

## **Indiana University Bloomington**

### **International Activity across the Campus:**

Highlights from the Schools and the College. A Supplement to Globalization and the Internationalization of the IU Bloomington Campus

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### **Highlights from the Schools and the College**

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2	<i>College of Arts &amp; Sciences</i>
6	<i>Jacobs School of Music</i>
9	<i>Kelley School of Business</i>
15	<i>School of Continuing Studies</i>
16	<i>School of Education</i>
23	<i>School of Health, Physical Education, and Recreation</i>
27	<i>School of Informatics</i>
30	<i>School of Journalism</i>
33	<i>School of Law</i>
37	<i>School of Library and Information Science</i>
41	<i>School of Optometry</i>
43	<i>School of Public and Environmental Affairs</i>
49	<i>The University Graduate School</i>

## Introduction

The research and preparation of the final chapter of the self-study, *Globalization and the Internationalization of the IU Bloomington Campus*, represented perhaps the most ambitious element of our reaccreditation self-study process. While data-gathering methodologies were varied (including focus groups, multiple survey instruments, structured and unstructured interviews with key campus personnel, and a formal review of internal and external reports), a significant source of information for the final chapter was drawn from the Dean's Survey—a questionnaire completed by each academic unit (as well as 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. Given the extent and richness of the information collected from these surveys and the limited amount of space in the larger report, we provide this supplement to showcase the depth and breadth of activities related to globalization and internationalization on campus that take place in the various schools. This collection of reports, *International Activity across the Campus: Highlights from the Schools and the College. A Supplement to Globalization and the Internationalization of the IU Bloomington Campus*, was developed collaboratively with the deans of each school; it documents the extent to which the concepts of globalization and internationalization infuse and inform Indiana University Bloomington's institutional self-consciousness. The reports are structured loosely around three specific areas, Teaching and Curriculum, Research and Service, and International Recruitment, and afford each school an opportunity to present examples of global teaching and professional interests, international research and creative activity, and efforts (where appropriate) related to the recruitment and retention of talented international students and faculty.

This supplement represents a series of focused snapshots of our academic units during a time of unprecedented leadership turnover and structural change. We hope you will agree that throughout this period, Indiana University Bloomington has strengthened our foundational commitment to the development and maintenance of a global intellectual community.

**Jeanne Sept**

*Vice Provost and Dean of the Faculties*

**Terry Mason**

*Associate Dean of the Faculties*

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# International Activity Across the Campus

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Schools and the College**

A Supplement to Globalization and the  
Internationalization of the IU Bloomington Campus

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## College of Arts & Sciences

The College of Arts & Sciences traces its origin back to the founding of Indiana University in 1820. With more than 50 academic departments, programs and majors offered, the stated mission of the College aims to provide students with a “historical consciousness;” an “understanding of the physical, geographic, economic, political, religious, and cultural aspects of the international community, as well as global and environmental issues;” and “basic communication skills in at least one foreign language.” The main focus of the College is “excellence in teaching based on excellence in research” and it makes up the largest academic unit at IUB. The emphasis on internationalization and globalization is apparent from its internationally focused academic programs, which range from African Studies to Slavic Languages, Central Eurasian Studies to Sanskrit, and in response to growing student interest, a recently developed a major in International Studies. Students in the College also have the opportunity to enrich their university experience by living in the Global Village, a residence hall dedicated to enriching students’ knowledge and interests in international topics.

## Teaching and Curriculum

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The College utilizes a liberal arts curriculum focused upon eleven specific goals: genuine literacy, critical and creative thinking, intellectual flexibility and breadth of mind, discovery of ethical perspectives, appreciation of literature and the arts, understanding and practice of scientific methods, quantitative reasoning ability, development of historical consciousness, the study of the international community, foreign language skills, and in-depth knowledge of at least one subject. According to the College of Arts and Sciences Bulletin:

*The present degree requirements of the College of Arts and Sciences relate these goals to the modern world. Fundamental skills courses in writing, mathematics, and foreign language provide opportunities for students to develop communication and computational skills for use*

*in their own society as well as for use in understanding other societies. The Topics curriculum and distribution requirements are designed for students to acquire broad familiarity with the general areas of human knowledge by taking courses in the arts and humanities, social and historical studies, and natural and mathematical sciences. The culture studies requirement enables students to enrich their understanding of their neighbors in a shrinking world. These courses serve as the foundation upon which students can develop a major program of study.*

Examples of this curriculum in action abound at the College through its wide variety of departments, including but not limited to: African American and African Diaspora Studies, Anthropology, Biochemistry, Biology, Chemistry, Classical Civilization (Art and Archaeology, Culture and Literature), Classical Studies (Latin and Greek), Cognitive Science, Communication and Culture, Comparative Literature, Computer Science, Criminal Justice, East Asian Languages and Cultures (Chinese, Japanese, and Korean), East Asian Studies, Economics, English, Folklore, French, Gender Studies, Geography, Geological Sciences, Germanic Studies, History, History of Art, India Studies (as part of a double major), Individualized Major Program, International Studies, Italian, Jewish Studies, Linguistics, Mathematics, Microbiology, Near Eastern Languages and Cultures (Arabic, Hebrew, or Persian), Philosophy, Physics, Political Science, Portuguese, Psychology and Brain Sciences, Religious Studies, Slavic Languages and Literatures (Russian; others by special arrangement), Sociology, Spanish, Speech and Hearing Sciences, Studio Art, Telecommunications, and Theatre and Drama.

Foreign language offerings enhance the ability of students to engage in the study of the international community and students can choose from the following: American Sign Language, Arabic, Bambara, Catalan, Chinese-Mandarin, Croatian, Czech, Dutch, Estonian, Finnish, French, German, Greek (Classical/Modern), Hausa, Hebrew (Biblical/Modern), Hindi, Hungarian, Italian, Japanese, Kazakh, Korean, Lakota (Sioux), Latin-Classical, Mongolian, Norwegian (Germanic Studies), Persian, Polish, Portuguese, Romanian, Russian, Sanskrit, Serbian, Spanish, Swahili, Tibetan, Turkish, Twi, Urdu (India Studies), Uzbek, Yiddish, and Zulu.

## Research and Service

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In terms of research, the College is home to numerous programs and centers, many of which focus upon topics inherently international and globalized: African Studies Program, Biocomplexity Institute, Center for Archeology in the Public Interest, Center for Cell and

Virus Theory, Center for Eighteenth-Century Studies, Center for Geospatial Data Analysis, Center for Latin American and Caribbean Studies, Center for the Integrative Study of Animal Behavior, Center on Concepts and Cognition, Center for Studies of Law in Action, Creole Institute, Ethnomusicology Institute, Folklore Institute, Indiana Consortium for Mental Health Services Research, Indiana University Molecular Structure Center, Indiana University Research and Teaching Preserve, Inner Asian and Uralic National Resource Center, Institute for Neural Systems and Plasticity, Institute for Scientific Computing and Applied Mathematics, Institute for the Study of Human Capabilities, Institute for German Studies, Karl F. Schuessler Institute for Social Research, Linda and Jack Gill Center for Biomolecular Science, Medieval Studies Institute, National Clearinghouse for United States–Japan Studies, Research Center for Chinese Politics and Business, Research Institute for Inner Asian Studies, Russian and East European Institute, Telecommunications and Management Institute, West African Languages Institute, and West European Studies Center.

These programs and centers support and complement the efforts of individual faculty members who conduct research internationally, to assist in the College's mission of excellence in research. Although many examples are discussed elsewhere in the report, here are a few individual examples of projects focusing on globalization and internationalization that were reported in the Dean's Survey (by department).

- **African American and African Diaspora Studies:** Audrey McCluskey's work on African Women Independent filmmakers, Matthew Guterl and Iris Rosa's work on race relations in Guyana.
- **American Studies:** Much of the recently successful undergraduate major proposal is a consequence of the previous director's work with American Studies programs in Central and Eastern Europe, and the present director and associate director's experiences in Latin America, Africa, and Europe. The present director, Matthew Guterl, has taken students to Cuba, Guyana, and the Dominican Republic on overseas classes, and writes and teaches from a transnational and comparative perspective. These experiences, in turn, have led him to push for overseas studies initiatives, globally minded courses, and a more significant language requirement.
- **Cognitive Science:** The Director of Graduate Studies, Mike Gasser, participated in an international conference on comparative education in Cuba in 2004, where he presented his work on developing agent-based simulation software for hands-on learning of simple economic concepts. Mike Gasser attended the second stage of the UN-sponsored

World Summit on the Information Society and the satellite World Forum on the Information Society in Tunisia in 2005. At the WFIS he presented a paper on the Interface to the Information World project, dedicated to the global democratization of information and knowledge. At the WSIS he participated in a panel on the role of computer scientists in realizing the goals of WSIS.

- **Economics:** Professor Roy Gardner has been involved in the creation of graduate programs devoted to developing modern economics curriculum in Eastern Europe and Central Asia. Professor Michael Alexeev participates in the writing of the tax law in Russia. Professor Edward Buffie does research in macroeconomic development issues in east Africa, and Professor Ricardo Lopez has direct experience with trade issues in Chile that has had an influence on both curriculum and graduate student research.
- **Fine Arts:** The international experience of several faculty members has led to the development of study abroad programs for our students. Ed Bernstein has collaborated with the Scuola Internazionale di Grafica in Venice, Italy to create a printmaking and book arts program while Jeff Wolin has collaborated with Spéos, the renowned Paris photography school, to form a digital photography program. After completing a residency at the Terra Foundation for American Art in Giverny, France, Barry Gealt was able to take a group of BFA painters to the center during spring break. With a focus of drawing on location in the Giverny landscape, the trip was funded through the Honors College, the painting areas in the School of Fine Arts and from sales of Gealt's artwork.
- **Geography:** From 1996 to 2006 Professor William Black has had five grants from the National Science Foundation to bring together scholars in Europe, the United States and Canada working in the area of sustainability as it affects transportation. This experience so impressed Black that he developed a series of courses in the area of sustainable systems and this is now a regular concentration area of the department. Examples of these courses are international in nature and range from ethanol fuels of Brazil to wind energy along the coast of Britain. Black has also done joint research with scholars in the Netherlands, Belgium, and Italy. Professor Sara Pryor does atmospheric research in Northern Europe, Professor Dan Knudsen does research in the coastal areas of Denmark, Professor Dennis Conway is active in the Caribbean region, and Professor Tom Evans is beginning a research project in Indonesia and Vietnam, while a new faculty member, James Biles does research in the Yucatan region of Mexico. All of these projects find their way into the lectures of these faculty members.

- **Jewish studies:** Professors Dov-Ber Kerler and Jeffrey Veidlinger head the Archive of Historical and Ethnographic Yiddish Memories (AHEYM), which conducts videotaped oral history interviews with Yiddish speakers in Eastern Europe. They have been able to bring this research, including the videos, into the classroom, introducing students to the world of Jews in Eastern Europe. Professor Steven Weitzman heads the Tel Beth Shemesh Archaeological dig in Israel, which takes students for a summer program to Israel. Students engaged in the program learn about the archaeology of Israel and life in contemporary Israel as well, and Professor Weitzman brings these experiences back to the classroom. Professor Matthias Lehmann coordinates the Bridges of Understanding Program, which brings students to Germany to learn about Jewish life in Germany. The program also includes an intensive class in Bloomington in preparation for the trip

## *Jacobs School of Music*

The international/global perspective of the Jacobs School is as strong in the past five years as it has ever been. Because of the nature of the discipline, research on international topics in music has always been strong, and no special encouragement is needed. Given the nature of the discipline (music performance, composition, and scholarly study), very nearly every course in the Jacobs School has international content; the repertoire studied in performance, analysis, and in historical/societal context is international in scope: the study and performance of the European canon and the study of European music history from ancient Greek music theory through the 21st century (American music makes a significant appearance only in the past 150 years), are but a few examples.

