
Globalization and the Internationalization

Of the IU Bloomington
Campus

Focus for the institution's accreditation self-study

1. Introduction

The challenge of globalization

In recent years, the ground has shifted for Americans in virtually every important sphere of life—economic, global, cross-cultural, environmental, civic. The world around us is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power. Only a few years ago, Americans envisioned a future in which this nation would be the only world's superpower. Today it is clear that the United States—and individual Americans—will be challenged to engage in unprecedented ways with the global community, collaboratively and competitively.

College Learning for the New Global Century, 2007, p. 15.

Whether one considers globalization to represent a “manifest destiny” for the human race that will usher in a flattened and more prosperous world for all its inhabitants, or an insidious force that threatens to destroy the institutions that have supported the advancement of civilization for centuries, it is undeniable that the power of modern technologies and communication has created a world that differs dramatically from that of previous generations. The nature of those differences and their implications for how we form and reform our social institutions remains a subject of considerable debate, but it seems increasingly evident that the contemporary university must carefully examine itself in light of this changing world.

With this as a backdrop, the Council of Deans at IU Bloomington selected the theme of globalization as the focus for the institution's accreditation self-study. As then-Interim Chancellor Kenneth Gros-Louis stated in remarks to the Bloomington Faculty Council, “This topic was arrived at through discussions with the deans and vice chancellors, and gives our campus the opportunity both to inform NCA and our peers about the rich strengths our campus brings to research, teaching, and service in the global arena, and also to eval

uate dimensions of our traditional international strengths, and look for new ways to grow to meet the global challenges we will face as an institution in the next few decades” (12/6/05).

Globalization and internationalization

The focus of this self-study from the outset was defined by two related but distinct concepts, globalization and internationalization. While these two dynamic forces influence the nature of the contemporary university, they are not synonymous. In fact, a tension exists between these two concepts that served as a source of debate among the members of the IUB community as the self-study effort was launched. The discussions that occurred over these definitions were useful in their own right as they forced faculty, students, and staff to grapple with the meanings of these important concepts, to determine how they overlap, and what their implications are for the work of the university. According to Jost Delbruck, writing in the *Indiana Journal of Global Legal Studies*, “it seems that globalization as distinct from internationalization denotes a process of denationalization of clusters of political, economic, and social activities. Internationalization, on the other hand, refers to cooperative activities of national actors, public or private, on a level beyond the nation-state but in the last resort under its control” (Delbruck, 1993). Internationalization, as it relates to how the university structures itself, can be viewed as “the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution” (Knight, 1993). In some respects internationalization represents the process by which the university adapts to the ever increasing demands of globalization. The lively debates around the idea of globalization and how it is affecting our university which we, of course, will not resolve here indicate the faculty and administration’s simultaneous enthusiasm for and caution about the consequences of our international involvement and our commitment to proceed with due caution as we plan for the future. This report will provide numerous examples of how the IUB faculty is both increasing the quality and quantity of international activity and also directly addressing global issues and problems within and across a variety of disciplines.

Organization of the report

Following a brief description of the process by which the self study was conducted, this report will trace IUB’s distinguished history in the area of international teaching, scholarship, and service. To provide evidence regarding IUB’s continuing commitment to inter

national and global work the report will highlight the university's current strengths and major international resources. The sections that follow will be devoted to the global dimensions of curriculum and teaching, scholarship and creative activity, and service, respectively, providing illustrations of current initiatives and programs. In the final section we identify the current challenges that face the university regarding its status as a leader in the field of international higher education and consider the issues that will need to be addressed by the strategic plan for international activity currently being developed for the IU system.

2. Description of the Project and the Self-Study Process

This globalization and internationalization self-study report presents the breadth of international work at IUB and the numerous efforts to address the impact of globalization on the campus. Beyond mere description, however, the report carefully assesses IUB's efforts in this domain and identifies the major issues that have the potential to influence the direction of the university in the coming decades. A significant challenge in producing this report was finding a means to comprehensively portray the breadth and scope of international activity being carried out on the IUB campus in a report of this length. As a result, not every example of international teaching, research, or service undertaken by IUB faculty and students will be found here. We have tried to select examples that reflect the spirit of international scholarly work for which IUB has long been recognized, but we will no doubt overlook some worthy efforts, particularly those of faculty members working independently rather than in conjunction with large-scale projects, centers, or other campus units.

Because the Bloomington campus has such a rich history of international activity and commitment to global issues, we have chosen to represent the scope and breadth of activity while also providing pertinent examples to illustrate the depth of IUB's international work. More importantly, this study is designed to offer a thoughtful scrutiny of IU's current programs, practices, and initiatives in order to evaluate them and make recommendations for future strategic directions, as the University strengthens academic leadership in the "global century." The self-study, from its inception, was designed to be a highly participatory and inclusive inquiry into the recent history, current status, and future directions for the IU Bloomington campus.

In order to accurately characterize the scope of international activity and the extent to which the process of globalization influences the work of faculty and students, it was essential to involve as many members of the IUB community as possible. To that end, an advisory board of campus leaders was established to offer broad guidance on the overall direction of IUB's accreditation efforts.

Much of the documentation for the self-study was prepared by six research groups comprising IU faculty, staff, and students that focused on the following categories:

- Undergraduate experiences
- Research, scholarship, and creative activity
- Curriculum and teaching

- Preparation of graduate students
- Area and language studies
- Information technology

These categories were selected because they represent key dimensions of international activity at the University.

Framing the self-study

During early discussions about the focus of the self study among faculty and administrators working under the auspices of the Office of Academic Affairs and Dean of the Faculties, a number of key issues emerged that seemed pertinent to how IUB would define future directions for international work. These issues addressed topics such as:

- The extent to which globalization links our expectations for research, teaching, and service within the various academic units on campus
- How globalization bridges the academic structures of our campus, crossing traditional disciplinary boundaries, and helps new, interdisciplinary research and creative activity develop and flourish
- Whether undergraduate overseas experiences enhance students' knowledge of global dynamics and improve their capacity to work effectively in our increasingly complex world
- The extent to which our doctoral and professional programs emphasize international field experience as a critical part of research and professional development
- Whether our information technology infrastructure meets the emerging needs of our research and teaching enterprise on our shrinking planet
- How we, as a public research university, should respond to the institutional challenges of globalization as we compete for students, faculty, and resources in difficult economic times

The committee process

Each committee developed a process for discussing, reframing, and refining the issues outlined above while also generating questions based on their assigned research areas. Committee members divided up the tasks of researching and writing reports that reflect their findings over a period of several months. In addition, these research groups worked with the staff of the Dean of the Faculties office in articulating further key questions that were compiled and developed into the Deans' Survey and used to gather additional data

for the self-study report. Other sources include information from previous assessment efforts and accreditations of individual schools and departments, as well as other available documentation *see the table below*.

Self-study data sources

Data sources for globalization and internationalization self-study report

Graduate and Undergraduate Student Surveys	Questionnaire survey of graduate and undergraduate students designed and implemented by the Dean of the Faculties staff with assistance from the IUB Center for Evaluation and Education Policy. The Web-based survey solicited responses from 36,177 students; 1,000 graduate and 1,973 undergraduate students completed the survey.
Deans' Survey	A questionnaire completed by each academic unit (each department in the College of Arts and Sciences) to survey the breadth and scope of international activity, inclusion of international content in the curriculum, opportunities for international experiences for students, and the quality of the educational experience at IUB for international students.
Case Studies	In depth, descriptive studies of unique and exemplary international activities on the IUB campus.
Overseas Study Reports	Yearly reports on study abroad programs completed by IUB students.
Area Studies Center Documents	Applications for Title VI funding renewal, yearly reports, Area Studies Center Web sites.
Office of International Programs Documents	2006-07 Fact Book, OIP Web site.
1997 IUB Accreditation Report	Report to Higher Learning Commission for IUB's last accreditation.
Follow-up Interviews	Conversations with key individuals to gather further information regarding issues and questions raised in the research group reports.
Research Committee Reports	Reports prepared and submitted by the six research groups detailing results of their inquiry.

3. Sustaining a Cosmopolitan Campus in a Changing World: Internationalization at IU Bloomington

The history of Indiana University's involvement internationally is long and distinguished; the prominence of international faculty, students, courses, and cocurricular programs is so pervasive that the trustees, in January of 2006, commented:

The Board of Trustees believes that the major universities of the future will have as a part of their fabrics significant international dimensions. We are looking beyond the enrichment programs that enable students to study abroad. Rather, we intend to call upon the most thoughtful minds to help define how to position IU internationally.

Subsequently, the trustees and administration moved rapidly to begin work on a plan for new strategic directions in internationalization. Begun by then-Provost Michael McRobbie in mid-2006, the new international plan became a high priority of the President's Office upon assumption of the presidency by McRobbie in mid-2007. The urgency and priority of internationalization reflects the inherent truth that IU's identity has been deeply interwoven with its international aspirations and activities for more than half a century.

A brief history of internationalization at IU Bloomington

Indiana University was well on its way to becoming a significant international university early in the 20th century, but it is difficult to pinpoint exactly when the first international student arrived at IU. It is known that some Canadian students attended IU in the 1840s. However, some "international" students who had already become American citizens also may have attended IU before the Civil War. The first international student from outside of North America is widely believed to have been Takekuma Okada of Japan. He attended IU sometime around the turn of the 20th century.

Identifying the first of IU's overseas travel programs is much easier. David Starr Jordan, who was president of IU from 1885 to 1891, began such a program in 1879 while he was still a professor of biology. Called "summer tramps," these trips included 20 to 30 students and covered natural history, language, and culture. IU began awarding credit for summer tramps in 1890.

Many individual students and faculty from abroad attended IU during the William Lowe Bryan era (1902-1937). Also during this period, the School of Music established a summer school in

Munich offering 7.5 credits in music, art, and language to participating students. Additionally, Henry Remak—professor emeritus of German and comparative literature—recalls participating in a federal government program for German Jewish refugees through which he attended IU in the 1930s after emigrating from Germany.

Herman B Wells, as is widely known and celebrated, dramatically enhanced the international focus and profile of IU during his years as president (1938–1962). Immediately upon becoming president, Wells declared that IU would bring the world to Bloomington and would, in turn, serve the world from Bloomington. Wells was very much an international figure in his own right; during his presidency he often took leave to assist the federal government with strategic international projects, such as the rebuilding of Berlin’s cultural sector in postwar Germany.

Under Wells, IU flourished as a center for language instruction (e.g., for Tibetan, after Wells and others convinced the brother of the exiled Dalai Lama to settle in Bloomington), as a center for nonwestern art (the Oceanic, African, and Pacific collections of the IU Art Museum—which are among the world’s finest—were assembled largely during the Wells era), and as a haven for cultural and area studies. Wells staunchly defended the academic freedom of researchers whose work or politics had proven controversial; biologists Hermann Muller and Alfred Kinsey are prime examples. Because of this, IU became known as a supportive research environment for faculty from Europe and other areas.

Also during the Wells era, many units significantly expanded their hiring of faculty from abroad. Overseas study accelerated as well when the Indiana Intercollegiate Study Projects (1954–1969) began. Fifteen Indiana colleges and universities set up summer programs for their students in Mexico, England, France, and Spain. Fields of study included business administration, English, history, journalism, political science, sociology, and theatre. And, with special funding from the Carnegie Corporation, the chair of Slavic languages and literatures took the first Russian Language Study Tour for undergraduate students to the USSR in the summer of 1959.

Wells also oversaw the creation of a Russian and East European Institute in 1958; this was, notably, at the height of the cold war. In later years IU would establish several more major area studies centers including the Center for Latin American and Caribbean Studies (1963), the Inner Asian and Uralic National Resource Center (1963), and the African Studies Program (1965).

Subsequent campus leaders have carried forward the international vision of Wells in a variety of ways. For example his immediate successor, Elvis Stahr who was president from 1962 to 1968, continued to enhance relationships with programs in Thailand, Europe, and the Middle East. Stahr also served in many distinguished international roles in his retirement. John Ryan (president from 1971 to 1987), centralized overseas exchanges and other complex global relationships and services under an Office of International Programs to serve all eight IU campuses. IU also took on its important role in implementing the prestigious “la Caixa” Graduate Fellowship Program during Ryan’s tenure. Thomas Ehrlich (1987–94) initiated prescient attempts to teach less commonly available languages on multiple campuses through the Internet and interactive television technology. Myles Brand (1994–2002), developed a Strategic Directions Initiative for the university that included several new ideas, such as the Burmese Refugee Scholarship Program, related to internationalization.

Overall, throughout the 1980s and 1990s IU’s international profile continued to expand and strengthen. More centers were established, and new overseas initiatives were undertaken in many countries, including Malaysia, South Africa, Namibia, Kyrgyzstan, and Macedonia. Recruitment of faculty from abroad became common place in all schools, as did other internationally oriented activities. SPEA, for example, played a major role in emerging democracies in Eastern Europe; the School of Business founded CIBER Center on International Business Education and Research; and the School of Music expanded its small but significant program in International (World) Music. The International Minor was established in the College of Arts and Sciences. Foster International Center was created as a cooperative venture between the Office of International Programs and Residential Programs and Services. IU was honored to be tapped by the federal government as host for the gala 40th anniversary of Title VI in Washington, DC.

In the 2000s, this drive has continued. An international studies major was approved in 2000, and in 2003 alumnus Edward Hutton endowed study abroad programs for honors students with a 10 million gift. The Global Village, a second international living-learning center, was created in 2004. Our current president, Michael McRobbie, started the Asia Initiative in 2006 (while serving as interim provost). And we continue to attract distinguished international scholars to join our faculty; 25 percent of our new faculty in 2007 hold citizenship in countries other than the U.S. Additionally, work has begun on a formal International Strategic Plan for IU, to be completed by the end of 2007.

National recognition for successful internationalization

The longstanding emphasis on international activities in Bloomington has been recognized worldwide. In 2003, the Bloomington campus was one of six schools chosen by the National Association of International Educators (NAFSA) to be profiled as a model of successful campus internationalization. NAFSA's objective was to identify and profile colleges and universities where international education has been "broadly infused across the fabric of the institution," and the resulting report, "Profiles of Success: Internationalizing the Campus," acknowledges IUB as a leader in international education, "whose countless initiatives . . . continue to serve as models for other institutions." The report highlights IUB's "formidable array" of foreign language and area studies programs, its renowned business and music schools, and other strengths. The NAFSA report also identifies a key characteristic that researchers observed in all of the schools selected for profiling: "those institutions that rose to the top of our list more often than not exhibited strong institutional commitment to internationalizing the campus at the cultural level."

Similarly, the 2005 Goldman-Sachs Foundation award for Excellence in International Education went to Indiana University Bloomington for its Overseas Student Teaching Program, Center for Global Change, and East Asian Studies Center, all of which were cited for innovation in enhancing international education from kindergarten through higher education.

A new general education requirement and curricular modernization

Curricular modernization is closely linked to any successful growth in internationalization and global awareness. The American Association of Colleges and Universities (AAC&U) has addressed the issue of global preparedness in education as a priority issue. Their most recent study calls for an expansion of campus general education to make science requirements a more central part of their global general curricula, use global learning categories and courses to assess key liberal education outcomes, and use general education to help students understand the connections between global learning and ethical citizenship.

IU Bloomington has worked concurrently in a similar direction, adding service learning, engagement, and global awareness, among other changes, to its proposed new general education curriculum that will be required of all students. Going a step further than the AAC&U report, IU has included a stronger foreign language or international awareness component to the new campuswide general

education plan. Presently, the language requirement varies from two years in the College of Arts and Sciences to none in some professional schools. School-level initiatives, however, are generating significant growth in international awareness and participation. The Kelley School of Business, for example, now boasts an overseas study proportion of nearly one third, due to the integration of global business into the core undergraduate business curriculum as well as into the culture of the school itself.

Revisiting international exchanges

IU offers over 150 international study programs in 16 languages and three dozen countries, thereby providing opportunities for students to study abroad in almost any academic major. Participation of IU students in study abroad programs has increased by over 233 percent over the past 10 years.

