of international activities. You’ve got to do it and then they’re better employees for us.” The military, too, relies on USF’s help to bring academic perspectives to grappling with the world’s trouble spots and resolving problems peacefully instead of using “kinetics,” as retired three-star Marine Lt. General Martin Steele, associate vice president for veterans research and executive director of USF Military Partnerships, delicately put it.

LEARNING MANDARIN IN TAMPA BAY AND QINGDAO
USF secured a Confucius Institute in 2008 by promising to recruit its first tenure-track professor of Mandarin. Eric Shepherd got the job. “It was unfathomable to me that at that time we had 40,000 students and basically no Chinese language program beyond an introductory class taught mostly in English,” he said. Now the Department of World Languages offers a Chinese minor, and 200 students attend classes taught by three professors and three instructors. “We came along a little later, but we’re quick learners,” said Genshaft.
Shepherd, a master of the Chinese storytelling performance art called Shandung “fast tales,” sends students to Qingdao University and Ocean University of China for up to 18 months of classes and internships. “They learn how to work at a professional level,” he said. “If they’re an international business major, they learn to do international business in Chinese. If they’re a chemistry major, they’re learning how to do chemistry in Chinese.”

As an undergraduate Victor Florez, 23, now working for the Confucius Institute, finished fourth in a month-long, nationally televised “Chinese Bridge” language contest for international students. Florez, a Miami native of Colombian ancestry, came to college with a strong desire “to learn a language that was completely alien to me.” Mandarin fit the bill. “My first year I studied three hours a day,” said Florez. “If you put in the work, it’s inevitable that you’ll come out speaking fluent Chinese.”

AMBASSADORS FOR EDUCATION ABROAD AND A GATEWAY IN THE STUDENT CENTER

Some 2.5 percent of USF students graduate with an international experience. Some 844 earned credit abroad in 2011–2012. Holbrook wants to grow that number exponentially. Genshaft and her husband donated more than $1 million to endow Passport Scholarships of $2,500 to $5,000. USF World recruits returning undergraduates to serve as “GloBull Ambassadors” for education abroad (the Bull is the university mascot), and the professional staff has grown from 5 to 11. Since the Patel Center sits at a distance from the heart of campus, USF World opened a satellite study abroad office in Marshall Student Center. “We needed to be more central to be able to catch and serve the students. We call it the Gateway Office,” said Amanda Maurer, director of education abroad. Maurer underscored the importance of the GloBull Ambassadors in convincing fellow students to pursue education abroad. “We can say it ourselves five or six times, but if a student goes up there and says, ‘You’ve really got to do this; it changed my life,’ they listen,” she said.

A new Global Citizenship program rewards up to 200 freshmen and sophomores who study global issues with $2,000 scholarships for education abroad. Anthropologist Karla Davis-Salazar, who has excavated Mayan ruins in Honduras, led the first cohort to Panama in 2013. Despite tight budgets, the provost found $400,000 to fund the Global Citizenship program.

LEFT TO RIGHT:
Amanda Maurer, director of education abroad, works to recruit students as GloBull Ambassadors.
Associate Dean and Anthropology Professor Karla Davis-Salazar helped create a Global Citizenship program.
initiative. “Part of my goal for the future is (finding out) why more students aren’t interested. What do we need to do to open their minds?” said Davis-Salazar, now an associate dean.

The international services staff also has expanded from six to nine. The INTO partnership will bring more Asian students to Tampa. USF also draws students from Latin America, including 60 undergraduates from Venezuela. Among them are engineering students Ana and Juan Lopez Marcano, siblings who said the courses and workload are harder back home but the research opportunities much greater at USF. Ana, 19, who was president of her high school class, hopes to design biomedical devices. “I really like it here,” said her 20-year-old brother, aspires to land a job at a tech giant such as Microsoft and learn “the cool stuff.”

Roger Brindley, associate vice president for global academic programs, sees his job as “brand profile development writ large.” He works on expanding international partnerships. “For the life of me I can’t understand why people in India have heard of Harvard, but not South Florida,” quipped Brindley, a British-born expert on early childhood education. USF World now has two people in Delhi who work on recruiting students as well as finding new research opportunities and promoting economic development. USF has more than 40 faculty members of Indian heritage and 240 students from India.

