



International Studies and Programs
MICHIGAN STATE UNIVERSITY

SPARTAN GLOBAL LEARNING INITIATIVE

STEERING COMMITTEE REPORT
and RECOMMENDATIONS

MAY 2025

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1.0

INTRODUCTION AND VISION

Michigan State University President Kevin G. Guskiewicz recently reminded us that, “As a leading global public research university, Michigan State is committed to student success and to access and equity in higher education, both here on our campus and around the world.” The Spartan Global Learning Initiative is a university-wide imperative to enhance, create, and connect global learning efforts across MSU, leading to the development of a holistic strategic framework that encourages and integrates global learning concepts and opportunities throughout the Spartan experience.

Our vision is that every Spartan is a Global Spartan. Global engagement is an integral part of MSU’s success and central to fulfilling the university’s mission to advance knowledge and transform lives. Our commitment to international research, teaching, and outreach stems from the understanding that we live and work in a world where employment is global, problems and knowledge have no borders, and societies and communities around the world are increasingly interconnected. The Spartan Global Learning Initiative also creates a more robust environment for the many visitors, short and long term, that MSU hosts every year.

MSU’s longstanding commitment to global engagement has a direct and profound impact on important areas, including those that are cited in the determination of university rankings, such as international research and publications with international co-authors. Our global efforts strengthen our work in the areas of student, faculty, and staff success as well as promoting a culture of diversity, equity, inclusion and belonging at MSU. An intentional, strategic, and holistic approach to integrating global efforts throughout the student experience will help MSU graduate highly competent professionals and leaders—an outcome that will attract motivated students from all over the world. Faculty and staff will similarly have opportunities to enhance and extend their global teaching, research, and community engagement work. Importantly, the campus climate and community will benefit from increased focus on the global dimensions of inclusion.

“...Michigan State is committed to student success and to access and equity in higher education, both here on our campus and around the world.”

PRESIDENT KEVIN G. GUSKIEWICZ



2.0 BACKGROUND

This report is the culmination of the year-long work of the Spartan Global Learning Initiative steering committee and subgroups; however, recent efforts to establish this initiative began in 2021. For context, to follow is a brief outline that highlights key points. *See Appendix A for a detailed timeline.*

In 2021, Vice Provost and Dean for International Studies and Programs (ISP) Steve Hanson, ISP Associate Dean for Academic Programs Rob Glew, Executive Director of the Office for Education Abroad (now also Assistant Dean for Global Learning and Innovation) Opal Leeman Bartzis, and representatives of various units within ISP met with the dean of the College of Agriculture and Natural Resources, Kelly Millenbah, about the development of a deans' level discussion on the topic of a global learning initiative for MSU. After two years of progressive meetings with various campus leaders, Interim Provost Thomas Jeitschko approved the proposed Global Learning Initiative, and, along with Vice Provosts and Deans Steve Hanson, Mark Largent, and Pero Dagbovie, announced the launch of the initiative and the forthcoming formation of a university steering committee in October 2023. At the request of the Interim Provost, Vice Provost and Dean Steve Hanson charged the steering committee, comprised of representatives from units across campus as well as students, in January 2024. *See Appendix B and Appendix C for related MSU announcements.*

3.0

CHARGE TO THE STEERING COMMITTEE

The charge to the steering committee aligned with an important anniversary, as it marked 150 years since MSU welcomed its first four international students. As noted by Vice Provost and Dean Hanson: “While these students left their home countries to pursue their education, they brought their unique cultures, experiences, and perspectives with them to East Lansing and planted the first seeds of global learning at the university. With care, intention and continued investment, those seeds grew into an expansive legacy of global engagement that has undoubtedly been foundational to MSU’s success.”

With that historical backdrop, the steering committee was asked to focus efforts on these matters:

- Guide the refinement of the Spartan Global Learning Initiative concept, communicate to and collect feedback from stakeholders, and seek fresh, innovative ideas to advance global learning at MSU.
- Examine how to build a cohesive structure that inventories and connects the many excellent global learning activities that already exist while exploring how to better link programs that impact global learning outcomes but may not be explicitly or obviously related.
- Develop a report, as the primary deliverable for the steering committee, with recommendations for a whole-of-MSU approach to global learning, including a foundational framework, process for developing a strategic global learning plan, and examples of priority activities.