During 2004–05, 1,605 IU Bloomington students participated in international study opportunities. The majority of these overseas experiences were for short term exchanges (a summer or single semester). Their destinations reflected national trends, with the majority studying in the United Kingdom, Italy, Spain, France, Australia, and Mexico. More than half of the students studying abroad took advantage of scholarships and loans provided by the Office of Overseas Study.

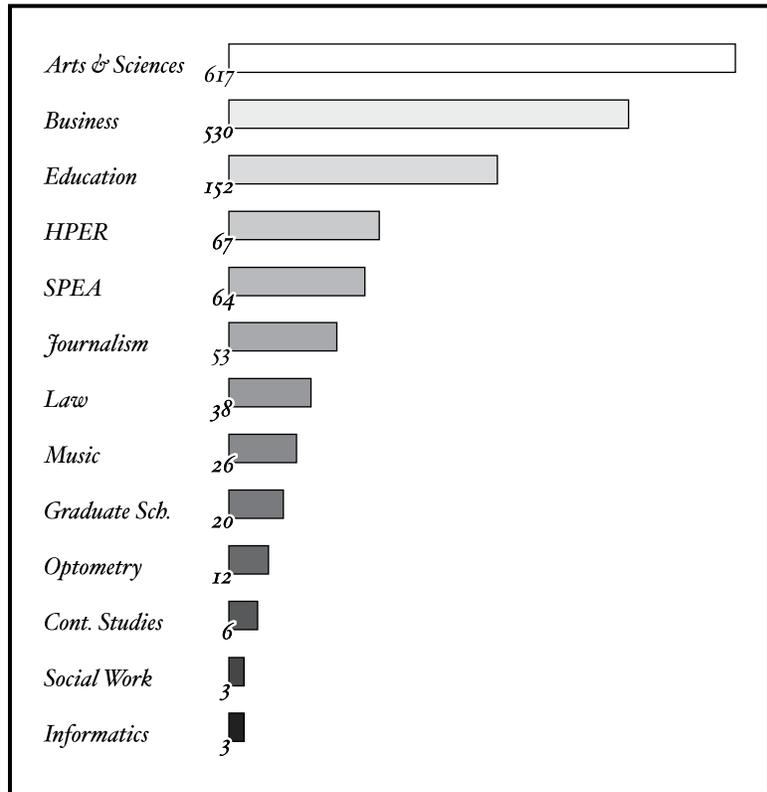
Long a leader in international student exchanges, Indiana University has also laid the groundwork for a significant increase in what used to be called the “junior year abroad.” IU now offers every undergraduate in its 3,000 student Hutton Honors College the opportunity to spend at least one semester in another country. Funded by a gift from Hoosier native Edward Hutton, this program is expected to increase significantly the number of IU undergraduates who study-abroad. The Honors College is partnering with other entities, such as the Hudson & Holland Scholars (primarily minority students), to share the largesse of this program.

In addition, several IUB schools are offering their own exchange opportunities within the context of other internationalization efforts. Journalism, for example, is transforming itself into a global school. It has hired faculty from India, Burma, Japan, and other nations, and it has instituted faculty and student exchanges to Asia, Latin America, and Europe. It also is creating a variety of new courses that infuse both global perspectives and opportunities for international experiences into our IU classrooms. Dean Bradley Hamm, in his second year, has declared internationalization as one of his top priorities for both students and faculty.

And even for those students who do not participate in traditional study abroad programs, the IUB undergraduate experience is becoming more international in flavor. For as information has become more universally accessible, some aspects of the typical undergraduate experience are changing in fundamental ways. “International exchanges” in the form of real time conversations or joint courses are becoming more commonplace. The international flow of information is providing opportunities for all students to have regular, substantive interactions at the global level, and to use knowledge sources from outside the United States in their studies and their daily lives.

IUB supports this evolution of the undergraduate experience in a variety of ways. Most notably, the IUB classroom of the 21st century is changing dramatically. Already students have come to expect a fully wired multimedia environment; IU Bloomington has been a leader in that field, and intends to have 100 percent of its classrooms multimedia-ready by the end of 2007. Class discussions can now be directed to real time interaction with others throughout the world, with a very high level of interactivity.

***Distribution of IUB
Students Abroad by
Schools 2005–06***



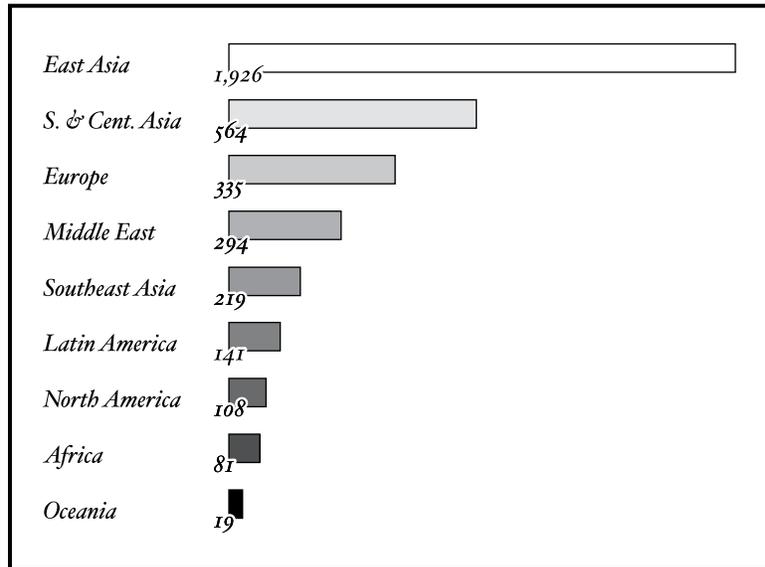
Sustaining a cosmopolitan university in difficult times

While the numbers of international visitors—faculty, students, and others—to Indiana University have rebounded since the events of September 11, 2001, the region of origin of those visitors has shifted toward East Asia significantly. IU once had robust links to programs in Saudi Arabia, Afghanistan, Pakistan, and other South Asian/Middle Eastern countries, but September 11 has, at least for a time, weakened those connections, especially in terms of the flow of students and faculty.

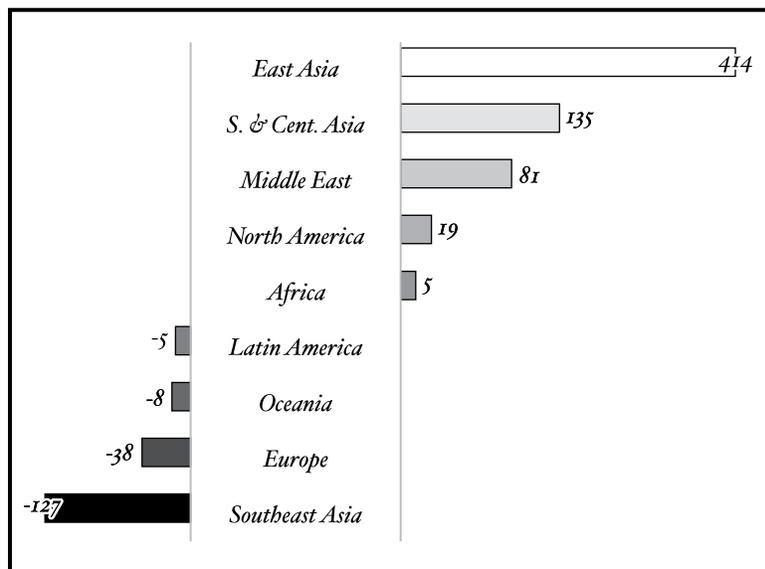
Vice President for International Affairs Patrick O'Meara points to another profound change caused by September 11, which is the increased vigilance and screening of international visitors that the creation of the Department of Homeland Security (DHS) has set into motion. Like its peers, IU has been challenged to meet DHS requirements for all its visitors, and has taken on new responsibilities in those areas. September 11, perhaps more than any other single event in recent history, forced universities such as IU to reevaluate their policies and practices regarding international programs and preparing students for a globalizing world.

Individual departments are increasingly developing overseas relationships offering parallel programs and promoting student exchanges. Departmental survey responses indicate a growing awareness of the interconnected nature of their specific disciplines and the “shrinking” world. Many units report the hiring of diverse faculty members as a priority. While faculty are attracted from all areas of the world, the largest numbers of scholars come to IU Bloomington from South Korea, China, and India and largely work in physical sciences, biology, education, the foreign languages, and the computer sciences. International faculty promote diversity and intercultural understanding, and bring a richness to IUB's students that would be impossible to achieve without them. In 2006, fully 12.6 percent of IU Bloomington's instructional faculty were citizens of countries other than the United States; others were born overseas but are not counted as “international” if they have changed their citizenship. Twenty-five percent of the tenure-track faculty hired in 2006–07 were non-U.S. citizens. In addition, according to an analysis of faculty employment profiles conducted for the self-study, at least 35 percent of faculty members hired at IUB between 2001 and 2007 indicated that they had some type of “international experience” prior to joining the faculty (e.g., graduate study abroad, conducting international collaborative research, or serving as a faculty member at a university outside the U.S.). While these figures are encouraging, this may represent a focus for future faculty recruitment efforts.

**Bloomington
International Student
Region of Origin
Distribution, Fall 2006**



**Bloomington Percent
Change in Number of
International Students
by World Area,
Fall 2002–06**



Understanding and shaping student worldviews

The events of September 11, 2001, did more than push universities at large to reflect on their duties as educational institutions; they also impacted the worldviews of students attending universities. Students themselves, perhaps more than ever before, began to reflect on their own positions within the world and look outward. Ninety two percent of undergraduate students surveyed for this self study reported being interested in learning about other countries and 81 percent felt it is important to “keep up with news about the rest of the world.” Forty-five percent of students reported that

they were enrolled in foreign language courses while at IU. Other responding students reported relying on study abroad opportunities, student to student interactions, or other travel to increase language proficiency. In Bloomington, as in many other university communities, many campus and unit level forums, symposia, and discussions were held about terrorism, international relations, the shrinking global community, and related topics.

The majority of respondents to the student survey conducted as part of the self study indicated that they believe a globally focused education is of increasing importance. The Indiana University Bloomington campus has responded to student interests. In 2004, the Global Village joined Foster International as the second established living-learning community with an international focus. Additionally, international studies became an official major in response to increasing student interest, and general education requirements are being created to promote global learning.

However, according to the survey, many students continue to focus on domestic, local, and state issues and do not participate in the extensive international programs and activities that IUB offers. While we cannot claim that the survey results are necessarily representative of all IUB students, nonetheless 24 percent of respondents to the undergraduate survey report having done nothing to expand their foreign language abilities while at IU, and most undergraduate survey responders reported little participation in extracurricular international activities (46 percent reported that they had never or less than once per year participated in a student group activity or social event focused on international or global matters). Promoting and facilitating student participation in any events outside of class is a continuing and increasing challenge for all campuses, especially once students leave the residence hall system at IU Bloomington, typically in the sophomore year, so the results of the survey with regard to international participation are not surprising, but they may provide a focus for future efforts at internationalizing the undergraduate experience at IUB.

Still, the campus continues to present highly visible events such as Culture Fest, an international festival during the first week of the fall semester, which draws thousands of students, and a full array of programs at the Asian, Latino, and African American culture centers, in particular. These events complement the wide range of cultural, educational, and social programs that take place at the Leo R. Dowling International Center (<http://www.indiana.edu/~intlsero/ic/>). In addition to campus-based events, the Bloomington community also provides a wealth of international opportunities such as the Lotus World Music and Arts Festival (<http://www.lotusfest.org/>

and the Bloomington Early Music Festival (<http://www.blemf.org/>). Bloomington's Buskirk-Chumley Theatre also has hosted summer African film series organized by the IUB African Studies Program; these well-attended series are designed to showcase various African languages as well as the richness and diversity of African cinema. While these programs may not reach every IU student, they do offer opportunities year-round for those who are interested.

While student interest may be one factor influencing participation in extracurricular activities, students report other factors impact their decisions to go abroad during their undergraduate experience. Students report that the rigidity of their academic programs (17.5 percent) and funding limitations (31.25 percent) restrict their abilities to participate in study-abroad programs. These limitations trouble Vice President Patrick O'Meara, who has called for new models of overseas exchanges and a careful evaluation of how IU's resources in those areas are allocated, so that all students will be able to afford some kind of international experience.

That is not to say, however, that IUB students do not have numerous opportunities to study abroad. In fact, students in the IU system have access to 94 different programs administered or cosponsored through the Office of Overseas Study (43 directly organized by the office and 51 cosponsored through other institutions, providers, or organizations). According to the 2006 *Open Doors* report on study abroad programs, IUB's undergraduate participation rate was 22 percent—that is, 22 percent of graduating seniors had at least one study-abroad experience during their time at IUB.

4. Major International Resources

Indiana University Bloomington prides itself on its wealth of resources for students, faculty, and scholars at IUB and around the world. Its first-rate technological resources, library holdings, museums, and program offerings demonstrate the importance IUB places on the issues and benefits of internationalization for students, faculty, and the university.

Office of International Programs

The Office of International Programs (OIP), administered by the vice president for international affairs, promotes and coordinates the growth of international programs and studies throughout Indiana University by providing leadership in initiating programs and responding to opportunities to enhance the goals of internationalization throughout the university system. The office helps to ensure that IU's commitment to teaching, research, and service has an international dimension by:

- Promoting international research and curriculum development
- Acting as an advocate for faculty and students with international interests
- Offering grant incentives for research, collaboration, and travel
- Developing and administering overseas study and exchange programs
- Providing support services for international students, faculty, and visiting scholars
- Promoting the university's numerous linkages with institutions abroad
- Expanding the university's capacity for technical and development assistance projects abroad
- Encouraging the collaboration between the university's area and international studies research centers, professional schools, and international institutes
- Serving as the university's principal liaison with external organizations regarding international concerns

The OIP has four units, each directed by an associate vice president: the Office of International Services, the Office of Overseas Study, International Research and Development, and the Office of International Affairs (housed at IUPUD). Additionally, OIP oversees another international unit, the Center for the Study of Global Change, one of IUB's Title VI National Resource Centers.

Office of International Services

Once international students are admitted to IUB, the Office of International Services OIS begins to assist them in their adjustment to IU's academic and cultural environment. One of the most important roles for OIS, according to Christopher Viers, the associate vice president for international programs and director of OIS, is to support the educational, cultural, and social needs of students and keep them apprised of requirements for maintaining a legal stay while in the U.S. With the increased monitoring and tracking of international visitors and the tightening immigration requirements while in the United States since September 11, 2001, international students have greater difficulty with the process of obtaining visas and keeping their immigration status up to date.

While ultimately students bear the responsibility of maintaining their visa and immigration status, Viers suggested the university needed to assume greater responsibility for helping students stay abreast of the complex array of regulations. A program developed in-house was a successful solution. Developed by Jason Baumgartner, assistant director for information services in OIS, iOffice provides an interface between IU's PeopleSoft system, and the federal Student and Exchange Visitor Information System (SEVIS). Through a complex structure of approximately 150 alerts spanning five levels of severity, iOffice helps OIS proactively monitor a comprehensive set of visa and immigration status requirements for the University's approximately 6,500 international students and scholars on all campuses. Staff in OIS are assigned to monitor specific alerts on a daily basis, and as a result "countless immigration violations, with potentially devastating consequences, have been avoided," Viers said. Since its initial implementation on the Bloomington campus in January of 2005, iOffice has been further developed to meet not only Department of Homeland Security reporting and monitoring regulations through SEVIS, but also Department of Labor regulations for H-1B foreign national faculty and staff, and other university requirements for international students, scholars, and staff.

Office of International Services staff work closely with IU's international student associations, primarily through the Leo R. Dowling International Center and community based organizations, in offering a host of educational, cultural, and social programs on campus to promote international education and exchange. Members of the IU community can enjoy a free lunch and weekly concert performed by an international student from the Jacobs School of Music every Friday afternoon, or participate in one of the center's many conversation clubs or Coffee Hour programs that feature countries and cultures from around the world. OIS also provides

a New International Student Orientation including one on one appointments with an OIS advisor, seminars on topics ranging from course registration to how to obtain a Social Security number, and social events to help students get to know each other. OIS also partners with Bloomington Worldwide Friendships BWF in matching interested students with local families for friendship and support.