The university provides grants up to $12,000 to faculty to generate research, scholarship, and “creative activity” with counterparts at five partner universities in Ghana, China, and the United Kingdom. Its Ghana Scholars Program, which brings faculty from the University of Ghana and the University of Cape Coast to USF to complete dissertation work, recently received an honorable mention Andrew Heiskell award from the Institute of International Education.

These partnerships are vital to USF’s achieving its goal of becoming globally engaged, said Brindley. No one “thinks becoming globalized is switching on a light.”
A generation from now the only relevant universities, in our opinion, will be globally engaged. We have a responsibility to do that work and be one of the universities that succeeds.”

**FACULTY INTERESTS DRIVE INTERNATIONALIZATION**

Michael Churton has witnessed the changes as a longtime professor of special education with a deep international bent. An authority on distance learning, he was a Peace Corps volunteer in Malaysia in the 1970s. To honor the memory of a friend killed in Vietnam, he flew to wartime Saigon and applied for a teaching job just before the government fell. He has made Southeast Asia a focus of his career, studying disabilities among indigenous people in Borneo as a Fulbright Scholar, coordinating a USF partnership with the University of Malaysia-Sarawak, and working with Vietnam’s education ministry on e-learning courses for medical students. He is an honorary professor at Hanoi Medical University and has travelled to Vietnam a dozen times and to Malaysia 20 times.

When he joined the USF faculty in 1994, “there was no support from any place” for such work overseas, he said. “It was faculty members on their own. Slowly, as a new administration and new people came in, the evolution began and now we’re much farther along.”

“USF World has greatly enriched the possibilities for faculty and students. I can’t tell you how much they have helped us to stretch ourselves,” said education psychologist Darlene DeMarie, who established a model child care center at the University of Limpopo on a Fulbright in South Africa.

More than 120 Peace Corps volunteers have earned master’s degrees under the tutelage of James Mihelcic, a civil and environmental engineering professor, first at Michigan Tech and since 2008 at USF. Mihelcic, a prolific researcher, was recruited to be a 21st Century World Class Scholar, a distinction created by the Florida legislature. He finds low-tech solutions to water and sanitation problems in developing countries and heads a multi-university consortium that recently won a $3.9 million National
Science Foundation grant to recover energy, water, and nutrients from wastewater.

Mihelcic said the Peace Corps volunteers in his master’s program are equipped to tackle complex sanitation problems. “It’s a scarce skill set,” said Mihelcic. “The Peace Corps has had trouble attracting and retaining engineers overseas.” Cohorts of 20 students spend two semesters at USF studying not just environmental engineering, but anthropology and global health. “Part of our job is to get students to understand you can do a lot of behavioral change besides the technological solutions,” he said.

“STILL BUILDING ‘WHO WE ARE’”

In separate conversations, administrators and faculty alike describe USF in terms that suggest a large canvas still being painted. As Davis-Salazar, the anthropologist, put it, “We are still building who we are.” It is a collegial undertaking. At the helm of USF World, Holbrook has displayed a prodigious capacity for organizing and putting forward her own ideas, but she said they are “only the starting point. What’s exciting is other people’s ideas.” More than 100 faculty are involved in workgroups fleshing out USF’s international vision plan and coming up with metrics to gauge the university’s progress. “We want people to know about it and be excited about it,” Holbrook said. “When you do it by yourself, it’s just out there for everybody to attack, and that’s what I hope everybody will do.”

The words have been backed up with dollars and actions. Wilcox, the provost, said, “We have invested and created a budget for USF World in difficult times.” Even with a 25 percent, $104 million cut in state appropriations over the past four years, “we had the focus, the discipline, and the strategic appetite to say the world is important and USF World is important.”

“This is a high-energy university,” said Wilcox. “This is an incredibly ambitious set of goals….We all realize that being a 50-something-year-old institution if we aspire to the level of achievement we do, we’re going to have work harder than other, older institutions because they want to improve and get better, too. We’re not going to sit still. There’s so much more to do.”
TOP DOWN, BOTTOM UP. President Judy Genshaft said the impetus behind USF’s internationalization has come from both leaders and individual faculty. She noted the current and prior provosts were born in England and India, and Senior Vice President Holbrook came with “tremendous” international connections. But the momentum behind USF World also derived from the “many, many, many faculty” conducting research abroad. “Combine the two—top down and bottom up—and you start coming together.”

