

MSU: A LEADING GLOBAL LAND GRANT UNIVERSITY

Introduction

In keeping with its history, mission, values, and vision, Michigan State University aims to be a Global Land Grant University of international distinction and a 21st century influence as a local, national, and international resource for knowledge creation and knowledge dissemination. We aim to promote problem solving to address society's needs locally and globally, to advance diversity within community by encouraging greater understanding of a multi-cultural and global society. As the pioneer land grant university in the United States, MSU has a particular obligation and opportunity to be a leader in bringing the land grant philosophy of higher education to bear on complex issues across the globe and global issues in our campus context. To meet this obligation, MSU embraces an over-arching vision of an internationally engaged university that will provide broad opportunities for all students, faculty, staff, and other constituents to become globally aware, capable of collaborating with colleagues and clients at home and abroad, and able to operate effectively in a global environment.

A context for understanding MSU as a Global Land Grant University

As the first US institution of higher learning to teach scientific agriculture and the prototype for the 69 land grant institutions established under the 1862 Morrill Act, MSU has a history of leadership in the area of innovation in higher education for the public good. During the 20th century, and particularly under the leadership of President John Hannah, the institution grew from one of local influence to one of international influence, and the commitment to sustaining and increasing internationalization has been an MSU ever since.

Most recently, the MSU Promise (1984) and Guiding Principles (1999) articulated a vision for the university that draws on the history of MSU as an international institution and calls on institutional leaders to work toward an institution that is "a great global university serving Michigan and the world" (MSU Promise and Guiding Principles, 1999). Indeed, much progress has been made and MSU is recognized as one of the nation's leaders in study abroad programs and in hosting international students and scholars.

To sustain achievements already made and to remain a leader in the area of internationalization and higher education, however, MSU must re-examine what it means to be "a great global university" at a time of profound political, social, economic, technological, and ecological change. We must attend to the challenges and opportunities inherent in these changes. MSU must also attend to the context of postsecondary education in the US and abroad. We have been a leader in internationalization and other institutions have followed us; without careful examination of our position and re-commitment to leadership in this area, we are at very real risk of falling behind as other institutions – from community colleges to research universities and elite private institutions to emerging online instruction deliverers – also recognize the importance and potential of globalization. We are not alone among Land Grant Universities in striving to

lead in a global context (e.g., University of Minnesota's leadership in integrating study abroad across the curriculum and the University of Wisconsin's leadership in areas studies). If we are to achieve and maintain distinction as a leading Global Land Grant University, we must act decisively to define our role and effectively to fulfill it.

We cannot afford to rest on our past accomplishments as leaders in global higher education, nor can we merely sustain the status quo and expect to remain competitive in this arena. As an institution whose very fabric is made up of the essence of creating and applying knowledge for the public good, we have a unique opportunity to articulate a vision of the Global Land Grant University.

Globalization of Education: Impetus for Change

The affect of globalization on education is reflected in the educational curriculum, as well as by intensified competition among educational institutions. It has lead to a greater emphasis on global issues (health, environment, business/trade/economics), understanding (language, communication, history, geography, politics, inter-cultural awareness and appreciation) and a more inclusive approach to their resolution. Not only are global aspects being added to the curriculum; knowledge generated around the world is more readily accessible through the Internet. Increased student mobility and new opportunities for online learning are leading to global competition among institutions for students and wider competition among students for desirable placements. Thus globalization is influencing what is studied, the sources of information and who studies where.

The Demographic Challenge: Increasing Demand for Education; Fewer Educators

Over the next three decades 76 million baby boomers are due to retire in the US, with only 46 million members of generation X to replace them.¹ⁱ As of the year 2000, 24% of the US population were university graduates (about 69 million people), up from 3% (2 million) in 1900. A larger proportion is now university educated than had a high school degree in 1900 (13% or 10 million). Hence a greater percentage of a larger population is seeking to be educated for a longer period.

It is projected that over two million more teachers are needed over the next decade in US schools and universities. On the other hand, more Americans are planning to work at least part time well past 65, although they may want to do so from the convenience of their own home or favorite vacation spot. Hence, retirees' knowledge and experience could be tapped for the educational system, provided their conditions for flexible working hours and locale can be satisfied.

In a recent address to the Higher Education Commission, Michigan Governor Jennifer M. Granholm stated, "To compete in a global economy, a post-secondary degree or certificate is no longer an option – it's essential". Currently 22% of Michigan citizens have a post-secondary degree or certificate. The goal of the Commission is to double that figure, since two thirds of the jobs created in the next decade will require post-secondary education. Lieutenant Governor John

¹ Eisenberg D. The coming job boom. *Time* 159(18):40-44, 2002.

D. Cherry Jr., chair of the Commission, noted that “Michigan’s economy is undergoing a structural shift that focuses more on technology and knowledge-based jobs, making it crucial that citizens continue their education beyond high school.”

