

TO: Barbara Couture, Senior Vice Chancellor for Academic Affairs  
John Owen, Vice Chancellor of IANR

FROM: Ken Cassman and Harriet Turner, co-chairs *Harriet*  
Members of the Task Force on International Initiatives

RE: Report: Task Force on International Initiatives

DATE: February 3, 2006

The Task Force on International Initiatives was convened during fall semester 2005 by Senior Vice Chancellor Barbara Couture and IANR Vice Chancellor John Owens. Membership includes university officials, faculty, and staff who are involved, in a significant way, with promoting international education at UNL. The charge of this Task Force is four-fold:

- To provide the Senior Administrative Team with the means to identify current areas of strength in international education and thus to make informed decisions about developing these in a more focused way;
- To recruit more international students at UNL, both at undergraduate level and at the level of graduate study and research, in departments and at professional schools;
- To increase the number of domestic students who study abroad;
- To develop interdisciplinary research and teaching, identifying new areas of collaboration on projects that promote a higher, more visible profile of international work at the University.

A report was requested to advise the Senior Administrative Team on the above items.

### **Process**

The Task Force met twice during fall semester 2005 and once in January 2006. A site on the electronic system of Blackboard was set up to facilitate communication and discussion. At the conclusion of the second meeting, we put forward a request to each University Dean, asking him or her to identify those programs or areas in his or her College or Division that are involved, in a particularly significant way, with international research and teaching, and to submit a brief—two paragraphs, no more than one page—description of the following:

1. Current programs that have proven to be effective in attracting international students and scholars to UNL;
2. Emerging areas of research and teaching that hold the most promise to attract international students and scholars, as well as external funding for new collaborative projects.

Responses received focused on three main topics: current components of the university-wide curriculum that comprise international programs at UNL; identification of some successful programs and initiatives; and suggestions for further development. These responses, listed in alphabetical order, are given in Appendix #1 to the report.

### **Overview**

International programs at UNL may be classified into five broad categories: faculty research, international graduate students, international undergraduate students, undergraduate international majors (International Studies, International Business, and International Agriculture), and study abroad. There are at least four reasons to raise UNL's international visibility: 1) to facilitate UNL research; 2) to increase the recruitment of students—both international and domestic; 3) to respond to and encourage further UNL interest in international issues; and 4) to enable UNL to provide a better education on international matters for all students.

### **Current Trends and Emphases**

UNL has prominent areas with strong linkages in international research in the sciences and engineering. For engineering and other quantitative sciences, such linkages are crucial for attracting adequate numbers of graduate students, reflecting the fact that across the US the number of domestic students is not sufficient. Areas of strength in teaching involve innovative curricular programs, such as the curriculum-linked student travel in the College of Journalism and the program in second language acquisition, delivered online, in the College of Family and Human Sciences. Programs of study abroad led by faculty contribute centrally to international education.

Despite these strengths, gains in the total number of international students at UNL have been comparatively small since 1990. Current international enrollment represents about 6% of the total number of students—a proportion considerably smaller than that at many other major land grant universities (e.g., 12% at Purdue, 8% at Iowa State). In the past 10 years the six countries with the greatest numbers of international students at UNL have been China, India, Japan, South Korea, Malaysia, and Canada. Our neighbor to the south, Mexico,<sup>1</sup> is not well represented, nor are students from Latin America, Sub-Saharan Africa, the Middle East, and Europe.

On the one hand, there are twice as many international graduate students as undergraduates. A large proportion of graduate students are attracted by research

sponsored by faculty grants that, while generating overhead revenues, do not generate tuition revenue. On the other, in the sciences and applied sciences the majority of international graduate students bring a net financial benefit to the University through the implementation of major grants.

### **Summary**

The current organizational framework for programs in international research and education is best described as a fairly decentralized, entrepreneurial model, one in which initiative is left up to individual members of faculty and staff, to departments, or to colleges. To date, such a decentralized approach to international education has produced a number of strong programs and has served UNL very well, given minimal resources and the lack of effective coordination among academic units.

At the same time, such a decentralized set of endeavors at UNL does not harness potential synergies that are likely to evolve into a strategic, coordinated set of international programs. Decentralization also involves insufficient communication, which in turn has led to inefficiency and duplication of efforts. At issue, then, is whether a different model or mechanism is possible and which kind would achieve the best results. What would it take to identify and support a set of coordinated international initiatives that leverage UNL strengths, placing these squarely in the pathway of emerging trends and priorities at state, national, and international levels? Would it be desirable and possible to develop collaboration beyond the current entrepreneurial model so as to more fully engage UNL faculty, staff, and students in raising the profile of its international work?