POWERFUL BRAND. The name USF World itself sent a powerful message. “We wanted something big and bold, something that said we’re not just like any other, so-to-speak ‘international’ office. We’re on the move,” said Maria Crummett, associate vice president for global affairs. Beyond the words, USF is expanding partnerships in China, Brazil, Singapore, and other places.

WHET APPETITES FOR EDUCATION ABROAD. Study abroad scholarships are putting education abroad within more students’ reach, and infusing the curriculum with more international content can “whet their appetites even more,” said Holbrook. Amanda Maurer, study abroad director, sees “light bulbs going off” when she talks with department chairs about how education abroad can bolster delivery of academic material. While public universities are under pressure to boost graduation rates and speed student progress toward degrees, Holbrook said, “Sometimes, if you’re going to do things that make a difference in life, you’ve got to let students experiment a little bit” with study, research, and service overseas.

WIDENING THE CIRCLE: The importance of USF World, ensconced two floors below the president’s office, has not been lost on the wider university community. Director of International Services Marcia Taylor now finds herself seated at the table at more top policy meetings. “There’s no doubt that the needs of international students are on the minds of most people at the university,” she said.
Fairfield University in Connecticut is recognized for its Cuidemos Nuestra Salud (Take Care of Our Health) Project for nursing students in Nicaragua; the Massachusetts Institute of Technology is recognized for the MIT International Science and Technology Initiatives (MISTI) program that sends students to more than 20 countries for science and technology internships each year; and Northwestern University in Illinois is recognized for its global health studies program developed in part by Northwestern’s Office of International Program Development.
NURSING STUDENTS MAKE A DIFFERENCE IN A NICARAGUAN BARRIO

It took some families in a barrio of Managua, Nicaragua, by surprise when U.S. and Nicaraguan college students showed up at their door asking what they knew about HIV/AIDS prevention. But soon the students were familiar faces. The nursing students from Fairfield University in Connecticut and the social work and Teaching English as a Second Language students from Universidad Centroamericana (UCA) were part of a project called Cuidemos Nuestra Salud (Take Care of Our Health). The project began in 2009 and now continues every year to improve the health of preschool children and their families in the impoverished Barrio Ayapal.

Ilma Alvarez, UCA professor of social work, had connected with community leaders the year before when she sent her students to the barrio to perform service. At the time, UCA and Fairfield, both Jesuit institutions, were no strangers to one another. Fairfield faculty had research ties there that stretched back to the 1990s, and the university began sending Latin American and Caribbean studies students on short trips in 2000. In 2004 the universities signed a collaborative agreement that established a semester-long study abroad program at UCA and also provided a full scholarship for a UCA student to attend the sister school in Connecticut each semester.

IN FOR THE LONG HAUL
Lydia and Philip Greiner, nursing professors and spouses, decided the sister school partnership presented a perfect opportunity to enrich the learning experience for undergraduates in her public health class, students who usually do prevention work in low-income neighborhoods in Bridgeport, a few miles from the Fairfield campus. Now some would spend spring break in 2009 learning about and addressing the challenges and needs in Ayapal.

The Greiners had laid the groundwork in an earlier visit where they met Alvarez and Marisol Morales Vega, the community leader and director of a preschool, Amigos por Siempre, for the barrio’s three-to-five-year-old children. Morales “was really clear. She said, ‘You’re not just coming once. That’s been done before. People have come, they promise, and they leave. I’m not interested in that.’ We made a commitment that we were in for the long haul,” Lydia said.

LISTENING FIRST
They also committed to listening to the community first before deciding what to do. A dozen Fairfield nursing students were paired with UCA social work...
students and a student who could translate, and they went door-to-door asking families about their most pressing health concerns. Later Morales called a meeting with parents active in the preschool to discuss the results. The answer was clear: HIV/AIDS education was what people wanted most.

