

# **Connecting Eastern Michigan University to the World**

Report of the Global Engagement Council  
to the Faculty Senate and the Office of Academic Affairs

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June 2015

**Global Engagement Council, 2014-15**

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## Executive Summary

In an era of ever deepening globalization, institutions of higher education are operating in a global market. Many U.S. universities have responded by developing broad internationalization strategies and establishing or strengthening institutional infrastructure to support international education. This report details the efforts of the Global Engagement Council (GEC) to assess the feasibility of, and draft a general strategy for, comprehensive internationalization at Eastern Michigan University.

The GEC originated in faculty concern that EMU's international programs and efforts were weakening, rather than expanding. A group of faculty with international expertise began to meet to consider the state of international programs and to compare EMU's internationalization efforts to that of peer institutions. At the invitation of the Faculty Senate president, several members of the group presented an overview of the situation to the Faculty Affairs Committee (FAC) of the Board of Regents in October 2013. They argued that fragmentation of the university's international programs was impeding the ability of the university to fulfill its mission of preparing students for participation in the global community. They observed that all of all of EMU's peer institutions, without exception, have an international center or office responsible for administering, coordinating and/or supporting international programs. Only EMU lacks such an office or center. The presenters argued that creation of such a center would solve the problem of fragmentation and allow EMU to receive a strong return on its investment in international expertise. Regents Clack and Parker and Provost Schatzel responded positively to the recommendation.

Following the presentation, the Faculty Senate created a new faculty body, the Global Engagement Council (GEC), to develop a plan for the center. In Winter 2015, the Provost requested that the GEC conduct a comprehensive inventory of the university's current international programs and initiatives before developing a plan for the Center. The GEC responded with a phased plan that included an inventory and the establishment of a Global Engagement Center by December 2015. In June 2014, the Provost accepted the phased plan in its entirety.

The GEC inventory had two main components: an online survey of all EMU employees and individual interviews with administrators (deans, directors, and department heads). The survey was conducted in February 2015. Members of the GEC interviewed administrators from December 2014-February 2105.

Analysis of the data gathered from the inventory indicates that...

- **Eastern Michigan University has invested heavily in international knowledge and expertise. As a result, the university's employees have a very high level of international competence.** EMU's faculty has extensive knowledge of the world and

experience living and working in other countries. Many professors are bilingual and able to function independently and effectively, conducting research and teaching in other countries. Many have developed connections with scholars and universities in other countries and/or have international reputations as scholars. They have created high-quality courses, curricula and study abroad programs that are preparing students for employment and life in the globalized and multicultural world of the 21<sup>st</sup> century.

- Unfortunately, **the university is not maximizing the return on its investment in international knowledge and expertise. Its international efforts are fragmented, small, and underfunded.** It has not institutionalized most of the international research projects and initiatives that have been created over time, most of which have been launched by faculty. As a result, programs are small and there is little awareness of them on campus. As tenured faculty retire and the proportion of regular faculty declines, existing international initiatives and EMU's connections to the world are weakening. *If these trends continue, the long-term investment will be lost.*
- **The offices supporting student mobility are small, operating on very tight budgets, disconnected from one another, and not as well connected to academic units as they could be.** They are located in structures that do not have an international or global orientation and report to individuals whose primary or even secondary expertise is not in international education. As a result, international student enrollment and study abroad participation are not growing.
- **Given the strong international and global competence of employees, EMU is ready for comprehensive internationalization, a "strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected..."**

By embarking on a process of comprehensive internationalization and transforming itself into a truly international university, Eastern will strengthen the quality of education provided to students, expand research productivity, develop local, national, and international partnerships, and raise its visibility and prestige. Internationalization will also allow the university to tap into new revenue streams and to contribute to the revitalization of the Michigan economy. **In order to proceed in this direction, the university needs to establish an international center.**

The Center will fundamentally improve EMU's international efforts by performing essential functions. These include

- **Development and implementation of a strategic plan for comprehensive internationalization.**
- **Support for international/global curricula and research to all colleges and departments.**
- **Facilitation of student mobility and international experience.**

- **Facilitation of international/global engagement.**
- **Internal communication regarding international/global activities.**
- **External communications regarding international/global activities.**
- **Promotion and management of international affairs and projects.**
- **Publicity and organization of events.**

Ultimate responsibility for performance of these functions would rest with a Senior International Officer (SIO). Reporting directly to the Provost, the SIO would play an important leadership role, championing international programs and serving as a catalyst for internationalization. S/he would collaborate with the Global Engagement Council in the development and implementation of the strategic plan for the Center, as well as in the general direction of the operations and annual plans of the Center.

In an era of shrinking state support for higher education, some will argue that EMU cannot afford a Global Engagement Center. We believe that ***EMU cannot afford not to have a Center.*** The Global Engagement Center will allow EMU to receive a substantial return on its investment in international expertise and connections.

International student enrollment is an important component of this revenue. If EMU had followed in the path of peer institutions that have internationalized, and international student enrollment had increased at a modest rate of 42% between 2004-2014, there would currently be 1,377, i.e., 357 more students than are currently enrolled. If these students were all enrolled full time, and half were graduate students (about 50% of all international students in the U.S. in 2014-15 were graduate students), they would have generated \$3,245,070.40 in tuition and fees per semester, or a total of \$6,490,140.80 for the year. Thus, ***revenues from increased international student enrollment can significantly exceed the cost of comprehensive internationalization at EMU.*** In addition to increasing revenue from tuition, comprehensive internationalization can set in motion a virtuous circle of innovation and success, adding value to EMU degrees, strengthening the success of fundraising, bringing in external funding for innovative research programs, and enhancing the profile of the institution.

The report concludes with a preliminary sketch of an immigration-centered approach to internationalization. Such an approach is particularly appropriate to EMU given its high level of international competence, large proportion of New American students, sizable international student enrollment, and tradition of Community Engagement. We believe that EMU has the capacity to contribute to the efforts of the State of Michigan to attract and retain highly skilled immigrants and create a welcoming culture for immigrants. EMU can provide a broad array of educational and cultural opportunities to immigrant communities and international students. It can also support and encourage the entrepreneurial initiatives of New Americans. In sum, given the strong international competence of its employees, excellent academic programs, and commitment to service, a strong Global Engagement Center can position EMU to compete effectively in the global marketplace of higher education. It will allow the university to prepare students to be global citizens, conduct innovative research on critical global issues, launch new international projects and initiatives, and harness the capacities of the institution to address the needs of local and global communities.

## Introduction: Origins and Development of the Global Engagement Council

In Fall 2012, concerned by what they perceived as a weakening of Eastern Michigan University's international programs, Professors Margaret Crouch (Philosophy) and Judith Kullberg (Political Science) invited colleagues<sup>1</sup> from across the university to several brown bag discussions in McKenny Hall to consider the state of EMU's international efforts. In the first discussion, participants surveyed the situation. Funding to the World College had gradually decreased over the previous decade to the point that the World College had ceased to exist. The Director of Academic Programs Abroad (APA) had been terminated, several additional staff positions in APA had been eliminated, and a number of previously successful faculty-led study abroad courses had been cancelled. Funding for international projects in Academic Affairs had also been eliminated and/or shifted to the colleges. All of these decisions had been made without any input from, or communications with, the faculty. Faculty also expressed frustration with the ongoing lack of support for international research, curricula, and programs in their colleges and departments. An additional source of concern was the absence of a mechanism for coordinating international efforts and events across departments and colleges, or for even exchanging information about such efforts. Many participants felt the university was completely unaware of, or indifferent to, their international expertise, projects, or research. They also wondered why cuts were being made to EMU's international programs in an era of ever deepening globalization, when so many other universities, including peer institutions, were expanding their international and global programs.

As discussions continued in early 2013, the participants agreed that they needed to share their collective concerns about the situation with the larger university community and to identify a possible course of action for strengthening international programs. They thus dubbed themselves the "Global Engagement Task Force." To raise the visibility of the Task Force, Crouch and Kullberg facilitated a "jam session" celebrating internationalization at the Faculty Development Center's CONNECT event on February 14, 2013. Participants first shared their strategies for teaching about global issues and then discussed the challenges they faced. As in the brownbag meetings, participants noted the weak administrative and institutional support for international projects and efforts. Kullberg presented a table comparing EMU's international efforts with those of peer institutions. The chart showed that all of EMU's peer institutions, without exception, had an international center or office responsible for administering, coordinating and/or supporting international programs. Only EMU lacked such an office or center. These findings confirmed the perception of faculty that the university's international efforts were fragmented and lagging behind those of peer institutions.

Among the jam session participants was Professor Sandy Norton (English), the newly elected president of the Faculty Senate. Norton suggested that Crouch and Kullberg might share their

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<sup>1</sup> Most of those involved in the informal meetings had participated in the Global Learning Seminar, which has been led since 2009 by Crouch and Professor Solange Simoes (Sociology & Women's and Gender Studies) with funding from the College of Arts and Sciences.

analysis to the Faculty Affairs Committee (FAC) of the Board of Regents (BOR) in the early Fall. They accepted her offer and recruited two other faculty members – Michael McVey (Teacher Education) and Shiri Vivek (Business) – to participate in the presentation. This team and Norton met several times in September to craft a succinct overview of the state of EMU’s international programs for the FAC.

Presentation to the Faculty Affairs Committee of the Board of Regents (October 1, 2013)

The presentation to the FAC contained six central assertions.

- Given the deepening processes of globalization, a range of external actors -- federal and state government, accrediting bodies, and employers – have called upon universities to prepare students for participation in a global community.
- EMU has responded to these expectations in part by incorporating global engagement into its Mission Statement and global awareness into the General Education Curriculum.
- However, fragmentation of international and global programs within the university is impeding the ability of the university to meet external expectations and accomplish its mission.
  - This fragmentation has numerous negative consequences:
    - a lack of institutional knowledge about international programs and activities
    - limited cooperation across offices and stakeholders
    - duplication of effort
    - ineffective use and/or underutilization of resources
    - minimal support for faculty who could engage in promising international research and forge potential valuable international partnerships, etc.
- These problems can be addressed by establishing an international center. Ideally, such a center would be faculty-led and academically oriented. It would provide coordination of international activities, bring together faculty across campus to collaborate on promising initiatives and develop potentially valuable international partnerships, foster internationalization of the curriculum and development of interdisciplinary international programs of study, and integrate international students into the campus community.
- Creation of an international center would allow the university to realize a much greater return on its investment in faculty and staff with international/global expertise. The international center would facilitate faculty research, enhance external funding, expand international student recruitment and retention, and strengthen the development efforts of the EMU Foundation.

The response of Regents Floyd Clack and Francine Parker to the presentation was highly positive. Following a brief Q & A, Provost Kim Schatzel, ex officio member of the FAC, declared: “We’ll do it. We’ll create a center!” She assigned Associate Provost Jim Carroll to meet with the presenters to discuss the development of the center. They met on October 28, 2013. At that meeting, Carroll assured the group of the Provost’s commitment to the project and his willingness to support the work of the group in developing a plan for the center. He also indicated there was space available for a center in the Student Center.

### Establishment of the Global Engagement Council

To ensure that faculty would take the lead in planning the new international center, and to institutionalize a leadership role for the faculty in the governance of the center, the presenters drafted a resolution establishing the Global Engagement Council (GEC) for consideration by the Faculty Senate (Appendix I). The resolution specified that the primary role of the GEC was to develop a proposal for an international center and to work with the Office of Academic Affairs to implement the proposal. Subsequent to the creation of the center, the GEC would become its governing body. The resolution also established a coordinating committee within the GEC comprised of the four professors who had presented to the FAC (Crouch, Kullberg, McVey and Vivek). The Senate discussed the resolution and adopted it in November 2013. After adoption, the coordinating committee agreed that Kullberg and McVey would share the responsibility of chairing the council. Six additional members – Martha Baiyee (COE), Carol Haddad (COT), Lisa Klopfer (Library), Heather Neff (CAS), Tsu-Yin Wu (CHHS), and David Victor (COB) – were elected by the Senate in December 2013.

### Work of the Global Engagement Council

The GEC began meeting in January 2014 and continued to meet bi-weekly over the rest of the Winter semester. The first few meetings focused on developing a shared vision for the new center as well as a charter specifying the responsibilities, membership, and conduct of the Council (Appendix II). In January and February, the GEC discussed the process of internationalization,<sup>2</sup> and how to organize the work of the body. It also developed a mission statement (Appendix III). The meetings were useful for team building and creating a shared sense of purpose. However, several members felt strongly that it was premature to develop a plan for a center when there had not yet been a formal commitment from the administration and no resources had been allocated to assist in the Council's operation. Kullberg and McVey agreed that before continuing with planning, it was necessary to discuss financing directly with the Provost, and scheduled a meeting with her.

At the meeting on March 19, 2014, Provost Schatzel expressed gratitude for the work of the GEC, but made it clear that there was no money in the current university budget for an international center. She requested that rather than develop a plan for a center, the GEC should focus its efforts in AY 2014-15 on conducting a comprehensive inventory of the university's current international programs and initiatives. Academic Affairs lacked information about the university's international efforts, and such information was essential for planning. When Kullberg and McVey asked the Provost whether Academic Affairs would provide financial support for such an inventory, she replied that she did not have funds for release time, but would support site visits of GEC members to other universities' international centers.

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<sup>2</sup>In acquiring knowledge of internationalization, the GEC relied on resources provided by NAFSA, the Association of International Educators (see the NAFSA webpage "Internationalization Higher Education" at [http://www.nafsa.org/Find\\_Resources/Internationalizing\\_Higher\\_Education/](http://www.nafsa.org/Find_Resources/Internationalizing_Higher_Education/)), and the American Council on Education's Center for Internationalization and Global Engagement (<http://www.acenet.edu/news-room/Pages/Center-for-Internationalization-and-Global-Engagement.aspx>).

Following this meeting, there was considerable discussion in the GEC as well as the Faculty Senate Executive Board about how to move forward with the center. The GEC coordinating committee members agreed that conducting an inventory would require a tremendous amount of time and energy and that such an investment could not be justified without a firm commitment from Academic Affairs to the creation of a center. As a strategy for moving forward, McVey drafted a phased plan in mid-April (Appendix IV). The plan envisioned four phases of development of the center: 1) formation of the GEC and development of a mission statement (completed in Winter 2014); 2) initial needs assessment or inventory; 3) development of a plan for the center; 4) implementation (creation and staffing of a Global Engagement Center by December 2015). The plan included a request for resources in the form of two one-course faculty releases for three semesters (Fall 2014 through Fall 2015), web space, and access to email and information. After consideration and approval of this plan by the coordinating committee, McVey submitted it to the Provost on May 8, 2014. Provost Schatzel announced her acceptance of the plan “in its entirety” at the final Faculty Senate meeting of AY 2013-14 on June 18, 2014.

With the Provost’s acceptance of a plan that included the establishment of a Global Engagement Center by December 2015, the GEC devoted the bulk of its efforts in AY 2014-15 to conducting the comprehensive inventory of the university’s international programs, initiatives, and activities that the Provost had requested.<sup>3</sup> In September-November 2014, the council planned the inventory and developed questionnaires for its two major components -- individual interviews with administrators and an on-line survey of EMU employees. Kullberg worked with IRIM to have the survey entered into Qualtrics and, at the Provost’s recommendation, applied for and received Human Subjects approval for the survey. Kullberg and McVey met regularly with the Provost to provide her with updates on the planning. The Provost approved all facets of the inventory. In her capacity as Faculty Issues chair of the Senate, Kullberg reported regularly on the progress of the inventory to the Faculty Senate Executive Board as well as the full Senate.

