2005

International Task Force Report

Submitted by
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International Student Focus Subcommittee: Berge (Chair) Iseminger, Fagin, Lueck, Johnson, Anwer, Lumenta, Gjersvig

Global Focus Subcommittee: Contag (Chair), Roy, Gjersvig, Janavaras, Copic, Morris, Sabongi, Kunkel

Introduction

The 2005 International Task Force received its charge on February 8, 2005. President Davenport asked the Task Force to 1) study present efforts in internationalizing our university and 2) to discuss and plan for further developments in international education at MSU.

The stated goals in the charge are “to promote study abroad experiences for domestic students, to enrich the multi-cultural environment, to enhance services, and to increase the number of international students studying at MSU.” To address the mission and goals of the task force and to make progress on the nine elements of the charge, the task force divided its members into three sub-committees: subcommittee with a study abroad focus, subcommittee with an international student and campus focus, subcommittee connecting the campus to the global community. Each subcommittee conducted research and discussion and functioned as a whole in terms of the survey and the open forums. After gathering the data from the survey, discussion groups and open forums, the co-chairs summarized the results in the following report. This report is organized according to the three areas of the subcommittees. The report includes analysis of existing resources for funding activity, as well as suggestions for creative ways to find and improve international initiatives.
Section I. Study Abroad Focus (Relating to domestic students and faculty)

1.1 Existing Programs and MSU student participation in study abroad

In the past 15 years MSU has hosted long-standing study abroad programs, some service-learning programs, several faculty-led programs or study-tours, and student exchange programs. The most popular of study abroad opportunities in the past three years are the two (6-16 week) language/culture programs in Spanish-speaking countries and France and the popular 9-11 day study tours organized by a variety of departments in a number of countries (i.e. International Business to Greece, Political Science and Law Enforcement to England, Ethnic Studies to China, Social Studies, History and Spanish to Mexico, etc).

The study abroad statistics at MSU indicate that while the number of students who study abroad has grown in the last three years, the number is still less than the national average. This percentage is low and in stark contrast to some institutions that have more than 30% of their students involved in study abroad (i.e. US News “America’s 2006 ranking of Best Colleges” with most students studying abroad includes, for example, Lee University (100%), St. Olaf College (69%), Carleton College (68%), Dartmouth College (58%), Gustavus Adolphus (56%), University of Dayton (40%), Boston College (40%), University of Delaware (38%), St. Mary’s University of Minnesota (32%). At MSU the students who study abroad are from only a few departments (Modern Languages, Social Studies, International Business, Political Science, Law Enforcement, History, Anthropology, Humanities, Theater, Psychology, Health Sciences, Women’s Studies). Some of the programs have existed for over 25 years.

There is greater visibility of the International Programs Office and students have been given greater choice in terms of length of study abroad programs. These programs also address academic fit and include programs that do not delay but rather speed up graduation timelines in most cases. For study abroad to grow at a manageable rate here, there has to be increased attention paid to cost effectiveness of study abroad opportunities in terms of academic preparation and program integrity, better advertising, orientation, student relations coordinator collaboration with programs, advising and planning at the department level, and support policies across units that promote and facilitate development and maintenance of programs.

There is also a growing awareness amongst administrators, faculty, staff and students of the need to create an environment that prepares our students for the global work environment. Study abroad plays a major role in preparing our students, but it is not the only element that will prepare our students for working and living in the global environment. The following section addresses campus support for improving the ways in which we engage students and faculty through study abroad.
1.2 Addressing the charge to engage MSU in global environment through study abroad

The subcommittee on study abroad focused on #1, 2, 4, 8 of the charge and determined that it would be necessary to:

1) **assess campus opinion about an increase in international programs to determine if the support for an increase was widespread or simply the opinion of task force and subcommittee members.**

   **Method:** The task force held two open forums in April that were attended by faculty and staff and used a zoomerang survey of campus attitudes toward internationalization that was carried out in May 2005 had 625 respondents. The results of these two activities in relation to study abroad are summarized in section 1.3.

2) **identify the perceived barriers to study abroad for students and faculty at MSU and discuss the need for additional programs in a systematic and thoughtful way that can demonstrate benefit to MSU colleges, departments, programs and their faculty and students**

   **Method:** The task force subcommittee identified some of the more significant barriers to study abroad. The results of the discussions, zoomerang survey, available research on the topic, and possible solutions are summarized in section 13-1.17.

3) **find ways to address lack of awareness concerning how to create and/or maintain viable study abroad options (by sharing information and collaborating on programs that can potentially serve more than one unit, for example)**

   **Method:** The task force subcommittee discussed the difficulties with starting up and maintaining programs and included problems raised or discussed in open sessions. The results of these discussions are summarized in 1.5-1.12.

4) **identify the perceived barriers to faculty participation in study abroad and faculty exchange**

   **Method:** Faculty and staff discussed the barriers in the open sessions. Ideas about how to assist faculty in the development and maintenance of new and existing programs is summarized in 1.14-1.17.
5) provide recommendations on how to promote an internal structure that can support increased development of study abroad programs in a cost-effective manner

**Method:** The co-chairs summarized recommendations and suggestions derived from the discussions, open forums and the survey.

6) provide ideas on how to fund initiatives that increase study abroad and faculty exchange

**Method:** The results of the zoomerang survey, open sessions and subcommittee discussions are summarized in the report.

### 1.3 Findings: Zoomerang Survey Results Concerning Domestic Students and Study Abroad and Open Forum discussion

The task force assessed campus opinion with a zoomerang survey and held two open forums. The responses to the survey questions that focused on study abroad for students and faculty exchange are below. The findings of the campus survey and the comments expressed at the open forums indicate broad support for an increase in study abroad and overseas opportunities. The survey and the forums also indicated that there is support and concern about how to fund these opportunities.