## **Teaching and Curriculum**

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A sizeable proportion of faculty is international, has an international performance, composition, or scholarly career, and brings personal and professional experiences to students via their teaching (to name a few of the faculty's native countries, in no particular order: France, England, Italy, Austria, Brazil, Germany, Uruguay, Israel, Australia, Russia, Poland, Vietnam, Sweden, Venezuela, the Netherlands, Canada, Spain, Hungary, Japan, Korea, etc.). The nature of the curriculum, the cosmopolitan makeup of the faculty, and the large number of international students (40 percent of graduate students are international, for example) all combine to ensure that the Jacobs

School is an international/global intellectual community. The curriculum itself and the very nature of music study (both one-on-one with faculty, and collaboratively in chamber music and large ensembles) provide a natural integration of U.S. students into this community.

With the addition of the study of the music of Asia, Africa, the Indian subcontinent, and Latin America (the Jacobs School even has performing ensembles devoted exclusively to “world music” [the International Vocal Ensemble] and the popular music of Hispanic cultures [the Latin American Popular Music Ensemble]), the challenge for music study at IU today is not sufficient inclusion of international content, but exactly the opposite: sufficient focus on and attention to U.S. topics and American musical genres (classical, jazz, and popular).

Through IU International Programs, the Jacobs School offers a semester’s study at the Vienna Akademie and Hochschule (typically in the fall semester of the junior year). The purpose of the program is both study in music performance and composition, and language and historical study. Approximately 15 to 20 students participate in this program each year; they register through the Jacobs School and pay IU tuition. There are also informal programs, mainly in Europe, too numerous to mention (a notable one is the study of voice and opera at a summer program in Graz, Austria). In addition, within IU, our Latin American Music Center offers a minor in the study of Latin American classical and/or popular music.

In addition to the possibility of study in Vienna through IU International Programs, the Jacobs School also has formal agreements with the Royal Academy of Music (London), the Conservatoire nationale de musique (Paris), and Salamanca University (Spain). In the spring of 2005 the school signed an agreement with the University of São Paulo (Brazil) that permits faculty and student exchanges between these two schools. Recent visits in 2006 and 2007 of faculty and administrators from the Sibelius Academy in Helsinki and the Norwegian Academy of Music in Oslo may lead to additional agreements with these institutions.

To give a few examples of specific graduate courses with a more global perspective, beyond the general curriculum mentioned above: Lewis Rowell of the Department of Music Theory (only recently retired) frequently taught a course on the music of India; Halina Goldberg of the Department of Musicology has taught a course on “Music and Politics in Eastern Europe” (Fall 2003). In a similar vein, the musicology department has offered the courses “Music in the Third Reich” (Joanna Biermann, Fall 2004), “Composers under Totalitarian Regimes” (Jane Fulcher, Fall 2006), and “Music in Eastern Europe 1800–Present” (Halina Goldberg, Fall 2006).

All undergraduate degrees have a required minimum of two semesters of foreign language study. A few undergraduate programs require more (majors in voice, for example, are required to take 28 credits of language and diction courses). Several M.A. and Ph.D. programs also have specific language requirements.

## Research and Creative Activity

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There have been extensive collaborations of an international nature with other campus units. To name but two: in fall 2004 the Jacobs School was a cosponsor (with Jewish Studies, Institute of German Studies, and the Office of International Programs) of the Bloomington visit and lectures of Gottfried Wagner (great-grandson of composer Richard Wagner), whose main presentation was “Wagner’s Music and Ideology in the Political Climate of the Twenty-First Century.” A collaboration of a very different kind took place that same semester: a small-scale festival of performances of the music of Claude Debussy (coordinated by Jacobs School faculty member Jean-Louis Haguenaer), with lectures on the music and on related French Symbolist poetry (by David Hertz, faculty member of the Department of Comparative Literature, College of Arts and Sciences).

The international activities of native-born American faculty are also significant: joining the faculty this fall will be Alexander Kerr (violin), an American who comes to IU from his post as Concertmaster of the Royal Concertgebouw Orchestra in Amsterdam; for the past two years he has traveled here regularly to teach a class in violin orchestral repertoire, and the transmittal through teaching of his experiences as the principal violinist in a major European orchestra are and will continue to be invaluable. Among her other international activities, Mary Goetze, who chaired the Jacobs School Department of Music in General Studies until her retirement this year, has studied the music of the indigenous peoples of South Africa, worked in South Africa with native musicians to learn this repertoire exactly as they learn it themselves (without notation), and then teaches it—or brings South African guests to teach it—in precisely the same way to students in the International Vocal Ensemble.

The school has a great many visits by international musicians every semester, year in and year out, in nearly every department of the school, for master classes, lessons, recitals, etc. The list is too extensive to enumerate here. The visits are usually funded by the dean. Visiting faculty and sabbatical replacements often come to the school from outside the United States. This past academic year alone the school engaged visiting faculty from Thailand, Israel, Ireland,

France, the Netherlands, and Korea. The Jacobs School pays for the salaries of visiting faculty.

In addition, the school regularly hosts visiting scholars for residencies from a few weeks in length to full semesters. Most visiting scholars work directly with an individual faculty member in a department; on occasion the visitor might even give a recital or conduct a workshop in his/her discipline for students. Recent visiting scholars have come to IU from Japan, Finland, Taiwan, and Denmark. Visiting scholars are not generally funded by the Jacobs School.

The school also has had several recent visits by from university administrators and faculty from Japan (fall 2005) and Singapore (2004). The visitors were interested in the structure of the music curriculum, and spent time consulting with administration and with key faculty. The advice of the school has been sought by the Association of European Conservatories with regard to the institution of continent-wide curricular structures in England, France, Spain, and Germany.

## **International Student Recruitment and Services**

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Enrollment of international students is a priority of the Jacobs School, particularly at the graduate level. It is accomplished primarily by the international reputation of the school and through the international performances and master classes of the faculty. All students, international or domestic, are strongly mentored by the faculty in their job searches, auditions/interviews for positions, résumé preparation, etc. The school also has special sessions for international students on research skills, plagiarism, etc. In most departments there is a serious attempt to involve graduate students and their spouses/families in departmental social events. The music admissions and financial aid office, and the music graduate and undergraduate offices provide focused advising for international students, and the school maintains a close cooperation with the IU office of International Student Services.

## ***Kelley School of Business***

The Kelley School of Business, established in 1920 (as the School of Commerce and Finance), has a long history of commitment to international and global teaching and research. It should not be surprising that IU's overall commitment to a global viewpoint was nurtured and expanded by Herman B Wells, the Dean of the School

of Business prior to becoming the President of the University. As early as 1965, faculty of the school of business were working with foreign universities to help them to establish M.B.A. programs, first in East Pakistan (now Bangladesh), then Indonesia, Thailand, Yugoslavia, Venezuela, the Netherlands, China and most recently Croatia (in 2001). And just a few years later, in 1972, foreign business leaders who were educated at IU's Business School initiated regular meetings that continue to this day in the form of the IU International Business Forum.

By 1982 the school had organized a program for undergraduates to gain international experience in semesters abroad, first in the Netherlands, and soon expanding to Singapore, Slovenia, Finland, Germany, France, Australia and Chile. In the next few years the school established an international requirement for all undergraduates, and founded the Indiana Center for Global Business and the Center for International Business Education and Research (CIBER). M.B.A. students were afforded the opportunity for study abroad when the Kelley International Perspectives (KIP) program was developed to send students to Brazil and Japan over spring break, in 1999, and now incorporates travel to many more countries (including China, India, South Africa, Ireland, Poland, the Czech Republic, Brazil, Chile, Russia and others). The school also developed a program to make its M.B.A. courses available to professionals around the world through the internet in the Kelley Direct M.B.A. Program, founded in 2000.

This global commitment is exemplified in the School's ten guiding principles, which include "creating a culture that embraces diversity in all its many forms", "embracing a global perspective that permeates the content of our courses and influences the topics and contexts of our research" and "creating and sustaining our national and international relationships with corporate and academic partners that provide opportunities for students, faculty and alumni of the Kelley School of Business" (<http://www.kelley.iu.edu/about/mission.html>).

These guiding principles are reflected in the current teaching and research of the School of Business, as well as in more subtle aspects of life within the school.

## Teaching and Curriculum

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The business school's curriculum is highly international. Most courses incorporate a global perspective, and there are many courses at the undergraduate and graduate levels that focus entirely on international and global themes (ranging across management, finance, marketing, law, public policy, competition, and even intercultural

communication). The Global Programs Office (GPO) has provided support for curriculum development, case-writing, study tour courses, International Business Pedagogy Workshops, and opportunities for faculty to teach abroad. An exciting example of the internationalization of coursework in the business school is Dr. Dan Conway's course K317 Enterprise Resource Planning Tools, which he revised in the fall of 2005 to reflect the international workflow described in Thomas Friedman's popular book *The World Is Flat* (Farrar, Straus and Giroux, 2005). Dr. Conway describes the process:

*The collaborating professor in Germany came to Bloomington during the summer to work on some RFID (radio frequency identification technology) research and curriculum development efforts. At that time, we decided to jointly teach a class on SAP enterprise resource planning software] workflow. The idea was that we would each spend half the semester teaching SAP workflow, use a quarter of the class to develop a case and map business processes, and then, during the final quarter of the class, a disruption was announced and the classes found out about each other one class was in Germany, the other here in Bloomington . At that point, the two classes, separated by an ocean, had three weeks to meet each other, learn how to communicate, solve the process integration problems, and put together a presentation via video conference to a panel of experts from Deere & Company, BP, General Mills, and SAP.*

The joint course went so well that it has continued to be taught each year, with increasing enrollment, and they have received mention in the SAP annual report as well as coverage in the *Indianapolis Star*, the *Bloomington Herald Times* and the *IU Indiana Daily Student* newspapers. This is but one example of the extraordinary efforts the Business School faculty have made to expose their students to the realities of business in a global economy. All undergraduate majors are required to fulfill the six-credit international dimension requirement by taking courses in a foreign language, studying abroad, pursuing international business coursework, or area studies coursework.

At every level, the school has developed an international concentration, including a Global Business Certificate, and International Business minor, an International Business track within the management major, and an International Business co-major at the undergraduate level. In fact, over 10 percent of the graduating class are majoring or minoring in International Business. Support for international work at both the M.B.A. and Ph.D. level is also available, especially through CIBER and KIP (mentioned above and elsewhere in the report) as well as established relationships with many foreign schools. The creation of an International Business chair through a grant to the Business School and the East Asian Studies Center has provided additional support for international

teaching at IU as well as study abroad in East Asia (including in South Korea, Japan, and Shanghai and Beijing, China). The school plans to incorporate more choices in global coursework and foreign language into the pending general education framework, including developing a central learning community on global issues.

To facilitate undergraduate study abroad the school sponsors 12 semester and four summer programs abroad, most of which incorporate both business and language coursework as well as internships and other interaction with local businesses. These programs are located in Spain, Denmark, England, the Netherlands, Italy, Germany, France, Australia, Mexico, and Hong Kong. To ease the financial burden of studying abroad, the school has arranged for students to apply their IU financial aid to these opportunities, as well as devoted additional money specifically for study abroad for its Kelley Scholars (a fully-funded cadre of top-achieving business students). The Business School is particularly excited about the development of the “Sophomore Block,” a program that was run for the first time in fall of 2006, in which 60 sophomores took five honors courses together, including a course on globalization and international emerging markets. In this program students and professors traveled for 10 days to India, where they participated in cultural activities, corporate visits, and meetings with government officials to help them gain a deeper understanding of the country’s economy and society. The school is currently working on finding a donor so that they can institutionalize this program. Overall, a very impressive one-third of the graduating class has participated in some form of study abroad, and were linked during this study abroad experience through an online community that discusses globalization.

Even undergraduates who opt not to study abroad are exposed to foreign cultures and international perspectives in the classroom, both as part of the curriculum and because of the high proportion of business students who are foreign nationals (e.g., over one-third of the M.B.A. program enrollment). Lisa Borrero, Director of Graduate Student Services, says “academically, our professors make an effort in the classroom to gain a variety of viewpoints on the subject matter at hand—including asking international students about their cultural perspective on the topic. Our program places an emphasis on internationalization, and it is a daily part of our classroom culture” (Globalization Survey). Tammy Orahoad, Manager of International Programs, Undergraduate Program, adds that “with Kelley’s emphasis on teamwork in all classes, U.S. students automatically interact and learn from their international peers” (Globalization Survey). There are also many opportunities outside of the classroom for students to experience an international perspective (discussed further below). Overall, Marc Dollinger, former Chair

of the Undergraduate Program, says “recruiters appreciate that our students are better prepared for global business than others.”