The GEC began actively gathering data in November 2014. Most members of the GEC contributed to the inventory by interviewing one or more administrators between November 2014 and February 2015. The employee survey was conducted online between January 26 and February 13, 2015.

While conducting the inventory, the GEC began the third phase of work – drafting a plan for the Global Engagement Center. Members gathered and analyzed information about university international centers around the country and deepened their understanding of the process of internationalization in higher education. Each member conducted research on one or more facets of the operation of international centers (international curricula, study abroad,

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<sup>3</sup> The composition of the GEC changed in 2014-15: Carol Haddad and Heather Neff resigned due to other commitments and the Faculty Senate elected Denise Pilato (School of Technology) and Zachary Moore (Geography) to replace them.

international student recruitment and support, research support, event planning, etc.). In addition, the council conducted two phone interviews with leaders of promising international centers at peer institutions, Dr. Harvey Charles, Vice Provost for International Education at Northern Arizona University on January 14, 2015 and Mr. Imara Dawson, Executive Director of the Rinker Center for International Programs at Ball State University on January 28. Both Charles and Dawson discussed the development, funding, and operation of their centers. They also described their role as the senior international officer (SIO) of their institution.

In order to quickly and rapidly expand the GEC's knowledge of international education in the U.S. and the world, Kullberg and McVey attended the annual meeting of the Association for International Education Administrators, February 15-18, 2015 in Washington, D.C. AIEA is the only professional association of senior leaders in international education, created to facilitate communication and collaboration among SIOs and their institutions with the goal of strengthening international education. More than 900 international education leaders from around the world attended the conference. It featured 103 sessions (panels, roundtables, and workshops) on all facets of international education, including partnerships, study abroad, international student recruitment, funding, the role of technology, and cutting-edge trends in international education.<sup>4</sup> Kullberg and McVey came away from the conference with a deeper understanding of how the global marketplace of higher education is developing and how universities are responding to new opportunities and challenges in that marketplace. They learned that the institutions that have been most successful in this environment have designated leaders responsible for internationalization, coherent internationalization strategies, and an institutional infrastructure to support international education. Much of the vision for EMU's Global Engagement Center and what it can provide the university outlined in the concluding section of this report was inspired by the conference.

On March 17, 2015 McVey gave a presentation summarizing the work of the GEC to the Educational Policies Committee of the Board of Regents. The presentation traced the development and progress of the GEC since its inception, and provided preliminary results of the inventory. Given that the inventory revealed a high level of international knowledge and expertise among EMU employees, particularly faculty, McVey argued that EMU has the human capital to move toward comprehensive internationalization. As defined by the American Council on Education, comprehensive internationalization is a "strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected..."<sup>5</sup> McVey argued that comprehensive internationalization would benefit EMU by enhancing the value of degrees, increasing research productivity and external funding, raising the visibility and prestige of the institution, and increasing enrollment. The first step toward comprehensive

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<sup>4</sup> Association of International Education Administrators. 2015. "2015 AIEA Conference Summary." [http://www.aieaworld.org/assets/docs/Conference\\_Materials/2015/2015%20conference%20summary.pdf](http://www.aieaworld.org/assets/docs/Conference_Materials/2015/2015%20conference%20summary.pdf)

<sup>5</sup> American Council on Education, Center for Internationalization and Global Engagement, "CIGE Model for Comprehensive Internationalization." <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>.

internationalization is creation of an institutional infrastructure in the form of the Global Engagement Center.

A thorough analysis of the data gathered by the inventory follows below.

## **The International Inventory: Results of the Survey of Faculty and Staff (January-February 2015)**

The primary goal of the survey was to acquire basic information regarding the international or global competence and expertise of faculty and staff. In addition, the survey gathered information about the character of international/global education at EMU. It also sought to measure employees' perceptions of the university's performance on various dimensions of international education and internationalization. (See Appendix V for the complete questionnaire.)

In general, ***the results of the survey indicate an impressively high level of international competence and expertise among EMU's employees, particularly faculty. Because EMU has invested heavily in international knowledge and expertise, it is well positioned to compete effectively in the global higher education marketplace.***

### Characteristics of the sample and validity of the results

The survey was conducted from January 27, 2015 to February 13, 2015. All EMU employees -- administrators, faculty, and staff -- received an email from the office of Institutional Research and Information Management (IRIM) that contained an invitation from Provost Schatzel to participate in the survey. Two reminder messages were sent on February 3 and 10. Of the total employee population of 2512 individuals, 492 (19.6%) participated in the survey. Of these, 258 respondents were faculty members, approximately 18.3% of all instructional staff. This group included 185 regular faculty members (tenured and tenure-track), 27.4% of all regular faculty. In addition, 146 of 840 staff members (17.38%) and 88 of 288 (30.6%) of administrative professionals participated in the survey.

Table 1 compares the distribution of survey respondents across various employee categories to the actual distribution of the entire population of EMU employees. Administrative Professionals (AP), and regular faculty (FA) are significantly overrepresented in the sample, while several other groups -- campus police, food service and maintenance workers, and part-time lecturers -- are underrepresented. The academic focus of the survey undoubtedly explains both overrepresentation and underrepresentation of particular employee groups.<sup>6</sup> However,

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<sup>6</sup> The only qualification to this explanation is that part-time lecturers, who are also directly involved in the academic mission of the university, were significantly underrepresented in the sample and full-time lecturers are not over-represented to the same degree that administrative professionals and regular faculty are. The less than expected levels of participation among lecturers, particularly part-time lecturers, suggests that they are less well integrated into EMU's academic community.

**Table 1**  
**Comparison of EMU Employee Population to  
 Global Engagement Council Survey Participants (Sample)**

	Population	Survey Sample
Athletic Coach	54 2.2%	4 0.8%
Administrative non-exempt	5 0.2%	1 0.2%
Administrative Professional	231 9.3%	88 17.9%
Confidential Assistant	10 0.4%	5 1.0%
Campus Police	24 1.0%	1 0.2%
Clerical/Secretarial	207 8.4%	32 6.5%
Faculty	675 27.2%	185 37.6%
Food Service/Maintenance	209 8%	10 2.0%
Full-time lecturer	97 3.9%	17 3.5%
Part-time lecturer	563 22.7%	56 11.4%
Police Sergeant	7 .3%	0 0.0%
Professional/Technical	398 16.0%	83 17.1%
Other	0 0.0%	10 2.0%
Total	2,480 100%	492 100%

**Table 2****Distribution of Ethnicity/Gender within the EMU Employee Population and Survey Sample**

Ethnicity and gender	Population	Sample
White male	34.9%	34.6%
Black male	4.3	3.0
Hispanic male	.9	1.2
Asian male	2.7	2.8
American Indian male	.4	.2
Pacific Island male	.004	0.0
Not reported male	.4	1.2
White female	42.8%	41.7%
Black female	5.6%	4.3
Hispanic female	1.1	2.0
Asian female	3.1	5.1
American Indian female	.4	.8
Pacific Island female	.1	.2
Not reported female	.4	.2

**Table 3****Sample and Population by College (Faculty and Administrators)**

College	Population (2014/15)	Survey sample
Arts and Sciences	733 52.7%	149 47.6%
Business	116 8.3%	34 10.86%
Education	127 9.12%	33 10.54%
Health and Human Services	266 19.11%	56 17.89%
Technology	123 8.84%	29 9.27%
Library	27 1.94%	12 3.8%
Total	1392 100%	313 100%

the response rates of clerical/secretarial, full-time lecturers, and professional/technical employees are very close to the proportion of these groups in the employee population. In addition, the demographic characteristics of the sample very nearly match those of the employee population. The age distribution of respondents closely parallels that of the entire population, and the gender composition of the sample is almost identical to that of the population (the percentage of female respondents was 56.7%, as compared to 54% of all employees). In addition, the ethnic minority composition of the sample is very similar to that of the population: 23.8% of respondents were minorities, as compared to 21% of all employees. Finally, the ethnic and gender composition of the sample and population (Table 2) are nearly identical.

Even with these similarities between the sample and the population, we should consider the possibility that employees with international experience and interests were more likely to participate in the survey. If so, the results would overestimate the levels of international expertise among EMU employees and possibly skew other results as well. However, there is no evidence that individuals with international interests were more likely to participate. Comparison of the distribution of faculty and administrative professional respondents across colleges (Table 3) shows that the proportion of faculty in the College of Arts and Sciences, where the most internationally oriented disciplines are located, is actually slightly lower in the sample than in the entire population.

In sum, given the high participation rate, strong evidence of the representativeness of the sample, and the absence of any evidence of bias,<sup>7</sup> we are confident in generalizing the results of the survey to the population of EMU employees. The only qualification would be that the responses of the staff sample should not be generalized to the entire staff employee group, since the sample underrepresented some categories within that group.

### International Education

The basis of international/global competence is knowledge acquired through formal education. To what extent have EMU's employees received an education that included an international dimension? The results of the survey indicate that the level of international education among employees is substantial. A large percentage of respondents – 44.1% – reported that their education included an international or global component. As can be seen in Tables 4-7, 25.6% indicated that their undergraduate education had an international or global component, 27.2% that their master's degree had such a component, and 19.9% that their Ph.D. had such a component. For faculty, these levels were considerably higher, with one out of three reporting that their master's degree and/or Ph.D. had included an international component. A count of the number of such degrees (Table 7) reveals that 44.1% of all respondents have earned from one to three degrees with an international/global component. Again, this percentage is significantly higher for faculty, with 52% reporting one or more degrees with an international component, and 28% two or more.

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<sup>7</sup> Evidence of the representativeness of the sample and the absence of detectable systematic biases in the sample are strong indicators of external validity.

**Table 4**  
**Undergraduate major or minor had an international or global component by employee group**

		Employee Group			Total
		Faculty	Staff	Administrators	
Undergraduate major or minor had an international or global component.	Yes	75 29.1%	27 18.5%	24 27.3%	126 25.6%
	No	183 70.9%	119 81.5%	64 72.7%	366 74.4%
Total		258 100.0%	146 100.0%	88 100.0%	492 100.0%

**Table 5**  
**Masters' (MA, MS, MBA, etc.) program had an international/global component by employee group**

		Employee group			Total
		Faculty	Staff	Administrators	
Masters' (MA, MS, MBA, etc.) program had an international/global component	Yes	86 33.3%	30 20.5%	18 20.5%	134 27.2%
	No	172 66.7%	116 79.5%	70 79.5%	358 72.8%
Total		258 100.0%	146 100.0%	88 100.0%	492 100.0%

**Table 6**  
**Ph.D. program had an international/global component by employee group**

		Employee group			Total
		Faculty	Staff	Administrators	
Ph.D. program had an international or global component.	Yes	87 33.7%	1 0.7%	10 11.4%	98 19.9%
	No	171 66.3%	145 99.3%	78 88.6%	394 80.1%
Total		258 100.0%	146 100.0%	88 100.0%	492 100.0%

**Table 7**  
**Number of degrees with an international component by employee group**

		Employee Group			Total
		Faculty	Staff	Administrators	
Number of degrees with international component	None	124 48.1%	101 69.2%	50 56.8%	275 55.9%
	One	61 23.6%	32 21.9%	27 30.7%	120 24.4%
	Two	32 12.4%	13 8.9%	8 9.1%	53 10.8%
	Three	41 15.9%	0 0.0%	3 3.4%	44 8.9%
Total		258 100.0%	146 100.0%	88 100.0%	492 100.0%

### Study Abroad Experience

Given the high percentage of respondents whose education included an international/global curriculum, it is not surprising that many – 23.8% of all employees (29.8% of faculty) – studied abroad as part of their undergraduate or graduate education (Table 8). The proportion of EMU employees with study abroad experience is more than twice the national average for all college graduates.<sup>8</sup> Moreover, there is a strong correlation in the sample between the number of degrees with an international component and study abroad experience (Table 9): 25% of those with one degree with an international component studied abroad; 49% with two degrees; and 68% with three degrees.

The significance of these results becomes clear in the context of considerable research that has shown long-lasting positive effects from study abroad. Those who have participated in study abroad tend to have superior intercultural communication skills, enhanced empathy, tolerance for ambiguity, understanding of diverse views, and higher levels of civic engagement. Study abroad is also strongly correlated with academic and professional success.<sup>9</sup> Thus, the high level of study abroad experience is evidence of both the international competence and quality of EMU's workforce.

### Knowledge of Languages

Knowledge of foreign languages and the ability to communicate in those languages is a critically important dimension of international/global competence.<sup>10</sup> **The survey results show that 72% of EMU employees have some level of understanding of at least one language in addition to their native tongue.** 78.9% of faculty respondents reported having knowledge of another language, as well as 64.4% of staff and 63.4% of administrators (Table 10).

How broad is this linguistic proficiency? Respondents were asked to identify all languages other than their native tongue in which they have some level of proficiency. Of the 24 most frequently spoken languages in the world, EMU employees have knowledge of 22.<sup>11</sup> In addition, respondents mentioned 31 other, less frequently spoken, languages.<sup>12</sup> Thus, *among EMU employees there is knowledge of 53 world languages.* The most frequently reported second languages (not including English) were Spanish (32.9%), French (24.0%), German

<sup>8</sup> NAFSA, "Trends in U.S. Study Abroad."

[http://www.nafsa.org/Explore\\_International\\_Education/Advocacy\\_And\\_Public\\_Policy/Study\\_Abroad/Trends\\_in\\_US\\_Study\\_Abroad/](http://www.nafsa.org/Explore_International_Education/Advocacy_And_Public_Policy/Study_Abroad/Trends_in_US_Study_Abroad/)

<sup>9</sup> Mary Dwyer, "More is Better: The Impact of Study Abroad Program Duration," *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10 (Fall 2004), pp. 151-163, and "Charting the Impact of Studying Abroad," *International Educator*, 13:1 (Winter 2004), pp. 14-17, 19-20.

<sup>10</sup> American Council on Education, *Beyond September 11: A Comprehensive National Policy on International Education*, 2002.

<sup>11</sup> These include the following languages: Arabic, Bengali, Chinese, French, German, Hindi, Italian, Japanese, Korean, Marathi, Malay/Indonesian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tamil, Thai, Turkish, Urdu, and Vietnamese.

<sup>12</sup> These languages were identified in an open-ended "other" response option.

