

Transforming the University

Systemwide Academic Task Force on Forging an International University

Submitted on behalf of the Task Force by:

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I. EXECUTIVE SUMMARY

Mission

- (1) To formulate recommendations regarding how to develop a strategy, plan, and structure to most effectively leverage, stimulate, and coordinate cutting edge international research and globally informed teaching and public engagement programs with selected partners in other countries
- (2) To address strategies for building strategic international partnerships with universities and institutions, expansion of study abroad and international scholarly exchanges, and internationalization of the curriculum.

Deliverables

- An accounting of the University of Minnesota's relative advantages - its current strengths- that could position it to become a major global university.
- Recommendations regarding success in recruiting and educating students from around the globe to achieve the University's full potential as a global university.
- Recommendations regarding how to overcome current academic and institutional divisions to create a new synergism among scholars and students at this University who are exploring significant international issues, including how to create more globally competent faculty, staff, and graduates.
- Recommendations regarding how to position the University to become a node of excellence in the emerging global network of knowledge production and circulation and connect more effectively with transnational research institutions.
- Recommendations regarding how to effectively integrate the international experience of undergraduate, graduate and professional degree students with international students and scholars on campus, with the relevant work that faculty are doing, and to connect them with the larger community beyond the University.
- Recommendations regarding what organizational structure would best support the above mission and deliverables.

Task Force Members

Co-Chairs: Allen Isaacman (Regents Professor of History and Director, ICGC) and Ruth Okediji (William L. Prosser Professor of Law). Task Force Members: Gene Allen (Associate Vice President, Office of International Programs), Ron Aminzade (Professor, Department of Sociology), Michael Barnett (Harold Stassen Chair of International Relations, Hubert H. Humphrey Institute of Public Affairs), Jack Bowman (Dean, School of Fine Arts, University of Minnesota Duluth), Evelyn Davidheiser (Director, Institute for Global Studies), Ian Greaves (Associate Professor, Environmental Health Sciences, School of Public Health), Peter Hudleston (Associate Dean of Student Affairs, Institute of Technology), Olivia LeDee (Graduate Student Fellow, Conservation Biology), James Perry (Professor, Department of Fisheries, Wildlife, and Conservation Biology), Karen Brown Thompson (Associate Director, ICGC), Char Voight (Staff)

Recommendations

To become one of the top three public research universities in the world, the University of Minnesota must become a global university. This demands that internationalization, diversity, and academic excellence be inextricable intertwined and central to the University's core mission. Two critical trends make the internationalization of the university a necessity. We live in an increasingly internationalized world. As the world is becoming internationalized, so too is the production of knowledge to understand that world. These twin trends have major implications for the University's identity and mission – it must develop a global orientation and realize its place in a developing global network of engagement and scholarship. The University must be situated to provide expertise for practical action in fostering global social and economic change.

To forge a truly international university, three immediate and indispensable steps are required:

- An explicit stamp of approval by the President, through a Presidential Initiative, affirming the centrality of international concerns to the University's stated goal.
- Appointment of an internationally renowned scholar with demonstrated leadership abilities as Vice President and Dean for International Programs with responsibilities to direct, oversee, and sustain the internationalization of the university.
- An initial three-year, \$6 million budget that would transform teaching, research, and public engagement programs. We anticipate that this \$6 million would generate significant external support. The first tranche of this budget would be used to create high priority, high impact programs such as developing international partnerships, cross-disciplinary and cross-collegiate collaborations on global issues, and cluster hires on international themes.

These immediate commitments would be used in the following broad categories of activities and would require recurring funds that should grow over time:

- Student support (e.g., targeted non-resident tuition scholarships to support international exchange, scholarships for undergraduate study abroad; graduate fellowships for international students working in priority interdisciplinary areas; grants for international internships/research opportunities for undergraduate and graduate and professional students, and on-campus internationalization programs for those not directly participating in learning abroad experiences).
- Faculty support (e.g., cross-disciplinary, cross-collegiate faculty research circles; international symposia; intercollegiate competitive research grants).
- Curricular development (e.g., OIP faculty travel grant supplement for curriculum integration; small grant programs for individuals and departments to develop and implement international course content and programming).
- International network development (e.g., travel and expenses for planning meetings, development of collaborative seminar series, visiting post-doctoral fellowships).
- Technology and infrastructure (e.g., development of an international database of students, faculty, alumni; appropriate staff support to sustain this infrastructure).

I. INTRODUCTION

To become one of the top three public research universities in the world, the University of Minnesota must become a global university. This demands that internationalization, diversity, and academic excellence be inextricable intertwined and central to the University's core mission.¹ Two critical trends make the internationalization of the university a necessity. We live in an increasingly internationalized world. Expanding and tightening connections between states, societies, and peoples have made the world more integrated and complex. This increasingly interdependent world means that individuals are more vulnerable to events that occur in distant places, that national problems are now global problems, and that these global problems require global solutions. Challenges such as global climate change, natural resource and food security, economic development, terrorism, and health pandemics can only be addressed through sustained, disciplined scholarly debate that reflects the interests and ideas of diverse groups located in different parts of the world.

As the world is becoming internationalized, so too is the production of knowledge to understand that world. Knowledge production increasingly operates in a world without borders. We are witnessing the dissolution of traditional disciplinary boundaries. Issues that once were discrete now demand interdisciplinary attention. No single perspective can grasp the complexity of a globalizing world that some see as marking progress towards the possibility for all to achieve the good life, and others see as creating even more intransigent differences, inequalities, and violence. We are seeing the emergence of a transnational community of scholars who are increasingly collaborating across territorial boundaries and applying their findings to diverse settings. This reconfiguration of the scholarly landscape has far-reaching consequences for research, teaching, and public engagement.

These twin trends have major implications for the University's identity and mission. It must develop a global orientation and realize its place in a developing global network of engagement and scholarship. It must demonstrate an uncompromising commitment to international concerns; weave the international into the very fabric of its institutional objectives, processes, and core values; and recognize that international concerns are not an accessory to the University's mission but instead are at its core. It must invest in the creation of an institutional framework that nurtures interdisciplinary knowledge production, and provide the resources to encourage continuing engagement in global affairs. Although this is a major challenge for the University, it also is an incredible opportunity - an opportunity that must be seized if the University is to maintain its current standing and realize its aspirations.

This is not the first time the University of Minnesota has established a Task Force to consider how it should both relate to an increasingly interdependent world and global concerns.² However, this *is* the first time that the University of Minnesota has determined to pursue an unprecedented course to become one of the top three public research universities.³ Great

¹ The goal of transforming the University into one of the top three public research universities will depend and reflect upon the successful implementation of the recommendations of the PreK-12 Strategy and Diversity Task Forces.

² See Appendix F for a list of previous reports which the Task Force consulted.

³ In a December 5, 2005 *MN Daily* opinion piece, President Bruininks made the following connections between internationalization and becoming a leading educational institution: "Internationalization is a key element of our strategic positioning strategy to transform the university into one of the three best in the world. As president, I am committed to making

universities have an impact on the world. They provide expertise for practical action fostering global social and economic change and are a place for sustained public debate. Our extensive meetings and discussions have left us firmly convinced that if the University leadership confronts the challenges and acts on the recommendations contained in this Report, the community of faculty, staff, students, and beyond will embrace it.

II. RESPONSE TO DELIVERABLES

The University must identify what distinguishes it from other research institutions and consider how that distinction should shape the organization of international activities. We propose to extend the “The Minnesota Model” from the local to the global. The University of Minnesota is a land grant institution with a long and distinguished tradition of scholarship and public engagement. Many faculty are increasingly studying how global forces are shaping the lives of individuals in their diverse circumstances and experiences. But we must go beyond chronicling these changes and diversities – it must also become globally engaged and seek ways to ensure that its research improves the circumstances of individuals, peoples, and societies. Because of the University’s distinctive and rich history, it has the possibility of becoming a platform for global action, a development that would bring visibility and stature to the University.