This having been said, the Task Force believes that such new initiatives must not come at the expense of current entrepreneurial efforts and support for structures that already exist. Also, there was general agreement to forward, for further consideration, the following points relative to recruitment, curriculum, study abroad, and external funding.

### **Recruitment via International Linkages:**

Recruitment of international students, both graduate and undergraduate, is the responsibility of the Office of Admissions and the Office of Graduate Studies. Adequate funds for travel involving the deans and faculty members, even, in some instances, graduate students, are absolutely essential to success. The Office of Admissions, which has, at present, a .75 FTE position dedicated to international admissions and recruitment, should be given the resources to expand that position, enabling the person to work with Colleges to identify key target countries and facilitate recruiting from those areas. We recommend that the person (or persons) report annually re the effectiveness of these recruiting efforts.

*Nota bene:* While the University offers many compelling features to both domestic and international students, including that of a safe, secure, and welcoming environment, surveys and anecdotal evidence indicate that the kind and quality of programs are the

most important reasons why undergraduate and graduate students choose to come to UNL. Hence, the university's efforts to improve the quality of our academic programs are also critical to attracting international students. UNL can promote international recruitment by building on these positive perceptions and trends in the following ways:

- 1) Enhancement of programs in intensive English (IEP), including opportunities aimed at secondary students and sessions held in the summer. Currently, UNL's Intensive English Program is relatively small in size (62 students enrolled during calendar year 2005 and 45 during calendar year 2004). An expanded program, staffed accordingly, would generate additional tuition revenues, providing UNL with a recruiting pool of potential international students.
- 2) Creation of a "Junior Year in Nebraska": It is well known that most international students come with stereotypical ideas about the US and about Nebraska. This program, explicitly linked to the Center for Great Plains Studies and to the proposed Lieding Center for German-American Studies, would articulate a format of new and existing courses on American, culture, Native Americans, history, society and politics, thus creating a one-year, interdisciplinary focus on the United States. Once publicized, such an innovative "Junior Year" would attract many students from abroad; through the Nebraska Department of Economic Development, the program could be marketed to Nebraska companies and firms involved in international business.
- 3) Service Learning and Global Engagement: At present, there is only one center in the region, located at South Dakota State University, which provides structured opportunities for service learning in the US to international and domestic students. UNL is positioned to develop similar opportunities through the Office of Undergraduate Studies, linking the curriculum with Native American and other international communities, centers, and organizations, at home and abroad, to internships.

These initiatives would, by definition, be linked to existing resources--the Fulbright Fellowship Program, the Global Classroom, E.N. Thompson Series, Phi Beta Delta (international honorary society), and to most undergraduate majors. These initiatives stand positioned to develop the core values of the University.

### **Interdisciplinary Research and Teaching**

While the development of international programs at UNL resides mainly with the faculty, clearly more coordination is required among all academic units. A first step would be to appoint a senior administrator, such as a Dean for International Programs, and provide appropriate staffing and budget.

A central task of this Dean would be to investigate international interdisciplinary opportunities. He or she would identify geographical areas, convene faculty and staff, and work them and with the Office of Sponsored Programs to develop interdisciplinary

proposals for submission to funding agencies. Many of these proposals are based on federal Request for Proposals (RFPs), published within a very short time for response and submission; thus, at present, UNL is often precluded from competing for grants with institutions and non-governmental organizations (NGOs) that are appropriately staffed to respond. Most likely, this would involve occasional travel to Washington to meet with appropriate federal agencies and with selected foreign embassies.

Approaches may be thematic (e.g., water sciences, renewable energy science, human rights and diversity, viral pandemic), geographic (e.g., China, Mexico, Canada), or ad hoc (e.g., reactions to world events, responses to unsolicited overtures from institutions and organizations). The Dean would work directly with faculty to help organize networking events, such as meetings, dinners, receptions, held in conjunction with the E.N. Thompson Forums. These events may reflect a theme, selected annually, or simply be a social occasion where faculty can meet to explore mutual areas of interest.

