



International

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Catching the New Wave of Internationalization

Long before September 11, 2001, many universities had initiated changes in strategies for internationalizing their campuses. In response to post-9/11 developments, the Chief International Education Administrators (CIEA's) of the larger, research universities are reexamining these plans. They still perceive the need to provide services for international students, scholars and employees and to promote study abroad. Increasingly, however, they are providing leadership to support the research entrepreneurial initiatives of their

campuses.

CIEAs believe that increased federal scrutiny of student and scholar visas and problems of recruitment of international students will significantly affect their campuses. Even so, most believe that pre-9/11 forces of organizational change may prove more influential in the long run.

At a recent conference in Tampa of the Association of International Education Administrators, the CIEAs of large research universities—public and private—discussed their plans for the next

decade. The primary concern is how to maintain the momentum of internationalizing education in a period of serious budget constraints.

Gilbert Merxxx, Vice Provost of International Affairs and Development at Duke University, distinguishes between the "First Wave" and the "Second Wave" of internationalization in American universities.

The First Wave—Post WWII into the 1990s—was, and for many campuses still is, constituency-driven—foreign students, study abroad students, foreign language teachers and area studies scholars. It is mission specific—e.g., teaching and research. In the first wave, universities created discrete units to deal with mission-specific

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MU Shines in Fulbright Competition

Recently released figures from the Council for International Exchange of Scholars (CIES) place MU among the schools with the highest number of U.S. Fulbright Scholars for the 2001-2002 award cycle.

With five faculty members receiving Fulbright Grants in the past year (not including an additional award from the Hungarian Fulbright Commission), MU was one of the top 12 institutions for Fulbright recipients.

Top Universities for 2001-2002 U.S. Fulbright Scholars

Institution	# of Awards
Pennsylvania State University, University Park	8
University of Arizona	7
University of Michigan, Ann Arbor	7
Texas A&M University, College Station	6
University of Colorado, Boulder	6
University of Southern California	6
University of Georgia	5
University of Massachusetts, Amherst	5
University of Minnesota-Twin Cities	5
University of Missouri-Columbia	5
University of Pittsburgh	5
University of Virginia	5

source: Council for International Exchange of Scholars

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Opportunities Abound for Faculty Seeking Fulbright Grants

Now more than ever, MU faculty interested in teaching or conducting research abroad should be able to find a perfect match in the Fulbright Program, as an increasing number of these grants can be tailored to the unique interests and needs of individual scholars.

The Council for International Exchange of Scholars (CIES) assists the U.S. Department of State in the administration of the Fulbright Scholar Program for faculty and professionals. In addition to the "traditional" lecturing and research opportunities available in more than 140 countries, the U.S. Scholar Program includes:

- **Distinguished Chairs Program.** The most prestigious appointment in the Fulbright Scholar Program.
- **Senior Specialists Program.** Through this program CIES builds a roster of specialists in a variety of fields through a rolling application process. Candidates will be matched as countries request Fulbright Senior Specialists for short-term projects, such as curriculum and faculty development.
- **New Century Scholars Program.** A unique program that provides participants with ongoing opportunities to network and collaborate with colleagues from around the world, focussing on a common theme.
- **Alumni Initiatives Awards Program.** These grants allow Fulbright alumni to develop innovative projects that will foster sustainable, mutually beneficial

2003-2004 Fulbright U.S. Scholar Application Deadlines

Distinguished Chairs Program	May 1, 2002
Traditional Fulbright Program	August 1, 2002
New Century Scholars Program	October 1, 2002*
Administrators Seminars Program	November 1, 2002
Alumni Initiatives Awards Program	February 2003*
Senior Specialists Program	Year-round

**specific deadlines have not yet been announced*

relationships between the Fulbright scholar's home and host institutions.

- **Administrators Seminars Program.** U.S international education administrators are invited to apply for two- to three-week summer seminars in Germany, Japan or Korea.

Within the traditional Fulbright program, the first step for applicants is determining which countries offer grants that correspond with their interests. This step is made easier, however, as more and more countries offer at least one "Any Field" award. These open awards provide scholars with the flexibility to develop their own projects and, in some cases, to choose their institutional affiliation.