The steering committee was reminded that on an ongoing basis, they and their subgroups would be asked to help facilitate planning and implementation as the Global Learning Initiative takes shape.



4.0

OVERVIEW OF STEERING COMMITTEE WORK AND CONNECTION TO MISSION

The work of the Spartan Global Learning Initiative steering committee began by revisiting the MSU mission which aims to “advance knowledge and transform lives by providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders.” It was readily recognized that the generation of a university global learning initiative would help achieve this mission while supporting all six major goals of the MSU strategic plan, especially those related to student success, faculty and staff success, and including the imperatives of inclusion.

In addition to the development of students, the MSU mission also situates “global” within research goals, as seen in “conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally.” It also situates global themes within community goals, as is evident in “advancing outreach, engagement, and economic development activities that are innovative, research driven, and lead to a better quality of life for individuals and communities, at home and around the world.” Thus, the MSU mission clearly urges attention to global engagement in the three main aims of an institution of higher education—teaching and learning, research, and community outreach.

With that grounding in mission, the steering committee met consistently as a large group throughout the 2024 calendar year. Seven thematic subgroups were generated, comprised of steering committee members as well as additional MSU community members; these smaller groups met even more frequently. The subgroups included: Curriculum/Academic Programs, Co-Curricular Activities, Community, Climate & Culture, Faculty & Staff Resources, International Enrollment Management, Student Services, and Alumni Engagement/Advancement.



5.0

RECOMMENDATIONS AND RESOURCES NEEDED

The Spartan Global Learning Initiative can support the University's strategic plan, *MSU2030: Empowering Excellence, Advancing Equity and Expanding Impact, and the Diversity, Equity and Inclusion Strategic Plan*, while functioning as a) a commitment to global learning for all as an institutional intention, b) a framework for empowering faculty, staff and students to engage in globally focused teaching and learning, and c) an underpinning principle for strategic actions in all areas of the university ecosystem.

A strategic plan specific to the implementation of the initiative is necessary to continue the work of the steering committee, as is securing campus-wide awareness and buy-in. Resource allocation will ultimately be necessary for effective implementation, positioning MSU for continued excellence and a global future.

The specific recommendations of the steering committee are organized into four main areas that reflect the phases of work required to launch, deliver, and continually strengthen and sustain the Spartan Global Learning Initiative: 1) Frame and Facilitate, 2) Coalesce and Collaborate, 3) Develop and Deepen, and 4) Reflect and Respond. While the thematic subgroups generated many more recommendations than could be further explored during implementation phases, this list represents those that may be considered the most fundamental to the overall success of the Spartan Global Learning Initiative. *See Appendix E for a comprehensive list of recommendations that were discussed by the subgroups.*

FRAME AND FACILITATE

Recommendations:

- **Stated support of senior leadership.** Sustained, clear support from the highest levels of MSU, including deans and department chairs, is critically important for the success of the initiative. The steering committee was encouraged by President Guskiewicz's statement in his feature article in *Focus: The Monthly Business News Magazine of the Lansing Regional Chamber of Commerce* (May 2024), "Looking to the future, the newly launched Spartan Global Learning Initiative will enhance and connect these efforts for all Spartans — international and domestic — to better equip students, faculty and staff with the skills and education they need to adapt to our rapidly changing and increasingly connected world."
- **Provost's consideration of specific verbiage signifying importance of global learning for MSU students, faculty and staff to be added to the MSU Strategic Plan.** The steering committee stands ready to suggest potential text for inclusion in the plan.
- **Establish leadership and management for guiding the implementation of the Spartan Global Learning Initiative.** The steering committee recommends that the Vice Provost and Dean of ISP establish a standing committee with members from across campus—initially comprised primarily of steering committee members, with two-year staggered and rotating terms—to further develop action teams and implementation plans for the recommendations below. ISP Vice Provost and Dean Steve Hanson initially conceptualized the proposal for the Spartan Global Learning Initiative, securing executive co-sponsorship from the Vice Provost and Dean for Undergraduate Education and the Vice Provost for Graduate and Postdoctoral Studies and Dean of the Graduate School. The ISP Vice Provost and Dean is charged its steering committee at the request of the Interim Provost. The ISP Vice Provost and Dean is uniquely positioned to provide leadership in overseeing the implementation of the recommendations contained in this report; supported by the steering committee co-chairs, the ISP Associate Dean for Academic Programs and Assistant Dean for Global Learning and Innovation & Executive Director of Education Abroad.