Certainly the trend of increasing demand for higher education that is apparent at the state and national level in the US is much more pronounced at a global scale. The US currently comprises 4.6% of the global population² and is predicted to maintain its position as third most populous nation through 2050. The highest population growth, however, will be in the developing nations in Sub-Saharan Africa, the Middle East and Latin America, where rates of secondary and post-secondary education are much lower.

The disparities between supply and demand for education will force us to look for novel solutions. Information technology can help resolve the challenge of delivering vast knowledge resources to a growing audience with fewer educators. Similar to the “open source” concept in software, it would seem logical to draw on all the available expertise in a given discipline to develop and update a shared resource. There would appear to be great efficiencies to be gained by pooling collective knowledge to offer collaborative content. The technology to do so exists; the difficulty is in the social engineering: encouraging educators to interact differently.

A bold example along this line of thought was the launch of Massachusetts Institute of Technology’s (MIT’s) “OpenCourseWare” initiative. MIT is providing free, online, searchable access to all of its course materials in the hope of spurring a worldwide movement among educators to share knowledge and improve teaching methods³. As of May 2004, MIT had published 701 courses online,⁴ which are accessed by students, self-learners and educators in 210 countries and territories. Over 80% of all users report that it has had a positive or extremely positive impact on teaching and learning. Although everyone can use the material for learning, there is no registration, no access to help from teaching assistants or faculty, and it doesn’t lead to a degree. It makes the point that the value of an educational institution does not reside solely in its intellectual property, but will increasingly depend on generation of new knowledge, organization and filtering of content from multiple sources and the conferring of degrees.

Competing in the Global Market of Education

According to the Organization for Economic Cooperation and Development (OECD), trade in higher education amounted to \$30 Billion, or 3% of the total services trade in OECD countries in 1999. Competition to prepare the knowledge worker of the 21st century has already begun.

In addition to luring students to relocate from other countries, educational institutions are increasing their offerings of online learning, and new institutions have been founded exclusively for this purpose. Major examples of the latter include Phoenix University in the United States and The Open University in the United Kingdom, although the open university concept is being

² U.S. and World Population Clocks: www.census.gov/main/www/popclock.html Source: U.S. Census Bureau. Accessed August 4, 2004

³ Wired article on MIT

⁴ MIT URL

replicated in many other countries. Corporations are also offering professional certifications, which particularly in the information technology industry, are almost entirely conducted online. A new hybrid, the Professional Master of Science (Pro MS), has emerged which attempts to marry graduate education in science with corporate needs, following the successful precedent of the MBA degree. It is also largely taught online.

Some established universities have founded satellite campuses in other parts of the world where demand is high. Many international MBA's involve affiliations between universities in Europe and the US. Most universities will recognize some credits earned by students from similar institutions, however, there will be a greater need for formal reciprocity agreements and flexible arrangements that allow students to move more freely. The EuroLeague is an example of six European universities that are banding together to offer their students mobility among them.

One can envision a variety of future scenarios, whereby students could spend time at different places and choose a combination of classes from their home institution and other recognized or partner institutions. They might stay at their home institution taking online courses from other institutions, or spend time at other institutions, yet still take courses from their home institution online.

It is clear that globalization of education will necessitate rigorous requirements for quality assurance, accreditation and the recognition of qualifications. Development of standards goes hand in hand with all aspects of globalization. Curricular and competency standards are becoming more commonplace in the United States in disciplines such as medicine. Standardization can also be a means of reducing duplication; freeing up faculty time by reducing the level of effort expended in developing thousands of "101" courses in a given discipline.

Ideally, all students would have access to the best curricular materials available, would benefit from the best professors and learning methodologies and would have a choice in what and where to study. Faculty would be able to concentrate on their specific niche of expertise and on how best to impart their particular knowledge. It is conceivable that there may be a greater division of effort between generation of new knowledge (research) and teaching new knowledge, based on preferences and aptitudes. Those that excel in teaching may become "celebrity professors" as technology allows them to reach the masses. In his book "Managing for the Future", Peter Drucker, a leading business author says that "Schools will change more in the next 30 years than they have since the invention of the printed book".

Achieving the Vision of MSU as a leading Global Land Grant University

The three critical areas of the university's work will be keys to becoming a leading Global Land Grant University: teaching and learning; outreach and service; and research, scholarship, and creative activities;. Also critical will be our ability to foster and support synergy among the three, where activities in each strengthen and contribute to activities in the others.

Teaching and Learning

In a leading Global Land Grant University, internationalization is built into the teaching and learning processes. Teaching and learning will:

- *Be reciprocal and collaborative*, calling on instructors and students to work together to address global issues in interdependent contexts. Achieving this goal will require the use of teaching and learning skills that may be unfamiliar to some participants, including increased intra- and inter-institutional cooperation in instructional contexts.