The Office of Overseas Study

The Office of Overseas Study is responsible for developing and managing the university's large number of study abroad programs for undergraduates, as well as some opportunities for graduates. Half are administered by IU and the other half are cosponsored with partner organizations such as the Council on International Educational Exchange and the Institute for the International Education of Students. The Office of Overseas Study facilitates access to almost \$5 million per year in financial assistance, works to ensure that programs remain affordable, and guides students in integrating overseas study into their academic plans while still graduating on time.

International research and development

Each year, IU faculty, staff, and students make a difference in the world beyond IU through dozens of externally funded institutional projects whose primary purpose is to assist organizations abroad *see Section 7 on international service* . These grants fund exchanges, travel to overseas conferences, professional internships, graduate fellowships, and technology and library acquisitions for IU's overseas partners. In addition to benefiting overseas counterparts, these projects help faculty and staff connect with alumni abroad, enhance IU's reputation overseas, provide on campus work opportunities for graduate students, and bring fully funded students from abroad to IU's undergraduate and graduate programs.

The Office of International Programs supports these activities by submitting proposals and managing projects on behalf of the university and by providing support to other campuses and academic units interested in competing for institutional grants. OIP's International Research and Development Office (IRD) provides guidance and direct assistance to individual faculty, schools, and campuses throughout the IU system for grant proposals. Between 1993 and 2003, OIP was awarded \$70.6 million in total grant activity, an average of \$7 million per year, and estimates \$11.3 million in additional grants can be attributed to the efforts of IRD.

In 1994, the Center for International Education and Development Assistance (CIEDA), IRD's own project management organization, was developed to take advantage of IU's "brand name" recognition

abroad and market the international expertise and talents of Indiana University. CIEDA projects provide unique opportunities for IU faculty and students to test classroom knowledge in real world development and short-term training assignments abroad. CIEDA projects link IU to constituencies nationally and within Indiana, in the following ways, among others:

- Collaboration in project activities in Macedonia and Kyrgyzstan with the Indiana Consortium for International Programs ICIP has extended IU's international outreach activities to more than 30 other Indiana colleges and universities.
- IU's legislative drafting linkage program with the University of Pretoria, South Africa, involves a partnership with the Legislative Services Agency of the Indiana State Legislature.
- Internship programs for mid-career Africans have resulted in collaborations with municipal international centers in Chicago, Denver, Atlanta, Indianapolis, and a dozen other U.S. cities.
- Project activities in Kyrgyzstan and in the Burmese Refugee Scholarship Program have contributed to a growing relationship with the Soros Foundations.

Ongoing projects managed by IRD/CIEDA include the development of the American University of Central Asia in Kyrgyzstan, the Burmese Refugee Scholarship Program, the US-Macedonia Linkage Program, and the "la Caixa" Fellowship Program.

Specialized centers and programs

In addition to the units described above, OIP provides oversight to four specialized centers and programs including the Center for the Study of Global Change (<http://www.indiana.edu/-global/>), the Hungarian Chair Program <http://www.indiana.edu/-ceus/hungarian/history.html>, the Polish Studies Center <http://www.indiana.edu/-polisbst/>, and the IU Honors Program in Foreign Languages for High School Students <http://www.indiana.edu/-iubpfl>, as well as promoting international affiliations, grant opportunities, and fellowship programs for students and faculty.

Office of International Admissions

More than 3,600 international students from 130 countries choose to study on the Bloomington campus of Indiana University each year. The recruitment and admission of international students to IUB is a priority for the campus because the diverse perspectives offered by visiting international students living and learning at IUB contribute to the learning of all students on campus. The Office of Admissions is charged with the recruitment of undergraduates to the university and provides support to departments as they seek out and recruit international graduate students. (<http://www.indiana.edu/-iuadmit/international/welcome/>)

As the number of international applications began to fall nationwide following the events of September 11, 2001, and the Southeast Asian economic crisis, it became evident that Indiana University would have to be strategic and more aggressive in its recruitment of international students if it were going to maintain or increase its international student enrollment. Chris Foley, director of international admissions, explained, "After 9/11, we felt like we had maxed out what we could do with our customer service, and we also felt that other schools were beginning to catch up with what our reputation was. We needed to ramp up our recruitment activities. We needed to travel. We needed to advertise. We were very good at passively encouraging students to attend IU, but now we needed to go out and get them."

The campaign to increase international admissions, to which President Michael McRobbie and University Chancellor Kenneth Gros Louis have committed continued support, included campaigning for a recruitment budget, initially given as a one-time grant of \$180,000 over two years. The money has been used to develop informational publications directly aimed at prospective international students, for increased advertising in international university guides, and to hire a full-time international recruitment representative. An International Graduate Enrollment Committee also was formed to aid in coordinating the recruitment of international graduate students. See <http://www.indiana.edu/~iuadmit/international/welcome/>

The international recruiter travels the world to present information about Indiana University to prospective students. The recruiter visited 12 countries in as many months, making trips to Hong Kong and several cities in India, Taiwan, China, South Korea, and Japan in fall 2006. Recruitment activities included university fairs, school visits and multi-school fairs, parent programs, educational agency visits, one-on-one meetings with students, and briefings about each country and higher education participation among their populations.

International Recruitment Activities by Country

	Fairs	Schools	Universities	Agencies	Alumni	Students
New Delhi, India	●	●	●	●	●	●
Ahmedabad, India	●			●		
Mumbai, India	●	●		●	●	●
Pune, India	●					
Bangalore, India	●	●		●	●	●
Hyderabad, India	●	●				
Chennai, India	●	●				
Singapore, Singapore	●	●				●
Kuala Lumpur, Malaysia	●	●		●		●
Bangkok, Thailand	●	●	●	●	●	●
Taipei, Taiwan	●	●		●		●
Hong Kong	●	●			●	
Shanghai, China	●	●	●	●		●
Seoul, South Korea	●	●		●	●	
Tokyo, Japan	●	●			●	
Istanbul, Turkey	●		●		●	
Almaty, Kazakhstan					●	

Source: 2006 Recruitment and Enrollment Report, Office of Admissions, Indiana University Bloomington January 5, 2007. Prepared by Chris J. Foley, director of international admissions.

In addition, the Office of Admissions began a campaign to target international students already living in the United States by visiting high schools and community colleges in Indiana and beyond. The office also offers scholarships for international students in recognition of the extra costs incurred with international studies. Finally, the office recruited alumni and current students to contact prospective students from their home countries.

The aggressive recruitment initiative has had an impact. Over the course of two years international undergraduate applications are up 61 percent, graduate applications have increased 22 percent, and applications to transfer to IU are up 50 percent. In the 2006 fall semester, IUB successfully enrolled 1,046 new international students to the Bloomington campus. This represents the largest class of international students on record and a 14 percent increase in enrollment over fall 2005.

Area studies and National Resource Centers

IUB is home to 13 area studies centers devoted to geographic regions and/or issues of international importance programs designated as National Resource Center NRC or Language Resource Center [LRC] received Title VI funding):

- African Studies Program (NRC)
<http://www.indiana.edu/~afrist/>
- Center for International Business Education and Research (CIBER)/Global Programs Office
<http://www.kelley.iu.edu/ciber/>
- Center for Languages of the Central Asian Region (LRC)
<http://www.indiana.edu/~celcar/>
- Center for Latin American and Caribbean Studies (NRC)
<http://www.indiana.edu/~clacs/>
- Center for the Study of Global Change (NRC)
<http://www.indiana.edu/~global/>
- East Asian Studies Center (NRC)
<http://www.indiana.edu/~easc/>
- India Studies Program
<http://www.indiana.edu/~isp/>
- Inner Asian and Uralic National Resource Center (NRC)
<http://www.indiana.edu/~iaunrc/site/index.html>
- Jewish Studies Program
<http://www.indiana.edu/~jsp/>
- Middle Eastern Studies Program
<http://www.indiana.edu/~nelcmesp/>
- Polish Studies Center
<http://www.indiana.edu/~polishst/>
- Russian and East European Institute NRC
<http://www.indiana.edu/~reerweb/>
- West European Studies Resource Center NRC
<http://www.indiana.edu/~west/>

Title VI centers

The U.S. Department of Education through its Title VI program funds what is now among the nation's largest number of international centers on a single college campus at Indiana University Bloomington. Nine of the above listed Bloomington centers received Title VI funds for the 2006–10 cycle totaling \$16 million, and seven have been designated as National Resource Centers (NRC). Title VI funding allows IUB to attract students and faculty members; supports workshops, conferences, outreach, and faculty research; and provides fellowship opportunities for graduate students. NRCs receive Title VI funding for programs, faculty research, curriculum development, graduate fellowships, conferences, and outreach. In addition to the Title VI centers listed above, IU Bloomington also houses the Center for Languages of the Central Asian Region, which has been designated a Language Resource Center (LRC). This Center receives Title VI funds to develop language teaching materials, conduct evaluation and testing of materials, implement teacher training and workshops, and establish innovative dissemination programs and publications for the less commonly taught languages in an increasingly strategic area of the world.

Other resource centers, institutes, and workshops

IUB is home to many other centers, institutes, and workshops each devoted to international issues, research, and topics. Each provides programs, services, or educational opportunities to the IUB community and beyond. Details on the numerous activities carried out by many of the following units will appear in this report.

- Anthropological Center for Training and Research on Global Environmental Change (ACT)
<http://www.indiana.edu/-act/>
- Center for Research on Learning and Technology (CRLT)
<http://www.crlt.indiana.edu>
- Committee for Research and Development in Language Instruction CREDLI
<http://www.research.indiana.edu/centers/crdli.html>
- Center for Research into the Anthropological Foundations of Technology (CRAFT)
<http://www.research.indiana.edu/centers/craft.html>
- Center for the Study of Institutions, Population and Environmental Change CIPEC
<http://www.indiana.edu/-cipec/>
- Glenn Black Laboratory of Archaeology
<http://www.gbl.indiana.edu/>
- Institute for Advanced Study
<http://www.indiana.edu/-ias/>

- Institute for Development Strategies
<http://www.spea.indiana.edu/ids/>
- Institute for Germanic Studies
<http://www.indiana.edu/~germanic/graduate/institute.html>
- Institute for the Study of Russian Education
<http://www.indiana.edu/~isre/>
- Institute of Hungarian Studies
<http://www.indiana.edu/~iuihs/institutue.html>
- Latin American Music Center (LAMC)
<http://www.music.indiana.edu/som/lamc/>
- Population Institute for Research and Training (PIRT)
<http://www.indiana.edu/~pirt/>
- Research Center for Language and Semiotic Studies
<http://www.indiana.edu/~lingdept/semiotic.html>
- Center for Social Studies and International Education
<http://www.indiana.edu/~ssdc/>
- Underwater Science and Education Resources
<http://www.indiana.edu/~scuba/>
- West African Languages Institute
<http://research.iu.edu/centers/isnlc.html>
- Workshop in Political Theory and Policy Analysis
<http://www.indiana.edu/~workshop/>

Foreign language programs

The Indiana University College of Arts and Sciences has long been a leader in foreign languages, with instruction available in languages from all parts of the world. IUB is a major center for instruction in some of the world's less commonly taught languages, including Azeri, Catalan, Estonian, Haitian Creole, Hausa, Mongolian, Romanian, Sanskrit, Tibetan, Uzbek, Yiddish, and Zulu. Between traditional university courses; the Summer Workshop in Slavic, East European, and Central Asian Languages; and the Summer Cooperative African Language Institute, almost 70 languages are offered. Additional opportunities like language table hours offer informal, ongoing opportunities to hone language skills over coffee or a meal.

A new national survey, the Faculty Scholarly Productivity Index, that uses research and scholarly activity from more than 350 universities to measure faculty productivity, has recognized six of IUB's language programs as among the strongest in the nation. IUB's faculty research in the French language, Francophone literature and culture, and French linguistics was number one in the 2007 inaugural index. Faculty productivity was also in the top 10 for Italian, Portuguese, Spanish, East Asian Languages and Cultures, and Near Eastern Languages and Cultures.

(The index is produced by Academic Analytics and partly financed by the State University of New York at Stony Brook. Academic Analytics calculated productivity for 7,294 individual doctoral programs in 104 disciplines at 354 institutions.

Summer Workshop in Slavic, East European, and Central Asian Languages (SWSEEL)

Intensive language training has been offered at the Bloomington campus of Indiana University since 1950. The summer workshop provides up to 200 participants in Slavic, East European, and Central Asian languages the opportunity to complete a full year of college language instruction during an eight week summer session <http://www.indiana.edu/~iustlavic/swseel/>.

Utilizing the resources of Indiana University's own specialists as well as native speakers from other universities and abroad, the summer workshop has developed and maintained a national program of the highest quality. Allowing all participants to pay in-state tuition rates, the program has as its goal the enhancement of speaking, reading, listening, and writing skills through classroom instruction and a full range of extracurricular activities.

High School Foreign Language Program

About 30 Indiana high school students are selected for each of the seven-week programs: in France, St. Brieuc and Brest; in Germany, Krefeld; in Mexico, San Luis Potosi; and in Spain, Valencia, Leon, and Ciudad Real. Each student is placed with a local family selected by the coordinators abroad. Intensive study conducted in the foreign language is the focal point of the program, and a no-English rule prevails. Students are taught by qualified teachers in classes established exclusively for the Honors Program participants <http://www.indiana.edu/~iuhpfl/>.

The Center for Language Technology and Instructional Enrichment

The Center for Language Technology and Instructional Enrichment (CeLTIE) (<http://www.iub.edu/~celtie/>) in the College of Arts and Sciences provides leadership and technological support specifically devoted to language learning, teaching, research, and assessment at IU. CeLTIE has six principal missions:

- Provide leading edge technology for foreign/second language education
- Support language faculty in pursuing excellence in teaching
- Foster collaboration among individuals who utilize world languages in their studies, teaching, or research
- Support research, development, and implementation of language assessment

- Support faculty in developing new pedagogical knowledge through research and creative activity
- Assist faculty in applying the new knowledge to improving the instruction on campus and beyond

Additionally, CeLTIE uses technology to further enhance language learning at IU through teleconferencing and is currently organizing a World Language Fest (<http://www.iub.edu/~celtie/wlf.html>). The World Language Fest at IUB will promote foreign language and international education on campus and around the state. The fest is inviting students, teachers, administrators, and parents from IUB and local high schools to explore different languages and cultures and to learn about the opportunities available at IUB for language acquisition and overseas studies.

Summer Cooperative African Language Institute (SCALI)

The Indiana University African Studies Program in cooperation with the Department of Linguistics hosted the national Summer Cooperative African Language Institute (SCALI) (<http://www.indiana.edu/~afirst/scali/>) in 2005 and 2006. SCALI is a cooperative effort of the Title VI Africa National Resource Centers, funded by the U.S. Department of Education. SCALI offers performance-based instruction in a variety of African languages by mother-tongue speakers, and participation confers the equivalent of one academic year of language instruction.

SCALI provides a unique opportunity to meet persons interested in Africa from across the United States. The institute exposes learners to the culture and traditions associated with the chosen language inside and outside the classroom. Extracurricular activities designed to enhance language learning include language tables, conversation hours, cooking demonstrations, African film showings, and language and culture festivals. The following languages were offered in 2006:

- Elementary and intermediate Akan/Twi
- Elementary Bamana/Bambara
- Elementary Igbo
- Elementary and intermediate Kiswahili
- Elementary Somali
- Elementary and intermediate Wolof
- Elementary Xhosa
- Elementary Yoruba
- Elementary Zulu

Initiatives for the preservation and revitalization of minority languages

The survival of indigenous languages and cultures is an issue often associated with the economic and political upheavals of rapid globalization. Faculty in anthropology, language and area studies, linguistics, and other disciplines are engaged in a variety of efforts to recognize, preserve, and revitalize minority languages. For example, the Minority Languages and Cultures Program (MLCP) (<http://www.indiana.edu/~mlcp/>), initiated in 2002, encourages teaching and linguistic research about Mesoamerican, Caribbean, and Andean languages and cultures. Based in the Center for Latin American and Caribbean Studies, MLCP's larger mission is to support minority language teaching and pedagogy and to promote scholarly exchange and outreach concerning the interrelationship of subordinated cultures and languages. The Center for the Documentation of Endangered Languages CDEL (http://www.indiana.edu/~aisri/cdel_sound_lab/) was founded in 1992 by the American Indian Studies Research Institute (AISRI) (<http://www.indiana.edu/~aisri/>), which supports interdisciplinary research focusing on the native peoples of the Americas. CDEL specializes in preserving oral records essential for language documentation, preservation, and dissemination. The CDEL Sound Lab uses digital recording technology to preserve audiovisual materials, enhance older analog recordings, and enrich multimedia educational resources. Current center projects are focused on the Plains Indian languages, cultures, and history, including software development that enhances linguistic documentation, analysis, and publication, as well as innovative instructional media for teaching Native American languages, in effect ensuring that "First Nations" have a place in our international language mix.

