

INDIA CONCEPT PAPER*

*The following text is based in significant part on *MSU China: A Template for International Engagement by Michigan State University in the 21st Century*, which was authored by the MSU China Working Group (Jeffrey Riedinger, convener; Thomas Coon, Christine Geith, Hairong Li, Marilyn McCullough, Gerald Rhead, William Schmidt, Weijun Zhao, and Yong Zhao) on 3 June 2005.

SUMMARY

To be a great international university in the 21st Century, Michigan State University must be engaged across the missions of research, teaching, and outreach in strategic countries around the globe. This engagement will complement the internationalization of our on-campus curriculum, our students and our faculty. MSU will embark upon a proactive, strategic approach to expanding this engagement, accelerating the expansion of our already considerable international presence. This initiative will be grounded in the thematic and world area expertise of MSU faculty and their commitment to collaboration and capacity building with colleagues abroad. Over the course of the next three years, in concert with host-country partner institutions, MSU will “roll out” three to four new programs of research, teaching and outreach in fields where we can make a difference (such as education, food safety, and ecosystems services) in three to four key countries (such as China, India and Brazil). Over the following five years, MSU and its partner institutions will roll out another four or five new programs of research, teaching and outreach in three or four more countries of strategic importance. By December 2012, MSU will be nationally and internationally recognized as *the* U.S. university partner in at least a half dozen world signature programs in countries of strategic importance to Michigan, the United States and the world.

MSU will better serve the students and citizens of Michigan if it embraces this strategic approach to international engagement. In the knowledge- and information- based economy of the 21st Century, economic development in Michigan will increasingly require better articulation with the world. MSU can facilitate these connections through academic programming, targeted research, and outreach. MSU's international involvement will help it maintain its top flight reputation and its market share in international higher education. In an era of declining state resources for higher education, this strategic approach will enable MSU to tap new external sources of funding to build research, teaching and outreach programming and to do so in a manner consistent with MSU's land-grant commitment to access and engagement. Expanded, strategic international engagement will enable MSU and its clientele to: better understand the dynamics of and opportunities attendant to international economic competition; improve our educational and business practices based on lessons from overseas; and market our educational and economic services to a broader audience.¹

¹ MSU experience, and that of other leading U.S. universities, suggests that MSU will not generate significant surplus revenues from research and degree programs offered internationally; some positive returns may be generated by consulting activities. The initiative described here is intended to maintain and enhance MSU's international reputation for excellence, to

MSU also will better serve the students and higher education institutions of other countries if it embraces this strategic approach to international engagement. MSU's longstanding commitment to international capacity building will be enhanced through these strategic partnerships with host-country institutions to advance collaborative research, teaching and outreach programming.

The MSU India initiative, and parallel initiatives that will follow in other countries or world regions, is informed first and foremost by the expertise and interests of MSU faculty. MSU's fundamental missions of research, teaching, and engagement are similarly central to this initiative. This initiative also is informed by economic imperatives. In this resource-constrained environment, MSU must be strategic in its investments in international programming. Of necessity, it must prioritize programming in certain countries or world regions and on certain themes, at the expense of other meritorious, but less compelling, opportunities. This paper outlines a series of criteria by which such prioritizing will be conducted, with a necessary emphasis on "return" – in scholarly and societal impact, students reached, external resources mobilized – on investment.

BACKGROUND

For more than fifty years, Michigan State University has been identified with international engagement across the missions of research, teaching and outreach. This international identity is one of a half dozen signature elements of MSU's brand name. It represents a significant comparative advantage in the global higher education market. The increasing pace of globalization and international interdependence make it imperative that MSU maintain and strengthen its international programming in the 21st Century. Increasingly, this will involve extending select MSU course and degree offerings to strategic countries, in the form of online and face-to-face in-country instruction.

Expanding into the global marketplace and developing joint degrees with select overseas universities is consistent with the mission, vision and values of Michigan State University. Furthermore, globalization, brand enhancement and the expansion of Michigan State University's reach through technology mediated initiatives is a key strategic initiative of President Lou Anna K. Simon. In the dynamic global economic and political situation, MSU is well advised not to launch a campaign of expensive investment in brick and mortar infrastructure at this time. Instead, MSU should expand its presence in the global education market through partnerships and alliances with select overseas universities, to offer classroom, online, and hybrid courses and degree programs.

In the 20th Century, MSU built its international reputation in part through its involvement in the creation of new universities and colleges around the globe, including bricks and mortar construction. In the 21st Century, a new model is needed and is made possible by information technology, the growing higher education infrastructure in developing countries, and the increasing number of faculty with advanced degrees at partner institutions abroad. MSU's international engagement in the 21st Century will be based on equal, transparent and reciprocal partnerships with host-country institutions. MSU is less likely to be involved in

further the internationalization of MSU on-campus programming, and to maintain market share in international higher education.

physical construction of branch MSU campuses and more likely to be engaged in blending virtual campuses with facilities on the campuses of partner institutions abroad, both public and private.

