Abstract: This report reviews the history of the International Mission at Missouri Southern and offers recommendations and suggestions for the continuation of the Mission into the future. Important factors discussed include the roles of the students, faculty, and staff, as well as the long term financing of the Institute. Strategies for student recruitment and for financing also are explored.

A Joint Faculty Senate and Missouri Southern Administration Report

Dorothy Bay, Ph.D. and Steve Smith, Ph.D. (co-authors)

8/10/2009

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Preliminaries

Defining the International Mission for the 21st Century

Missouri Southern State University is indeed in a unique position at this time when both our nation and the world are suffering an economic crisis. Our circumstances are certainly no less or no more difficult than those of many other institutions, yet our International Mission provides us with a distinct, exceptional and challenging opportunity to catalyze the future prosperity of Missouri Southern. As this report will show, and as is attested to in Buzzard and Block’s report (2007) and the National Survey of Student Engagement (2005 and 2007), our university has an outstanding program in place that operates on many levels in all disciplines to broaden our students’ worldview.¹

The continuance and expansion of this program is a challenge to us because our student body is also unique, not particularly comparable to that of any other one institution of higher learning. A little over one-third of our students are older than twenty-five. It is not age alone, however, but rather life experience and origin that set our students apart. Three-fourths of our students are drawn from the southwestern counties of Missouri, many of them already (regardless of age) belong to the work force, shouldering many of the more serious responsibilities of life; they support families, are often first generation college students; some have even spent time defending our country. Approximately 88 percent do not live on campus, but commute to school, often from great distances. Yet we have many outstanding students at Missouri Southern, perhaps because, inspired by circumstance, many are highly motivated.

To emphasize further the importance of broadening our understanding of the rest of the world we should note that it is becoming apparent that the U.S.A. is falling behind as a world leader. We can now see more clearly than ever that the welfare of all countries of the world is

¹ Janet Buzzard and Beverly Block, “Case study: incorporating international themes into the business curriculum at Missouri southern state university,” Journal of College Teaching & Learning 4, no. 6 (2007):61-66. See also internal NSSE data from 2005 and 2007 where in area 7 of the means indicators we see statistical significance in the interest and participation in international activities when we compare our freshmen with our seniors and when we compare with peer institutions. APPENDIX A
interdependent. Moreover, a lack of cultural awareness hampers our diplomatic efforts, while, conversely, increased knowledge about other countries, their culture, their language, enhances our competitiveness in the global economy. Indeed, according to the American Council on Education, when we remain ignorant of others “they have a kind of access to our society that we deny ourselves to theirs, given our ignorance of their languages and cultures. If we continue to evidence little interest in the rest of the world, even their use of English will not raise our level of understanding” (2000). We must increase our knowledge of international affairs if we wish to stay in the game, let alone continue to be world leaders.

There is no question that to serve this region of our country well we must do all we can to ensure that we not only recruit top students but retain them and, most importantly, amplify their worldview. Therein is our great opportunity: now is the time, if ever, when internationalization of our curriculum gives our students the ability to become leaders not only in our community, but in the state, in the nation, and in the world. Indeed, the international program at Missouri Southern is so critical that it becomes the most beneficial aspect of our curriculum—it raises us above all other area institutions in the value of the education gained by our graduates. We need to promote this aspect of our mission to the community, giving this program top priority until it becomes our trademark of quality—a unique opportunity to attract top students from near and far!

**President Speck’s Charge for the Task Force on International Mission**

The task force’s—or in the terms of Dr. Speck’s charge, the “Committee’s”—charge was to provide a detailed report on the International Mission at Missouri Southern State University. This report was to be data driven and was to include the following items, each elaborated below in the words of the charge:

- Comparisons with other institutions. One source of data is NAPSA: Association of International Educators. In 2004, MSSU was recognized as one of eight Spotlights. In 2008, Pittsburg State University was honored as one of five winners. Your report should be as comprehensive as possible, including institutions comparable to MSSU.
• Comparative data from other institutions. A source for comparative data is the PowerPoint the President showed to the Faculty Senate. Please include information about funds devoted to international programs, sources of funds for those programs (whether E&G, foundation, or other sources), length those programs have been functioning, growth over time (including staffing, percent of student body benefiting in various ways from the international program, support for faculty travel, study abroad opportunities, number of majors and minors in foreign languages and number of foreign languages offered, and the number of majors and minors in programs related to international efforts (e.g., international studies and international business)).

• Suggestions for the future of the international mission. These suggestions could include refocusing the mission to be more financially viable, increasing costs to participants, changing the staffing of the international program, suggesting ways to increase external funding for the program, and so forth. In other words, the Committee should take a fresh view of the international mission and consider, based on the data collected, what might be in the best interests of Southern regarding the reshaping of the program.

• Any recommendations for increasing the funding for the international mission should identify sources of new funding for those increases.

The target date for presenting the report is the end of the spring semester 2009.

Overview of Task Force Development

This task force developed as the result of shared faculty and administration concern about the continuing place of the International Mission and the Institute of International Studies at Missouri Southern. After funding cuts to the Institute’s budget in the fall semester of 2008, a faculty, student, and staff show of support, a presentation to the Faculty Senate by Dr. Speck regarding the International Mission, and a Faculty Senate resolution supporting the International Mission, it was agreed that a task force should be formed to examine the International Mission. Faculty members were appointed by the Faculty Senate and by the administration. There were two co-chairs and both Dr. Jack Oakes and Dr. Chad Stebbins sat as ex-officio members of the task force. Their help in working through existing documents was invaluable.
In addition to the assistance from Drs. Oakes and Stebbins, William Trudeau and Leslie Parker both shared presentations and reports with the task force. Their reports contributed to development of this report and its recommendations. In addition, for a brief time Dr. Patsy Lapira served as the administration representative co-chair. She was asked to move over to other committee work on campus and was replaced by Dr. Dorothy Bay. Dr. Steve Smith served as the co-chair representing the Faculty Senate as designated by the Faculty Senate representative, Dr. Roger Chelf.

Faculty Appointed to the Task Force:

Dr. Dorothy Bay, Department of Biology --- administration appointee (task force co-chair)

Dr. Roger Chelf, Department of Physical Science ---- Faculty Senate representative

Dr. Cheryl Cifelli, Department of Music --- Faculty Senate appointee

Dr. Sabine Cramer, Department of Foreign Languages --- Faculty Senate appointee

Dr. William Huffman, Department of Accounting --- administration appointee

Dr. William Kumbier, Department of English and Philosophy --- Faculty Senate appointee

Dr. John Knapp, Department of Physical Sciences --- Faculty Senate appointee

Dr. Richard Laird, Professor Mathematics --- administration appointee

Dr. Patsy Lipira, Chair, Department of Kinesiology --- administration appointee

Wendy McGrane, Director of Spiva Library --- administration appointee

Dr. Steve Smith, Department of Social Science – Faculty Senate appointee (task force co-chair)

Dr. Ann Wyman, Department of Social Science --- Faculty Senate appointee

The authors of this report would like to acknowledge the hard work of the committee
members in helping craft this report. We would like to also thank Dr. William Kumbier for his assistance in copyediting the final version of the report.

**Note about citations and referencing**

The principle documents used in this report include peer-reviewed journal articles, legislative documents, and reports produced for internal Missouri Southern use. In an effort to make efficient use of these materials we have cited peer-reviewed material and external reports in a bibliography at the end of this report. Internally produced reports and documents that are posted on the MSSU website will be listed in the bibliography with the website URL. Documents that are internally produced but are either not available online or (in the judgment of the authors) difficult to access online appear as appendices at the end of this report. At times there are multiple documents online associated with the same topic. This is particularly true concerning Missouri Coordinating Board of Higher Education documents. Where appropriate the weblink has been placed in the text for the core or root document with other associated documents listed separately in the bibliography.

**Part One: International Mission History, Overview, and Accomplishments**

**Missouri Southern State University**

Missouri Southern State University is a state-supported, comprehensive university offering programs leading to the bachelor's degree and to selective master's degrees in collaboration with other universities. The University has a statewide mission in international education granted to MSSU by special legislation.²

The University's primary goal is to offer a baccalaureate program that fosters the total education of each student. Central to that mission is the strong commitment to international education, to the liberal arts, to professional and pre-professional programs, and to the complementary

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relationship that must exist between liberal and professional education in order to prepare individuals for success in careers and lifelong learning.

Inherent in its international approach to undergraduate education is the University's desire to prepare its students to understand world affairs, international issues and other cultures as seen through their history, geography, language, literature, philosophy, economics, natural resources and politics. Knowledge and understanding of other cultures of the world also promote better understanding of our own valuable cultural diversity. Missouri Southern State University's commitment to the liberal arts is reflected in a comprehensive program of general education requirements for all students to ensure that they have a breadth of educational experiences that will enable them to develop communication and critical thinking skills and to acquire and apply aesthetic, contemporary, civic, international, historical, mathematical, scientific and value-oriented perspectives.

The faculty and staff of Missouri Southern State University emphasize quality teaching and learning as the most important attributes of the institution, complemented by scholarly and creative expression and dedicated community service. Community service involves responsiveness to the Southwest Missouri region as well as serving as the intellectual, creative and cultural center of the area.

In order to remain loyal to the trust given to the University by the people of the State of Missouri, Missouri Southern State University must:

- Fulfill its mission and objectives in an honorable and ethical manner;
- Periodically review its mission in light of contemporary changes in society and in the needs of the people of Missouri;
- Continually assess the effectiveness of its programs in order to ensure their quality and integrity.

**Mission Review**

The Coordinating Board for Higher Education (CBHE) has the statutory responsibility to conduct mission reviews of public institutions every five years. In 2008, the CBHE adopted the
Imperatives for Change, a coordinated plan for the Missouri Higher Education system. There are three phases in the Mission Review Schedule. Phase I (12/08 – 6/09) includes analyzing institutional missions and strategic plans; Phase II (7/09-12/09) includes preparing the Mission Review Final Reports and performance report; during Phase III (12/09-12/10) data will continue to be collected from institutions.

The statewide performance report on “Imperatives for Change,” scheduled for release in December 2009, will reveal how successful each institution has been in fulfilling its mission goals and objectives. The focus of that evaluation will be on the entire university mission, which, for Missouri Southern State University, is a university mission with an international emphasis. That international component is strongly embedded in our university mission.