The Kinsey Institute

The mission of the Kinsey Institute at Indiana University is to promote interdisciplinary research and scholarship in the fields of human sexuality, gender, and reproduction. The institute was founded in 1947, just before the publication of *Sexual Behavior in the Human Male* in 1948. Today the institute investigates sexual behavior and sexual health. The institute carries out its mission through development of collections of resources for scholars, programs of research and research publications, presentation of interdisciplinary conferences and seminars, provision of information services, and graduate training. In a broader sense, the institute's mission includes services to the university and professional communities through teaching, clinical and research training, tours, and presentations. The universal nature of the institute's work leads it to engage at the international level. For example, the institute held an international symposium

on the role of theory in sex research in 1998. Additionally, the 2003 annual meeting of the International Academy of Sex Research was held here at IU.

Libraries

The IUB Libraries (<http://www.libraries.iub.edu/>) have a rich collection of materials, both electronic and print, on international and global issues and topics in English and vernacular languages. The electronic resources and many other library services can be accessed by IU users anywhere in the world. The IU libraries' international collections are built around area designations as follows:

- African Studies
- African American Studies
- Central Eurasian Studies
- East Asian Studies
- India Studies
- Latin American, Iberian, and Latino Studies
- Middle Eastern and Islamic Studies
- Russian and East European Studies
- Slavic Collection
- Tibetan Studies
- West European Studies

In 2005–06, the libraries devoted \$675,000 to area studies as well as almost 90,000 to international studies, more than 10,000 to global studies, and more than \$25,000 to foreign documents. IUB Libraries have collected materials in hundreds of languages 361 as of 2005 with top language holdings in the following languages and numbers of titles 2005 data :

- German (263,516)
- French 192,844
- Russian (157,689)
- Spanish 146,260
- Chinese 69,349
- Italian (67,527)
- Arabic (42,831)
- Polish 41,325
- Portuguese 39,062
- Japanese (36,527)

The Libraries also hold large collections in Latin, Czech, Hebrew, Croatian, Hungarian, Ukrainian, Dutch, Romanian, Bulgarian, and Serbian languages. All of the language collections are complemented by Web pages created by subject and area librarians that are international in scope, from African Studies and Anthropology to Tibetan Studies and West European Studies (about 34 in total).

IUB Libraries also maintain a substantial collection of reference materials on languages, countries, and world regions; atlases; biographical information on noteworthy internationals; and a strong media collection of international films in English and foreign languages; as well as university archives and government information. IUB Libraries are a depository for United Nations and European Union documents, including those of the Organisation for Economic Cooperation and Development, Council of Europe, UNESCO, World Bank, International Monetary Fund, World Health Organization, Organization of American States, and the World Trade Organization.

The Lilly Library

The Lilly Library (<http://www.indiana.edu/~liblilly/>) of rare books and manuscripts holds about 400,000 books, more than 100,000 pieces of sheet music, and more than 6.5 million titles in the areas of medieval and renaissance manuscripts, British and European history and literature, colonial Latin America, and the age of voyages and exploration. The collection includes:

- The Mendel collection of books and manuscripts (Latin Americana)
- The C.R. Boxer collection of books and manuscripts Portuguese and Dutch overseas empires
- The Michael Sadleir collection of London low-life materials
- The Astle-Morant collection of some five thousand 17th century pamphlets regarding the British Civil War (1642–1649)
- French Revolution materials

The library also contains documents and resources on Russia, Georgia, and Russo-Turkish relations, among others.

The Digital Library Program

The Indiana University Digital Library Program (DLP) (<http://www.dlib.indiana.edu/>) is a collaborative effort of the IU Libraries, Office of the Vice President for Information Technology, and the university research faculty, with leadership from the School of Library and Information Science and the School of Informatics. Many of DLP's projects have an international component, including:

- IU ScholarWorks <https://scholarworks.iu.edu/dspace/> makes the work of IU scholars and researchers freely available via the Internet.
- Sound Directions Digital Preservation and Access for Global Audio Heritage (<http://www.dlib.indiana.edu/projects/sounddirections/>) is a collaborative digital project with the IU Archives of Traditional Music, DLP, and Harvard University that seeks to develop best practices and to create digitized recordings of music from around the world for the purposes of preserving and creating access to world music.

- Digital Library of the Commons <http://dlc.dlib.indiana.edu/> is a gateway to the international literature on the commons. This site contains an author-submission portal; an archive of full text articles, papers, and dissertations; the Comprehensive Bibliography of the Commons; a keyword thesaurus, and links to relevant reference sources on the study of the commons. The Commons is a collaborative project between the Workshop in Political Theory and Policy Analysis and the Digital Library Program.
- Letopis' Shurnal'nykh Statei <http://webapp1.dlib.indiana.edu/letopis/index.jsp?lang=en> is a digitized serial publication that indexes Soviet-era periodicals from 1956 to 1975. The paper version, in publication since 1926, covers more than 1,700 journals, series, and continuing publications of academies, universities, and research institutes in the fields of humanities, natural sciences, and the social sciences, as well as popular periodical literature.

Other collections and resources of the Digital Library Program can be seen at <http://www.dlib.indiana.edu/collections/>

Other library services

In addition to the massive print and electronic resources collected and maintained by the IUB Libraries, they also offer extensive reference, research, and instructional services to IU faculty, staff, and students, including document delivery, bibliographic instruction, and interlibrary loan services. As the 13th largest library system in the country, IUB Libraries constitute a significant resource on international topics and issues for scholars and students living, studying, or working on the campus.

Museums

IUB is home to three museums: the IU Art Museum, the Mathers Museum of World Cultures, and the SoFA (School of Fine Arts) Gallery. Both the Art Museum and the Mathers Museum contribute significantly to the internationalization of IUB. The specific educational mission of the SoFA Gallery leads it to focus mostly on exhibiting artists known regionally and nationally, including SoFA students and faculty. However, some significant gallery exhibits do treat topics related to globalization, and many of the artists shown there also are developing international profiles.

The IU Art Museum

The IU Art Museum (http://www.iub.edu/~iuam/iuam_home.php), designed by architect I.M. Pei, houses a collection of 25,000 works

of art. Since its establishment in 1941, the museum has grown into one of the most prominent university museums in the country, ranking among the top five university art museums. With particular strengths in the art of Africa, Oceania, the Americas, and ancient Greece and Rome, it adds to the international flavor of IUB for students and visitors. With its mission to enrich the cultural lives of IUB and the surrounding community, the museum has collected and currently displays artwork ranging from ancient gold jewelry and African masks to paintings by Claude Monet and Pablo Picasso. Its collected works include over 30,000 objects representing nearly every art-producing culture throughout history.

The Art Museum also hosts traveling exhibits. The current exhibit displays contemporary African art, *Mopti à la Mode: Portrait Photographs by Tijani Sitou*. This display is exhibiting for the first time to an American audience the work of Sitou, a Yoruba photographer whose Photo Kodak studio became the leading place for portrait photography in the city of Mopti, in Mali.

The Mathers Museum of World Cultures

The Mathers Museum's collections (<http://www.indiana.edu/~mathers/>) consist of over 20,000 objects and 10,000 photographs representing cultures from each of the world's inhabited continents. These materials have been collected and curated to serve the museum's primary mission as a teaching museum within a university setting. Its collections include significant holdings of African, Asian, and Latin American cultural artifacts and musical instruments, photographs, and textiles from around the world.

The Mathers Museum's African collection is significant, including over 2,900 pieces representing countries throughout West, East, and Central Africa. The strongest collections come from the Tetela of eastern Zaire, obtained by John White in the late 1920s and early 1930s; the Hausa and Yoruba of Nigeria, collected by Arnold Rubin, former professor of art history at UCLA; the Hausa of Nigeria, collected by renowned art historian Roy Sieber; and a large number of musical instruments collected throughout Africa by pioneering ethnomusicologist Laura Boulton. Other African collections include materials from Angola, Cameroon, Kenya, Cote d'Ivoire, Ethiopia, Gabon, Guinea, Liberia, Mali, Sierre Leone, Uganda, and Zambia. The Mathers Museum holds several significant collections of Asian materials from Japan, Burma, Pakistan, and Tibet. The Pacific/Oceania collections include materials from Java, the Philippines, Malaysia, Papua New Guinea, and Palau.

The Latin American collections in the Mathers Museum consist of approximately 3,000 artifacts. Most of the materials date to the mid-20th century, but some are considerably older. Cultures of

Mexico, Guatemala, Brazil, Surinam, Colombia, and Peru account for most of the ethnographic holdings, although other countries are represented.

Topical strengths include traditional costumes, musical instruments, folk paintings, and ritual artifacts. Among the latter are items representing several Afro-Latin American folk religions. In addition to these 20th-century artifacts, the Museum has a small collection of Spanish Colonial materials, mostly from Peru. There are also small archaeological collections from Peru (ceramics and textiles) and Central America (ceramics and ground stone).

The Mathers Museum offers its collections for tours and instruction to both the university and surrounding communities. The museum provides a number of services to Indiana University faculty and students to supplement coursework, including guided tours, special lectures, demonstrations, and student research projects. The museum also offers services to preschool through 12th grade students and teachers, including tours, online activities, and a special Children's Gallery specially designed for children ages three to eight years. The Mathers Museum also offers an Occasional Papers and Monographs Series. The most recent title in the series, *Reading Photographs*, is now available online (<http://www.indiana.edu/~mathers/collections/photos/reading.html>).

The School of Fine Arts (SoFA) Gallery

Well known regionally as a premier contemporary art space, the SoFA Gallery provides students with immediate access to important work by living artists through a series of thought provoking exhibitions each academic year. Recent gallery exhibits have included works in traditional media such as painting and sculpture, but, in keeping with current trends in the art world, much of the artwork is interactive and computer based, involving digital images, high definition video installations, state of the art 3D animation, robotics, and networking.

In recent years, according to Gallery Director Betsy Stirratt, the gallery has curated a number of exhibits in which critical topics of globalization are treated both as the subjects of and catalysts for the creation of new art, exploring forces such as science and technology and environmental change that affect the human condition. These exhibits not only enrich the educational experiences of SoFA students, but also engage the university community and a wide public at large.

For example, the gallery's Human Nature I exhibit in fall 2006 featured recent and contemporary visual art and scientific imaging,

depicting the body and nature as they relate to scientific thought. The works addressed issues of the environment and the landscape, health care, plants and animals, the body and identity, and the human place within the global ecosystem. The exhibit was designed as an interdisciplinary forum to address issues related to new and inevitable political, social, and ethical issues associated with research in the life sciences. Human Nature II (spring 2007) featured art that investigates new life sciences initiatives happening in the state and the world. That exhibit was designed as an interdisciplinary forum to address issues related to art and the life sciences, including the pros and cons of a world in which cloning, hybrids, and genetic engineering are commonplace. These groundbreaking exhibits required cooperation from a number of IUB departments and institutes and were funded in part by the IUB Office of Research through its 2007 Arts Week initiative.

Indiana University Press

In 1950, Herman B Wells founded the Indiana University Press (<http://www.iupress.indiana.edu/catalog/>), saying, “The Press will be an ultimate expression of the influence of the university in scientific and intellectual publishing; while thoroughly aware of its primary function—that of publishing the results of scholarly research—the Press will make every effort to balance its program with books in all fields of learning which will appeal to the general reader.”

The major subject areas of the IU Press consist of both national and international topics, including African, African American, Asian, classical and ancient, cultural, Jewish, Middle East, Russian and East European, and women’s and gender studies; as well as anthropology, film, folklore, history, bioethics, music, paleontology, philanthropy, philosophy, and religion. It is currently the second largest public university press, as measured by titles and income level. Indiana University Press books have won many awards for scholarly merit and design, including two National Book Awards, three Herskovits Awards in African studies, and several National Jewish Book Awards. In its 57 years, the IU Press has published more than 5,000 books; it annually publishes some 170 books and 18 journals.

Student organizations

The large number of student organizations available to all students, nationals and internationals, contribute greatly to the international flavor of IUB. Student groups devoted to geographic areas, countries, languages, content areas, or issues provide opportunities for IUB students to take leadership positions and network with students with similar interests.

While many of the international student groups at IUB are student led, staff in the Leo R. Dowling International Center work closely with the international student associations on campus. The coordinator of the Dowling International Center keeps in regular contact with student leaders and provides advice, guidance, and assistance to them. The center also provides some financial support for student group activities and events, access to center resources for administrative purposes (computers, copy machines, etc.), and permits groups to offer many of their programs in the facility. The joint effort amongst students, faculty, and staff at the center is critical to maintaining the rich diversity of international student organizations on campus.

For a comprehensive listing, see

http://www.indiana.edu/~intlser/v/ic/student_groups/

5. The Global Dimensions of Curriculum and Teaching

Campuswide curriculum trends

The self-study data confirm that many schools and departments are deeply engaged with the intellectual challenges of internationalization and globalization and have reformulated curricula and hired new faculty to support the imperatives of each. And yet, on a campus of nearly 30,000 undergraduates and more than 8,000 graduate students, the question of how to provide meaningful internationally and globally focused education to the largest number of students is a compelling one for campus leaders. Although 56 percent of students reported in the undergraduate survey that they believe “knowing about other countries is very important” and 42 percent strongly agreed that they “value the concept of global citizenship,” a gap exists between what students believe about the importance of international and global educational experiences and the actual amount of time they commit to such experiences. Forty-one percent of undergraduates surveyed reported that “meeting people from other countries is very important,” but only seven percent reported that “participating in IU’s cultural centers is very important.”

While individual examples of globally and internationally focused curricula and teaching abound throughout this document, the following section focuses on recent campuswide and more generally accessible developments in curriculum and teaching aimed at engaging more students in the formal study of international and global topics, and supporting and encouraging faculty as they plan and develop IUB’s international and global curricula.

New general education plan requires global education

While the abundance of international events that occur on the IUB campus each week reflects the cosmopolitan atmosphere of the campus, lectures, movies, and performances alone do not constitute a coherent approach to international and global education. IUB has a successful history of providing formal, curricular approaches to international education, primarily through foreign language and culture requirements, international tracks, and extensive overseas study opportunities.

While language and area studies have been a core strength of global education on this campus for decades, only three of IUB’s 13 degree granting units presently require two or more semesters of foreign language study: the College of Arts and Sciences and the School of Journalism require the completion of (or exemption from) the fourth semester of a foreign language and the Jacobs School of Music requires

two semesters of foreign languages although several majors require considerably more). In some professional schools, the standardized and often rigorous demands of curriculum and practicum have traditionally left less time for students to engage in general studies, including foreign language and culture courses, and yet the growing consensus among faculty is that all students would benefit from opportunities to engage in global and international coursework.

In recent years the university has grappled with the challenges of redesigning a general education curriculum that addresses, among other priorities, the need to prepare undergraduate students to live and work in a 21st century environment. The newly reformulated curriculum—passed in October 2006 and due to take effect in 2011—reflects these priorities for the Bloomington campus, articulated in the following excerpt from the Bloomington Faculty Council's general education proposal:

An Indiana University Bloomington undergraduate education should provide substantial intellectual capabilities in written and verbal communication, qualitative and quantitative analysis and reasoning, a solid breadth of knowledge across disciplines and fields of study, opportunities for educational engagement with the global community, literacy in information resources, and significant strength in at least one discipline or one interdisciplinary area.