To press successfully toward the goal of becoming a top three institution, the University must better leverage current disciplinary strengths in the study of global issues; support cross-disciplinary and cross-collegiate international initiatives; pursue a network of external partnerships/alliances with research organizations and other institutions in strategic regions of the world; emphasize international experiences of students, faculty, and staff; and structure institutional processes and programs to accommodate, encourage, and facilitate research and study of global issues.

Deliverable 1: An accounting of the University of Minnesota’s relative advantages – its current strengths – that could position it to become a major global/international university.

A comprehensive University. The University of Minnesota, as an institution, has a solid foundation on which to build. It is one of the most comprehensive universities in the world. In addition to a set of strong core colleges it also has an outstanding array of professional schools, and a comprehensive Academic Health Center. This foundation must be sustained by ensuring that each college and school maintains the highest standards of research, scholarship and teaching as it addresses global issues.

Faculty expertise on critical global issues. The University has a distinguished set of scholars and college-led initiatives addressing many of the critical issues of our time.⁴ Faculty and staff are active throughout the world, advancing knowledge in the natural and biological sciences; social sciences; and humanities and arts. They bring recognition to the University and the state, enrich the curriculum and research agendas, and address many of the central issues of the day, including food production, human rights and effective democracy, public health, and

the University a global leader in education and research and offering our students an education that prepares them to be full citizens of a world that transcends national borders” (p. 9A).

⁴ The task force was charged with a macro-level analysis which, combined with limitations in the length of the task force report, do not allow us to fully enumerate the many on-going initiatives currently underway at the collegiate level. However, it should be noted that there are many such innovative programs and projects which should be supported and expanded in keeping with the recommendations outlined in this report.

environmental policy. In the biological and physical sciences, the University has considerable expertise in studies of environmental change, both local and global, modern and historical. It has made international headlines, for example, with the development of an efficient hydrogen fuel cell. In other critical areas such as gender studies, comparative literature, and the historical dimensions of globalization, the University has already developed concentrations of academic excellence. There are scholars at this University who are also well known for developing knowledge regarding the rules, norms, and laws that are being developed and refined to manage complex global relations.

A tradition of forward-thinking approaches to global studies. The University currently enjoys the advantage of being “ahead of the curve” in the approach its scholars and students take in international studies. Many leading universities that have reputations for excellence in international studies have concentrated on, and built upon, area studies, building expertise on particular regions or countries. Over the last fifteen years, however, there has been a major shift away from area studies and toward a more genuinely “global” version of international studies. Such an alternative approach has created analytical space to interpret and explain the complex, varied, and at times contradictory ways that the global and local shape each other. While area studies-oriented programs are struggling to retool, the University’s traditional interest in bringing strong area-based knowledge to bear on global issues that transcend historically defined world regions marks it as a site of leadership and innovation.

Strong emphasis on, and preference for, multidisciplinary. As one of the most comprehensive universities in the world, the University enjoys a comparative advantage in establishing leadership in selected areas of major global importance that require broad, interdisciplinary inputs. Programs such as the Interdisciplinary Center for the Study of Global Change (ICGC), the Water Resources Center, the Center for International Food and Agricultural Policy (CIFAP), and the Institute for Mathematics and its Applications (IMA) are examples of cutting edge interdisciplinary and cross-cultural programs that advance knowledge production and create global linkages. The Politics of Population collaborative in the newly formed Institute for Advanced Study brings together epidemiologists, historians, demographers, and practicing artists to explore issues of genocide, disease, and diasporic identity. These and other initiatives provide important institutional centers of gravity and promote a valuable synergy among faculty, students, and staff engaged in the study of global issues. We can and must follow the lead of these innovative programs and initiatives. The University has a competitive and comparative advantage in the study of various global issues, including public health, technological innovation, cultural globalization, global governance, and gender studies, and can establish itself at the frontiers of research and public education.⁵

Strong demand and interest by faculty and students in the study of global issues. Faculty, staff, and students at the University share a deep commitment to international issues. Undergraduates desire to attend a global university because they know that international events affect their lives, and that their career prospects depend on being globally competent. The faculty is highly internationalized, representing virtually every continent and region of the world. In addition,

⁵ A strategic focus on specific regions/countries is critical for deepening academic ties and providing multi-purpose, cross-disciplinary platforms to pursue region-specific studies for a diverse range of scholars, students and researchers. The China Center is a model program in this regard.

almost all of our faculty members, whatever their discipline, operate in a professional world that is fully international.

Well-established study abroad programs with nationally recognized leadership. The University of Minnesota offers a strong and expanding range of opportunities for students seeking an international experience as part of their education. At the center of this all-University initiative are the efforts of the study abroad offices on all four campuses. Over the last five years, they have worked with colleges, advisers and faculty to increase study abroad enrollment by 172%. This sharp increase in study abroad enrollment is particularly notable because it has been demonstrated that the graduation rate is increased among students with study abroad experience (see Appendix M).⁶

Connections to business and arts communities. The location of the University's main campus in the Twin Cities (UMTC) offers excellent opportunities to expand the global character of our institution and to connect scholarship with the community in meaningful ways. There are approximately 19 Fortune 500 companies with headquarters or major operations in the Metropolitan Area. A global university is critical to the continuing success of the Minnesota economy, and important political and economic constituencies are vested in supporting a truly global institution. The Twin Cities is also the home of world renowned arts institutions such as the Guthrie Theater, the Walker Art Center, two world class orchestras, and a range of multicultural arts organizations. Cooperative programs between the University and business and arts organizations already exist and should serve as a platform for further internationalization.

The State's changing demography. The University's desire to internationalize receives added impetus and tremendous support from the wider community, which is increasingly culturally diverse. Over the last two decades, there have been significant demographic shifts in the state of Minnesota resulting in rapid growth in many immigrant populations, particularly within the Hmong, Latino and African communities. Many new immigrants have settled in the Twin Cities and surrounding suburbs. Increasing numbers of immigrants have also relocated to rural communities such as those adjacent to the Morris and Crookston campuses.

Deliverable 2: Recommendations regarding success in recruiting and educating students from around the world to achieve the University's full potential as a global university.

Recruit more international students and address disincentives caused by financial and other academic barriers. To become a major global university, the University of Minnesota must recruit the best and brightest students from across the globe. Students recruited internationally, as well as those from new immigrant communities in Minnesota, bring different voices, experiences, and theoretical perspectives which enhance the diversity and excellence of our campuses. Many of these students, who will become future leaders and opinion makers throughout world, will greatly enrich the University's role and reputation as a global educator. The University must increase international student enrollment, particularly emphasizing our international undergraduate enrollment which is presently the lowest in the Big Ten (see

⁶ See Appendix H for study abroad statistics. Surveys have found that 82% of University seniors view study abroad as desirable and realistic, and 71% of faculty and academic advisors who have actively participated in study abroad integration efforts strongly encourage their undergraduates to study abroad (University of Minnesota Curriculum Integration Evaluation Surveys and Program Assessments, see <http://www.umabroad.umn.edu/ci/stats/surveys/index.html> for complete survey results and additional data).

Appendix L). Toward this end, we propose the following initiatives: (1) provide non-resident tuition scholarships for international undergraduate students;⁷ (2) coordinate international student recruitment efforts across the University system; (3) offer ESL support, including courses for graduate and professional students and funding that enables non-matriculated students to take ESL courses before beginning their graduate or professional program; (4) strengthen our international alumni network and hire more professional overseas recruiters; (5) offer joint degree programs that enable international students to complete part of their required coursework at their home institutions.

To increase the number and support of graduate and professional students, we recommend the following two additional initiatives: (1) provide recurring fellowship support for graduate and professional students; and (2) create “sandwich” programs that enable international graduate and professional students to study at the University of Minnesota for a year as part of their education.

Deliverable 3: Recommendations regarding how to overcome current academic and institutional divisions to create a new synergism among scholars and students at this University who are exploring significant international issues, including how to create more globally competent faculty, staff, and graduates.

The University’s centrifugal approach to international studies is a result of a lack of coordination, different priorities among units/colleges, and the absence of a strong and coherent university vision. Consequently, the whole does not reflect the excellence of its component parts. This must change – and change begins at the top. Our work on this task force has convinced us that strong leadership from central administration will be followed by the faculty, staff, students, and broader community who are ready, willing and eager to move in this direction.