The following chart provides a chronological summary of the international component of our university mission. It details legislative progress, reporting requirements, and CBHE follow-up from 1989 to the present.

### Table 1: Chronology of the International Component of MSSU’s Mission

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>Governor John Ashcroft challenged at least one college or university to tackle an international mission (expressing the need for global education)</td>
</tr>
<tr>
<td>1990</td>
<td>MSSU Board of Regents approves change in “mission statement” reflecting an international approach to undergraduate education. MSSU was to:</td>
</tr>
<tr>
<td></td>
<td>● Revise curriculum to include global perspective in courses</td>
</tr>
</tbody>
</table>

3 For more detailed information on the plan, go to [http://www.dhe.mo.gov/ifc.shtml](http://www.dhe.mo.gov/ifc.shtml).
- Expand the Foreign Language offerings
- Increase opportunities for students to study abroad
- Stage conferences and lectures on world affairs
- Create new courses in international studies
- Increase participation of international students

Implementing the mission would take an estimated 4-5 years with a cost of $500,000 to $1 million.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>Formation of the International Task Force charged with outlining the mission of the College and its goals/objectives</td>
</tr>
</tbody>
</table>
| Nov. 1994  | CBHE requests proposals for “refinement of missions” from Missouri colleges and universities. MSSU’s proposal included:  
  - An emphasis on international education  
  - A master’s degree in accountancy  
  - A bachelor’s degree in manufacturing information management systems  
  - A reduction in faculty/student ratio |
| Feb. 1995  | CBHE approved the “refined mission” proposal.                                     |
| Oct. 1995  | CBHE approved Missouri Southern’s’s plan for programmatic initiatives for FY1997 (Year 1). The proposal was to infuse a global perspective (see 1990 above).  
  - State appropriated over a four-year period a total of $2.4 million for implementation of the mission enhancement.  
  - MSSU required to present an accountability report at the end of 4 years (2001) (see Mission Review Schedule). |
<p>| 1995       | MSSU accepted into the International Student Exchange Program (4&lt;sup&gt;th&lt;/sup&gt; Missouri institution to join) |
| Fall       | Established the Institute of International Studies                               |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
</table>
| 1996    | - Included full-time dean and secretary  
          - Established 15 goals with these priorities . . . student and faculty development and exchange; increased on-campus presence; outreach programs; curriculum development |
<p>| Fall 1997 | Start of “themed semester” designations                             |
| 2000    | Year 4 of the plan was marked by developing international resource centers. |
| Apr. 2000 | Dr. Leon reports to the CBHE how the state investment of $2.4 million in mission enhancement funding (for FY1997-FY2000) had been spent. |
| 2001    | Year 5 of the plan included additional study abroad exchanges; international internships; etc. |
| Oct. 2001 | CBHE provides response to Dr. Leon’s report                        |
| 2002-2006 | Period designated as Cycle II mission review and mission implementation plans |
| Aug 2008 | MSSU receives report from HLC evaluation team site visit. <a href="http://www.mssu.edu/selfstudy/documents/HLC%20Peer%20Team%20Reports/MSSU%20Assurance%202008.pdf">http://www.mssu.edu/selfstudy/documents/HLC%20Peer%20Team%20Reports/MSSU%20Assurance%202008.pdf</a> |
| July 2008 | “Imperatives for Change” adopted by the CBHE - a coordinated plan for the Missouri Higher Education System. This mission review is supposed to provide a data-driven catalyst for institutional planning efforts that lead to improved quality, efficiency, and affordability. It is to consist of three phases, as outlined below. |</p>
<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Institutions submit mission implementation or strategic plans</td>
</tr>
<tr>
<td>II</td>
<td>Release of statewide performance report</td>
</tr>
<tr>
<td>III</td>
<td>Data will continue to be collected from institutions for an annual performance report on the Imperatives for Change each December</td>
</tr>
</tbody>
</table>

It should be noted that the initial state investment of $2.4 million was for Cycle I (FY1997-FY2000) of Mission Enhancement. Since 2001, the state allocation of $2.4 million annually has been included in the University’s base budget and there is no longer a separate allocation for Mission Enhancement.

*History of the International Mission*

In July 1995, Missouri Governor Mel Carnahan signed into law House Bill No. 442, which directed that Missouri Southern "shall develop such academic support programs and public service activities it deems necessary and appropriate to establish international or global education
as a distinctive theme of its mission." That legislation was enacted as part of Missouri’s "Blueprint for Higher Education," adopted by the Coordinating Board for Higher Education.

Over the next year, the faculty and administration of Missouri Southern developed the outline of a comprehensive plan of international education. The first step was the establishment of the Institute of International Studies, which was charged with overseeing the internationalizing of the campus. The plan also established the following goals:

- To infuse the curriculum with a global perspective.
- To expand the learning of foreign languages.
- To provide Missouri Southern students with opportunities to gain an understanding of other cultures and international issues through study abroad programs.
- To increase the participation of international students in campus activities.
- To create new majors in International Studies and International Business.

Detailed historical information regarding Missouri Southern’s development and implementation of the international components of the University mission can be found by reading the International Mission History (Appendix B). This document was developed by Chad Stebbins, Director of the Institute for International Studies.

**Infusing the Curriculum with a Global Perspective**

Although MSSU has added well over 100 international courses (Appendix B) to its catalog since the establishment of the International Mission in 1995, the best means of infusing the entire curriculum with a global perspective has been the themed semester.

Enabling students to participate in international experiences is a fundamental aspect of MSSU’s International Mission. However, recognizing the fact that a large percentage of the enrollment is comprised of non-traditional students who have obligations that preclude them from participating in conventional study abroad programs, the unique concept of focusing a semester on an international theme was devised as a way to bring the world to the student.
Each fall, a country or area of the world becomes the focal point for courses and activities throughout the term. Since 1997, MSSU has hosted themed semesters focusing on China, Africa, Latin America, America, Japan, India, Cuba, Russia, Mexico, France, and Germany. Canada will be the themed country in fall 2009. The semesters have expanded from around a dozen scheduled events (Appendix C) to more than 50. This innovative approach introduces students to at least four different cultures during a typical undergraduate education. Faculty with expertise in the highlighted country work to develop special course offerings for the semester. Extra-curricular lectures, concerts, films, and other activities are arranged by the Institute of International Studies. All faculty members are encouraged to incorporate the country of emphasis into their classrooms as much as possible. Frequently internationally themed seminar courses (Appendix D) are developed to spotlight the country of interest.

Themed semesters serve to internationalize the campus and community in terms of fostering an understanding of how cultures and societies around the world evolve and are sustained. It is a goal of MSSU that graduates will have empathy for the values and perspectives of cultures other than their own and an awareness of international and multicultural influences in their own lives. In many ways, themed semesters have succeeded in broadening the University’s outlook beyond a traditional internal focus and have engendered in the faculty, student body, and community an understanding of how they are affected by global events.

**Overview of the International Studies Major, 1995 to the Present**

In May 1995, during the period of campus-wide planning for the implementation of Missouri Southern’s International Mission, the then-constituted Sub-Committee on Curriculum of the International Task Force proposed a course of study for the International Studies major. In essence, that proposal became the course of study that remains in effect today: it requires, in addition to completion of the university’s Core Requirements, a total of 76 additional credit hours, including 18 hours in one foreign language, 24 hours in International Studies (IS) courses, an appropriate research methods course, 18 hours in approved international course electives and 13 hours of other electives as detailed in the MSSU Catalog 2008-2010. Until now, the only significant change in the major’s requirements has been the inclusion, among the International
Studies courses, of International Studies 101: “International Semester” Perspectives, a course designed, in part, to increase participation of new majors in theme semester events.

When the original International Studies curriculum was formally reviewed in preparation for the CBHE’s April 2000 review of Missouri Southern’s implementation of its state-mandated mission, the Curriculum Committee of Missouri Southern’s International Task Force made the following recommendations (Appendix E):

- Establish an International Studies Curriculum Oversight Committee.
- Develop and designate areas of emphasis within the major.
- Require and provide opportunities for an international experience of study and/or internship for all International Studies majors.
- Formally assign faculty to the International Studies program.
- Establish a visible location for the International Studies program on campus.

Though an International Studies Curriculum Oversight Committee has not been formally established, for approximately the last two years an ad hoc committee, composed primarily of professors who have taught the IS major courses, has been working to review and revise the major. The recommendations of that committee are nearly finalized, and they will include provisions for emphasis areas within the major (9 hours) and a requirement for study abroad (3-6 hours). The recommendations will also include more specific requirements, within the university’s Core Curriculum requirements, that have been specially chosen for International Studies majors; the replacement of the 300-level International Techno-Trends course with a new course entitled “Introduction to Global Health”; and a research methods course specifically tailored to IS majors.

The Curriculum Committee’s recommendation for formally assigning faculty to the International Studies program, a recommendation first made as early as 1995, has never been implemented (Appendix F). Faculty who teach international studies courses are drawn from other departments to teach the IS courses as needed. The limitations inherent in this approach are obvious: no faculty member is wholly dedicated in their teaching responsibilities to the program and none is wholly accountable to the program. In some instances, faculty members are teaching in areas not
entirely within their specialization, though they may well make up for lack of specialized preparation with their enthusiasm for and commitment to the IS program. Faculty who have taught or have an interest in teaching IS courses may still feel strongly that hiring a small number of IS faculty to teach IS courses would be preferable to the approach that has been used for more than twelve years.

**Expanding the Learning of Foreign Languages**

The Department of Foreign Languages and Literatures has experienced considerable growth (Appendix G) since the implementation of new majors in French and German and new minors in Chinese, Japanese, and Russian. The growth has been both in the number of students taking foreign languages (Appendix H) and in the variety of courses offered at the upper-division level. Foreign Language Performance Awards, offered through funding from the Institute of International Studies, have proven to be a great recruitment tool. The awards also require students to participate in several themed semester events, departmental events and the annual Foreign Language Field Day, held for area high school students. All these activities ensure students’ involvement in a broad range of academic and community activities.

Successful study abroad programs, established for each language, open new opportunities for students to use their language skills and to gain better understanding of the culture. Financial assistance for these programs, provided in the form of travel grants and administered through the Institute of International Studies, has been instrumental in assuring wide student participation.

The installation of a new language lab that incorporates all former lab capabilities with a new digital format has greatly enhanced the instruction, providing students access to online classroom materials and digital resources. Additional opportunities are offered to students through free tutoring in foreign languages by either native speakers or advanced students.