Excerpted from Undergraduate Education and General Education at Indiana University Bloomington. Bloomington Faculty Council Circular B5 2007, October 3, 2006 Amended.

The Common Ground curriculum of IUB's new general education plan represents a significant step in the direction of providing all undergraduate students with the tools necessary for living and working in the global community by requiring world languages, culture studies, or overseas study for students across all disciplines and schools. As previously mentioned, some schools or programs have no foreign language requirement; others have minimal requirements. The new Common Ground curriculum will require all IUB undergraduates to enroll in one of the following options: World Languages and Cultures (second-year level of a world language—six credits); World Culture courses six credits ; or International Experience in an approved Overseas Study program (six credits). Including overseas study opportunities as an option for fulfilling the requirement corresponds to an increasing emphasis on the importance of study abroad programs as a critical aspect of the formal curriculum, and reinforces IUB's recent initiative to increase the number of students who participate in overseas educational opportunities.

The World Languages and Cultures requirement is designed to deliver critical global skills and knowledge to undergraduates, and will expose many more to the rich offerings of language and area studies, and to the diverse global interests of internationally focused faculty in those departments.

See Criterion 4 for more details regarding the general education curriculum.

The Center for the Study of Global Change

The Center for the Study of Global Change (CSGC), one of IUB's nine U.S. Department of Education Title VI National Resource Centers, has helped to facilitate a number of important initiatives aimed at infusing global perspectives in undergraduate and graduate curricula and teaching. The center offers a Ph.D. minor in Global Studies, which embraces a multidisciplinary approach to the study of global affairs. The center was also instrumental in the development of an International Studies Undergraduate Minor Program (1998) and most recently in the establishment of an International Studies Major (2003), described in more detail below. Graduate students in a variety of disciplines may elect to participate in the center's Multidisciplinary Seminar on Approaches and Research in Global Studies, which addresses a wide range of theoretical and methodological issues, as well as a yearlong graduate seminar on Research in Less-Developed Countries.

Faculty Study Groups

The Center for the Study of Global Change also supports several faculty working groups with international or global agendas: The Education for Global Citizenship Committee aims to internationalize the curriculum at IU by linking scholars and programs that have been historically separated by boundaries of discipline, regional specialization, and methodological tradition. This faculty group, with financial support from the CSGC and other area studies centers, is currently organizing a cross campus and cross disciplinary call for proposals for revision or development of courses aimed at global citizenship and literacy, with support for assessment from our Scholarship of Teaching and Learning Program.

For more information see Support for the development of global curricula, teaching, and learning: Global Citizenship Course Development Grants, later in this section.

In Fall 2007, CSGC will begin to support another interdisciplinary faculty group that will investigate Middle Eastern conflict and reform, and will involve scholars from Political Science, Middle Eastern and Islamic Studies, Jewish Studies, and other disciplines. This group will be led by Abdulkader Sinno, assistant professor of Political Science and Near Eastern Languages and Cultures.

CSGC is currently developing a third faculty study group, the Global Learning Faculty Community, which will explore and define global learning outcomes, explore instructional methodologies that facilitate such learning, and investigate assessment instruments for evaluating global student learning. Some examples of previous CSGC faculty study groups include:

- The Transformation of Communist and Post Communist Societies
- Coping with Globalization
- Culture, Communication, and Identity in the Modern Nation State
- Neoliberalism and Structural Adjustment in Latin America and Africa
- Global Ageing
- Comparing Socialist and Post Socialist Cultures: East Asia and Eastern Europe
- Indian Ocean Faculty Study Group

Enhancing global education through technology

CSGC is also a leader in facilitating technology for global education on campus through a variety of initiatives, including its Instructional Technology Pilot Projects (grants for faculty) and interactive video teleconferencing projects, which involve faculty and students from a variety of disciplines and professional schools. The center sponsors Conversations about Service and Engagement (CASE), a videoconferencing program linking IU students with their peers around the U.S. and young people in more than 15 countries each year.

A new international major draws on IUB's historic strengths

Another milestone in internationally and globally focused curriculum and teaching at IUB is the relatively new International Studies Major. Created in 2003, the major provides an intellectual foundation that will enable students to communicate, collaborate, and work across national, cultural, and socioeconomic boundaries. Developed in collaboration with faculty from 21 College of Arts and Sciences departments, the Office of International Programs, and the Center for the Study of Global Change, the degree requires both regional and thematic concentrations, foreign language proficiency beyond the College's general requirement for B.A. degrees, and participation in an overseas experience. Students may choose tracks in Culture and the Arts; Global Environment; Global Markets and Governance; Human Rights and Social Movements; International Communication; Nations, States, and Boundaries; or Rituals and Beliefs.

Other undergraduate international degree programs

In addition to the International Studies Major, undergraduates can earn majors, minors, and certificates with an international focus

from many of IU's schools and departments. The Kelley School of Business International Business Major, for example, is a second major that allows students to focus on the new and dynamic patterns of international business and the underlying economic, political, and social trends of foreign nations. Other programs include:

- Business MBA/MA Dual Degree Programs (Kelley School of Business)
- International Management (Kelley School of Business)
- Comparative and International Affairs (School of Public and Environmental Affairs)
- International and Comparative Education School of Education
- Master of Comparative Law (School of Law)

Residential support for international and global education

The campus supports two residential centers that formally provide students with extended international and globally focused educational experiences to which any admitted undergraduate may apply.

- The Global Village Living-Learning Center (<http://www.indiana.edu/~college/global/>) was developed in conjunction with the College's International Studies Major to expand student knowledge of world affairs, foreign languages, and cultures; prepare students for travel overseas; and assist students in accessing the vast international resources of the campus. Approximately 100 students live in the Global Village, taking part in special course offerings and a variety of activities and programs related to international study.
- Foster International Living Learning Center (<http://mypage.iu.edu/~obmin/>) houses a diverse mix of more than 190 U.S. and international students. The center focuses on building international community; learning about other cultures, countries, and customs; and developing student leadership.

School and departmental curriculum trends

The activities described in the previous section suggest that internationalization has been and continues to be a deeply established institutional priority on this campus. The survey data and other types of information gathered for this study demonstrate that departments and schools at IUB are in fact highly internationally focused, both in curricula and in the number of extraordinary resources available for students and scholars. There is also evidence that internationalization and globalization have been strong factors in the reshaping of curriculum in recent years. Twenty-four out of 32 arts, humanities, and social science departments and schools that responded to the Deans' Survey confirmed the presence of "recent developments and/

or teaching innovations” related to internationalization and globalization in their units.

Global perspectives across the curriculum

The first notable trend is a changing worldview, frequently associated with globalization, which emphasizes social interconnectedness and often transcends established geographical, political, and social boundaries. This new worldview frequently embraces multiculturalism, interculturalism, and transculturalism, and is associated with the rise of post colonial perspectives, the de westernization and de territorialization of knowledge, and a new awareness or skepticism regarding artificially constructed geographic and political borders. Results of the Deans’ Survey suggest that this global worldview is reflected in many recent changes in the arts, humanities, and social science curricula, and has significantly influenced the organization and presentation of knowledge in some.

A number of departments and schools reported the recent development of new courses that address issues of globalization directly. Others described new courses and course revisions designed to expand their scope of offerings in nonwestern languages and topics. The following are summaries of departmental and school responses to the question. *“Over the past five years, how has globalization shaped teaching and curriculum in your unit?”*

Anthropology reported that the department has developed several new courses with global dimensions, adding to an already diverse curriculum on worldwide cultures and peoples, including a course focusing on global cultural diversity, E205 Peoples of the World. The department now offers an area certificate on global human diversity, research projects looking at globalization issues, and new field schools. New research methods addressing research on global issues have been incorporated in existing courses. A significant new bioanthropology hire was made this year in conjunction with the Global Health program, which will result in several new courses with global perspectives being offered in the future, including subjects such as evolutionary medicine, human endocrinology, and ecology and health.

English reported that it has been redesigning its curricula at both the graduate and undergraduate levels over the last several years, “with the intention of replacing a once dominant British and American model with a much more international one.” The three-course survey of British Literature required of majors (L297, L298, L299) was replaced six years ago with a four course survey designed to add international literatures in English. In addition to British and American texts, instructors now routinely assign texts from South

Africa, Nigeria, India, Australia, and other countries. In addition, the department is now offering a new doctoral minor in Comparative Ethnic and Post-colonial Literature. The department also offers L674 Studies in International English Literature, featuring topics such as Gender and Globalization, and Caribbean Discourse. The department reports that “the development of specific topics courses in transnationalism and in ethnic American literatures were designed in response to globalization.”

French and Italian has introduced sections of undergraduate and graduate courses focusing on the larger Francophone world, as well as courses on the “impact of foreign culture in French and Italian culture.”

Geography now offers a course in globalization (G332 Geographical Globalization) and a concentration area in Sustainable Systems, which “recognizes the earth’s limited resources and sustainable alternatives.”

Linguistics reported that issues related to globalization have led to a “newly developed globally oriented curricula and syllabi,” as well as influenced faculty hires and student admissions. The department offers internationally focused courses in political communication, language and religion, and world languages, as well as a Ph.D. track in African linguistics and a minor in African languages.

Theatre and Drama is currently engaged in the process of modifying a traditional western curriculum to incorporate more international content, using the expertise of an increasingly internationally focused faculty.

The School of Fine Arts—Department of History of Art recently added a new faculty specialist in Islamic art and now offers an M.A. area specialization in the Arts of the Islamic World. **The Studio Program** reported establishing in 2004 the Program for International Visiting Artists (PIVA), an initiative to bring emerging international artists to campus to teach eight week sessions in the visual arts to majors and nonmajors. The program also recently developed new ties with Gyeonngju University in South Korea, and implemented an exchange program for Korean students. See <http://www.indiana.edu/~llc/?pageid=58>.

The School of Music has recently established opportunities to study the music of Asia, Africa, the Indian subcontinent, and Latin America, as well as performing ensembles devoted to world music (the International Vocal Ensemble) and the popular music of Hispanic cultures (the Latin American Popular Music ensemble).

Increases in nonwestern language enrollments

The Globalization and Internationalization Self-Study Committee on Area Studies Centers reported statistics on language enrollments that are consistent with the curricular trend of expanding interest in nonwestern topics. The committee reviewed language enrollments for undergraduates and graduates between the years 1996 and 2005, and discovered that, while enrollments in language courses were slightly down (2.6 percent) overall for the 10-year period, the biggest decline was among the three major Western European languages: French, German, and Spanish.

Chinese, Hausa, Hebrew, Hindi, Swahili, and Turkish experienced enrollment spikes in 2002. Arabic enrollments rose steadily through the period, up an estimated 350 percent. Other significant increases in language enrollments occurred in Italian (46 percent), Portuguese (68 percent), and Japanese (33 percent).

Among other less commonly taught languages of Eastern Europe and Eurasia, Polish steadily increased while Estonian, Finnish, Hungarian, and Romanian have maintained steady enrollments, as have Persian, Mongolian, and Tibetan.

Globalizing American studies

The development of interdisciplinary majors at the department level is another example of this ongoing activity. Filling a long-standing gap in IUB degree offerings, the recent approval of the first American studies bachelor's degree in the IU system represents an embrace of globalization at the curriculum level. This interdisciplinary liberal arts degree sets the United States—its cultures, social dynamics, and histories—in a hemispheric “pan-American” context, and prepares students for the complexities of life in the globalizing United States and for the challenges of national citizenship in an increasingly interconnected world. The program is designed to provide the educational background necessary for graduates to interpret and make sense of the histories, literatures, and cultures of the United States within the context of the broader Americas and the world. The hemispheric emphasis provides an immediate context for the United States, even as it expands the notion of what it means to be “American.”

Compatible with IUB's mission to globalize and internationalize the curriculum, and with the College's commitment to interdisciplinary teaching, this major prepares students for careers in teaching, the legal profession, social work, politics, academia, and public history, among others.

Understanding the Two-Thirds World

In 2003 the College of Arts and Sciences launched a major multi disciplinary initiative to strengthen research and teaching in geographical areas located outside of the West. The initiative, titled “Understanding the Two-Thirds World: at Home and Abroad,” refers to the fact that the proportion of the global population often called the “third world” is actually the “two-thirds world.”

The initiative focuses on two strategic areas: hiring new faculty and the development of international programs and curricula. These new faculty members are creating a research and teaching program focusing on people who reside in, or originate from, geographic areas outside the West. The strategic thrust of the hiring involved building upon IUB’s existing strength in cultures, history, languages, and literatures by adding new faculty with expertise in the political economy of the world order; those with expertise in cross cutting issues pertaining to diaspora communities in the U.S.; and those with specializations in regions where the College perceived a need for more focus and investment: the Middle East, the Indian subcontinent, and Latin America. To date \$1,491,833 in Commitment to Excellence funding has been devoted to hiring 18 additional faculty members across a broad spectrum of specializations and departments, including a specialist in West African literature and culture in comparative literature; an economic development and international trade expert in economics; a specialist in South Asian history and postcolonial theory in history and India studies; an expert in the anthropology of democracy, migration, and multiculturalism in Melanesian and Polynesian societies in communication and culture; a historian of Islamic Central Asia in central Eurasian studies; a scholar of gender and modern politics in Latin America in gender studies; and a global education expert in the School of Education.

Another goal of the initiative is to increase the number of students enrolled in “two thirds world” courses, and to encourage study abroad in targeted regions. “To prepare our students to act responsibly as citizens in a world where traditional geographical borders are increasingly irrelevant,” the proposal states, “we must vastly expand opportunities for our students to understand how their lives are intertwined with those of people in other countries.” The first priority was the development of a new B.A. in International Studies. Initiated in 2003, the program has attracted 239 majors to date, not including first-year students who have declared their intention to major in the program, but are not yet certified into the College. The degree involves an integrated and multidisciplinary approach, utilizing faculty and courses in 20 highly ranked departments in the College of Arts and Sciences. The program provides students with interdisciplinary course sequences, advanced language instruction,

overseas experience, and capstone coursework, all directed toward a greater understanding of specific regions and the larger transnational forces that are reshaping the globe.

Support for the development of global curricula, teaching, and learning

IUB's extensive international course offerings—particularly in area and cultural studies but also in business, law, SPEA, fine arts, music, and elsewhere across the curriculum—reflect the work of a highly active, internationally engaged faculty. For example, economics will offer 12 undergraduate courses this year alone on a wide range of topics focused on international subjects. Those classes have been a long-standing mainstay of the department's offerings. They speak directly to the profound economic problems of economies in transition, those that are less developed, and the broad range of trade policies and issues surrounding international economies.

As reported earlier, the Deans' Survey and other sources contain numerous examples of individual faculty, departments, and schools involved in the process of internationalizing curricula. One notable trend in recent years is the increasing number of course based and discipline based overseas study opportunities, often featuring travel components that link directly to specific courses, service-learning, or disciplinary pursuits. In the Department of the History of Art, for example, Professor Christiane Gruber's new course on Islamic art and culture featured both coursework and a travel study component. Collaborating with colleague Erdem Cipa in Central Eurasian Studies, Gruber escorted art history and Eurasian Studies majors to Istanbul for a two-week study tour in the spring of 2007. The art history department reported that the Istanbul course is very likely to lead to a formalized exchange program. "This is a new initiative for the department and one that promises to have a lasting impact on the students who participate, and if it can be repeated, on our interactions with other units." *Excerpted from the Department of Art History's Deans' Survey report.*

This example illustrates how modest investments in international curriculum development—in this case the development of one travel-study course—often realize much greater rewards for students over time. There is an obvious and well-understood synergy between the creation of internationally focused courses and the amount of faculty support available for international activities, and while the campus offers considerable support for curriculum development, some of it specifically earmarked for international courses, it is reasonable to assume that creating new forms of support and increasing existing ones will be important incentives for faculty to incorporate globally and internationally focused content and experiences in curriculum.

Grant programs for global and international curriculum development

In recent years, several campuswide programs have supported the development of internationally and globally based curriculum and teaching, including faculty curriculum development and technological innovation grants.