Although benefits vary by program, in general Fulbright grantees receive a monthly stipend of \$1,700 - \$3,500 per month, depending on their rank and the program. A monthly maintenance allowance is provided to compensate for the local costs of living abroad, and a travel allowance covers round-trip international travel for the grantee to the place

of assignment. Both the monthly maintenance allowance and travel costs may be adjusted for up to two accompanying dependents, depending on the length of the sojourn.

The basic Fulbright application consists of an application form, a project statement, a curriculum vitae, and references. Additional requirements for each program vary, but may include sample course syllabi, a letter of invitation from the host university, and a language proficiency report.

Additional information about Fulbright, the 2003-2004 awards catalog, and application materials for the U.S. Scholar Program are available on-line at: http://www.iie.org/cies/us_scholars/.

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Stories contributed by: Aimee Cooper, David Currey, Jere Gilles, Barbara Lindeman, Jim McCartney, Sean Murphy, Richard Porter, Jackie Shoemaker, and Kerri Urban

If you have questions or suggestions for MU International, please contact the International Center at 882-6007.

MU's 2001-2002 Fulbright Recipients

Ilhyung Lee, Associate Professor, School of Law

Country: Japan

Duration: April - August 2002

Description: Professor Lee received a Fulbright Award to teach undergraduate and graduate students at Waseda University's Law Department in Tokyo, Japan. He will also give presentations at Waseda and other universities in Japan on various subjects such as cross-cultural negotiations.

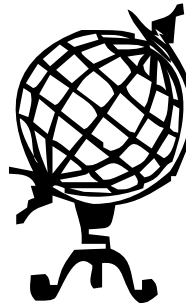
Mary Jean Heppner, Associate Professor, Department of Educational and Counseling Psychology; and

Puncky Heppner, Professor, Department of Educational and Counseling Psychology

Country: Taiwan

Duration: February – July 2002

Description: Mary Jean and Puncky Heppner received Fulbright awards to teach and conduct research at National Taiwan Normal University in Taipei. There, they are investigating the prevalence of, and Asian attitudes toward coping with, sexual violence.



Barbara Zang, former Assistant Professor, School of Journalism

Country: Ukraine

Duration: September 2001 - July 2002

Description: Barbara Zang is currently spending 10 months in the Ukraine as a Fulbright scholar, lecturing on Journalism and Democracy at Ivan Franko National University of L'viv and Taras Shevchenko National University of Kiev.

Martha J. Markward, Associate Professor, School of Social Work

Country: Bulgaria

Duration: September 2001 - December 2001

Description: While in Bulgaria, Martha Markward taught the undergraduate seminar class, "Human Service Delivery with Families and Children in the US" at Sofia University. She also consulted with Bulgarian colleagues and gave presentations on social work as a profession.

Ed Lambeth, Professor, Journalism

Country: Hungary

Duration: September 2001 – May 2002

Description: Ed Lambeth was selected by the Hungarian Fulbright Commission as the Laszlo Orszagh Chair in American Studies at the University of Szeged for the 2001-2002 academic year. He is also lecturing weekly in the American Studies Department at the Eotvos Lorand University in Budapest.

10 Myths about the U.S. Scholar Fulbright Program

Myth #1: Fulbrights are only for faculty. There are also Fulbright awards suitable for college/university administrators and for artists and professionals.

Myth #2: Fulbrights are only for research. Only 20% of Fulbright Scholar Awards are for research only. Most are teaching awards.

Myth #3: You have to speak a foreign language fluently in order to apply. Only certain Fulbright Awards require fluency in a foreign language.

Myth #4: Only faculty from large, prestigious universities are awarded Fulbrights. Faculty Fulbrighters come from large and small universities, liberal arts and community colleges.

Myth #5: Only senior scholars need apply. There are opportunities for scholars at all levels, and countries vary in regard to their requirements.

Myth #6: Fulbright Awards are all for one academic year. Awards range from two months to an academic year.

Myth #7: You have to apply at least three times before you are selected. Many Fulbright grantees receive awards on their first try.

Myth #8: Fulbright grants require an invitation from a host institution overseas. This is true for some countries, but not for others.