In order to create a central vision and enhance coordination across the institution, we recommend that central administration adopt the following initiatives:

- Make a concrete commitment to promote internationalization by requiring all academic units assign international programs to an assistant or associate dean with international programs, include a section on international programs in their compacts, and integrate international concerns in the evaluation of academic administrators such as deans, chairs and heads.

- Appoint a Vice President and Dean for International Programs with demonstrated leadership abilities who will provide the vision and direction for this new initiative.⁸ This new Vice President, in collaboration and close consultation with senior administrators, collegiate deans, faculty, staff and students across the University system, will determine which key global issues or themes should be targeted for study by the University, and help coordinate on-going collegiate and all-University initiatives.

⁷ At present, the University of Minnesota-Twin Cities campus is one of only three Big Ten institutions without a formal policy of financial aid for international undergraduate students (see Appendix L). In contrast, the coordinate campuses do not charge out-state tuition for international students, and a number of other Minnesota colleges and universities offer financial incentives to recruit international students (see Appendix K).

⁸ This recommendation is not intended to create a second position in addition to that of the Associate Vice President for International Programs, but rather to enhance the position for which a search is currently underway.

- Allocate significant resources for the promotion of cross-disciplinary and cross-collegiate research on pressing global issues. Funds should be used to promote University-wide symposia or conferences, intercollegiate and international research and teaching, and public engagement collaboratives.
- Provide incentives to encourage “cluster hiring” of faculty across units to expand expertise in priority areas identified as the University’s international focus.⁹ Academic units receiving such assistance in hiring should be required to incorporate international perspectives in job descriptions, interview and hiring practices, and evaluation systems.
- Develop a centralized database of the international research, teaching, and exchange activities of the University, to serve as an invaluable resource to foster collaborative projects and external communications. Strong central leadership at the level of the President and senior administrators is necessary to achieve a high level of participation in collecting, communicating and regularly updating this critical information. The existence of such a database would also fill another crucial gap at the University of Minnesota: the ability to communicate to internal and external audiences what we are doing in the international realm. The University does not effectively “tell its story” and having this information would help it to do so.

Deliverable 4: Recommendations regarding how to position the University to become a node of excellence in the emerging global network of knowledge production and circulation, and connect more effectively with transnational research institutions.

In order to become a node of excellence in the emerging global network of knowledge production and to connect more effectively with transnational institutions it is imperative that we develop a set of sustainable global partnerships with a few critically placed institutions that share our broad vision and research and teaching priorities. To be successful, these must be deep symmetrical partnerships.¹⁰ Each institution would bring significant scholarly resources and would collaborate on research, teaching, and curricular development in global education. This two-way movement of faculty and students would include visiting professorships, faculty exchanges, shared research projects, coordinated curricular development, student exchanges,

⁹ Cluster hires are an effective way to establish the expertise needed to strengthen interdisciplinary efforts addressing major global issues. One approach involves the Chief International Officer (CIO) in defining and filling a number of faculty positions in different colleges each year. The CIO works with deans on job descriptions and funds one-quarter to one-third of each position for the first three years with remaining funding coming from sources such as the collegiate dean, provost or one of the international centers at the institution.

¹⁰ The task force identified three criteria for selecting potential sites for international partnerships: (1) where the University already enjoys deep and sustained relationships; (2) where these relationships emphasize the academic priorities, key interdisciplinary themes, and core missions of the University; and 3) where the site is centrally-located and part of a regional and global network. Although the task force believes that the actual sites should be selected by the new Vice President for International Programs in consultation with her or his leadership/advisory team, it did identify three countries that met these criteria: (1) China (including Taiwan and Hong Kong): the University already has extensive investments, leadership, and academic programs in place, such as exchange programs in CSOM, Law, and Public Health and substantial connections through the China Center. China is also home to a large network of active alumni who can assist in leveraging and expanding existing connections; (2) South Africa: The University has substantial linkages to a large network of alumni currently on faculty at several key institutions in the country. Numerous University faculty also have significant relationships with institutions in South Africa which could be further leveraged; and (3) India: Over the next decade, India will emerge to play a critical role in global issues, creating a compelling reason for the University to enhance and expand relations with the country. Several schools in the AHC have established a network of relationships with academic and clinical institutions in India, and a large number of faculty at the University retain strong intellectual ties to the subcontinent which can serve as a basis for ongoing collaborative research. China, South Africa, and India also hold great promise as potential nodes connecting institutions throughout their respective regions with University of Minnesota faculty and students. In addition, based on the criteria outlined above there are several other promising countries that merit serious consideration, including Turkey, Germany, and Mexico.

joint advising, and the issuance of joint degrees. In the first instance, we would build on existing institutional relationships and professional ties between our faculty and colleagues abroad. Creating these deeper institutional alliances must not preclude the continuation of less formal scholarly ties between those on our campuses and international colleagues; indeed, many of these informal connections might become the basis for deeper partnerships between the University and other institutions.

To achieve this objective, we recommend the following specific activities:

- Creating faculty research circles to encourage collaborative, interdisciplinary work on global themes among University of Minnesota faculty and their global partners. These research circles would bring faculty together for a period of sustained interaction around a theme of common interest and across disciplinary lines to explore innovative research agendas and develop collaborative perspectives. Research circles would engage in undertaking a common reading and discussion agenda, providing feedback on works-in-progress, and authoring joint grant proposals for support of collaborative research initiatives. The circles would also develop a collaborative seminar series with the aim of driving innovative research and teaching. These seminars would involve students and faculty from partner institutions and focus on interdisciplinary themes varying each year. Communications technologies would be used to facilitate long-distance collaborative learning and joint research, and to coordinate electronic exchange among network partners.
- Holding annual international symposia addressing key themes relating to global change that draw upon the strengths and expertise of faculty at each institution. These symposia would address cutting-edge research agendas with the objective of producing publications, artistic, theatrical and musical productions, new courses and pedagogical approaches, faculty research grants, and other collaborative projects.
- Providing visiting scholarships for faculty and postdoctoral and graduate fellowships to prepare scholars for research and teaching related to the complex issues associated with global change. Faculty exchanges would allow faculty to spend time at partner institutions conducting research, participating in faculty seminars, using library resources, and receiving feedback on works in progress. Postdoctoral and graduate fellowships would provide exchange opportunities for students with broad, interdisciplinary research interests in the humanities, social sciences and natural sciences relating to global change.
- Forming interdisciplinary research teams to engage in collaborative field work. These interdisciplinary research teams would focus on pressing global issues such as food security, water and energy resources, environmental degradation, and human rights and global governance. It is anticipated that much of this work would occur in different local, national, and international sites, and could provide empirical data that would complement research and teaching done on campus.
- Developing and sustaining curriculum, including language programs, that support these partnerships.

Deliverable 5: Recommendations regarding how to effectively integrate the international experiences of undergraduate, graduate and professional degree students with international students and scholars on campus, with the relevant work that faculty are doing, and to connect them with the larger community beyond the University.

Continue to integrate study abroad programs into the curriculum and degree requirements to reach our target of 50% participation. The Board of Regents recognizes that students who study abroad and international students “play an essential role” in the education of “creative and useful” citizens. International experiences also are integral to graduate and professional development. As knowledge production becomes increasingly global, the research experiences of graduate students, their roles in international collaborative research networks, and how those experiences prepare them for leadership in academic institutions and national, international and transnational organizations become even more critical.

The University is making substantial progress towards its goal that 50% of its undergraduates should participate in study abroad.¹¹ Additional progress can be made by: (1) expanding study abroad scholarships in size and number; (2) establishing a more diverse range of opportunities for short-term study abroad experiences; (3) ensuring that adequate course offerings exist for languages and cross-cultural communications needed by students who plan to study abroad; and (4) better integrating study abroad into students’ overall educational experience and into major degree requirements. The University must continue to advance the enrollment of more students of color in international learning opportunities by providing resources and assistance to such students.