Foreign language faculty members regularly participate in professional development workshops organized and sponsored by the International Language Resource Center. In 2003, all foreign language faculty members participated in the Oral Proficiency Interview workshop, which prepared faculty to implement new assessment practices and new approaches to teaching aimed
at developing students’ language proficiency. The Oral Proficiency Interview is a national assessment practice performed by trained interviewers.

A rigorous assessment process has been implemented to ensure quality of instruction and student outcomes. As part of that process the Foreign Languages department has implemented a computerized language placement test and departmental finals for lower division courses. Oral Proficiency Interviews have been implemented as part of the senior assessment for each major.

Furthermore, students proficient in a foreign language can use their language skills teaching in area public schools through an outreach program (Appendix I) organized and sponsored by the International Language Resource Center. Every semester about 200 area school students benefit from this opportunity. Professional Development Workshops (Appendix J) also were implemented to provide foreign language training opportunities for area educators. The workshops cover a range of topics and are attended by local school teachers, community college faculty, MSSU faculty, and occasionally students.

Foreign Language Field Day (Appendix K) is yet another outreach activity organized by the International Language Resource Center and the Department of Foreign Languages. Every year approximately 1,100 area school students participate in language, geography, and culture competitions in French, German, and Spanish.

Outreach efforts are also extended into the summer through the Spanish Village (Appendix L), a language and culture immersion program for children ages 8 through 14. The program is administered by the International Language Resource Center, and MSSU faculty and students play a crucial role. Since its founding in 1996, the program has served over 900 children in the four-state area (but also student from as far away as Michigan and California). It has provided them with a unique opportunity to develop their language skills and to encourage their understanding of other cultures.

**Study Abroad Programs**

Study abroad programs provide Missouri Southern students with additional opportunities to gain an understanding of other cultures and international issues. Students have traveled to Mexico,
Italy, Greece, Sweden, Costa Rica, Germany, Russia, Spain, Canada, France, England, India, Australia, Ireland, Austria, and Cuba under faculty supervision. Individually, students have spent entire semesters in Chile, France, Japan, the Netherlands, Denmark, Spain, Germany, Costa Rica, Finland, Sweden, Switzerland, Australia, Fuji Islands, and England through the International Student Exchange Program or Missouri Southern’s bilateral agreements (Appendix M) with universities around the world.

An informative website contains information addressing student and faculty travel abroad policies and procedures as well as instructions on how to apply for grants related to international travel. The grant applications are reviewed by the International Grants Committee (Appendix N). Since 1996, international trips have afforded travel opportunities for 2,273 students and 618 faculty, some students and faculty having participated in more than one trip.

Participation of International Students in Campus Activities

The international students attending Missouri Southern have participated in campus activities and have brought a broader worldview and cultural diversity to the student body. There are several ways this has been accomplished.

The majority of international students are outstanding representatives of their countries. Usually they are the “cream of the crop” and bring to class, co-curricular and extracurricular activities a new and different cultural viewpoint. Being side by side in class with students from around the globe enhances the International Mission of MSSU by exposing students to cultural diversity and new ways of looking at history and current events. Some of our American students may never travel abroad and hearing a student from China speak personally about the death of a friend in Tiananmen Square, for example, brings personal experience and authenticity into the classroom. It gives global perspective to students who may not otherwise be exposed to that culture. This happens in every class where international students are present, be it history, international business or kinesiology.

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4 It should be noted that review of international grant and travel policies is ongoing at the time of the final preparation of this report. In Appendix N the authors have chosen to include general information about the grants process that was presented to the HLC, as well as a memo submitted by the grants committee to Dr. Bruce Speck from the grants committee.
Many international students are involved in campus clubs and organizations such as Model UN, Student Senate, Asian Club, Arab League and Students in Free Enterprise, to name a few. These clubs are enhanced by the presence of international students and their worldviews, and they stretch the students from Southwest Missouri to see things from perspectives outside those of their home region of experience and understanding.

Missouri Southern’s international students are also involved in bringing cultural events to campus. The annual International Dance gives the student body exposure to authentic music, dance, and customs from around the globe. This has grown to be the biggest dance on campus and draws a wide variety of students. The International Party each fall also is a great example of bringing together cultures in the region for a night of celebration. With over 75 countries represented in the Joplin area, the International Party showcases the international students studying at MSSU and connects them with other international people in the area. International-themed dinners and parties held in area homes throughout the semester allow international students to showcase their cuisine and culture to others. Many American students attend these gatherings as well and they are able to sample various authentic ethnic foods. Homecoming is another event in which MSSU’s international students participate with style. Marching in the parade and at halftime of the football game with flags from their respective countries gives students a sense of awe regarding the number of nations represented on campus.

International students are involved in tutoring their native languages and sharing information about their cultures in both formal and informal settings. This contact with international students has encouraged many of MSSU’s native students to study abroad: personally knowing someone from Japan or Chile makes it easier to go there, and studying Chinese with a native speaker in the International Language Resource Center (ILRC) can be a springboard for more than just language acquisition.

The catalyst for the involvement of international students is often International Student Orientation, held the week before each semester begins. International students get to know one another while learning about various aspects of the campus and about opportunities for involvement. They learn about MSSU’s themed semesters and are encouraged to participate. Many social activities arranged to facilitate the building of relationships between the
international students, as well as the MSSU faculty and staff. Activities include pizza parties, dessert receptions in homes of faculty and staff members, tours of local businesses and attractions, miniature golf, movies, and an American cookout with picnic-style games. Students are introduced to various clubs and activities, including the International Club, which affords them opportunities to take spring break trips, canoeing, and camping trips, and to participate in events with other international students, as well as American students. After orientation, international students have the confidence they need and the peer-group support to help them become involved in many activities and events MSSU has to offer.

**Overview of International Mission Funding, 1997-2009**

When Missouri Southern’s International Mission was approved in October 1995 as a major component of its overall mission enhancement, the State of Missouri also approved special funding for Mission Enhancement to begin in fiscal year (FY) 1997. Over a four-year period, a total of $2.4 million was appropriated for implementation of mission enhancement. After that initial four-year period, state funding that Missouri Southern could use for mission enhancement was rolled into the total appropriation the university receives from the state each year. Since that time, Missouri Southern each year has dedicated a substantial portion of the money it has spent on mission enhancement for programs related to the international mission, most notably for the budget of the Institute of International Studies. While it is important to note that never has mission enhancement money gone entirely to implementing and realizing the International Mission, it is also crucial to observe that the “lion’s share” of what has been regarded as mission enhancement funding has always gone to that program.

Table 2 shows estimated amounts for Missouri Southern’s mission enhancement budget and, within that budget, estimated amounts for international expenditures for FY 1997 through FY 2009. For fiscal years 1997 through 2006, it can be seen that international expenditures ranged from 48.0% to 65.1% of the overall mission enhancement budget. For the same period, the percentage of international expenditures within Missouri Southern’s total overall budget has ranged from a low of 1.2% to a high of 3.7% in FY 2000. Coincidentally 2000 is the only year in which our mission implementation has been formally reviewed by the CBHE thus far.
Unfortunately, comparable figures are not available for the fiscal years subsequent to FY 2006. Mission enhancement figures are not provided for the last three years because they are no longer being tracked as such. Reportedly, it is not feasible to attempt to reconstitute what Missouri Southern has spent on mission enhancement for those fiscal years. The figures given for international expenditures for those fiscal years represent the annual budget for the Institute of International Studies.

With regard to the amounts listed under International Expenditures, a substantial drop in those expenditures can be seen between FY 2006 and FY 2009, from $1,440,078 to $685,103. This difference results from two factors. First, when Missouri Southern adopted the Banner software program and implemented it for FY 2007, expenditures formerly considered “international” were henceforth recorded under other budgets. Among these reassigned items, the largest were expenditures for foreign language salaries and benefits and foreign language scholarships. Second, the substantial drop in International Expenditures of about $140,000 between FY 2008 and FY 2009 represents the cuts in the International Institute’s operating budget for FY 2009. These cuts have been the subject of much discussion across campus and in the greater community since being announced. Reportedly, it is not feasible to attempt to reconstitute something closer to what some might regard as “actual” international expenditures for the last three years by adding back in the reassigned international expenditures when Banner was implemented.

Therefore, from this point forward it is reasonable for tracking and/or discussion purposes to consider Missouri Southern’s International Mission funding as consisting solely of the amount budgeted each year specifically for the Institute of International Studies and its programs. For FY 2009, that amount represents approximately 1.1% of the university’s overall budget, the lowest such percentage since implementation of the International Mission.
### Table 2: Overview of Mission Enhancement and International Expenditures, 1997-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>MSSU Total Exp</th>
<th>Mission Enhancement Budget</th>
<th>International Expenditures</th>
<th>Non-Int'l Expend</th>
<th>% Int'l of Total MSSU</th>
<th>% Int'l of Mission Enhance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>$33,521,691</td>
<td>$811,923</td>
<td>$389,845</td>
<td>$422,078</td>
<td>1.2%</td>
<td>48.0%</td>
</tr>
<tr>
<td>1998</td>
<td>$35,507,560</td>
<td>$1,324,332</td>
<td>$737,801</td>
<td>$586,531</td>
<td>2.1%</td>
<td>55.7%</td>
</tr>
<tr>
<td>1999</td>
<td>$36,235,076</td>
<td>$1,874,185</td>
<td>$1,149,790</td>
<td>$724,395</td>
<td>3.2%</td>
<td>61.3%</td>
</tr>
<tr>
<td>2000</td>
<td>$37,721,169</td>
<td>$2,309,103</td>
<td>$1,407,384</td>
<td>$901,719</td>
<td>3.7%</td>
<td>60.9%</td>
</tr>
<tr>
<td>2001</td>
<td>$39,600,328</td>
<td>$2,357,103</td>
<td>$1,408,682</td>
<td>$948,421</td>
<td>3.6%</td>
<td>59.8%</td>
</tr>
<tr>
<td>2002</td>
<td>$42,734,590</td>
<td>$2,244,473</td>
<td>$1,447,516</td>
<td>$796,957</td>
<td>3.4%</td>
<td>64.5%</td>
</tr>
<tr>
<td>2003</td>
<td>$45,131,889</td>
<td>$2,017,192</td>
<td>$1,262,454</td>
<td>$754,738</td>
<td>2.8%</td>
<td>62.6%</td>
</tr>
<tr>
<td>2004</td>
<td>$45,745,062</td>
<td>$2,043,014</td>
<td>$1,280,217</td>
<td>$762,797</td>
<td>2.8%</td>
<td>62.7%</td>
</tr>
<tr>
<td>2005</td>
<td>$48,444,256</td>
<td>$2,212,915</td>
<td>$1,426,242</td>
<td>$786,673</td>
<td>2.9%</td>
<td>64.5%</td>
</tr>
<tr>
<td>2006</td>
<td>$53,067,740</td>
<td>$2,212,915</td>
<td>$1,440,078</td>
<td>$772,837</td>
<td>2.7%</td>
<td>65.1%</td>
</tr>
<tr>
<td>2007</td>
<td>$58,337,575</td>
<td>N/A</td>
<td>$825,103</td>
<td>N/A</td>
<td>1.4%</td>
<td>N/A</td>
</tr>
<tr>
<td>2008</td>
<td>$60,516,490</td>
<td>N/A</td>
<td>$825,103</td>
<td>N/A</td>
<td>1.4%</td>
<td>N/A</td>
</tr>
<tr>
<td>2009</td>
<td>$63,197,319</td>
<td>N/A</td>
<td>$685,103</td>
<td>N/A</td>
<td>1.1%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Institute for International Studies and Business Office