Graduate semester or full-summer exchange at the M.B.A. level is also available through programs located in Italy, Belgium, Germany, Denmark, Spain, France, the UK, Switzerland, Austria, Australia, South Africa, Hong Kong, Singapore, Shanghai, Brazil, and Chile, as well as through the KIP program, and 30 to 35 students participate each year.

The business school faculty are also involved in several interdisciplinary collaborations that have facilitated international/global education. In addition to the above-mentioned collaboration with the East Asian Studies Center in obtaining grant money to support an International Business chair, business school faculty have collaborated with the Portuguese department to develop an intensive introductory Portuguese language and culture class for students enrolled in the summer I-core program (an intensive semester of coursework and hands-on learning opportunities usually taken during the business major’s junior year) so that they will be prepared for an interdisciplinary study tour to Brazil over spring break. This initiative has been expanded to include Mandarin last summer (2007).

## Research and Service

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The business school has a research program that is highly international and global. This is greatly facilitated by the Center for International Business Education and Research (CIBER), which provides grant funding for international research as well as the development and analysis of databases from foreign research, and is discussed in more detail in *Globalization and the Internationalization of the IU Bloomington Campus*. The business school also hosts international visiting scholars from all over the world (approximately 12 to 20 each year), which facilitates international collaborations between IU and foreign faculty. Faculty in the Business School have also invested significant time and resources to help found and improve business schools around the world.

## International Student Recruitment and Services

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The School of Business is extremely committed to recruiting and retaining international students at every level. Representatives attend M.B.A. recruitment fairs and outreach events throughout Latin America and Asia (including India) as well as participate in international recruitment events sponsored by the M.B.A. Tour

and the World M.B.A. Tour. To ease the costs of attending IU, the school offers merit-based financial aid to foreign students, and over one-third of international M.B.A. students receive financial aid from the school (in the form of scholarships, fellowships, and/or graduate assistantships). The Undergraduate Office of Admissions Assistant Director of International Recruitment has utilized material produced by the Undergraduate Program Office at the School of Business in recruiting trips to Asia and will continue to do so in trips to Latin America and the Middle East. The Undergraduate Program Office also participates in international college fairs and high school visits, especially in Asia, as well as producing postal mailing and e-mail campaigns to recruit students around the world.

Once accepted, the Business School offers a range of programs to ease the transition to life in Bloomington and to support students while here. These include an international student advisor in the M.B.A. Program, two undergraduate advisors specifically charged with staying up-to-date with international-student-related issues, and a special I-Core mentor program to support international students. Beginning in Fall 2006, newly admitted international students may elect to have upper class mentors as well. Several orientation programs are offered for foreign undergraduate and graduate students that focus not only on IU but also on U.S. culture and the U.S. job market. The Graduate Career Services office conducts special sessions for international M.B.A. students to support their career goals and job searches, and created an international student task force a few years ago to work with their office on job search support and outreach projects. The school provides a number of cultural social events throughout the academic year for international students to showcase all aspects of their culture, including dinners, culture nights, and the development of the Partners' Club (comprised of the spouses and partners of M.B.A. students) who sponsor picnics, movie outings, family craft nights, and pot luck dinners, among other activities. The international student advisor also makes a special effort to facilitate the attendance of graduation ceremonies by students' families by writing visa support letters. The school also plans to add a section for International Students in their on-line student newsletter, BIZNEWS.

The more than 2,000 international alumni of the business school, representing approximately 3 percent of the total alumni base, are very committed to their IU experience. Approximately 13 percent of the international alumni contribute to the business school. In addition to the establishment of an international community that meets regularly (the IU International Business Forum), Senior Associate Director of Alumni Programs Janice Headley points out that "Kelley alumni are extremely active in the international chap-

ters of the IU Alumni Association. Approximately one third of the presidents of the international IUAA chapters are Kelley Alumni” (Globalization Survey).

## ***School of Continuing Studies***

Founded in 1975, the Indiana University School of Continuing Studies (SCS) has always worked to make its services available to the global community. One of the largest distance education providers in the United States, the school provides lifelong learning opportunities to individuals and organizations in Indiana, other states, and other countries. It offers nearly 180 undergraduate and more than 100 high school courses through print correspondence. Most of these courses are also available online, and the school plans to provide an online option for all courses by 2008.

As stated in its 2004-05 Performance Report, the School of Continuing Studies “extends the educational resources of Indiana University to a worldwide audience that would not otherwise have access to them.” In fact, the more than 17,000 students who have registered for SCS courses since 2004 have hailed from more than 48 other countries, as well as all 50 states. Students range in age from 21 to 81, come from diverse cultures, and are engaged in a wide range of occupations. Many are in the military; others have retired from their chosen profession.

In addition to serving individual international students, the school has actively pursued agreements with organizations that help foreign students complete U.S. degrees at a distance. For example, a 2003 agreement between the school and the Hong Kong Institute of Continuing Education has enabled Hong Kong students to earn an Associate of Arts in General Studies. Several SCS and IU representatives—including Chris Viers, associate dean of International Programs—participated in a commencement recognition ceremony for the first graduating class of these students in Hong Kong in spring 2005. The new School of Continuing Studies dean and the director of the university-wide General Studies Degree program recently delivered an evaluation of the Hong Kong program that re-emphasized continued strict adherence to the policy that requires incoming students meet TOEFL requirements.

In addition to bringing IU’s educational resources to international students, the School of Continuing Studies offers opportunities for U.S. and international students to pursue international and global topics. For example, in cooperation with the IU Alumni

Association and the Smithsonian Associates, the school offered a World Affairs Institute in 2004 with the theme “NATO in the 21st Century.” Presenters included Lee Hamilton, vice-chair of the 9/11 Commission, and U.S. Senator Richard Lugar.

The 2007 Smithsonian Institute featured lectures from the U.S. Department of State and the U.S. Department of Commerce concerning the global economic development roles of such major countries as China, Russia, India, and Brazil. Programs hosted in Washington, D.C., included evening presentations at the embassies for these countries. The 2008 Smithsonian Institute will feature several international themes. It will also capitalize on the presidential campaign and how candidates present their personal global perspectives during debates and other forums as they campaign for the White House.

## ***School of Education***

Founded as a department within the college at IU in 1852, and transitioning into the IU School of Education in 1908 following the requirement of formal training for public school teachers, by the 1960's IU's School of Education had grown to one of the largest in the U.S. The school's programs consistently rank near the top in the nation. IU's School of Education holds as its mission “to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society,” and states as one of its goals to “work in partnership with a range of constituents to effect change from the local to national levels throughout the world.” Representative of its commitment to education and research that reflects our rapidly changing and diverse society, the School of Education has incorporated an international and global perspective into its curriculum at all levels, and its faculty research has a significant focus on international and comparative education, as well as service. Although most of the undergraduate students are U.S. citizens (because teacher certification is locally specific), the graduate student body includes a large number of foreign students (approximately 25 percent of doctoral students and 20 percent of masters students are international). The school holds recruitment of international students to be a priority. Indeed, the School of Education has a standing International Programs Committee, which meets monthly to address issues related to recruitment, retention, graduation, and alumni relations with international students and faculty. The Committee's mission statement says “the . . . Committee promotes and enhances the international mission of the School of Education by initiating and developing policy recommendations

concerning international issues; helping to develop curricula and programs with international emphases; gathering and disseminating information pertinent to international scholarship and cooperation; serving as liaison with university-wide international committees and offices; supporting international students, educators, visiting scholars, alumni, guests and friends; and engaging in other activities pertinent to the international character of the school.”

## Teaching and Curriculum

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Although the School of Education does offer a master’s degree in International and Comparative Education, in general the international and global foci are represented throughout the curricula of the school’s programs. This commitment to representing the global environment of education is reflected in the School’s administrative cabinet’s recent discussions on curriculum and future directions for the School based on their reading of Thomas Friedman’s best-selling book *The World is Flat: A Brief History of the Twenty-first Century*.

Currently there are a number of courses offered throughout the School that focus on international, global and multicultural content. These include Teaching in a Pluralistic Society (required of most students); International Perspectives on Early Childhood Education; Comparative Education I and II; Psychology of Cultural Diversity, Equity and Opportunity in Public Education; English Language Use Across the World; Literacy Practices Across the World; Multicultural Curriculum Inquiry and Design. Many other courses incorporate global and international perspectives. For example, the graduate social issues in education course (H520), which is a course required for post-baccalaureate teacher certification, “has utilized units on education in other countries to enable students to see the practices in American schools as specific and not inevitable choices that Americans have made, choices that are made differently in other countries and that might be made differently in American schools” (Globalization Survey). In another example, Graduate Studies Dean Dr. Mary McMullen noted “it is rare for me to teach an early childhood education topical seminar without it being from a global perspective. I do this not only because the theories and ideas critical to early childhood (in particular the content related to birth to age three that I study and teach) are in fact influenced by research and practice across the world, but also because the students who take my courses represent multiple countries and contexts” (Globalization Survey). And because a large proportion of graduate students are foreign, their participation in courses that often require group work, as well as their involvement as Associate Instructors (68 employed

in this capacity in the 2006–07 school year) inevitably raises issues regarding applicability and adaptability of educational strategies to situations in international contexts, and provides examples of non-U.S. educational systems for discussion.

Many faculty conduct research and service around the world, and have developed related seminars or incorporate such experience into existing courses that they offer. For example, Dr. Margaret Sutton recently completed a five-year USAID project on civic education in Indonesia, which included faculty exchanges with the Universitas Negeri Padang. This experience significantly affected her teaching of H551 Comparative Education I and H340 Education and American Culture, and topical seminars on multicultural education. Another example is Dr. Heidi Ross, who is engaged in long-term research on girls' education in China. This experience has led to teacher exchanges and an undergraduate course on East Asian education that included a travel component to China and Japan. She also assisted in the development of student teaching placements in China through the Cultural Immersion Projects (discussed below).

Dr. Bradley Levinson has completed long-term ethnographic research on secondary schools in Mexico. This experience has led him to establish an undergraduate and graduate course (H380 Latino Education) that is cross-listed with Latino Studies. He is also involved with research projects and advanced courses on immigrant education and is now coordinating Indiana University's summer program in Mexico. Dr. Terrence Mason, in collaboration with Dr. Mitzi Lewison, is involved in a major collaborative project with teacher educators in Afghanistan (see below) and is also involved with teacher preparation programs in Eastern Europe, including Macedonia and the Baltic States. For example, he has initiated a multiethnic, multilingual teacher preparation program at Southeast European University in Macedonia, and he has also conducted workshops in Lithuania on creating democratic classrooms. In December of 2004, Dr. Mason and doctoral student Stephanie Cayot took a group of IU undergraduate students to Macedonia, where they visited local schools, attended classes at Southeast European University, and interacted with local people, all part of a project designed to promote intercultural understanding and broaden the global perspectives of future educators through firsthand experience in another country. The visit was reciprocated when nine students from SEU came to Indiana University in the spring of 2005.

Dr. Rebecca Martinez is involved with schools in Guatemala. She created a course, first offered in summer 2006, called International School Psychology Practicum through which students read about international school psychology, as well as prepared to take a trip

to Guatemala later in the summer. Drs. James Damico and Gerald Campano are working online with instructors and students worldwide via a critical web reader project. Additional examples of faculty research and service abroad are described below (and in the body of the Globalization Report), with obvious implications for how these faculty teach their undergraduate and graduate courses, as well as opportunities for IU student study and research abroad.

In addition to the opportunities to study abroad available within the College, the School of Education offers opportunities for extensive experiences abroad for their students. For example, The Overseas Project, in existence since the early 1970s, represents a significant way in which U.S. students are brought into international/global communities. Currently more than 100 students participate each year, and over 2,000 students have participated since the Project started. The Overseas Project is offered through the Cultural Immersion Projects, based in the Office of Teacher Education. In the Overseas Project, participants undergo a year-long preparatory phase designed to familiarize them with the education system, culture, lifestyles and conditions, some history, and contemporary issues and concerns in the host nations which they have selected. These preparatory requirements are completed in addition to participants' regular course load in the Teacher Education Program, and for most students, typically span the junior year.