A. *There is broad support for increasing opportunities and funding for overseas programs for students, faculty and staff.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Study abroad opportunities should increase</th>
</tr>
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<tbody>
<tr>
<td>Agree/ Strongly agree</td>
<td>Neutral</td>
</tr>
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<td>46%</td>
<td>17%</td>
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<table>
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<tr>
<th>Question</th>
<th>Financial aid for students to study abroad should increase</th>
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<tbody>
<tr>
<td>Agree/ Strongly agree</td>
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</tr>
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<td>76%</td>
<td>15%</td>
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<tr>
<th>Question</th>
<th>Number of faculty exchanges should increase</th>
</tr>
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<tbody>
<tr>
<td>Agree/ Strongly agree</td>
<td>Neutral</td>
</tr>
<tr>
<td>49%</td>
<td>36%</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Academic support and faculty advising should be enhanced for internationalization</th>
</tr>
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<tbody>
<tr>
<td>Agree/ Strongly agree</td>
<td>Neutral</td>
</tr>
<tr>
<td>58%</td>
<td>29%</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Increase funding for overseas opportunities for faculty, staff and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree/ Strongly agree</td>
<td>Neutral</td>
</tr>
<tr>
<td>66%</td>
<td>20%</td>
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B. While there was support for increasing opportunities, the respondents did not support an increase in fees to support expanding opportunities.

Question 7  
Student fees should be used to strengthen the internationalization of the campus community

Agree/Strongly agree  Neutral  Disagree/Strongly disagree
35%  29%  37%

Question 12  
A $1.00 internationalization fee per credit of tuition

Agree/Strongly agree  Neutral  Disagree/Strongly disagree
23%  29%  48%

Recommendations for funding:

At this time the campus is not ready to fund opportunities with additional student fees, but a $1.00 per credit fee to fund international programs appealed to some members of the committee.

MSU study abroad programs generate income but the revenue (and credit hours, in many cases) does not follow the program. Program development and maintenance (site visits, curriculum assessment, advertising, for example) have to be funded. Funding for some of the program development and maintenance should come from generated income and should not necessarily be the sole responsibility of the department, college, Extended Campus, or the IPO. Departments and colleges that organize programs in consultations with the International Program Office and Extended Learning should agree on participant fees. Individual programs will have different needs and costs.

Departments, colleges and the university should seek donor scholarships, partnership grants for students, etc. to provide funds to help students study abroad.

Programs, departments and colleges need to plan for strategic academic programs that are cost effective and of high academic quality. While there is a perception that study abroad might delay the graduation timeline, a study conducted at the University of Minnesota indicates that students who study abroad are more likely to graduate within four years than students who do not study abroad (Results presented at ALSAFP Conference in Minneapolis, Oct. 25, 2005).

The best way to make the programs cost effective and attractive to faculty and students is to address the academic fit of the program and the perceived barriers that students encounter when considering a study abroad program.

1.4 Perceived barriers to study abroad (domestic students and academic department).

Below we have included an evaluation of the barriers to study abroad along with possible solutions to overcoming perceived barriers.

1.5 Academic fit and Quality review (barrier 1): In the January 2005 publication CHEA Institute for Research and Study of Accreditation and Quality Assurance (Prepared for the International Commission of the Council for Higher Education Accreditation), the findings indicate that, on the one hand there is an increase in the
"volume of import and export of education" (p. 2) but each country deals differently with policy issues and in their approach and or ability to oversee the quality of these offerings. There needs to be an understanding of "the historical and the current context of each country" (p. 2) and "institutions ... need to be well-informed about the specific socio-economic and cultural environment in which they (or their members) are seeking to operate..." MSU Departments and Colleges must continue to provide international study abroad opportunities that fit into the academic and career plans of their students. MSU’s current program options should continue to be assessed regularly and new options should be researched and deemed appropriate with periodic academic quality review by MSU departments and colleges. The international opportunities must make sense in terms of learning outcomes and improve the students’ preparation for careers. The programs should be in countries that provide a secure learning environment. Admissions should inform students of the opportunities; the initial encouragement to participate must begin in the orientation program and continue through the academic advisors in the departments. Study abroad opportunities should also have greater visibility on the MSU websites so that students can plan to participate in an international program that will improve their ability to compete in the local as well as the global job market no matter what their field.

In some cases departments may be sending students abroad to get courses that are equivalent to courses that are too full on the MSU campus. In other instances departments might encourage only their advanced undergraduate and graduate students to study abroad in universities with unique curricular offerings currently unavailable at MSU. The importance of ACADEMIC FITT and Quality Review are of the essence. If the faculty believe their students must have international experience and are willing to plan with the students a program of study that fits and is reasonable (or can even speed up the graduation timeline), students will participate.

Departments and their students need to plan together what is appropriate for their field and provide on-going assessment of program academic quality and fit. Departments should research options and, with the help of the IPO and the support of the college and university, select options that address the academic needs of the students and fit the overall requirements of the department. Departments will also have to find ways to overcome the challenges of varied school year start/ end times worldwide. They should also find ways for students with multiple majors to fit in study abroad without affecting graduation timelines.

If the development of programs is haphazard, academic integrity and program viability may be affected. For example, if a department creates an attractive program and sends 25% of its students overseas each semester, there is potential loss in credit hour production for the on-campus department even though there is an equivalent increase in Extended Learning credit hour production—if the credit hours return to Extended Learning. This could create new staffing issues for the department or the college.

1.6 Approval process for direct enrolling in international institutions without agreements or prior approval for a particular study abroad program from departments at MSU

The approval process for domestic student study abroad involves several campus units, if the study abroad program is not a MSU department-sponsored program. The
office of Admissions determines whether the institution in question is comparably recognized to our regional accreditation standard in the US. The department on campus that would award credit determines how to accept courses into an individual student’s academic program. This is a time-consuming process for students, faculty, chairs, Admissions and IPO and involves evaluation of courses at overseas institutions by Chairs of MSU departments who may be unfamiliar with individual programs or course descriptions. A similar approval process is used to evaluate what MSU departments will accept from other institutions whose students transfer to our campus. However, in the case of individual study abroad options selected by the student, the student must go to the chair of each department in which s/he is taking a course to get prior approval for credit (academic fit), to get approvals from the student’s advisor (to address appropriate academic advising issues) and to the IPO for the director’s signature. Chairs have to sift through individual programs, courses, syllabi, etc. to determine which courses might be comparable to MSU courses to determine how credit would be awarded. Once the student returns from the international experience—often with courses that were not on the original list due to the international institution’s staffing decisions—the chair of the department has to go through the syllabi, course materials, etc. to evaluate whether to accept the course as equivalent. If the student has an equivalency request for 5 departments, the student would have to meet with the chair of each department.

The recommendation is for programs and departments to collaborate with IPO in investigating and determining which international sites and courses can or should be approved or supported by the MSU program or department. There should be flexibility and variety but the options should not be infinite since department resources to address academic quality of courses offered in an overseas environment are not infinite.

