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VI. International Aspects of Graduate and Graduate Professional Education

Introduction -

Just as enhancing the international aspects of education is an important goal for undergraduate education, so too is it of fundamental importance for graduate education. Graduate education prepares the leaders of tomorrow, not only the international students who return to their countries to assume leadership positions in academic, government and the private sectors, including non-governmental organizations (NGOs), but also our U.S. students whose knowledge of the global context of our world will be critical to their success in the same set of career opportunities here and abroad. In fact, Jody Nyquist of the Re-envisioning the PhD Project has identified a “global perspective” as one of the core competencies now expected of all PhD candidates (<http://www.grad.washington.edu/envision/PDF/Change.pdf>). Given this context, it is important to examine the international aspects of graduate and graduate professional education at Michigan State University.

Graduate education at Michigan State University includes more than 120 departments, schools, and programs offering more than 200 different graduate majors at both the master’s and doctoral levels. Each program has its own set of goals and requirements for its graduate students, but generally speaking they fall into three types: coursework master’s, master’s programs requiring a thesis, and doctoral programs requiring a research dissertation. In addition, Michigan State University offers several graduate professional degree programs, including: the MBA from the Broad Graduate School of Management, the M.D. from the College of Human Medicine, the D.O. from the College of Osteopathic Medicine, the D.V.M from the College of Veterinary Medicine, and the J.D. from the College of Law, among others (a detailed overview of internationalization in the professional schools is available in Appendix H).

Since the locus of graduate education is at the program level, it is not possible to mandate a curriculum or uniform set of experiences at the master’s, doctoral, and professional levels. Nonetheless, it is possible, and even necessary, for graduate students and their faculty mentors to engage in a wide variety of international experiences including collaborative research projects and field research/scholarship abroad, study abroad, participation in international conferences, publication in international journals, global outreach and engagement, research into globalization, as well as learning from and with the diverse group of international students and faculty involved in graduate education on campus. This section will provide a discussion of how some of these activities are currently encouraged as well as provide suggestions to further leverage the internationalization of graduate education at Michigan State University.

Master’s, doctoral, and professional graduate programs typically include a curricular component (graduate courses). In addition, a research/scholarly component is typical in all doctoral and some master’s and professional programs (substantial innovative research for the master’s thesis, doctoral dissertation, etc.). For this reason, this section on graduate education is inextricably linked to the research section and the faculty section (Sections III and IV). The academic work of graduate students is further complemented by the availability of rich intercultural experiences

and support services. Thus, this section will address international aspects of graduate education in curriculum, research, and student life and support services.

Curriculum-

The faculty at the program, and sometimes subspecialty, level determine curriculum for graduate education. Given the necessary degree of specialization of graduate curriculum, it is not feasible to suggest an international curriculum requirement across all programs. However, it is important to note the extent and strength of the international curricular offerings already in existence at Michigan State University. There are over 200 graduate courses across the university that have a significant international focus, in programs ranging from Agribusiness Management to Zoology. For example, Teacher Education 815, Comparative Analysis of Educational Practice, focuses on recent classroom level research in other countries with important implications for the practicing U.S. teachers who take this course. Another, interdisciplinary curricular offering, is the Interdisciplinary Seminar on Issues and Methods of Social Science Field Research in Foreign Areas, made possible by a grant from The Ford Foundation in 1996, and taught every fall. Further, many programs have emphasis areas that focus on international topics within their discipline, such as the Postcolonial Literature and Theory emphasis in the Department of English's doctoral program (<http://www.english.msu.edu/graduates/brochure.html>) and the International Business Secondary Concentration in the Broad Graduate School of Management. Then, of course, there are entire graduate specializations and programs whose curricular focus is international, foreign language departments being the most obvious. Another example is the Graduate Studies in Education Overseas programs, which offer in-service, certificates, and master's degree programs at overseas locations. **Placeholder: Add other examples as they come in.**

In addition to these course offerings, substantial opportunities for study, research, and/or presentations abroad are key to expanding an already internationally focused curriculum. Support for international research and scholarship is broadly based at MSU (See the Research, Scholarship, and Creative Activities section for more examples).

For example, for the 2003-04 academic year (including summer 03), 106 graduate students were funded (in part) by the Graduate School to travel and/or to conduct research abroad. This was up from 86 the prior year. Of these 106 students, 65% were international students, though international students make up only 30% of the total graduate student population. Students visited 43 different countries. The total Graduate School investment in international research was \$42,450. ISP invested an additional \$18,150, and faculty,

department, and college investment was \$74,173. Thus, \$134,773 was invested by these sources in international research and study for graduate students in 2003-04. In most cases, this is in addition to the support already provided by faculty research grants and other sources.

