

## INTERNATIONALIZING THE CAMPUS

# A message from the World College

A university in the 21<sup>st</sup> century must be an international university that provides its domestic students with a “global experience” acquired through its curriculum on campus and its programs abroad.

A recurring topic widely discussed in the EMU International Strategy Committee was how the university could ensure that all students who graduate from EMU have a certain degree of “global competence.” Questions arose such as “How do we define ‘global competence?’” “How would it be acquired?” “How would it be recorded?” “Who would sign off on these experiences?” These and similar questions are dealt with at many U.S. institutions today.

Further, in order to be international, the university needs to encourage its faculty to do international research and collaborate with counterparts in their disciplines worldwide. At the same time, the university must provide a warm welcome to students and scholars from every part of the global community and stay in contact with its international alumni.

There are many different ways for U.S. institutions to reach goals of internationalization. For example, Appalachian State University, N.C., listed in “*Promising Practices: Spotlighting Ex-*

*cellence in Comprehensive Internationalization*” by the American Council on Education (ACE), steadily increases the amount of course work that incorporates global perspectives and expands the amount of co-curricular programming devoted to international topics. They also emphasize that international criteria must be added to considerations for new hires, promotion, and tenure decisions.



O'Connell

Arcadia University, in Pennsylvania, has provided an introduction to travel abroad to first-year students who, for only \$245, can experience a short international travel program called “London Preview.” By introducing students to an international experience and sending faculty and staff to accompany the students, Arcadia is building interest and support for international activities across the campus.

Other schools, such as Binghamton University, N.Y., have decided to award an academic certificate program in international studies, while Indiana University has chosen to develop an international studies major as well as an interna-

tional studies minor. Both are intended to stimulate faculty to collaborate in developing curricula that reflect broader approaches to inquiry and instruction. Kapi’olani Community College in Hawaii boasts an International Café, which is an informal gathering place where local and international students meet for cultural and language exchanges. Language tutoring is one of the most popular features of the café.

Other approaches to internationalization include the University of Kansas’ acknowledgment that a university is only as international as its faculty and that the internationalization of faculty needs to be furthered. To them, it is imperative that the university recognizes faculty for their work in the international arena, including directing study abroad programs. Faculty must be rewarded for making sure their students have a quality experience abroad.

When we look at materials describing strategies used at different institutions in the process of internationalization, it is certain that we have a great deal to learn from each other.

*Margarita O'Connell*

Margarita O’Connell, Director  
World College

## Committee creates international program strategy

By David Clifford

The International Strategy Committee issued its report, *Internationalizing Eastern Michigan University: Meeting Challenges, Defining Direction and Setting Priorities*, in late December.

This committee was appointed in September by Provost Paul Schollaert to address three issues: (1) Articulate a strategy or direction for Eastern Michigan University’s international programming. (2) Identify issues. (3) Develop a set of principles and recommendations that would provide guidance to the President’s Cabinet and the University community in making decisions about and setting priorities for international programming.

The committee’s report makes it clear that internationalizing EMU’s curriculum and programs is a necessity, not an option.

The work of this committee is being used to complement the work of the International Programs Crosscutting Committee and other units preparing strategic plans in-

ulty is one of the key concepts used by the committee in recommending directions and priorities. Among other things, global competence means instilling in all EMU

a student having a reflective and critical understanding of her or his own society and culture.

Lastly, each student would have the requisite skills, knowledge and attitudes to become a contributing member of the global community.

The International Strategy Committee formulated 11 recommendations. One of the key points is that the University needs to focus its resources, setting institutional priorities while allowing for variability across colleges based on interests and discipline. Focusing resources would include expanding language offerings to support major initiatives in particular parts of the world, such as China. The committee strongly supports the expansion of options for study abroad, especially ones tied to students’ majors and for shorter but intensive stays.

### MEET THE COMMITTEE

**David Clifford**, Interim Associate Vice President for Extended Programs, Chair  
**John Dugger**, Dean (College of Technology)  
**Robert Holkeboer**, Associate Vice President (Research and Graduate Studies)  
**Elvia Krajewski-Jaime**, Professor (Social Work)  
**Courtney McAnuff**, Vice President (Enrollment Services)  
**Elisabeth Morgan**, Department Head (Foreign Languages and Bilingual Studies)  
**Margarita O’Connell**, Director (World College)  
**Gregory Peoples**, Dean of Students  
**Earl Potter**, Dean (College of Business)  
**Donald Staub**, Coordinator (Office of Collaborative Education)



Clifford

volving international activities and initiatives. It should help to focus and clarify the campus conversation on internationalization and enable the University community to make better strategic choices.