MSU India: Developing a Strategic Agenda

India is central to MSU's plans for international engagement. We propose to develop in India a new strategic approach to international engagement and academic partnership, based on the thematic and country expertise of MSU faculty, existing MSU partnerships and programs, and emerging opportunities. As MSU develops and rolls out its portfolio of world signature programs in India, we will be developing and rolling out similar programs in China and two or three other strategic countries in the coming years and researching the needs and opportunities for additional programs in another four or five countries in the succeeding five years. A key deliverable by the end of the first three years will be to launch programming for capacity building and problem solving in a strategic theme area through products that will drive funding for consulting, services, training, research and degree programs. After the two to three year development and roll out phase, MSU will substantially scale up each program of research, teaching, and outreach. MSU and its international partners aim to be recognized as *the* leaders in a particularly theme area, marketing multiple lines of research, degree, and consulting products.

Why India? The combination of economic drivers in India—including population growth, emerging industries, special economic and environmental challenges, growing interest in education, and affordability—create a competitive advantage for MSU branded degrees. MSU has considerable existing programming in India, in the form primarily of faculty research collaborations and to a lesser extent study abroad programs. Building upon existing and emerging partnerships, MSU has an opportunity to pioneer a model of strategic engagement in India, testing and improving our blueprint for the 21st Century university.

ELEMENTS OF A STRATEGIC APPROACH

1. MSU must move from its current "laissez faire" approach to research collaborations to a strategic approach to partnerships for research, degree programs, and engagement.
 - a. MSU's focus in India must be on courses and degree programs where MSU has recognized strengths and comparative advantages as well as capacity and willingness to expand international programming (e.g., Food Systems and Agribusiness, Environment, Health, Education, Food Safety, and others).
 - b. MSU should lead with top nationally (U.S.) ranked degree programs; in other fields MSU should first build a reputation based on research or consulting collaborations before moving to degree programs.

2. MSU should adopt a strategic analog to the “Star Alliance,”² partnering with select universities and institutions in India.
 - a. Wherever possible, MSU should focus on “full service” partners, without ruling out single-program affiliations where a full service option does not exist.
 - b. MSU should explore possible three-way partnerships involving MSU, an Indian university, and a university in another country or an Indian or U.S. foundation or corporation.
 - c. MSU must identify partners which are capable of advancing MSU priorities for the next 10- 20 years.
 - d. MSU must identify partners which are geographically dispersed in India.
 - e. MSU’s “Star Alliance” must be flexible enough for individual units to join or withdraw and seek individual partnerships so long as they do not conflict with the alliance partnerships.
 - f. All MSU degree programs must be under MSU control.

3. MSU India should plan to accomplish its research, teaching, and engagement missions in the aggregate.
 - a. MSU missions of research, teaching and engagement might be pursued with different alliance partners and/or under different models; not all alliance partnerships/models need address all three missions.
 - b. This possible separation of MSU missions is consistent with India’s history of separating research, teaching and extension institutions. Over time, MSU can help its Indian partner institutions to broaden their missions to encompass research, teaching, and outreach. Purposeful integration across the missions of research, teaching and outreach is crucial and the hallmark of a land- grant university.

4. MSU should establish an MSU India Liaison Office to provide leadership and coordination, but operate multiple subsidiaries on separate campuses or in separate locations.
 - a. At some locations, MSU India will offer multiple programs (a “mini campus”); in other locations, MSU India will operate a single subsidiary program.
 - b. For the near and medium term, MSU should limit its investment in new bricks and mortar. Where physical structures are needed, MSU should consider investing in or leasing real estate or portions of buildings constructed by/for others.
 - c. MSU India should be legally empowered to contract with alliance partners for specific programs, on an “expenses plus” basis in which the partner is compensated for actual costs of recruiting students, instructional costs incurred by the partner, plus a reasonable return to the partner.

² Star Alliance is the trade name of a global alliance of airlines. See: http://www.star-alliance.com/star_alliance/star/frame/main_10.html

5. In the event major start-up capital is required for one or more of the MSU India initiatives, possible sources for such investment capital include a loan from the MSU Foundation and investment by Indian partner institutions, corporations or foundations.
 - a. In all cases, such investment decisions will hinge on the development of sound and compelling business plans.
 - b. Any net proceeds would be shared between MSU (which assumes the risk of loan repayment) and MSU India.