All Overseas Project participants must student teach in elementary and secondary schools in Indiana for a minimum of ten weeks. Following a successful experience in Indiana, they then complete an additional eight "teaching weeks" overseas. At this time, the host nations offered are Australia, China, Costa Rica, England, India, Ireland, Kenya, New Zealand, Russia, Scotland, Spain, Turkey, and Wales. Negotiations are nearly complete for an additional site in South America. The student teachers are placed in local schools of those nations, so that participants are working with host nation teachers, using host nation curriculum materials, and teaching host nation children. In most cases, they live with families in their placement communities, affording even greater opportunity for cultural immersion and learning. On-site assignments are required, including weekly reflection reports that address a number of important topics through essays and short answers. They also must complete a service learning project in the placement community and submit a report detailing the nature of the project and the new learning and insights gained.

The Overseas Project has received national recognition as the recipient of two awards. In 2005, it was named a co-winner of the prestigious Goldman Sachs Foundation (Asia Society) Higher

Education Prize for Excellence in International Education (with two other departments at Indiana University), and in 2001, it was the sole recipient of the Best Practice Award for Global and International Teacher Education, given by the American Association of Colleges for Teacher Education. International students' involvement with the Overseas Project will be extended through a grant recently awarded by the Longview Foundation for Education in World Affairs and International Understanding. International graduate students will be engaged to serve as mentors for student teachers in the Overseas Project, as well as for K-12 Indiana teachers and their pupils.

Also offered through the Cultural Projects office is the Overseas Practicum for Experienced Teachers, where already-licensed teachers have the opportunity to pursue short-term (three or four week) teaching placements overseas. There are also opportunities for graduate students to study abroad. For example, in Educational Leadership and Policy Studies, H553 Travel Study is regularly offered. Through this course, individual students complete independent research projects abroad that are supervised by our comparative and international faculty. This course is taken by many students in the master's program in international and comparative education, but also by students from throughout the school and university who want to complete research abroad. Approximately four students a year complete this course, and many doctoral students complete pre-dissertation research abroad with support from International Programs.

## Research and Service

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Faculty at the School of Education have extensive experience with international research and service projects, some of which were described above. Additional examples include the work of Dr. Terrence Mason, a member of the faculty in Curriculum and Instruction, director of IU's Center for Social Studies and International Education (CSSIE), and director of a major collaborative project in Afghanistan. Dr. Mason's center is a partner in the Afghanistan Higher Education Project (<http://www.indiana.edu/~ssdc/afgan.html>), a program funded by the U.S. Agency for International Development (USAID) to help revive the teacher education system in Afghanistan. The other partners in the project are the Academy for Educational Development and the University of Massachusetts Amherst. The overarching goal of the five-year project is to teach Afghan teachers contemporary teaching methods. A number of Afghan teachers are coming to IU to earn their master's degrees in education, and IU faculty are making regular trips there to conduct workshops in specific content areas.

For example, Dr. Mitzi Lewison in Language Education was part of the first group to travel there in March of 2006.

Three additional examples come from Educational Leadership and Policy Studies: Dr. Peg Sutton has collaborated with and serves on committees in the Center for Global Peace based at the American University, which holds as its agenda “achieving a unifying global consensus as the basis for a humane, ecologically viable, new global system . . . [which] requires new political and social arrangements, a new (or renewed) vision of humankind’s existential reality and purpose, and an unrelenting effort to make the former truly reflect the latter.” Similarly, Dr. Bradley Levinson has been a member of the advisory board and acting director of the Center for Latin American and Caribbean Studies, reflecting his research on culture and identity formation at the secondary level in Mexico and the United States, Latin American migration and education, and civic and citizenship education for democracy. Dr. Levinson also serves as one of the co-editors of a new journal, the Inter-American Journal of Education for Democracy. Finally, Dr. Heidi Ross is now director of the IU’s East Asian Studies Center, reflecting her research on education and schooling in China.

Additional examples are seen in Instructional Systems Technology. Dr. Mike Molenda has collaborated with scholars here and abroad to establish (in 2004) and edit the Asia-Pacific Cybereducation Journal. Dr. Barbara Bichelmeyer has been a collaborator with Dr. Tom Duffy on the evaluation and curriculum development taking place jointly between IU and the Azerbaijan State University of Economics. Dr. Curt Bonk is involved in several international collaborations with faculty from Australia, China and elsewhere both in teaching together and in conducting research/publishing in the area of distance education. An example of the school’s commitment to international research and service is seen in a recent change in a long-standing center on campus The Social Studies Development Center, founded in 1968, was recently renamed the Center for Social Studies and International Education (CSSIE), and in doing so, enhanced its emphasis on international education.

Visiting Scholars are also highly encouraged at the School of Education. Nita Levison, who recently retired as Coordinator of Diversity & International Programs in the Office of Graduate Studies, established a source of information and support for visiting scholars upon arrival in Bloomington. She developed a web site specifically for visiting scholars (<http://site.educ.indiana.edu/VisitingScholars/tabid/6160/Default.aspx>) that contains all necessary information for the scholars. The numbers of these visitors varies, as does the length of their stay, which can be a little as a month to more than one year.

In 2006-2007, scholars from China (1), Korea (5), Lebanon (1), Saudi Arabia (1), Taiwan (5), Thailand (2) and Turkey (2) were in residence at the School. Over the past five years, the School has also hosted scholars from Australia, Germany, Mexico, Spain, Azerbaijan, Brazil, Chile, Ethiopia, and Russia.

## International Student Recruitment and Services

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As mentioned above, international student recruitment and retention is a priority of the School of Education. Currently, 182 international students are enrolled in the School, from 41 different countries (<http://site.educ.indiana.edu/StudentsIntl/tabid/6040/Default.aspx>). A Web site is in place to provide information to international students as well as international scholars—both prospective students/scholars and those already on campus. There, information is provided on the academic programs and application process, financial assistance and employment opportunities, housing, the Office of International Services, getting to Indiana University, international student associations, and more. The school also chooses a number of Goodwill ambassadors each year, most of whom are international graduate students at IU who have volunteered to answer questions from prospective students. A Goodwill ambassadors Web site was developed to offer the opportunity for prospective international students to communicate with a currently enrolled student from their home country or from a similar area. The program has been in place for six years and receives approximately 1500 hits per month.

While international students are at IU, the school offers several opportunities for them to improve their English writing abilities, including an academic writing course (L530 Writing for Academic Purposes) that is offered every year, and a writing tutorial service offered Monday through Thursday afternoon in the School of Education through a cooperative arrangement with the campus writing center. A broad range of useful information for currently enrolled international students in Education may be found on the web at International Resources and Opportunities. The experiences of international students at the school are explored in an annual study, “International Graduate Students Expectation of and Experiences in the IU School of Education,” conducted by Dr. Sharon Pugh and her students. Overall, participants have generally positive perceptions of the quality of their programs, but results are used each year to identify areas that can be improved. International alumni of the School of Education who are members of the IU Alumni Association receive two issues each year of the school’s alumni magazine, Chalkboard. The Fall/Winter 2006 issue of Chalkboard highlighted some of the international activities in

the School. There are many international alumni chapters hosting events that are open to all IU alumni (including Education alumni). These include chapters in: India, Hong Kong, Singapore, Canada, Japan, Korea, Taiwan, Singapore, The Philippines and China.

## ***School of Health, Physical Education, and Recreation***

Founded in 1946, the School of Health, Physical Education, and Recreation (HPER) is the oldest school of its kind, and its programs are consistently highly ranked in the nation. Now comprising the Department of Applied Health Science, Department of Kinesiology, and Department of Recreation, Park and Tourism Studies, the School of HPER offers nearly 50 degree programs at the undergraduate and graduate levels (<http://www.hper.indiana.edu/degrees/index.shtml>), and has over 250 faculty. The school is internationally known for its research and curriculum in all three of the academic departments. The Division of Recreational Sports, housed within the school, provides sport and fitness services for the university community. Although the school has long enjoyed a strong international reputation, and has been involved in international collaborations and research of global importance for decades, the more extensive international focus can perhaps be traced to 1989, when a faculty exchange program between the Beijing Institute of Physical Education (now Beijing Sport University) in China was begun.

This exchange opened the door to additional cooperative agreements with other international institutions that has provided extensive and continued cooperation between our school and other similar international organizations (currently, with 18 institutions spread throughout Turkey, China, India, Thailand, Hungary, England, Singapore, Taiwan, Scotland, Brazil, the Dominican Republic, Wales, and Australia) (<http://www.hper.indiana.edu/research/international/shtml>).

The newest agreement is between the Indiana University/ Department of Applied Health Science and Peking University in China. Global exchanges have furthered the commitment to globalization through many research projects, curriculum and scholar exchange. The school has approximately four to seven visiting scholars per year from institutions globally. This commitment to international research and teaching can be seen in many of the school's curricula and research projects. With the appointment of Dean Robert Goodman in 2007, The School of HPER has renewed its commitment to working toward IU's goals for advancing public health and international education (<http://newinfoiu.edu/new/page/normal/5089.html>).

## Teaching and Curriculum

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Cross-cultural and international/global perspectives are an integral part of many of the courses offered at the School of HPER. This is particularly true in courses that focus on public health issues; tourism around the world; global policy toward sport; leisure and health, cross-cultural components of leisure and health; as well as aging and disability issues across cultures and disciplines (aging, health concerns, and disabilities being foci of much ongoing research at the School of HPER). These include courses such as International Health, Tourism Systems Planning, Leisure and Society, Foundations of Recreation and Leisure, Introduction to Commercial and Entrepreneurial Recreation, and numerous travel courses. There are many opportunities for the exchange of ideas cross culturally in the classroom. Students are also encouraged to study abroad, and there is an impressive number of cooperative agreements with foreign institutions, as well as formal exchange programs.

Teaching exchanges began in the 1960s with New Zealand, Scotland, and the former Soviet Union. Currently, the Therapeutic Recreation program just completed a study abroad program and exchange agreement with HAMK University in Finland with three students traveling to Finland this past summer and faculty visiting during the fall 2007 semester. Two travel study courses in health were just completed that traveled to Beijing, Taiwan, and Bangkok with the second travel study group traveling to Kenya. Formal exchange cooperative agreements permit the international experience for both IU students and students from such institutions as Victoria University and Cardiff University. Students are also encouraged to participate in faculty research with international perspectives (such as the Global Aging Project and Usport, mentioned below). Several programs also reach global audiences through distance learning opportunities. The School of HPER's Office of Technology Services supports distance education courses and modules in gerontology. The content for the curriculum was contributed by international experts in gerontology. For more information pertaining to the gerontology curriculum go to <http://www.indiana.edu/~ungero>. Additionally, two internal grants for Global Citizenship Development have just been received by the Department of Applied Health Science.

## Research and Service

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The School of HPER faculty has several ongoing international research collaborations and service projects in a variety of locations around the world (see <http://www.hper.indiana.edu/research/programs/shtml>), of which only a few can be highlighted. These include proj-

ects on the design and delivery of prevention and care services to minorities and underserved populations, mental health care seeking following an HIV diagnosis in the U.S. and Kenya, use of medical care among Hispanic populations, cross-cultural studies of aging, studies of cross-cultural environmental attitudes, ecotourism and resource-based tourism (e.g., in Panama and Nicaragua), tourism's place in sustainable development, tourism impacts on protected areas (Nicaragua), disabled persons and tourism from a cross-cultural perspective (China, Australia, and the U.S.) and the interaction of tourists and refugees.

An important example of ongoing cross-cultural research conducted by an international collaboration led by researchers at the School of HPER is the GARNet project (Global Aging Research Network, <http://www.indiana.edu/-caa/GARNet/main.html>). The goal of the project is to develop an index for aging well with an accompanying measurement model through a multination study and continued research, spurred by the realization that older individuals are becoming a proportionately larger share of the total population in both developed and developing nations, and “will pose significant challenges for global stability, quality of life, and economic responsibility over the next decades” (Hawkins and Lamura).