Currently, academic credit for study abroad for MSU requires prior approval. In some cases, students will transfer to other schools to study on their international programs for a variety of reasons (location, cost, family connections, etc.). When those students attend accredited institutions, their courses transfer back to MSU and the students will have their courses evaluated in the same manner as any other transfer student. When the MSU student chooses a program other than an MSU program and maintains MSU enrollment through the holding course, this student’s courses will be evaluated before departure and again after returning by credit-granting departments at MSU.

**Resources: How to fund academic quality assessment of study abroad programs:** If courses are submitted and approved by departments for overseas experiences and if they generate revenue, departments should be able to apply for MSU assessment funding to address the academic quality of overseas programs. If it is an exchange program where no additional earnings are generated, there would need to be another model for funding assessment. Departments, colleges, IPO, Extending Learning and the International Programs Advisory Council should be involved in this discussion.

**1.7 Language competency and Global Studies:** One important issue in terms of academic fit has to do with language proficiency or competency. Some departments will select programs where the courses offered in an overseas environment are general education courses that they can take in Australia or England or business courses that are
taught in English in an overseas environment. For some departments this might be a good fit. For others, the department may need to address second language options for their students. Although Australia and New Zealand attract students and might be “credit-creating programs” for departments that use them, this option could be seen as “outsourcing” and might not be appropriate for departments who face loss of credit hour production.

Departments should consider fit and investigate whether students can get some of their specific major and minor courses in an appropriate overseas environment that will benefit them and MSU significantly. One option would be to pursue technical courses in English while still pursuing language and culture study to complete a more global perspective in an overseas environment, for example. MSU’s College of Business currently has this option through an exchange program. Faculty and students should engage in a conversation on how these opportunities will benefit students most in terms of their preparation for the global market. In some cases, several departments will need to cooperate and discuss “equivalencies.”

One of the results of the on-campus survey indicates a desire for a greater variety of language offerings on campus. (Survey question #13 indicates that 65% of respondents strongly agree or agree that more world languages should be offered at MSU; 25% are neutral, 10% disagree).

Another result of the survey indicates there is support for increasing world area studies/global studies opportunities (Asian Studies, Latin American Studies, African Studies, Scandinavian Studies, etc.). These interrelated programs that cross disciplines build on collaboration. Such collaboration could be facilitated through the development of new area studies programs with a language and area studies component (History, Ethnic Studies, Philosophy, World Literature, Marketing, etc.) with directors. The directors could have the directorship in their contract with the appropriate release time.

1.8. Flexibility with program options (Perceived Barrier): Today’s students need greater flexibility in terms of program options. Students will consider studying abroad if they have options that fit their needs. This means that departments should consider 4-week, 8 week, 12-week programs as well as longer programs. Length of stay, country selection and living arrangements will be important to students. Students will need to be aware of expenses they may incur and the additional possibilities for funding some of these expenses. Some students may not be aware some incidental expenses (i.e. passport and visa fees) can be covered by their financial aid.

Offering a number of options to students will make it more likely that they will select to study abroad on the MSU department’s approved program with the added benefit of improving student retention rates. If departments do not take into account the need for flexibility, students will opt to study overseas with other institutions’ programs and transfer their credit back to MSU (or simply transfer away from MSU). MSU loses credit hours and potentially even students. MSU can avoid this by researching programs that fit, have the necessary academic underpinnings required, and that are flexible and safe.

However, making arrangements takes time and money (phone, email, mailings, site visits, etc.) for both IPO and faculty/departments/units working on these issues with vendors and students. Earnings generated for the college, Extended Learning or the
university—tuition, student fees or additional program fee—should be used to help cover some of the time and expenses.

1.9. Finances: (Perceived barrier)

Students who study abroad or who do internships abroad often have to give up jobs and pay for apartments while they are out of the country. If students get study abroad advising early and Student Relations Coordinators (SRCs) and faculty advisors help them see the advantage to studying abroad, they can plan to avoid some of these unforeseen costs. Since there are different types of study abroad opportunities (exchange, traditional study abroad program, overseas internship, direct enrollment in an overseas institution, etc.) the financial issues are complex and will depend upon the type of international opportunity discussed.

Most U.S. university programs require both in-state tuition and fees for the student’s home university plus in-country program fees. Tuition pays for university-approved credit. Program fees cover a range of in-country costs including, for example, room and board, books, excursions, foreign institution’s cost of hosting the program/site director, administration costs at the program site, assessment costs for site visitors from the home institution, etc.

MSU’s International Programs Office has established the means to keep students enrolled at MSU while on study abroad even if they are not registered in an MSU sponsored study abroad program. The benefit of this policy is that the student remains enrolled at MSU and is able to keep MSU financial aid. The student returns enriched to the campus for the completion of the degree. The policy does not increase enrollment in MSU programs offered in an international environment nor does it add to credit-hour production at MSU through Extended Learning or on-campus credit, but it does offer the benefit of providing a good option for students who choose to study where no MSU program is available or in a program that is less costly than the MSU program. The challenge for MSU departments is in terms of the assessment of quality for these individual programs offered by other vendors. In addition, except for the holding credits, there would be a loss of credit to departments since the student would be taking fewer credits at MSU. MSU does benefit from the rich cultural information that a student brings back to campus after the study abroad experience. By supporting individual students in their choice of study, MSU may improve retention rates.

The direct exchange program depends on special agreements with vendors and overseas institutional requirements in terms of financial costs and benefits to MSU and, in many cases where there is a possibility for equal exchange of students between the two campuses, there is no loss of credits overall to the university—although there may be a loss to a specific department since the student leaving and the student arriving through exchange most likely are not in the same department or even the same college.

Financial resources for students: According to the survey, there was not significant campus-wide support for adding even a $1.00 per credit hour fee to student fees for international efforts on the MSU campus. MSU International Programs Office does not charge a “user fee” as some other campuses do. This is an alternative that could be considered.
Students want the university to find scholarship money for study abroad. The university development capital campaign should look into partnerships with businesses that are looking for graduates with specific training or expertise that can be attained through study and work abroad. These businesses might be willing to contribute to scholarships if they know that they will benefit once the student graduates and they can hire that student. The federal government is also working on scholarships for study abroad (i.e. Abraham Lincoln Study Abroad Fellowship Program).