Expand the scope of international experiences on the University campus. To adequately prepare all students for global citizenship, the University must create international experiences for those who remain on campus. Examples of international, intercultural opportunities for the 50% of undergraduates who will not study abroad include: (1) revising the liberal education requirements so that student transcripts reflect co-curricular activities that provide an international experience component for undergraduate education (e.g. community service learning internships with immigrant communities or local organizations with an international emphasis); (2) bringing a stronger international dimension to campus through support of existing initiatives involving faculty, staff and students¹² (3) increasing outreach to, and collaboration with, new immigrant populations in Minnesota; and (4) providing expanded language curriculum for graduate and undergraduate students.

Deliverable 6: Recommendations regarding what organizational structure would best support the above mission and deliverables.

It is critical that the University create a centrally coordinated and well-funded all-University initiative to internationalize research, teaching, and public engagement at the University of Minnesota. This requires a unified and powerful vision, and a coherent institutional structure which maps new directions in international education and research, and weaves strong individual

¹¹Currently the Morris campus at 37% is closest to reaching this goal and Crookston at 6% furthest from it. On the other campuses, 28% of the students at Duluth and 25% of students in the Twin Cities study abroad, in both cases up substantially from ten years ago (see Appendix H).

¹² Examples of such initiatives include the “Culture Corps” program, the “Small World Coffee Hour,” and biennial international festivals such as the Italian-American Festival 2004, hosted by the Duluth Campus.

programs into an integrated whole. We must conduct a comprehensive review of current international programs and reporting structures. With the substantial infusion of new funding the office of the new Vice President and Dean for International Programs should provide this leadership. To drive this agenda, elevating this position to the level of Vice President and Dean is critical in order to ensure that this person is a partner in decision making processes at the highest level. This position must be filled by an internationally renowned scholar empowered through title and sufficient resources to be a real partner with colleges in international program initiatives.

Expanded funding essential to making international programs a serious university priority should be framed as a significant “Presidential Initiative” because international issues cross all disciplines and all academic units on all coordinate campuses. A major portion of this funding should come as an infusion of resources from central administration. The budget should grow incrementally as we take on new global initiatives. The Vice President and Dean would be expected to seek external funding as well, through the University of Minnesota Foundation, as well as governmental and private sources. Current recurring resources and structures for international programs are inadequate to support and sustain a global initiative that is indispensable for a university that strives to be among the top three public research universities in the world.

III. Recommendations for prioritizing deliverables

The following recommendations are intended to help the University succeed at its stated mission of becoming a one of the top three public research universities in the world. Three immediate and indispensable steps are required:

- An explicit stamp of approval by the President, through a Presidential Initiative, affirming the centrality of international concerns to the University’s stated goal.
- Appointment of an internationally renowned scholar with demonstrated leadership abilities as Vice President and Dean for International Programs with responsibilities to direct, oversee, and sustain the internationalization of the University in cooperation with senior administrators and collegiate deans.
- An initial three-year, \$6 million budget that would transform teaching, research, and public engagement programs.¹³ We anticipate that this \$6 million dollars would generate significant external support. The first tranche of this budget would be used to create high priority, high impact programs such as developing international partnerships, faculty research support which prioritizes cross-disciplinary and cross-collegiate collaborations on global issues, and cluster hires on international themes.

These immediate commitments would be used in the following broad categories of activities and would require recurring funds that should grow over time:

- Student support (e.g., targeted non-resident tuition scholarships to support international exchange, scholarships for undergraduate study abroad; graduate fellowships for international students working in priority interdisciplinary areas; grants for international internships/research opportunities for undergraduate and graduate and professional students,

¹³ This \$6 million would be over and above the funding requested in the current OIP compact.

and on-campus internationalization programs for those not directly participating in learning abroad experiences).

- Faculty support (e.g. cross-disciplinary, cross-collegiate faculty research circles; international symposia; intercollegiate competitive research grants).
- Curricular development (e.g. OIP faculty travel grant supplement for curriculum integration; small grant programs for individuals and departments to develop and implement international course content and programming).
- International network development (e.g. travel and expenses for planning meetings, development of collaborative seminar series, visiting post-doctoral fellowships).
- Technology and infrastructure (e.g. development of an international database of students, faculty, alumni; appropriate staff support to sustain this infrastructure).

To measure our success in implementing these recommendations and achieving the goal of becoming a top three public research university, we suggest five-year periodic evaluations based on established benchmarks¹⁴, including the following:

- **External Funding:** the level of external funding to support international programs at the University and the international research, teaching and public engagement activities of faculty and students.
- **International Partnerships:** the number of deep, sustained partnerships with institutions in strategically identified regions and an increase in the number of faculty and students engaged in interdisciplinary, collaborative research and teaching activities related to these partnerships.
- **Construction of a Cross-Disciplinary and All-University Intellectual Community:** as measured by the degree of sustained international research circles, symposia, research centers, and collaborative research projects and the number of faculty and students participating in these international activities.
- **University-Community Partnerships:** the number of University partnerships with Minnesota's public and private sector focused on the key thematic areas identified as strategic priorities for the University.
- **Internationalization of the Student Experience:** as measured by the number of international graduate and undergraduate students enrolled at the University of Minnesota, and the percentage of students participating in long- and short-term study abroad programs.
- **Internationalization of the Curriculum:** with new course development, particularly in the area of language instruction with emphasis on languages consistent with strategic regional foci, and the revision of existing courses to integrate international content.

¹⁴ To accurately measure our progress, these benchmarks must be comprehensive, system-wide, and tied to the collegiate compact process (see Appendix O).

IV. Appendices

Appendix A: Task Force Charge Letter

Forging an International University

Mission

- (1) To formulate recommendations regarding how to develop a strategy, plan, and structure to most effectively leverage, stimulate, and coordinate cutting edge international research and globally informed teaching and public engagement programs with selected partners in other countries
- (2) To address strategies for building strategic international partnerships with universities and institutions, expansion of study abroad and international scholarly exchanges, and internationalization of the curriculum.

Deliverables

- An accounting of the University of Minnesota's relative advantages - its current strengths- that should position it to become a major global/international university.
- Recommendations regarding success in recruiting and educating students from around the globe to achieve the University's full potential as a global university.
- Recommendations regarding how to overcome current academic and institutional divisions to create a new synergism among scholars and students at this University who are exploring significant international issues, including how to create more globally competent faculty, staff, and graduates.
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- Recommendations regarding what organizational structure will best support the above mission and deliverables.

Appendix B: "Forging an International University" Task Force Membership

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Appendix D: Task Force Calendar of Activities and Consultations

Tuesday, 9.13, Task Force (TF) Meeting Week 1: Introductions and overview of schedule and charge

Tuesday, 9.20, TF Meeting Week 2: Review previous reports for discussion on September 27

Tuesday, 9.27, TF Meeting Week 3: Review and discussion of previous reports; assigning of charge questions to task force members

Tuesday, 10.4, TF Meeting Week 4: Reports from colleges

10:15 am-11:00 am: CSOM (Dean Michael Houston and Director of International Programs Anne D'Angelo King)

11:15 am-12:00 pm: Institute of Technology (Dean Steven Crouch)

Tuesday, 10.11, TF Meeting Week 5: Reports from colleges, continued

10:15 am-11:00 am: Task force business meeting

11:15 am-12:00 pm: CLA (Dean Steven Rosenstone and Assoc Dean for Faculty and Research James Parente)

Monday, 10.17:

10:30-11:30 am, 537 Heller Hall: Meeting with CLA chairs (MJ Maynes, Amy Kaminsky, Daniel Brewer)

Tuesday, 10.18, TF Meeting Week 6: Reports from colleges, continued

10:15 am-11:00 am: CBS (Dean Elde)

11:15 am-12:00 pm: COAFES (VP Charles Muscoplat)

1:30-3:30 pm, 289 Humphrey: Student Advisory Committee meeting

Monday, 10. 24:

9:00-9:45 am, 537A Heller Hall: Meeting with Victor Bloomfield, Associate VP for Public Engagement

10:45-11:30 am 537A Heller Hall: Meeting with David Pui

3:00-5:00 pm, 12 Morrill Hall: Senior Faculty Advisory Committee meeting

Tuesday, 10.25, TF Meeting Week 7: Reports from colleges, continued

10:15 am-11:00 am: Law School (Dean Alex Johnson and Associate Dean Meredith McQuaid)

11:15 am-12:00 pm: Public Health (Dean John Finnegan and Harry Lando, Professor in the Division of Epidemiology and Community Health)

Monday, 10.31:

3:30-4:30, 537 Heller Hall: Meeting with Susan Stafford (Dean, College of Natural Resources)

Tuesday, 11.1, TF Meeting Week 8: Meeting with China Center and representatives from coordinate campuses

10:15 am -11:00 am: China Center (Hong Yang, Director and Joan Brzezinski, Assistant Director)

11:00 am – 11:45 am: UMD Chancellor Kathy Martin via conference call

11:45 am- 12:30 pm: UMM Chancellor Samuel Schuman in person

12:30-2:30pm, 289 Humphrey: Student Advisory Committee meeting

Monday, 11.7, 110 Morrill Hall: Meeting with Gerry Rinehart (Student Advisory Committee)

Tuesday, 11.8, TF Meeting Week 9: Reports from colleges, continued. Reports from coordinate campuses, continued.