**Table 8****Study abroad during undergraduate and/or graduate education by employee group**

	Employee group			Total	
	Faculty	Staff	Administrators		
Study abroad in undergraduate and/or graduate education.	Yes	77 29.8%	22 15.1%	18 20.5%	117 23.8%
	No	181 70.2%	124 84.9%	70 79.5%	375 76.2%
Total	258 100.0%	146 100.0%	88 100.0%	492 100.0%	

**Table 9****Study abroad in undergraduate and/or graduate education by number of degrees with international component**

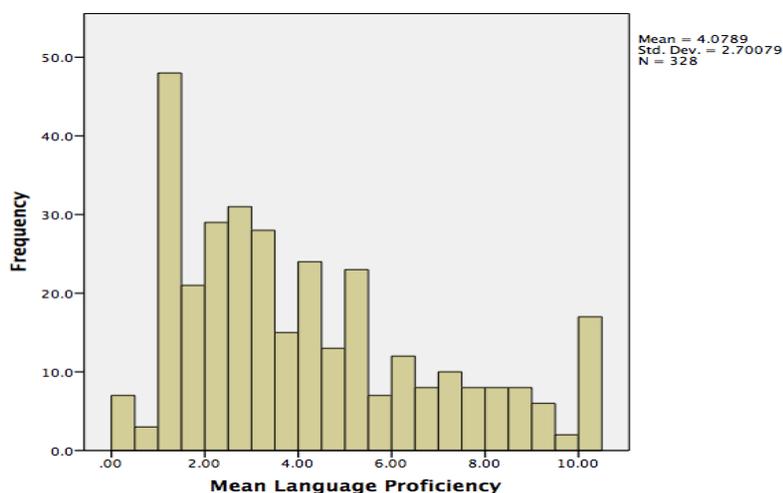
	Number of degrees with international component				Total	
	None	One	Two	Three		
Study abroad in undergraduate and/or graduate education.	Yes	31 11.3%	30 25.0%	26 49.1%	30 68.2%	117 23.8%
	No	244 88.7%	90 75.0%	27 50.9%	14 31.8%	375 76.2%
Total	275 100.0%	120 100.0%	53 100.0%	44 100.0%	492 100.0%	

(12.8%), Italian (6.7%), Chinese (4.3%), Japanese (3.9%), Russian (3.0%), Hindi (2.6%), Polish (2.4%) and Arabic (1.6%). In addition, significant proportions reported having knowledge of two or more languages: 21.1% reported having some proficiency in two languages, and 9.3% three or more. Here again, the figures are higher for faculty than for other employee groups: 38.8% of faculty reporting knowledge of two or more languages, versus 21.2% of staff and 27.2% of administrators.

How strong are the language skills of EMU employees? We can estimate the level of fluency from responses to two different questions in the survey. First, at least 18.5% of employees are bilingual, since this is the proportion of respondents who indicated that their native language is not English. As a group, these respondents identified 32 different languages as their native tongue. Second, the survey asked all respondents to assess their levels of speaking, reading, and writing proficiency for all languages of which they have knowledge. The measure of proficiency was a Likert sliding scale ranging from 0 (no proficiency) to 10 (complete fluency or mastery). Table 11 displays the mean speaking proficiency scores for the ten languages most frequently identified by respondents, as well as the “other” category, which includes 31 additional less-frequently spoken languages. The mean score for all dimensions of proficiency across all these languages is 4.07, with faculty reporting significantly higher language proficiency (4.7) than staff (3.03) and administrators (3.6) (Table 12). These results indicate that the average respondent is in the advanced beginner to intermediate level of language proficiency. In Figure 1 we see that there is wide variation in self-reported proficiency, with many respondents reporting intermediate to advanced knowledge of other languages. Categorization of language proficiency into three levels – low, intermediate, and advanced (Table 13) – shows that 30.8% of those reporting knowledge of another language are at the intermediate level and 19.2% are advanced to fluent. 66% of EMU employees with intermediate level language ability and 75% with advanced ability are faculty members.

**Figure 1**

Distribution of Mean Reported Language Proficiency Among Survey Respondents



**Table 10****Language Knowledge by Employee Group**

		Employee group			Total
		Faculty	Staff	Administrators	
Do you have knowledge of another language besides your native language?	Yes	198 78.9%	85 64.4%	52 63.4%	335 72.0%
	No	53 21.1%	47 35.6%	30 36.6%	130 28.0%
Total		251 100.0%	132 100.0%	82 100.0%	465 100.0%

**Table 11****Mean Speaking Proficiency of Languages Most Frequently Known by EMU Employees**

Language	Number of respondents with knowledge of language	% of all respondents	Mean reported speaking proficiency
Spanish	162	32.9	3.21
French	118	24.0	3.22
German	63	12.8	2.75
Italian	33	6.7	2.94
Chinese	21	4.3	4.67
Japanese	19	3.9	2.21
Russian	15	3.0	3.02
Hindi	13	2.6	5.50
Polish	12	2.4	1.55
Arabic	8	1.6	1.71
Portuguese	8	1.6	4.13
Other	52	10.6	3.94

**Table 12**  
**Mean reported language proficiency by employee group**

Employee group	Mean	N	Std. Deviation
Faculty	4.6697	193	2.74360
Staff	3.0319	83	2.39263
Administrators	3.5572	52	2.41740
Total	4.0789	328	2.70079

**Table 13**

**Level of Language Proficiency by Employee Group**

			Employee group			Total
			Faculty	Staff	Administrators	
Language Proficiency	Low	Count	75	54	30	159
		% within Language Proficiency	47.2%	34.0%	18.9%	100.0%
		% within employee group	40.3%	65.9%	60.0%	50.0%
	Intermediate	Count	65	19	14	98
		% within Language Proficiency	66.3%	19.4%	14.3%	100.0%
		% within employee group	34.9%	23.2%	28.0%	30.8%
	Advanced	Count	46	9	6	61
		% within Language Proficiency	75.4%	14.8%	9.8%	100.0%
		% within employee group	24.7%	11.0%	12.0%	19.2%
Total	Count	186	82	50	318	
		100.0%	100.0%	100.0%	100.0%	

In sum, the analysis suggests that EMU employees have impressive language abilities. On the basis of the data gathered, we estimate that about 25-29% of employees are fluent in at least one language in addition to English or their native tongue. A smaller percentage, approximately 10% of all employees, is fluent in two or more languages besides their native tongue. In addition, approximately 20% of employees have an intermediate level of language proficiency in a second or even third language.

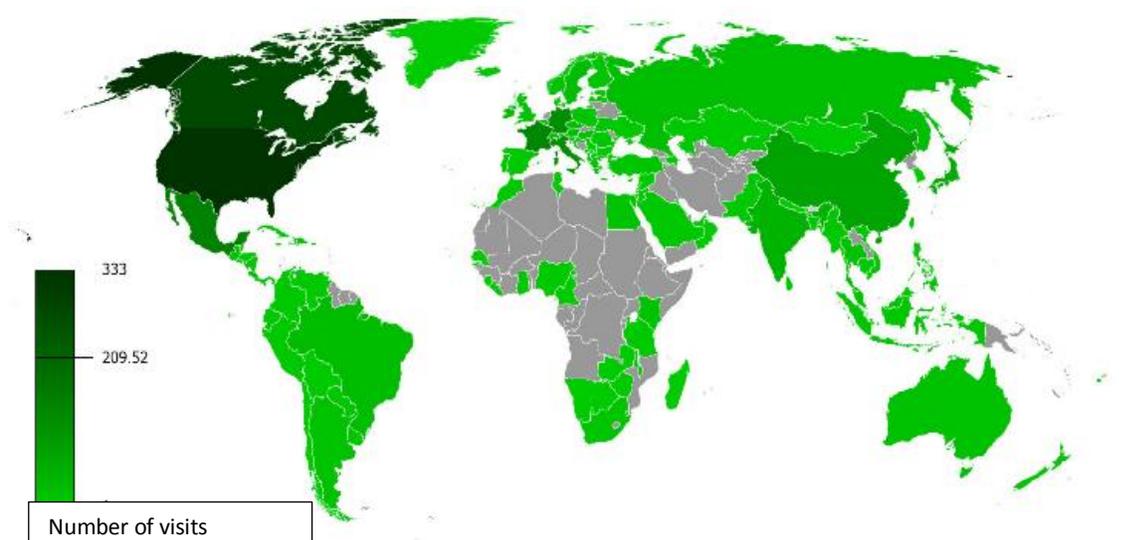
### International Travel

As might be expected from the findings regarding international education and language ability, a very high percentage of EMU employees – 91.1% – report having traveled, lived, and/or worked outside of the U.S. in the last ten years. This incidence of international travel is three times greater than in the U.S. population as a whole. 71.5% of EMU employees have traveled abroad as tourists, and 40.9% have traveled for work or research. The frequency and duration of international travel is also considerable: 26% of respondents indicated that they had traveled abroad ten or more times in the last ten years, and 27.4% had lived or worked in another country for a month or longer.

Consistent with the pattern of variation in international education and language proficiency, the frequency and duration of international travel is considerably greater for faculty than for staff and administrators. On average, faculty respondents traveled 5.99 times in the previous decade, while staff traveled 4.2 times and administrators 4.7. Similarly, faculty were much more likely to have traveled for research or work (58% vs. 17.8% of staff and 28.4% of administrators), and to have lived outside of the U.S. for a month or longer (37.6% as compared to 16.4% of staff and 15.9% of administrators).

Figure 2

### **Countries to Which EMU Employees Have Traveled in the Last Ten Years**



The survey also asked respondents to indicate which countries they had visited for a significant amount of time (“more than just passing through”) during the last ten years. The results show that the most frequently visited regions are North America (Canada, Mexico, and Central America) and Europe; however, EMU employees have also traveled extensively outside of the Western world. Indeed, most nations of the world have been visited at least once by an EMU employee in the last ten years (Figure 2).

What do these results tell us? Considerable research indicates that international travel confers multiple benefits, including experiential learning about other nations and cultures, enhanced appreciation for diversity, increased flexibility, improved leadership ability, and understanding of multiple perspectives.<sup>13</sup> Thus, the high level of international travel among faculty, staff, and administrators is additional evidence of the global competence of the university’s workforce.

#### International/Global Research and Professional Activity

To what extent are EMU faculty and staff involved in international research? How well connected are they to disciplinary and professional communities with an international character or focus? Given the considerable international knowledge, linguistic ability, and travel experience of EMU faculty noted above, we should expect that many faculty members are engaged in research with an international or global focus, present research and creative works at international conferences, are involved in international professional associations, and collaborate with colleagues in other countries. We should also find similar activity among staff and administrators.

To measure international research and professional activity, all respondents were asked to select from a list of statements all those that “accurately describe your international activities in the last five years.” The results are presented in Table 14. For all employees, the most common form of international activity is membership in an international professional association (37.6%), followed by presentation of a paper at a conference outside of the U.S. (24.2%) and conducting research with an international or global component (23.8%). Once again, the level of participation by faculty in all international activities is substantially greater – two to three times greater – than for other employee groups. 85% of faculty indicated that they had participated in at least one international activity in the last 5 years. We also constructed a simple index of international research/professional activity by tabulating the number of activities selected by each respondent. The average number of activities reported by faculty is 3.55, by staff .45, and by administrators 1.38.

In addition to selecting from the list of possible activities, respondents were asked to describe their major international activities over the last five years. 279 respondents -- 57% of the sample – provided this descriptive information. *The total amount of descriptive information collected fills fifteen single-spaced pages.* The main activities mentioned by EMU faculty and

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<sup>13</sup>Tiina Jokinen, “Global leadership competencies: a review and discussion,” *Journal of European Industrial Training*, 29:3 (2005), pp. 199-216; Morgan W. McCall, *Developing Global Executives: The Lessons of International Experience* (Cambridge: Harvard Business School, 2002); and George Gmelch, “Crossing cultures: Student travel and personal development,” *International Journal of Intercultural Relations* 21:4 (November 1997), pp. 475-490.

**Table 14****International/Global Activities by Employee Category**

<i>In the last five years I have...</i>	Faculty (N=258)	Staff (N=146)	Administrators (N=88)	Total (N=492)
Belonged to an international professional association	140 54.3%	17 11.6%	28 31.8%	185 37.6%
Presented a paper at an academic conference outside the U.S.	103 39.9%	5 3.4%	11 12.5%	119 24.2%
Performed or installed a creative work outside of the U.S.	36 14.0%	1 0.7%	1 1.1%	38 7.7%
Presented a paper on a global or international topic	94 36.4%	3 2.1%	10 11.4%	107 21.7%
Performed or installed a creative work with a global or international theme	30 11.6%	4 2.7%	6 6.8%	40 8.1%
Helped to organize a conference panel/section with an international or global theme	45 17.4%	4 2.7%	6 6.8%	55 11.2%
Published a paper in non-U.S. academic journal	63 24.4%	1 0.7%	8 9.1%	72 14.6%
Published a paper on a global or international topic	65 25.2%	0 0.0%	6 6.8%	71 14.4%
Published a book on global or international topic	19 7.4%	0 0.0%	4 4.5%	23 4.7%
Reviewed a manuscript with an international theme/focus	84 32.6%	1 0.7%	8 9.1%	93 18.9%
Developed a research or applied program outside the U.S.	54 20.9%	2 1.4%	5 5.7%	61 12.4%
Engaged in research with an international or global component	101 39.1%	5 3.4%	11 12.5%	117 23.8%
Taught a course with an international or global focus	92 35.7%	5 3.4%	9 10.2%	106 21.5%
Taught a study abroad course	29 11.2%	2 1.4%	2 2.3%	33 6.7%
Helped students to plan for study or internship abroad	67 26.0%	19 13.0%	18 20.5%	104 21.1%
Hosted an international scholar	42 16.3%	5 3.4%	11 12.5%	58 11.8%
Other international activity	39 15.1%	18 12.3%	6 6.8%	63 12.8%
Did not participate in any international/global activities	39 15.1%	70 47.9%	30 34.1%	139 28.3%

staff were research abroad (35 references), development of international/global curriculum (27), participation in international partnerships (23), service in international organizations (18), teaching study abroad courses (21), and teaching at other universities abroad (14). Some described their participation in professional development with a focus on international issues. Other forms of international research and professional activity included presentations abroad (17 references), participation in conferences (14), authoring articles and books, and/ or service as reviewers for journals with an international focus. Four respondents have served on UN committees, two have consulted or worked for the U.S. State Department, and five have consulted with international NGOs.

Many of the descriptions indicate a very high level of international expertise, with multiple types of activities and professional accomplishments mentioned. To provide the reader with a sense of the richness of this expertise, we have randomly selected five of the 279 responses and transcribed them below. Details in brackets have been or modified to preserve the anonymity of respondents.

“As a member of the [X] Institute Board of Directors, I have presented many keynote addresses in multiple foreign countries. Each speaking engagement involved five days of activity and interaction with Institution members...”

“During my research sabbatical I participated in two regional research conferences and groups in [Y global region]. I also coedited a book on issues in the region, served on the board of directors of an international organization and on the editorial board of a professional journal about the region...”

“I visited the professional development center at the University of Z [major university in Scandinavia] and reviewed international articles for them. I also supported the creation of professional seminars on [an international issue].”

“I worked on research and development of a [dual language] immersion program as well as Heritage Language education of these languages at various educational institutions. I am working on the establishment of ties between U.S. and [X country’s] educational leaders.”

“Completed two international case studies for my forthcoming book...I am North American associate editor of an international journal entitled [Z]...”

An entire report could, and should, be written on the wide array of international activities and projects conducted by EMU employees, particularly faculty, and the impact that they have made on the world through their work.