Faculty advisors, SRCs and deans should be aware of the agreements between the financial aid office and IPO that allow students to keep their financial aid while studying overseas through MSU. Faculty, Deans and students should be kept aware that the IPO has a list of links to sites where scholarships for study abroad are available.

Students can anticipate and plan for costs if academic programs and departments can advise them of the specific programs that provide academic fit. Students make sacrifices (have to give up apts. or a job and still make car payments while not driving their car, etc.) while they are overseas. MSU can help them prepare for those costs by providing significant information, helping the students to secure scholarships, etc.

**Financial resources for faculty:** Advisors should also have at their fingertips information about fellowships, scholarships, and teaching opportunities for students, etc. Some governments have scholarships for American students to study in their countries (i.e. Germany, Japan). The IPO should make this information available to departments that develop programs in these countries.

**1.10: Connecting study abroad to future careers or employment (perceived barrier)**

Faculty advisors should demonstrate how the study abroad opportunity or service learning opportunity overseas prepares students for better job opportunities. If the faculty member, department and college are committed to engaging students in study abroad because this will give them improved job opportunities, that has to be spelled out for them.

IPO can assist students in finding ways to frame their study abroad experience in terms of job applications, resume writing and interviewing (workshops, seminars, etc).

The IPO encourages returned students to share their experiences in classes. Department faculty, if aware of the study abroad expertise of their students, could welcome and encourage the returned student to share the experience in classes. The student perspective on the advantages of study abroad works well to enthuse others to study abroad. Departments can invite community business people who are looking for global expertise to talk to their students. Faculty can include information on the need for global preparedness in the courses.

Faculty members who have experience with their department’s international program will be more likely to convince a student to participate than one who has little experience with the program, the culture and everyday living. So, it will be important to get faculty engaged in the international program, site visits, etc. The cost of these visits and how to pay for them is addressed in the section on faculty below.

**1.11: Academic and Student Life Issues Associated with Study Abroad (Perceived barrier)** The IPO and the department should collaborate in putting together a handbook
for faculty and students (rights and obligations) so that advising can take place. International students at MSU who plan to study abroad need to investigate the ramifications of leaving the US in terms of their immigration status or student visa status.

**Pre-departure Advising for Study Abroad**

Academic quality and student life issues for study abroad students can be monitored and adjusted by program and according to up-to-date status reports on international government stability and safety issues through international centers and by communicating with on-site program directors by email, for example. Returnees can also inform the IPO and department about quality and student life issues so adjustments can be made. Currently, the IPO keeps a file of program evaluations completed by MSU students for the purpose of providing additional information to potential study abroad students.

**Medical and safety issues:** Students need to be aware of what type of health service is available overseas and how to take care of their own health and safety when abroad. The IPO includes experts from both the MSU health services and security offices at the pre-departure orientation to address some of these issues. Students and faculty who have expertise in the areas to be visited by students could be encouraged to provide additional information when necessary.

**Legal issues:** International students who desire to study abroad with MSU or through a vendor need to investigate how the experience might affect their visa status or ability to return to the US.

Students who participate in programs sign a release form (available through IPO and individual programs).

While still overseas, some US students decide they want to stay overseas even after their study abroad opportunity is over. Students need to understand the legal ramifications for extending their stay overseas.

**Recruitment and retention for study abroad programs**

The administration, colleges, departments and programs must make sure MSU has study abroad programs that provide academic fit and academic quality at an affordable price. If MSU can increase the number of academic international programs offerings, streamline the registration process, continue to provide the necessary academic and career advising and pre-and post-program orientation, we can improve recruitment and retention of students. If the programs enhance what we already offer, study abroad opportunities improve the variety of options for students. With proper planning and advising, the increase in study abroad with not pose a threat to credit hour production for individual departments and colleges and will, most probably, increase credit productivity by attracting students to these exciting programs associated with our degree programs.

When students study with MSU on programs that MSU values and oversees, the university retains the credit hours whether the program is a traditional study abroad program or an exchange program. Recruitment efforts for these programs should begin with the first contact students have with the university and should be encouraged throughout their association with the campus.

**Re-Entry Adjustment and venue for discussion of international experiences:**

Returning students are a resource that is currently underutilized. The departments and IPO should cooperate on helping students who study abroad with re-entry and integration. IPO and departments could collaborate on an Area Focus session (by country
or by area of the world) to provide insights, integrate discussion into the curriculum, or simply provide a venue for returning students, prospective students, program directors and developers, faculty who are preparing to study or conduct research overseas, etc. to meet and connect about a topic or a program. Re-entry students could provide the IPO with their contact information to serve as guest speakers in a classroom or serve as a table monitor at the study abroad fair for the program.

**Living overseas without family and friends:** Students are reluctant to leave even for a number of weeks because they do not want to be disconnected from their family or friends. Faculty advisors and country-specific international students can provide insights on how to stay connected when overseas (email, phone, etc.) Some programs have adaptable living arrangements for students with family or children.

1.12 **Existing resources that could be utilized for increased international experiences:**

The Center for Excellence in Teaching and Learning (CETL) could provide a venue for faculty to discuss international issues and policies associated with developing, assessing and maintaining international programs. MSU departments and colleges should continue to investigate how we can make better use of our current opportunities (traditional study abroad vendor, department or college program, exchange, direct enrollment) by asking departments and colleges to determine what international experience will be most valuable for students in their programs.

The IPO should share information with Deans, Chairs and Departments in terms of what types of arrangements exist and which arrangements could be expanded or adapted to specific program needs. Chairs and faculty in departments also need to share information with IPO and the International Programs Advisory Council to assist in developing and refining policies associated with study abroad.

Departments and colleges need to discuss a funding model that is appropriate for building and maintaining their study abroad option choices. If they plan to advertise their program to non-MSU students, they will need a marketing plan and funds. Marketing plans should also be discussed with the College Dean, International Programs Office director and the Dean of Extended Learning. Some study abroad programs may need a point person or a director. Department faculty, Deans and the IPO will have to sort out which programs require directors and how to fund these reassignments adequately. (Special attention should be paid to how the reassignment fits faculty professional development in terms of tenure and promotion).

Assessment grants currently available for on-campus curriculum assessment should be made available to departments for quality control site visits to overseas programs.

Curricular development grants and release time similar to those opportunities used to enhance distance learning should be made available to departments to improve curriculum articulation between on-campus courses and courses offered in an overseas environment or to improve how the faculty incorporates the global experience in their on-campus classroom.