**National Recognition**

Missouri Southern’s efforts towards implementing the International Mission have been recognized in a variety of ways. Missouri Southern was one of 13 higher education institutions to be spotlighted in the *Internationalizing the Campus Report 2004: Profiles of Success at Colleges and Universities*, sponsored by NAFSA: Association of International Educators. Others included Duke University, the University of North Carolina, Notre Dame, the University of Florida, and
the University of Oregon. NAFSA believed MSSU’s themed semesters to be unique and a potential model for other campuses.\textsuperscript{4}

The university also has received the Theodore M. Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching and Learning, and an Andrew Heiskell Award for Innovation in International Education. In 2000, the American Council on Education selected Missouri Southern as one of eight institutions from 57 applicants for an assessment project called \textit{Promising Practices: Institutional Models of Comprehensive Internationalization}. More national recognition came from \textit{Change: The Magazine of Higher Learning}, which published an article about the effects of MSSU’s study abroad program in a 2002 issue. Additionally, testimonials from students, faculty, and community members detailing the benefits of their international experiences at Missouri Southern have been featured in the \textit{Joplin Globe} and the \textit{Chart}. A search for “international mission” on either site will retrieve relevant articles.

\textbf{Conclusions / Recommendations}

- Missouri Southern has a university mission with an international emphasis. The university is accountable to the CBHE to fulfill the goals of our mission. With such a strong international component embedded in the mission, a proportional amount of funding should go towards supporting international programs and resources.
- The findings of the International Studies Curriculum Oversight Ad-Hoc Committee should be reviewed and, where appropriate, implemented.

\textbf{Part Two: Roles of Major Constituencies of the International Mission}

This section of the report builds on the previous section by looking at the various groups that MSSU’s international mission serves. The focus here is on students, alumni, faculty, and other community members, and this section of the report should be regarded as a preliminary, introductory analysis of how MSSU serves its students in comparison to how other similar schools run their programs, as well as the starting point of a larger conversation about how to
expand the scope of our programs to serve our student body and the larger community. The task force recognizes the key and critical importance of the larger southwest Missouri community.

*Study Abroad Opportunities for Students and Faculty: A Comparison of Missouri Southern with Comparable Institutions.*

In considering the role of faculty for a comparative study several schools in Appendix A1 of Breuning and Ishiyama were selected for a comparison to MSSU, along with Arkansas State University–Jonesboro. The schools were selected mainly on the basis of their size and nature relative to MSSU. The comparison schools considered were the University of Evansville, the University of Southern Indiana, Indiana University of Indiana at Fort Wayne, University of Wisconsin at Whitewater (several UW campuses have International Studies programs), the University of Nebraska at Omaha (several UN campuses have International Studies programs), Wartburg College and the University of Northern Ohio. These schools include a variety of both private and public institutions. No attempt was made to concentrate on schools with a component of an International Mission in their mission statements such as MSSU has. All the comparison schools have study abroad programs and transfer agreements that appear to be very similar to MSSU’s agreements and student travel protocols. For example, students who choose to study at a foreign university for a semester or more are typically charged their home institution tuition and fees as in transfer agreements. Our focus here will be on shorter study abroad programs that offer student and faculty opportunities actually to study in the cultural context for which such courses are typically designed and on the funding of these short term courses as compared to MSSU’s approach. The information gathered and summarized here comes from a study of application procedures and funding requests per university policy that is in the public domain.

Most schools provide detailed information on their websites as well as application forms, procedures, and resources available to assist students with costs associated. International study abroad programs, with components involving short study abroad courses, are prevalent and growing nationwide as educators recognize the need for a knowledge of world affairs in our next

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generation of citizens. In almost all instances funding for such short study abroad trips appears to be internal, reflecting a commitment to the institution’s international study programs and also showing growth and popularity of the programs. Individual faculty originate the courses and apply for approval through an appropriate faculty/administrative oversight committee. Rationale for the course, detailed syllabi, detailed budget estimates, and academic rigor are standard requests in application procedures, though occasionally these requirements are streamlined, with direct appeals going to Academic Affairs offices. Still, the common approach is to rely on a faculty/administrative committee to evaluate and approve requests. Justification for need and evidence of student support is also a common theme. Frequently, funding requests included appropriate department head/dean support statements. After approval and well prior to the actual travel, providing detailed itineraries, stating actual pre-paid costs, securing visas and passports, addressing health and disability concerns and completing required forms are necessary prerequisites. Much of this is handled by the faculty involved in conducting the courses with assistance from appropriate university offices. Rarely does it appear that external funding is a pre-requisite for justification, and most schools offer assistance when external funding is sought (frequently to assist with student cost). In one case, the institution requires identification of the source of external monies to help support the planned course (if applicable).

In all cases faculty travel, accommodations, salary and incidental fees are part of line item budget requests. Faculty travel in advance of the actual course also is possible, if required for the development of the course. Students are expected to bear the cost of the trips but are assisted in finding outside assistance for money and are often supported by financial aid through each university’s financial aid office. Scholarship monies devoted specifically for students traveling were typically of the order of $500 and several schools appeared to have endowed money for this purpose. Indiana University, for example, operates an Office of Oversea Study to assist any student at any of IU’s eight campuses to defer the cost of international travel for approved courses for academic credit. This program devotes $100,000 per annum and has assisted over 2000 students. Typical costs for trips (students) were on the order of $3,000, with trip durations of two to four weeks. This cost is exclusive of tuition and fees, and typically did not include all meals.
The numbers of such courses appear to be very similar to the numbers we undertake here at MSSU. For example, Wartburg College devotes the month of May for an extended schedule of short courses in foreign countries, scheduled well in advance, much like our intersession course schedules. Faculty eligible for conducting short courses were in no cases limited to faculty in International Studies departments. In one instance a program is run directly through the Office of Continuing Studies and Continuing Education. Students from all disciplines are welcome to participate and, as at MSSU, certain majors and honors students are strongly encouraged or required to participate. As is the case at MSSU, faculty are expected to serve as the travel agent in most cases and arrange the trip details but often, notably, with the assistance of a central office and appropriate administrative approvals for pre-payments. Students are required to make deposits (non-refundable after dates well in advance of the trip) on the order of a few hundred dollars, similar to MSSU’s policy.

**Development of Community Relations**

Major universities with large alumni associations have extensive international trips designed for the alumni and the university community at large. Typically, there may be as many as 20 international trips per year that are lead by a prominent faculty member, known within the alumni community, and, in many cases, the local community as well. These trips are heavily advertised with glossy brochures and run in the price range of $5,000 to $10,000 per person, for 14 days, not including the airfare to and from the foreign start/end city. These trips are often managed by external travel agencies that specialize in university-affiliated and/or educational travel. The trip logistics and travel arrangement are handled completely by the specialized travel agency, with the lead professor receiving complimentary travel, as well as an honorarium. Because participants are receiving group rates, there is the financial flexibility to sufficiently add surcharges to cover all the expenses of the trip leaders, and a modest profit for the travel agency (much of which may be made through commissions) and for the alumni association. An important advantage of this partnership is that not only does the travel agency make all the travel arrangements but that the agency, rather than the alumni association, also assumes financial responsibility for the trip.
The Missouri Southern Alumni Board does not feel the luxury, mega-trip approach to getting alumni involved in international travel through Southern is feasible. Specifically, they believe there is an insufficient number of retired alumni with suitable means to draw upon routinely in order to make a trip profitable. These trips would appeal largely to retired alumni and, as the alumni board points out, Missouri Southern is “too young” to have a large number of retired alumni.

In addition, Southern’s alumni association does not have the resources to assume any financial risk to plan and implement an international trip on its own. Robert Kelly, alumni president, justifies this position by pointing out that it was not possible to fill an alumni-based trip to Central America to support the basketball team’s exposition tournament. He further stated that “sports boosters are the single biggest component within the alumni association and that if it is impossible to get them on a trip, there is little hope of filling trips that would appeal primarily to the meager component of alumni who are interested in international issues.” Nevertheless, Southern is actively investigating ways to make alumni/community trips profitable for the Institute.

Rod Surber, Director of University Relations and Marketing, has proposed a program called “Southern Safari.” This program would plan and carry out an international trip in May to the country that was featured in the international-themed semester the previous fall. Again, using group travel rates, it would be possible to bring a group of twenty participants for a reasonable cost (under $3,000), and provide free travel and accommodations for a faculty member leading the trip. Mr. Surber is willing to plan the logistics and make the travel arrangements for these trips, as well as assist during these trips as an additional responsibility of his current staff position. Based upon communication with members of the community, faculty, and alumni, Mr. Surber is confident the trips will attract a sufficient number of participants annually. He anticipates the majority of the participants to be members of the community at large, and not alumni or faculty. Indeed, according to Chad Stebbins, Director of the Institute of International Studies, approximately half of the attendees at the themed-semester events are from the community and not affiliated with Missouri Southern. Shifting the focus away from exclusively targeting alumni may in fact may such trips profitable.
Dee Hunt, emeritus professor of theatre, and Gwen Hunt, retired from the public information office, annually lead community trips to New York at a cost of approximately $2,000 to $3,000 per participant. These trips are an offshoot of an earlier annual Theatre department trip over spring break, originally designed for students and faculty but now no longer offered through the department; over the years, this trip was taken over by members of the community and has gone private. Annually, without advertising, the Hunts easily recruit over 35 participants coming from as far away as Chicago and San Francisco. Thus, with sufficient advertising and promotion, it is very likely that the proposed Southern Safari program would have 20 participants from the local community. Furthermore, based upon their experience with the community, the Hunts very strongly feel there is sufficient clientele in the Joplin area for the more expensive, luxury-based tours that offer a larger profit to the University, provided these tours are “professionally” run. Many people are willing to pay more money for quality service and to travel in a group led by a knowledgeable academic.