### International Curriculum, Teaching, and Advising

Curriculum is the primary focus of internationalization efforts in most colleges and universities. In a globalizing world, students need knowledge of the international system and of international and global issues to operate effectively in professional and social settings as well as to be competent citizens. In addition, employers expect college graduates to be able to

collaborate with co-workers of many different nationalities and cultures and to possibly live and work in other countries. Because of these expectations, even disciplines that traditionally have not focused on societies and cultures – such as chemistry, physics, and engineering – now embrace their responsibility for encouraging awareness and respect for multiple cultures and perspectives and thus the need to internationalize or globalize their curricula.<sup>14</sup>

The survey included several items designed to gather some basic information about the character of curricular internationalization at EMU, the role of faculty in that process, and faculty perspectives on internationalization. First, respondents were asked to consider the importance of different dimensions of international knowledge and skills for students majoring in the program in which they primarily teach. For each dimension, respondents could choose “not important,” “somewhat important,” or “of great importance.” The results are presented in Table 15. Taken as a set, the responses indicate that a majority of faculty consider all the dimensions of international knowledge to be important for their students: not a single item was considered to be “not important” by a majority of respondents. Two dimensions – awareness of cultural differences and a global perspective – were considered to be of the “greatest importance” by strong majorities (71.3% and 59.6% respectively). We also calculated an average score on these items for each respondent, in order to accurately summarize the perceptions of faculty about the importance of international knowledge, skills, and experiences for their students. The average score on this index was 2.106, i.e. above a 2 or “somewhat important” for all items, with 65.2% of respondents scoring a 2 or above on the scale.

The survey also included a measure of faculty perception of the importance of knowledge of specific world regions. Respondents were asked “How important is knowledge of the regions below for student success in the courses you teach?” and presented with a list of eleven world regions. For each region, response options were “not important,” “of some importance,” and “of great importance.” Table 16 shows the results. No region was considered by a majority of respondents to be “not important” for student success. The regions considered most important were North America, the European Union, and East and Southeast Asia. Deemed least important were the Arctic and Antarctic, Australia and Oceania, and Sub-Saharan Africa. The average response for the eleven regions was 1.85 (with 1 being “not important” and 3 “of great importance”), indicating that the average respondent considered knowledge of most of the regions (approximately 9 of the 11) to be at least somewhat important for student success in her/his courses. As with previous measures, there was a wide distribution of average scores, with a large cluster of respondents at 1, reporting that knowledge of regions is of no importance in the courses they teach. The largest cluster was near 2, around “somewhat important.” A smaller group of respondents had scores between 2 and 3, but a substantial proportion indicated that knowledge of all regions is very important for student success in their courses.

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<sup>14</sup> See Charlotte West, *Integrating Internationalization into STEM Education*, NAFSA, 2014, and Erick Doery and Harvey Charles, “Global Science and Engineering Program: A Model for Uniform, Institution-wide STEM Internationalization,” paper presented at the American Society for Engineering Education International Forum, 2013.

**Table 15**

**Faculty Perception of the Importance of the Types of  
International Knowledge for Students**

<i>How important is it for students majoring in the program in which you primarily teach to have...</i>	<b>Not important</b>	<b>Somewhat important</b>	<b>Of great importance</b>
<b>Knowledge of societies, economies, and politics of other countries</b>	39 15.9%	112 45.5%	95 38.6%
<b>Awareness of or appreciation for cultural differences</b>	21 8.5%	50 20.2%	177 71.4%
<b>A global perspective</b>	26 10.6%	73 29.7%	147 59.8%
<b>An environmental perspective</b>	51 21.0%	102 42.0%	90 37.0%
<b>Study abroad experience</b>	97 39.8%	91 37.3%	56 23.0%
<b>International internships</b>	111 45.5%	91 37.3%	42 17.2%
<b>Foreign language skills</b>	87 36.0%	99 20.1%	56 23.1%

**Table 16**

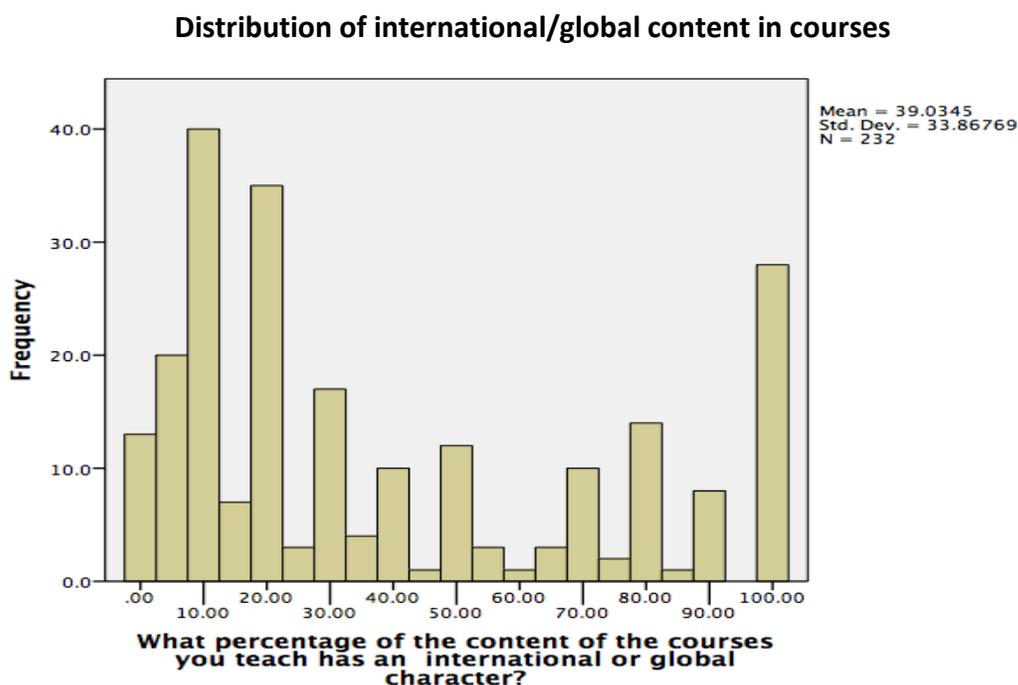
**Faculty perception of the importance of regional knowledge for student success**

<i>How important is knowledge of the regions below for student success in the courses you teach?</i>	<b>Not important</b>	<b>Somewhat important</b>	<b>Of great importance</b>
<b>East and Southeast Asia</b>	81 34.3%	100 42.4%	55 11.2%
<b>South Asia</b>	90 40.4%	93 41.7%	40 8.1%
<b>Central Asia</b>	94 43.1%	96 44.0%	28 12.8%
<b>Russia and the states of the FSU</b>	106 48.2%	86 39.1%	28 12.7%
<b>European Union</b>	62 26.4%	116 49.4%	57 24.3%
<b>Latin America and the Caribbean</b>	80 35.2%	103 45.4%	44 19.4%
<b>Sub-Saharan Africa</b>	105 47.9%	81 37.0%	33 15.1%
<b>Middle East and North Africa</b>	84 36.5%	100 43.5%	46 20.0%
<b>Australia and Oceania</b>	108 49.5%	89 40.8%	21 9.6%
<b>North America</b>	36 15.0%	67 27.9%	137 57.1%
<b>Arctic and Antarctica</b>	143 67.1%	61 28.6%	9 4.2%

Comparing responses to the two questions about the importance for students of different types of international knowledge, it is clear that faculty perceive general international knowledge to be somewhat more important than knowledge of world regions. However, the correlation between the two indexes is .553, indicating that perceptions of the importance of the two types of international knowledge are very much interconnected.

Moving from the question of what students should know about the world to what they are actually taught, the survey asked faculty to estimate the percentage of international/global content in the courses they teach. Combined, respondents estimated that 39% of the content of their courses is international or global. As with previous measures, there was a wide distribution of responses. In the scatterplot of the responses (Figure 3), we see a bifurcated pattern, with clustering at the low and high end of the scale. A large proportion of respondents indicated the international content of their courses was 15% or less, but there was also a significant grouping at the high end, from 70-100%. It thus appears that the majority of courses at EMU have either little or a great deal of international/global content. The balance, however, is toward the low end, with more than half of respondents – 53% – reporting 0- 30 percent international content and 28.7% indicating 70 percent or greater. A smaller proportion of courses (18.3%) have a moderate – between 40 and 70 percent – level of international/global content.

**Figure 3**



Analysis of the items in the survey regarding the curriculum suggests that **there is a gap between the perceived importance of international/global knowledge for students and the actual level of international content in courses.** As noted above, a strong majority of respondents indicated that various types of general international knowledge as well as specific

knowledge of regions are important to very important for their students. Yet, the estimates provided by respondents indicate that many courses at EMU have little to no international content.

Has there been change over time in the international/global content of courses? Since, to the best of our knowledge, this is the first survey of international expertise and activities conducted at EMU at the university level, we do not have earlier data that could be used as a benchmark to track change. However, faculty respondents were asked to compare the current level of attention to international/global issues to five years ago. Only 5.6% indicated they gave less attention (somewhat less or much less) to international/global issues than five years ago, while 44.2% indicated that they devoted more attention to such issues: 30.1% selected “somewhat more attention” and 14.1% “much more attention.” 50.2% indicated the level of attention was about the same. The results thus suggest that there has been an increase in the international content of courses at EMU over the last five years. This inference is supported by a small, but statistically significant, correlation of .19 between reported shift in attention and the percentage of international content. The correlation indicates that instructors who reported that they had increased the level of attention to international/global issues in their courses also tended to report a higher level of international/global content in their current courses.

#### Evaluation of the university’s performance in supporting international initiatives

The concluding section of the survey asked respondents to consider the university’s performance in supporting or promoting international education, research, and programming. The results are presented in Table 17. Employees perceive that the university is best at providing study abroad opportunities for students and promoting extracurricular activities. It is worst in supporting international travel, international research, and promoting the international/global expertise of faculty. On the whole, respondents did not perceive that EMU is doing a good job in supporting international programs and activities. Very small percentages saw the university’s performance in supporting international activities as “very good” (1.2% - 6.8%) and on 7 of 8 items, larger percentages chose “very poor” (4.2-20.1%) rather than “very good” to describe the university’s performance. Similarly, on 6 out of 8 items the percentage of respondents replying “good” was less than the percentage replying “poor.” The degree of negativity is not high, largely because for all the assessment items the most frequent response was “neutral.”

To summarize perceptions of the university’s performance we created an index by recoding the variables and calculating an average response on each item. The scale ranges from -2 (“very poor”) to 2 (“very good”) with neutral coded as 0. Table 18 presents the mean scores of the index by employee group. The table indicates that employees gave a negative assessment to 7 of the 8 facets of the university’s performance. Table 18 also shows that there are considerable differences between employee groups, with the faculty consistently less positive than staff and

**Table 17**

**Assessment of the university's support for  
international programs and activities**

<i>How would you assess the university's performance in the following areas?</i>	<b>Very good</b>	<b>Good</b>	<b>Neutral</b>	<b>Poor</b>	<b>Very poor</b>
Promoting the international/global expertise of faculty	10 2.3%	80 18.7%	193 45.1%	108 25.2%	37 8.6%
Promoting the international experience of students	15 3.5%	94 22.1%	193 45.3%	90 21.1%	34 8.0%
Providing study abroad opportunities for students	29 6.8%	151 35.2%	170 39.6%	61 14.2%	18 4.2%
Extracurricular programming that supports global learning	15 3.5%	94 22.1%	215 50.5%	74 17.4%	28 6.6%
Supporting international travel	13 3.0%	60 14.1%	178 41.7%	90 21.1%	86 20.1
Supporting international research	6 1.4%	53 12.6%	228 54.0%	74 17.5%	61 14.5
Helping/encouraging faculty to expand international/global dimension in teaching	7 1.6%	49 11.4%	234 54.5%	103 24.0%	36 8.4%
Connecting faculty and students who have international expertise to the local community	5 1.2	42 9.9	224 52.7	100 23.5	54 12.7

**Table 18**

**Average scores on measures of university performance by employee group**

<i>How would you assess the university's performance in the following areas?</i>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>	<b>Total</b>
Promoting international/global expertise of faculty	-.4043	.0254	.133	-.1916
Promoting the international experience of students	-.2543	.1429	.1067	-.0798
Providing study abroad opportunities	.1362	.4790	.3067	.2611
Extracurricular programming	-.1631	.2373	.0533	-.0141
Supporting international travel	-.6538	-.0424	-.2400	-.4122
Supporting international research	-.4675	-.0855	-.1757	-.3104
Helping faculty international/global teaching	-.4661	-.0169	.000	-.2611
Connecting faculty and students to the community	-.6009	-.0256	-.1733	-.3671
Combined average for all measures	-.3612	.0675	.0086	-.1775

administration about the university's performance. This pattern – with the faculty most critical, administrators less critical, and staff least critical – can be seen in the mean scores on six of the eight dimensions of performance. On the other two dimensions (promoting faculty international experience and helping faculty expand international teaching), faculty respondents are most negative, staff less negative and administrators most positive. We would also note here that staff members gave more neutral evaluations overall than faculty and administrators.

The primary factor that explains variation in assessment of the university's performance is the level of a respondent's international expertise. The correlation between the number of international activities reported by respondents and their assessment of the university's performance in supporting international programs and activity is  $-.427$ . Thus, the higher the level of a respondent's international activity, the more negative is the assessment of the university's performance. All the other dimensions of international expertise and perception examined above – international education, foreign language knowledge, number of countries visited, and perceived importance of international knowledge for students – are also significantly and negatively correlated with the assessment of the university's performance. In sum, the greater the degree of an employee's international background, expertise, and experience, the more likely s/he is to negatively assess the university's performance in supporting international programs and activities. When we control for level of international activity, differences between employee categories disappear. Thus, the more negative rating of the university's performance by faculty is primarily due to the higher level of international expertise among faculty.

**The only logical conclusion that can be drawn from the fact that respondents with the most international expertise rate the university's performance negatively is that EMU's support for international activities and programs is indeed quite weak.**

### **The International Inventory: Interviews with Deans, Directors, Department Heads**

The GEC also collected information about the university's international efforts by conducting individual interviews with deans, directors, and department heads. Through these interviews, we sought to identify existing international programs or initiatives and to assess the extent to which the university's international efforts are institutionalized and/or administratively supported. The interviews followed a protocol consisting of 24 questions concerning five aspects of international programs: administration; faculty/research; students; curriculum;

development (Appendix VI).<sup>15</sup> The protocol included questions about a wide range of international activities typically engaged in by institutions of higher education, including collaborative research projects, formal exchange agreements, study abroad, curriculum development, and technical and development assistance.

Members of the committee contacted administrative personnel in every academic program and college on campus. Of 44 individuals contacted, 36 were interviewed between December 2014 and February 2015. Interviewers entered the responses of interviewees directly into an online form either during the interview, or shortly afterwards from notes taken during the interview.

**Findings.** Analysis of the data gathered through interviews is consistent with the survey findings: EMU has large numbers of faculty members actively engaged in international activities and projects of various kinds, primarily scholarly pursuits or international teaching. Such individuals are present across all colleges and within almost all, if not all, departments. *However, for the most part, international efforts are fragmented and weakly supported. Moreover, existing projects or initiatives have not been institutionalized at the departmental or college level.*

At the department level, weak support and lack of institutionalization can be seen in the limited investment of personnel and budget to internationalization. Very few departments have a designated faculty member responsible for international programs. When department heads mentioned such a person, it was usually with the caveat that s/he occupied the role informally (i.e., without title and/or release time). The few formal international assignments for faculty are connected to specific programs, for example, the International Business (IB) program and the Teach and Learn in Korea (TALK) program. In addition, several departments with large numbers of international students, such as Computer Science, have a designated faculty member responsible for communicating with and supporting international students.