Departments should make use of country-specific international students’ contribution hours to help them prepare orientation sessions for students. The
International Student Office can facilitate making the connections once departments select the international programs they are interested in developing or investigating.

MSU has made a heavy investment in technology and much of the technology on campus is appropriate for enhancing international communication. Instructional Technology grants could be focused on providing additional training and equipment for global interaction. Training and equipment are expensive and training will have to be ongoing due to changes in the technology used here as well as in the international environment. One way to integrate these issues is to connect departments that use global communication with departments that have expertise in using emerging technologies. For example, graduate students in computer science and technology could work with a graduate student in Business, Modern Languages, Ethnic Studies, History or Political Science to create a project that involves improving global communication using advanced, global communication technologies. The difficulty is making the match across departments and colleges and finding ways to fund such projects.

1.13 Existing and New Resources for International Programs Office.
The IPO should be sufficiently funded and staffed to

a) Provide general orientation to students and faculty on a regular basis
b) Deal with the gamut of legal issues associated with study abroad students
c) Support MSU programs overseas whenever possible. When students study on other institutions’ programs but still have the benefit of financial aid through MSU, we are increasing the number of students who study abroad and who benefit through study abroad. However, by supporting individual students on programs that do not generate credit hours for our campus, MSU decreases its benefit. Until MSU increases its offerings, however, the current policy will provide an incentive for students
d) Provide assistance to the Admissions Office when the accreditation of an overseas institution or vendor is in question
e) Develop appropriate support materials for faculty/departments concerning study abroad (handbooks, lists of faculty or students with experience in a specific country, etc.)
f) Keep records and contacts of students and faculty overseas (in an emergency this information is crucial). Students and faculty who travel overseas in association with MSU are encouraged to purchase a student or faculty identity card in the IPO before they travel overseas for study abroad, but they are not required to do so and some do not. Extended Learning has a record of the students who register through them. The department would have a record of students who conduct individual study overseas. Department Chairs or College Deans would be aware of faculty travel associated with research or approved leave for a conference. It would be useful for students and faculty to acknowledge or register their overseas travel in IPO whether they purchase the student or faculty international travel card or not
g) The IPO and College Dean should keep a copy of articulation agreements between the international university or vendor and MSU when appropriate. Originals are to be sent to Rosemary Kinney in the Office of Finance and
Administration. If Departments or Colleges generated the agreements and correspondence in the past, copies should be made available to IPO and to Finance and Administration for recordkeeping.

h) Arrange with the Center for Excellence in Teaching and Learning and other units (especially student relations coordinators, Extended Learning) to find ways to provide useful information on program development, changes in policies, requirements, etc.

i) Assist faculty with contacts overseas (for new and ongoing programs) when possible

j) The IPO has a database to follow returning students and faculty and connect them with other faculty, other students, programs, community members who might be interested in what they have learned but may not have the staff resources to fully utilize the database.

k) Increase visibility through the online and paper copy presence. Collaborate with Extended Learning to increase cost-effective advertisement of MSU programs abroad.

The IPO is not a travel agency and should not be responsible for helping students and faculty plan their individual trips. The office is a clearinghouse of updated information on programs and countries (safety, travel warnings, visa requirements, online preparation sites, etc.) and responsible, up-to-date advice in terms of program development in countries where our faculty and students could be at risk. Faculty and students, on the other hand, must be required to follow all MnSCU, US and foreign laws, regulations and best practices in terms of passport and visa requirements. Cutting costs is no longer an acceptable excuse for faculty or students to be putting themselves in a vulnerable legal position overseas.

1.14 When Study abroad is not an option: Recommendations on how to incorporate international/cultural experiences and incorporating international perspectives into the curriculum.

We discussed above how academic fit and assessment of overseas programs (whether online or through a traditional overseas program) is directly connected to the curriculum. We suggested how to connect faculty and students better in terms of information sharing and resource sharing across departments and colleges by enhancing the connections between faculty, students, the IPO and the ISO. We have also addressed how to enhance these experiences through the use of available technologies on campus and training of faculty and students to use them. For some programs, study abroad may not be an option at this time so departments can look at other ways of incorporating international experiences into the curriculum. For instance:

a. General Education courses can be “clustered” around an international topic.

b. Faculty who teach cultural diversity courses, ethnic studies courses, global perspectives courses, etc. could benefit from a data base of volunteers (students...
and faculty) who have expertise on a specific area of interest and invite them to give talks or workshops that fit the program’s needs.

c. International students have contribution hours that reduce the cost of tuition for them. Faculty who would like to engage international students in classroom discussions or in department discussions about the student’s country of expertise could send a request to Tom Gjersvig, Director of the ISO, for a call for participants. International students can provide up to 5 hours per department (30 hours) per semester in exchange for in-state tuition.

d. IPO can arrange for returnees to connect with faculty and students interested in their experience especially if faculty and students register their experience at the IPO.

e. Clubs and Service organizations: Some clubs and organizations are looking for speakers. MSU can help connect them through IPO and departments/colleges if there is information sharing and a contact person.

1.15. International experiences for faculty (Study or research abroad)

Preparation of program faculty to work with study abroad in their department

Faculty need to be involved with many aspects of creating international opportunities that are a good fit for students in their department and college. Determining curricular fit and appropriateness of the study abroad experience requires some program oversight by MSU faculty because they will be:

a. advising students to participate in program and determining when the study abroad opportunity best fits the needs of students in their program (length of program, location, cost, etc.) and laying out how the opportunity relates to career opportunities in the field

b. researching appropriate programs and determining which study abroad courses meet their own mission and goals for students in their field, department and college or interdisciplinary programs

c. submitting new course proposals for MSU study abroad with learning objectives and assessment

d. connecting with faculty and staff at the international site on occasion to assess learning outcomes

e. conducting site visits when necessary – this may include target country language proficiency

f. providing cultural expertise whenever possible to provide support

g. determining how study abroad opportunities will affect on-campus FTEs and how to plan on-campus courses accordingly in terms of staffing and scheduling

1.16 Resources and support for faculty involved in developing and maintaining study abroad programs

Once the department/program/college determines the mission and goals of the international experience for their students, the International Programs Office should assist
departments in identifying appropriate international institutions or vendors that supply desirable courses and students services in a safe and cost-effective environment.