6. MSU should maintain the integrity of its tuition structure for MSU India degree programs.
 - a. Students in MSU India programs should be billed per the existing MSU tuition structure (maintain “sticker price”). That said, MSU must make a strategic decision—based on cost and revenue as well as affordability and access considerations—as to whether or not international students enrolled in MSU courses and degree programs in India should be billed at the prevailing in-state or out-of-state tuition rate.
 - b. Where appropriate, MSU should provide scholarships back to select or all students (representing, in effect, an MSU India partnership discount).

7. MSU should explore whether or not MSU India can effectively serve and recruit from the broader south Asia market (MSU South Asia).
 - a. How wide can MSU India draw the circle?
 - b. Serving the larger south Asian market is consistent with India’s growing economic and political integration with other Asian countries.

8. To extend course and degree offerings in India, MSU must utilize alternative faculty and instruction models.
 - a. MSU should explore the feasibility of “hybrid” or “sandwich” approaches to degree programs to address cost considerations. In such models, students begin their course work at a Indian partner institution, move to the MSU East Lansing campus for a semester or year of study and/or experiential learning, and then return to India to complete their senior research project, Master’s degree thesis or Ph.D. dissertation.
 - b. To complement in-country and online course offerings, select MSU East Lansing faculty will travel to India to offer short (two- to three-week), intensive semester-equivalent courses.
 - c. To supplement MSU East Lansing faculty, MSU India will need to hire MSU-equivalent adjunct faculty or post-doctoral fellows to serve as instructors for some course offerings in India.
 - d. MSU Global must support the development of appropriate online MSU courses to supplement course offerings by Indian partner institutions, MSU and MSU adjunct faculty.

- e. MSU must refine the process of course content and credit evaluation to facilitate transfer credits from Indian partner universities.
 - a. MSU must expand blended language (English and Hindi) and Hindi language course offerings for its programming in India.

- 9. To build capacity and long-term partnerships, MSU should offer (or require) continuing certification of MSU adjunct faculty and post-doctoral fellows.
 - a. MSU should consider requiring MSU-funded MSU Ph.D. students from India to stay on campus for one additional year as post-doctoral fellows. Such students can then return to India for appointment at an Indian university or elect to be hired for a five year term with MSU India.
 - b. Other Ph.D. students employed as MSU adjunct faculty by MSU India should be required to complete a one-year post-doctoral fellowship and participate in periodic (every two years) re-certification by MSU or be actively engaged with MSU faculty in research related to their teaching assignment.

- 10. To facilitate expansion of MSU's course and degree offerings overseas, MSU must work to improve on-campus institutional structures and practices.
 - a. Streamline transfer credit and course evaluation and approval processes for course offerings at partner institutions
 - b. Adopt strategic and responsive approach to international student recruitment

ACTION AGENDA

- 1. NEAR TERM (years one to three)
 - a. Form a university-level steering committee with representatives from key academic colleges, appointed by the President or Provost; establish an on-campus MSU India project office.
 - b. Establish an external advisory board for MSU India including representatives from business, government, and donor communities.
 - c. Conduct in-country feasibility studies, identify appropriate partner institutions, and identify potential sources of funding for a limited number of academic programs, strategic consulting and research activities for which MSU has a comparative advantage.
 - d. Negotiate and sign partnership agreements and arrange financing.
 - e. Develop the business plan to roll out in year two a program for capacity building and problem solving in a strategic theme area through products that will drive funding for consulting, services, training, research and degree programs.
 - f. Establish MSU India Liaison Office with local hire staff (preferably an Indian MSU alumni for Director), provide logistical support for ongoing and developing MSU research, teaching, and outreach activities; begin strategic

- promotion of MSU brand through Indian media, joint conferences, and international student recruitment.
- g. Begin theme area -specific marketing and recruitment.
 - h. Enroll students in one or more new strategic MSU India theme area degree programs; expand market share for associated consulting, services, training and research products.
 - i. Develop the business plan to roll out in year three a program for capacity building and problem solving in a strategic theme area through products that will drive funding for consulting, services, training, research and degree programs.
 - j. Begin theme area-specific marketing and recruitment.
 - k. Enroll students in one or more additional new strategic MSU India theme area degree programs; expand market share for associated consulting, services, training and research products.
2. MEDIUM TERM (years four to eight)
- a. Roll out four or five additional academic programs for which MSU has a comparative advantage based on consulting and/or research partnerships in India.
 - b. Continue strategic investment in a limited number of consulting and/or research activities with a view to building longer term course and degree offerings.
 - c. Recruit and hire in-country MSU-caliber faculty to staff MSU course and degree program offerings

This material was generated from Global Encounter-India, <<http://www.isp.msu.edu/globalencounter/india>>, held at Michigan State University on September 22, 2006. This interactive and participatory event was designed to obtain input and to elaborate in a country-specific forum on relevant themes, opportunities, issues, and opportunities affecting MSU's current and future engagement in India and to a lesser degree southeast Asia.