The limited investment at the departmental level to international efforts can also be seen in the responses to the question of whether the department had a designated individual for international grant writing. With just one or two exceptions, the interviewees replied “no” to this question. Many department heads indicated that they had no person designated for grant writing in general. Some asserted that there was little external grant money for international projects in their discipline. Quite a few replied that faculty members in their departments pursue funding for international research and projects, but that they do so independently. In one department, the department head herself had taken on the responsibility for writing international grant proposals.

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<sup>15</sup> The protocol was adapted from a questionnaire used by the University of Pittsburgh for its own international inventory.

With regard to international travel on behalf of the department/college, the majority of respondents noted that their faculty frequently travel abroad, but little of that travel is connected to departmental/university business. Many explained the absence of any type of purposeful international travel with reference to the small or shrinking size of their permanent faculty and limited and declining discretionary funds. However, in nine departments with collaborative international projects or exchanges, faculty members occasionally travel on behalf of the department. Such travel is summarized in Table 19 below.

**Table 19**

**Formal Departmental International Travel in the Last Five Years**

	France	Thailand	India	Malaysia	China	Germany	Ecuador	Korea	Sweden
Marketing	Yes	Yes	Yes	Yes		Yes			
Leadership & Counselling					Yes		Yes		
Teacher Education					Yes				
Music					Yes			Yes	
Special Education								Yes	
COT (Information Assurance)					Yes				
Library						Yes			
Computer Science			Yes		Yes	Yes			Yes
Psychology					Yes				

In terms of research projects, it is faculty members who launch them and sustain them, rather than departments. In the interviews, department heads mentioned a few small-scale projects in nations as diverse as Brazil, Guatemala, Japan, and the Czech Republic. However, many department heads cited a lack of administrative support and resources for even planning collaborative international research.

Despite a general enthusiasm expressed for them, departments either do not have databases or records of the international expertise of their faculty or these databases are outdated. The few exceptions are Nursing, Astronomy, Sociology/Anthropology/ Criminology, and World Languages. In several interviews, department heads could not easily discuss the international activities of their faculty.

For the most part, we also found that departments do not actively recruit international students. Historically, some have drawn students from particular nations, often as the result of faculty members' connections to those countries, or through word of mouth among international alumni. It is problematic for future recruitment of international students that several department heads spoke of conscious decisions to scale back on their previous efforts at international student recruitment. To explain this, they referenced a lack of resources for recruiting and for supporting international students once they arrive on campus.

The interviews did not uncover much evidence of student exchanges, particularly at the departmental level. Some departments have tried to establish exchanges, but have encountered daunting difficulties including cultural conflicts, inappropriate placements, and difficult workload requirements. The few successful exchange programs are not widely known but include the exchanges with Korea (Teacher Education), China, Colombia, and Korea (Music), India (COT), Taiwan (Arts Management), dual degree programs in Germany and India (Computer Science), a project in Jamaica (Social Work), a clinical for students in Taiwan (CHHS), programs in England and Japan (CAS), as well as several articulation agreements with China, India, and Germany.

Despite a decidedly international or global focus in the curricula and research of many departments such as Political Science, Sociology, Women and Gender Studies, Anthropology, and a section of Linguistics, EMU does not offer degree programs abroad or online to international students. The single exception is the COB. Furthermore, with the exception of a few scholarship funds scattered across the university at the departmental level, EMU does not facilitate international internships for students.

Most department heads expressed considerable interest in expanding their department's international efforts, but they were pessimistic about the prospects for doing so. They repeatedly emphasized a lack of resources (funding and personnel) as the primary impediment. Some questioned the commitment of the university administration to internationalization. Many saw the status of international programs as illustrative of larger problems of institutional immobility and underperformance. Below are a few direct quotes from the interviews that eloquently convey the mix of frustration and hopefulness that pervaded our interviews with department heads. A few details have been omitted to preserve the anonymity of the interviewees.

We need a REAL international office with services that support rather than block efforts. The college-based system does not work. We need a university level office with a leader who is imaginative and flexible. Everything here is stuck in stalemate. Too many people resist any change to how things are done, whether university or AAUP. It's exceptionally conservative. The status quo is maintained

for various local or personal reasons but all resist change. This is not a question of resources. This university has resources! The university needs to be freed up from the few with power who gate-keep. The program in [X country] was not a lot of money, about 10-20 thousand, it could be done but people will insist the money cannot be taken from anywhere. It's the structure that stops programs, not money. They resist any change. With a dynamic structure that motivates change, it would be easy. Everyone on campus has contacts – that is not the problem. But it's the small narrow focus on little problems like 'international copyright' and the focus on individual agreements instead of institutional ones. For some reason they insist that agreements must be tied to individuals and must be small. A wide umbrella would allow lots of smaller individual connections to happen.

There's good stuff happening, but we're so busy with nuts and bolts meetings. We need thought-provoking, brainstorming meetings – higher level thinking! We should meet for learning what our colleagues are doing, not just budget issues...Leadership in campus global efforts somehow has to be nonpartisan (not defending departments or budget lines); it must be in the interest of students; we must keep a business mind to this, practical, looking for how this gives opportunities to our students.

An international center could help with recruitment and managing agreements with other universities. Most of us have no idea about what other departments/colleges are doing. Each department has to establish its own contacts. A more centralized operation would benefit departments. At the college level, marketing people have an idea about connecting with [a particular discipline]. An international center could help in pairing international students with American students to work on projects and then give presentations. Any way of supporting them to integrate into the community, but especially project-driven programs, would be good.

The picture is somewhat brighter at the College level. In several colleges, international exchanges and partnerships have been established. There are numerous efforts at faculty exchanges including COB's exchanges with France and Korea, COE's with Turkey and Russia, COT's with India, and CHHS's with Taiwan. CAS has several active student exchanges including Germany, Pakistan, China, and Denmark. Two Colleges – COE and CAS – have or are currently developing curricula with international universities. The most promising partnership at the college level appears to be with Wuhan University International School of Software in China. In addition to three dual-degree programs with Wuhan in economics, computer science and geographic information systems (GIS), CAS has facilitated the development of a Joint International Center of EMU and Wuhan for research, that is funded by the government of

China.<sup>16</sup> CAS also has an Office of International Initiatives, staffed by a faculty member on full-time release, that supports international efforts. Among other activities, the office manages Memorandums of Understanding (MOUs) with international institutions, implements the college's strategic plan for internationalization, and maintains a database of faculty international expertise.

Although the colleges appear to be more committed to and involved in developing international partnerships than most departments, deans expressed dissatisfaction with the current level of international efforts at EMU and within their colleges. They all expressed the view that more needs to be done, and most expressed the view that the university needs an international center to provide support to and coordinate programs across colleges and departments and to build on faculty expertise. One dean expressed concern that very few EMU students have a significant international experience such as study abroad before they graduate.

### **Student Mobility: International Students and Academic Programs Abroad**

One of the most important aspects of internationalization is student mobility. As the global marketplace of higher education develops, millions of students choose to pursue baccalaureate and graduate degrees in other countries, and an increasing number of universities actively recruit abroad. Parallel to this trend, more native-born students spend some of their post-secondary education abroad, usually as part of a study abroad course or curriculum, or, increasingly, through an international internship or service-learning experience. Given these trends, our inventory of EMU's international efforts would be incomplete without an examination of student mobility at EMU and some discussion of the role of the two offices that support it, the Office of International Students and Academic Programs Abroad.

To gauge how successful Eastern is in "bringing students in" and "sending them out," we first need to have a solid grasp of global and national trends. Between 2000 and 2011, the number of students worldwide receiving their higher education in another country increased 65 percent to 3.3 million.<sup>17</sup> As the most preferred destination of international students, the United States has long benefited from the increase in international education: since 1952, international student enrollment in the United States (Figure 4) has risen from approximately 30,000 students to almost 890,000 in 2013-14. The rate of growth has been particularly strong in the last decade as economic development in East and South Asia, the Middle East, and Latin America has lifted incomes and increased global demand for higher education. Since 2006/07,

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<sup>16</sup> Cheresse Colston, "Eastern Michigan University increases international outreach; strengthens relationship with China's Wuhan University," news release, Eastern Michigan University. June 8, 2012. <http://www.emich.edu/univcomm/releases/release.php?id=1339184768>.

<sup>17</sup> S. Choi, J. Khamalah, M. Hwan Kim and J. Burg, "Internationalization of a Regional Campus: Faculty Perspectives," *International Education* 43:2 (2014), 7-24

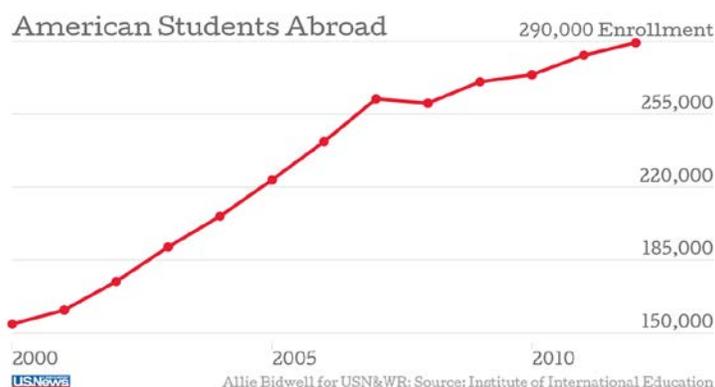
the average annual increase in international student enrollment in the U.S. has been 5.8% per year, with the largest increase (8.1%) occurring from 2012 to 2013, and a slightly smaller increase in 2013-14 of 8%.<sup>18</sup>

Figure 4  
International Students in the US, 1952-2013<sup>19</sup>



Study abroad participation of U.S. students has paralleled the trend of international student growth (Figure 5). Between 1987 and 2012, the number of U.S. students studying abroad quadrupled, from 62,000 to 289,000. High rates of annual growth of 7-8% in the early 21<sup>st</sup> century have leveled off in the last few years to more modest increases of 2-3%.<sup>20</sup>

Figure 5



<sup>18</sup> Institute of International Education, "Open Doors 2014: A Quick Look at International Students in the U.S." <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Infographic>, and "International Students: Enrollment Trends," <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Enrollment-Trends/1948-2014>. Accessed May 19, 2015.

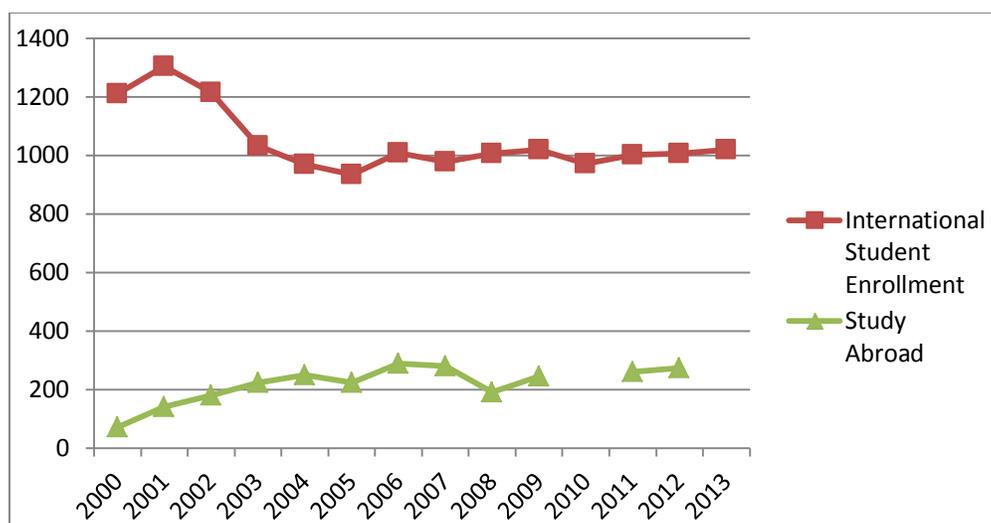
<sup>19</sup> Open Doors data, Institute of International Education. <http://www.iie.org/research-and-publications/open-doors/data>. Accessed May 18, 2015.

<sup>20</sup> Allie Bidwell, "U.S. Falls Short in Studying Abroad," *U.S. News and World Report*, November 17, 2014.

**In comparison to these trends, student mobility at EMU, particularly international student enrollment, in recent years has been lackluster** (Figure 6). International student enrollment has declined considerably over the last fifteen years: enrollment in 2013 was 22% lower than the peak of 1304 in 2001 (in contrast to growth of international student enrollment in the U.S. of 72% for the same time period). After declining to 934 in 2005, international student enrollment at EMU has recovered a bit and remained fairly steady, hovering around 1,000. In sum, rather than following the national trend of constant and healthy increases across the last fifteen years, EMU's international enrollment has declined and stagnated.

The performance in study abroad was excellent for the first half of the period in the early 2000s and reached a peak of 288 students 2006, a fourfold increase from 71 students in 2000. Since then, however, the numbers have declined and leveled off. **In the last six years for which we have data, the trend in study abroad at EMU has not followed the national trend of steady growth.**

Figure 6



**EMU International Student and Study Abroad Enrollment, 2000-2013<sup>21</sup>**

What accounts for the current stagnation of student mobility at EMU? The evidence from the inventory suggests that the cause is the current decentralization, fragmentation, and limited funding and staffing of international offices and programs. Rather than being located together

<sup>21</sup>Chart is from the Open Doors data provided by the Institute of International Education (IIE). Apparently, there was no report to IIE from EMU in 2010.

in a single international center, OIS and APA are housed in completely separate divisions of the university: OIS is in Student Affairs as part of the office of Student Wellbeing, and APA is located in Extended Programs and Educational Outreach. Not only are the offices in different divisions, reporting to different administrators, they are located on opposite sides of the campus. Their connections to one another and to other offices as well as academic units are tenuous. In part, this is because of their limited staffs and budgets. It is also because there is no permanent structure for linking the offices together or for ensuring that they are coordinating their operations with colleges and academic departments. Given such a situation, it is not surprising that these offices are in a holding pattern and student mobility is not increasing.

## Major Results of the Inventory

- **Eastern Michigan University has invested heavily in international knowledge and expertise. The university's employees have a very high level of international competence. EMU's faculty has extensive knowledge of the world and experience living and working in other countries.** Many professors are bilingual and able to function independently and effectively, conducting research and teaching in other countries. Many have developed connections with scholars and universities in other countries and/or have international reputations as scholars. They have created high-quality courses, curricula and study abroad programs that are preparing students for employment and life in the globalized and multicultural world of the 21<sup>st</sup> century.
- Unfortunately, **the university is not maximizing the return on its investment in international knowledge and expertise. Its international efforts are fragmented, small, and underfunded.** It has not institutionalized most of the international research projects and initiatives that have been created over time, most of which have been launched by faculty. As a result, programs are small and there is little awareness of them on campus. As tenured faculty retire and the proportion of regular faculty declines, existing international initiatives and EMU's connections to the world are weakening. *If these trends continue, the long-term investment will be lost.*
- **The offices supporting student mobility are small, operating on very tight budgets, disconnected from one another, and not as well connected to academic units as they could be.** They are located in structures that do not have an international or global orientation and report to individuals whose primary or even secondary expertise is not in international education. As a result, international student enrollment and study abroad participation are not growing. Given a continuation of this situation, they are unlikely to expand.