Increasing the *global competence* of students and fac-

students an understanding of the global economy and global interdependence in all its dimensions, and an understanding of the role of culture, language, and social structures in shaping global relationships. In addition, global competence would include

# EMU makes progress toward SEVIS compliance

By Paul Dean Webb

The Student Exchange Visitor Information System (SEVIS) is a reality as of January 1, 2003.

One of the most enjoyable parts of SEVIS is learning how to pronounce the acronym. There are some who pronounce it "save-us," while others use the common schwa "seh-vus."

This amendment to the Immigration and Naturalization Service (INS) regulations governing the retention, reporting and monitoring of information of F, J, and M non-immigrants is the latest attempt to gather information on foreign students.

The challenging aspect of SEVIS, regardless of how one pronounces it, is to understand and implement it. SEVIS sets standards that schools must follow in a timely manner, reporting data electronically. SEVIS is on-time and on-line.

For the reader who can't wait to check the web page of the Office of International Students at [www.dsa.emich.edu/ois](http://www.dsa.emich.edu/ois), the F-1 is the principal individual in a degree program. The F-2 is the dependent of the F-1. The J-1 is the principal exchange visitor here for full-time study, research, teaching or training. And, you guessed it. The J-2 is the dependent of the J-1. There is a brand new category, F-3, that refers to Canadian or Mexican citizens who commute to school for either part-time or full-time studies. No dependents of the F-3 principal are allowed to obtain F-2 status. FYI, EMU is not allowed to accept persons in the M-1 or M-2 class, as those involve non-academic or vocational programs.

SEVIS demands that the school report certain "major events" within

## INTERNATIONAL VISITORS



**INTERNATIONAL MIX:** Management professor Stephanie Newell (standing) looks on as students (from left) LaTasha Frye (United States), Ashwini Chandramouli (India), Thecla Jean (St. Lucia) and Daniela Hartl (Germany) discuss organizational development. Forty-two percent of EMU's 1,214 international students study at the College of Business.

a 21-day time period. Major events include changes in address, major, or field of study, academic course loads that fall below a set minimum (8 credit hours for graduates and 12 for undergraduates), sources of funding, concurrent enrollment at another SEVIS-approved school, transfer between schools, employment and reinstatement.

Some new wrinkles to old regulations include: F-2s can only study part-time unless they plan to become F-1s before March 11, 2003, and purely on-line courses are limited to one per term.

The University has appointed a steering committee, headed by Dean

of Students Gregory A. Peoples to help EMU comply with SEVIS regulations.

A lot is at stake. If we are not in SEVIS by August 1, 2003, we not only lose the privilege of admitting new students, but all current F and J students and scholars will have to leave! This would mean that more than 1,000 F and J students from 105 countries now populating our classes, resident halls, labs, etc. would be gone. Obviously, the impact on the internationalization of the campus, cross-cultural learning and revenue would be tremendous. The committee is taking this task very seriously.

A team of Designated School Of-

### SEVIS Steering Committee:

■ **Gregory A. Peoples,**  
Dean of Students, Chair

■ **Cecilia Barajas**  
Admissions-Outreach  
Off Campus

■ **Claudia Bean**  
Admissions-Outreach  
Off Campus

■ **Pat Hooley**  
ICT-Application Development

■ **Sheila Krumm**  
ICT-Application Development

■ **Margareta O'Connell**  
World College

■ **Heidi Sisson**  
Financial Aid

■ **Deb deLaski-Smith**  
Graduate School, Office  
of the Dean

■ **Paul Dean Webb**  
Office of International  
Students

ficials (DSOs) will enter data into SEVIS. We also have filed for SEVIS certification and paid the required fee. On Jan. 29, an on-site immigration inspection team visited EMU. The University received SEVIS recertification from the INS Jan. 31.

We are hopeful that SCT-Banner will help prepare us to report on-line and on-time to SEVIS.

This semester, the committee is planning several major presentations on SEVIS and its impact. Please monitor EMU TODAY and plan to attend these presentations, as we are all responsible for maintaining a solid line of communication between foreign students and SEVIS.