“They felt people were very stigmatized and there was a lot of misinformation. They asked us to produce a homegrown DVD that people could watch in the privacy of their homes because Marisol said they would not come to an event about HIV/AIDS,” said Greiner. The Fairfield contingent returned home but continued to collaborate with the UCA students by e-mail and Facebook. They also enlisted help from other Fairfield students with video-making skills. They produced a four-minute video with images from Nicaragua and a draft script that was translated into Spanish and vetted by Morales and some of her school parents. A UCA student at Fairfield narrated the final version.

Lydia Greiner returned in 2010 with a dozen more students and, with the same UCA students, distributed 400 copies of the DVD to families throughout the barrio. Subsequently Fairfield has sent students and faculty to Nicaragua twice a year, fulfilling their public health nursing requirements while working on priorities such as cardiovascular health problems and promoting hygiene in a barrio that floods easily and does not always have running tap water.

**FINDING THE LINK BETWEEN THE BARRIO AND BRIDGEPORT**

Greiner and other faculty take both traditional college-age nursing students and older adult students who are switching careers. Greiner said she has seen some students who had a passing interest in public health nursing “become passionate about it,” including Colleen Grady, now an emergency room nurse in Boulder, Colorado, who went on that first trip in 2009.

“My Spanish skills were terrible. It was such a blessing to have the UCA students there to help translate,”
said Grady. “One thing that I will always remember is when one of the UCA students told me how sad she was to see how people in the barrio were living. She lived nearby, but was unaware of the hardships in the barrio. It made me think about how easily we can become disconnected to people in our own cities and neighborhoods.”

“After this trip I knew that I wanted to volunteer as a nurse internationally, but I also felt the importance of taking care of people in my own community,” said the 31-year-old Grady, who has subsequently volunteered with a nonprofit called Blanca’s House in El Salvador and Liberia.

Professor Jessica Planas, who has made three of the trips, said she impresses upon her students the similarity of challenges facing the poor whether in Managua or Bridgeport. “Many of the families that we work with in Ayapal deal with the same issues that my patients back home deal with,” including lack of money to buy medicine and low literacy levels, she said. “And these issues will be encountered by all my students, regardless where they choose to practice nursing.”

INTERNATIONALIZING THE UCA STUDENTS’ EDUCATION

Speaking through an interpreter, Professor Alvarez said, “What we have in common is the community work.” While the Fairfield contingent comes for just a week, the work “is continuous,” with her students and the community leaders continuing to promote preventive health measures year-round. The added value for her students “is the intercultural experience and the interdisciplinary approach.”

UCA psychology student Maria Christina Aguirre, who spent the fall 2012 semester at Fairfield, said working in Ayapal “was a beautiful experience. The people were very thankful.

UCA has 8,000 students, most on government-funded scholarships to the Catholic institution. Laurie Cordua,
UCA’s director of academic cooperation and internationalization, said, “Having this relationship with Fairfield is very important for us. Our students don’t have the means to have a study abroad experience. This gives them the opportunity of having an intercultural experience, of sharing, of working in teams with students from the United States that otherwise they wouldn’t have. It’s really an internationalization experience at home, locally.”

MIRRORING THE UNIVERSITY MISSION

Sixty percent of Fairfield’s 5,000 students study abroad for a semester, year, or shorter periods, or perform service in five countries. The university’s strategic plan speaks about producing young men and women “committed to diversity and the promotion of justice” and “prepared to engage with the world around them as competent and informed global citizens.”

President Jeffrey von Arx, S.J., said, “It is no longer sufficient to measure globalization by the numbers of students getting on a plane.” The partnership with UCA and Ayapal crosses “language and cultural divides to effect real and lasting change,” he said, and stands as “an exemplar of how the university lives out its mission.”

Fairfield, which enrolls students from other U.S. universities in its semester-long program at UCA, has also invited nursing faculty and students from other schools to join the work in Ayapal, and it is planning to send its own nurse practitioner graduate students to work in a rural health clinic in January 2014 in Santa Maura, Nicaragua, a mountain region where coffee is grown. January is the harvesting season when the clinic nurse has her hands full treating an influx of 3,000 migrant workers.

So the partnership is growing despite challenges that include the paucity of bilingual nursing students and faculty at Fairfield’s end as well as the time constraints of academic requirements in both institutions. Despite those impediments, both sides regard their collaboration as a model for community-based work. Neither has the complete answer, but by working together they are making a difference in people’s health in barrio Ayapal.