The Center for the Study of Global Change (CSGC) supports the development of new global courses or the incorporation of global perspectives and international lectures into existing courses. In 2006–07, eight faculty members received funding from the center to develop and teach courses and to provide lectures in existing courses housed in various disciplines, including the School of Public and Environmental Affairs and Russian and East European Studies, as well as for the center’s own topic courses. The grants tend to vary in range and in content breadth. Here are a few examples:

- 2002: Mary Goetze, Jacobs School of Music (\$1,500). Support for the development of a Zulu/Sotho CD prototype, as part of the Global Voices Project.
- 2003: Robert Goehlert, Global Village Living-Learning Center (\$5,000). Support for the development and instruction of G220 Exporting the American Dream.
- 2006: David Albright, Russian and East European Institute (\$5,000). Support for the development and instruction of H304 International Security in the 21st Century.
- 2006: Feisal Istrabadi, School of Law (\$750). Support for lectures in globalization and international law.

A new funding source for globally focused course development was recently announced by the Education for Global Citizenship Committee, a faculty group committed to fostering cross cultural awareness, understanding, appreciation, and cooperation throughout the IU Bloomington curriculum. The \$5,000 Global Citizenship Course Development Grants will be awarded for course proposals that encourage greater student awareness of global and international issues, specifically for global perspectives that are critical to solving contemporary problems, ensuring continued academic excellence, and providing the knowledge and skills for the leaders and scholars of the new millennium to become globally competent citizens. Grants are available to IU Bloomington faculty for new courses or revisions of existing courses.

Overseas Study Program Development Grants are offered through a cooperative program funded jointly by the Office of Overseas Study and the College of Arts and Sciences, providing travel grants to enable IUB faculty members in the College of Arts and Sciences to develop new IU overseas study programs. These \$2,500 grants

provide opportunities for faculty to explore the local arrangements academic and logistical for prospective faculty led study abroad programs. Previous awards resulted in a three-week program on theater costume design in London and a four week program focusing on criminal justice and gender studies in Amsterdam. Other programs are still under development.

International Interprogram Grants

The Office of International Programs offers grants to encourage collaboration between IU's area studies centers, departments, or professional schools on joint international projects involving comparative or cross-disciplinary approaches and perspectives. These grants support joint workshops or conferences on convergent international themes, lecture series featuring experts from different international units or IU campuses, joint curriculum development for specific internationally focused projects, and joint cross-disciplinary activities on international or global issues.

Other sources

There is little question that faculty support for internationally and globally focused research indirectly supports the development of related curricula; IUB has developed a considerable number of funding sources for international travel and research. The IU Office of International Programs offers faculty, and in several cases, librarians, the following grant opportunities:

- Overseas Conference Fund
- International Projects and Activities Grants
- International Opportunities for Libraries and Librarians
- International Visitors Fund
- Short term Faculty Exchanges International Exchange Affiliations Grants

(See descriptions of the grant opportunities available through the Office of International Programs at <http://www.indiana.edu/~intlprog/fac.html>)

Discipline-based support

Individual schools, departments, and area centers also support internationally and globally focused curriculum development. The School of Education International Programs Committee, for example, recently designed new grants for international activities, travel, and curriculum development for graduate students and faculty. Funded by a one-time Global and International Initiatives Fund of \$100,000, the grants are part of a strategic effort to effectively promote international and global education goals in the School of Education. For business faculty, the Center for International Business Education and Research CIBER is a funding and pedagogy resource for schoolwide internationalization, including curriculum development,

research, and study and teaching abroad. IUB's area studies centers http://www.indiana.edu/~intlprog/area_studies.html#area_studies are also significant sources of financial and pedagogical support for internationally and globally focused curriculum development.

Future considerations

As campus leaders discuss, develop, and refine the components of meaningful 21st century global education, the issue of faculty engagement—how to strategically and systematically support and reward faculty members for applying their international expertise in the development and refinement of globally focused curriculum and teaching—will represent one critical aspect among many. Recent campus discussions have also focused on the necessity of evaluating the general nature of overseas study to determine which types of experiences result in the best learning outcomes for students. For example, are overseas summer internships, semester long exchanges, or course-based study trips more effective in terms of student learning and engagement? How should faculty in various schools and disciplines go about determining which type of international component is more effective? Such evaluations may eventually result in forms of support for international curriculum development that are strategically directed toward carefully defined and evaluated models of international study. Currently, these questions are linked to related conversations on campus regarding the development and refinement of the World Languages and Cultures requirements in the new undergraduate general education curriculum.

The International Society for the Scholarship of Teaching and Learning (ISSOTL)

ISSOTL (http://www.indiana.edu/~sotl/is_sotl.html) was founded in March of 2003, with scholars representing six countries, 43 institutions, and three IU campuses. ISSOTL seeks to expedite the flow of new findings and applications across national boundaries, and to foster collaboration among scholars in different countries. In 2004, IUB brought enthusiasm and campuswide support to the charge of hosting the inaugural meeting of ISSOTL. Over 400 scholars from eight countries attended the inaugural ISSOTL Conference in Bloomington. The second annual meeting (October 2005) drew 646 scholars from nine countries and 191 institutions of higher learning to Vancouver, British Columbia. Building on the success of past conferences, ISSOTL 2006 (Washington D.C.) highlighted the signature features of past ISSOTL conferences: expanded emphasis on dialogue in panels and sessions, the centrality of a Commons area for exchange of information and networking, Virtual ISSOTL digital access to conference resources, including live and archived Webcasts of selected conference presentations, and an emphasis on usable documentation emerging from the conference itself. The

2007 ISSOTL session was held in Australia (Sydney). The focus of that meeting was on global dimensions of indigenous knowledge, an emerging topic in both research and educational fields that resonates around the globe. IU Bloomington will host the conference again in 2009.

6. The Global Dimensions of Research and Creative Activity

Overview

IUB has a significant history of international research and creative activity and it has invested extensively in information networks and technologies. Taken together, these two factors have positioned the campus to establish and lead research communities that are increasingly international and transnational in nature. In every school on campus, IUB faculty members are engaged in a remarkable array of research projects that span the globe. These projects range from traditional activities—such as jointly authoring papers, attending conferences, and traveling to field sites around the world—to futuristic collaborations that take place in networked virtual environments.

Across many disciplines, IUB researchers are focusing on global problems and issues that call for collaborative and large scale approaches to data collection, management, and analysis. Many IUB faculty are involved with international projects on such critical topics such as the study of climate change, deforestation, pollution, ocean fish depletion, cybersecurity, and government reform.

For example, in many areas of the physical sciences faculty members are participating in transnational teams addressing some of the most fundamental problems in science. One such project involves five IUB physicists on an international team of 77 scientists from 17 institutions collaborating at Fermi National Accelerator Laboratory. The experiment on which they are working is designed to test the current structure of particle physics. *See the Booster Neutrino Experiment MimiBooNE at <http://web.iucf.indiana.edu/news/news.php?story=48>*

Another example is the Center for the Study of Institutions, Population, and Environmental Change CIPEC <http://www.indiana.edu/-cipec/>, an interdisciplinary center that explores the causes, processes, and outcomes associated with changes in forest conditions. CIPEC research is collaborative, multinational, comparative, and quantitative. It currently involves eight countries of the Americas, including the Amazon Basin, as well as regions of Nepal, Uganda, and Madagascar. To ensure a robust empirical foundation for this work, CIPEC pioneered the development of standardized methods and field protocols. *Read more about CIPEC in section 7, The Global Dimensions of IUB's Service Mission.*

The Center for International Business, Education, and Research CIBER (<http://kelley.iu.edu/CIBER/>) in the Kelley School of Business maintains a strong core of faculty and doctoral students whose research interests focus on regional economic integration, a phenomenon of significant importance to international business. Beginning in 2004, CIBER provided a number of small research grants to support these research efforts, encourage collaboration, and promote the development of a body of knowledge. The center also furthers the global exchange of knowledge through sponsorship of a growing list of visiting international scholars from Japan, China, Korea, and many parts of Europe.

In the School of Public and Environmental Affairs, Global Initiatives (<http://www.iu.edu/~spearweb/sgi/>) is another collaborative faculty community promoting positive global change through applied research, teaching, and public service in three broad categories: democratization and civic engagement, economic development and public finance, and international environmental and natural resource management. Global Initiatives faculty members have published thousands of scholarly articles, books, and conference proceedings, and hundreds of commissioned reports for governments, civic organizations, research and advocacy oriented think tanks, expert panels, and other professional bodies.

Recognizing the advantages of strategic planning in an era of rapid change and global competition, President McRobbie has confirmed that a key component of IU's developing international strategy will be support for international and global faculty research: "The best faculty are deeply imbedded in international research communities where information is shared and where global peer scrutiny is essential to real progress," he remarked last year to a committee of the IU Foundation *"Framework for an International Strategy at Indiana University," October 2006*.

The next section highlights a few recent developments related to internationalization in three areas identified as strategic priorities. Following that is a section summarizing other key interdisciplinary projects and programs with global dimensions.

Strategic initiatives and globalization

The university has declared strategic initiatives in several knowledge areas that increasingly require strong commitments to collaborative international research. In particular these include the life sciences, information technology, and the arts.

Life sciences

The scope and scale of many life sciences research projects have been altered in response to recent developments in information technology and the worldwide distribution of both knowledge and researchers. IU's Life Sciences Initiative calls for aggressive investment in the Indiana life sciences economy over the next 12 years, starting with \$80 million in the next biennium. Through this initiative, IU plans to hire 500 top scientists who will bring to the university important affiliations with international research networks. The following projects involve forms of scientific investigation that are often multi-disciplinary, collaborative, and highly international.

- The Center for Genomics and Bioinformatics (CGB) is a multidisciplinary research center serving the IU Bloomington campus. The CGB carries out independent research in genomics and bioinformatics, collaborates with and assists on projects developed by IUB faculty, and promotes interdepartmental and interdisciplinary interactions to enhance genomics and bioinformatics at IUB. The CGB supports the Daphnia Genomics Consortium (DGC), an international network of investigators committed to developing the freshwater crustacean *Daphnia* as a model system for ecology, evolution, and the environmental sciences (<http://cgb.indiana.edu/>).
- The Indiana METACyt Initiative funded by a \$53 million grant from the Lilly Endowment, focuses on metabolomics and cytomics; these emerging fields are shedding light on cell metabolism and function. METACyt supports collaborative research in the Departments of Biology, Chemistry, and Psychological and Brain Sciences. It builds on the foundation of genomic and proteomic research already being conducted at IUB, and it complements the 2001 Indiana Genomics Initiative also funded by the Lilly Endowment (<http://metacyt.indiana.edu/>).
- The National Center for Glycomics and Glycoproteomics brings together investigators from IUB's Departments of Chemistry, Biology, and Informatics with colleagues at the School of Medicine (Indianapolis). (Glycomics is the study of sugars that attach themselves to large molecules inside the body and play a role in health and disease. Glycoproteomics explores the mechanisms by which sugars are attached to proteins.) The center was established at IU Bloomington in 2006 with \$3.2 million from the National Institutes of Health (<http://ncgg.indiana.edu/?page=index>).

Information technology and global networks

IU's networking interests, a key component in any review of international and global resources for research, are truly worldwide. IU

is the hub of Internet2, the world's most important new research network; TransPac, a key network connecting Pacific Rim nations with the United States and its member institutions; STAR TAP (I2 network access point); and Euro-Link (to Europe and Israel). In the near future the Network Operations Center also will support MIRnet (to Russia), and AMPATH (South American and Caribbean networks).

Building upon this resource base, the campus launched what has become known as the "Asia Initiative" last year. This initiative is intended to organize IU's efforts in the countries from which the majority of its international students come. In the summer of 2006, President McRobbie, then serving as interim provost, traveled to China and signed agreements with Tsinghua University to establish a cooperative research program based on expanding worldwide use of the Internet for scientific research. Tsinghua, as steward of the Chinese equivalent to Internet2, is the ideal partner for such a project.

Further evidence of IU's commitment to global research in this area lies in the creation and rapid growth of the School of Informatics, an eight-campus entity based in Bloomington. Established in 1999 with Michael Dunn as its founding dean, the School of Informatics was one of the nation's first. It quickly grew to its current level of about 75 faculty and 500 undergraduate majors on the Bloomington campus. The school's faculty members come from every continent, and they are involved in a broad array of highly collaborative projects largely transnational in nature. These include data mining, cybersecurity, digital visualization, medical visualization, artificial intelligence, and many others. And while international faculty and students are the norm in many science and technology based disciplines, informatics recently added a cultural anthropologist to direct the school's efforts in international relations, chair its Globalization Committee, and organize annual conferences on globalizing informatics research.

IU's leadership in the area of information technology will surely have other effects on its international and global efforts. Those effects, according to CIO Bradley Wheeler and Michael Dunn, are unknown but exciting. Wheeler sees a "halo effect" that allows IU to recruit better faculty, more international faculty, and receive more grants as a result of the significant investments IU has made in information technology. In an increasingly global world of knowledge, with the best networks headquartered in Indiana, this has significant implications for international work.

Global technologies transforming creative work in the visual arts

Few artists today would dispute the impact of recent rapid globalization on the creation, exhibition, and marketing of art, all of which have been profoundly affected by emerging technologies. As computers continue to close the distance between the local and the global, artists confront questions of shifting cultural identities and contexts: What constitutes American Art from a global perspective? How does globalization alter traditional ideas of authenticity and indigenous art? How will technology affect traditional art making?

IU's prominence in supercomputing and data analysis, visualization, and storage provides powerful resources for scholarship and creative activity across the arts. But this is particularly true in the visual arts, where new technologies—high speed computing, digital processes, virtual reality, visualization technology—are leading to new subjects, forms, and techniques for artistic expression.

A primary example of this is the work of faculty member Margaret Dolinsky in the School of Fine Arts. Dolinsky is an artist and research scientist who studies, designs, and creates for the CAVE Automatic Virtual Environment. She investigates visual metaphors for navigation and guiding of participants' roles in completing an art experience in a virtual environment. Her artwork concentrates on collaborative CAVE environments where two or more CAVEs are networked together, often across continents, using the high speed bandwidth of the next-generation research network. In these networked virtual art environments, participants in multiple locations thousands of miles apart can interact and, as in the case of her piece "Beat Box," perform music together. *Learn more about Dolinsky and see samples of her own and her students' CAVE artwork at <http://dolinsky.fa.indiana.edu/>*

Beyond the disciplines

While scholars continue to generate valuable knowledge within the traditional academic disciplines, it is becoming increasingly important to understand and to describe the ways in which IUB researchers are reformulating disciplinary structures for the purpose of developing meaningful approaches to the study of complex topics. This issue emerged as a major theme in the self-study. Following are some key examples of how the creation of more permeable disciplinary boundaries contributes to important international scholarship at IU Bloomington.

Variations on Blackness

Recognizing both the need for comparative studies of race and its inherently global dimensions, IUB faculty launched a unique initiative to study this concept. Using race as a theme to collectively shape a common agenda and vocabulary, scholars participating in the Variations on Blackness (<http://www.iub.edu/-vari/>) workshop and conference seek to generate knowledge that is actively interdisciplinary. The year-long workshop is a joint production of the Departments of African American and African Diaspora Studies, American Studies, and Comparative Literature. It brings together graduate students and faculty scholars from a variety of disciplines and institutions to consider notions of race and race making within the context of the Americas. It culminates in an international conference that seeks both to discuss current research across the Americas, and to address the broader meanings of blackness in multiple cultural contexts. Blackness, as it is defined in Cuba, South Africa, India, and other locales, forms the basis for a provocative and productive experience that draws international and U.S.-based scholars to share their work.

College Arts and Humanities Institute

The College Arts and Humanities Institute (CAHI) (<http://www.indiana.edu/-cabi/>) provides an intellectual point of reference, as well as a physical meeting place, for scholars interested in the active development of interdisciplinarity. The mission of CAHI is to provide a forum for creative and research initiatives for faculty in the arts and humanities. CAHI sponsors conferences, workshops, performances, and pedagogical activities, and it offers fellowship programs. At CAHI, poets, biologists, nature writers, and historians who study the African diaspora engage with others who are studying globalism and gender, or representations of war through photography. CAHI also teams with the Institute for Advanced Study, another important center for research and creative activity in all areas of thought, particularly in work that cuts across cultural and disciplinary boundaries.