## Moving Toward Comprehensive Internationalization

The original impetus for the creation of the Global Engagement Council was a belief in the excellence of EMU's employees, its human capital. The results of the inventory have confirmed this belief. Given the strong international and global competence of employees, particularly the faculty, we are certain that EMU is capable of comprehensive internationalization. EMU's faculty members have extensive knowledge of other countries, including non-Western countries, and are able to travel, work, and live independently in them. They could easily use this expertise to internationalize the curriculum, expand or launch international research projects, establish or strengthen international partnership, create new international internships and study abroad programs for students, and contribute to the university's recruitment of international students. Given the high level of international and linguistic proficiency among faculty and staff, EMU could also quickly establish and sustain innovative partnerships with universities, non-profits, and businesses around the globe.

By embarking on a process of comprehensive internationalization and transforming itself into a truly international university, Eastern will strengthen the quality of education provided to students, expand research productivity, develop local, national, and international partnerships, and raise its visibility and prestige. An added benefit of internationalization is that it will create networks that span administrative units, colleges, and departments, thus strengthening organizational integration and a shared sense of identity and mission. As will be explained in more detail below, internationalization will allow the university to tap into new revenue streams, which it must do to address the problems of declining government funding and the shrinking pool of high school graduates. Comprehensive internationalization could also allow EMU to contribute to the revitalization of the Michigan economy.

***In order to proceed in this direction, the university needs to establish an international center.***

### The Global Engagement Center: Structure, Function, Leadership

The engine of comprehensive internationalization will be the Global Engagement Center. The Center will be the new home of existing international offices and functions, including the Office of International Students (OIS), Academic Programs Abroad (APA), and international admissions and recruitment.<sup>22</sup> Co-location of these offices in the Center will allow for the development of natural synergies between them and also strengthen their connections to academic units. Over

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<sup>22</sup> In most universities, including our peer institutions, offices of international students and study abroad programs are housed together in an international center. When so located, they report to an administrator with international expertise who has specialized over the course of her or his career in the leadership and management of such offices. In such a setting, synergistic relationships and sharing of expertise and resources develop. Complementarity is facilitated by a university-wide strategic plan for internationalization that guides long-term direction and daily management of the center and its offices. In such conditions, the connections between international offices and the departments and programs they serve are strong and well understood by relevant administrators, faculty, and students.

time, additional programs or offices could be added to the Center. For example, at many universities, interdisciplinary academic programs with an international or global focus, including area studies majors or international research centers, are part of the international center or connected to it in some way. In addition to serving as a home for offices and programs with an international or global orientation, the Center will be the coordinating hub for all of EMU's international or global programs and activities.

The Center will fundamentally strengthen EMU's international efforts by performing multiple functions. These functions include:

- **Development and implementation of a strategic plan for comprehensive internationalization.**
  - The strategy would be consistent with both the EMU and GEC mission statements. The strategy would identify the goals and objectives of comprehensive internationalization and specify the exact role of the Center in the process. The Global Engagement Council would conduct periodic assessments of comprehensive internationalization and the performance of the Center.
- **Support for international/global curricula and research to all colleges and departments.**
  - This would include consultation regarding curriculum and program development, development and funding of study abroad programs, identification of external funding sources and development of grant proposals, collaboration with the EMU Foundation to strengthen programs, etc. It would also include the intentional development of interdisciplinary curricula and research teams/projects.
- **Facilitation of student mobility and international experience.**
  - The Center would place a high priority on significantly increasing international student enrollment and participation in study abroad. In addition to study abroad, the Center would create other means of ensuring that all EMU students have multiple significant international and multicultural experiences, both curricular and extracurricular, during their programs of study. These could include classes and projects with international students, participation in international events, internships with community organizations with an international focus, joint courses co-taught by EMU and international faculty using synchronous video, etc.
- **Facilitation of international/global engagement.**
  - The Center would encourage engagement of the EMU community with the international community. It would create or support purposeful learning activities that benefit the global community, including volunteer, internship, and service learning opportunities abroad.
- **Internal communication regarding international/global activities.**
  - The Center would be responsible for gathering and sharing information about international activities and programs across departments and colleges.

This could be accomplished in part through the creation of a virtual community – “Global EMU” – that would be open to all members of the university community with global or international interests. In addition, the Center would post news about activities and accomplishments of members on its website, and use social media to share this information as well. In so doing, the Center would foster connections and collaboration across departments.

- **External communications regarding international/global activities.**
  - All inquiries and communications with an international or global character would be directed to the Center. In addition, the Center would be responsible for maintaining communications with all international organizations – universities, non-profits of various types, and businesses – as well as with domestic organizations regarding international/global projects or issues. In these communications, a heavy emphasis would be placed on the use of digital communications, such as blogs, social media, electronic newsletters, etc.
- **Promotion and management of international affairs and projects.**
  - The Center would be responsible for establishing, maintaining and monitoring partnerships with non-U.S. entities. This would include developing exchange agreements with other universities, collaborative research projects, development of international degree programs, inviting and hosting international scholars, overseeing MOUs, etc.
- **Publicity and events.**
  - The Center would publicize the international activities of faculty and students to external audiences. It would also organize an annual series of events with an international theme, and assist with the planning of events on international topics or issues.

**Ultimate responsibility for performance of these functions would rest with a Senior International Officer (SIO). Reporting directly to the Provost, the SIO would play an important leadership role, championing international programs and serving as a catalyst for internationalization.**<sup>23</sup> The ideal SIO for EMU would be an accomplished professional, preferably with a Ph.D. in higher education, international education, or a related academic discipline, with a record of successful development and management of international programs. S/he would have a history of fruitful collaboration with academic departments and individual faculty members. S/he would be fully committed to empowering faculty and staff, encouraging them to use and develop their international expertise, and seeking to involve them as much as possible in the activities of the Center. S/he would collaborate with the Global Engagement Council in the development and implementation of the strategic plan for the

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<sup>23</sup> For an excellent overview of the infrastructure necessary for internationalization and the role of the SIO, see Harvey Charles, “Building the Infrastructure for Successful Engagement with Global Learning,” Plenary Address at the Association of American Colleges and Universities, Network for Academic Renewal Conference, October 4, 2013.

Center, as well as in the general direction of the operations and annual plans of the Center. This partnership would ensure faculty leadership and governance of the Center.

In addition to the SIO, the Center could begin with a small staff of 2-3 full time international education and/or communication professionals. These staff members would supplement and support the current professional and administrative staff of OIS, APA, and international admissions/recruitment. The work of the Center could be further supported by graduate and undergraduate students interested in international careers (such as majors in International Business or International Affairs). Such student employees or interns would gain valuable job skills in the process. As the Center expands, additional staff could be hired as needed to support successful projects and programs.

### Financing Comprehensive Internationalization

In an era of shrinking state support for higher education, some will argue that EMU cannot afford a Global Engagement Center. We believe that ***EMU cannot afford not to have a Center.*** As governments around the world, including federal and state governments in the United States, reduce funding to higher education, universities must be able to compete in a global marketplace for resources and students. The primary way of doing so is to internationalize.

The Global Engagement Center will allow EMU to receive a substantial return on its investment in international expertise by setting in motion a virtuous circle of innovation and success. The simple act of creating a Center will encourage and facilitate international initiatives among faculty and staff, including research collaboration, establishment of new courses and curricula (certificates, degrees, study abroad programs), and institutional partnerships (exchanges, development projects, internships). Curricular internationalization and expansion of global learning opportunities will enhance the quality of students' education and the value of an EMU degree. New and exciting courses and programs of study will aid in recruitment of international and domestic students, thus increasing enrollments.

We see international student enrollment as a critically important piece of the virtuous circle of comprehensive internationalization. As discussed earlier, the global demand for undergraduate and graduate education in the United States is high and shows little sign of abating. Indeed, the Institute of International Education estimates that worldwide demand for higher education will double by 2025 with global enrollment reaching 262 million.<sup>24</sup> The U.S., with its huge, diverse, and nationally decentralized system of higher education system appeals to international students, from many countries, with different educational interests and goals. It is thus not only elite research universities that are capable of attracting international students,

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<sup>24</sup> Robin Matross Helms, "Going International," American Council on Education. December 17, 2014. <http://www.acenet.edu/the-presidency/columns-and-features/Pages/Going-International.aspx>

but regional comprehensive universities as well.<sup>25</sup> For example, from 2004-2014, California State University, Long Beach increased its international enrollment from 1,934 to 2,744, a 42% increase. Even more spectacularly, international student enrollment at Missouri State University, one of EMU's peer institutions, grew from 445 to 1635 between 2004 and 2014, a 367% increase. Not only did total international enrollment at both schools increase, but the proportion of the student body comprised of international students grew at both institutions, from 5.78% to 7.46% at Long Beach and from 2.14% to 6.68% at Missouri State. Both schools, by the way, have strong international centers, very similar to the one we are recommending.

If international student enrollment at EMU had increased from 2004 to 2014 at the more modest Long Beach rate of 42%, it would currently be at 1,377, i.e., 357 more international students than are currently enrolled. If these students were all enrolled full time, and half were graduate students (about 50% of all international students in the U.S. in 2014-15 were graduate students), they would have generated \$3,245,070.40 in tuition and fees per semester, or a total of \$6,490,140.80 for the year. The implications of this cost analysis are clear: by not having an international center that maximizes international student enrollment, EMU is bypassing an important source of revenue. Indeed, the tuition and fees that could have been generated by stronger international student enrollment this year would have more than made up for the general fund deficit for the year, with substantial funds remaining to augment the university's academic mission. Thus, we are confident that ***revenues from increased international student enrollment can significantly exceed the cost of the Global Engagement Center and comprehensive internationalization at EMU.***

In order to maximize international enrollment, the university needs to move from a passive international recruitment model to a proactive model of intentional marketing and "recruitment coalition building" that links relevant faculty and international alumni to prospective international students. Not only can the Center build such a coalition, but the very existence of a Center and what it represents – a commitment to global education, multiculturalism, and sustaining a vibrant community of international scholars and students – will contribute to the recruitment of international students. The Center can also assist in the creation of new curricula designed specifically for international students, such as English as a second language college readiness and "pathway" programs that help international students

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<sup>25</sup> Among regional comprehensive universities that have recently developed strategies for internationalization that include significant expansion of international enrollment are the University of Redlands (California), Southeast Missouri State University, West Chester University, the University of Central Arkansas, and St. Cloud State University. For more information see the following reports: Kevin Wingenbach, Kevin Dyerly, Steven Wuhs et al, *Report of the Council on Comprehensive Internationalization*, University of the Redlands. September 2014; Kenneth Dobbins, "State of the University Address Fall 2013," Southeast Missouri State University. <http://www.semo.edu/president/accomplishments/address-fall-2013.html>; West Chester University, *Building on Excellence: West Chester University Strategic Plan, 2013 through 2022*; University of Central Arkansas, *Enrollment Management Plan*. December 2014; St. Cloud State University, *International Vision and Plan*. February 2011.

adapt to life and study in the U.S prior to full admission. Such programs will also generate new revenues.

In addition to drawing international students, the Center would contribute to the recruitment and retention of highly qualified faculty. Just as it continues to attract international students, the U.S. remains a desirable destination for international scholars. Through comprehensive internationalization, the university can purposively recruit top researchers from other countries, thus enhancing competitiveness for external funding and adding to the prestige of EMU over the long run.

Other types of innovation will also expand the university's access to additional sources of revenue. For example, strong and continuing interdisciplinary research programs on critical international issues will raise the institution's visibility and prestige, and generate external funding. The creation of new partnerships with universities, organizations, and corporations around the globe will stimulate entrepreneurial activity and contribute to the economic vitality of the community and the state.

The virtuous circle of comprehensive internationalizations extends to university development efforts. The fact that many university international centers bear the names of benefactors attests to the appeal of internationalization to potential donors. Furthermore, by strengthening the quality of education, and ensuring that students acquire international knowledge and experience, comprehensive internationalization will enhance the professional success of graduates. Over the long run, these successful alumni will make substantial contributions to the university, thus increasing its endowment and its performance.

### **Thinking Globally and Acting Locally: How a Globally Engaged EMU Can Contribute to the Revitalization of Michigan**

In their critically acclaimed book *The Engines of Innovation*, Holden Thorp, Provost of Washington University and Buck Goldstein, University Entrepreneur in Residence at the University of North Carolina at Chapel Hill, argue that the new economy of the 21<sup>st</sup> century will be created in the "research labs, classrooms, and innovation centers" of American universities.<sup>26</sup> To foster innovation and solve complex contemporary problems, Thorp and Goldstein argue that universities must achieve a high degree of cooperation across academic disciplines and administrative units. One of the means of facilitating such cooperation is the multidisciplinary or interdisciplinary center. In contrast to the particularism and narrow vision of departments, a multidisciplinary center can focus on the big picture and long-term institutional goals and can bridge vertical hierarchies and academic silos by creating horizontal

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<sup>26</sup> Holden Thorp and Buck Goldstein, *Engines of Innovation: The Entrepreneurial University in the Twenty-First Century* (Chapel Hill: University of North Carolina Press, 2013) 2<sup>nd</sup> edition.

networks of engaged scholars and practitioners who collaborate to find solutions to pressing problems.

We believe that Thorp's and Goldstein's vision of the entrepreneurial university can apply to regional comprehensive universities like EMU as much as it does to research universities. As we envision it, the Center for Global Engagement will coordinate and mobilize existing resources and capacities from across campus to provide students with the international and global knowledge and tools they need to make a better world. In the process, it will help to generate innovative programs, solutions to problems, and perhaps even the creation of new enterprises.

We believe that the Center can begin to foster such innovation by focusing on the "glocal," i.e. the connections or relationships between the global and local. Because of globalization, "the widening, deepening, and speeding up of worldwide interconnectedness in all aspects of social life," almost all local social phenomena have a global dimension.<sup>27</sup> Indeed, the interconnection between global and local is so pronounced in the 21<sup>st</sup> century, that some scholars prefer another term to describe contemporary reality -- *glocalization*, the simultaneity or "co-presence of both universalizing and particularizing tendencies."<sup>28</sup>

**A glocalized approach to internationalization is particularly appropriate for EMU, given the character of its student body, location, and Carnegie Classification in Community Engagement.**

The "world" is not just "out there," somewhere beyond the borders of the U.S., but right here, on campus. Although we do not know exactly how many EMU students are immigrants or second generation Americans, faculty participants in the GEC survey estimated the proportion to be 15.6%.<sup>29</sup> Combining this figure with the 4.4% of students who are international (i.e. not citizens or permanent residents), we estimate that about one of every five EMU students was born in another country, or his/her parents emigrated to the U.S. from another country.

The world is also in the communities surrounding EMU. Our first and second-generation American students come primarily from large immigrant communities in the four most populous counties of southeastern Michigan – Oakland, Wayne, Macomb and Washtenaw. Of the estimated 604,000 foreign-born residents (6.09% of the state population), two-thirds (406,800) live in these counties.<sup>30</sup> From a map of the geographic distribution of foreign-born residents in the Detroit metropolitan area (Figure 7), it can be seen that the communities in

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<sup>27</sup> David Held, *Global Transformations: Politics, Economics and Culture* (Palo Alto: Stanford University Press, 1999 ), p. 2.