TOP TO BOTTOM:
The social work and nursing students performing a skit at the Barrio Ayapal preschool.
Fairfield and UCA students perform a skit for preschoolers about brushing their teeth.
The entire team of UCA and Fairfield students in the barrio preschool where they taught good health habits.
The largest international program at the Massachusetts Institute of Technology, the MIT International Science and Technology Initiatives (MISTI), has come a long way from its roots as what it calls “a self-supporting start-up on the fringes of MIT.” What really started three decades ago as a modest effort to send students to work in Japan for a semester or two, today is a juggernaut that sends upward of 550 MIT students and recent graduates each summer to 20 countries on all-expenses-paid internships. The hands-on work and research they do in labs and companies give them a real taste of what it is like to operate outside their country and culture, often in another language. MIT also sends 100 students overseas to teach science to high school and college students. It has been a seminal experience over the past generation for 5,600 students, including 800 who worked in China.

“We make sure that every single internship opportunity is completely cost-free for the students,” said April Julich Perez, MISTI associate director. Their airfares and living expenses are covered mostly by companies, foundations, foreign governments, and donors. The 2012 budget for the internship program was $3.3 million, 85 percent from outside funding. MISTI awarded $2 million to 100 faculty in 2012 for international research and collaborations, many of which involve students. MIT itself kicks in $300,000 for the seed grants.

ENTREPRENEURS, INVENTORS, AND A TV HOST

MISTI has spawned entrepreneurs, academics, and venture capitalists who work on the global stage with language skills on top of advanced technological prowess. While on a MISTI internship in China after his freshman year, Scot Frank ’08, ventured on his own to the Himalayan plateau where he “met many people and began building friendships. I was curious about local culture, traditional innovation to survive on such a harsh environment.”

Political science Professor Suzanne Berger founded MISTI in 1994, and still directs the MIT-France program.
The engineering and computer science major became passionate about harnessing new technology and ideas to help people in the Himalayas meet their energy and water needs. The situation became dire in 2010 “when anti-wood felling laws were enforced and people had no other source of energy available.”

One Earth Designs, a nonprofit Frank co-founded, created a nonpolluting, solar-powered cooker now used by 4,000 rural inhabitants in place of polluting wood-burning stoves.

Kirsten Sydney Hessler ’12, a materials science and engineering major, did a summer internship at the Max Planck Institute in Stuttgart and one at Osram Opto Semiconductors, a leading LED manufacturer in Regensburg. “The power of my MISTI experiences was that I immersed myself in German language and culture but also felt that I was challenging myself as an engineer and really contributing to my host,’’ said Hessler, now a graduate student in materials science at Stanford University.

Not every MISTI pathway leads to science and engineering. Janet Hsieh ’01, a Texan, went to Taiwan, her parents’ birthplace, to intern as a paramedic before applying to medical school. She wound up as a model and television personality who hosts “Fun Taiwan” and other travel shows for Discovery Travel and Living Channel. “Six months turned into eleven years and I’m still here in Asia,’’ she wrote in a recent MIT-China newsletter. “MISTI helped me open the door to this fantastic ride.”

APPLIED INTERNATIONAL STUDIES

The eagerness of companies, nonprofits, and other enterprises overseas to welcome MIT students into their workplaces reflects the stature of perhaps the world’s most famous science and technology training institution. But MISTI is also a testament to and product of the ingenuity and passion of individual faculty starting with Richard Samuels, a political scientist and director of the Center for International Studies who launched MIT-Japan in 1983.
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MISTI pioneered what we call applied international studies,” said Samuels. It is very different from standard study abroad programs in which students travel in a group and take courses together. MISTI students head directly into workplaces instead of taking classes. “The idea was to create a cohort of (future) scientists and engineers who could operate effectively in Japan,” he said. Initially Samuels thought only a year’s stay would do for students “to really immerse themselves,” but later “it turned out a summer was not too short. They go over, come back, and go back again.”

Other faculty took note of the success of MIT-Japan and wanted similar opportunities for their students. MISTI was born in 1994 with a China program. Now it’s grown to Belgium, Brazil, Chile, China, France, Germany, India, Israel, Italy, Japan, Korea, Mexico, Russia, Singapore, South Africa, Spain, and Switzerland, with pilot programs in Argentina, the Netherlands, and Turkey.