GARNet is designed to “provide scientific evidence to guide policy reviews and developments that promote ageing well systems, communities, and personal behaviors” (<http://www.indiana.edu/-caa/GARNet/main.html>). Participating countries include Australia, Austria, Cameroon, China, Costa Rica, Côte d'Ivoire, Ghana, Greece, India, Italy, Kenya, Luxembourg, Malawi, Malta, Netherlands, Nigeria, Sweden, Togo, UK, and the U.S., and participating scientists represent the fields of psychology, sociology, anthropology, sport sciences, public health, epidemiology, medicine, nursing, gerontology, human development, pharmacology, public policy, human geography and economics. Over the long term, GARNet hopes to interface with international and national policy debates and research, design deliverables to target organizations, NGOs, WHO and national agencies, and expand GARNet research and organizational development. In addition to these research projects, the Department of Applied Health Science is engaged in a research project on the cessation of smoking in cross-cultural studies that includes five to seven countries.

The School of HPER's mission includes promoting human health and well-being and preventing disease, and envisions a world made better by its citizens actively pursuing healthy lifestyles. As such, the School of HPER offers many services to the local, state, national, and international communities. For example, the School

of HPER manages Bradford Woods (<http://www.bradwoods.org/>), Indiana's largest (2,500 acres) preserved natural area outside the state and national park systems, and a national and international leader in outdoor education and summer camp programming, which provides development opportunities to youth and adults locally, nationally, and globally. Many of the research programs of the School of HPER faculty also involve service components, and these faculty have worked closely with government agencies and NGOs to provide training and policy advice. Examples include Dr. Barbara Hawkins' work with the GARNet project described above, Dr. Lynn Jamieson's work on government policy on sport and leisure, Dr. Bryan McCormick's work on leisure in the lives of people with mental illness, and Dr. Ruth Russell's work on leisure in the lives of Sudanese refugee women.

In addition, HPER has received grant support from the U.S. State Department for a collaborative project (with Purdue and Notre Dame) for the Unity through Sport (USport) program (<http://www.hper.indiana.edu/features/sports.shtml>). The USport program is designed to promote unity in areas torn by religious and ethnic strife through the involvement of local youth in various sporting activities. Dr. Bryan McCormick of HPER says "we believe that when young people practice sportsmanship and have a good time on the playing field, they are more apt to develop understanding and mutual acceptance off the field." Through the program coaches and athletic sponsors from several nations (including Kyrgyzstan, Lebanon, Algeria, and Uganda) have received training at IU on forming youth sports leagues that encourage peace and tolerance, and IU faculty have visited these countries to aid in these endeavors. Many service endeavors are attached to research such as the AIDS research in Kenya.

## International Student Recruitment and Services

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Recruitment of international graduate students has occurred through the continued association with alumni who have gained increasingly responsible positions in their home countries upon return from their graduate degrees. Many international agreements and the recruitment of graduate students have been generated through this association with alumni. The School of HPER has been very successful in the recruitment of graduate students with approximately 72 students from 18 countries that present 18.8 percent of all the graduate students in the School of HPER. Currently, several agreements sponsor the exchange of students and programs for IU students that influence significantly the recruitment effort. The school has been highly successful with Victoria University with over 22 students per year participating in courses. An agreement with

the military permits approximately 15 students to travel to Guam, Germany, Italy, Spain, and elsewhere for experience in management. The School of HPER also supports short term faculty exchanges that have provided experiences for faculty in other countries.

The School of HPER has worked closely with the Office of International Programs to provide support and services for all international students. Dean Goodman has given financial support to create a full-time Coordinator of Minority Outreach, Recruitment and Retention who also serves as an internal resource for our international students.

## **School of Informatics**

Founded in 1999, IUB's School of Informatics is the first of its kind in the nation. Drawing its name from the European term "infomatika," informatics combines science and technology with a multi-disciplinary "cognate" approach which is influenced by cutting-edge theory and practice, thus situating itself as an innovative leader in a field that is inherently international and globalized. A "highly synergistic school," an awareness of global technological issues was integral to the establishment of informatics at IUB. Efforts to formally link informatics with globalization and internationalization are taking place within the Curriculum subcommittee of the Globalization Committee (a school-wide committee formed in the fall of 2005) and discussions have begun on development of a globalization cognate for undergraduates. This subcommittee has also taken up the issue of developing overseas internships and service-learning opportunities for informatics students. (One of these, similar to a minor, is required of all majors.) In June 2007 the School of Informatics signed an agreement with Trento University (Italy) as the first step in an agreement which will allow for student exchanges, joint conference presentations, and perhaps the addition of a third school, Fudan University (China), to this partnership. The recent move of the founding executive associate dean, Darrell L. Bailey, to a position that will allow him to take a more international role in the continued development of informatics demonstrates the importance of globalization to this growing field at IUB.

## **Teaching and Curriculum**

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On the Bloomington campus, the School of Informatics has two undergraduate degree programs (B.S. in Informatics and B.S. in Computer Science), four M.S. programs, and Doctorates in

Informatics and Computer Science. International experience is less of an issue in the graduate programs for international students who comprise a large fraction of the students in each program (indeed, a majority in some).

Students in the informatics program are not only required to take a set of core courses that provide them a firm foundation in this growing field, they are also required to take a series of electives that introduce them to the natural sciences and the social sciences. Further, students must take two to four courses that comprise an “international dimension” requirement. It is the hope of the Globalization Curriculum subcommittee to develop a “globalization across the curriculum” approach eventually, but this must await resolution of several other issues regarding the curriculum. Of central concern is what questions and what analytic approaches are to be constructed as central to Informatics research, as well as how the variety of currently approached practices are to be integrated. In particular, courses on globalization are an established part of the curriculum that deepen the international dimensions of informatics and will complement the in-process development of a globalization cognate.

The B.S. program in Computer Science retained its general education requirements when it moved from the College of Arts and Sciences except that the foreign language requirement was expanded into an international dimension requirement. It thus melds into the requirements of the Department of Informatics.

Globalization and internationalization issues are often touched on in undergraduate and graduate courses in social informatics, occasionally in other courses as an adjunct of other topics (e.g., security). Assistant Professor Eden Medina integrates several aspects of her dissertation research on computing under the Popular Unity government in Chile (1970–73) into her teaching of social informatics. Professor Chris Ogan includes discussion of her research on the computing practices of Turkish women in the Netherlands in her teaching at the graduate and undergraduate levels. The experiences of Dr. Geoffrey Fox, Dr. Dennis Gannon, and Dr. Beth Plale on the steering committee for the Global Grid Forum feed regularly into classes.

Gregory Rawlins of Computer Science teaches an undergraduate course on globalization that is part of the regular informatics course rotation. A graduate course on this topic, taught by Professor David Hakken of informatics, was added in the fall of 2006. Hakken’s course investigates the notion of an “intrinsic connection between globalization and the deployment of automated information and communications technologies,” or in short, the idea that “AICTs

*cause* globalization.” Hakken weaves his research on free/libre and open source software development and advocacy in Malaysia into his courses and is also working on the development of a cognate with anthropology. On campus, Informatics has reached out to other departments: after discussion with the School Dean and the Chair of the Globalization Committee, staff from India Studies developed a proposal for a course in India Studies to include technology issues specifically for Informatics students and Dr. Jean Camp is pursuing the development of an executive training program in information security in India. Additionally, several faculty have developed individual teaching arrangements with a variety of foreign students. Formal partnering arrangements with foreign institutions in Switzerland and Australia are also under construction.

## Research and Creative Activity and Services

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Several efforts were made under the leadership of the Globalization Subcommittee on Research, particularly sponsorship of an “Informatics Goes Global” conference in the spring term of 2006. Plans exist to organize two more conferences as part of an “Informatics Goes Global” series: in 2007, in conjunction with the Center for Global Change and the Center for Cyber-security, a conference on International issues in Security; and in 2008, in conjunction with East Asian Studies, a conference on the implications of a shift toward Asia in scientific hegemony. Additionally, substantial international participation/audiences were attracted to three additional conferences/workshops in Spring 2006: the annual workshop done in conjunction with the Biocomplexity Institute, the Network Science conference, and the A-life conference. Finally, many of the new informatics hires are using start up funds to participate in a broad range of international conferences, leading to longer term research relationships and a number of international students who have come to the school to do post-docs.

## International Student Recruitment and Services

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The primary approach is to develop a strategy for faculty-led relationships with other academic institutions and enterprises that build the reputation of the school and help attract high quality students. Two faculty members made recruitment trips to China and Korea, which had a noticeable positive impact on the quality of applications for the Fall 2006 Ph.D. class. The idea is to support more activity of this sort within the context of a general development strategy that sets priorities and promotes the likelihood that relationships will extend beyond the careers of current faculty and their interests. As

a step in this direction, the work of the new-part-time administrative assistant will be to supplement the results of an initial survey done by the International Links subcommittee of the Globalization Committee. This survey aimed to compile a comprehensive list of all faculty international links of potential interest to the school's development. Informatics is also evaluating the potential for a school representative in China and looking for broader IU initiatives in which to participate.

## **School of Journalism**

Established in 1911, IUB's Department of Journalism began offering undergraduate degrees in 1932 and graduate degrees in 1966. In 1974, under the leadership of Richard Gray, the Department became the School of Journalism, expanding system wide in 1982, and is now consistently ranked in the top ten journalism schools in the nation, with 33 Pulitzer Prize-winning graduates to date. After splitting from the College of Arts and Sciences in 1989, the school began offering its own degree program, the Bachelor of Arts in Journalism (B.A.J.). Although the department and school has shown a strong commitment to internationalism throughout its existence, an emphasis on global involvement can be traced in particular to the establishment of the Foreign Journalist Program under the direction of Professor Floyd Arpan, which the school developed and ran for the U.S. State Department in the 1960s and 1970s.

The commitment to engage internationally and offer educational opportunities for foreign students has continued to this day, for example in the "RIAS (Radio in the American Sector), German Journalism Exchange Program," organized by Professor Mike Conway in 2005, in which German and IU students and professional journalists spend time together in both countries to compare practices. These exchanges have continued yearly. A new hire in 2007, Professor James Kelly, has brought with him years of international work in training journalists and has just been awarded, with a colleague at Southern Illinois University, a grant from the U.S. Department of State for training regarding HIV/AIDS coverage in India, Pakistan and Sri Lanka. The international focus of IU's School of Journalism was reinvigorated in 2005 with appointment of a new dean, Professor Bradley Hamm, who is overseeing several important changes to the undergraduate and graduate programs, including a new Honors program with study abroad in London as a centerpiece (now in its second year), and a revised master's degree program with an emphasis on adding international internships, attracting international students and developing international experiences.

## Teaching and Curriculum

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With its international focus and experience, it is not surprising that IU's School of Journalism has attracted faculty with global teaching and professional interests. Of the 22 current faculty, more than two-thirds are actively involved in teaching abroad and/or international research or creative activity. It is also unsurprising that the core courses and most electives offered by the school incorporate international and global issues. As Dean Brad Hamm has said, "It's difficult to talk or think about journalism and the media in the twenty-first century without thinking beyond the bounds of the United States. Simply, the media are global, and teaching young people to work in the media industries demands a global approach."

Thus, the core courses lay the groundwork for understanding media on the global stage, and the course materials address media economics in a global environment, international issues in media ethics, advertising and PR as international organizations, new media with global reach, and international effects of media, to name a few. These courses provide many opportunities to study, discuss and write about global issues as they pertain to the media or as they are covered by the media. For example, students in the media ethics class recently examined differences in coverage of the Iraq war in the U.S. press and Al Jazeera. There are also classes specifically designed to address international issues, such as International News-gathering Systems, International Communications, and Communication and Development.