Myth #9: To afford a Fulbright award, you have to be on sabbatical. While you're not likely to get rich on a Fulbright stipend, most grants are more than adequate.

Myth #10: Applying for a Fulbright is a time-consuming, grueling exercise. You will have to devote some quality time and energy to preparing a successful application, but most grant programs require a similar effort.

**adapted from CIES (www.cies.org)*

ISSS Goal to be Student/Scholar-Centered

International Student and Scholar Services (ISSS) is making steady progress in its efforts to enhance services to the MU international student and scholar community. David Currey, ISSS Director, stated, "When I began this position in June 2001, I asked the staff team to consider several key ways that we could work together to make this one of the best international student/scholar-centered offices in the country." Currey developed a list of ten key ways that would move the office toward this goal.

The ten enhancements included: 1) Improve accessibility; 2) Communicate effectively; 3) Know thyself; 4) Be ambassadors; 5) Acknowledge the value of students and scholars; 6) Collaborate; 7) Provide a welcoming environment; 8) Invest in the staff and student employees; 9) Be advocates; 10) Develop immigration networking.

Currey cited making the office more welcoming, information more accessible, and communication timely, as critical elements to developing the trust that needs to be cultivated between the office and the student/scholar community. "MU's efforts toward diversity and cross-cultural understanding are fundamental to what we do, but it's also important to recognize that our clientele is very keen on a high level of efficient, consistent, and quality immigration-related services through our office," said Currey.

ISSS has pursued several new service initiatives to meet these

goals, including a series of outreach workshops dealing with immigration topics, periodic electronic bulletins, special student information sessions in collaboration with colleges and departments, implementation of a new in-house document tracking database, and new services for the processing of employment-based permanent residence petitions. "The ISSS

staff team has worked very hard to stick with our service objectives in the midst of a very challenging time," said Currey.

ISSS is also currently developing a new mission statement that reflects the office's essential purpose. Currey concludes that "the basic idea can be summed up with two words – quality service."

Employment-Based PR Processing Services Now Available

International Student and Scholar Services (ISSS) is currently accepting recommendations from MU departments for the processing of employment-based permanent residence petitions for MU faculty and staff. Richard Porter, ISSS Coordinator, is responsible for oversight of service delivery to MU departments for candidates recommended for PR processing. Richard joined the ISSS staff team this past January 2002 (*MU International*, February 2002).

Departments may review the MU Permanent Resident Policy posted on the International Center website: <http://www.missouri.edu/~icweb/iss/departments/pr-policy.htm>. The PR Recommendation Form can be downloaded by selecting the link at the bottom of the page. The recommendation form is in "fillable" PDF format. Recommendations are initially reviewed by the ISSS Coordinator. The Permanent Residence Advisory Committee (PRAC), in con-

sultation with the ISSS Coordinator, will determine candidate eligibility and processing priorities. PRAC members include: Hildegard Heymann, Professor of Food Science; James M. Keller, Professor of Computer Engineering and Computer Science; Henry White, Professor of Physics; James McCartney, Interim Director, International Center; and David Currey, ISSS Director.

Porter has developed "user-friendly" guides to simplify the process for approved candidates and their departmental representatives. The goal is to make the process as transparent as possible and to aid departments in producing the required documentation for the applications.

Any questions regarding the administration of the PR cases can be directed to: Richard Porter, Coordinator of International Student and Scholar Services, International Center, N52 Memorial Union, 884-4372, e-mail: PorterRH@missouri.edu.

Graduate Student Joins International Center as Intern

The International Center is happy to welcome So Youn Kim as an intern for the winter semester. So Youn came to Mizzou during the summer of 2001 to work toward her master's degree in Social Work, and will graduate in May of this year.

Before coming to MU, So Youn received her Bachelor's degree in Social Work at the University of Illinois. She chose MU because of its excellent reputation in Korea. One of her main objectives as an international student has been to learn about the welfare system in the U.S.

As an international student, So Youn can identify with the needs and concerns of newly arrived internationals. She has now been an international student for five years. She came to the International Center to help other interna-



So Youn Kim (middle) with IC staff Billie Freelon and Dottie Heibel.

tional students, scholars, and their families adjust to MU and the Columbia community. She is currently working on a number of projects, including:

- A comprehensive resource list of housing options for on- and off-campus living;
- A listing of events in the MU and Columbia community where

students, scholars, and their families can learn about American culture and have fun together; and

- A networking group for the families of international students and scholars.