**LANGUAGE, CULTURE STUDY, AND TEAMWORK REQUIRED**

While MIT doesn’t require all students to learn other languages, MISTI requires two years of language and a course on the politics and culture of the host country. With the exceptions of Singapore, India, and Israel, the students must be able to work in a language other than English, said Chappell Lawson, MISTI director.

Each country program has its own faculty director and program manager, with the professors’ ensuring the academic caliber and helping to raise funds while the managers match students with internships and travel to meet with the host companies and find new ones.

Suzanne Berger was MISTI’s founding director and served in that capacity until 2011, when she turned the reins over to Lawson, a fellow political scientist. The internships teach students how to work in teams with researchers who may approach a problem very differently than it’s done in MIT labs, said Berger, who still directs MIT-France.

When a biology graduate student returned from the Pasteur Institute in France, Berger asked how the four months had gone. The student replied, “Honestly after the first month I thought it was a big mistake. The equipment wasn’t as good and I thought nobody was working. People were drinking coffee, smoking cigarettes, and wandering around. But after one month, I
A RUSSIAN REVIVAL AND EXPANDED GERMAN VOCABULARY

Berger said MISTI has grown carefully, adding countries only after ensuring it had the faculty and language courses to warrant sending students there. That meant teaching Portuguese for the first time for MIT-Brazil students and restoring Russian language classes that had been shut down.

MISTI has also been a boon for German and French enrollments, added Berger. “Now we send 90 students a year to Germany and 75 to France.” German instructors have added business and scientific vocabulary to their lessons.

Arnoldo Hax, professor emeritus of management and director of MIT-Chile, said the MISTI Global Seed Funds grants have had a major impact in Chile, his native country, with faculty from 16 MIT departments collaborating with counterparts at Chilean universities. “It’s a wonderful thing,” said Hax, who was recently given a medal by Chilean President Sebastián Piñera. For the interns, the international exposure “is serious stuff. It’s not just taking a plane and landing in Santiago.”

HARD TO REPLICATE MISTI’S SCALE

Lawson, an expert on Mexican politics who served as executive director of policy and planning for U.S. Customs and Border Protection in the Department of Homeland Security in 2009–2011, called MISTI “unique. Everyone is trying to do something like this. MIT has had more success partly because people are willing to pay the costs of having an MIT intern who may only be there for 10 weeks in the summer.” That would be hard for any other institution to replicate on this scale, he added.

MISTI considers itself an embodiment of the university’s Latin motto Mens et Manus, or Mind and Hand. Lawson foresees growing the fledgling program in South Korea and elsewhere and making more inroads in Latin America. Wherever MISTI goes, its aim will be the same: finding internships “that are practical, relevant for students, and on the frontier of what is possible in international education.”
Brent Swails, a cub news producer at CNN’s headquarters in Atlanta, happened to be in the back of the room one day when executives were discussing the launch of a new program by Dr. Sanjay Gupta, the neurosurgeon and the TV network’s chief medical correspondent. CNN would be dispatching crews from Atlanta to cover global health stories for Gupta’s weekly series. Swails spoke up and mentioned that he had minored in global health studies at Northwestern University. He got the assignment and soon flew to Brazil for his first “Vital Signs” story.

When a news producer’s job in CNN’s Johannesburg bureau opened up, he landed that, too. The four months he’d spent as a Northwestern sophomore studying and researching HIV/AIDS in South Africa helped with that advancement, too. Now at age 28, he’s a CNN veteran who has spent four of the six years since college posted overseas including a stint in Hong Kong and a second tour in South Africa, covering much of the sub-Saharan continent. He had dreamed of such a career, “but thought it would take a long time to go the international route. I was lucky.”

However, as Louis Pasteur said, chance favors the prepared mind. Not many journalism students concentrate on global health studies. Swails, in fact, was the only one in his class at the prestigious Medill School of Journalism. But the private university on the banks of Lake Michigan in the Chicago suburb of Evanston sends scores of other students around the world each year to study public health problems in China, Chile, Cuba, France, and South Africa and, where possible, to do something about them.