<sup>28</sup> B. Kumaravadivelu, *Cultural Globalization and Language Education* (New Haven: Yale University Press, 2008), p. 45.

<sup>29</sup> The responses were to the question: "What is your estimate of how many of the students in your classes this semester are immigrants (permanent residents and citizens) or the children of immigrants (i.e. first generation Americans)?"

<sup>30</sup> Migration Policy Institute, "U.S. Immigrant Population by State and County."

<http://www.migrationpolicy.org/programs/data-hub/charts/us-immigrant-population-state-and-county>.



it does seem to be slowing the decline. The 4.5% decline in the city's population from 2000-2010 would have been much larger if not for the 11.9% increase in foreign-born residents in the city.<sup>32</sup>

Immigrants contribute greatly to Michigan's economy. Immigrants are twice as likely as the native-born to start a business in the U.S., and this is true in Michigan as well. It is estimated that immigrants created 30,223 businesses in the state between 2006-10. In 2010 alone, new immigrant entrepreneurs generated \$1.8 billion in net business income, approximately 9.2% of the state's total business income. Immigrant entrepreneurs are particularly concentrated in southeastern Michigan: approximately one third of all "Mainstreet" businesses (small enterprises such as restaurants, repair shops, boutiques, etc.) in the Detroit metropolitan area are owned by immigrants.<sup>33</sup> Immigrants also participate in the economy as valued employees. A large proportion of immigrants in Michigan are highly educated, providing skills in short supply and high demand to firms in the high-tech, manufacturing, and medical sectors. As a result, they earn salaries considerably above the state average. Immigrants performing semi-skilled and manual labor also contribute enormously to the state's economy, particularly the agricultural, construction, and service sectors.<sup>34</sup>

In recognition of the importance of immigrants for the economic vitality of the United States, many business leaders and elected officials now support policies that encourage immigration. One of the most visible advocates for immigration is Governor Rick Snyder who describes himself as the "nation's most pro-immigration governor."<sup>35</sup> In December 2011, Governor Snyder launched the Global Michigan Initiative (GMI). The goal of GMI has been to recruit and retain international workers, particularly those with advanced degrees, skills in high demand in the high-tech sector, and entrepreneurial talent.<sup>36</sup> The initiative has received broad, bi-partisan support from state legislators and a wide range of businesses, non-profits, and civil society organizations. Initially, Snyder assigned responsibility for implementing the Initiative to the Michigan Economic Development Corporation and the Michigan Department of Civil Rights. In January 2014, he institutionalized the initiative with the creation of a new state office, the Michigan Office for New Americans (ONA). The mission of the office is to "help grow Michigan's economy by attracting global talent to our state and promote the skills, energy, and entrepreneurial spirit of our immigrant communities."<sup>37</sup> In addition, the ONA is responsible for

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<sup>32</sup> Rob Paral, "Growing the Heartland: How Immigrants Offset Population Decline and an Aging Workforce in Midwest Metropolitan Areas," Chicago Council on Global Affairs, June 2014. [http://www.thechicagocouncil.org/sites/default/files/GrowingHeartland\\_June2014.pdf](http://www.thechicagocouncil.org/sites/default/files/GrowingHeartland_June2014.pdf).

<sup>33</sup> The American Immigration Council, Immigration Policy Center, "New Americans in Michigan: The Political and Economic Power of Immigrants, Latinos, and Asians in the Great Lakes State." <http://www.immigrationpolicy.org/just-facts/new-americans-michigan>.

<sup>34</sup> Rene Perez Rosenbaum, "Migrant and Seasonal Farmworkers in Michigan: From Dialogue to Action," *JSRI Working Paper #39*. The Julian Samora Research Institute, Michigan State University, East Lansing, Michigan, 2002.

<sup>35</sup> "Snyder Creates Office for New Americans," January 31, 2014. <http://www.michigan.gov/snyder/0,4668,7-277--321024--,00.html>.

<sup>36</sup> Rick Snyder, "A Special Message from Governor Rick Snyder: Developing and Connecting Michigan's Talent," December 1, 2011. [https://www.michigan.gov/documents/snyder/SpecialMessageonTalent\\_369995\\_7.pdf](https://www.michigan.gov/documents/snyder/SpecialMessageonTalent_369995_7.pdf)

<sup>37</sup> "About the Michigan Office for New Americans," <http://www.michigan.gov/ona/0,5629,7-323-67452---,00.html>.

coordinating state services to immigrants, facilitating their integration into local communities, and creating a “more welcoming culture within the State of Michigan.”

The GMI has produced a number of promising programs to support immigration. Among these, the most directly related to higher education is the Global Talent Retention Initiative (GTRI). The GTRI seeks to attract and retain international students who earn degrees at Michigan universities, particularly in STEM fields, in order to cultivate a “climate in which Michigan businesses can be competitive in the new economy.”<sup>38</sup> Another outcome of the GMI is the EB-5 Regional Center in which the State of Michigan has partnered with the federal government to streamline the path to citizenship for foreign citizens who make significant investments and generate jobs in Michigan.<sup>39</sup> Most recently, the State has allocated resources to the nonprofit Upwardly Global to open a Detroit office to integrate skilled immigrants and refugees into Michigan’s workforce, thus contributing to Michigan’s economic development.<sup>40</sup>

All of these factors – EMU’s significant population of new American and international students, the large immigrant population in southeast Michigan, and the priority given to immigration and immigrants by the state and local governments – create the ideal conditions for a global model of comprehensive internationalization at EMU. We envision a general strategy for the Center that places a strong, although not exclusive focus, on immigration and immigrants. Such a strategy would have global scope, curricular and research dimensions, and opportunities for practicums, internships, and community engagement. It would build horizontal networks within the university. It would also provide a strong foundation for the development of mutually beneficial partnerships between the university and international organizations, all levels of government, multi-national corporations and local businesses, community non-profits, and civil society.

At the most general level, immigration or human migration is one of the most important global issues of our time. The United Nations estimates that more than 200 million people are living outside of their countries of birth and that this number has increased by 40% in the past decade. Multiple factors are contributing to the enormous movement of people in the world, including economic conditions, political instability, war, discrimination, social exclusion, and environmental degradation. The study of immigration is thus interconnected with, and inevitably leads to, the examination of other major global and international issues. Given its significance, immigration is widely studied in all of the social sciences and humanities, and is a prominent theme in artistic work as well. It is particularly attractive as a subject for interdisciplinary academic seminars, conferences, and research collaboration among faculty.<sup>41</sup> Immigration is a worldwide phenomenon, but its impact is particular and local. Countries and communities respond differently to the opportunities and challenges posed by significant immigration. In sum, immigration is an ideal theme or focal point for launching university-wide

<sup>38</sup> GTRI, “Who We Are.” <http://www.migtri.org/mission/>.

<sup>39</sup> EB5 Michigan Regional Center. <http://eb5michigan.com/index.html>.

<sup>40</sup> Steve Tobocman, “Revitalizing Detroit: Is There a Role for Immigration?” Occasional paper for the Migration Policy Institute. August 2014.

<sup>41</sup> Indeed, many universities have immigration research programs or projects and a wide range of foundations fund such research.

curricular internationalization at EMU that conceptualizes the interconnection between the global and local.

Exploring the various aspects of the immigrant experience will encourage the sharing of multiple perspectives and thus contribute to the development of an inclusive learning environment on campus. Everyone has something to offer to and to gain from a discussion of immigration. Although the immigration experience of each group and individual is unique, immigration is also a common American experience: with the exception of Native Americans, everyone's ancestors came to North America from somewhere else within the last four centuries. A multilayered, multidisciplinary understanding of immigration will encourage students to explore their own heritage and identity, while also acquiring an empathetic understanding of others from different nations and cultures. To support the development of an inclusive, multicultural campus environment the Center could launch a program of events (seminars, talks, film series, exhibits) to recognize the many nationalities and ethnicities on campus, highlighting the cultures and the contributions of each ethnic or national group to American society and the EMU community.

The establishment of an inclusive learning environment would be part of a larger effort to welcome and meet the needs of New American and international students. This effort could extend to innovative courses and programs focusing specifically on language proficiency, ability to operate within multiple cultural settings, and utilizing connections to other counties. For example, many immigrant and foreign students are not fully proficient in English and this deficiency limits their opportunity to be admitted to college or, when admitted, impedes their academic performance. Special ESL bridge programs could address such deficiencies. EMU could also easily establish foreign language courses for "heritage" speakers. Heritage speakers are bilingual by virtue of first learning their parents' language at home, then switching to English in school and through cultural immersion. Heritage language speakers have some degree of fluency, but are often not fully literate in their native language. Achieving literacy in the heritage language is usually difficult, since public school instruction is in English. Moreover, high school and college language courses are designed for native-born Americans and usually are not appropriate for heritage speakers. Without literacy, language skills of heritage speakers may weaken over time and are not sufficiently strong for professional use in adulthood. Such a loss of linguistic knowledge is problematic not only for individuals, but also for the nation. The State Department has identified 60 "critical" languages that are spoken by so few Americans as to constitute a threat to national security, including Arabic, Chinese, Hindi, Korean, Turkish and Russian. **All these languages are spoken by thousands of immigrants and their families in southeast Michigan!**

In addition to strengthening the language abilities of immigrant and foreign students through the creation of new language programs, the Center could highlight their cultural and international knowledge and connections. Many universities provide various forms of support to students who are particularly interested in sharing their experiences and knowledge of their country and its culture on campus. This includes funding to international student organizations to host educational or cultural events, awarding students the title and role of national or cultural "ambassadors," encouraging international students with artistic ability to perform or

exhibit their work, etc. By acknowledging and valuing ethnic and cultural diversity, the university creates opportunities for native-born members of the community to learn from immigrant and international students.

The Global Engagement Center could also collaborate with, and address the needs of, immigrant communities. Much of this effort could be an extension of the programs discussed above. For example, an events series embracing and celebrating global diversity could directly involve immigrant communities in planning and implementation. Similarly, the programming discussed above for college-age students could apply to adult immigrant learners as well. Recent studies show that immigrants are more likely than native-born Americans to be unemployed or underemployed, often due to limited English language ability. To help with this aspect of adaptation to life in the U.S., EMU could offer ESL classes or programs designed specifically for adult immigrants. Often, immigrants can overcome the problem of underemployment by earning a college degree or, if they already have a B.A., pursuing a program of study leading to a certificate that will open the door to professional advancement. Special admissions and career counselors could be assigned to reach out to immigrant communities, provide them with information about available educational opportunities, and work individually with prospective students.

By focusing on the theme of immigration and specifically addressing the needs of immigrant communities, the Global Engagement Center could also develop partnerships with government and non-profits. In particular, EMU could establish an important and multi-faceted partnership with the State of Michigan and its Office of New Americans. It has already begun to do so by becoming a Global Opportunity University or GO-U, with EMU's Office of International Students working to providing international students career development resources and opportunities, including Optional Practical Training (OPT). Another already existing connection to state government is Professor Tsu-Yin Wu. Governor Snyder appointed Professor Wu to the Michigan Asian Pacific American Affairs Commission last year. She reports that in recent town hall meetings organized by the Commission, members of the Asian community have discussed the need for some type of "orientation" training to American life. EMU could certainly provide such training. In addition, the university could collaborate with the many non-profits that support immigrant communities, such as Global Detroit and Welcoming Michigan. By partnering with non-profits that support immigrants, the university would open doors to internships and service-learning opportunities for students. Given its high level of international competence and many excellent academic programs, EMU has much to contribute to the statewide effort to expand immigration and support New Americans.

An internationalization strategy based on immigration could also lead to the development of programs for immigrant entrepreneurs. Although immigrants are twice as likely as native-born Americans to start a business, the probability that their businesses will fail within 3.5 years is greater than for businesses launched by native-born entrepreneurs. Research into the causes of this higher failure rate indicate that immigrant entrepreneurs face a number of impediments to success, including a lack of knowledge about basic business principles, language barriers, and

lack of access to financing and capital.<sup>42</sup> To overcome these and perhaps other impediments, EMU's College of Business could collaborate with immigrant entrepreneurial associations, such as the various international Chambers of Commerce in metropolitan Detroit, to design programs tailored to the needs of immigrant entrepreneurs. For example, following in the lead of the City of New York, the College of Business in partnership with the Global Engagement Center and other departments on campus, such as World Languages, could provide assistance with the development of business plans, offer intensive business courses in languages spoken by immigrant entrepreneurs, and provide spaces for start-ups.<sup>43</sup>

Involving the College of Business in a strategy of internationalization could also lead to the creation of new businesses. In *Engines of Innovation*, Thorp and Goldstein observe that the "culture in many business schools often isolates them from the larger university community...Even the business school campus itself is often physically distant from the center of the main campus." In their view, the way to surmount such distance is for the university to encourage the business school to "become a critical element, or even a leader, of enterprise creation."<sup>44</sup> Collaboration between immigrant entrepreneurs, business faculty, and students would likely result in the identification and pursuit of new business opportunities, thus further strengthening the positive economic impact of entrepreneurs in Michigan.

It is our hope that this broad overview of a possible internationalization strategy will inspire a shared vision across campus and generate the resources necessary to create the Center for Global Engagement. With its impressive international competence and commitment to service, EMU has an important role to play in the 21<sup>st</sup> century by preparing students to participate in the world and creating new projects and initiatives that harness the capacities of the institution to address global problems. In the words of Drew Gilpin Faust, the president of Harvard University, universities "create the future...in two fundamental ways: by educating those to whom the future belongs, and by generating ideas and discoveries that can transform the present and build a better world."<sup>45</sup>

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<sup>42</sup> Ruth Simon, "Immigrants, Latinos Helped Drive Business Creation Last Year," *Wall Street Journal*, May 27, 2015. <http://www.wsj.com/articles/immigrants-latinos-helped-drive-business-creation-last-year-1432771383>.

<sup>43</sup> Franz Strasser, "Immigrants offer US cities scope for new growth," BBC News, 28 April 2011. <http://www.bbc.com/news/world-us-canada-13215150>.

<sup>44</sup> Thorp and Goldstein, p. 42.

<sup>45</sup> "Up Front: Drew Gilpin Faust," *New York Times Book Review*, September 3, 2009.

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## **APPENDICES**

## Appendix I

### Formation of the Global Engagement Council (November 2013)

WHEREAS, the Eastern Michigan University Faculty Senate *affirms* the University's mission of preparing students for participation in the global community, and

WHEREAS the Senate *notes with satisfaction* the large number of international initiatives, partnerships, and curricula across campus that have resulted largely from the efforts of faculty, and

WHEREAS the Senate *is convinced* that the number and quality of international initiatives demonstrate the potential for a more comprehensive internationalization that will strengthen and benefit the university, and

WHEREAS, the Faculty Senate *is nevertheless deeply concerned* that the present fragmentation of international activities and programs is limiting the return on the faculty's and University's investment and thus impedes the realization of the University's mission, therefore

BE IT RESOLVED, that the Faculty Senate

1. *Welcomes* the support given by the Faculty Affairs Committee of the Board of Regents and Provost Kim Schatzel on October 1, 2013 to the proposal for the establishment of a new center that would coordinate the university's international and global efforts;
2. *Establishes* a Global Engagement Council (GEC) to develop a concrete proposal for the new international center and to work with the Office of Academic Affairs in the implementation of this proposal;
3. *Appoints* as the coordinating committee of the GEC with a two-year term the four faculty members who presented the proposal to the Faculty Affairs Committee: Margaret Crouch, Judith Kullberg, Michael McVey, and Shiri Vivek;
4. *Determines* that the GEC will be composed of an additional six faculty members with international expertise, with at least one representative from each College and the Library, and that these additional members of the GEC will be nominated by the faculty at large and elected by the Senate for an initial two-year term;
5. *Requests* that the Office of Academic and Student Affairs collaborate with the GEC in the development of the proposal for the new international center and, once the proposal has been approved by the Faculty Senate and the Board of Regents, that the Office will assist in the establishment of the center;
6. *Calls for* the formal establishment of the new international center by September 2014;
7. *Intends* that the GEC will be the governing body of the center.