Several elective courses reflect the faculty's international interests and connections to departments across IU, including ethnic studies, international legal issues, issues of media use for assimilation, journalism education, and comparative media systems. In fact, journalism faculty are involved in an impressive number of IU's area studies programs, including West European Studies, African Studies, Latin American Studies, East Asian Studies, Middle Eastern Studies, Russian and East European Studies and India Studies. Students are also exposed to international and global issues through interaction with international students, including current graduate students from China, Hong Kong, Singapore, Korea, Iraq, Kuwait, Turkey, Kosovo, Ukraine, Turkey, India, and Germany. In addition, undergraduate majors are required to take four semesters of a foreign language and three cultural studies courses.

In addition to coursework at IU, Journalism students are exposed to international issues and experiences outside of the classroom and in study abroad programs. In fact, approximately 20 percent of undergraduate junior/senior majors study abroad. Beginning in 2006,

winners of the national Scripps Howard annual reporting contest travel abroad (to Korea and Japan last year) to visit media organizations and talk with journalism educators there. The school has also recently created an office of Experiential Education and Recruitment, headed by new director Jessica Gall. Her mission is not only to attract students to IU, but also to aid IU journalism students in efforts to study abroad. She says “To get the most out of (their education), students need to go out into the real world, especially now with globalization.” Thus far she has helped to organize a trip to Tokyo for the students in Professor Jim Bright’s International Public Relations class, and a trip to London, Normandy, and Paris for the student of Professor Owen Johnson’s class on the life and work of Ernie Pyle. And, of course, students are encouraged to find internships to help give them real-world experiences. To this end, contacts with alumni who now work in more than 30 countries, including Australia, Croatia, Norway, Mexico, Belgium, Hong Kong, Germany, Singapore, India and Egypt, just to name a few, can be very helpful. Each year the school also hosts several scholars from abroad, including scholars from South Africa and South Korea most recently.

## Research and Creative Activity

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As reflected in their teaching, described above, IU’s School of Journalism faculty have an impressively international and global focus to their interests. These interests have led faculty to publish books, academic papers, trade journal articles, and photography books that have an international focus. For example, one of the most widely attended conferences for IU faculty in 2006 was the annual meeting of the International Communication Association (ICA) in Berlin. In May 2007, the school hosted the Fifth International Symposium on Communication in the Millennium, which brought 50 scholars from Turkey and elsewhere. Recent books by IU Journalism faculty include Professor David Weaver’s *Global Journalist* (1998, Hampton Press), which examines the profession of journalism around the world using survey results from professionals in 21 countries (<http://www.iuinfo.indiana.edu/homepages/0411/text/global.htm>), and Professor Steve Raymer’s *Images of a Journey: India in Diaspora* (2007, IU Press). Faculty are also involved in Area Studies research (with affiliations across campus as described above), including a professor who has been a member of the Overseas Study Advisory Council for more than a decade, a former director of the Russian and East European Institute at IUB, a faculty adviser to the Turkish Studies student group.

## International Student Recruitment and Services

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As mentioned above, the School of Journalism has recommitted itself to recruiting international students, including establishing the new Office of Experiential Education and Recruitment (discussed above) and efforts to visit and rebuild ties with alumni abroad (especially in Asia, for example the recent Scripps Howard prize trip to South Korea, and a visit by Dean Hamm to both Japan and South Korea in 2005). Although the school has a small international undergraduate population (about seven out of 675 students in 2005–06), probably due to the challenges of working in a second language, the school's master's and doctoral programs have attracted many students from abroad for decades (see above for a list of current nationalities). The school offers an orientation program for associate instructors that includes information on pedagogical issues and is designed to assist students in dealing with differences they may encounter in higher education in the U.S., as well as help orient students to the campus and to Bloomington. Because language competency is critical, especially in reporting and writing classes, faculty often refer foreign students to the campus writing center for assistance, and also provide extra assistance on writing assignments in some cases.

## School of Law

IU's School of Law has been deeply committed to issues of internationalization and globalization since the appointment of Dean Alfred Aman in 1991. Dean Aman and the faculty founded the Indiana Journal of Global Legal Studies (discussed in detail in the main report) and expanded the century-old international graduate and visiting scholar programs at that time. The curriculum and research at the law school reflect this ongoing international commitment, and that commitment led to the creation of a Global Programs Working Group in 2005 to examine the current curriculum and identify ways to improve it. In April 2005, the school's commitment to internationalization was expressed through the adoption of a Strategic Plan containing the following goals:

## Preparation For the Practice of Law in a Global Market

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The majority of law school students enrolled in the J.D. degree program are U.S. citizens, but the school has several degree programs created for international students. These include the Master of Comparative Law (M.C.L.), the Master of Law (L.L.M.), the Doctor of Juridical Science (S.J.D.), and the Certificate in Legal Studies,

which are all designed for students with an initial law degree from outside the United States. International students enrolled in these programs take courses and participate in other law school activities with the J.D. students, as well as enroll in courses specifically designed for these degree programs. Over the last decade the number of foreign students enrolled at the School of Law has dramatically expanded to about 75 (out of a total enrollment of approximately 650 students). These foreign students are often already accomplished legal professionals in their own countries, such as judges, government officials, and corporate lawyers.

The increase in enrollment of international students has been facilitated by the hiring of an Assistant Dean for International Programs who is an experienced international-programs expert, increased commitment of faculty members to the program, and the addition of new scholarships and academic and social support services over the last five years. The law school regularly visits countries with large numbers of alumni for recruitment efforts, and has active alumni clubs in Germany, China, Taiwan, Korea and Thailand.

- We will integrate a global perspective into the intellectual and social life of the Law School through faculty hiring and research, curricular and extracurricular offerings, a robust graduate program for international students, and opportunities for American students to study law abroad.
- We will increase the number of curricular and extracurricular learning opportunities that include an international or global component.
- We will continue to improve the academic quality and geographic diversity of our graduate classes, we will integrate fully [international] graduate students into the life of the Law School, and we will recognize and support faculty participation in the graduate program.

## Teaching and Curriculum

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The School of Law includes coursework on international legal issues across the curriculum instead of confining it to a particular area. In a typical year, the school offers courses such as Public International Law, European Union Law, International Business Transactions, International Environmental Law, International Intellectual Property, International Trade, International Human Rights, International Litigation and Arbitration, Law in Post-Conflict Environments, Law and Society of Asia and Comparative Constitutional Law. The school's approach allows students in any concentration to incorporate an international perspective into their education. And as international students study alongside U.S.

students in law school courses, their proximity and engagement in the materials encourages the exchange of ideas among students.

The law school supplements its regular offerings through an impressive record in attracting international visiting scholars, with several international scholars in residence at any given time, and regular faculty exchanges with universities in England, France, Germany and New Zealand. Most recently the law school has arranged for ambassador Feisal Amin Istrabadi, a principal drafter of Iraq's interim constitution and 1988 alumnus, to join the faculty for the 2007-08 academic year and teach courses on transitional justice in Iraq and the trial for former Iraqi President Saddam Hussein. He is currently a Deputy Permanent Representative of Iraq to the United Nations. He will also be active in research at the IU Center on Constitutional Democracy in Plural Societies, the IU School of Public and Environmental Affairs, and the IU Center for the Study of Global Change. In addition to international visiting faculty, the law school attracts many international legal scholars for shorter stays through its many international conferences such as the annual Global Journal conference and the 2006 Globalization of the Legal Profession conference, as well as the endowed Earl Snyder Lecture Series and the George P. Smith Distinguished Visiting Professor-Chair.

The number of courses with an international focus has quadrupled since the 1990-91 academic year and the percentage of the eligible student body (those students who have completed the first year course requirements) enrolled in global curriculum offerings is approximately 44 percent.

In addition, J.D. students can enroll in study abroad semester or summer programs in England, Ireland, Russia, France, Spain, China, Hong Kong, New Zealand, Egypt, Korea, and Poland. Over the last five years, approximately 30 percent of each graduating class has studied abroad during their law school program.

In addition to the J.D., M.C.L., L.L.M., and S.J.D. degrees, the law school offers several interdisciplinary and joint degree programs. These included a Ph.D. in Law and Social Science, and joint degrees with Business, Library and Information Science, Public and Environmental Affairs, Telecommunications, and Journalism. All of these degrees can incorporate an international focus. Law students can also choose to pursue minors in other IU departments, and graduate students enrolled in other programs at IU can pursue minors in law.

## International Student Recruitment and Services

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The law school has many programs in place to help support its international students, ranging from the social to the academic. On the social level, U.S. and international students are encouraged to interact outside the classroom in discussion groups and sponsored social events such as Soctoberfest (an annual celebration and afternoon of soccer) and Asian New Years parties. On the academic level, the School works with the Center for English Language Training (CELT) to develop English language instruction for students and presentations for faculty on more effective teaching strategies to reach international students; educates faculty and U.S. students on the qualifications and abilities of international students; provides a small number of full scholarships for students from five partner institutions and some half-tuition scholarships for needy students from underrepresented countries; has a week-long orientation for new international students covering academic/personal/visa issues; offers a special Introduction to American Law section for international students starting in the summer; and engages in intensive professional and social enculturation to the U.S. legal system in several courses specifically for international students. International and domestic students participate in the Jessup Moot Court Competition, which is an annual competition between teams of law students from across the globe who present opposing sides of a complex problem in international law. Students also work on the Global Journal and with the Center for Constitutional Design in Plural Societies.

Most of the school's international students plan to return to careers in their home countries. However, the law school does provide resume writing and cover letter workshops, networking and job searching workshops, and individualized assistance for international students wishing to explore the job market in the U.S.

## Research and Service

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Faculty at the law school are heavily invested in international and global research and service. An important example of this research focus is the creation of the Center for Constitutional Design in Plural Societies (<http://www.iub.edu/-ccdps/>), which seeks to study and promote constitutional democracy in countries marked by ethnic, religious, linguistic, and other divisions. This center grew out of Professor David Williams' expertise in issues of constitution drafting and design in multiethnic societies, an expertise that was developed through working with graduate students from Burma and Kazakhstan. The center now involves interdisciplinary collaborations with IU faculty from many departments, as well as

universities abroad. It holds an annual conference, sponsors and publishes research, and provides training and advising to leaders of democratic reform.

The law school is also home to Professor David Fidler, an internationally-recognized expert on international law and public health, the regulation of foreign investment, biological weapons and bioterrorism, the international legal implications of “non-lethal” weapons, and even the globalization of baseball. He has served as an international legal consultant to the World Bank Group, the World Health Organization, the U.S. Center for Disease Control and Prevention, the U.S. Department of Defense’s Defense Science Board, and the Federation of American Scientists Working Group on Biological Weapons, among others. The law school has also worked closely with the IU Center for Global Change on research projects, as well as institution-building and education projects in foreign countries. Together, they sponsored a recent conference on genetically modified organisms.

The *Indiana Journal of Global Legal Studies*, now in its thirteenth volume, provides a widely acclaimed and excellent forum for publication of research about the effects of globalization. It is regarded as a leader in its field, and sponsors annual symposia that bring scholars from around the world to Bloomington.

## **School of Library and Information Science**

The School of Library and Information Science at IUB is the culmination of a fifty year evolution that began in 1930 with a program to train librarians that, in and of itself, was forty years in the making. Since that time, the school has developed into the Division of Library Science (1949–66), the Graduate Library School (1966–80), and finally becoming the School of Library Science in 1980—a name that continues to characterize the school’s efforts to provide training for both librarians and information scientists. The field of library and information science, by its very nature, is actively involved in information access at a global level.

## **Teaching and Curriculum**

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SLIS continues to offer courses such as International Information Issues, which are revised to remain up to date. Although there are no developments in curriculum or teaching focused explicitly on internationalization/globalization, quite a few of the recent faculty hires

come from outside the U.S. and provide a variety of geographic and cultural (as well as disciplinary) perspectives on the material they teach. The school is engaged in continuous, incremental revision of the curricula to take account of relevant international developments (e.g., international trade, telecommunications and intellectual property treaties, Internet developments).