**SPARKING INTERDISCIPLINARY COLLABORATIONS**

Half the global health minors are pre-med students, but the program attracts students from across disciplines, including engineering, education, journalism, and even music. Faculty collaborate across disciplines to teach the core courses and offer electives on infectious diseases, disabilities, mental health, refugees, and other global health issues. President Morton Schapiro said the program “embodies the interdisciplinary spirit of the most successful programs at Northwestern” and stands as a model for other efforts “on campus and around the world.” The university has declared global health one of its “areas of greatest strength” alongside nanoscience, energy, and sustainability, all the foci of a major fundraising campaign.
Students Morgan Heller, Lily Ryzhkova, and Jessica Martinson with Ugandan women in traditional garb in Busabi, Uganda, in 2010.

**FAST START WITH FEDERAL HELP**

Global health studies was launched in 2000 with help from a $500,000 National Security Education Program grant won by the fledgling Office of International Program Development (IPD). “In a very short time we were able to do a lot of things: develop curriculum, create programs abroad, organize conferences, (and) provide support for students’ going abroad and for faculty,” said IPD Director Dévora Grynspan. “Very quickly we had a critical mass of courses and programs abroad.”

Global health studies became a minor in 2004, with students required to take three core courses and four electives and to participate in a “substantial” public health experience abroad. That means “they cannot just go volunteer in some hospital,” said Grynspan. “They have to formally learn about public health conditions abroad.” The minor attracts close to 300 students at the 16,000-student university and graduates five dozen or more each year.

**DELIVERING CARE IN RURAL LIBERIA**

Most get that experience primarily by enrolling in classes at partner schools in Paris; Beijing; Santiago, Chile; Cape Town and Stellenbosch, South Africa; Havana, Cuba, and starting in 2014, Tel Aviv, Israel. But some choose to work independently, as did anthropology major Peter Luckow ‘10.

Luckow came to college with an interest in biology and public service, and more than one high school teacher urged him to consider a career in international medicine. He spent two summers interning for Partners in Health, the Boston nonprofit that works in some of the poorest places in the world. At the suggestion of its celebrated cofounder, Dr. Paul Farmer, Luckow went to Liberia in summer 2009 to help a small charity trying to build a community health network in a country still struggling to recover from civil war. The World Health Organization estimated there were only 30 physicians left in the country of 3 million people when the conflict ended in 2003.
Luckow had taken a year off at Northwestern to expand a student-run charity that he helped found called GlobeMed, which raises funds and medical supplies and does hands-on humanitarian work in poor countries. GlobeMed now has chapters on more than 50 campuses. Dr. Rajesh Panjabi, a Harvard Medical School physician who had founded a non-profit called Last Mile Health to provide care in rural Liberia, asked Luckow to return after graduation to help grow the organization, which is known in Liberia as Tiyatien Health. It had a budget of $50,000 and a dozen community health workers then. Today it is a $1.7 million operation with a staff of 120, and Luckow was featured in Forbes magazine recently as one of “30 Under 30 Social Entrepreneurs.”

“SAVE THE WORLD” TYPES EAGER TO HELP

William Leonard, chair of anthropology and co-director of global health studies, said Northwestern students were hungry for something like this. When he offered his Introduction to International Public Health course in 2001 for the first time, “the student response was amazing. The course with 45 slots was overenrolled after the first 30 minutes of preregistration.”

The program has had the ancillary benefit of strengthening a bond between the main campus in Evanston and the medical school in downtown Chicago. Medical students were already doing volunteer work or study overseas, “but the medical school was looking for a way in which experiences abroad could be more structured,” said Grynspan. Now there are regular pathways to conduct research at partner institutions, including Stellenbosch University in South Africa, Makerere University in Uganda, Peking University in China, and Pontificia Universidad Católica de Chile in Santiago.

Northwestern won a grant from the National Institutes of Health in 2008 to strengthen global health programs.
 campus-wide and establish a Center for Global Health within the School of Medicine, which now has its own adviser helping students find places and people in need of support.

Grynspan, working with a staff of six, sends close to 200 undergraduates each year on the global health and on some other education abroad programs, or about a quarter of all Northwestern students who study overseas. The IPD office also handles international agreements, hosts visitors, and arranges student exchanges. It shifted the Mexico program to Chile on short notice in 2009 due to the swine flu scare.