Institute for Advanced Study

The Institute for Advanced Study (<http://www.indiana.edu/-ias/>) invites distinguished scientists, scholars, and artists from throughout the world to one or more of the IU campuses to work on specific projects with faculty and students. IAS sponsors a number of transdisciplinary seminars and working groups on the Bloomington campus, arranges lectures and other gatherings for sharing of production of knowledge, and facilitates the work of the Society for Advanced Study, an organization that supports the institute, research, and intellectual exchange.

Discipline-Based Scholarship in Education

The Discipline-Based Scholarship in Education (DBSE) project, funded by the Spencer Foundation, is a multi year collaboration between the School of Education policy studies faculty and the Department of Sociology. Since 2002 DBSE has promoted innovative research on education that addresses theoretical issues in the social sciences as well as important educational policy concerns. Drawing on the comparative and global education expertise of both the education policy studies and sociology faculty, particular emphasis is placed on explicating education as a global social institution and on critically examining education's role in the processes of globalization. Several recent research projects fostered through the DBSE include civics education and democratization in Indonesia, NGO sector involvement in girls' education in India, immigration and diversity education in Germany, and human capital development in Tanzania.

The Center for Latin American and Caribbean Studies

The Center for Latin American and Caribbean Studies (CLACS) <http://www.indiana.edu/~clacs/>, IUB's pivotal site for interdisciplinary research and instruction on those regions, offers 57 specialized courses focusing on Latin American and Caribbean topics and cosponsors study-abroad programs in 14 countries. The center has developed a transdisciplinary approach to questions regarding the fate of minority languages and cultures in an era of globalization, defining one way in which globalization has framed a topic of concern for its scholars and students: "In an era of increased global flows of people and capital and the concomitant weakening of traditional forms of nation state sovereignty, the question of how subordinate languages and cultures might survive (however transformed) becomes extraordinarily salient."

For those involved, organizing a meaningful framework for the study of languages and cultures under duress has taken the form of a working group within the Minority Languages and Cultures Program. This group brings faculty with interests in revitalizing subordinate languages and cultures into scholarly relationships with applied linguists, social scientists, policy makers, historians, anthropologists, and cultural critics. The program is not limited to Latin American minority languages. It also seeks to explore all subordinate cultural forms and the larger political and economic frameworks in which they operate. The group is academically nontraditional in its inclusion of indigenous intellectuals and activists in the exploration of questions of indigenous politics, culture, and language.

The Indiana Journal of Global Legal Studies

The dynamics of globalization have brought about a major reformulation of legal scholarship and teaching related to emerging

transnational frameworks for environmental standards and intellectual property rights agreement. In this era of shifting legal paradigms, the *Indiana Journal of Global Legal Studies* (IJGLS) (<http://ijgls.indiana.edu/>) has been an innovator in transdisciplinary global scholarship. Alfred Aman, founding editor of IJGLS, asserts that from its beginning the journal has employed a broad approach to global legal studies, drawing heavily on the humanities and social sciences to construct more holistic analytical frameworks in which to explore the nature of law and society in an era of rapid globalization. Past journal issues have examined the challenges of globalization to developing nations, distribution of wealth and its effect on sustainable development and environmental concerns, international citizenship, sovereignty and intellectual property, and other important topics relevant to legal studies in the context of globalization.

The journal has also contributed to the development of a working community of transdisciplinary scholars in global studies by offering, in partnership with the IUB School of Law, a groundbreaking conference each year. Crossing national and academic borders to explore broad topics of global legal concern, recent conferences have included participants from the education, labor, and transnational private sectors, as well as scholars in the fields of anthropology, education, English, geography, global studies, and sociology (http://law.indiana.edu/front/special/2005_global_conference.shtml).

The Department of East Asian Languages and Cultures (EALC) and the East Asian Studies Center (EASC)

The Department of East Asian Languages and Cultures (EALC) (<http://www.indiana.edu/-ealc/>) and the East Asian Studies Center (EASC) (<http://www.indiana.edu/-easc/>) make up a multidisciplinary academic space that addresses the diversity of East Asian cultures, and together they form a national and international hub for research on the region. EALC offers language courses in Chinese, Japanese, and Korean, and a full range of courses in literature, history, politics, religion, and art. EASC, recognized as a Comprehensive National Resource Center for the Study of East Asia by the U.S. Department of Education, actively coordinates research, teaching, and outreach on East Asia and links these efforts to the national and local needs of business, education, and government. EASC offers seminars, conferences, cultural activities, and language pedagogy and culture workshops for East Asian specialists and students. These two units represent a powerful combination of academic mission and applied science. Their joint efforts cut across the boundaries that separate state and nation, public and private, community and individual.

7. The Global Dimensions of IUB's Service Mission

Universities have always served as sources of knowledge to sustain and advance the particular cultures in which they exist. But due to the increased rate at which information now is generated, the modern university must be particularly responsive to its social, economic, cultural, and political context. As a major public research university, IUB has a particular responsibility to connect its activities with the interests of the state, and its citizens with the world.

IUB's leadership role within the state of Indiana, nationally, and globally provides a model for other universities seeking to link their mission with the needs of an increasingly complex and interdependent world. From July 1996 to June 2006, a total of \$227,359,370 was competitively awarded to Indiana University administration, IU Bloomington, and IUPUI units for international activities such as studies on international topics at home and abroad; overseas faculty and student exchanges; scholarships and fellowships for both U.S. and foreign students; international service projects; K-12 global studies outreach programs to Indiana schools; technical assistance projects abroad; non-credit instructional programs; Title VI Area Studies grants; library acquisitions; and ethnographic, field biology, and archaeological studies.

The dollar amount of competitively awarded external grants for international activities increased by 79 percent from the first to the second half of the decade. These funds support a wide range of activity and much of it is devoted to addressing problems that extend beyond national or regional boundaries.

What problems? What solutions?

The contemporary world demands responses to complex problems that require reaching across traditional boundaries of time, space, culture, and categories of knowledge inherited from the past. As flexible learning organizations, universities such as IUB are integrating new knowledge in unique ways to solve the problems that the world currently faces. Whether promoting reforestation in Brazil, supporting the development of parliamentary processes in the Ukraine, or rebuilding the higher education system in Afghanistan, the international work being carried out across the campus is having a significant impact on global issues. Our efforts apply academic knowledge to address social, political, environmental, and economic problems worldwide. Collaboration is essential here; scholars at IUB work with colleagues from other schools and departments as well as

with their peers at other institutions across the globe. Based upon the campuswide review of international activity conducted for this self study, the enduring global issues being addressed by IUB faculty, staff, and students fall into six major categories: the environment, global health issues, economic development, terrorism and national security, education and literacy, and building democratic institutions.

The environment

Sustaining ecosystems has become a major priority worldwide. A number of IUB projects are addressing this global concern. For example, the Anthropological Center for Training and Research on Global Environmental Change is leading efforts to address the human dimensions of environmental degradation, working with international, interdisciplinary teams to assess and resolve the problems associated with diminishing forest lands. The center provides hands-on training in methodological and theoretical issues. The interdisciplinary approach taken encourages a continuous exchange between scientists and practitioners.

In a related effort, the Center for the Study of Institutions, Population, and Environmental Change (CIPEC) is studying how institutions influence land use policies and the human use of forest resources in the western hemisphere. The research strategy of CIPEC focuses on the effects of different property rights—a particular set of institutions—on forest outcomes. CIPEC researchers also examine other formal and informal rules at the national and subnational levels, as well as explore the complex bundles of rules experienced by individuals at the local level (http://www.cipec.org/research/institutional_analysis/).

Triggered by a growing awareness of global environmental crises and the increased interdependency of environmental, social, and economic issues, many universities around the world—Indiana University among them—have become motivated to reexamine their traditional modes of operation to address issues of environmental sustainability. “Sustainability” can be taken to encompass issues of local and global environmental quality, resource use, environmental literacy, and societal equity. IUB is in the process of developing a comprehensive plan for sustainability by reexamining its modes of campus operation, research, teaching, and outreach in order to minimize its long term impact on the environment and to contribute to new solutions to challenging global and regional societal problems. This initiative, whose initial efforts will culminate in a Task Force report in October 2007, offers an opportunity for IUB to take a leadership role, not only in incorporating new concepts of sustainability into university practice, but also in the creation, dissemination, and application of new areas of academic scholarship. Scholarly

activity associated with global environmental issues currently takes place within several IUB schools and departments (SPEA, HPER, the Departments of Geography, Biology, Geological Sciences, and Anthropology) as well as a number of research institutes and centers. We see significant opportunity to link the growing efforts toward sustainability with strengths in international studies. Many of the scientific issues addressed in sustainability research and education involve study of global scale systems in the geosphere, biosphere, atmosphere, and hydrosphere. Furthermore, IUB can expect to build on its strengths in the social sciences, linking scientific issues with political, social, and policy aspects of the global environment. Over the course of the coming decade, we anticipate the development of new undergraduate certification programs, graduate and undergraduate concentration areas, and ultimately, advanced degree programs related to global environmental sustainability.

Global health issues

The world has become increasingly interconnected, and people travel more widely. Consequently, the spread of infectious diseases has increased enormously. Combating this problem requires expertise from a wide range of disciplines including medicine, public health, social work, economics, law, political science, education, and anthropology. Similarly, advances in medicine and health care have affected how communities meet the needs of older adults in societies around the world.

Projects underway at IUB are addressing these and other issues related to the health of the world's population. For example, there is the AIDS/HIV in China project. This project is a race against inevitability—the prediction that 10 million people in China will be infected with HIV by the year 2010. “We talk about it like it’s way off into the future, but it’s just a few years away,” notes SPEA professor Allen Anderson. Anderson has studied the evolution of this disease in China with both fascination and profound sadness.

Another example is the Global Ageing Research Network (GARNet). GARNet’s mission is to promote global participation and cooperation in research, education, and information dissemination that supports older people who are ageing well in the 21st century. GARNet strategic activities include multinational research on adult well-being. The goal of this effort is to produce an empirically-based index for ageing well.

Additionally, our faculty and students affiliated with the Medical Sciences program in Bloomington continue to collaborate with faculty in HPER and the IU School of Medicine in Indianapolis in our Kenya program; this supports clinical services and research at Moi University in Kenya.

Economic development

With the political events that have occurred worldwide over the last two decades, the global system for production and distribution of goods and services has been altered dramatically. Countries located in regions of the world that had long been isolated from the world market have now become major contributors to the global economy. This provides both challenges and opportunities for the United States, as well as for the rest of the world.

Scholars at IUB are actively engaged in addressing the issues raised by the new economic order, and they are making important contributions to providing both equity and opportunity within the world's emerging economies. One example of this is IUB's project on Entrepreneurship Policy for Developing Countries. Entrepreneurship policy has a focus on micro enterprises, small and medium-size enterprises, and high growth enterprises. The mandate for entrepreneurship policy in developing countries is to generate sustainable living standards, encourage economic development and growth, and develop capabilities. The project framework links the supply of entrepreneurial capabilities to the demand for entrepreneurship and identifies the mechanisms and channels that government policy can use to influence both.

Terrorism and national security

Since September 11, 2001, the U.S. has intensified its efforts to combat international terrorism and to provide security for its citizens. Doing so raises numerous questions such as: How can the U.S. provide for the common defense and protect the safety of the American people without compromising the freedom of speech and privacy guaranteed by the Constitution? What are the appropriate measures to be taken to ensure that the rights to the intellectual property generated at this university and others can be maintained in a global environment of free access to information on the Internet? Legal scholars, political scientists, and others are addressing questions like these through the Center for Constitutional Democracy in Plural Societies (primarily a project of the Law School), the Center on American and Global Security, and the Indiana Democracy Consortium.

In addition, Indiana University was named a "center of excellence" by the National Security Agency. NSA specializes in intelligence gathering for U.S. defense planners. The agency cited IU for its "ongoing commitment to the protection of digital information from hackers and other Internet-savvy troublemakers." Fred Cate, IU law professor and director of the Center for Applied Cybersecurity Research, said the citation "reflects the university's internationally recognized prominence in the study, teaching, and use of information technologies" (Campus Technology <http://campustechnology.com/>, 5/11/2007).

Education and literacy

Providing quality education in a changing world continues to be a key objective for most countries. IU has a long tradition of involvement in educational development internationally. Faculty and students at IUB are working on numerous efforts to improve educational institutions, policies, and practices worldwide. From helping to establish universities in Southeastern Europe and Central Asia to raising the educational aspirations of young girls in China, IUB is contributing to creating a more enlightened and educated world citizenry. Among these efforts are:

- Conversations About Service and Engagement, sponsored by the Center for the Study of Global Change
- Pathways to Peace: Imag(in)ing the Voices of Chinese and American Middle School Students
- The Afghanistan Higher Education Project, a five-year USAID funded project to restore the teacher education system in that country

A recent issue of *Chalkboard*, the IUB School of Education's alumni publication, was devoted to projects conducted by IUB faculty that seek to improve education around the world (<http://site.educ.indiana.edu/Portals/205/chalkboard/chalkboard0607.pdf>).

Building democratic institutions

Along with recent transformations in economic systems worldwide, there has been a movement toward democratization. The successful transition from authoritarian to democratic rule requires support from specialists in fields such as international relations, comparative political systems, and political theory. Projects that provide expertise in the process of democratic nation building are being carried out by IUB faculty and students in countries such as Azerbaijan, Burma, Kyrgyzstan, and Ukraine.

One of these is the Burma Project, which is being conducted by the Center for Constitutional Democracy in Plural Societies. Burma has suffered from despotic military rule for more than four decades. After two generations it appears that the military junta in Burma may be weakening; hopes for a peaceful transition to democracy are growing. The world has learned, however, that the end of tyranny does not automatically lead to democracy and the rule of law. To make the transition to a new constitutional order, Burmese people must have the skills and knowledge necessary to make democracy work, and that is the focus of this project.

Another example is IUB's Parliamentary Development Project (PDP). "The record of democracy in post-communist countries illustrates the many challenges to consolidating a democratic system of

government,” said Charles Wise, IU professor of public and environmental affairs and director of the PDP. Funded by USAID (United States Agency for International Development), the PDP provides technical and consulting support to the Ukrainian Parliament. PDP’s work contributes to more efficient democratic changes inside the Parliament, improves interaction between legislative and executive branches, and encourages more open public access to lawmaking processes.

Other projects in key areas are sponsored and carried out by the following units on the IUB campus, many of which have been referenced in this report elsewhere. Their work is aimed at generating knowledge to improve the conditions of life for the world’s population:

- The Institute for Development
- School of Public and Environmental Affairs—Global Initiatives
- The Institute for Advanced Study
- Workshop in Political Theory and Policy Analysis
- Center for the Study of Institutions, Population, and Environmental Change
- The Center for International Education and Development Assistance
- The Center for Social Studies and International Education
- The Center for International Business Education Research CIBER

8. Conclusions and Implications of the Globalization and Internationalization Self-Study

IU President Herman B Wells once remarked that “the campus of Indiana University is not just in Bloomington, or even the state of Indiana; it encompasses the four corners of the globe.” As noted earlier in this report, his vision and actions created a truly international and cosmopolitan university in the American Midwest. But is Wells’ vision as pertinent now as it was 40 years ago? For example, does the term “campus” hold the same meaning now that it did before the telecommunications revolution enabled scholars to share the products of their creativity across continents and cultures? Has the world’s precarious political climate resulted in a need to be more cautious as the university opens its doors to the world? What implications might this have for student and faculty exchanges? Have changes in the very nature of international scholarly inquiry occurred that render previous models of research outdated or incongruent with the goals of the contemporary university and the academic disciplines? The set of issues that served as the framework for the launching of this self study sought to address many of these crucial questions. While they have not been completely answered by the results of this self study, this inquiry has shed light on many of them and offers some potential direction for the campus’s international and global efforts as we plan for the future.