To follow are **sub-recommendations** for guiding the implementation of the Spartan Global Learning Initiative:

- **Create a Spartan Global Learning Strategic Framework.** The steering committee recommends that the ISP Vice Provost and Dean lead the standing committee in the development of a strategic framework, based largely on the recommendations of this report.
- **Form Implementation Teams.** Structured around the recommendations, goals, and priority activities identified in this report, these action teams will synthesize findings, develop strategies and tactics in support of goals and priorities, and work across the university to implement them.
- **Build out the Teaching, Learning and Scholarship (TLS) section of the ISP Center for Global Learning and Innovation** as a resource hub for faculty and staff. The goals of the Center are: 1) promote the benefits of global learning for all community members to increase interest and inspire its continual pursuit, 2) collaborate with colleges, departments, and units to develop and deliver global learning experiences, 3) coordinate activities and connect individuals and units to build capacity for global learning across the university, 4) support faculty with resources and space for the work of scholar-practitioners of global learning, 5) strengthen faculty engagement with global learning pedagogies through professional development workshops, communities of practice, and enhanced resources, and 6) provide structures for developing new programs and innovations. The Center also intends to collaborate with language units on campus to develop, support, and advocate for language learning and multilingualism.

COALESCE AND COLLABORATE

Recommendation:

- **Establish a strategy for how MSU community members will work together to advance global learning.** The steering committee recommendations for MSU faculty and staff to work together going forward essentially mirror the framework it has used for its past year of work, but builds beyond them, as in:
 - Identify global learning activities throughout the university, while continually amplifying specific activities and raising awareness generally across the MSU community of the value of global learning.
 - Note areas of need as they arise; and actively and collaboratively seek solutions and highlight them.
 - Strengthen and increase access to programs and actively seek to make global learning pervasive.
 - Consistently innovate opportunities for global learning, realizing the full potential of MSU as an authentic global learning organization.

As an underpinning concept, the strategy should encourage the MSU community to see itself fundamentally as a learning organization, valuing curiosity and continually aiming to improve and expand global learning opportunities.

Recommendations:

- **Establish a structured connection between the Spartan Global Learning Initiative and the Spartan Undergraduate Experience Strategy.** The steering committee recommends intentional alignment between the two initiatives, which would be enabled through a formal linkage with ongoing touchpoints to be determined. These efforts, which are already underway, should be strengthened to maximize synergy and eliminate duplication of efforts.
- **Incorporate global learning into University Advising.** Currently not a dedicated area of focus for University Advising, the intentional incorporation of global learning would entail certain actions, such as training academic advisors on its basic tenets and empowering them to speak knowledgeably with students about its value; making advisors aware of existing global learning opportunities to encourage advisees toward them; adding an introduction to global learning into New Student Orientation; and including global citizenship as a component of D2L identity modules.
- **Establish a structured connection between the Spartan Global Learning Initiative and the Center for Teaching and Learning Innovation.** This configuration will promote the likelihood that MSU's stated Undergraduate Learning Goals, which are aligned with identified global competencies and undergraduate learning outcomes, are increasingly part of undergraduate and graduate teaching and learning activities at MSU. The Center for Global Learning and Innovation (see above) would ideally be a core partner in this structure.
- **Establish a structured connection between the Spartan Global Learning Initiative and the DEIB Office of Education and Outreach within the division of Student Affairs.** The steering committee recommends substantive connection and partnership between the two areas, which would be enabled through a formal linkage with ongoing touchpoints to be determined. These efforts, which are already underway, will be mutually supportive given their complementary aims.
- **Emphasize the global dimensions of inclusion.** The MSU concept of global diversity, equity and inclusion was developed within ISP and launched as a university-wide initiative through a university-wide task force, much of the work of which has since transitioned to operational teams within colleges, various units, and Institutional Diversity and Inclusion. The steering committee recommends designating the ISP Global Inclusion and Intercultural Program Director and team as the ongoing point of contact for ensuring consideration of global perspectives in university initiatives toward advancing inclusive excellence, including the DEI Strategic Plan and Scorecard. This work would ideally be focused on improving the infrastructures for integrated, effective, ethical, equitable, accessible, and sustainable global learning.
- **Formalize processes for faculty to incorporate global learning work into reappointment, promotion and tenure processes.** Building on the current opportunities for global work to be woven into faculty portfolios as "impact," the steering committee recommends the development of processes for global teaching and learning, research, and engagement to be recognized, potentially mirroring current guidance for colleges in implementing DEI in RPT processes.
- **Develop an Institutional International Enrollment Management Strategic Plan.** The steering committee recommends a strategic planning process that would lead to the creation of a plan that articulates MSU's goals, objectives, policies, programs, and initiatives to enhance marketing, recruitment, admission, enrollment, retention, and persistence of international students.
- **Develop a strategic MSU communications plan for global learning.** The steering committee recommends the creation of a communications plan that is intended for both external and internal audiences, to draw students to the University for the promise of global learning, attract donors who recognize the value of global learning, raise the global learning profile of the institution, and ensure that global learning is kept continually in the minds of faculty, staff, and students.