Another market for participants is professional educators involved in teacher-training workshops at the Southwest Center in Webb City. Most career teachers need workshop credits to keep their certification active and to be promoted within their school districts. An educational-based international trip could meet the workshop needs for hundreds of teachers within Southwest Missouri. Missouri Southern could establish a partnership with the Southwest Center to provide intellectual content for “field trips” that involve international travel. Both Missouri Southern and the Southwest Center have in place agreements with other universities to provide the needed graduate-level credits in education. There may be a similar possibility for taking teacher overseas as part of their workshops. Though we should be realistic about the possibility of teachers’ devoting a great deal of expense to pursuing their workshop credits, we should nevertheless at least investigate targeting a group of community members who have time available in the summer and an interest in their ongoing education. In addition to the Southwest Center as a source of potential trip recruitment we should not overlook our own student body. At MSSU, outside funding sources have been sought by trying to involve the community as much as possible. These students may see foreign experiences as powerful resume building opportunities, and employers interested in international issues may be potential funding sources.
Recognizing that this part of the report is meant to be both comparative and preliminary, the task force would like to make the following suggestions.

- **First, it is suggested that Missouri Southern incorporate the management of a program such as “Southern Safari” the job description of the Director of University Relations and Marketing and develop the Southern Safari program.** Faculty members need to be recruited (or be identified by an interest survey) to lead, and provide educational content for, the trips. The lead faculty member should be compensated by receiving free travel and accommodations during the trip (which would be provided by the complimentary travel given to groups). Each Southern Safari should be promoted throughout the preceding fall semester at all themed events. Trips should last no longer than 10 days, cost under $3000 per participant, and be targeted toward the Southwest Missouri community, at large. Approximately $200 (or more as the trips become more successful) should be added to the actual cost of the trip per participant to support the International Program, raising more than $4000 per year.

- **Over the long run, the University should develop relationships with multiple members of the local community.** The Institute should be a point of contact between MSSU and former students, current educators, and alumni. Moreover, we should see developing these relations as templates for expanding our reach and influence with other important educational institutions within the state and internationally.

**Integrating International Awareness into Our Curriculum**

We have the goal of infusing the curriculum with a global perspective. This has been done in various ways, including the themed semesters, expansion of the foreign language offerings, and international travel requirements for certain majors. Some departments on campus have developed courses specifically to meet the internationalization goal on campus. The amount of influence on the classroom activities varies from discipline to discipline. In Economic Geography, for example, it would be almost impossible not to have an international emphasis, while an Introduction to Proof class in mathematics does not lend itself as readily to one.
Several degree programs require foreign travel for completion of their majors, including students majoring in Foreign Languages, International Business, International Studies and students in the Honors Program. There are currently 152 students in those fields and 126 students in the Honors program. 75 students are majoring in Foreign Languages, 62 are majoring in International Business, while 32 are in International Studies. The numbers include overlap. The percentage of the majors in Foreign Languages, International Business and International Studies who are from the Joplin area is approximately the same as the student body as a whole, about 75%. Honors students have a higher percentage coming from outside the area, about 40%.

The classes that satisfy Missouri Southern’s General Education Area 5A requirement are in the disciplines of Anthropology, Criminal Justice, Communications, English, Foreign Languages, Geography, History, International Business, International Studies, Philosophy, and Sociology. The MIDS 100 class, originally designed to feature a substantial international component, is in the process of being removed from this area. One area that completely lacks international courses is the sciences. The name of Area 5A is “International Cultural Studies” and the word “cultural” has been used to exclude courses of a scientific nature. The name could be changed to “International Studies with a Global Perspective” or something that would be more inclusive. Every country and region of the world is affected by science, which has contributed to the knowledge and development of human societies. At this time we are all becoming more aware of the problems assaulting our environment including our human impact on it. The following courses should be considered for inclusion into Area 5A, Economic Botany (BIO 316), Roots of Science (PHIL 420), International Environmental Health (EH 352), Social Psychology (PSY 341), and History of Math (MATH 330).

Another opportunity for internationalizing the curriculum is to set up an internship in a foreign country. Such internships provide many benefits to students. They enable contacts with professionals in their fields from other countries. By working and living in another culture, students get a better understanding of the culture, which is important in effective communication. Students need to be made aware of the opportunities that exist for internships overseas.
Currently at Missouri Southern, international internships seem to be arranged on a one-to-one basis by individual professors from their personal contacts with foreign universities or businesses. In biology, some internships arise through the summer trips to Costa Rica. An upper-division student who wishes to intern in an area, say dentistry, contacts the professor, who then contacts the university in Costa Rica to set up an internship. Internships in business also are arranged through personal contact with someone in a company, although in the business area one notable barrier to increasing internships is the necessity of fluency in a foreign language. At any rate, we can suggest that information about available internships should be centralized in some manner, either in departments or campus wide, then we might be able to provide more opportunities to our students.

**The Role of International Travel at Missouri Southern State University (MSSU)**

Our record of study abroad opportunities for both faculty and students is presented and discussed in other parts of this report. Needless to say, it has been varied and extensive. When considering comparative data from other universities it is found, not surprisingly, that larger institutions can offer more trips and smaller ones fewer. Nevertheless, when looking at Missouri universities of comparable size to Missouri Southern, it is clear that we have a considerably larger variety of opportunities in place, and usually schedule more per semester as well.

Certainly spending time living in a foreign country provides the most realistic learning experience possible—far greater than learning “about” a country from books, pictures, or even videos or speaking with people from another country. Foreign travel, however, requires the consideration of many components, as reflected in the range of opportunities to study abroad that Missouri Southern provides. These opportunities and suggestions for enhancing them are detailed here.

1. Missouri Southern State University is a member of the International Student Exchange Program (ISEP), and through that program students can study in one of 40 or so countries for a semester or a year for the same price as at MSSU. *Many students have done this; however, all faculty need to be made better aware,* regulary, *of this program and should make greater efforts to encourage students*
to participate. The length of these programs raises the value tremendously. When students visit another country they will learn more about the culture and climate by staying in homes of residents of the country or dormitories of universities with other student citizens, and actually working at their places of business or studying in their schools. If they only stay in hotels/motels, eat in restaurants, and visit public places they only view the country/culture as an outsider—a tourist. This is not much better than viewing a documentary on TV or a movie. Eating the local foods the people grow, prepare, and eat themselves, riding the same trains, buses, taxis, or cars as the citizens, and shopping in the local stores for necessities, not just souvenirs, yields a far more accurate impression of the country’s realities. The students more truly come to know the culture of the country, let alone become more proficient in its language.

2. MSSU has in place agreements or “convenios” with some 15 partner universities in nine to ten countries worldwide detailing Bilateral Exchange Programs. These exchanges are set up similarly to ISEP’s guidelines and the expenses are similar. Many of these originated in particular departments with the foreign partner institution offering an exceptional program in the discipline of the department. We should also have plans in place in be able to maintain whatever partnerships we establish since most of them require continual visits. When partnerships are made funding must also be set aside to make the continuation of these partnerships possible. It is recommended that these exchanges be encouraged by all faculty, and those available in each department be reviewed annually at department meetings.

3. MSSU had participated in the Oxford and Cambridge summer program since 1987 but discontinued our participation in 2009 because of budget constraints. This program was offered through Florida State University for several years, with students attending Oxford University. After we began participating in the program on our own, we expanded it to include Cambridge University as well. We generally subsidized the students’ cost for the trip with partial grants; they were invited to apply for the grants by virtue of their high academic standing.
Usually 12-18 students were selected along with two faculty sponsors. During the three-week study program both students and faculty sponsors took specially designed summer courses while living at universities in Oxford or Cambridge. The program exposed participants to historic teaching methods that are extremely valuable, and most courses included field trips to places that enhanced the coursework. Moreover, the prestigious courses offered through the program are steeped in ancient/classical English history and tradition and taught in places where many noteworthy contributors to European culture and scientific progress lived and worked. *In sum, the Oxford and Cambridge summer program is a highly recommended program, and it is recommended that we again offer this program through Florida State as soon as it becomes economically feasible.*

4. The McCaleb Initiative for Peace grant provides another exceptional opportunity for students to travel to foreign countries. MSSU is able to offer this grant because of an endowment made by Kenneth and Margaret McCaleb in 1998. It is large enough to function in perpetuity by awarding only the interest generated from it. Students must compete to be funded by submitting proposals to research peacekeeping efforts, causes of war or consequences of war anywhere in the world. A funded student works with a sponsoring faculty. Most of them visit the proposed country, interviewing key players when appropriate, and producing an extensive publication documenting all their findings with written articles and photographs and published as a supplement to the *Chart*. Since the year 2000, 22 students have done McCaleb Peace projects in roughly 16 countries. The value of this program is immeasurable: how can world peace be promoted in a better way than educating ourselves about other cultures? We can only appreciate those things which we know, while empathy and understanding also increase with greater knowledge of others. The students doing the projects benefit from all their endeavors; the campus community benefits when the projects’ findings are published in the *Chart*; and the surrounding community could benefit equally if exposure (e.g., articles in the *Joplin Globe* and presentations open to the public) were increased or required and if this initiative were better promoted.
5. Faculty led trips abroad are another way in which students can spend time in a foreign country. The benefits gained by traveling to other countries are tremendous and have been expounded in other parts of this report. In general, through such trips both faculty and students:

- Gain new perspectives of self, the U.S.A., and the world.
- Increase their ability to think critically as their perspectives shift.
- See our country from alternative viewpoints.
- Observe the effects of the U.S.A. on other cultures in the arts, music, food, ecology, and many other areas.
- Act as ambassadors from the U.S.A. to other countries/peoples and as such become more aware of how they act and what they say and do.
- Broaden their experiences and thus their appreciation of language and self-expression; food and food preparation; living conditions; customs and values; space or the lack thereof; differing climates and the ability to live comfortably in them or not; wildly different flora and fauna; and environmental problems and solutions often quite different than ours or not dealt with at all.
- Grow by leaps and bounds in self-confidence, becoming braver and more self-assured as well as often more humble and appreciative of the U.S.A.