10:15-11:00: Humphrey Institute of Public Affairs (Dean Brian Atwood)

11:00-11:45: College of Education and Human Development (Dean Steve Yussen)

11:45-12:30: Crookston (Joe Massey, Senior Vice Chancellor for Academic Affairs and Dean; and Don Sargeant, Chancellor Emeritus and Professor, Department of Agriculture)

Wednesday, 11.9:

10:30-11:00, 321 Johnston Hall: Meeting with Gail Dubrow, Dean of the Graduate School

3:00-5:00pm, 3-166 Carlson: External Advisory Committee meeting.

3:30-4:00 pm, 475 Children's Rehabilitation Building: Meeting with Frank Cerra, Senior Vice President, Academic Health Center

Tuesday, 11.15, TF Meeting Week 10: Meeting with task force consultant

9:30-12:30, 537 Heller

Wednesday, 11.16, 1031 Social Sciences: Meeting with Center for Teaching and Learning Services (Kate Martin and Jane O'Brien)

Friday, 11.18:

12-2pm, 238A Morrill Hall: Senior Faculty Advisory Committee Meeting

3:00-5:00pm, 3-166 Carlson: External Advisory Committee meeting

Monday, 11. 21:

10:15-12:15, 110 Heller: TF meeting to discuss deliverables

Tuesday, 11.22, TF Meeting Week 11: Advisory Committee Reports

10:15-11:00: Senior Faculty Committee (MJ Maynes)

11:00-11:45: External Committee (Michael Houston)

11:45-12:30: Student Committee (Kathleen Sellew)

Tuesday, 11.29: TF Meeting Week 12:

10:15-12:15, 710 Social Sciences: Subcommittee discussion of charge questions.

12:30-2:00 pm, 215 Humphrey (Wilkins Room): Task Force Public Forum

Tuesday, 12.6, TF Meeting Week 13: Subcommittee discussion of charge questions, continued. Discussion of draft interim report.

Appendix E: Methods and Consultative Process

The “Forging an International University” Task Force arrived at its recommendations through a critical review of published reports and close consultation with key figures on campus, in the external community, and in several major foundations which support the types of international activities suggested in our report. Task Force members began their work in September 2005 by reviewing a wide variety of publications on previous international initiatives and activities at the University of Minnesota, reports from international programs at other universities, and other key publications on internationalizing research and education. Task Force members also consulted various web resources relevant to the assigned mission and charge (see Appendix F for a listing of resources and references).

The majority of our time was spent consulting with key stakeholders from across the University system. Over 13 weeks, the Task Force met with collegiate deans, center directors, and senior administrators from the Twin Cities and coordinate campuses. In addition, subgroups of the Task Force consulted with key faculty and other leaders both within and outside of the University. We held a total of 25 separate consultative meetings with more than 35 individual stakeholders, as well as a public forum with 41 participants (see Appendix D for a calendar of activities). An additional public forum will be held in January 2006 during the public comment period. The Task Force also appointed Senior Faculty, Student, and External Advisory Committees. Each of the three committees met twice and reported back to the full Task Force (for a listing of advisory committee members see Appendix C).

In all of these meetings, we asked stakeholders to speak specifically to the six deliverables (Appendix A), as well as to think prospectively about the critical global issues emerging over the next decade and how the University might position itself to address these issues. Each of these stakeholders was also invited to raise additional issues which were of particular concern or interest to them and their constituencies.

Finally, the Task Force worked in consultation with three senior foundation figures, including Joyce Mook (Associate Vice President, Rockefeller Foundation), Craig Calhoun (President, Social Science Research Council), and Kennette Benedict (Executive Director, The Bulletin of Atomic Scientists). Dr. Benedict visited Minnesota in November where she met for a half-day consultative session with the Task Force. Drs. Mook, Calhoun, and Benedict will all review the draft task force report and offer their input during the public comment period.

Appendix F: References and Resources Consulted

University of Minnesota Reports

Allen, C. Eugene. *International Programs – Issues and a Vision*. January 1999.

Committee on International Education. *International Education in the Twenty-First Century: A Strategic Plan for the College of Education and Human Development*. April 1998.

Long-Term International Strategy Committee. *Toward a Long-Term International Strategy for the University of Minnesota*. May 1996

Martin, Judith; Al Balkcum; Jon Booth; Michael Paige; and Chip Peterson. *Proposal for Study Abroad at the University of Minnesota: Report of the Study Abroad Committee*. March 22, 1988, revision submitted to Robert Kvavik, Assistant Vice President for International Education.

Mestenhauser, Josef. *Strategy for Focus Planning Document for the Office of International Education*. May 18, 1987.

Office of International Programs, September 14, 1999. *International Institute for Health, Nutrition and Food Safety: A Proposal for an Interdisciplinary and International Initiative*.

Paige, Michael. *Commitment to Internationalism: Strategic Planning Document of the Education and Training Division, Office of International Education (AY 1986-87 to AY 1990-91)*.

Proposal for a Campus-Wide International Institute (1993).

Thomas, Kay. *Strategic Planning Document of the Counseling and Advising Division, Office of International Education: Five Year Plan*.

Two Interdisciplinary and International Capital Campaign Proposals (1999).

Van Wychen, Marguerite P. *Study on International Relations and Development for the University of Minnesota Foundation*. September 30, 1997.

Wallace, John R.; Carol Panzandak; Josef Mestenhauser; and Michael Metcalf. *Report of the President's Task Force on the International Character of the University*. April 16, 1984.

External Reports and Publications

American Council on Education. *Higher Education in a Pluralist World: A Transatlantic View*. July 2004.

American Council on Education. *Measuring Internationalization at Research Universities*. June 2005.

Henson, James B.; Jan C. Noel; Thomas E. Gillard-Byers; and Marcus C. Ingle. *Internationalizing U.S. Universities: A Preliminary Summary of a National Study*. International Program Development Office, Washington State University. Occasional Paper #7, May 1991.

NASULGC Task Force on International Education. *A Call to Leadership: The Presidential Role in Internationalizing the University*. October 2004.

Paige, R. Michael, "The American Case: The University of Minnesota," *Journal of Studies in International Education*, 7(1): Spring 2003:52-63.

Van de Water, Jack. "Gaps in the Bridge to the Twenty-First Century," *International Educator*, Spring 1997: 10-15.