## Saha is new international student advisor

Welcome to EMU!

As of Nov. 1, 2002, Susmita Saha is the new international student advisor at the Office of International Students.

Born and raised in Peoria, Illinois, she is a first-generation American. She earned her bachelor's degree in political science from the University of Wisconsin-Madison, and worked as a graduate student recruiter for the University of Illinois-Springfield before coming to EMU.

Although the decision to come to EMU was a difficult one to make — to leave friends and colleagues in Illinois — she is impressed with the Ypsilanti/Ann Ar-



**A WELCOME FACE:** Susmita Saha has been the new international student advisor in the Office of International Affairs since Nov. 1, 2002. She is available to help EMU's international students with their concerns.

bor community and enjoys the excitement of living in a diverse, metropolitan community.

"I just really wanted to see what's out there, what the world has to offer," Saha said. "It's nice to live in a community that appreciates diversity."

In her spare time, Saha en-

joys dining at ethnic restaurants, and was happily surprised by the wide variety of options available in the area. She also participates in intercultural activities sponsored by EMU and the University of Michigan. When you see Susmita around campus, please join us in giving her a warm welcome.

## International notes

**I**nterested in international affairs? If you would like to know more about the activities and research the World College is involved in, please visit our Web site at [www.emich.edu/worldcollege](http://www.emich.edu/worldcollege). Academic Programs Abroad is offering a non-student program to the Galapagos Islands this spring. Please visit their Web site at [www.emich.edu/abroad](http://www.emich.edu/abroad) or call Ulrich Reinhardt at 487-4398 or APA, 487-2424, for more information. If you would like to participate in the next International Cultural Competence Institute (ICCI) this spring, call Diana Wong at 487-6823 or e-mail her at [diana.wong@emich.edu](mailto:diana.wong@emich.edu).

**H**ave you gone abroad recently? Please tell us about your work-related experiences! Write a short blurb including your name, department, a short description of your activities, and sponsor information, and submit it to Valerie McCarthy via e-mail: [vmccarthy@emich.edu](mailto:vmccarthy@emich.edu) for inclusion in the "Faculty & Staff Around the World" section of the next edition of *Global Dimensions*. The deadline for submissions is March 17. Any responses received after that date will be held for the fall edition.

# World College fellows work to internationalize EMU

Introducing the 2003 Winter World College Fellows!

The World College is pleased to announce the 2003 World College Fellowship recipients. They are:

■ **Ramesh Garg**, professor of accounting and finance, will continue to enhance the partnerships between EMU and universities in India.

His work has been extremely successful thus far. In the fall semester of 2002, 266 Indian students enrolled at EMU, due in large part to Garg's efforts to publicize the partnerships and to recruit students in India.



**Garg**

His goals for the semester involve assessing the progress made so far, developing Web sites with partner universities, developing a double-degree

program with Devi Ahilya Vishwavidhyalaya (DAVV) in Indore, and to initiate a collaboration agreement with the Amity Business School in New Delhi.

■ **Robert Kiss**, associate professor of accounting and finance, is developing an International Investments course, which is in keeping with EMU's strategic planning directive #5 to internationalize the campus.

He plans to research global economies and international capital markets, as well as off-shore banking in cooperation with the International College of the Cayman Islands.



**Kiss**

The development of this course will allow EMU's Accounting and Finance Department to offer EMU students certification in

investments.

■ **Crystal Mills**, associate professor of social work, has two main tasks in her fellowship. One is to identify and apply for funding, which will support the internationalization of faculty at EMU.



**Mills**

The second is to contribute to the refinement and facilitation of a new cross-departmental course in international health issues, a group project sparked by her participation in the International Cultural Competence Institute (ICCI) in 2002.

**Betty Beard** (nursing), **Judi Brooks** (dietetics), **Sandra Nelson** (nursing), **Natasha Rekhter** (health administration), **Michael Williams** (nursing), and **Tsu-Yin Wu** (nursing) have helped de-

velop this course.

■ **Ulrich Reinhardt**, assistant professor of biology, has accepted an international grant-writing fellowship.

He will establish a working file of potential funding sources, identifying those which match the interests and objectives of EMU faculty or staff. He will disseminate the appropriate information to those individuals and initiate communication with the administrators of those programs on behalf of the World College. Reinhardt



**Reinhardt**

will then select target grants and write proposals, either individually or in collaboration with other faculty or staff.