DEVELOP AND DEEPEN

Recommendations:

- **Provide each degree-seeking undergraduate student with a small experiential global learning credit for use at any point over eight semesters of study at MSU.** The goal of the credit, which would operate as a program discount or scholarship, would be to make experiential global learning such as education abroad, domestic study away, international internships, undergraduate research abroad, and global community-engaged learning—financially possible for increasing numbers of students.
- **Include tracking of global education content and outcomes in MSU curriculum management system.** Currently, MSU lacks the ability to identify the range of curricular offerings (e.g., courses) with a global learning focus or that have global-related learning outcomes. To better market global learning to students and assess global learning integration into the curriculum, the steering committee recommends that MSU develop a new curriculum management system with the ability to run reports about MSU courses and curricula in terms of their global learning content and outcomes. This request aligns with the DEI Strategic Plan that requested the same feature related to courses with inclusive content and outcomes.
- **Embrace an institutional dedication to multilingualism and language varieties.** To achieve this, the steering committee encourages language study and making language study available to all, offering and accepting the Seal of Biliteracy, accepting different language varieties (see the practices in the Writing Center), supporting language offerings beyond those commonly taught, offering signage in languages commonly represented in our community as well as indigenous languages; celebrating multilingualism; as an asset rather than a deficit; and when appropriate, allowing and encouraging students and faculty to disseminate work in additional languages, especially when trying to reach a particular language community.
- **Enhance international student services through culturally informed preparation.** Myriad opportunities for global learning on campus and outside the classroom are possible through interactions with international students in a variety of settings. MSU's range of student services should be outstanding and culturally informed to meet the unique needs of international students, ensuring that they are properly supported, enhancing their overall experiences, and encouraging their academic and personal success. Building a stronger reputation in this area will also give MSU a competitive edge in the recruitment of international students, which has recently been an area of challenge.
- **Develop or identify flexible and affordable housing options for international visitors, including international visiting scholars.** Given the significant loss of this resource through the current decommissioning of Spartan Village, the lack of short-term housing presents a risk to MSU's ability to foster a diverse learning environment and is already beginning to negatively impact MSU's ability to secure preeminent programs, many of which are US government-sponsored, such as the Mandela Washington Fellows and Humphrey Fellows, as well as Visiting International Professional Program (VIPP) projects.
- **Establish a MSU Global Learning Faculty Fellows program.** The steering committee

recommends the creation of a professional development program to provide intense training to faculty on global learning pedagogies and assessment and the infusion of global content in courses. The provision of a stipend to support course development/re-development is also recommended. Participants who complete the program will be asked to share their experiences with their respective departments and colleges and assist with recruitment of future cohorts. Suggested themes include: globally immersive experiences, intercultural exchange, intercultural competence, cultural sensitivity, language proficiency, and developing multicultural and multilingual communication skills.

- **Make highly visible the fundraising efforts focused on supporting global learning opportunities and programs for MSU students.** ISP Advancement will prioritize fundraising efforts intended to bolster support for global learning. The steering committee recommends that MSU Advancement at the central level maintain efforts to highlight existing institutional strengths while enhancing MSU's profile around the recognized value of and commitment to global learning.