The Dean also would collaborate with the University Alumni Association to promote on campus at least one international event each year, combining, for example, with Homecoming Week or other major, university-wide occasion. Once abroad, the Dean would visit alumni in certain countries, working with alumni membership to help with recruitment, meeting with families and visiting local schools and universities. In sum, the Dean would represent the University at home and abroad, acting as host to international visitors to develop existing relationships and to explore others with appropriate partner institutions.

A related task of the Dean and his or her office would be to conduct an inventory of existing formal agreements and memoranda of understanding: These agreements, which evolve from personal and collegial interests and contacts abroad, establish the foundation for international relationships in teaching, research, and study abroad. The Dean would supervise the development of a meaningful database, insure that it is updated it annually, and prepare an annual report based on these data; the purpose is to identify trends and programs that demonstrate potential growth and impact. This database includes information on numbers of students involved and support from granting agencies.

The Dean would report periodically on the results of these initiatives to UNL Deans and Directors and to the Senior Administrative Team.

## **Conclusion**

The current entrepreneurial model of international engagement has worked remarkably well in serving the interests of UNL students, faculty, departments, and colleges, given the limited resources allocated to international programs. At the same time, the Task Force recommends an enhanced mechanism of coordination and communication among academic units. The above recommendations related to recruitment, curricular development, study abroad, and funding will construct the means

by which the Senior Administrative Team will be informed in a fuller way about international education at the University.

The appointment of an academic officer, on parity with university deans, opens the way to discussions, held regularly throughout the academic year, about new projects, emerging geographical areas, and, whenever appropriate, about the need for revised policies re tuition and the transfer of credits. These policies, adjusted in accordance with the core values of the University, stand to increase the number of international students at UNL, as well as the number of students who elect to study abroad.

China now emerges as perhaps the most significant area for international linkages, recruitment, and study abroad. The Task Force emphatically recommends that instruction in Mandarin Chinese be instituted as soon as possible to position UNL graduates for employment and government service in a world in which China is truly one of the dominant nations.

The growing importance of international awareness and experiences is evidenced by the dramatic rise in the number of undergraduate students who have declared International Studies as their major or minor and, nationally, by the report of the first U.S. University Presidents Summit on International Education, convened by Secretary of State Condoleeza Rice and Secretary of Education Margaret Spellings (January 2006).

This report (see Appendix #2) includes mention of President Bush's National Security Language Initiative, a "plan to further strengthen national security and prosperity in the 21<sup>st</sup> century through education, especially in developing foreign language skills." The report encourages "experience abroad as an integral part, not a frill, of higher education for U.S. students," and stresses the need to "build the global competence of our students, in part through changes to the curriculum, to ensure that there is a global context in all areas of study." This report may prove to be a turning point in federal support for international linkages at major universities, and we trust that UNL will be well positioned to take advantage of this positive change.

We respectfully submit this report on behalf of the Task Force on International Initiatives.<sup>2</sup>

Ken Cassman, Co-chair  
Department of Agronomy and Horticulture

Harriet Turner, Co-chair  
Director of International Affairs

Members of the Task Force:

David Allen, Dean of the College of Engineering and Technology  
Steven Baenziger, Professor of Agronomy and Horticulture  
Patricia Crews, Director of the International Quilt Center  
Wayne Drummond, Dean of the College of Agriculture  
Ed Forde, Chair of the Department of Art and Art History  
Peter Levitov, Associate Dean of International Affairs

Patrice McMahon, Assistant Professor of Political Science  
Cynthia Milligan, Dean of the College of Business Administration  
Ian Newman, Professor of Educational Psychology  
Will Norton, Dean of the College of Journalism & Mass Communications  
Ed Paquette, Associate Director of the Alumni Association  
John Richmond, Director / Chair of the School of Music  
Barry Rosson, Associate Dean of Graduate Studies  
Andrew Wedeman, Director of International Studies  
Steven Willborn, Dean of the College of Law

1 State-wide, major exchanges of goods and services involve Nebraska with Mexico and Canada (NAFTA), China, Japan, and the countries of Central and South America (courtesy of the Nebraska Foreign Trade Conference, 11 October 2005).

2 The Task Force thanks those who contributed to this report, in particular, the deans of colleges cited above, Peter Levitov, Associate Dean of International Affairs, Andrew Wedeman and Patrice McMahon, Department of Political Science.