In addition to these projects, So Youn plays a central role in the Center's orientation program for newly arrived scholars.

Catching the Wave

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problems—an office of student and scholar services, an office of study abroad, an area studies center. Most campuses have struggled to develop effective organizational oversight of these discrete units, evidenced by the variety of reporting structures in major universities.

The Second Wave of internationalization is driven by globalization. Although some experts trace globalization back to the 17th century, the Second Wave emerged primarily in the last two decades. The forces behind this new wave are more diverse, and include alumni, businesses and external

constituencies such as the federal government and global enterprises. The Second Wave is mission-diffuse. As campuses place greater emphasis on distributing resources based on strategic plans, international administrators have begun to align their plans with other campus priorities. They focus more on generating external resources to support the campus's international missions.

CIEAs are caught in the middle of the overlapping waves of internationalization. They seek ways of combining old constituencies with the new driving forces of internationalization. They see a larger role for themselves in helping to expand the resource and research entrepre-

neurial base of their universities.

While CIEAs agree that additional resources are essential in implementing their campus's international plans, they attribute greater importance to access. Those (mostly Vice Provosts) with close and regular access to top decision-makers on campus have made significant progress in balancing old constituencies and the new forces of internationalization. The challenge for CIEAs, in this era of budget constraints, is to gain acceptance as core constituents in the process of defining campus priorities and planning for their realization.

-Jim McCartney, Interim Director of the MU International Center

Study Abroad Information for Students, by Students

The latest addition to the International Center website gives an on-line voice to the “real” study abroad experts - MU students who have recently returned from their own overseas experiences.

As peer advisors in the Study Abroad Resource Room (N52 Memorial Union), MU study abroad returnees have long served as invaluable sources of information. “Ask Me About Study Abroad” brings this resource to the web, with photos and firsthand

accounts written by the students themselves. The site currently features programs in Australia, Brazil, China, Denmark, England, France, Ghana, Ireland, Jordan, Malta, Mexico, Spain, and Sweden, with additional locations being added each week.

Barbara Lindeman, Director of Study Abroad, emphasizes the key role that students play in providing up-to-date information about the universities and countries where they have studied. “While all of

our Study Abroad Advisors have expertise in the language, culture, and academic system of at least one of the countries for which they advise, this information quickly becomes dated. Recently returned students are one of the best sources of information on the current situation at a given study abroad site.”

Visit “Ask Me About Study Abroad” at: <http://www.missouri.edu/~icweb/studyabroad/start/ask-index.htm>.

Ask Me About Study Abroad! Sean Murphy University of Alicante, Spain Spring Semester 2001

My name is Sean Murphy, and I am a senior Marketing major with a Spanish minor at the University of Missouri-Columbia. This past spring of 2001 I studied at the University of Alicante in Alicante, Spain, where I took classes in Baroque Spanish Literature, Management Control, Strategic Marketing and took a month-long intensive Spanish review course as well. While I was there I lived with a Spanish family, which helped my Spanish speaking skills immensely. My primary reason for studying in Spain was to improve my Spanish, and I knew that in order to progress I needed to immerse myself in the language.

Prior to studying in Spain the Spanish language was very formulaic for me, and I always had difficulties conversing in Spanish without pausing or tripping over a word. After spending a few months in Alicante, I was able to speak without thinking, and conversing no longer presented me with the same difficulties it once had.

I personally believe that living with a family made the experience a truly exceptional one. Not only did they help me with my Spanish, but they also gave me firsthand insight into the Spanish culture, giving me a whole new perspective on life and opening my mind to a different way of living.

In addition to taking classes and speaking the Spanish language on a regular basis, I traveled to nine countries in Europe during my six-month stay. I also made several excursions to various cities in Spain and spent countless lazy days on the beach in Alicante. Studying in Alicante was the single best decision I have ever made in my life; it truly was a once-in-a-lifetime opportunity, and I still keep in close contact with my Spanish family and friends in Alicante.