In spite of all the benefits it is a daunting task to lead a student group to another country. The faculty person offering the course must become skilled as a travel agent; an accountant; a chaperone; a tourist guide; and an innovative teacher able to cope with many unforeseen developments, deficiencies, or delays, while still relating every new discovery to the discipline. The faculty member often plays the role of a nurturing mentor/proxy-parent, encouraging the timid, homesick students, constantly reassuring them, yet also restraining the too adventurous ones. MSSU faculty have gained some experience in all these areas as faculty have been
involved some 618 times while sponsoring roughly 2,273 students in trips abroad from 1997-2008. Furthermore, we have not lost a single student which, unfortunately, cannot be said by all institutions offering such trips!

There is room for improvement, however, in several aspects of our study abroad courses. First of all, faculty-led trips must be well-advertised to ensure that they fill with the maximum number of students. It is difficult to recruit students for general education classes such as biology or sociology because the faculty sponsor of these 100-level classes most often has no occasion to meet potential non-major students. The annual study abroad fair is not enough; many students miss this completely and it must also be advertised better. Listing trips on our website is great and should be continued, but these listings also are not seen by many students. It is recommended that we install bulletin boards or glass-fronted, wall-mounted cases close inside the front entrance of every major building where classes are held. Each display case would be approximately 15” high x 85” wide or wider to accommodate information for 8-12 trips. Every case would contain an 8” x 11” sign advertising each study abroad opportunity available during the next semester by giving (in a standard format) the course offered, the number of credits it provides, the country of destination, the dates, the cost, and the faculty sponsors’ name(s) and contact information. The posters would be generated and placed by the office of International Studies personnel and need not be the responsibility of the faculty sponsors of trips. Each case could be accented by a border of eye catching national flags of other countries in color. No student could miss these; the essential information would be obvious in a concise, uniform and easily comparable format. It would keep the possibility of travel to a foreign country constantly in students’ minds, thus increasing the likelihood they would partake of travel opportunities.

If at all possible Missouri Southern should designate one person to be responsible for making airline reservations for all trips. It is assumed that this person would be someone in the office of International Studies. If one and only one person does this there would be more uniformity among the trips, possibly discounts to take advantage of, and an (eventually) experienced person who could discover or negotiate the best deals for our trips. Travel requests could be consolidated so that multiple people are not searching for similar bookings at the same time. Having such a person in place would relieve faculty, who should be busy teaching classes, of an extremely time-consuming task.
As far as the funding of study abroad trips is concerned, we recommend that MSSU continue to subsidize students as we have in the past, as well as we can. So many of our students have very little means and would never be able to travel if we do not offer substantial financial help. This support, however, should be limited to $1,000 per student regardless of need, and trips should be filled with a minimum of 10 students per faculty member. Most faculty can manage several more than ten, but we do need to be sure there are enough faculty present to handle all situations and keep our students safe. Additionally, students can be expected to absorb the expenses of the faculty member. This is often done at other institutions and does not add much burden to the students. If a trip costs between $1,500 and $3,000 (most do) one faculty’s costs shared by ten students would only be $150-$300 extra. MSSU needs to have a clear set of expectations between the Institute and the appropriate school, department, and faculty member about who is paying the faculty member’s salary for classes taught in a study aboard context.

Another suggestion to help students fund their international travel would be to allow students to set up a travel fund, much like a Christmas fund at a bank. They could deposit money into it each semester and so have something to begin paying the cost of a trip. We might be able to set this up at a bank so as to gain some interest (not a very lucrative proposition just now).

Furthermore, international faculty led trips abroad should be made more cost-effective. They should always be linked to a credited class, preferably one that fulfills a component of the core curriculum and is taught in the foreign country. General Education courses that lend themselves well toward easily being taught in a foreign country include General Biology (Bio 101), Art Appreciation (Art 110), Music Appreciation (Mus 110), British and World Literature surveys (Eng 271, 272, 261 and 262), Physical Science (Phy 100), General Psychology (Psy 100), Sociology (Soc 110), as well as several classes in Area 5. Most of these would be enhanced by taking place in an alternate setting (foreign country) as that placement would add a greater perspective to the content. Several majors, including the Honors Program, French, German, and Spanish majors, BSEd majors in any of those three languages, and International Business currently require time spent abroad.6

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6 This is some discussion by faculty reviewing International Studies degree as to the feasibility of making study aboard a requirement for that degree as well. These discussions are ongoing at this time.
Longer trips are far more effective and hence more valuable than shorter ones. Three- to five-week trips are far more desirable than eight- to twelve-day trips, which can sometimes amount to little more than “tourist excursions.” Longer stays can easily be accommodated by using the facilities in a university within the country and housing students with local families or in school dormitories. To do this it is necessary to have a liaison at a cooperating foreign institution. These arrangements are beneficial to all involved because the foreign institutions are paid for the use of their buildings, the host families are paid (when necessary, and always much less than nights in hotels would be) and are usually delighted to have the chance to interact with our students. Our students gain exposure to another culture through firsthand experience in their country, and both parties learn from each other as they live together during the stay. With such arrangements, it is assumed that the entire course is taught in the foreign setting during the time spent there. Field trips within foreign countries can be arranged, but they should feature places not usually frequented by tourists yet useful for enhancing the course. Spectacular, well-known landmarks should be largely left unvisited, inspiring students to take future trips on their own or with their families. It is assumed (and required by the Office of International Studies) that several preparatory meetings are held before any trip, orienting the students to conditions in the country and explaining how best to prepare for the trip. Since these longer teaching-trips are by far the most cost-effective, it is recommended that more trips along these lines be encouraged.

Another long-standing requirement for international travel is that students receiving grant money must make a written report to the Office of International Studies. Currently, not much is done with these reports. It is recommended that, perhaps in addition to the reports, a new requirement should be added that calls for a post-trip meeting one to two weeks after returning. At this meeting students would be assigned to prepare presentations documenting the trip. These could be presented at one or two assemblies, tables on the oval at the fall picnic, articles in the Chart, or some other venue early in the fall semester. This would place International travel before incoming freshmen early in their tenure at MSSU.

Last of all, but most certainly not least, is the admonition that all faculty should work together to promote travel. They should be informed about which trips are being offered, doing all they can to recruit and encourage students. Every person at MSSU should be aware of the value of international travel and talk about it whenever the chance arises. We need to develop catch
phrases or slogans and logos to be placed on billboards (e.g., a billboard featuring a scene from an obviously foreign country with the words “Building Bridges to Your Future” emblazoned across the top), repeated on the radio (e.g., “Travel Miles toward a Successful Future at MSSU” with a signature song playing in the background), or included with articles about our trips in the Globe with our logo in the corner. In short, we need to become innovative and proactive in selling our international program!

**Academic Uses for Themed Semesters**

It is assumed that a university committee needs no documentation of the general academic advantages of themed semesters: exposing students to new ideas, challenging their unexamined assumptions, and introducing them to their fellow citizens of the world. Even students who attend no themed semester events at all surely cannot help but absorb, if only subconsciously, the fact that there are other countries in the world and that some reasonably normal-looking people find those countries interesting and even instructive on occasion. We all probably have known a few students for whom that alone was a major breakthrough. So, the question to be addressed here is: what additional academic uses have been made of MSSU’s themed semester program?

Only a small amount of quantifiable data has been gathered over the years. In 2002 and 2003, MSSU professors were asked by Dr. Chad Stebbins, Director of the Institute of International Studies, to describe the ways they had used themed semester events in their classes during the Cuba Semester and the India Semester. Thirty professors responded, and the articles-in-full written about their responses may be found on the Institute’s website. These articles detail specifically how individual professors have used themed semesters to support academic objectives. An overview of this information and additional anecdotal data recently gathered is offered below.

Professors from most university departments have brought entire classes to themed semester events, and many incorporate relevant material into their course syllabus and exams. For the fall semester of 2008, the Germany semester, the freshman common reader was chosen to coordinate with the semester’s highlighted country, and the author appeared on campus through themed semester funds. Also, attending a select number of themed activities was a requirement of the
new freshman orientation course, and extra credit or bonus points also have been given by many professors on campus to both freshmen and upper-class members.

Education, English, Communications, History, Sociology, Nursing, and Political Science were among the departments whose professors had students read and write about the issues presented by guest speakers and frequently brought guest speakers into their classrooms for direct interaction with students. Grace Ayton in Nursing, for instance, invited a guest with nursing experience in India to speak to her class, and Joy Dworkin and Bill Kumbier of English welcomed the Cuban-American poet Virgil Suarez to their classes, and themed semester guest speakers actually have taught MSSU classes during their visits.

In some departments—English, Political Science, Sociology, Psychology, Communications, Biology, History, Business, Music, Art, Computer Information Systems, and Theater—courses have been especially designed in anticipation of themed semester events. The enhancements appear in the choice of texts or topics to be researched and in-class activities. In a course such as Intercultural Communication, for example, the syllabus was changed during the India Semester to include the Gandhi-Jinnah debate. The Theater and Music departments plan and feature performances related to the highlighted country. Less frequently, totally new courses have been created, using the resources that are brought to campus and/or the knowledge acquired by a professor in a themed semester study trip. The sociology course “Contemporary India” is an example.

Themed semesters have also provided meaningful faculty development. Themed semester funding of research and continuing education projects have made possible numerous faculty development activities that would be less likely or impossible to finance otherwise. The Music department’s Rusty Raymond, for instance, was able to attend a master class in Cuban music by Cuban percussionist Michael Spiro, and, immediately following the Cuba semester, Bill Kumbier was invited to join a University of Kansas/UMKC sponsored trip to the Latin American Film Festival in Havana. Geographer Steve Smith and political scientist Ann Wyman attended a high-level diplomatic meeting between France and the US during themed semester sponsored travel in France. Also, faculty have shared experiences and research connected to themed semester events
in each other’s classes, in Brown Bag Lectures, individual department lectures and workshops, and at professional conferences.