- *Rely on new and developing technologies*, linking participants with teaching/learning partners across the globe and drawing on the best resources available internationally. Achieving this goal will require appropriate software, hardware, and connectivity, as well as training and support for teachers and learners.

- *Be interdisciplinary and experiential*, challenging the notions of disembodied knowledge and disciplinary “purity.” Achieving this goal will require examination of the effectiveness of maintaining traditional disciplinary silos and student “seat time” for teaching and learning in an engaged, global context.

- *Require new inter-institutional arrangements*, freeing students and faculty from teaching and learning contexts bound by traditional notions of departmental and institutional isolationism. Achieving this goal will require creativity and flexibility in credit hour generation and transferability, modeled perhaps on new forms of inter-institutional cooperation evolving in the European Union and elsewhere outside the U.S.

Outreach and Service Activities

In a leading Global Land Grant University, internationalization is built into research, scholarly, and creative activities. These activities will:

- *Be reciprocal and collaborative*, calling on scholars to work together to address global issues in interdependent contexts. Achieving this goal will involve activities on and off campus in partnership with colleagues and students from departments and schools across MSU and around the globe.

- *Involve students in efforts to provide outreach and service*, modeling for domestic and international students the ways in which collaboration can be an asset in developing engaged communities that work across differences to improve quality of life. Achieving this goal will require leadership training and support for students, involvement of domestic and international students, and ongoing evaluation of community service and service learning activities locally and abroad.

- *Have applications in Michigan, the US, and the world*, fulfilling our land grant mission to local, regional, and international constituents. Achieving this goal will require ongoing, coordinated efforts across the institution to understand the needs of the state, nation, and world.

- *Bring the world to MSU and to the state of Michigan*, ensuring that we fulfill our historic and ongoing commitment to the people of Michigan by maintaining a leadership role in internationalizing the state. Achieving this goal will require ongoing evaluation of the state's economic, social, ecological, and educational needs as well as up-to-date knowledge of international developments that might benefit the people of Michigan.

- *Rely on new and developing technologies*, linking campus to communities, both in Michigan and abroad. Achieving this goal will require appropriate software, hardware, and connectivity, as well as training and support for those on campus and off.

Research, Scholarly, and Creative Activities

In a leading Global Land Grant University, internationalization is built into research, scholarly, and creative activities. These activities will:

- *Be inter-organizational, reciprocal, and collaborative*, bringing together parties from government, private, and education sectors to address critical global issues (e.g., energy, environment, health, education, and sustainable growth). Achieving this goal will require both scholarly creativity and skill development in the areas of intercultural and inter-organizational communication.

- *Benefit the people of Michigan and our host communities around the world*, maintaining a leadership role in knowledge creation and application at home and abroad. Achieving this goal will require ongoing assessment of research programs and funding sources, with an eye toward matching the MSU's strengths in research and scholarship with critical, unfilled needs around the world.

- *Involve undergraduate, graduate, and professional students*, enhancing the teaching and learning environment while modeling the ways in which diverse, globally engaged citizens work together to address questions and problems in laboratory, field, and applied settings. Achieving this goal will require attention to developing an infrastructure for student acquisition of languages, culturally sensitive leadership, and inter-cultural communication, as well as research skills necessary to participate and the inclination to do so.

- *Rely on new and developing technologies*, linking campus to communities, both in Michigan and abroad. Achieving this goal will require appropriate software, hardware, and connectivity, as well as training and support for those on campus and off.

Global Education at a Global Land Grant University

If MSU is to become the pioneer Global Land Grant University it must begin to delineate the attitudes, knowledge, skills, and experiences that global education must impart to future leaders

and citizens of the 21st century. In the 1999 report, “Enhancing Internationalization at Michigan State University: Strategic Directions for MSU International Studies and Programs,” the broad goals for global education at MSU were outlined. Specifically, all students, faculty, staff, and other MSU constituents will have broad opportunities to become:

1. globally aware,
2. capable of collaborating with colleagues and clients at home and abroad, and
3. able to operate effectively in a global environment.

In the 2004 “Institutional Vision and Mission for Internationalization” these goals for global education at MSU are reiterated and further clarified to include the following attitudes, knowledge, skills, and experiences (KEAS):

- foreign language acquisition,
- international understanding,
- experience of the world abroad,
- experience with globally informed content throughout curricula,
- exposure to comparative or global research perspectives, and
- cross-cultural or comparative outreach and development.

MSU must act to more clearly delineate the attitudes, knowledge, skills, and experiences that are a part of global education at a Global Land Grant University in the 21st century. What specific capacities do students need to become world citizens and succeed, indeed thrive, in the global workforce of the future? What learning outcomes should MSU focus on to enable students to not only meet the challenges of a complex global society, but to innovate possibilities for the future? As MSU defines global education it must also ensure that an assessment scheme to measure outcomes is crafted along with the desired learning outcomes in order to ensure effectiveness.