Websites

American Council on Education website on international initiatives:

www.acenet.edu/AM/Template.cfm?Section=International&Template=/CM/HTMLDisplay.cfm&ContentID=9578

Engineers Without Borders: <http://www.tc.umn.edu/~ewb/projects.html>

Long Term Ecological Research Network: <https://www.myu.umn.edu/metadot/www.lternet.edu>

McDonnell International Scholars Academy: <http://mcdonnell.wustl.edu/>

NAFSA: Association of International Educators: <http://www.nafsa.org/>

Rocky Mountain Biological Library: <https://www.myu.umn.edu/metadot/www.rmbi.org>

Social Science Research Council Website: <http://www.ssrc.org/>

Appendix G: Student Advisory Committee Report

Internationalization Task Force Student Advisory Committee Report, November 22, 2005

Key findings

Strengths

- Variety and depth of study abroad programs; greater number of students abroad
- Services provided by International Student and Scholar Services

Weaknesses

- Funding for study abroad scholarships
- Funding for international undergraduate students
- English as a Second Language support
- Incorporation of international experiences into the academic and cultural life of the University

Strategic Programmatic Recommendations

- 1) Work toward the goal of 50% of undergraduate students going abroad.
(3,000 per year; UMTC is currently at 1800)
 - Develop more scholarship funds for learning abroad opportunities
- 2) Recruit enough international undergraduate students to move us from the bottom of the Big 10
(The Twin Cities Campus is now at below 2% of the undergraduate student body; Purdue is at 6% of their student body. UMTC wants to be at 5%).
 - Develop scholarships or non-resident tuition breaks for international undergraduate students
 - Work across the U of M system to collaborate on student recruitment
 - Provide appropriate English as a Second Language support
 - Develop strong international alumni network
- 3) Provide opportunities for the “other 50%” to have an appropriate international, intercultural experience.
 - Join with Student Affairs during the upcoming re-evaluation of the liberal education requirements to “transcript” co-curricular activities that would provide an international experience component of an undergraduate education
 - Address campus life issues including living/learning opportunities and interaction space
- 4) Provide opportunities for the experiences of international students and the experiences of returned study abroad students to cycle back into the classroom.
- 5) Outreach to and collaboration with new immigrant populations in Minnesota.

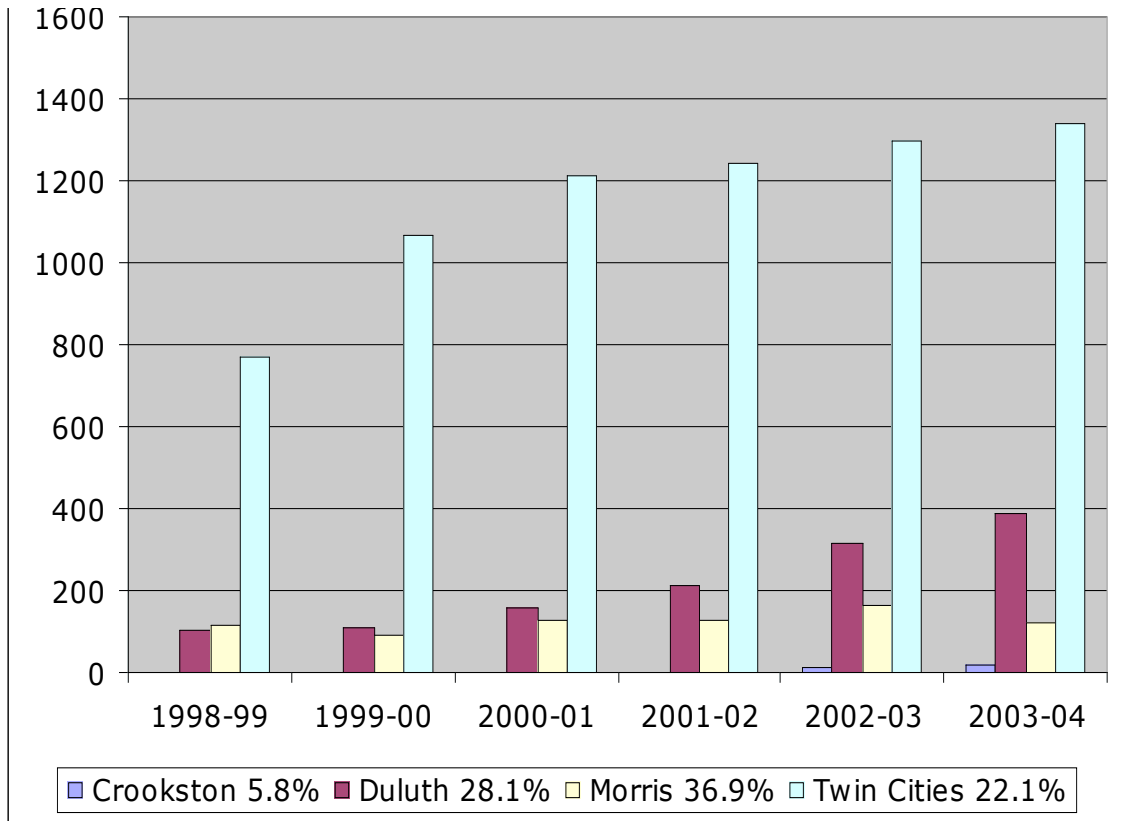
Members of the Committee

Kathleen Sellew, Associate Director, Office of International Programs (Chair); Al Balkcum, Director, Learning Abroad Center; Christy Boraas, medical student; Ann Hill Duin, Professor and Associate Dean, College of Agricultural and Environmental Sciences; Diana Fu, undergraduate student, CLA; Vinay Gidwani, Assistant Professor, Geography; Laurel Johnson, undergraduate student and peer adviser, CLA; Avigya Karki, graduate student, Humphrey Institute; Carol Klee, Associate Professor, Spanish and Portuguese Studies; Meredith McQuaid, Associate Dean, Law School; Jerry Rinehart, Vice Provost for Student Affairs; Kay Thomas, Director, International Student and Scholar Services

Other observations

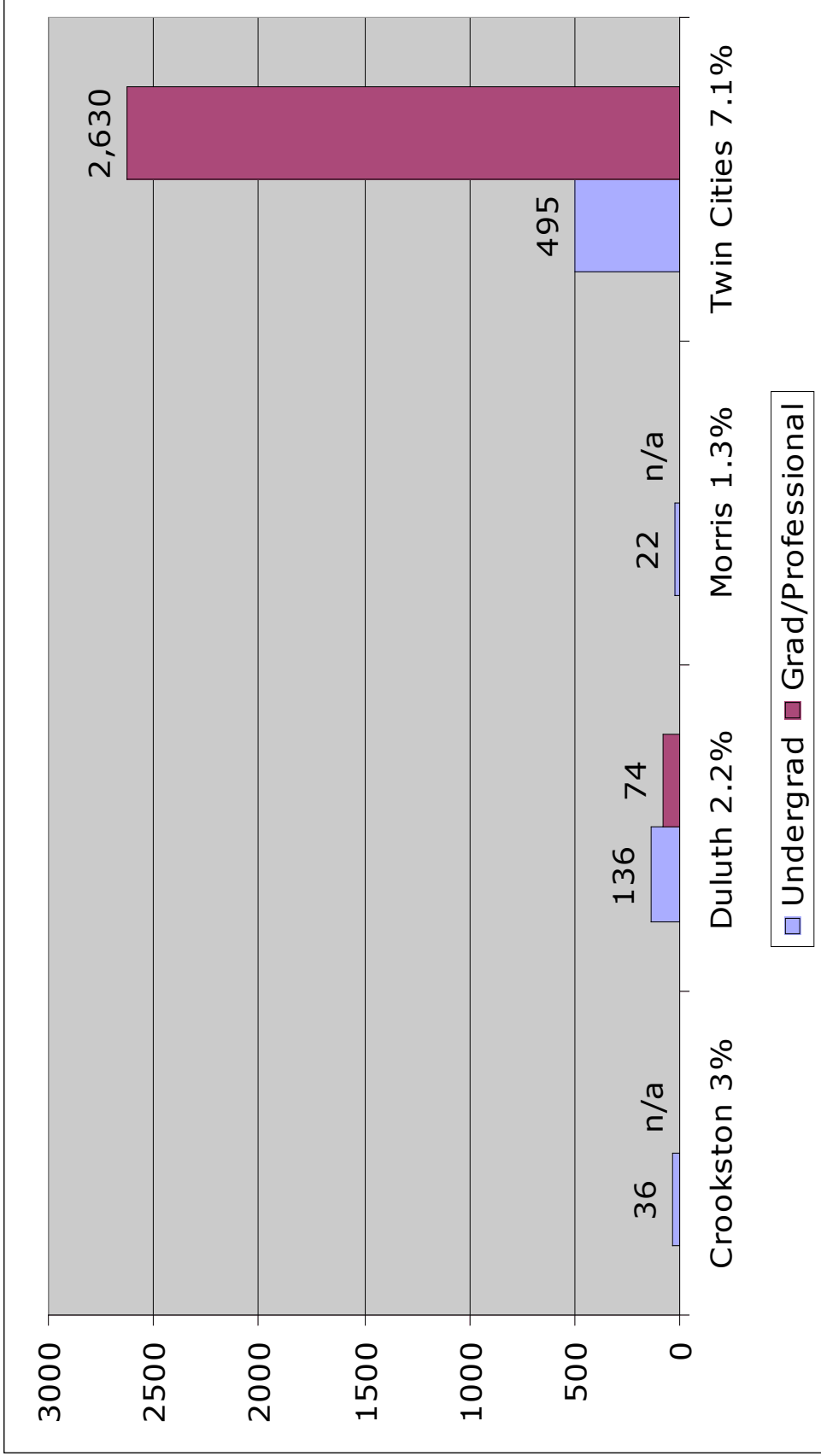
- Student issues and programs were identified as high priority by the coordinate campuses, but barely mentioned by the Task Force at large
- We do not take advantage of existing exchange relationships or existing study abroad sites to better integrate them into larger campus goals.