#### Appendix #1

#### **Areas of Strength in International Education at UNL**

##### College of Agricultural Sciences and Natural Resources (S. Waller, A. Etling)

Study abroad is the main emphasis. CASNR has expanded opportunities from 2 to 14 over the past three years. A new program in New Zealand will be added in 2006. Scholarships are available to all qualified students. An expanded website guides students in their plans to study abroad. CASNR holds, each month, a series of seminars on study abroad. CASNR also has articulated a Minor in International Affairs. In 2005, 25 students have registered for this minor; to date, 35 students have graduated with this minor as part of their Bachelor of Science degree. Emerging areas in programs of study abroad are Germany and Mexico, this latter made possible by a FIPSE grant in dairy science (2003- 2006).

To support these programs CASNR has added the position of Student Intern in International Agriculture and Rural Development, the position of Faculty Associate to the Office of International Affairs, and established a college-wide Task Force to assess the strengths and weakness and to establish priorities in the curriculum of international studies.

##### College of Architecture (W. Drummond)

The College of Architecture has a long tradition of international programs through student exchanges, study abroad programs, research, and visiting professors. This year the College celebrated the thirty-fifth anniversary of the London Study Abroad Program.

Each year faculty and students spend a semester in London and numerous major cities throughout Europe and other countries in the region. The College also has long standing exchange programs with Hanover University in Germany, Clermont-Ferrand in France, and the Dublin Institute of Technology in Ireland. These programs have yielded numerous exchanges of students and faculty to enrich the experience of the entire community in the College of Architecture.

The College is currently considering invitations to participate in programs in Thailand and China. Senior administrators within the College of Architecture have extensive experience in the region and have long standing backgrounds in exchange, institutional accreditation, and research. Most recently, the College has been invited to participate in a multi-institutional network of US schools that, collectively, are establishing a base facility in Beijing (China). These opportunities represent significant participation in the most dynamic and rapidly changing regions of the world, which will determine significantly global events in the balance of this century.

#### College of Arts and Sciences (R. Hoffmann)

Most graduate programs in the disciplines of science and mathematics offer significant opportunities to international students, as do research programs in high energy physics. The new Antarctic Drilling Project on Geosciences (ANDRILL), funded by NSF, is international in scope and offers a component in educational outreach that stands to increase the international standing of the University. Many other programs are international in emphasis and attract international students: Modern Languages, which promotes several signature programs of study abroad, offers 4 undergraduate majors (French, German, Russian, Spanish) and 3 graduate degrees (French, German, Spanish); formal exchange programs (e.g., UNL and the Czech Republic, the University of Hannover); projects through Human Rights and Human Diversity.

The developing emphasis on indigenous peoples within Anthropology and Geography has the potential to attract international students and scholars. Other programs in area studies, such as the undergraduate major International Studies, Latino and Latin American Studies, and African American Studies may also offer the possibility of international enrollment. The Global Classroom, initiated fall 2004 and taught through the Department of Communication Studies, brings students and teachers face to face via video-conferencing. This project holds the promise of attracting students and scholars from abroad.

#### College of Business Administration (C. Milligan)

The College of Business Administration has a number of highly visible programs in international research and instruction. Among these are the Pan Pacific Tour, an internationally recognized forum, held annually in the region of the Pacific Rim; a cooperative Ph.D. program with the University of Bangkok; USAID grants, which have



funded the development of an MBA program and the University of Tirana (Albania), as well as funding opportunities for faculty to serve as economic and education advisors to countries of the former Soviet Union.

Of note is the number of faculty who have received Fulbright Fellowships to work with colleagues abroad and who serve as consultants to many countries around the world. Further, the undergraduate major in International Business requires students to study abroad through several programs sponsored by the College. These include the Nebraska at Oxford program, enrolling significant numbers of students at Oxford University to study, in summer, British political and international economic policy; a semester-long exchange program at Senshu University in Tokyo (Japan), and programs in Italy, France, Mexico, and Sweden. The College has developed personal relationships with programs of study abroad, enabling students to enroll in those that are tailored to their majors and interests.

#### College of Education and Human Sciences (M. Kostelnik)

The College engages in a broad range of international research and international Extension activities in a number of areas: public health, involving the Nebraska Preventions Center for Alcohol and Drug Abuse, through which faculty and graduate students have conducted workshops in China, presenting papers at national and international meetings; research on adolescent behavior (Turkey, the Philippines, Brazil; on “fractured families” (Israel, Palestine); on divorce (China), on family strengths and challenges (Korea, China, Mexico), on family development (Brazil) and new immigrant families in the US; on children and children’s literature; on small scale businesses (Tajikistan); on the development of products (Indonesia, Korea); on cerebral illness (England); on textiles and the International Quilt Study Center; and on teaching, learning, and teacher education. This latter field includes several notable projects in foreign language learning, language pedagogy and distance education (e.g., the GOLDEN project—UNL-Germany), and in educational administration (Azerbaijan, Armenia, the Republic of Georgia).