REFLECT AND RESPOND

Recommendations:

- **Establish a Faculty Award for Advancing Global Learning.** The steering committee recommends the initiation of this award, to be conferred annually by the President or Provost. The addition of this award is likely to draw the attention of faculty and staff, elevating the institutional role of global learning. A similar award for staff should also be considered.
- **Monitoring, Evaluation & Learning.** The steering committee recommends that, on an ongoing basis, the standing committee monitor implementation activities and outcomes to review efficacy, make further recommendations, and report on the initiative's overall progress.



6.0

A LIVING DEFINITION OF GLOBAL LEARNING AT MSU

A survey of institutions of higher education and professional organizations concerned with international education revealed the lack of a singular, widely agreed upon definition of global learning. However, a unified understanding of what global learning could look like and entail at MSU would be beneficial, especially to those community members who may not feel as if they have an existing grounding in the concept. Rather than suggesting a strict definition, the steering committee and subgroups are drawn to the idea of supporting a “living definition” approach that is community-driven and can be continually revisited.

A living definition of global learning would be flexible enough to meet the specific needs of the discipline or field within which it is being operationalized, recognizing that global learning will vary between academic programs and disciplines. For example, the Sociology department’s perspective may vary greatly from that of the Toxicology department, and a degree program in Music Education will have marked differences in terms of global learning from Supply Chain Management. Furthermore, a living definition would be nimble and evolving; operationally, it could adjust to current circumstances and societal issues and conversations. Perhaps most importantly, a living definition would promote a holistic view and application of the concept of global learning through its very adaptability, invitational nature, and tendency toward functioning more as a guide than a prescriptive set of requirements.

Some alignment around core principles may be helpful, especially as MSU builds upon a strong commitment to global learning as an institution. Ideas that the steering committee, subgroups, and community members found efficacious include:

- Learning about the existing and historical diverse social/cultural, economic, and political systems in the world.
- Understanding and recognizing that global challenges transcend borders.
- Understanding personal responsibility to act in an ethical and collective manner to address global challenges.
- Developing analytical thinking abilities, integrated reasoning, and effective communication skills (including multilingual and multicultural).

Moreover, MSU should help students acquire knowledge and skills that will prepare them to function in our globalized world—not just knowledge that our lives *are* shaped by global forces, but rather an understanding of *how* global forces and processes shape our lives and the ways that our lives generate global impacts.

Some examples of succinct definitions of global learning from the literature that were attractive to multiple steering committee, subgroups, and community members include:

Learning that is enabled through the intentional integration of international and intercultural dimensions into the formal and informal curriculum for all students (adapted from Beelan and Jones, 2015).

The process of diverse people collaboratively analyzing and addressing complex problems that transcend borders (Landorf et al, 2018).

A critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability (American Association of College & Universities).

See Appendix D for additional examples of definitions.

The ideas and contours above may be thought of as guideposts, enabling colleges and faculty to develop and foster their desired and unique approaches to global learning while still seeking to touch on fundamental, cross-cutting concepts.

7.0

IDENTIFIED GAPS AND NEEDS

In addition to the foundational question of what global learning at MSU can mean, steering committee and subgroup members identified several gaps in MSU's existing programs, activities, and services that, if addressed, would position MSU for a deeper commitment to global learning. This work was undertaken with deep awareness of the exemplars indicated below as well as the extensive although perhaps not exhaustive range of global learning and programs and activities at MSU. Each of the identified needs is addressed, at least in part and sometimes in combination, in the previous *Recommendations* section.