Appendix H: Study Abroad Participation (undergraduates, by campus)

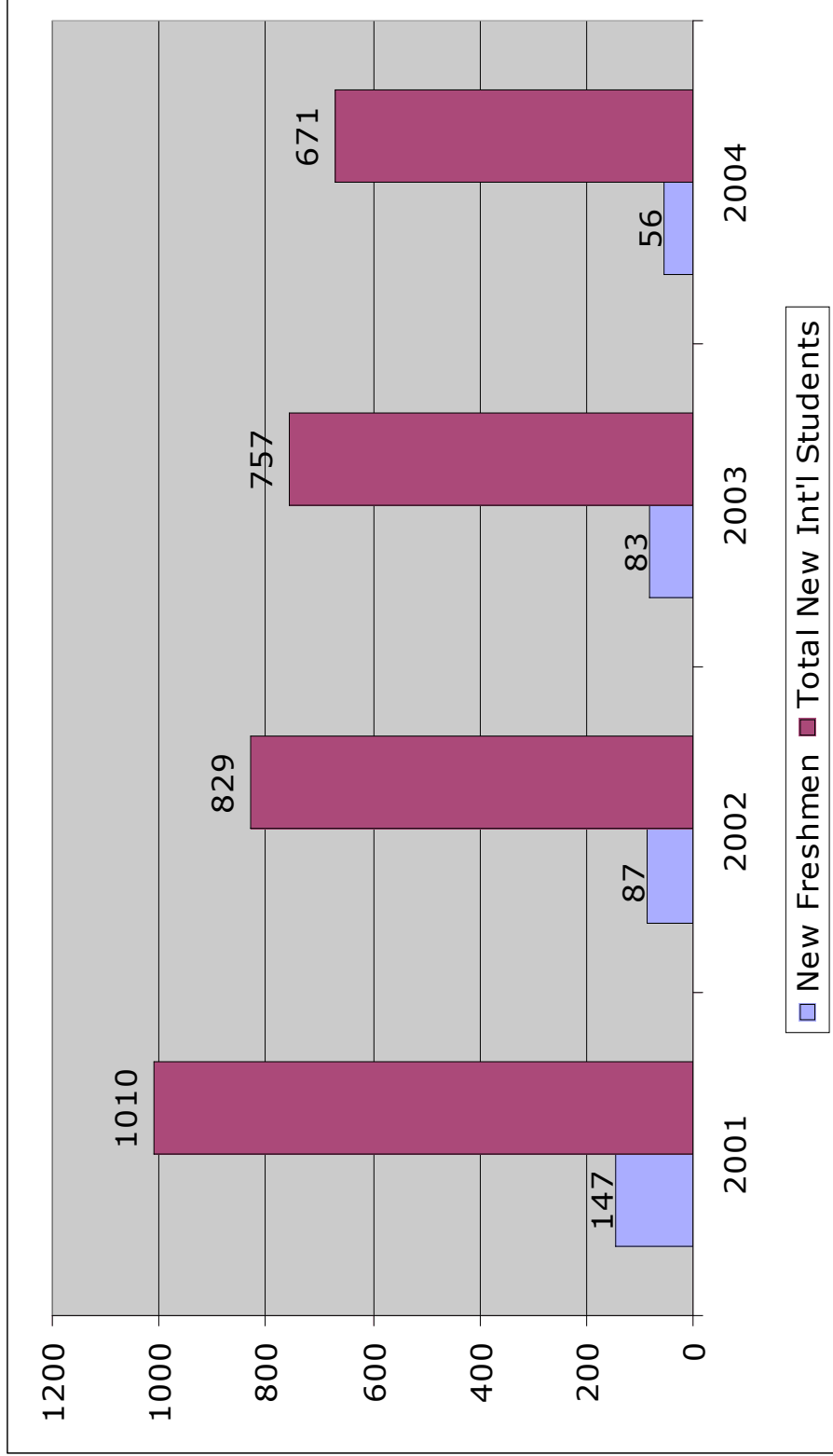


(Progress toward 50% goal)

APPENDIX B. MULTIHOMER STUDENT ENVIRONMENT (REGIONS)
 seeking students, by campus)



Appendix J: International Student Enrollment (Twin Cities, Fall '04)



Appendix K: Financial Aid International Students, MN Schools

Institution	Full-time Undergrads*	International Students* (% of total undergrads)	Resident Tuition*	Non-Resident Tuition*	Financial Assistance Offered to Int'l Undergraduate Students**
Bemidji State University	3,370	5%	\$5,653	\$12,421	Soon in effect: All students will pay resident tuition
Macalester College	1,847	14%	28,642	28,642	Based on student need; average package=\$10,000 grant & \$3,000 loan to cover tuition, room, & board
Metropolitan State University	1,948	2%	\$4,140	\$8,280	No assistance at admission, but eligible for resident tuition after two semesters
Minnesota State University-Mankato	11,231	3%	\$4,376	\$9,286	No assistance at admission, but eligible for in-state tuition after first semester; international student endowment scholarships; student must complete "cultural contribution" hours
Minnesota State University-Moorhead	6,315	3%	\$4,172	\$4,172	All students pay resident tuition
Southwest Minnesota State University	2,900	7%	\$5,016	\$5,016	All students pay resident tuition
St. Cloud State University	11,805	5%	\$4,577	\$9,935	Offers resident tuition scholarships to all international students "Academic and Cultural Sharing Scholarships"
University of Minnesota-Crookston	1,152	3%	\$5,500	\$5,500	All students pay resident tuition
University of Minnesota-Duluth	9,014	2%	\$6,710.10	\$18,270	Most international students apply for and receive financial assistance that allows resident tuition
University of Minnesota-Morris	1,666	1%	\$7,668	\$7,668	All students pay resident tuition
University of Minnesota-TC	26,479	2%	\$6,678	\$18,308	No financial assistance
Winona State University	6,776	4%	\$4,620	\$9,160	May apply for Cross-Cultural Scholarship (allows student to pay resident tuition); students must enroll in workshop, complete cross-cultural projects