■ **Diana Wong**, assistant professor of management, has taken on the challenge of co-

ordinating, planning, and implementing the next International Cultural Competence Institute (ICCI) on behalf of the World College.



**Wong**

She will also manage the budget, program delivery and evaluation.

Renewal of the ICCI for the next several years was submitted as the highest priority initiative in the 2002-2003 Extended Programs Strategic Plan. Upon receiving approval and funding, requests for participant applications will be sent out.

If you are interested in participating in the next ICCI, tentatively scheduled for the spring 2003 semester, call Wong at 487-6823, or e-mail her at [diana.wong@emich.edu](mailto:diana.wong@emich.edu).

## Sverdlik provides perspective on teaching abroad

By Valerie McCarthy

Bill Sverdlik, associate professor of computer science, has gained a "profound respect for foreign students in our graduate program" due to his teaching experience abroad.

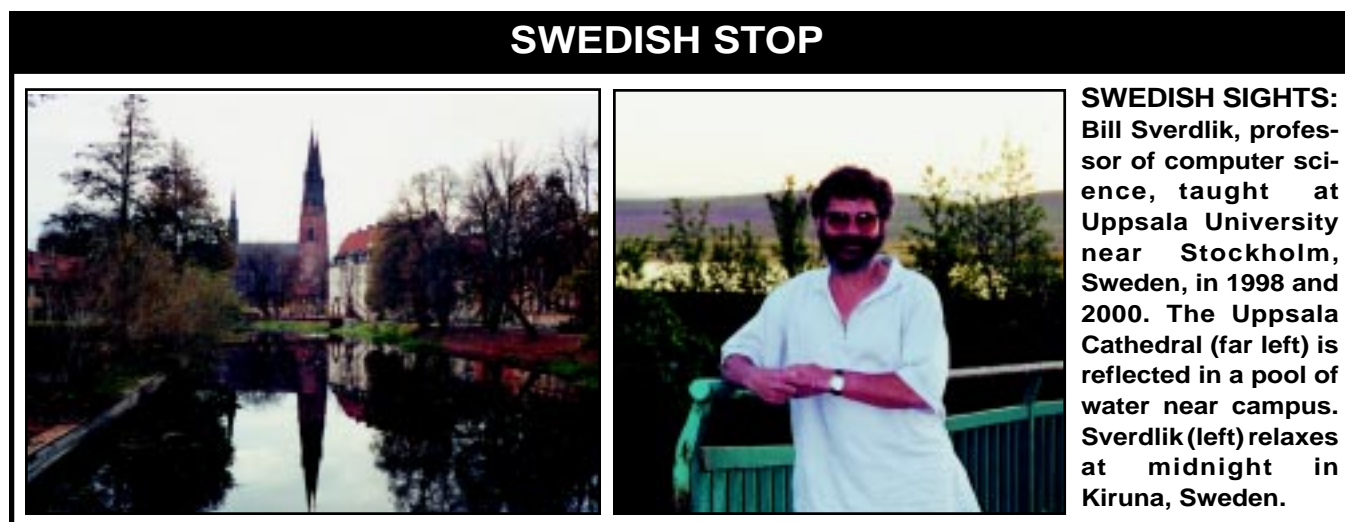
His enhanced perspective is particularly important in the computer science department, in which the majority of graduate students have international origins. He also gained insight on being an American, particularly in light of contentious international issues.

Sverdlik taught at Uppsala University near Stockholm, Sweden in the fall semester of 1998 and the spring and summer semesters of 2000. During the spring/summer semester of 2002, he taught at the Fachhochschule Karlsruhe in Germany.

Sverdlik characterizes the students and faculty at the host institutions as friendly, outgoing, and helpful. The average class size, 15-30 students, is comparable to US standards.

"The language barrier did not prove to be a significant problem in either country," Sverdlik said. "Although classes were taught in English, the students had no problem with comprehension."

As for his forays into the community, Sverdlik speaks a little Swedish and a little German, and recommends learning enough of the host country's



**SWEDISH SIGHTS:** Bill Sverdlik, professor of computer science, taught at Uppsala University near Stockholm, Sweden, in 1998 and 2000. The Uppsala Cathedral (far left) is reflected in a pool of water near campus. Sverdlik (left) relaxes at midnight in Kiruna, Sweden.

language to be able to discuss food and directions. That is particularly important in Germany, where English is less prevalent, he said.