Study abroad via UNL short-term signature programs, led by CEHS faculty, the award of Fulbright Fellowships and other prestigious fellowships, and the award of grants for research, teaching, and publication also position the College to contribute to international education at the University.

#### College of Engineering (D. Allen)

The College of Engineering seeks to create strategic partnerships with a small number of international institutions (10-12). These institutions are chosen, after careful investigation and selection, by the International Programs Committee of the College. The selection of a school as a candidate is determined by the following criteria: 1) similarity of the institution to the College; 2) country in which the institution is located; 3) potential for student and faculty exchanges; and 4) a personal visit to the institution by the Dean of the College of Engineering.

The goal of the partnership with each of these institutions is four-fold: 1) to establish a working relationship between two or more faculty within the partnership; 2) to establish reciprocal exchange programs for undergraduates, including study abroad; 3) to develop reciprocal exchange programs for graduate students; and 4) to develop long term, jointly funded research programs. It is hoped that each program produces the reciprocal exchange of about 20 students each year. Currently, four programs have been established. Of these, the program in Brazil (Universidade Federal do Ceara) is the most mature in development. The programs in France (University of Rouen) and in Venezuela are well along in development; the program in China (Xi'an Jiaotong University) is newly established. Negotiations are in progress to establish additional programs with universities in Sweden, Korea, and India, and we have initiated discussions with institutions in Russia, Poland, Scotland, and Italy.

#### Hixson-Lied College of Fine and Performing Arts (J. Richmond)

The Johnny Carson School of Theatre & Film has established a Russian Exchange Program with the premiere theatre training school in Moscow, Russia. The exchange includes faculty, students, and performances between the Podium Festival, the Schepkin School, and the Johnny Carson School of Theatre & Film. The Johnny Carson School, UNL, and the Board of Regents also have an International Agreement with the Film Acting School Cologne. The agreement is intended to facilitate a collaborative program of research, training, curriculum, institutional development, information dissemination, and exchange of faculty, students, and staff.

The Department of Art and Art History has contributed to an archeology project in Rough Cilicia (Turkey) for the past six summers, wherein one university faculty member and a few UNL students work together at this site. Although this project has the approval of the government of Turkey, the agreement is with the Principal Investigators, not with UNL.

The UNL School of Music has several ongoing international projects. Members of the faculty appear regularly at the Ameropa Chamber Music Festival in Prague each summer. The Director of Choral Activities leads a tour of high school aged singers on a tour of England and France each summer. The Chiara String Quarter tours and competes nationally and internationally, including their recent, award-winning performance in Italy. The Moran Woodwind Quintet also tours internationally and recently completed a concert presentation to the World Conference of the College of Music Society in Spain. Finally, the Wind Ensemble, University Singers, Jazz Band, and Saxophone Choir all have been invited by blind, peer-reviewed audition to perform at the World Conference of the International Society for Music Education in Kuala Lumpur, Malaysia.

#### College of Journalism (W. Norton)

A major goal of the College is to increase the number of undergraduate students who participate in an international experience. While the College does not require such

an experience, it is keenly encouraged, knowing that these experiences represent life-changing opportunities that broaden the perspectives of students who major in Journalism. Certain courses in the curriculum are explicitly linked to study abroad. For example, student groups have traveled to Cuba and to France to investigate in depth and to report on topics of international significance; these students have produced a number of published documentaries and reports. Later in December 2005, upon completing a course focused on reporting, students and faculty will travel to Sri Lanka to complete another similar project.

The College has established a partnership with the Gimlekollen School of Journalism and Communication in Norway. The College has also been actively involved in Ethiopia and has been invited to be partners in the efforts in Kosovo, Tanzania, the Sudan, and Bolivia. Involvement in this particular partnership is helping to attract more international students each year. The College has consulted with many programs in Journalism around the world, receiving advice that has promoted the Nebraska approach in journalism. The College is becoming known as the place for international students to study, publicizing the fact that UNL is a safe campus and that the College is staffed by professionals at high levels of achievement in research, teaching, and publication.