For example, International Information Issues (L610) is offered each spring. From the spring 2006 syllabus: “This seminar addresses the hopes, promises, and realities linked to the spread of information and communication technologies (ICTs) throughout the world. We will study competing expectations and predictions about the role ICTs will play in socio-economic, political, and cultural development. At the same time, we will read case studies from a variety of countries that examine these themes in their local implementation contexts.” In earlier versions of L561 The Information Industry SLIS students were digital entrepreneurs, working in teams to design, create, and manage their own international web businesses and to operate them in a virtual economy. The first half of the semester was devoted to preparation, then for eight weeks, real time, the storefronts are open for business, 24/7. Students from the U.K., Germany, Australia, and the U.S. were the shoppers participating in the course developed and taught by Howard Rosenbaum ([http://www.slis.indiana.edu/news/story.php?story\\_id=432](http://www.slis.indiana.edu/news/story.php?story_id=432)).

Dr. Rosenbaum has been teaching the graduate class in e-commerce in Indiana University’s School of Library and Information Science since 1996. In 1999, with an Ameritech Fellows grant and a Sun Microsystems Academic Equipment Grant (a Sun Enterprise server), he redesigned the class using a novel pedagogical strategy, problem based learning, and a complex technological simulation of a competitive free-market, a web-based virtual economy. In 2002, his work was recognized with the Indiana Partnership for Statewide Education Award for Innovation in teaching with Technology. This class is one of four such simulations in the U.S. and the only one that provides an open global marketplace with real shoppers who are not at the same university as the student store owners. Students develop and use web services and experience the rapid e-business start up cycle. Working in teams, they create business plans outlining their product lines and services, describing business operations and forecasting their profitability. These plans are presented to “venture capitalists” (colleagues) who invest in the businesses. This investment allows the teams to manage their costs (purchasing advertising space on a portal page, paying hosting costs, purchasing market research about the shoppers, and charges for technical consulting).

At the end of the semester, the VCs are repaid and costs are subtracted from each store's revenues. The team with the most profit wins and receives a bonus added to their grade. The team with the most transactions receives a smaller bonus. "There is a global focus associated with economic development in Indiana, and this course is definitely an exercise in globalization. SLIS students work with other students across the world," Rosenbaum commented. The increasing recognition that information and communication technologies allow (and cannot stop) the international flow of information rivets attention on the importance of a broad-based understanding for future information professionals. This perspective touches every course, from the introduction to information science and the discussions of library collection development in an age of foreign domination of the publishing market, to advanced topics in strategic intelligence, and international information issues.

Although there are no formal study-abroad programs, several interns have been placed in other countries, including the Swedish Collegium of Advanced Studies in the Social Sciences, SK Telecom in Seoul South Korea, and the Jewish Public Library in Montréal Canada. Dual master's degrees in Latin American and Caribbean Studies (and Master of Library Science) and Russian and East European Studies (Master of Information Science and Master of Library Science) have also been offered.

## Research and Creative Activity

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The issues SLIS faculty address and the professional associations of the discipline explore how to make information available to all peoples in all places. Associate Professor John Paolillo's presentation as part of "Measuring the Information Society," held in conjunction with the UN-sponsored World Summit on the Information Society, is an example of the international engagement and perspective that are key to this planning. Traditional library concerns have included international library resources; for example, Beta Phi Mu (library and information science national honor society) recently sponsored SLIS student Tahirah Akbar-Williams to work in South Africa with the World Library Partnership. Elisabeth Davenport, SLIS Visiting Scholar and Professor of Information Management at Napier University in Edinburgh Scotland, is in residence each summer to participate in joint research and teach an advanced seminar on knowledge management. From this contact have come, over the last five years, numerous conference co-presentations, and co-authored journal articles. At least eight SLIS faculty members have been to Edinburgh to collaborate with Dr. Davenport and her colleagues.

The international character of the faculty itself provides an international perspective. As of spring 2006, half of the full-time faculty members are natives of other countries: Bangladesh, England, Germany, Ireland, Israel, Japan, Korea, and Lebanon; the Dean holds visiting professorships in the UK. Faculty members have consulted for numerous international agencies, including Asian Development Bank, Brazilian Ministry of Science and Technology, European Commission, NATO, Regional Education Laboratories, UNESCO, and the World Bank. In addition, visiting scholars and multi-national research collaborations help all faculty members identify and address international issues in their courses as well as in their research. Numerous scholars from Europe and South America have spoken in a range of colloquia and seminars, notably in the series sponsored by the Rob Kling Center for Social Informatics. The school provides faculty research support, which is often used for international travel or collaborations with colleagues from around the world. This May the International Workshop and Conference on Network Science (NetSci 2006) was co-organized by SLIS faculty member Katy Börner (with support from the National Science Foundation). Speakers came from Australia, Germany, Israel, Italy, and Japan.

Visiting scholars and guest lecturers are welcomed as they are available and depending on faculty interest and availability. One scholar, Elisabeth Davenport (Professor of Information Management at Napier University in Scotland) has generously come to Bloomington each summer since 2003 to teach an intensive course on knowledge management. Most visiting scholars are funded through their home institutions or with external (e.g., Fulbright) grants. Visiting scholars who teach for the school are remunerated as adjunct faculty. Recent visiting scholars have come from Australia, Belgium, Brazil, Denmark, China, France, Germany, Indonesia, Ireland, Japan, Kuwait, Oman, Poland, Saudi Arabia, South Korea, Spain, Sweden, Thailand, and the UK.

## **International Student Recruitment and Services**

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International students are handled by the school's admissions staff (Director of Admissions and Placement, Admissions Services Coordinator, and Ph.D. Recorder). Visiting scholars are handled by the faculty member with whom they work, the Administrative Secretary, and the Associate Dean. The Director of Admissions and Placement works with other academic units to recruit students for Foreign Language and Area Studies (FLAS) fellowships. International students have been important historically, particularly in the Master of Information Science program. The majority of SLIS students, especially international students, approaches the school and applies

online. The SLIS Director of Admissions is a member of the campus committee on Graduate International Recruitment. She has created and maintains a section of the school's website with information for international students. Students who applied, were accepted, and began studies in 2006 were offered \$200 to offset visa and SEVIS fees. One of the SLIS fellowships is often given to international students: the Yuan Tung Li Memorial Fellowship provides a \$1,000 annual award to a student of Chinese ancestry. International students are eligible for, and receive some of, the school's merit scholarships.

International students' perspectives are encouraged in all classes; they are especially valuable in courses that strive to make evident the "taken for granted" knowledge about information: L542 Human Computer Interaction, L547 Organizational Informatics, L563 Information Policies, Economics, and the Law, and L610 International Information Issues. In addition to access to campus resources, international students receive the same opportunities all SLIS students have to join and participate in professional organizations. As for all SLIS students, international students are encouraged to take part in the mentoring and advising programs on résumé review and job search workshops. The master's students are encouraged to join professional associations (at student rates) and to attend regional and national conferences. As with all students, the School conducts end-of-semester course evaluations, arranges open meetings, and conducts a survey of new graduates several weeks after graduation. All SLIS students and their families are invited to the school's fall reception.

## **School of Optometry**

Established in 1951 by the General Assembly of the State of Indiana, the School of Optometry has continued to play an important international role in the research and study of vision and physiological optics for over fifty years. The global reach of the School of Optometry is apparent through its various agreements with universities in Thailand, the Netherlands, Hong Kong, and China.

## **Teaching and Curriculum**

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Although the school does not offer courses that specifically focus on international content, lectures on the profession of optometry in an international context are part of survey courses, international clinical rotations (the Netherlands, Thailand, Australia) are offered to optometry students from foreign institutions, and exchange programs (Hong Kong) are also an option to gain experience abroad for our students.

The school operates a clinic in Guanajuato, Mexico with a full time faculty member there to oversee our students. A student organization (Volunteer Optometrists for Service to Humanity-VOSH) puts together a trip to Guanajuato each spring where five or six faculty and about 30 students go down to provide vision care services to the indigent population. This is great experience for the faculty and students as they see ocular conditions not common in the U.S. Patients requiring follow-up or long-term care are referred to the clinic. Twelve to 16 of our professional optometry students each year go to our Mexico clinic for 12-week clinical rotations. External funding provides them with \$400 to help defray the airline cost. Faculty have also started a couple of clinical research projects at this clinic.

The school has also been working with Ramkhamhaeng University in Bangkok, Thailand to develop the first optometry program in Thailand. A significant number of faculty go to Thailand to teach courses and help them develop their program. Faculty are also working with the School of Optometry at the Hong Kong Polytechnic University and the Zhongshan Ophthalmic Center at the Sun Yat-sen University in Guangzhou, China to provide a program to give graduates of the Hong Kong and similar programs a Doctor of Optometry degree.

A student organization, Fellowship of Christian Optometrists, sponsors trips for students to provide vision care to the needy in some Latin American countries. The school is also in discussion with the Tongren Hospital (which is associated with the Capital University in Beijing) to consider participating in the development of their optometry program.

## Research and Creative Activity

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International activity has increased with the work in Thailand, the Mexico clinic, Hong Kong, the Netherlands, and with China. These activities have given faculty and students more exposure to people and cultures internationally. Optometry faculty travel internationally to collaborate with colleagues and to present their research, although there are no formal programs to encourage these activities. Faculty collaborate with researchers in Belgium, Canada, and New Zealand; and have been on Ph.D. dissertation and thesis committees for students from Australia and Hong Kong. International scholars regularly visit to work with the faculty and to make presentations. The school offers limited funds to help in some cases with travel expenses when they present in regular seminar series. In other cases they may be supported on faculty research grants. In many cases they provide their own support or their institution provides support.

## **International Student Recruitment and Services**

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Recruitment of international students is not a high priority, with the exception of prospective Canadian optometry students. The school receives numerous international graduate school applications due to its reputation without significant formal recruiting. The student administration office assists international students with respect to requirements, finding housing, and other needs to become situated in Bloomington and on the campus. With respect to post-docs, visiting faculty and other international visitors, they are usually helped by the individual faculty whom they are working with as well as the administration. When international students come to the program with families it is usual for faculty to invite them to their home and to work with them. The school does not have any formal program as it does not have a significant number of students with families. With respect to international Ph.D. students, they obviously are very involved in research in faculties' labs. Some are graduate assistants in optometry courses.

The School of Optometry has only a few international students in the professional Doctor of Optometry program. Over half of the graduate (Ph.D. students) are international students. With the exception of Canada, the optometry practice and laws vary around the world, thus it is not common for a significant number of international students to be in the professional optometry program. A majority of the master and Ph.D. students from outside the U.S. are mainly from China and India with a few from other countries. The students coming into the professional optometry program have a bachelor's degree and many of those programs require foreign language. Once in the program there are no further foreign language requirements. For students going to the Mexico clinic, they do get some formal courses in Spanish while there.

## ***School of Public and Environmental Affairs***

IU's School of Public and Environmental Affairs (SPEA) pioneered the blending of environmental science and public policy as naturally complementary fields of study, recognizing that both focus on interactions among people and their environments. SPEA was established in March 1971 by action of the Indiana University Faculty Council and the Board of Trustees. The Faculty Council asked the school to help deal "more effectively and dispassionately with the needs and problems of modern society" and to bring greater coordination and visibility to IU's efforts in public and environmental affairs. The Trustees directed the school's efforts toward delivering

high quality educational programs at the undergraduate, master's, and doctoral levels; providing high-quality public service; and conducting research in the interest of public service. Later in 1971, IU President John Ryan appointed Charles Bonser as SPEA's first Dean and SPEA started operations on three floors of the Poplars building, a converted dormitory. In the Fall of 1972, SPEA opened its doors to students and classes began on five campuses: Bloomington, Indianapolis, Northwest, South Bend, and Fort Wayne. In 1981, SPEA moved into its current building in Indianapolis and in 1982 moved into its current building in Bloomington.