There should be a site visit (that includes an MSU faculty member from the interested department(s) to insure academic quality and to make sure that the academic setting is appropriate for MSU students.

Department faculty should have an opportunity to learn about the study abroad program(s) associated with their department and perhaps to use their Professional Development Funds, Faculty Improvement Grants or Assessment grants to visit the site and to connect with staff at the overseas site whenever appropriate.

**IPO assistance for faculty site visits:** IPO can help the site visitor ask the right questions about room and board and safety issues. The IPO can help the faculty member and department find out about legal issues associated with study abroad to a specific country. Faculty should investigate and comply with the requirements for travel and student visas, etc. through the appropriate consulates and embassies. The International Student Office has a specialist on staff for visas and could be consulted if there were questions about visa issues.

It would be useful for the International Programs Office to develop a handbook for departments that oversee study abroad programs. To make locating students and traveling faculty easier in emergencies, there should be a list of participating students and faculty, their location, phone numbers, etc. on file at the IPO as well as the participants department.

**Existing resources for colleges and departments and recommendations for funding:** According to our survey, there is virtually no campus-wide support for funding international opportunities through raising student fees.

The success of new program development will depend on an initial college/university investment in program research and development. College deans in consultation with departments could decide to invest a specific amount in their college’s study abroad program(s) and make an annual commitment from summer earnings, for example.

Program sustainability may also depend on a fee (on top of on-site program costs for room and board, instruction at overseas site, etc.) paid by study abroad program participants to cover expenses of running the program long-term, provide for site visits, help to offset costs of the MSU teaching faculty, create an emergency fund, etc. This assessment should be determined by individual programs and should not be “one size fits all.” There should be guidelines, but each program department/college should be allowed to determine what is needed to run their program successfully.

**Potential obstacles:** Identifying and establishing programs that will provide a good fit for MSU students takes time, energy, money, good contacts and cultural understanding of the target country and, in many cases, its language. There is little or no benefit to departments if students simply sign up for a study abroad program that does not meet the mission and goals of the department or program. There is a potential for loss of full time equivalents (FTE) if departments/colleges encourage study abroad with non-MSU accredited programs.

Colleges should encourage faculty to find ways to integrate scholarship or research and an international perspective by considering the use of mini-grants, Faculty Improvement Grants (FIGs), Faculty Research Grants (FRGs), etc. that focus on global
perspectives and issues. Faculty involved in working with the IPO on behalf of the department and college should be able to count this activity significantly in the Article 22 process.

Faculty opportunities for international study, research, and travel are many but the costs are high. Faculty can be encouraged to apply for research grants and improvement grants for international research and study abroad opportunities. Some may request overload pay or release time. The Professional Development Funds are rarely enough to cover international travel even for a conference.

1.17 Resources and support from MSU administration for the International Programs Office

There needs to be sufficient staffing funding of the IPO to:

a. Allow MSU to pay for a study abroad institutional data base
b. Allow MSU to purchase or update software that gives us access to overseas advising centers
c. Provide orientation sessions for students and faculty traveling overseas to sites (culture, visas, safety, travel issues, transferring credit if not an MSU program, student living abroad issues, financial aid issues, etc.)
d. Provide updated information about safety status of specific countries
e. Create and maintain up-to-date country-specific information on culture, academics, safety issues
f. Assist colleges and the university in drawing up articulation agreements and partnerships
g. Provide sufficient funds to create “gift packages” that are part of the protocol when visiting foreign embassies, universities overseas or welcoming international partners to campus
h. Provide marketing information for MSU study abroad opportunities and connect with other units that will also market MSU study abroad programs (Extended Learning, Departments, Colleges, etc.)
i. Provide searchable web-based database of faculty and staff with country expertise, a list of departments interested in specific international programs in specific countries and a record of the communication and agreements we have with faculty, institutes, universities, embassies, etc. would be of great use in terms of collaboration across the disciplines.

Existing campus resources that can be used to improve understanding about study abroad for faculty, staff and administrators at MSU:

a. The Center for Excellence in Teaching and Learning and the International Programs Office should coordinate some workshops to facilitate discussions across the disciplines. Faculty or students from countries that have potential programs or vendors could be invited to the workshops and provide country expertise. The faculty could be compensated according to CETL policies. International students have contribution hours that could be used for this purpose.

b. The Administration could center one of the annual meetings of Chairs and Administrators on International Programming (on campus and overseas options).
c. Departments/Colleges (in collaboration with the IPO) will need to develop more complete advising materials for students and make sure that orientation materials include site-specific study abroad opportunities and information

d. Student Relations Coordinators will need to continue to collaborate with departments/colleges in terms of providing information at orientation.

1.18 Need for collaboration across departments, colleges and units:

The organizational structure should encourage seamless interaction amongst the different campus offices involved in getting students an international experience through study abroad or integration with on-campus international programming. The duplication of efforts should be avoided by relying on good planning and existing campus experts on study abroad. The College Deans and the Dean of Extended Campus – as well as other appropriate units on campus – need to work out how international programs that generate revenue for MSU can return some of that revenue to support international programming.

The International Programs Advisory Council needs to be given greater definition and responsibilities. The Council has been somewhat inactive, in part due to lack of direction and institutional commitment. If the Council is to have an effect, they should make recommendations to the Vice President for Academic Affairs and IPO as well as gain information from College Deans and the Dean of Extended Learning, etc. about changes in international programming through MSU. The council should assist with improving connections across disciplines and in the local business community. Faculty involved for years in successful study abroad could be consulted as local experts when developing policies for new or existing programs.
Section II: International Student Focus

2.1 Current Status of International enrollment and initiatives at MSU

Even though the international student applicant numbers have become somewhat stabilized tending toward improvement, there is not yet a university-wide intentional recruitment effort. New Initiatives funding in 2004-2005 was, however, provided to conduct a series of Embassy visits to heighten MSU’s profile with the educational attachés of those countries. Funding to continue this effort has been approved for 2005-2006. It is a collaborative effort involving the ISO, Undergraduate Admissions, and Graduate Studies, along with a faculty member from the College of Business.

2.2 Survey results concerning international students and recruitment

The questions in our survey addressing the number of international students at MSU and support for increased recruitment yielded mixed results. There was support for international student numbers to increase, but no strong support for increased recruitment effort funding.

Question 3. The number of international students should increase.