Appendix L: Financial Assistance for International Students, Big 10

Institution	Full-time Undergrads*	International Students* (% of total undergrads)	Resident Tuition*	Non-Resident Tuition*	Financial Assistance Offered to Int'l Undergraduate Students**
Indiana University	27,743	4%	\$5,986	\$17,799	Assistance available through the Faculty Awards Program (\$1,000 to \$5,000). Merit based.
Michigan State University	31,698	3%	\$6,188	\$17,033	Extremely limited competitive scholarships available
Northwestern University	7,846	5%	\$31,644	\$31,644	Small number of need-based awards
Ohio State University	33,584	3%	\$7,479 (tuition & fees)	\$18,066 (tuition & fees)	No financial assistance
Penn State University	33,376	2%	\$10,408	\$20,336	Limited number of merit-based awards
Purdue University	28,954	6%	\$6,335	\$19,822	Academic Success Award (\$5,000 1st year, \$2,700 for the next three years); Valedictorian Scholarship (\$2,000 for the first year, non-renewable). Both are merit based.
University of Illinois	28,697	4%	\$7,042	\$21,128	No financial assistance
University of Iowa	17,879	1%	\$4,890	\$16,276	Compete with other freshmen for scholarships
University of Michigan	23,773	5%	\$8,014	\$25,840	Extremely limited assistance available
University of Minnesota	26,479	2%	\$6,678	\$18,308	No financial assistance
University of Wisconsin	27,014	3%	\$5,860 (tuition & fees)	\$19,860 (tuition & fees)	No financial assistance except that which may be available from departmental sources

Appendix M: Study Abroad and Graduation Rates

Study Abroad Does Not Delay Graduation

Graduation in 4 years

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	30.6 %	1386
Study Abroad	45.6 %	227
Total	32.1%	1613

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	29.4%	1251
Study Abroad	54 %	328
Total	32.5%	1579

Freshmen entering in Fall 2001		
	%	#
Non-Study Abroad	30.9%	1424
Study Abroad	57.6%	374
Total	34.2%	1798

Graduation in 5 years

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	53 %	2400
Study Abroad	85.1%	424
Total	56.2%	2824

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	49.6%	2111
Study Abroad	85.7%	520
Total	54.1%	2631

Graduation in 6 years

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	57.6%	2606
Study Abroad	90.8%	452
Total	60.9%	3058

Source: Institutional Research and Reporting, University of Minnesota

4 Year Graduation Rate by AAR (Admissions Academic Rate)

High school GPA + High school Rank + ACT Scores

AAR 100-119

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	21.5 %	972
Study Abroad	15.9 %	79
Total	20.9 %	1051

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	18.2 %	775
Study Abroad	16.3 %	99
Total	18 %	874

Freshmen entering in Fall 2001		
	%	#
Non-Study Abroad	18.3%	842
Study Abroad	14 %	91
Total	17.7%	933

AAR 120-139

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	29.4 %	1330
Study Abroad	31.7 %	158
Total	29.6 %	1488

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	32.3 %	1376
Study Abroad	29.2 %	177
Total	31.9 %	1553

Freshmen entering in Fall 2001		
	%	#
Non-Study Abroad	32.3%	1488
Study Abroad	31.9%	207
Total	32.2%	1695

AAR 140 +

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	26.4 %	1197
Study Abroad	36.1 %	180
Total	27.4 %	1377

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	27.4 %	1166
Study Abroad	40.5 %	246
Total	29.0 %	1412

Freshmen entering in Fall 2001		
	%	#
Non-Study Abroad	26.6 %	1227
Study Abroad	39.6 %	257
Total	28.2 %	1484

Source: Institutional Research and Reporting, University of Minnesota

5 Year Graduation Rate by AAR

AAR 100-119

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	40.9 %	398
Study Abroad	77.2 %	61
Total	43.7 %	459

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	40.1 %	311
Study Abroad	78.8 %	78
Total	44.5 %	389

AAR 120-139

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	56.7 %	754
Study Abroad	83.5 %	132
Total	59.5 %	886

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	50.4 %	694
Study Abroad	84.2 %	149
Total	54.3 %	843

AAR 140 +

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	73.9 %	884
Study Abroad	92.2 %	166
Total	76.3 %	1050

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	70.4 %	821
Study Abroad	91.5 %	225
Total	74.1 %	1046

Source: Institutional Research and Reporting, University of Minnesota

6 Year Graduation Rate by AAR

AAR 100-119

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	47.1 %	458
Study Abroad	81 %	64
Total	49.7 %	522

AAR 120-139

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	60.8 %	809
Study Abroad	92.4 %	146
Total	64.2 %	955

AAR 140 +

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	76.4 %	914
Study Abroad	95.6 %	172
Total	78.9 %	1086

Source: Institutional Research and Reporting, University of Minnesota

Students of Color Graduation Rates

Graduation in 4 years

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	21 %	162
Study Abroad	41.3 %	19
Total	22.2 %	181

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	18.8 %	146
Study Abroad	42.9 %	33
Total	21.0 %	179

Freshmen entering in Fall 2001		
	%	#
Non-Study Abroad	19.8 %	158
Study Abroad	45.0 %	36
Total	22.1 %	194

Graduation in 5 years

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	40.3 %	310
Study Abroad	76.1 %	35
Total	42.3 %	345

Freshmen entering in Fall 2000		
	%	#
Non-Study Abroad	36.9 %	286
Study Abroad	75.3 %	58
Total	40.3 %	344

Graduation in 6 years

Freshmen entering in Fall 1999		
	%	#
Non-Study Abroad	44 %	339
Study Abroad	84.8 %	39
Total	46.3 %	378

Source: Institutional Research and Reporting, University of Minnesota

Appendix N: NAFSA: Association of International Educators 2005 Poll

American Public: International Education is Key to Preparing Next Generation

WASHINGTON, January 11, 2006 – Americans in overwhelming numbers believe that international education is a key to preparing their children for success in the global age. They believe that foreign language skills will make their children more competitive in the job market, and they feel it is important for the next generation to have the opportunity to study abroad and to interact with students from other countries while in college.

These are the findings of a new national survey commissioned by NAFSA: Association of International Educators, which polled more than 1,000 adults representing a broad cross-section of the American public during the first week of December 2005.

Among the highlights of Americans' attitudes toward international education:

- 90% believe it is “important” or “very important” to prepare future generations of Americans for a global society;
- 92% agree that knowledge of other languages will give future generations a competitive advantage in career opportunities;
- 77% feel it is important for future generations to participate in study abroad programs in college;
- 86% believe it is important for their children and grandchildren to attend a college where they can interact with and get to know students from other countries;
- 94% feel it is important for future generations to have knowledge of other countries and cultures.

Past surveys have confirmed that Americans value international education. This latest survey reveals a dramatic public consensus about its perceived importance. The consistency of responses across demographic lines is especially striking. Irrespective of age, gender, race, geographic region, household income, or level of education, Americans are remarkably strong in their conviction that international education programs and preparedness for a global society are important.

“These data reflect what we believe is a strong call for leadership, on the part of both government and the higher education community,” said NAFSA Executive Director and CEO Marlene Johnson. “Given the high level of public support for international education, the climate is ripe for decisive action to ensure that the next generation of American leaders is well-equipped to succeed in a competitive global environment, and that the United States can be a world leader in educational and scholarly exchange.”

NAFSA calls upon government and higher education, working in close partnership, to take advantage of this year's designation as the “Year of Study Abroad” to establish a national program that will ensure that study abroad becomes the norm in U.S. higher education (today just one percent of American college students ever study abroad). The program should be designed to make study abroad accessible to today's diverse student body, including community-college students, low-income students, students at minority-serving institutions, and students who study part-time and work full-time to support families. It should also promote more study abroad in developing countries. At the same time, we call upon the State Department to lead government and higher education in designing and implementing a comprehensive strategy that will restore America's status as a magnet for international students and scholars.

Action on these two critical fronts will go a long way toward responding to the American public's call to ensure that the country is well-prepared for the global challenges of an increasingly competitive and interconnected world. To review the full survey report, access <http://www.nafsa.org/nationalsurvey>

Appendix O: Metrics for Assessing the Internationalization of the University of Minnesota

In order to achieve its goal of becoming a top three public research university, the University of Minnesota must adopt a system of metrics that will effectively assess progress toward internationalizing all aspects of the institution. This must include comprehensive benchmark measurements such as those referenced in the narrative of this report which will evaluate progress in a broad range of areas and activities. These benchmarks must be applied to regular system-wide assessments, and tied to clearly articulated goals and priorities of the University as a whole as well as individual collegiate units as expressed through the compact process. Finally, the metrics used to evaluate the internationalization of the University of Minnesota must be understood as a series of interconnected indicators which together reflect progress toward an overarching goal.