1. Continued strong support for global learning as an institutional commitment from MSU senior leadership is necessary.
2. The University's strategic plan, *MSU2030: Empowering Excellence, Advancing Equity and Expanding Impact, and Diversity, Equity and Inclusion Plan*, includes global impact as a main pillar; however, it does not explicitly call for a focus on global learning as related to the curriculum, teaching and learning, and campus climate.
3. The MSU curriculum could be further internationalized to support the goals of the global learning initiative. (Curriculum internationalization has been defined as the incorporation of international, intercultural and/or global dimensions into the content of the curriculum, as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study (Leask, 2015)).
4. MSU has not embraced a living definition of global learning or a set of guiding principles and contours at the institutional level.
5. MSU faculty and staff have widely varying levels of familiarity with the concept of global learning and thus, have professional development needs.
6. MSU's reappointment, promotion and tenure processes across the institution do not explicitly and consistently encourage faculty to engage in global teaching and learning processes.
7. MSU academic advisors across campus are not consistently provided with professional development and resources to advise students on global learning curricular and co-curricular opportunities and associated benefits.
8. The general MSU student population is not fully aware of the value and range of accessible global learning opportunities.
9. MSU's stated Undergraduate Learning Goals, which are aligned with identified global competencies and undergraduate learning outcomes, do not currently appear to be regularly identified in teaching and learning activities at MSU.
10. Courses with global content or global learning outcomes cannot currently be easily identified, tracked and reported on through a course management system.
11. The decentralized nature of MSU not only makes mapping global learning efforts challenging across the university but also means that academic colleges and other units are missing opportunities for potential collaborations.
12. The Spartan Global Learning Initiative and the MSU Undergraduate Student Experience Strategy have an opportunity to co-create and develop a formal, structured, and synergistic relationship.
13. Experiential global learning activities are not financially accessible for all MSU students.
14. There is a significant need for greater development and availability of institution-wide systems to promulgate the importance of global learning and amplify the work of those who engage in it (e.g., faculty fellows programs, faculty and staff awards).

15. MSU does not have an observable institution-wide commitment to multilingualism and language varieties, which are important aspects of global learning.
16. MSU does not have a strategic international enrollment strategy.
17. MSU's already robust services for international students could be strengthened through the infusion of additional, culturally informed practices to meet unique needs.
18. A solution is needed to address the absence of flexible and affordable housing for international visiting scholars.
19. MSU has not fully leveraged the value and power of making highly visible opportunities to support global learning in our alumni relations and advancement work.
20. MSU does not currently have a strategy for monitoring and evaluating the progress and success of the global learning initiative, thus an opportunity to learn, strengthen, and promote endurability of the concept exists through the formation and work of a standing committee and implementation teams.

8.0

COMPOSITION OF THE STEERING COMMITTEE

- **Opal Leeman Bartzis** (Co-Chair), Assistant Dean for Global Learning and Innovation and Executive Director of the Office for Education Abroad
- **Rob Glew** (Co-Chair), Associate Dean for Academic Programs, International Studies and Programs
- **Stefanie Baier**, Director of Instructional Development for Graduate Students and Postdocs, The Graduate School
- **Jennifer Brewer**, Assistant Director for Community Development and Partnerships, Partnerships for Sustainable Community Development, Tanzania Partnership Program
- **Anjam Chaudhary**, Global Inclusion and Intercultural Program Director, Humphrey Fellowship Program Director, International Studies and Programs
- **Leticia Cherchiglia**, Faculty Liaison and Program Coordinator, Center for Global Learning and Innovation, Adjunct Assistant Professor, Department of Media and Information, College of Communication Arts and Sciences
- **William Cunningham**, Former Director, Global Health Institute, College of Osteopathic Medicine
- **Laleah Fernandez**, Assistant Director, Institutional Research
- **Senta Goertler**, Professor of Second Language Studies and German, Interim Faculty Excellence Advocate, College of Arts and Letters
- **Marcus Johnson**, Assistant Director, International Admissions, Office of Admissions
- **Mike Lindhout**, Senior Director of Development, International Studies and Programs
- **Jim Lucas**, Assistant Dean of Global Education & Curriculum, Office of Undergraduate Education
- **Upenyu Majee**, Director, Institute of Ubuntu Thought and Practice, College of Arts & Letters
- **Karim Maredia**, Senior Associate Dean and Director of International Programs, College of Agriculture and Natural Resources
- **Krista McCallum Beatty**, Director, Office for International Students and Scholars
- **Laurie Medina**, Director, Center for Latin American and Caribbean Studies and Associate Professor, Department of Anthropology, College of Social Science

- **Genyne Royal**, Assistant Vice President for Diversity, Equity, Inclusion and Belonging, Student Life and Engagement
- **Sarah Schultz**, Director, My Spartan Story, Office of Undergraduate Education
- **Julie Sinclair**, Associate Director, Office of International Studies in Education, College of Education
- **Antoinette Tessmer**, Associate Professor, Department of Finance, Broad College of Business
- **Jeremy Van Hof**, Director, Center for Teaching and Learning Innovation
- **Rachel Warner**, Director of Communications, International Studies and Programs
- **Xinyu Wu**, Director, Visiting International Professional Programs; Director, Office of China Programs, International Studies and Programs
- **Matt Zierler**, Associate Professor, James Madison College

STUDENT REPRESENTATIVES:

- **Nolan Rachocki**, Undergraduate student, International Relations and German Studies & Culture
- **Priyanka Kothari**, Graduate student, Curriculum, Instruction & Teacher Education

9.0

THEMATIC AREAS OF FOCUS AND COMPOSITION OF SUBGROUPS

To following are self-descriptions of each the thematic subgroups' areas of focus and membership.