Sean Murphy with his Spanish host mother

Peace Corps Attracts Study Abroad Returnees

Two recently graduated study abroad returnees will embark on their Peace Corps assignments in the upcoming months, while another study abroad returnee graduating this May is going through the application process.

Aimee Cooper (BJ Advertising, BA Spanish, 2001) spent a semester each in Mexico and Spain, and is currently the Study Abroad Assistant at the International Center. She leaves for Nicaragua in May to work with small business development. She has worked in the International Center for three-and-a-half years, formerly as a student and now full-time. "I appreciate working in an environment that is so supportive of my decision to join the Peace Corps. A returned Peace Corps volunteer works in the office and she has been a great resource for me," Cooper said.

Claire Lea (BA in Spanish & Psychology, 2001) spent an academic year in Madrid and a summer in Mexico. In June, she leaves for Guinea to teach English. "After studying abroad, Peace Corps was a natural progression," Lea said. "It will be extremely challenging, but that is what I am looking for."

Hope Fitzgerald, a study abroad returnee who spent a semester in Malta and summers in Spain and Jordan, will graduate in May and is going through the application

process for Peace Corps. She has been working for a year in the International Center as a Study

Abroad Peer Advisor. "Studying abroad exposed me to new cultures, and now I am looking forward to getting an even

deeper experience," Fitzgerald said. She hopes to be placed in Jordan or Central Asia.

With 37 alumni currently serving, MU was recently listed as number 20 on the list of Top Peace Corps Universities.

More information about Peace Corps can be obtained at <http://www.peacecorps.gov>.

"Studying abroad exposed me to new cultures, and now I am looking forward to getting an even deeper experience"

New Course Offers Tools for Sojourners

"How do we prepare people to get the most out of living in another country?" Jere Gilles of the Department of Rural Sociology has provided one answer to this question by developing a new course – Global Perspectives and Realities, Rural Sociology 238.

Dr. Gilles has lived and conducted research on the human aspects of natural resource management in Africa and Latin America. He has advised many students who have studied abroad and directs MU's summer program in Costa Rica. His course is designed for persons intending to study or to live abroad.

According to Dr. Gilles there are three things that a student can do to prepare to live abroad – learn about the role of the U.S. and their host country in the current global economy, learn some of the techniques used to understand other cultures, and develop a plan for their stay abroad.

The first course goal is to provide students with an understanding of the place that America and their host country have in a changing world. Because of

America's predominant position, foreign high school students know more about American society than does the typical American college student. As a result, Americans have a reputation of being ignorant and arrogant. Overcoming this stereotype is crucial because the people most interested in interacting with foreigners have strong interests in international affairs.

The second goal is to help students understand differences between American and host country cultures. Cultural learning includes learning things as mundane as proper ways of eating and greeting. This is accomplished by interviewing resident experts, using available references, and practice.

Finally students develop an individualized learning and travel plan for their sojourn. All of this is intended to get the most benefit from their experience abroad.

"Global Perspectives and Realities" will be offered Fall Semester 2002. For more information about the course, contact Jere Gilles at GillesJ@missouri.edu.

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Ongoing International Events

Multicultural Community Hour

Every Wednesday
1:00 pm - 2:00 pm

in the Memorial Union (rooms vary)

- * *Meet and talk with others from across the nation and around the world*
- * *Experience the cultural diversity of MU*

Noel P. Gist Luncheon Seminars on International Affairs

Every Thursday
12:00 pm - 1:00 pm
S16 Memorial Union

- * *Bring your lunch and explore the world beyond the borders of the United States*

More information about these and other international events on campus is available at: <http://www.missouri.edu/~icweb/events>

World Beat

Directed by Dr. Julia Gaines, MU's popular World Percussion Ensemble celebrates the diverse musical rhythms of regions such as West and North Africa, Brazil, the Caribbean, and Cuba. This year the ensemble welcomes guest artist Michael Spiro, an internationally recognized percussionist, recording artist and educator, known specifically for his work in Latin music.

The World Percussion Ensemble performs April 20, 2002 at 8:00 p.m. in the Missouri Theatre. Admission is \$5 at the door.



*MU World Percussion Ensemble
Guest Artist Michael Spiro*