Graduate Students' Travel Abroad, College Totals:	
CANR:	26
CAL:	20
Broad:	1
CAS:	7
CED:	3
EGR:	9
HEC:	5
CNS:	21
SSC:	12
CVM:	1

In addition to this independent student travel, approximately 224 graduate students participate in MSU study abroad programs each year, and many formal study abroad programs are available to graduate students interested in international learning experiences. These include a four week Nursing in London program, College of Human Medicine programs in Belize, Cuba, Costa Rica,

and Peru, and College of Veterinary Medicine programs in India and Thailand. Whether learning about the role of culture in development and learning in Russian elementary schools or comparing the health systems and delivery settings for medical care in Belize, study abroad is a key component of internationally focused curricular opportunities for graduate education at Michigan State University. Thus, through these programs, emphasis areas, courses, and study abroad, many graduate students take advantage of strong curricular offerings focusing on international issues (see the Area Studies Review for a full list of academic programs with an international focus).

Research, Scholarship, and Creative Activities –

Graduate education at the doctoral level (and in some master's and professional programs) is inextricably linked to research, scholarship, and creative activities. Furthermore, graduate research is inextricably linked to faculty research, scholarship, and creative activities. Whether a graduate student is a part of a faculty led research project or runs an independently designed research project under the supervision of faculty, graduate and faculty research activities are mutually reinforcing. As with graduate curriculum, graduate research/scholarship with an international focus occurs in virtually every program, is specific to the interests of students and faculty, and follows from the particular international focus of a given discipline. Some of the existing activities and supports for involving international research and scholarship in graduate education are summarized below.

Faculty: Support for graduate student research and scholarship, including internationally focused research, comes first and foremost from faculty. Again, this is an indication of the very program-specific nature of the graduate education enterprise and the fact that it is inextricably linked to faculty and faculty research/scholarship. Faculty who conduct research/scholarly activities abroad (approximately 1,200 faculty and staff) are likely to send their students abroad to engage in that research/scholarship. Faculty who operate in a global context in terms of their research topic (and may not necessarily travel abroad...i.e., “big science”) will also provide that overall context to their doctoral (and likely master's degree) students. To cite just one example, 28 graduate students in the department of Zoology recently participated in international research and/or presented their research at international conferences with funding from faculty grants. This research ranges from studying hyenas in Kenya to analyzing chemical compound composition in Onsan Bay in Korea. Often graduate student research such as this is the result of funding on faculty-secured research grants from the National Science Foundation, Department of Natural Resources, NASA, and others. Thus, everything recommended for faculty and research in this self-study will benefit doctoral students (see Sections III and IV). **Placeholder – connect strongly with the faculty sections and add other examples. Placeholder: Anthropology students on Fulbright.**

In addition to the curricular offerings, programs, and research opportunities within traditional departments, MSU is home to several Area Studies Centers. The centers play crucial roles in area studies at MSU and in furthering many of MSU's broader internationalization objectives, including in graduate education. The centers facilitate inter-disciplinary exchange and collaboration among faculty, strengthen curricular offerings in area studies and foreign languages, establish collaborative relationships with universities abroad, undertake outreach to broader U.S. publics, and procure external resources. Two of MSU's centers - the African

Studies Center (ASC) (<http://www.isp.msu.edu/AfricanStudies/>) and the joint center of the Center for Advanced Study of International Development (CASID) (<http://www.isp.msu.edu/CASID/>) and Women and International Development (WID) (<http://www.isp.msu.edu/wid/>) - are designated Comprehensive National Resource Centers, with responsibility for graduate as well as undergraduate education. The Center for Latin American Caribbean Studies (CLACS) (<http://www.isp.msu.edu/clacs/>) also has a director of graduate studies. CASID and WID coordinate undergraduate and graduate specializations in International Development (administered by the College of Social Science), and WID coordinates a graduate specialization in Gender, Justice and Environmental Change (sponsored jointly by the College of Agriculture & Natural Resources and the College of Social Science). ASC and CLACS offer Graduate Certificates in the studies of their respective world regions.

MSU's Area Studies Centers are a primary source of support for graduate student's international research and scholarship as well. Some examples of available support include:

- Foreign Language and Area Studies (FLAS) fellowships for both the recruitment and the support of graduate students in area and international studies at MSU.
- Social Science Research Council (SSRC) International Predissertation Fellowship Program (IPFP)
 - From 1991 – 2001, 28 MSU graduate students received awards totaling approximately \$1,000,000.
 - 12% of all national awards were made to MSU students.
 - MSU's Africanist graduate students performed particularly well, winning 21 of the 82 awards for Africa, 26% of the national total.
 - MSU ranked third among all universities in the number of IPFP fellowships awarded on Latin America.
- High-quality training in less commonly taught languages through FLAS and NRC grants.
- Fulbright and Fulbright-Hays international dissertation fellowships (See Appendix 5 for a list of Fulbright and Fulbright-Hays awards).