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<th>Agree/Strongly agree</th>
<th>Neutral</th>
<th>Disagree/Strongly disagree</th>
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<td>46%</td>
<td>37%</td>
<td>18%</td>
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Question 21. There should be increased funding for international recruitment activities.

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<th>Agree/Strongly agree</th>
<th>Neutral</th>
<th>Disagree/Strongly disagree</th>
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<tbody>
<tr>
<td>34%</td>
<td>37%</td>
<td>28%</td>
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Current recruitment efforts: Some of the FY06 New Initiatives funding has been allocated to heighten MSU’s presence on the web. Hobson’s was selected as the vendor based on reputation and cost effectiveness. The plan has the broadest possible university exposure to prospective international students. Hobson’s has already begun to work with MSU, Mankato to create a University profile to be placed on purchased web links.

Some members of the task force and open forums expressed concern that MSU does not have an “intentional recruitment plan” for international students nor do we provide the equivalent of a first year experience program for international students.

Scholarships, Internships, Assistantships, etc. We recommend improvements in the mechanisms that link students with opportunities for scholarships, internships and assistantships. We recommend that the University take the steps necessary to award in-state tuition to in-coming international students in the first semester. This change in policy or practice will allow MSU to be competitive with our peer institutions who already offer this benefit.

2.3 Barriers to enrollment for international students: We are aware of barriers
prospective students may be (and anecdotally are) encountering at their embassy appointments. MSU officials (whether Admissions or ISO) should explore ways to maximize a legitimate presence with those embassies and wherever possible, to intercede on a student’s behalf (ISO, Admissions or Graduate College).

2.4 Programming through the International Student Office

The ISO sponsors international program opportunities for international students and the campus. However, there is need for broader integration of programming to increase interaction between international students and the rest of the campus community.

Creative use of our ISO contribution hours. The ISO director or representatives of the office should arrange to meet with departments to investigate creative use of the ISO contribution hours for international students. This would be beneficial to departments and to students. Also, the ISO staff is currently in the process of preparing a formal plan to facilitate greater opportunities for international students to share their cultures and experiences with the university and the community. We endorse these planning efforts.

Increased opportunities to engage international students with other members of the campus community.

The survey indicates that the campus would like to see additional opportunities for interaction between the international students and the rest of the campus community and that there should be more jointly-sponsored events

Question 10. More programs and activities should exist that offer opportunities for interaction between international students with other members of the campus community.

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<thead>
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<th>Agree/ Strongly agree</th>
<th>Neutral</th>
<th>Disagree/Strongly disagree</th>
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<tr>
<td>72%</td>
<td>36%</td>
<td>15%</td>
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Question 17. The International Student Association should offer more jointly sponsored events with other student organizations.

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<th>Agree/ Strongly agree</th>
<th>Neutral</th>
<th>Disagree/Strongly disagree</th>
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<tr>
<td>67%</td>
<td>28%</td>
<td>5%</td>
</tr>
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In the past, it has been difficult to get the campus community to attend these events. Departments and colleges should explore how they can engage their faculty and students in these international exchange experiences to increase global awareness and global understanding. It would help departments and colleges in their planning if the schedule of these events were available before the semester began so instructors could consider how to incorporate some of these events into the curriculum.

2.5 Campus support for funding of international students and programming:

The Survey indicated that there was not strong support for enhanced funding and/or opportunities for international students, with results somewhat split. Specifically the Survey responses addressing this were as follows:
Question 7. Student fees should be used to strengthen the internationalization of the campus community.
Agree/Strongly agree: 35%
Neutral: 29%
Disagree/Strongly disagree: 37%

Question 8. MSU should offer more international student scholarships.
Agree/Strongly agree: 43%
Neutral: 29%
Disagree/Strongly disagree: 28%

Question 16. More internship opportunities for international students should be offered.
Agree/Strongly agree: 46%
Neutral: 34%
Disagree/Strongly disagree: 20%

Question 12. A $1 campus internationalization fee per credit of tuition should be assessed.
Agree/Strongly agree: 43%
Neutral: 29%
Disagree/Strongly disagree: 28%

Question 18. There should be increased funding to offer more services for international students.
Agree/Strongly agree: 35%
Neutral: 33%
Disagree/Strongly disagree: 31%

2.6 Recommendations for Student Life/Satisfaction: To begin to identify some of the international student satisfaction with current programs, services, etc., we recommend that the formerly used ISO Satisfaction/Needs Survey (or some similar instrument) be updated and distributed to gather information on our current student population. Results of the survey must then be shared with the Vice President for Academic Affairs to take appropriate action in response to issues raised that perhaps can be addressed by the International Student Office or by the university community.

2.7 ISO staffing: We also endorse continued funding for the costs of staffing in the ISO related to the increased administrative demands associated with SEVIS. This would insure that immigration-related processing is timely, and that overall ISO staff time remains available to support current international student (and international faculty) needs.
Section III: Global focus (Campus community and beyond)

3.1 Findings and Recommendations

Discussions in this subcommittee focused on a few significant issues that effect Minnesota State University, Mankato’s ability to connect with the local community and beyond to the global environment.

The survey identified only one area in this category.
Survey Question. #20  A strong international alumni network should be created.

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<th>Agree/ Strongly agree</th>
<th>Neutral</th>
<th>Disagree/Strongly disagree</th>
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<tr>
<td>61%</td>
<td>31%</td>
<td>9%</td>
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However, the Open Forums and discussion at subcommittee meetings indicated the following:

To increase on-campus connections to improve global focus on campus

1. MSU must have representation on the governor’s international business group
2. MSU must continue connecting with embassies and overseas institutions
3. There should be funds to initiate and maintain international connections at the highest level to provide support for faculty initiatives for program development and research
4. Faculty opportunities for international engagement would be enhanced by increased communication within colleges and departments and the business community. The new chairs discussion group arranged through the CETL is a possible venue for discussions about how to connect in terms of international programs and international development. Student relations coordinators should be informed about programs and opportunities in their college so they can connect students with opportunities.
5. The MSU Alumni Office should connect with International Programs to see what kind of information exchange is possible between Alumni and overseas institutions (information sharing). We should also improve contact with Alumni associations abroad.
6. MSU should create a clearinghouse for international contacts so that when a local business brings in an international expert or when MSU brings in an international expert we communicate this event in a more public way and encourage international exchange of ideas between campus and community. Right now these connections are one-to-one and based on word of mouth. The most visible point person would be the VP for Academic Affairs whose office could help connect the campus with these experts and the community.
7. Currently there is no office that records where faculty go to conduct research in another country or in which countries they have recent travel experience, for example, or what sort of international contacts faculty have through business associations. The campus community would benefit if there were a database of faculty expertise in the international arena. The database should be searchable by electronic means.
8. We endorse the maintenance of and efforts to increase “Friendship Force” concepts and structures throughout the Mankato area community.
9. Identify which institutions in an overseas environment have the capability and willingness to collaborate with us on two-way interactive video streaming or conferencing.
10. MSU marketing can improve the way we market MSU in terms of support for international efforts.