**Part Three: Administration and Financing of the International Mission**

The need to develop long-term funding strategies for all university programs is essential. With the overall decline in state support, universities must conserve cash, but they must also invest wisely. Wise investments are those that support the overall mission goals of the university and provide mechanisms for benchmarking, accountability, and help develop their own revenue streams. The Institute of International Studies at Missouri Southern is really no different. For it to continue to be successful, fulfill Missouri Southern’s legislative mandate and provide an important service to the region and the state, Missouri Southern’s Institute of International Studies will have become more responsible for its own support. This is very similar to other programs on campus. However, as with other programs, such as athletics, significant university investment is also required.

This section concerns ideas for sources of funding and staffing. The task force agrees that we need to be more proactive in thinking about the needs of our staff and about funding. Much of what is in this section falls in the general category of suggestions, visions and hopes for the future of the Institute of International Studies. It is our goal that the administration and the Faculty Senate will see these recommendations and conclusions as providing a vital pathway toward both meaningful investment and long-term solvency of the International Mission at Missouri Southern.

**Administration of the Institute of International Studies**

The administration of the Institute is fundamental to its ability to continue the already well-established and successful record of service to the University and to the state. At this time there are three full-time professional staff positions, one faculty-administrator of the International Language Resource Center, and one full-time clerical position in the Institute. These
professionals were asked to discuss and describe their duties in the Institute. Below is a chart that summarizes their views of their jobs and key responsibilities.

**Table 3: Duties of Institute Staff**

<table>
<thead>
<tr>
<th>Position</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of International Studies</td>
<td>Oversees the various units that report to this office; creates a strategy for comprehensive internationalization; chairs the themed semester planning committees and does a majority of the work involved; serves as MSSU liaison for the Missouri London Program; maintains open lines of communication with our partner schools around the world; chairs the International Grants Committee; manages the International Studies degree program; leads efforts in recruiting and admitting international students to MSSU.</td>
</tr>
<tr>
<td>Director of the International Language Resource Center</td>
<td>Improves and strengthens foreign language education on MSSU campus; promotes appreciation for other cultures including our own; provides resources to develop intercultural sensitivity; helps facilitate international admissions; teaches in the Foreign Language department; advises Spanish majors.</td>
</tr>
<tr>
<td>Director of the International English Program</td>
<td>Develops and maintains a stable academic structure for students needing English language instruction; raises sufficient income through programs such as summer camps and IEP recruitment to offset the costs of the English program; maintains the records of students admitted through the Office of International Admissions.</td>
</tr>
<tr>
<td>International Student Advisor and Exchange Program Coordinator</td>
<td>Creates the I-20 needed for the student to obtain their student VISA; advises international students during registration. Works with outgoing students-ISEP and transcript evaluation.</td>
</tr>
<tr>
<td>Secretary</td>
<td>Assigns all international students an S number; facilitates the day to day operations; keeps track of student attendance at international themed semester events works with processing international student applications.</td>
</tr>
</tbody>
</table>
It is at best problematic to suggest additional hiring and expansion of staff during a period of general economic decline in the larger national economy and budget constraints at Missouri Southern. The staff in the Institute has done a wonderful job expanding the program, particularly in the area of international student admissions. Growing the international student enrollment will be a key focus in the future and will be discussed in more detail below.

**Overview of Funding**

A familiar commonplace holds that if you want to see what is important to someone, look in that person’s checkbook. To see what is important to MSSU, look at its budget. Comparable data regarding what are currently regarded as international expenditures are available only for the three fiscal years 2007, 2008 and 2009 (Table 2). Designated international expenditures for 2007 and 2008 were $825,103, which represented 1.41% and 1.36%, respectively, of MSSU’s total expenditures. Designated international expenditures for 2009 were budgeted at $685,103 which represents 1.08% of MSSU’s total budgeted expenditures. International expenditures for 2009 represent a 17% decrease in funding from 2008. Designated international funds include expenditures for Institute of International Studies salaries and benefits, student help, travel abroad and operating expenditures; Language Village support; for the IRC, for ISEP, for IEP and for a multicultural website. MSSU does have additional expenditures related to international activities that are not part of the designated international expenditures. These expenditures include the International Trade Center ($39,746) and international library publications ($5,000). Increasingly the Institute has been asked to do more with less and has maintained quality academic programs in spite of budget cuts.

**Possibilities for Funding**

There are multiple existing and potential sources of funding for the International Mission at MSSU. As of the writing of this report the United States and the world are experiencing a recession. Since September 2008 the stock market in the United States has lost approximately 33% of its value. This has affected both public and private universities. Public universities have seen their support threatened as state revenues shrink and private universities have seen their endowments drop by as much as one-third. In this climate developing funding solutions that will
help support the Institute and the International Mission at MSSU will be no easy task. Certainly having a well-funded endowment for the Institute would help ensure the success of the International Mission. It would also help make our Institute more consistent with other larger programs.

Missouri Southern is actively engaging in this process. During the spring semester of 2009 the University took on the task of developing an Office of University Advancement headed by a Vice President for University Advancement. The mission of this office would be to define funding mechanisms that would “inform, involve, and invest” constituents in Missouri Southern (Appendix O, 8). The committee tasked with developing the vision for a Vice President for University Advancement looked into the need for additional staffing and coordination between the President’s office and existing offices on campus, such as the alumni office, the office of public information and student services. In addition it was agreed that there was a need for coordination between the President’s office and the Missouri Southern Foundation.

This committee was briefed in the form of a report (Appendix 0) written by Dr. Bard Hodson. Dr. Hodson is Vice President for University Advancement at Pittsburg State University in Pittsburg, Kansas. Among the issues discussed in Dr. Hodson’s report one issue stood out. When a word search was done on his report, the word “international” did not appear in Dr. Hodson’s report to the University Advancement Committee. Similarly, while the report defined the need for a budget for newsletters associated with each school within the University, no such budget was set aside for the Institute of International Studies. We have been assured, however, by Dr. Jack Oakes (one of the co-chairs of the University Advancement Committee) that this was simply an oversight on the part of Dr. Hodson and that the Institute of International Studies will be included in university advancement plans. Still, as we consider the long term funding and sustainability of the Institute and the International Mission we cannot afford to overlook it when considering our University’s advancement program. Including the International Mission in our advancement program would be a very positive move for the Institute and for Missouri Southern. For the Institute of International Studies to position itself in such a way that will make it possible
to eventually establish an endowment it will be necessary for the Institute to play a key role in the planning process for University Advancement as it develops over the coming semesters.  

These are, of course, long range planning processes and are necessary for maintaining a viable Institute that is comparable, and in many ways superior, to other similar such institutes. Despite a troubling economic environment, the Institute must also think of creative ways to manage and improve its financial standing in the short term. This task force, along with members of the Institute itself, has developed a series of ideas that we think will be helpful in sustaining the Institute through this difficult period. These suggestions, of course, are simply suggestions and may not be practical or feasible for as yet unforeseen reasons. Nevertheless, they are submitted in the spirit of continuing to support and develop the Institute.

**Interface with the Rotarians**

Similar to an activity such as Southern Safari, the Rotary Club provides multiple forms of trip assistance, including offering and awarding several grants for recipients to go abroad. The Ambassadorial Scholar, for example, is awarded for advanced study for one year, six months or three months. We could direct our students to these opportunities right now. We could also organize inexpensive but interesting trips and market them to alumni, students, and the community in general in conjunction with the Rotary. Short cruises or short flight trips with transportation to and from the airport or sea port currently offered by some Rotary Clubs are very attractive to potential travelers. If $100 were added on top of the price of the trip as a “donation” to Missouri Southern’s international programs, then the university can make money on the trips as well. This strategy is being used successfully right now by different Rotary Clubs for fundraising: the club in Hot Springs Village, AR, for example, recently offered on a Caribbean Cruise and made $15,000 by adding $100 to the trip’s cost and actually had to add a third bus to accommodate all the people who wanted to participate.

**Interface More Directly with Elected Officials**

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7 As of the completion of this report the candidate for VP of University Advancement were just completing their interviews. This is clearly a dynamic process. Nevertheless, the Institute for International Studies should be considered in any long-range funding plans, just like any other arm of the university.
Missouri has a number of elected officials with a wealth of knowledge about events and issues that have an international dimension. Long-time Senator Kit Bond, for example, is Vice-Chair of the US Senate Committee on Intelligence. He is acknowledged as an expert on issues of international security and terrorism and has an interest in educating the public on such issues, with a particular interest in Africa and Southeast Asia. Senator Bond’s office affirmed that he would likely have an interest in giving an address at Missouri Southern sometime during the 2009-2010 academic year. An address by Senator Bond on behalf of the Missouri Southern Institute of International Studies would certainly inspire interest in our programs and serve as a potential fundraising opportunity. However, any fundraising associated with such an event would have to first be vetted and approved by his office.

*Enroll Larger and Sustained Numbers of International Students*

Enrolling larger numbers of international students serves two related goals. First, it promotes the internationalization of campus. Second, it helps provide a financial footing from which the Institute can continue to provide services to the campus and to the region. The present staff at the Institute has already begun working diligently toward developing an international admissions process that will promote and sustain enrollment of international students. The Institute staff presented a report to the Missouri Southern Board of Governors at their April 2009 meeting. Elements of that report and a summary appear below and are used with permission of those who wrote the report.

Without a doubt the Institute staff has worked very hard to define a program for recruiting more international students to MSSU. In their presentation to the Board of Governors they outline the changes that they have made. They have also made a number of important comparisons with peer institutions to demonstrate that MSSU does more with less as far as admitting international students. Their report is presented here.
Promoting MSSU to the International Student -- Challenges

The recruitment of international students has become a highly competitive undertaking for U.S. colleges and universities. By now, even small colleges and community colleges have entered the arena to focus on international recruitment.

Currently, the core of most international recruitment is via “sponsored college fairs” and “sponsored recruitment tours” around the world. Due to the high costs associated with this type of recruiting, increasingly institutions are hiring or contracting with in-country agents to recruit on their behalf. Our largest competitive countries (England, Australia and Canada) make extensive use of agents overseas.

Some large recruitment companies, growing out of the print media advertising of an earlier time, have established international print and online directories of U.S. institutions and forward both inquiries and fitting potential applicants from their recruiting efforts. Hobsons, Petersons, and IES are major players: MSSU has contracted this year with Hobsons.

Currently, there is no budget allocation for international recruitment and admissions. All international recruitment funding is squeezed out of current international programs’ budgets, previously cut 10% and 40% during summer 2008.