While the Title VI status of some MSU centers has not been required for other awards, it has helped to demonstrate the strength of MSU's area studies programs and thus has been a contributing factor to MSU's obtaining the following other awards from foundations that have benefited graduate students:

- \$280,000 from the Compton Foundation for Africa Peace Fellowships for MSU graduate students (*ASC and WID*).
- \$150,000 from the Ford Foundation for the MSU/Ford Foundation Minority Fellowships for African Immersion (*ASC*).
- \$30,000 from the Tinker Foundation for support of graduate students' travel to Latin America for field research (*CLACS*).

In addition to increasing graduate student success in receiving external recognition and support, the Centers provide their own resources and support to graduate student research and scholarship. In 2003-04, for example, CLACS provided support to 34 graduate students from 21 departments or schools for pre-dissertation research travel to Latin America, summer language training programs, and to study language at MSU on a full fellowship. Such support has led to great success. In part because of the ASC, during the past 20 years MSU's graduate students have produced more PhD dissertations on Africa than at any other U.S. university.

International research and scholarship is an important aspect of graduate professional education as well. For example, the Broad Graduate School of Management has established an outstanding reputation in the field of international business. Approximately 12 doctoral students are actively engaged in international research topics. Combining faculty expertise, MSU-CIBER (<http://ciber.msu.edu/>) support, and the recent location of the Academy of International Business at Broad, affords these doctoral students an exceptional research experience. Another example is in the College of Education, where one of the major functions of the Office of International Studies in Education (<http://ed-web3.educ.msu.edu/international/ISE/ISEright.htm>) is helping doctoral students find funding for international dissertations. Finally, six College of Human Medicine students received Minority International Research and Training fellowships to conduct international research in 2002. From Area Studies Centers to The Graduate School to departments to professional schools, internationally focused research at the graduate level is active and actively supported.

Student Life and Support Services –

Graduate students at Michigan State University can avail themselves of the same opportunities as undergraduate students to engage in international experiences on campus through cross-cultural and educational contact between U.S. and international students and faculty. Moreover, in many ways graduate student life contains even more opportunities for internationalization as a result of the high number of international graduate students and faculty with whom graduate students interact on a regular basis. There are approximately 9,428 graduate and graduate/professional students at Michigan State University. Of those, approximately 30% are international students from 140 countries. In addition, 481 ranked faculty (17.5%) are either non-U.S. citizens or are now U.S. citizens but received their highest degree from abroad. The nature of graduate study and research leads to frequent interaction between domestic and international students and faculty.

Percentage of ranked faculty who are either non-U.S. citizens or received their highest degree abroad:	
CANR	17.3
CAL	16.8
Broad	14.3
CAS	9.9
CED	3.3
EGR	32
HEC	10
CHM	21.4
COM	15.8
CNS	31.5
NUR	3.6
OST	9.2
SSC	11.7
CVM	21.6

Opportunities to facilitate this interaction are a regular part of campus life, such as the annual Global Festival organized by the Office for International Students and Scholars (<http://www.isp.msu.edu/oiss/globalfest/>). Another example is the International Coffee Hour. This is an informal weekly gathering of anyone interested in being part of the international community at MSU. The International Coffee Hour attracts between 100-150 visitors each

week, and it includes a number of U.S. students, faculty, and staff. **Placeholder: More examples.**

In addition to taking advantage of the presence of so many international graduate students in order to enhance the internationalization of student life, it is important to support these same international graduate students as they adjust to life at Michigan State University. To this end, Community Volunteers for International Programs (CVIP) (<http://www.isp.msu.edu/cvip/>) has been coordinating volunteer programs to assist international students for nearly fifty years. While its core mission is to assist international students, several of its programs are also designed to make use of cultural differences as an educational resource. Another source of support for international graduate students is the Office for International Students and Scholars (OISS). The mission of OISS is to support and enhance the international students' and scholars' academic, cultural, and social interaction at Michigan State University. It also aims to serve as the primary link between the international students/scholars and the university, community, federal government, and public and private agencies. OISS provides international graduate students with student and academic advising, linkages to other area resources, and cross-cultural education (<http://www.isp.msu.edu/oiss/>). **Placeholder: More OISS examples.**

Support services available to all graduate students at Michigan State University, offered through The Graduate School, often deal with issues of internationalization as well. The Graduate School (GS) at Michigan State University (MSU) has a rich history of sponsoring workshop programs for its 9,428 graduate and graduate-professional students to enhance their research and teaching experiences while they attend MSU and as preparation for professional positions. Currently, the comprehensive set of programs offered includes: Responsible Conduct of Research, Conflict Resolution, The Teaching Assistant Program, Dissertation/Thesis Completion Workshops and the Career Selection and Professional Development series. Illustrative of these workshops and as an example of the intentional focus on the development of professionals with a broad exposure to diverse career choices, a brief description of the Career Selection and Professional Development series of programs follows.