Notes
1Fall, spring summer 2002-3 had 146 students; fall, spring summer 2003-4 had 205 students, fall and spring —without summer enrollment— had 173 with over 205 students expected to study abroad in the summer.
2We include in the appendix a record of study abroad at MSU over the last 3 years.
3USNews.com America’s Best Colleges listing.
Action Items

1. **Plan for Internationalization.** Ask College Deans to construct a five-year plan for their college addressing the strategic goal for improving international opportunities. Deans should address how their college will utilize study abroad opportunities that provide academic fit and prepare students for a global workforce, how the college will increase the recruitment and retention of international students, and how their college will improve their connection to the global community. Academic departments must become proactive instead of reactive in terms of international programming (both in terms of development and management of appropriate academic programs and recruitment of international students).

   Funding: Mini-grants should be made available for departments to gather information and assess potential program options.

2. **Integrated orientation and advising program.** Ask International Programs Office/Center for Excellence in Teaching Learning/ International Student Office (and cooperating departments or colleges) to develop an integrated orientation and advising program to prepare students and faculty for study, research or work in specific overseas environments.

   Funding: Increase operating budget for materials that support these activities. (As the number of student and faculty users increases, the adequacy of support staff should be reevaluated and increased appropriately).

3. **Improve recruitment and retention of international students.** Ask the International Student Office to implement a student satisfaction survey that would identify barriers to recruitment and retention. Analysis of this data will help the university find ways to meet the university’s goal of increasing the number of international students on campus in the next five years. Academic Affairs should provide funding to ISO for data collection and analysis, if requested. Increase recruitment funding to be coordinated between Admissions and Academic Offices and Departments.

4. **Secure instate tuition for international students.** Secure any necessary permissions to offer instate tuition to international students in their first semester.

5. **Form policies and practices Work Group.** Ask vice presidents (as appropriate) in consultation with IPO, Extended Learning, Financial Services, ISO, Academic Deans, Departments, Admissions and the Registrar to form a work group to review both policies and practices related to study abroad and international students. Recommendations for policies and practices to be reviewed could be solicited from the International Programs Advisory Committee or from the different units working with international programs and students.
6. **Improve connections to the community in terms of international endeavors.**
   Improve Minnesota State University, Mankato’s presence in regional and state business groups and the governor’s business team.

7. **Evaluate new collaborations.** Ask academic departments to consult with Admissions, the Registrar, and Graduate College to determine if identified international collaborations meet a standard of recognition equivalent to the transfer standard of regional accreditation in the United States before articulation agreements are drawn up through IPO.

8. **Review credit allocation/funding issues associated with international programs abroad.** Evaluate credit allocation and funding relationship between departments and Extended Learning so that international programming can be enhanced without threat to the health of academic departments.

9. **Set a scholarship target.** Ask the Vice President for Development to include a scholarship target for the capital campaign to promote scholarships for international opportunities.

10. **Support greater diversity in foreign language and global area studies options at MSU.**

11. **Explore marketing international initiatives.** Explore ways to include MSU’s international strategies and successes in the campus’ marketing initiatives. The expected result is that we will be able to attract a greater diversity of students to our campus by improving the awareness of MSU’s international connections, partnerships, exchanges, faculty expertise, etc.

12. **Review recommendation for Executive Director:** Ask the Vice President for Academic Affairs, the chairs of the International Task Forces (2004 and 2005) and the International Programs Advisory Council to review the need for an executive director suggested by 2004 International Task Force.

13. **Propose student fee to enhance international opportunities for students.** The President should propose to the Student Association the addition of a $1.00 per credit hour increase to student fees to support international opportunities for students.
Budget Recommendations

1. **SEVIS.** The Task Force recommends full funding of the Immigration and Program Coordinator position to comply with federal regulations. While this new position has already been approved, it has not been fully funded and needs to be funded as soon as possible.

2. **International Incentive Program Mini-grants.**
Release time 3-4 credits per faculty representative for the college. Up to $16,000 per college per year until development needs for the seven colleges are met beginning Fall 2006. The college department representative(s) (approved by FA) will be responsible for meeting with individual departments in the college, addressing mission and goals in terms of overseas or other international programming, assessing specific needs of departments or the college, helping departments to investigate possible overseas programming, and will be responsible for assisting the individual college and departments with set up, development and assessment of international programming. (The representative would collaborate with other representatives, keep IPO and ISO and the Advisory Councils informed of initiatives and plans and also report to the College Dean about initiatives).

Request: Up to $112,000 per year for mini-grants to increase international opportunities.

3. **Overseas Program Assessment Grants (per department)**
Up to $1000 for an individual dept. and up to 4 grants per year per college beginning Fall 2006. (This will help to cover an initial sight visit and evaluation of program or ongoing assessment of ongoing programs). The assessment grants should offset expenses, but probably will have to be combined with college or department funds or other resources to make the ongoing assessment feasible. Departments must submit assessment grant application and report to the Assessment Committee or Academic Affairs for approval).

Request: Up to $28,000 per year. Some of the funding could include current assessment mini-grants available to departments for on-going assessment of on-campus programs.

4. **IPO/ISO**
About 300 students studied abroad in one of many venues last year. If MSU expects to increase the number of programs offered as well as the number of students and faculty served, additional staffing will be needed to address the increase. While academic advising and assessment of program quality needs to remain in the departments and colleges, there are advising objectives and pre- and post-study objectives that will require additional staffing resources in the IPO. If the university expects to recruit more international students, serve these new students in a timely manner, and to provide increased international programming, there will need to be additional staffing resources in the area of event programming as well.

Request: The IPO and ISO offices have submitted budget requests
Appendix (Not included in electronic document)
Charge to the Committee
Study abroad statistics
Zoomerang survey results
Open forum topics and discussion
CHEA