Most global KEAS are interdisciplinary in nature and, according to the American Council on Education publication “Internationalizing the Campus: A User’s Guide,” could possibly include:

1. Knowledge

- Political Knowledge includes knowledge of one’s own political system, players, and events as well as international systems, leaders, and events. It also includes a knowledge of geography, institutions and their processes, and economics (Caprini and Keeter).
- “State of the Planet” Awareness is understanding of prevailing world conditions, developments, and trends associated with world issues such as population growth, economic conditions, conflicts, and so forth (Hanvey).
- Foreign Language Acquisition refers to knowledge of another language as a way to increase one’s understanding of another culture (Bonham).
- Knowledge of International Etiquette is understanding of appropriate international etiquette in situations with colleagues, to cover greetings, thanking, leave taking, gift-giving, and paying and receiving compliments (Stanley).

- Knowledge of Global Dynamics means comprehension of the hidden complexity that can alter the interpretation of world events (systems thinking) (Hanvey). It is linked to critical thinking skills (Mestenhauser).
- Knowledge of Global and National Interdependence is knowledge of key elements of interdependency (Bonham).
- Awareness of Human Choices is an awareness of the problems of choice confronting individuals, nations, and the world (Hanvey).
- Perspective Consciousness is an awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective (worldview) (Hanvey).
- Knowledge of Self refers to understanding one's own culture and place.
- Personal Autonomy is an awareness of identity and includes taking responsibility for one's actions and understanding one's own beliefs and values (Kelley and Meyers).
- Cross-Cultural Awareness is an awareness of the diversity of ideas and practices found in the world (Hanvey).
- Knowledge Acquisition from a Multiple Perspective refers to knowledge selected to represent the variety of individual, cultural, ideological, historical, and gender perspectives present in the world (Lamy).
- Exploration of Worldviews is a review of the values, assumptions, priorities, and policy orientations that are used to interpret both public and private issues (Lamy).

2. Attitudes and Personal Development

- Movement Toward Empathy is seeing others as they see themselves, given their conditions, values, and so forth (Hanvey). It goes beyond sympathy to a fuller view that focuses on the other instead of the self (Bennett).
- Intercultural Perspective Taking is the ability to take a multiplicity of perspectives (Mestenhauser).
- Reflective Attitude is a reflection on the impact of decisions, choices, and behavior of self or others (Fantini).
- Learning Attitude is a willingness to learn from others and engage others (Fantini).
- Tolerance for Ambiguity and Respect for Others (Fantini).
- Personality Strength refers to well-developed self-esteem and positive self-concept (Brislin), similar to the idea of integration as a growing coherence and increased synthesis of personality.
- Global Understanding aims to measure attitudes, such as interest about international developments, expression of empathy, feelings of kinship about others, and degree of comfort in foreign situations (ETS).

3. Skills

- Technological Skills mean an enhanced capacity as consumers of information; also, using technology to gain a better understanding of the world.
- Second Language Proficiency Skills refer to the ability to use another language to accomplish basic communication tasks (ETS).
- Critical Thinking Skills refer to the ability to expand thinking to recognize issues, solutions, and consequences not ordinarily considered, that is, holistic thinking. It includes the ability to synthesize and integrate knowledge, rather than uncritical acceptance of knowledge (Mestenhauser).
- Comparative Thinking Skills refer to the ability to compare and contrast critically (Mestenhauser).
- Skills for Understanding are skills that enable students to analyze and evaluate information from diverse sources critically (Lamy).
- Manage Stress When Dealing with Difference (Hammer), also termed Emotional Resilience, is the ability to maintain a positive state, self-esteem, and confidence when coping with ambiguity and the unfamiliar (Kelley and Meyers).
- Strategies for Participation and Involvement are strategies to allow students to connect global issues with local concerns and take action in the context of their own lives (Lamy).
- Self-Monitoring Techniques relate to the ability to self-monitor behaviors and communication and take responsibility for one's self (Spitzberg).
- Effective Cross-Cultural Communication Skills are the ability to alter one's communication and responses to reflect another's communication style and thus build relationships (Hammer). Also termed Perceptual Acuity, which is attentiveness to verbal and nonverbal behaviors and interpersonal relationships, understanding the context of communication (Kelly and Meyers).
- Enhanced Accurate Communication Skills refers to the ability to communicate with a minimal loss or distortion of the meaning (Fantini).

4. Experiences

- Study Abroad opportunities.
 - International Internship opportunities.
 - International Service-Learning and Outreach opportunities.
 - International Student network and campus contact.
 - Technology, online learning and research.
 - Research on international problem or in another country.
-