## Appendix II

CHARTER  
GLOBAL ENGAGEMENT COUNCIL  
EASTERN MICHIGAN UNIVERSITY

January 2014

### GLOBAL ENGAGEMENT COUNCIL

The Faculty Senate of Eastern Michigan University established the Global Engagement Council in November 2014 and charged it with the task of developing a center on campus that would provide coordination of the university's international and global programs and activities.

This charter specifies the purpose, responsibilities, membership, and conduct of the Global Engagement Council.

1. Name: Global Engagement Council

2. Type: An advisory council of the Faculty Senate

3. Purpose:

To develop a proposal for a faculty-led Global Engagement Center and to serve as the governing body of the center after its establishment

4. Responsibilities:

The Council will envision the center, develop a detailed proposal specifying its organizational structure and functions, and provide governance of the center after its creation.

5. Authority:

The Global Engagement Council advises the Faculty Senate about issues related to the development of a faculty-led Global Engagement Center on campus.

6. Membership:

- The Faculty Senate shall appoint a team of four faculty members to the Executive Team for a two-year term.
  - In the event of a loss of a member of the four-person Executive Team, Faculty Senate will replace that person by appointment.
- Members of Faculty Senate will elect one representative from each college and the library to serve a two-year term.
  - To ensure continuity, after the first year (ending in April), three representatives shall stand for election in Faculty Senate for a two-year term.

- The Faculty Senate President shall be an Ex-Officio member.

7. Term: on-going to provide advising to Global Engagement Center.

8. Meetings:

The Global Engagement Council will meet when necessary and as often as needed to accomplish its duties. Initially the Council will meet twice a month to form committees, adopt and disseminate principles, and develop processes to guide its work.

9. Reporting:

The Council will regularly inform and update the Faculty Senate about activities, issues, and related recommendations. In addition, the Council will publish meeting agendas, minutes and supporting documents so that members of the university community are aware of its work and recommendations.

10. Roles of members

Two members from the Executive Team shall share the role of Chair. They shall:

- propose an agenda for each meeting using input from the sub-committee members,
- ensure the distribution of the agenda and any relevant materials to members of the council at least two working days prior to the meeting,
- maintain the focus on meeting topics,
- ensure meetings begin and end on time, and
- serve as liaisons to the Faculty Senate.
- 

One member from the whole group will serve as Recorder. That person shall:

- maintain minutes of all meetings in hard copy and in an appropriate electronic format,
- provide a list of action items that describe the action and note both the person responsible and estimated completion date,
- distribute the minutes and action items for all meetings within five business days after the meeting.
- Members will ratify minutes by majority vote at the next meeting.

Council Members shall:

- begin and end meetings on time,
- treat discussions about sensitive or controversial topics as confidential information,
- strive for consensus in decision-making,
- attend every meeting and contact either Co-Chair prior to the meeting if attendance is not possible, and
- Contribute to the achievement of the goals and objectives of the Council.

## Appendix III

### **Global Engagement Center (GEC)**

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#### **Mission Statement**

The Mission of the Global Engagement Center (GEC) is to celebrate global diversity and to facilitate Eastern Michigan University's engagement with the global community. The GEC will support global and international education and scholarship and serve as the hub of global activities on campus.

Our goals are to:

- promote global and international education in and beyond the classroom to encourage students to become actively engaged global citizens
- encourage all students to develop awareness and appreciation of the diversity of human cultures and a comprehensive understanding of contemporary global issues
- expand outreach to include those students not historically engaged in global activities
- support and cultivate study abroad programs
- create a welcoming environment for international students and scholars and fully involve them in the EMU community through collaboration with relevant campus units
- encourage purposeful learning activities that benefit the global community, including volunteer, internship, and service learning opportunities abroad
- build and sustain a network of individuals and groups with global and international interests and expertise within the university, and connect that network to both local and international communities
- foster faculty collaboration, especially interdisciplinary collaboration, on international and global research, projects, and programs
- encourage research on global and international issues and the pursuit of external research funding, and
- enhance the international visibility of the University by building relationships with international organizations, expanding international exchanges, and strengthening involvement in international projects.

## Appendix IV

### Phased Plan for EMU's faculty-led Global Engagement Center

#### Phase One: Team Development and Mission Statement

The Faculty Senate created the Global Engagement Council in November 2013 for the express purpose of drafting a plan for the Global Engagement Center. The Senate nominated and elected members of the council in December 2013. In January 2014, the Council began operation and developed a Mission statement that outlined the purposes and goals of the Center.

Resources required: Faculty Service

**Deliverable:** Mission Statement | **Deadline:** April 2014 - **Completed**

#### Phase Two: Initial Needs Assessment

Following the Provost's formal statement of intent to create a Global Engagement Center by Fall 2015, members of the Global Engagement Council (GEC) will develop and implement an online survey of the EMU community and meet with key faculty and staff groups to inventory all global activities, including those recently completed, ongoing, and planned. The inventory will examine project types (scholarship, student travel, teaching), funding sources (grants, faculty releases, graduate assistant support), numbers of participants (faculty, staff, and students), length of the activity, and assess the project's impact (curriculum improvement, published research, and outreach).

Resources required: Two (2) course faculty releases, EMU web site, access to relevant email blasts.

**Deliverable:** Inventory and Analysis Report | **Deadline:** December 2014

(Note: Without funds for faculty release, we will have to delay this essential part of the project.)

#### Phase Three: Plan for Development

Concurrent with and based upon the Inventory and Analysis Report, the GEC will develop a plan for the structure of an International Center to serve as a hub for communication and collaboration of international efforts on campus (including basic organization, staffing, governance, policies, and funding).

Resources required: Two (2) course faculty releases

**Deliverable:** Planning Document | **Deadline:** April 2015

#### Phase Four: Implementation

Following the planning document, Academic Affairs will staff the center according to the plan. The Global Engagement Council will support the work of the staff and put out a call for key faculty support through committees and/or releases.

Resources required: Two (2) course faculty releases; office space; Graduate Assistant (50%)

**Deliverable:** Status Report | **Deadline:** December 2015

## Appendix V

### Survey Questionnaire

#### Introduction

The Global Engagement Council (GEC) was established by the Faculty Senate in December 2013. Its mission is to collaborate with the Office of Academic Affairs to establish a Global Engagement Center at EMU. As currently envisioned, the Center will coordinate and support the University's international/global activities and programs.

This survey is part of a comprehensive inventory of international/global programs, activities, and expertise at EMU. Your responses will provide valuable information about faculty/staff expertise and activities that will be used in the planning and development of the Global Engagement Center. Your responses will be kept strictly confidential.

#### A Note on Terminology

As used here, "international" refers to any activity that occurs outside of the United States or any subject that deals with countries, societies, or groups of people outside the United States. It also includes interactions between the United States and other countries and peoples. "Global" refers to phenomena or issues that transcend national boundaries and affect all or many nations, such as environmental change, migration, trade, etc.

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Please select all items below that describe your education.

- My undergraduate major or minor had an international or global component.
- My masters' (MA, MS, MBA, etc.) program had an international/global component
- My Ph.D. program had an international/global component.
- My undergraduate and/or graduate education included study in another country.
- My education did not include an international or global component

What is your native language?

- Arabic
- Bengali
- Chinese (includes Mandarin, Wu, Cantonese, Jin, Min Nan, Xiang, Hakka)
- English
- French

- German
- Hindi
- Italian
- Japanese
- Javanese
- Korean
- Malay/Indonesian
- Marathi
- Persian
- Polish
- Portuguese
- Punjabi
- Russian
- Spanish
- Tamil
- Telugu
- Thai
- Turkish
- Urdu
- Vietnamese
- Other (please specify)

Do you have knowledge of another language besides your native language?

- Yes
- No

If yes, which ones?

- Arabic
- Bengali
- Chinese (includes Mandarin, Wu, Cantonese, Jin, Min Nan, Xiang, Hakka)
- English
- French

- German
- Hindi
- Italian
- Japanese
- Javanese
- Korean
- Malay/Indonesian
- Marathi
- Persian
- Polish
- Portuguese
- Punjabi
- Russian
- Spanish
- Tamil
- Telugu
- Thai
- Turkish
- Urdu
- Vietnamese
- Other (please specify)

[For each language selected, respondent is provided sliding scales]:

On a scale from zero to ten, please select your level of proficiency in speaking, understanding, and reading *x language*.

Have you ever traveled, lived, and/or worked outside of the U.S.?

- Yes
- No

If yes, how many times in the last ten years have you traveled abroad?

To which countries have you traveled? Select all that you have spent significant time in (more than just passing through).

- Argentina
- Bangladesh
- Brazil
- Canada
- China
- Egypt
- France
- Germany
- India
- Indonesia
- Italy
- Japan
- Kenya
- Mexico
- Nigeria
- Pakistan
- Philippines
- Russia
- Saudi Arabia
- South Africa
- South Korea
- Spain
- Turkey
- Uganda
- United Kingdom
- Other (please specify)

Select all the statements below that describe your international travel experience in the last ten years:

- I have traveled abroad as a tourist.
- I have traveled abroad for work or research.
- I have lived or worked in another country for a month or more.
- I have not traveled internationally in the last 10 years

Select the category below that best describes your employment status at EMU:

- Administration
- Staff
- Faculty

[If administration or staff, respondents are presented with the next 4 questions below. If faculty, they are given the 3 questions following these]

Are you responsible for managing or supporting any programs or activities that have an international or global dimension?

- Yes
- No

In your job, do you interact with students?

- Yes
- No

What percentage of the students with whom you interact are international students? [Respondents presented with a sliding scale from 0 to 100]

How often do you interact with international students?

- Daily
- Frequently
- Once or twice a month
- Rarely
- Never

[Only faculty answer the next six questions]

How important is knowledge of the regions below for student success in the courses you teach?

[Responses for the above items range from Not Important, Of Some Importance, Great Importance]

East and Southeast Asia

South Asia

Central Asia

Russia and the States of the former Soviet Union

European Union

North America

Latin America and the Caribbean

Middle East and North Africa

Sub-Saharan Africa

Australian and Oceania

Arctic and/or Antarctica

What percentage of the content of the courses you teach has an international or global character?  
[Sliding scale from 0 to 100]

Overall, how much attention do you devote in your courses to international and/or global issues as compared to five years ago?

- Much less attention
- Somewhat less attention
- About the same level of attention
- Somewhat more attention
- Much more attention

How important is it for students majoring in the program your primarily teach in to have the following international skills/knowledge? [Response options: Not important, of some importance, of great importance]

Knowledge of the societies, economies, and politics of other countries

Awareness of or appreciation for cultural differences

A global perspective

An environmental perspective

Study abroad experience

International internships

### Foreign language skills

What is your estimate of how many of the students in your classes this semester are international students (i.e. not citizens or permanent residents of the United States)? [Respondents presented with sliding scale from 0 to 100]

What is your estimate of how many of the students in your classes this semester are immigrants (permanent residents and citizens) or the children of immigrants (i.e. first generation Americans)? [Sliding scale from 0 to 100]

Administrators, staff, and faculty answer the next two sets of items.

Please select all items that accurately describe your international/global activities.

In the last five years, I have:

- belonged to an international professional association or to a U.S.-based professional association that has an international or global focus
- presented a paper at an academic conference outside of the U.S.
- performed or installed a creative work outside of the U.S.
- presented a paper at an academic conference on a global or international topic or problem
- performed or installed a creative work with a global or international theme
- helped to organize a panel or section with an international or global theme at an academic conference
- published a paper in a non-U.S. academic journal
- published a paper on a global or international topic
- published a book on a global or international topic
- reviewed a manuscript with an international theme or focus for a journal or press
- developed a research or applied program outside the U.S.
- engaged in research with an international or global component
- taught a course with an international or global focus
- taught a study abroad course
- helped students to plan for study or internship abroad
- hosted an international scholar
- not participated in any international/ global activities in the past five years
- Other (please specify)

Please describe the major international/global activities you have engaged in over the last five years.  
(Box for text response)

How would you assess the university's performance in the following areas? [For each item, response options ranging from very good to very poor]

Promoting the international/global expertise of faculty

Promoting the international experience of students

Providing study abroad experience for students

Extracurricular programming (conferences, speakers' series, films, etc.) that supports global learning

Supporting international travel

Supporting international/global research

Helping or encouraging faculty to expand or improve international/global dimensions in their teaching

Connecting faculty and students who have international experience to the local community

We thank you for time spent taking this survey. Your response has been recorded.

## Appendix VI

### Interview Protocol: Administrators

The purpose of this form is to create an inventory of international - related activities at the Eastern Michigan University at the department level and create better awareness of such activities among the members of the Global Engagement Council and the university community as a whole.

Please provide brief descriptions on any of the following activities, programs, or positions if they currently apply to your school, and if they are being planned or considered.

**Department Name**

**Department Head/Dean's name**

#### 1. Administration

**Does your Department have a designated faculty person for international programs? If yes, please provide title, faculty/staff status, and brief job description.**

**Does your Department have a designated individual for international related grant writing?**

**Have your faculty traveled abroad on behalf of your Department (include trips over past five years as well as planned trips)?**

#### 2. Faculty/Research

**Does your Department maintain or plan any faculty exchanges with universities abroad (please list)?**

**Is your Department currently involved in any joint research projects with foreign partner institutions (please list)?**

**Is your Department currently involved in any international technical assistance or development projects, including teacher training, curriculum development, and capacity building (please describe).**

**Does your Department maintain a database on faculty areas of expertise, including international expertise?**

### 3. Students

**Does your School/Department maintain, or plan to establish, any active student exchanges with foreign institutions (please list partner schools/countries as well as types and number of students)?**

**Does your School/Department provide programming focused on international students?**

**Does you actively recruit international students (indicate target countries and methods of recruitment)?**

### 4. Curriculum

**Does your School/Department maintain any degree or non - degree programs at sites abroad?**

**Does your School/Department maintain any joint degree programs with foreign institutions?**

**Does your School/Department offer - or plan to establish - any degrees, certificates, or concentrations with an international theme?**

**Does your School/Department promote or facilitate international internships for students?**

**Does your School/Department offer distance learning courses specifically to students or institutions abroad?**

**Does your School/Department sponsor any study or research abroad programs (if so, please describe briefly)?**

### 5. Development

**Has your Department received gifts or grants from foreign - based individuals, corporations, or foundations?**

**Does your School/Department maintain updated contact information for international alumni?**

**Does your School/Department communicate with international alumni on a regular basis?**

**Do your faculty or administrators meet formally with international alumni when traveling abroad?**

**6. Other**

**Please list any other international - related activities, programs, or resources at your School/Department that might be relevant.**