The hierarchical structures of the two cultures were quite different, Sverdlik said. The Swedes took a very informal approach, used no titles, and were very outspoken, even to the point of questioning their instructors' methods.

In contrast, the Germans had very respectful, formal relationships with instructors. Although the students in both countries anticipated a purely lecture-oriented class format, Sverdlik said, "I ran American-type classes, posing questions and expecting answers. It took some time for the

students to get accustomed to this."

Sverdlik said he was caught by surprise when the German students rapped their knuckles on the tables, their traditional form of applause, after the first lecture. The Swedes applauded him at the end of the semester.

Uppsala University sponsored his first teaching experience in Sweden, while the Swedish Foundation for International Cooperation in Research and Higher Education (STINT) subsidized the second. His time in Germany was sponsored by the German Academic Exchange Service (DAAD).

The process to obtain work visas involved getting letters from the uni-

versities and contacting the consulates in Chicago, Sverdlik said. While bureaucratic problems could arise, the process was relatively simple.

"It was an amazing, eye-opening experience," he said. "I would love to teach overseas again, and I would recommend it to others."

If you would like more information on STINT, please go to [www.stint.se](http://www.stint.se).

For more information on DAAD, go to [www.daad.org](http://www.daad.org).

If you are interested in teaching abroad and would like assistance or advice, please contact the World College at 487-2414 or you can visit their Web site at [www.emich.edu/worldcollege](http://www.emich.edu/worldcollege).

# Brown Bag lunches prove to be successful, informative

By Valerie McCarthy

Exploring cultural differences between students from China, Japan and Korea was the topic at the World College's brown bag lunch Dec. 11, 2002.

Dr. Rodolfo Altamirano, director, University of Michigan International Center, was the guest speaker and was supported by three role-players. They were Jin Abe from Japan, Dr. Dan Pak from Korea, and Josephine Li from China.

With more than 40 people in attendance in McKenny Union's Tower Room, the role players, whose national affiliations were not revealed initially, introduced themselves, stating the same Chinese name in a "To Tell the Truth" format.

At the outset, no one in the audience correctly guessed which of the three was actually Chinese. After the completion of a short skit, audience members guessed incorrectly once again.

With Altamirano moderating, the remainder of the program saw the role players leading an in-depth discussion of the differences between and the nuances within the three cultures. Pak spoke about the proud, pacifist Korean culture, stating that Koreans are action-oriented, generous people.

Abe elaborated on the Japanese self-image, stating that Japanese tend to look to others to provide meaning in life. Li outlined the Chinese self-image, stating that achieving success was the

driving force motivating the Chinese.

While all three stated that group harmony was an important aspect of life, Li stated that if a Chinese person was involved in a traffic accident, the parties might lash out or blame each other. Abe stated that the Japanese would both get out of their cars and apologize to each other, regardless of who was at fault.

An interesting difference was noted between the cultures with respect to personal space and touch. While same sex contact was acceptable and different sex contact in public was prohibited in both the Chinese and Korean cultures, it was just the opposite in the Japanese culture. When Pak patted Abe's shoulder, it was clear that Abe was uncomfortable.

While the Chinese feel free to talk about their income and accomplishments, the Japanese and Koreans feel that such discussions are boastful, and they will minimize their accomplishments in case the other person is not doing as well. That way, those with whom they are speaking save "face."

Pak stated that Koreans also will not brag about their children or carry their pictures around. Because children are considered extensions of themselves, Koreans want to avoid the perception that

they are bragging about themselves.

An interesting difference between the Japanese and Korean cultures was the use of eye contact to convey respect. Judicious direct eye contact is the way the Japanese indicate respect, while the Koreans avoid eye contact to show respect.

The presentation was very insightful, and a fun break from the everyday norm for those who participated.

The World College Brown Bag Lunch presentations are open to all faculty and staff. Be sure to bring your lunch and a friend to the next lunches. The schedule is as follows:

■ Diana Wong, assistant professor of management, and Stephanie Newell, associate professor of management, present "**International Business Computer Simulation Games**," Feb. 5, noon-1 p.m., Faculty Room, McKenny Union

■ "**Teaching Abroad**," March 26, noon-1 p.m., Tower Room, McKenny Union. A presenter will be announced.