During Wells’ early tenure as president, IU Bloomington was unique among U.S. universities, especially public ones, as being in the vanguard of institutions pursuing international and global initiatives. Now, most of IU Bloomington’s peer institutions are actively engaged in various forms of international work, from student and faculty exchanges to transnational joint research projects. Given this change in the landscape of higher education, is IU Bloomington well situated to maintain its status as a global and international university in the immediate and more distant future? Certainly IUB’s strengths are evident, as the campus

- Receives funding for the largest number (nine) of Title VI-funded area studies centers on any U.S. university campus
- Was rated the U.S.’s “most wired” campus, linking the university to the world 2006 , and continues to lead our peer institutions in IT initiatives of global scope through the sponsorship of global technology networks such as Transpac, Euro-Link, and AMPATH
- Has more than 20 percent of its undergraduates participate in some form of international experience, a 233 percent increase in ten years
- Was one of six U.S. universities chosen by the National Association of International Educators (NAFSA)

as a model of successful campus internationalization, and received the Goldman Sachs Award

- Teaches 70 different world languages, from Azeri to Zulu
- Maintains library holdings in more than 360 different languages
- Enrolls more than 3,600 international students from 130 countries each year.

But IU Bloomington's global reach is more significant than such simple measures convey. The quality of the international work underway on the campus reflects its continued commitment to excellence in this area. And IUB, like all major research universities, continues to explore ways to adapt to the changing world. In remarks to the Indiana University Foundation International Committee in October 2006, Provost Michael McRobbie noted, "Having a thoughtful strategy in place with regard to global priorities will allow IU to ensure that it is providing the best possible environment for supporting research in the global context and hence attracting and retaining great faculty and students." In response to the IU Trustees' and President Adam Herbert's call in 2003 for a 10-year strategic plan for Indiana University's international activity, President McRobbie has commissioned the drafting of such a plan that will offer direction and focus to IU's international efforts.

Through our data collection and the campuswide engagement in questions raised by our self study process, we conclude that the issues discussed below are of particular concern to the IUB campus and should be addressed by the university wide strategic plan for international activity. These issues fall into three basic categories: institutional policies, curriculum and teaching, and recruitment and retention.

Institutional policies

Citing Michael McRobbie's October 2006 speech, Vice President Patrick O'Meara recently summarized the main components of the IU strategic plan for international activity as

- Education and service learning abroad
- Global institutional engagement
- Global faculty research
- International outreach and service

(Strategic Directions for IU's International Affairs, 8/7/07.)

Because of the eclectic and multifaceted nature of our current international strengths, enacting this plan will require a set of new policies to coordinate and support the wide array of activities that are implied

by this ambitious set of refocused campus priorities. These policies will need to be carefully crafted and fully endorsed by the faculty and staff who will, in large measure, be responsible for its success. These policies will need to respond to numerous questions from key stakeholders. For example, faculty will want to know what provisions are being made to provide support for their greater emphasis on international and global issues in their teaching, scholarship, and service. Students will want to know what benefits will accrue to them from increased attention to international and global content in their academic programs. Citizens of Indiana will want to know how expanding the campus's international activity will enhance the economic and cultural vitality of the state. Furthermore, the results of this self study suggest that a system wide strategic plan should provide guidance to the Bloomington campus in the following areas.

Examining administrative structures

As indicated in this report, the primary administrative unit on campus to support institutional international activity is the Office of International Programs. The OIP promotes and sponsors a variety of international work including overseas study programs, international research and development projects, and efforts to internationalize the curriculum. Under the direction of Dean (now Vice President) Patrick O'Meara, this office has provided leadership in the area of international and global activity for the campus and helped to maintain and extend IU Bloomington's stature as a major institution in the field of international higher education. The office provides a set of central services and a coordinating framework for the campus which has encouraged and supported the rich, widely distributed international initiatives in all units that have grown directly from the research strengths and interests of our faculty. While our current model has been highly effective by any measure, there may be ways we can improve our administrative support to align our activities with emerging needs. Issues of program coordination and administrative structure are currently being debated and will no doubt stimulate major discussions as the international strategic plan takes shape. For example, within the College of Arts and Sciences, the foreign language and area studies heads have urged the campus to rethink how we structure and support international activities.

This self-study report's discussion of interdisciplinary scholarship is also relevant to the issue of administrative structure, as it emphasizes the benefits of interunit collaboration on projects that require multiple perspectives and different areas of expertise. While examples of successful cooperation among area studies centers, departments, and academic units are cited, there is still concern that our current administrative structures may not adequately promote productive collaborations and thus limit potential sources of external funding

for international projects. The university needs to determine how to provide incentives for interdepartmental initiatives which would strengthen interdisciplinary efforts that would be valuable to the campus as a whole.

Establishing criteria for institutional partnerships, collaborative scholarship, and international service

Unique opportunities for institutional cooperation in scholarship and education now are emerging in the global arena. There is little question that international and transnational collaborations and the building of global knowledge bases are critical components of IUB's future as a global research institution. IUB's long history of productive links with institutions abroad is illustrated by the hundreds of affiliated campuses listed on the Office of International Programs' Register of International Exchanges (<http://www.indiana.edu/-intlprog/>). And while individual schools, departments, and faculty will continue to develop and pursue such collaborations in line with their own research interests, President McRobbie has stated that the development of institutional relationships and agreements with international universities will be a key strategic priority for the university. Vice President O'Meara has stated that a plan for affiliations and exchanges must be "proactive, centralized, and strategic," suggesting that the university as whole (and IUB specifically) must adopt a systematic and rational approach to allocating resources toward these partnerships that reflects the best interests of the university as a whole, rather than just the priorities and concerns of individual faculty and campus units. Recent relationship-building trips to universities in China and Japan have helped to launch this effort; IUB's Asia Initiative focuses primarily on developing collaborative research agreements and on faculty and student exchanges in this region of burgeoning educational and technological development. According to Vice President O'Meara, such efforts will result in the establishment of Strategic International Partnerships (SIPs) that will provide a foundation for IUB's future institutional agreements (*Strategic Directions for IU's International Affairs*, 8/7/07).

President McRobbie has further suggested that strategic planning for globally focused research involves both assessment of existing programs and the establishment of priorities that will assist in determining which institutional affiliations are strategically advantageous. In his 2006 speech cited earlier McRobbie noted that,

To provide a baseline against which to measure change, IU's international strategy should identify the present programs that are in place to support international faculty research collaborations. The international strategy should also publicize the systematic process of establishing such formal agreements so that there are widely understood institutional procedures that provide the foundation for this process.

On a finer scale, our self-study revealed that we currently have no systematic way to follow and facilitate the numerous independent projects of individual faculty that rely on international study sites or resources. Such research efforts are well known within their home departments, but if they are not part of a research center or collaborative in nature, we may be missing opportunities to connect faculty with colleagues across campus with overlapping interests. As we move towards an automated system of collecting reports of faculty scholarly activity, we need to rethink how to use such data to invest in strengthening the global connections of our intellectual community.

The campus also has a long history of providing international service, often at the behest of the federal government and other funders. Historic programs in Malaysia, Thailand, and Saudi Arabia, as well as current programs in Afghanistan, Macedonia, Namibia, and other emerging democracies, have enhanced IU's reputation throughout much of the world; yet questions are being raised about how many and which international service projects the university can afford to undertake. Given past successes and future needs, how does the university allocate resources to future international projects and initiatives? What process shall be undertaken to establish priorities for international work? What criteria will be used to make decisions about international priorities, strategic directions, and international partners? Can the university's decisions in this area be based upon short or medium term needs and objectives or should a longer term set of goals and priorities be articulated? What are the appropriate timeframes for such planning initiatives? For example, are university administrative cycles 10 year plans in sync with those of funding agencies and international organizations?

IU Bloomington also must continue to grapple with the tension between the moral obligations of a public university to provide quality teaching, research, and service to its students and community and the push to become an institution that promotes economic growth. How can the university identify the most critical problems, work collaboratively within and outside the campus, provide needed assistance and insure sustainability of efforts, and at the same time maintain its core values as a public university with a responsibility to the welfare of the citizens of Indiana? We have cited here examples of the relationship between internationalization and other major strategic directions such as the life sciences initiative and IUB's role as a leader in information technology, but how can we add to or improve upon these efforts? To succeed in the competitive environment among our peer institutions we will have to develop effective policies to encourage partnerships within and beyond the university campus.

Setting geographic priorities

Related to the question of partnerships is the issue of the location of those partners. With its long-standing tradition of research and development work around the world, should IU Bloomington direct a significant proportion of its resources toward a particular world region? Not unlike many other institutions, IUB has forged relationships with universities in East Asia over the last few years, and through its Asia Initiative is continuing to pursue strategic partnerships with institutions in that part of the world. There is little doubt that the emerging economies and the educational institutions that accompany them in that part of the world can provide fertile ground for expansion of IU Bloomington's presence there, and yield both fiscal and intellectual benefits for the university. But will a focus on this region at the expense of others limit the university's potential to carry out important work in other world regions which provide opportunities that may not offer immediate high rates of return to the university, but may point to other long term strategic interests? Current projects in Africa or Central Asia could, for example, yield important social and intellectual benefits that may not be readily apparent now from an economic perspective. IU Bloomington needs to address this complex issue of geographic prioritization in a way that acknowledges important current realities and remains sensitive to global dynamics and emerging needs around the world.

Curriculum and teaching

The self-study revealed the vast array of opportunities for IUB students to make global connections through their studies and the creativity and academic rigor that the faculty applies to designing those opportunities. There are, however, issues that need to be addressed as we continue to improve our efforts at making the curriculum responsive to the demands of increasing globalization.

Teaching world languages

The self-study report affirms IU Bloomington's status as a major institution in the teaching of world languages. Language offerings attract many students to the campus and provide an important resource for scholars to study the world's linguistic diversity. The post 9/11 political climate has also raised the need for improving the teaching of "strategic languages" that can assist in maintaining U.S. national security. The work being done by the Center for Languages of the Central Asian Region, the East Asian Studies Center, and other units on campus is helping IUB contribute to this important effort. But what of languages that are not considered to be strategic, but are nonetheless critical for understanding world cultures? How can the university avoid making decisions about which languages

to teach based solely on current strategic interests at the expense of other priorities, such as the preservation of threatened indigenous cultures? This issue must be considered in a strategic plan that is both responsive to pressing national concerns and the important cultural contributions of the university.

Internationalizing the curriculum

As outlined in this report, changes to the undergraduate general education curriculum will increase students' exposure to the history and culture of people beyond the borders of the U.S. By setting this as a curricular priority, IU Bloomington is deepening its commitment to promoting international and cross-cultural understanding. But what will be the effect on students? Will additional course work that deals with global and international issues broaden their perspectives on current challenges facing the world? Will they become "global citizens"? Will they opt for other international educational activities and opportunities? Will the international and cross-cultural curriculum changes being undertaken in various units on campus yield greater understanding of the complexities of contemporary life on our shrinking planet? How should the university balance future investments in international general education against more specialized disciplinary strengths, such as the depth and breadth of language instruction? As undergraduate demand for Chinese and Spanish increases, will offerings in Mongolian and Catalan be scaled back? And, while our new general education curricular requirements emphasize language acquisition, how will we address the educational effectiveness of such courses and their contribution to global engagement of students—questions raised eloquently by Derek Bok in his 2006 book, *Our Underachieving Colleges?* To address these questions, it would seem advisable that a comprehensive strategic plan would not only endorse these curricular reforms, but provide mechanisms and financial support to assess the impact of these initiatives, particularly upon student learning.

The self-study results also indicate that there is a discrepancy between the wide range of global learning opportunities available to students and their actual participation in them. Students express interest in international issues but do not necessarily follow up on that interest by taking courses with international content or engaging in internationally oriented activities (clubs and organizations, cultural events, visits and exchanges). As the campus strives to increase the involvement of students in international activity, greater attention will need to be placed on establishing communication with students about how, when, and where international activities are being held and also creating stronger linkages between course and program requirements and international activities.

Study abroad

One prominent aspect of an internationalized curriculum is the opportunity for students to engage in direct experience abroad. As has been shown here, a dramatic increase in student involvement in such activities has occurred over the last decade. IU Bloomington ranks favorably with peer institutions regarding the proportion of students who take advantage of the wide array of international experiences available to them, from short term study tours, to international research internships, to semester abroad programs. But how much of this type of activity can reasonably be expected from students? How many students studying abroad are enough? Should everyone go? If not, then who? As the university extends an international experience to all undergraduates participating in the Hutton Honors College, it should consider whether this is an equitable policy. Do only the students who study in the Honors program deserve the extra financial support to broaden their horizons through international study? Recently, in a presentation to a group of IU administrators, Vice President Patrick O' Meara indicated that an increase in the rate of participation in study abroad programs of 25 percent would represent an ambitious goal, and "to accomplish this we must expand and diversify the types of programs available to meet the needs of a diverse student population," including more internships and overseas experiences for students in the natural and physical sciences (*Strategic Directions for IU's International Affairs, 8/7/07*). Combined with a number of creative opportunities for short, focused international experiences that are integrated directly into courses in their majors, such measures would greatly enhance the quality and quantity of study-abroad experiences for students.

In some ways, the challenge of the undergraduate curriculum reemphasizes the stress of the globalization process more than research or service. To what extent are our students' experiences likely to become homogenized through efforts to coordinate and plan centrally? Through our study-abroad programs we want our students to connect overseas with home, but to do so with a critical perspective, not one that minimizes differences between their own cultural backgrounds and those they experience in other parts of the world. The university's international strategic plan should, therefore, encourage and support multiple forms of assessment that will capture the nature of the study-abroad experience and its impact on students.

According to results from the undergraduate student survey conducted for the self-study, students cited the difficulty of integrating international study opportunities with their program of study and prohibitive cost as factors interfering with their participation in study-abroad programs. There may be, therefore, systematic barriers to student participation in international study programs that

need to be addressed. The university's strategic plan should attempt to provide for both equity and excellence as it develops programs for international study.

Recruitment and retention

Recruiting and retaining high quality international faculty

Over the last decade, the Commitment to Excellence (CTE) initiative has provided an interesting model for how we might frame future initiatives to strengthen our faculty expertise with international and global issues in a way that best matches emerging institutional needs. For example, the Two-Thirds World initiative referred to earlier in this report not only spawned the International Studies major and the Global Village, but also funded 18 faculty lines. This resulted in creating a series of collaborative searches between traditional disciplinary units and area studies programs, assigning shared teaching loads and interdisciplinary promotion and tenure standards, and investing in new instructional coverage for the International Studies major, which has no faculty and is not a department per se. Drawing on this successful endeavor as a model for other initiatives at IU Bloomington would enhance the scope of the campus's overall global and international profile. But if faculty growth is strictly tied to such initiatives, this can cause tension within disciplines preferring to reinvest in faculty lines without international responsibilities.

Recruiting and retaining high quality international students

An essential element of a truly international university is the presence of a significant international student population on the campus. IUB has traditionally attracted large numbers of students from around the world in all of its programs, particularly at the graduate level, and continues to do so even following the events of September 11, 2001, and the subsequent immigration restrictions that were placed on visiting students and scholars. The Asia Initiative will no doubt yield increased numbers of students from partner institutions in East Asia, but we must also continue to draw students from other parts of the globe to sustain the richness and diversity of our student body. The emphasis here should be, as it always has been, on quality. IUB's rich educational environment and world class faculty should continue to attract highly qualified international students who will benefit from and contribute to the vibrant, cosmopolitan environment on our campus and in the Bloomington community. We must also consider issues of equity. Recent policy decisions have impacted the nature of medical coverage offered to international students, treating them as a separate insurance pool. Is this fair and wise?

Summary

The issues raised in the preceding sections are not only those that should be addressed by a strategic plan for internationalization, but are also ones that can form the basis for a worthwhile discussion with the accreditation review team when they visit the campus. As faculty and administrators at IU Bloomington ponder the connection between where the university has been and where it is going with its global and international work, a dialogue to address these and the other questions raised here could provide valuable insights into the choices that are to be made and their implications for the short- and long-term future of international activity at IU Bloomington.

We have chosen the topic of internationalization as a lens through which to view our campus because it illustrates both distinctive strengths and emerging challenges we face at an important moment in the history of the university. As we move ahead with new campus leadership, developing strategic goals and innovative plans for the next decade of growth, we cannot be content with pride in our traditional strengths, but must think about ways to take advantage of the imagination of our faculty and students to anticipate future opportunities and respond to them in ways that will advance the mission of the university at a critical time in its history.