Undergraduates who choose global health “are all save-the-world-type people. They just love the idea of going to poor countries, helping out, and doing research,” said Grynspan, a political scientist by training. “This is an organized way to do it.” Not incidentally for the pre-meds, “it looks very good on their transcript and c.v. They are going straight into the best medical schools and public health programs in the country.”

**TURNING PASSION INTO ACTION**

Students are learning something not taught in labs or found in most textbooks.

“What we try to teach them is more a way of looking at the world: What are the right questions to ask? How is (health care) different in different countries? We just want them to have that type of sensitivity because there’s no time to learn it when they go to grad school. It’s just too intense,” said Grynspan, who was born in Israel and raised in Costa Rica.

Luckow is applying to medical schools now, but intends to stay connected with both Last Mile Health and GlobeMed (he is on the board). He remains grateful for the opportunities the global health studies program gave him to turn what had been “a very extracurricular passion for global health” into real action. “I know it changed my life and, given the success of the program, it’s changing hundreds of other students’ lives,” he said.
## Recipients of the Senator Paul Simon Award for Campus Internationalization (2003—2013)

### 2013 Winners
- Colorado State University
- Green River Community College
- Lone Star College System
- St. Cloud State University
- University of South Florida

### 2013 Spotlights
- Fairfield University
- Massachusetts Institute of Technology
- Northwestern University

### 2012 Winners
- College of Saint Benedict/Saint John’s University
- Juniata College
- Northern Arizona University
- San Francisco State University
- University of Michigan

### 2012 Spotlights
- Providence College
- University of Arizona
- Washington and Jefferson College

### 2011 Winners
- Beloit College
- Indiana University-Purdue University Indianapolis
- Kennesaw State University
- Macalester College
- New York University

### 2011 Spotlights
- Barnard College
- University of Rhode Island
- University of San Diego

### 2010 Winners
- Carnegie Mellon University
- Hobart and William Smith Colleges
- Loyola University Maryland
- Northeastern University
- University of San Francisco

### 2010 Spotlights
- Borough of Manhattan Community College
- College of the Atlantic
- La Roche College

### 2009 Winners
- Boston University
- Connecticut College
- Pacific Lutheran University
- Portland State University
- University of Minnesota Twin Cities

### 2009 Spotlights
- Berklee College of Music
- Fairleigh Dickinson University
- University of California, Davis

### 2008 Winners
- Goucher College
- University of Illinois at Urbana-Champaign
- Nebraska Wesleyan University
- Pittsburg State University
- Valparaiso University

### 2008 Spotlights
- Colorado State University
- Miami Dade College
- Webster University

### 2007 Winners
- Calvin College
- Elon University
- Georgia Institute of Technology
- University of Oklahoma

### 2007 Spotlights
- Shoreline Community College
- Valparaiso University

### 2006 Winners
- Arcadia University
- Concordia College
- Earlham College
- Michigan State University
- Purdue University

### 2006 Spotlights
- Babson College
- Old Dominion University
- University of Richmond

### 2005 Winners
- Colby College
- Colgate University
- Howard Community College
- University of California, Los Angeles (UCLA)
- University of Kansas

### 2005 Spotlights
- Columbus State Community College
- El Camino College in California
- University of Denver in Colorado

### 2004 Winners
- Bellevue Community College
- Binghamton University
- Duke University
- St. Norbert College
- University of North Carolina at Chapel Hill

### 2004 Spotlights
- Juniata College
- Lynn University
- Missouri Southern State University
- Suffolk University in Massachusetts
- University of Delaware
- University of Florida
- University of Notre Dame
- University of Oregon

### 2003 Winners
- Community College of Philadelphia
- Dickinson College
- Eastern Mennonite University
- Indiana University
- San Diego State University
- Yale University

### 2003 Spotlights
- Duke University
- Kalamazoo College
- Kapi‘olani Community College/University of Hawaii
- Middlebury College
- Montclair State University
- Randolph Macon Woman's College
- St. Olaf College
- Tufts University
- University of Pittsburgh
- Worcester Polytechnic Institute