SPEA currently offers ten degree programs on its Bloomington Campus:

- Bachelor of Science in Public Affairs
- Bachelor of Science in Public Health
- Bachelor of Science in Environmental Science  
*(jointly offered with the College of Arts and Sciences)*
- Bachelor of Science in Arts Management
- Master of Public Affairs
- Master of Science in Environmental Science
- Master of Arts in Arts Administration
- Ph.D. in Public Affairs
- Ph.D. in Environmental Science
- Ph.D. in Public Policy  
*(jointly offered with the Department of Political Science)*

SPEA's many Centers, Institutes and Initiatives present an impressive range and depth of expertise, including the Institute for Development Strategies, Transportation Research Center, Institute for Family and Social Responsibility, Geographic Information Systems Laboratory, Global Initiatives, and the Workshop in Political Theory and Policy Analysis. SPEA's curriculum and faculty research have international components. SPEA's dedication to an international viewpoint and recognition of the profound impact of globalization has been reaffirmed several times throughout its history as the curriculum has been continually updated and revised to reflect the vast international research and professional service experience of faculty and the changing needs of students. SPEA's faculty have fields of expertise that are of great importance in today's international world, including global warming, developing democracies, harmful toxins, environmental conservation, nonprofits, public finance, health care and air traffic management, to name but a few.

Overall, SPEA is "eager for students to learn about the increasing importance of global flows of information, ideas, technology, capital, and other forces in the shaping of state and society. However, SPEA also emphasizes a comparative approach to clarify how public admin-

istration, public policy, and environmental management function in the U.S. context. That is, we are persuaded that by examining how other governments and societies manage complex problems, we can gain a clearer understanding of how these problems are managed in the U.S.” (Globalization Survey).

## Teaching and Curriculum

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It is impossible to cover all of the international/global aspects of SPEA’s curriculum in a short review. At all levels, SPEA integrates an international perspective and content throughout virtually all of its courses. SPEA also offers dedicated international-focused courses in various majors. The addition of many faculty with internationally relevant research or professional experience over the past 10 years has greatly increased the available courses with international focus. Some of the recent hires include Rafael Reuveny (political economy, sustainable development); David Audretsch (entrepreneurialism and economic development in Europe); Matthew Auer (foreign aid, environmental diplomacy, industrial environmental politics); Joyce Man (taxation policy and public finance in China); Ann-Marie Thomson (nonprofit management in the international context); Vicky Meretsky (environmental management in Central Asia); Osita Afoaku (politics of regional security and AIDS in West and Central Africa); Burnell Fischer (tropical forest management); Evan Rinquist (evaluation of international environmental regimes); Les Lenkowsky (international philanthropy; humanitarian assistance), all of whom have incorporated their international experience and research into their courses.

For example, Lois Wise, a noted expert on Nordic countries’ civil service reform, brings her extensive knowledge of Swedish and Norwegian civil service policies and management into courses such as *Managing Workforce Diversity* and *Managing Interpersonal Relations in the Workplace*; Matthew Auer’s *International and Comparative Environmental Policy* and *International Environmental Policy* courses draw on his direct experience as a former official of the United States Agency for International Development as well as his negotiation experience at the United Nations; and Ann-Marie Thomson’s *International Nonprofit Organization Management* course draws on her experience as founder and manager of a Congo-based nonprofit organization (as well as decades of experience with African relief organizations and various international organizations). Some additional undergraduate international coursework includes *National and International Policy* (the required “gateway” core course for the B.S. in Public Affairs) and *Environmental Management in the Tropics*. International graduate courses include *Introduction to*

Comparative and International Affairs, Economic Development, Globalization, and Entrepreneurship, Democratization and Transition in Eastern Europe and the Newly Independent States, International Economic Strategies and Trade Policy, and Civil Society in Comparative Perspective.

In addition to SPEA coursework, students are encouraged to enroll in IU's area studies and language courses, and SPEA maintains several joint degree programs at the graduate level with IU area studies programs (including with West European Studies, Central and East European Studies, Latin American and Caribbean Studies, Inner Asian and Uralic National Resource Center, Russian and East European Institute, East Asian Studies, and African American and African Diaspora Studies). SPEA students also take advantage of the many study-abroad opportunities offered at IU, and SPEA has a dedicated full-time career and alumni affairs staff member to help students and alumni identify and develop overseas study, internship and job opportunities.

As one example, SPEA has served as administrative host and partner in delivering the "Europe Seminar" for graduate students, which brings about 20 students to Europe to learn about public administration and international affairs in the European context. Students visit, among other organizations, the EU Headquarters in Brussels and NATO offices in one or more NATO countries, as well as various international organization offices. SPEA faculty have also designed and administered the coursework in the "IU at Oxford" program for undergraduates, which includes coursework at Oxford University in Public and Private Decision-Making and Governance of Public and Private Organization. SPEA also runs a Scholarship for International Internship-Study-Research Program, which offers funding for off-campus international activities.

Many of the students in the doctoral programs in Public Affairs and Public Policy pursue research topics that require students to travel outside the U.S. to collect relevant data, for which they often receive internal support from SPEA and other IU sources. SPEA also hosts multiple visiting scholars annually, who present talks on their research, teach courses, and collaborate with students outside of the classroom. For example, last year SPEA (along with the IU School of Law) hosted Feisal Amin Istrabadi, the principal drafter of Iraq's interim constitution, who this year will teach courses on transitional justice in Iraq and work with the Center for Global Change and World Peace. SPEA also arranges special receptions and roundtable discussions for Returned Peace Corps Volunteers and international students to share their experiences with IU students and faculty.

## Research and Service

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As with its coursework, it is impossible to cover all of the international and global aspects of ongoing research and service activities of SPEA faculty and students. One reflection of SPEA's international research and service activities is SPEA's Global Initiatives. SGI's goal is to promote positive change through applied research, teaching and public service for governmental, intergovernmental, for-profit, nonprofit, and academic institutions. SGI offers expertise in democratization and civic engagement, economic development and public finance, and international environmental and natural resource management. Initiatives have been organized on all five continents, including "training and technical assistance for parliamentarians in Ukraine; performing evaluations of foreign aid programs in Mexico and Bolivia; raising awareness of HIV/AIDS transmission in China; advising environmental professionals in Uzbekistan; developing U.S. governmental strategies to promote sustainable forest management worldwide; building partnerships with universities and launching new academic degree programs and exchange programs in dozens of countries; appraising personnel management reforms in Sweden; and advising on the development of Russia's tax code."

In cooperation with the Law School and the Department of Political Science, SPEA is also highly involved with former IU President Herbert's Democracy Initiative, whose goal is to cultivate the substantial intellectual resources at IUB that focus on democracy and democratic processes. SPEA will cosponsor a conference in 2007 on this topic that will bring together policy makers, scholars, civil servants, lawyers, judges, reform advocates, opinion makers, leaders of civil society organizations, and others for a daylong meeting to consider where the global movement toward democracy may go from here. Three themes providing foci for the event include the challenges of reconstructing war-torn societies, the rapid growth of NGOs in transitioning societies and their impact on national infrastructure and public policymaking, and the roles that constitutions, constitutionalism, and the rule of law can play in making democracy work.

## International Student Recruitment and Services

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SPEA is highly committed to its international students. "SPEA's attention to internationalization and globalization require faculty and staff to not only promote a global perspective among American students, but also to train new generations of scholars and professionals from overseas" (Globalization Survey). SPEA actively recruits international graduate and undergraduate students, who are "among the strongest applicants to SPEA" (Globalization Report). In this

effort, SPEA participates in several international programs such as the Open Society Institute (OSI), the International Research and Exchanges Board (IREX), the American Councils (ACIE/ACTR), as well as IU's Center for International Education and Development Assistance (CIEDA). SPEA has also hosted one to three Fulbright students annually. SPEA maintains a full-time staff member within its Graduate Program Office who manages all overseas contract students (e.g., Muskie and American Council students). Her role is to help ensure that students' applications for admission are in order, handle correspondence with students and their home institutions, and troubleshoot problems while students are in the U.S. In addition, SPEA funds a Volunteer and International Services Graduate Assistant who works with international students on a multitude of extracurricular activities such as student presentations, potlucks, and integration into student organizations.

Foreign students have been especially active in SPEA's Global and Comparative Affairs Group, the principal student group that focuses on international affairs. Also active in planning events and initiatives is SPEA's International Diversity Coordinator, who also handles student complaints dealing with diversity sensitivity and related issues. A particularly popular international event last year was a much-visited exhibit in the SPEA atrium that profiled different countries represented by students in the school, including information on national dress, books by national authors, demography, major industries, etc, with different countries exhibited on a monthly or bimonthly basis. SPEA also ensures that international students have a voice in governance by setting aside at least one position in the Graduate Student Association for an international student representative, and has also found that international students are increasingly active in SPEA's Board of Visitors, the school's main external advisory body.

SPEA staff often accommodate international students by picking them up at the Indianapolis airport, helping them to identify living quarters and ancillary arrangements, and providing an orientation packet. SPEA also helps international students get oriented by conducting a workshop on the rules and expectations of academia in the U.S. and in particular at IU, where students are made aware of resources on campus including tutoring, crisis services, anti-harassment services, medical services, and sports and recreational opportunities. These orientation services are routinely reviewed and improved based on exit surveys administered to all SPEA graduate students as well as information gathered during meetings between the Graduate Program Office and international students during the last week of classes where students reflect on their experience and receive SPEA promotional materials to share with academic and

professional organizations at home. The Career Services and Alumni Affairs office assists international students with resume preparation, cover letter preparation, domestic U.S. and international job searches, and internship placement.

## ***The University Graduate School***

Behind almost every important research discovery and creative activity, there have been graduate students. From discoveries in the life sciences to creative performances in theater, graduate students make significant contributions to the research and creative activity that enhance life. Thus, the core mission of the University Graduate School (UGS) is to promote and support excellence in graduate education for students, faculty, and departments on all campuses of Indiana University.

This mission includes the support of globalization of graduate education throughout all of the graduate programs at Indiana University. The University Graduate School believes that the key vehicles for promoting more global graduate programs are through the administrative processes regarding programs and curricula and through graduate recruitment.

An important component of the core mission of the University Graduate School is to provide leadership, quality control, and benchmarking for graduate programs and curricula. Accordingly, UGS is committed to enhancing the global and international efforts of the campus by facilitating the establishment of new graduate degrees, doctoral minors, and graduate certificates. For example new M.A./Ph.D. programs in African American and African Diaspora Studies and Second Language Studies are currently being ushered through the approval process.

In addition to facilitating new programs, UGS participates in the review of several graduate degree programs. The school recently initiated a revision of its graduate program review guidelines to provide for a more up-to-date and efficient process. A draft report has been created and will be shared with campus faculty councils and the Graduate Council for approval.

UGS also formally approves new graduate courses and changes to existing courses. In 2005–06 alone, 439 requests for new courses and changes to existing courses were processed. The school welcomes and encourages new courses that support global learning.

The University Graduate School also believes it can play an important role in the recruitment of international students and the potential facilitation of agreements between graduate programs at IUB and those abroad. An example of the potential in this area is its participation over the last two years in the International Graduate Scholarship Conference. In October 2006, Dean Wimbush and Associate Dean Daleke attended a conference in Shanghai, China, which was the launch of a new collaboration between the Responsive Ph.D. Project, of which Indiana University was a charter member, and the China Scholarship Committee of the Chinese Ministry of Education.

The focus of this project is the creation of 5,000 new scholarships by the Chinese government to fund the education of Chinese graduate students abroad. The program provides a modest monthly stipend that is guaranteed for three to four years and requires the host institution to provide tuition and fees. These goals are consistent with the needs of many of graduate programs who wish to recruit excellent Chinese students, but may not have fellowships or associate instructor positions to offer. During the conference, information from potential students was collected and distributed to graduate program advisors. While in Shanghai, Dean Wimbush visited Fudan University and Shanghai Jiao Tong University to establish contacts with these institutions. Associate Dean Lucy Jiang of the Graduate School of Fudan University visited IU in early 2007 to collect information on the structure of graduate programs and was hosted for a week by the Graduate School.

In September 2007, Associate Deans David Daleke and Maxine Watson attended the International Graduate Scholarship Conference in Wuhan, China, and talked to nearly 200 prospective students interested in opportunities for graduate study at Indiana University. While in China, the deans also visited Zhejiang University and Peking University to meet with students and administrators.

These efforts will hopefully result in the recruitment of the very best Chinese students to IU graduate programs and will also support President McRobbie's efforts to expand IU's association with academic institutions in Southeast Asia. These efforts to enhance both the graduate curricular and international recruitment also provide an excellent example of how UGS hopes to facilitate a more global emphasis on graduate education at Indiana University.



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