■ Helen Aristar-Dry, professor of English language and literature, presents "**Preservation of Endangered Languages**," April 16, 2003, noon-1 p.m., Faculty Room, McKenny Union.

■ Gregg Barak, professor of sociology, anthropology and criminology, presents "**Crime and Crime Control in an Age of Globalization**," May 14, noon-1 p.m., Tower Room, McKenny Union.



Altamirano

## Fulbright opportunities available

**Betty Beard** (nursing) currently a full-time EMU Fulbright Scholar in Malawi, Africa, gave a presentation at the World College Brown Bag lunch in November regarding Fulbright opportunities.

"The process was so easy, and Fulbright alum **Richard Douglass** (associated health professions) gave me a lot of assistance with the application," Beard said. "I would certainly be willing to help out those who are interested in applying. I hope more EMU faculty and staff take advantage of these great opportunities in the future."

What many do not know is that Fulbright also offers numerous short-term opportunities for faculty and staff. The following is a partial listing of the short-term grants available through Fulbright.

The **Fulbright Senior Specialists Program** receives project requests from U.S. Embassies around the world and attempts to match them with compatible candidates.

Program listings are changed and updated on a regular basis as new opportunities arise. To view current programs, please go to [www.cies.org](http://www.cies.org) and choose the "specialists" category.

The Fulbright program also offers an **International Education Administrators Program**, through which administrators attend seminars aimed at increasing participants' awareness of the society,

culture, and higher education systems of Japan, Korea, or Germany. This program is open to international education professionals and senior university administrators. A Ph.D. is NOT required for these seminars. The seminars last from two to three weeks.

The **German Studies Seminar** is three weeks in duration, and allows participants to examine the political, social, and economic institutions of Germany. This seminar is open to those who hold a Ph.D. and a full-time teaching appointment.

There also are opportunities for Fulbright alumni to develop and sustain contacts and partnerships initiated during their Fulbright terms. They provide small institutional grants to develop innovative projects that foster relationships. All U.S. and Visiting Scholar alumni are eligible. The application for such awards must be submitted in cooperation with the applicant's former host institution.

The **Manfred Woemer Fellowship**, administered by CIES, offers a 20,000 Euro grant to applicants from NATO-EAPC countries for research that will lead to publication.

If you have any questions or would like further information, contact Patrick Melia (Graduate Studies and Research), EMU's Fulbright representative. Up-to-date information and on-line application forms are available at: [www.cies.org](http://www.cies.org).

## EMU recruits international students, sends domestic students abroad

The following statistics about international students are provided by Open Doors International. For more detailed information, please visit [www.opendoors.iienetwork.org](http://www.opendoors.iienetwork.org)

The number of international students attending colleges and universities in the U.S. increased from 547,867 to 582,996, a 6.4% increase for the second year in a row.

India (66,836 students) has surpassed China (63,211 students) as the leading sending nation. The top U.S. host institution is now the University of Southern California, which enrolled 5,950 international students.

In comparison, EMU hosted 1,214 students in 2002, ranking fifth-highest in Michigan after the University of Michigan, Wayne State University, Michigan State University, and Western Michigan University.

The state's 23,103 international students are expected to spend nearly \$450 million this year. Nationwide, international students contribute \$12 billion to the U.S. economy.

Undergraduate international students receive 86.1% of their funding from personal or foreign sources. In contrast, 40.6% of international graduate student funding comes from sources in the U.S., while only 57.3% is funded through personal or foreign sources.

Nationally, 20% of international students specialize in business and management; 15% study engineer-



**CAMEL TRAVEL:** An EMU student enjoys a ride on a camel during a visit to Egypt. EMU sent 142 students abroad in 2001-02.

ing; and 13% major in mathematics and computer science. At EMU, 23% of international students study business and management while 18% major in computer science.

Nationally, the number of U.S. students earning credit for study abroad increased to 154,168 students. However, 91% of those students studied abroad one semester or less.

Michigan State University, which sent 1,835 students abroad, was the top sending school in the nation. Eastern Michigan University sent 142 students abroad in 2001-02.

Nationwide, 63% of American students study in Europe while 15% study in Latin America. Their leading fields of study are social science (20%), business and management (18%), humanities (15%), fine or applied arts (9%), foreign languages (8%), physical sciences (7%), education (4%), and health sciences (3%).