The goal of this workshop series is to help domestic and international students develop a better understanding of the skills and decision-making needed to help them meet their career and professional objectives. Specifically, the Graduate School at MSU is striving to build a career and professional development program that will help:

- retain more students
- enhance satisfaction with the breadth of their graduate school experience
- enhance completion rates
- give students a competitive edge securing professional positions
- enhance departmental advising capacity

Throughout this workshop series students interact with successful, nationally known professionals in academia (i.e., 2- and 4-year institutions), industry, state and federal agencies, and nonprofit organizations to gain a greater understanding of what it will take to enable them to meet their respective career and professional objectives. Each workshop is a full day in length to facilitate discussion among students and workshop panel members, and to provide hands on skill

sessions. Morning sessions are organized as panel discussions while students spend afternoons in concurrent breakout sessions receiving applied advice on specific issues associated with their professional development. While there is some attention paid to international experiences, The Graduate School anticipates an increasing focus on and interest in professional positions beyond the United States. Plans also exist to offer Career Selection and Professional Development workshops for international students seeking faculty mentoring, and for faculty on mentoring international students (see Recommendations below). As with all Graduate School programs, The Graduate School will assess the program's ability to achieve its goals and modify its actions on the basis of assessment in order to continuously improve.

Another support service available to domestic and international graduate students is the Teaching Assistant Program (TAP). The mission of TAP is to improve graduate student professional development and undergraduate instruction by providing a wide variety of resources and services in support of the teaching and learning development of all MSU teaching assistants (TAs). In addition to their workshops for all graduate students, TAP provides an orientation for international graduate students to assist them in adjusting to East Lansing, introduce them to MSU students and the academic environment, and provide pedagogical training and practice. TAP also provides a follow-up workshop for international graduate students entitled "Cross-Cultural Teaching in the U.S." Other support offered international graduate students by TAP includes the Buddy Program and English language courses. The Buddy Program helps make the international Teaching Assistants' teaching easier. By exploring undergraduate life, international Teaching Assistants report that they are able to understand their own students better in the classroom. The English language courses are designed to prepare international graduate students to teach courses where English is the language of instruction. **Placeholder: Add information from Nancy Lange on 75 graduate student residence hall mentors and assistant directors. Link to undergraduate education section.**

In all of these efforts it is critical to remember that the international graduate student's primary reason for being at Michigan State University is to earn an advanced degree. Although they are generous with their time, MSU must protect their academic effort and focus, including, to the extent possible, their right to academic freedom.

Recommendations for Further Discussion -

Given the decentralized nature of graduate education, how might we encourage international experiences for our graduate students in order to expand their global competence? What are some of the ways to leverage existing opportunities? How might we increase the number of graduate students participating in international travel and research opportunities? Some suggestions follow, but they are not meant to be exhaustive.

- The best way to effect the internationalization of graduate education is through the internationalization of the faculty and faculty research (see Sections III and IV). Faculty with a substantial focus on international issues will attract internationally focused students, teach graduate courses with significant international content, and increase opportunities for internationally focused graduate research.
- Another recommendation might be to expand the opportunities for graduate students to participate in Study Abroad and/or for international travel to conferences and/or for

research. The Graduate School already provides some funding to select departments with Fulbrighters who return to write their dissertations as recognition of the work abroad and the extra time it takes. This could be regularized. Similarly, graduate students can (and do) serve as instructors for study abroad programs; this should be encouraged and/or regularized. Finally, graduate students who study abroad should be offered assistance upon their return to help them integrate their experiences into their graduate programs.

- The Graduate School should augment its Career and Professional Development Program to include more examples of international opportunities as well as include workshops for faculty and students on mentoring relationships with international students.
<http://grad.msu.edu/professional.htm>.
- The Graduate School can (again) highlight international activities in the Graduate Post. See <http://grad.msu.edu/all/gpf00.pdf> (Fall 2000 Post carried a feature article entitled: “Making Their Mark at Home and Abroad” on MSU graduate student research and scholarship abroad).
- While informal interaction between U.S. and international graduate students is common, international graduate students are an often-underutilized educational resource on campus. How can their experiences be integrated into the formal curriculum and/or pedagogy of graduate education?
- Is there a role here for Graduate Program Directors? Best Practices across departments?
- Graduate program reviews should be used as an opportunity to assess and enhance the internationalization of graduate programs whenever possible.
- Additional Area Studies Centers future activities?