Table 4: Changes in the Process of Admitting International Students

<table>
<thead>
<tr>
<th>Before January 2009</th>
<th>Currently</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. International admissions staffing:</td>
<td>I. International admissions staffing:</td>
</tr>
<tr>
<td>1 (part of job assignment)</td>
<td>6 (part of job assignments +1 work study student)</td>
</tr>
<tr>
<td>II. Required before full admission</td>
<td>II. Required for conditional admission</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>a. Application (online or hard copy)</td>
<td>a. Application (online or hard copy), Emergency Contact information included</td>
</tr>
<tr>
<td>b. Emergency Contact information (separate form)</td>
<td>b. Attestation of Financial Support (separate form)</td>
</tr>
<tr>
<td>c. Attestation of Financial Support (separate form)</td>
<td>c. Application fee (online payment)</td>
</tr>
<tr>
<td>d. Application fee (telephoned in, mailed in, bank transfer, faxed)</td>
<td>payment clearance immediate</td>
</tr>
<tr>
<td>Acceptance awaits payment clearance</td>
<td>d. TOEFL (Test of English as a Foreign Language) Score [no minimum score]</td>
</tr>
<tr>
<td>e. ACT/SAT score [math/non verbal scores used for admission decision]</td>
<td>e. Transcripts of academic work</td>
</tr>
<tr>
<td>f. TOEFL (Test of English as a Foreign Language) Score [no minimum score]</td>
<td>1. High school transcript in English if first time freshman</td>
</tr>
<tr>
<td>g. Transcripts of academic work</td>
<td>2. University transcripts in English of all higher education</td>
</tr>
<tr>
<td>1. High school transcript in English if first time freshman</td>
<td>3. Admission decision based on transcript grades</td>
</tr>
<tr>
<td>2. University transcripts in English of all higher education</td>
<td></td>
</tr>
<tr>
<td>h. Transcripts sent for evaluation by international credentials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### III. Fully Admitted

- Required during first semester of academic work for full admission
  - a. Transcripts sent for evaluation by international credentials agency

### IV. Processing Time:

- Up to four months for student to complete application tasks, including testing
- Six to eight weeks at MSSU, depending on transcript evaluation

### IV. Processing Time:

- Up to one month for student to complete application tasks, including testing
- 24 hours at MSSU in most cases after application is complete

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**Table 5: Comparisons with local competing universities currently being completed**
<table>
<thead>
<tr>
<th></th>
<th>MSSU</th>
<th>University of Central Missouri</th>
<th>Pittsburg State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written recruitment plan in place &amp; use</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Rough yearly budget for Recruitment, Retention &amp; Support</td>
<td>$0</td>
<td>$270,000</td>
<td></td>
</tr>
<tr>
<td>Scholarships specifically for international recruitment</td>
<td>$0</td>
<td>$60,000</td>
<td>$30,000 (15 in exchange for hours of service, 12 on academic merit)</td>
</tr>
<tr>
<td>Annual Recruiting trips / recruiting fairs overseas</td>
<td>0</td>
<td>6-8 trips/yr</td>
<td>10/year (various faculty and administration, 1 yearly by president)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4-5 General</td>
<td>This year, about 15 people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4 English Program</td>
<td>Budget: $50,000</td>
</tr>
<tr>
<td>Hiring overseas agents to represent institution</td>
<td>0</td>
<td>+Starting this year</td>
<td>Select areas: 2 in India; 1 in China (various compensation arrangements)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 month’s</td>
<td></td>
</tr>
</tbody>
</table>
International student admissions have the potential to bring an enhanced dimension to the University as a whole. In addition to supporting the Institute such admission may have a direct and immediate influence on the strained budget under which MSSU currently labors. The tables below summarize the potential revenue that may be realized by the admission of additional international students. For example, if MSSU were to admit 100 international students and they were to take 24 credit hours the University would realize revenue greater than that of the 2009 MSSU appropriations for the institute. Moreover, if the Institute to charge a one-time $50 fee to incoming international students the Institute could further underwrite the cost of admissions.

**Table 6: Revenue from International Student Tuition**
## MSSU Tuition Per Credit Hour

<table>
<thead>
<tr>
<th>Tuition SP09</th>
<th>12 Credits</th>
<th>24 Credits</th>
<th>$50 fee</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>$286.00</td>
<td>$3,432.00</td>
<td>$6,864.00</td>
<td>$50.00</td>
<td>$6,914.00</td>
</tr>
<tr>
<td>100</td>
<td>$343,200.00</td>
<td>$686,400.00</td>
<td>$5,000.00</td>
<td>$691,400.00</td>
</tr>
<tr>
<td>150</td>
<td>$514,800.00</td>
<td>$1,029,600.00</td>
<td>$7,500.00</td>
<td>$1,037,100.00</td>
</tr>
<tr>
<td>200</td>
<td>$686,400.00</td>
<td>$1,372,800.00</td>
<td>$10,000.00</td>
<td>$1,382,800.00</td>
</tr>
<tr>
<td>250</td>
<td>$858,000.00</td>
<td>$1,716,000.00</td>
<td>$12,500.00</td>
<td>$1,728,500.00</td>
</tr>
<tr>
<td>300</td>
<td>$1,029,600.00</td>
<td>$2,059,200.00</td>
<td>$15,000.00</td>
<td>$2,074,200.00</td>
</tr>
<tr>
<td>350</td>
<td>$1,201,200.00</td>
<td>$2,402,400.00</td>
<td>$17,500.00</td>
<td>$2,419,900.00</td>
</tr>
<tr>
<td>400</td>
<td>$1,372,800.00</td>
<td>$2,745,600.00</td>
<td>$20,000.00</td>
<td>$2,765,600.00</td>
</tr>
</tbody>
</table>

The second table represents the same data if Missouri Southern were allowed to charge the same tuition as our sister school, Missouri Western State University. As one can see, the difference in revenue is significant. Moreover, in either case one can see the potential for sustaining and growing the international component of our larger mission as an educational institution. However, it should also be noted that international students must not be regarded as “cash cows” by the University. These students have special needs once they are at Missouri Southern and we are obligated to serve those needs. In order to honor that we must first continue to invest university funds into the institute so that the staff there may continue to advance their program of international admissions. Second, we must reinvest some fraction of what monies are taken in by the international admissions in additional staff and programming for our international student needs. These students need to feel welcomed here and have a good experience. Much like our local students, international students exhibit a form of chain migration where one student migrates to MSSU, tells others of their positive experience, and then others follow from home region of the initial student. These students having a good experience tailored to their needs is essential for advancing recruitment of international students.
Table 7: Revenue from International Student Tuition if MSSU charged MWSU tuition

<table>
<thead>
<tr>
<th>MWSU Tuition Per Credit Hour</th>
<th>Out of State SP09</th>
<th>12 Credits</th>
<th>24 Credits</th>
<th>$50 fee</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$304.00</td>
<td>$3,648.00</td>
<td>$7,296.00</td>
<td>$50.00</td>
<td>$7,346.00</td>
</tr>
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Part Four: Summary of the Report and Recommendations

It is the sincere hope of the task force co-authors that we have been able not only to discuss and present some of the important accomplishments of the International Mission at MSSU, but also to provide some guidance and offer some suggestions on how to proceed into the future. The International Mission at MSSU has provided many students with valuable experiences.

It has been twenty years since then-Governor John Ashcroft offered a challenging the institutions of higher learning in Missouri to undertake an international mission; MSSU rose to meet that challenge. We embraced the opportunity to develop an international program recognizing that a university that professes to be a school of liberal arts cannot qualify as such by simply offering a broad array of academics at this point in time, but must also endeavor to equip students with an informed worldview. What is at stake is precisely what motivated then-Governor Ashcroft to issue his challenge --- the need for the next generation of Missouri’s leaders to have the perspective and tools needed to make informed decisions as caretakers of this Earth.
MSSU’s internationalization challenged our school in several ways, many of which have proven quite effective. Presently, the value of honoring our international mission is greater than ever. Some areas where we need to improve are the keeping of financial records, advertising our programs, evaluating our programs, and coordinating the various efforts to internationalize our curriculum being made across campus. In addition, we now have nearly two decades of experience and several very good ideas and programs up and running. As a university we serve many roles and have a diverse mission, with our international mission among the most successful elements of what we do at MSSU. We have a bright future if we continue to make these programs key elements of both our domestic and international student recruitment processes. In order to further capitalize on the international mission’s success we respectfully recommend the following:

1. The central administration and the Faculty Senate should continue dialogue concerning the international mission. This report should be the start of and not the end to a conversation.

2. Continue to support the international mission at MSSU financially. This necessarily means keeping better track of expenditures and consistently evaluating programs (See Part Three).

3. Provide for some of the funding possibilities described in Section Three of this report, and particularly, recruit more international students on campus.

4. MSSU should consider the role of Area 5A in more detail. Review the Area Five part of the core curriculum taking into consideration the specifics outlined in this report (Part Two); this is the key requirement which can standardize the internationalization of each individual student’s experience here at Southern.

5. Use the themed semesters and international travel opportunities more effectively and economically using guidelines suggested in Part Two of this report that promote a more inclusive outreach to the greater majority of our students. Funding of student travel should undergo a focused review in the coming academic year (2009-2010).

6. The Institute for International Studies should continue the remarkable work and progress they have made with regard to international student admissions. Developing this aspect of our programs not only serves to benefit students coming to MSSU, but it also advances our mission by exposing our students to students from other cultures and nationalities.
While such admissions also serve as a possible revenue stream, it should be emphasized that as MSSU develops international admissions we need to also develop programs that serve the needs of international students.

7. Advertise the quality, desirability, success, uniqueness, and value of our international programs.

8. Expand our outreach to the community by implementing a program such as “Southern Safari.”

The co-authors of this report sincerely hope that the information contained herein will prove useful in clarifying the history and the role of the International Mission at MSSU. We have attempted to present here a fairly complete historical record of the development of the International Mission, feeling that this document has value for that element alone. We have been as faithful to the President’s charge, as well as the Faculty Senate’s requests, as possible given the resources and time available. We have made a concerted effort to offer suggestions and guidance as to how this program can be improved in the future, as well as offering some insight into what other schools are doing in similar endeavors for comparative purposes. We hope that our findings will be considered and found insightful in discerning a successful pathway to continue the implementation of the International Mission at Missouri Southern State University.
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