#### College of Law (S. Willborn)

The College is very interested in offering students a curriculum with broad exposure to international law issues. The College is co-sponsor of two study abroad programs (Cambridge University in the United Kingdom and the University of Limerick in Ireland); has several courses that focus on international law, and has many faculty who teach and write on international law topics.

The College does not actively recruit foreign students, as there is already a significant over-demand for the seats in each class. But it does welcome highly-qualified foreign students for the important perspectives they bring into the classroom. The College typically has 5 to 15 foreign students in its overall student body of about 400 students. Similarly, the College does not systematically attempt to establish research collaborations with foreign faculty or universities, as funded research is not a significant part of the College's research activities. Rather, at the College of Law, individual faculty tend to establish research relationships with foreign scholars in their common areas of research interest. They do not focus on a curriculum oriented toward international development, owing to the fact that a) there is only one program (the J.D. program; b) there are always many more qualified applicants than available spots; and c) external funding is not a major part of our faculty's portfolio.

## Midlands Voices: Strategy takes shape for global education

BY JAMES B. MILLIKEN AND THE REV. JOHN P. SCHLEGEL

OMAHA WORLD-HERALD

The writers, respectively, are the Presidents of the University of Nebraska and Creighton University.

A few days ago, we participated in the first U.S. University Presidents Summit on International Education, co-chaired by Secretary of State Condoleezza Rice and Secretary of Education Margaret Spellings. The meeting was designed to bring together leaders of U.S. higher education in a renewed partnership to strengthen international education, emphasizing its importance to the national interest." This subject's importance to the administration was demonstrated by the involvement of the President, who announced a new language initiative, and the first lady, who told the group about the importance of programs such as the one at the University of Nebraska at Omaha that helps prepare Afghan women teachers. (This was one of only a few "best practices" cited by administration leaders. It was particularly heartening for us to have Laura Bush tell our peers from across the country that she met with the Afghan teachers as they left the country and that they could not say enough positive things about their experiences and the warmth of the Nebraska host families.)

While the impressive guest list demonstrated a high level of administration interest, the most important test of commitment will be the actions following the summit. Given the statements by the administration and the university presidents, we are encouraged. Some results are immediate, such as the announcement by the President of his new National Security Language Initiative, a "plan to further strengthen national security and prosperity in the 21st century through education, especially in developing foreign language skills." The program will focus on significantly increasing the number of Americans who speak Arabic, Chinese, Russian, Hindi, Farsi and others. While this initiative is an important part of an overall strategy for international education, it is only a part. It was clear that the university presidents and administration leaders saw the need for a broader agenda.

We left with a sense of consensus on several key points, all of which are valuable in guiding strategic planning. First, there was general agreement that Thomas L. Friedman's case that "the world is flat"--outlined in a new book by the New York Times columnist--provides urgency for engagement on international education. The convergence of a number of factors, including vastly improved technology, reductions in trade barriers and changes in political and economic freedom throughout the world has led, in Friedman's view, to a flat world or level playing field. On this field, other countries are proving adept at competing, and our education and innovation models and, in some cases, beating us at our own game. In addition, there are challenges to national security that could be addressed, in part, by more robust international education.

Second, a number of important elements to "international education" require our attention as a nation--some of which are currently addressed by the federal government, some by colleges and universities and some by both. The increased emphasis on foreign language is one. (For our part, we recognize that relaxing foreign language requirements in our schools and colleges is not a positive trend.) Another element is the education of more foreign nationals at U.S. institutions. Secretary Rice pointed to improvements in visa processing that we have committed to further efforts that are consistent with the critical obligation to safeguard the nation.

Another important dimension of improving international education is to encourage experience abroad as an integral part, not an add-on, of higher education, for U.S. students. This should go far beyond current participation levels and the relative comfort of western European and English-speaking countries. Financial support will be critical to ensure that the experience of studying abroad is not available only to students of means. Additionally, we must build the global competence of our students, in part through changes to the curriculum, so that there is a global context in all areas of study.

Third, it was agreed that higher education is one of the most attractive assets the United States has to offer the world and that the reason our "system" of higher education has been so successful is in part because there is no national system. Higher education in this country is the best in the world and has attracted many of the most creative thinkers in large part because of its diversity, its independence and its culture of openness and freedom of thought. While recognizing the implications of the flat world and pursuing important goals to improve international education, we must protect those characteristics that make American higher education the magnet for talent that has been and the key to continued American leadership that it promises to be.