Curriculum/Academic Programs

The Curriculum/Academic Programs subgroup focuses on the need to equip all students with the tools to knowledgeably and sensitively navigate and constructively contribute to a global society, recognizing that this requires the support of curriculum, academic programs, and teaching methodologies. Faculty and staff must be offered related professional development and be encouraged to see themselves as global educators. Example priority areas include exploring the concept of global learning and the opportunities it enables, making global learning accessible and pervasive, and attending to the importance of culture and language learning.

- **Opal Leeman Bartzis**, Center for Global Learning and Innovation (Lead)
- **Inge Steglitz**, Office for Education Abroad (Supporting Lead)
- **Carl Boehlert**, College of Engineering
- **Patrick Crane**, College of Nursing
- **William Cunningham**, College of Osteopathic Medicine
- **Connie Currier**, College of Human Medicine
- **Senta Goertler**, College of Arts & Letters
- **Jim Lucas**, Office of Undergraduate Education
- **Laurie Medina**, Center for Latin American and Caribbean Studies
- **Nolan Rachocki**, Undergraduate Student Representative
- **Antoinette Tessmer**, Broad College of Business
- **Jerry Urquhart**, Lyman Briggs College
- **Matt Zierler**, James Madison College

CO-CURRICULAR ACTIVITIES

The Co-Curricular Activities subgroup focuses on advancing global learning opportunities beyond or in conjunction with the classroom, recognizing co-curricular activities' essential role in a holistic education. Some co-curricular global learning experiences are credit-bearing, so this work connects to and reinforces the work of the Curriculum/Academic Programs subgroup. Additionally, given that co-curricular experiences are supported by educators broadly defined, the committee's work also intersects with the work of the Faculty & Staff Resources subgroup. The overarching guiding principles of the committee's recommendations are defining a framework for global co-curricular learning that prepares students for, supports them during, and facilitates unpacking co-curricular global learning experiences to reach related goals in a way that is ethical, sustainable, accessible, equitable, and integrated into the educational mission.

- **Jennifer Brewer**, Partnerships for Sustainable Community Development, Tanzania Partnership Program (Lead)
- **Stefanie Baier**, The Graduate School
- **Senta Goertler**, College of Arts & Letters
- **Hailee Ridge**, Office for Education Abroad
- **Genyne Royal**, Diversity, Equity, Inclusion and Belonging, Student Life and Engagement
- **Sarah Schultz**, Undergraduate Education

Community, Climate & Culture

The Community, Climate & Culture subgroup focuses on fostering a global campus climate and the integration of global perspectives across the university. These efforts often involve cross-campus, cross-institutional, and international collaborations and relate to academic and co-curricular activities. This subgroup believes that global learning can be enhanced through initiatives that address community, climate, and culture through particular attention to DEI themes. The subgroup serves as a conduit for projects that promote global competencies and partnerships, aligning with the broader objective of a more inclusive, resilient, and globally engaged campus community.

- **Anjam Chaudhary**, International Studies and Programs (Lead)
- **Nikunj Agarwal**, International Student Alumni Representative
- **Damaris Choti**, African Studies Center
- **Antomia Farrell**, College of Agriculture and Natural Resources
- **Sonja Fritzsche**, College of Arts & Letters
- **Genyne Royal**, Diversity, Equity, Inclusion and Belonging, Student Life and Engagement
- **Patricia Stewart**, Institutional Diversity & Inclusion
- **Scot Wright**, Broad College of Business

FACULTY & STAFF RESOURCES

The Faculty & Staff Resources subgroup focuses on discussions primarily around three areas: 1) how all MSU employees (e.g., faculty, staff, leadership, student employees) can become global learners and remain globally engaged during/after their journey at MSU; 2) how all MSU employees can infuse global learning into their work for the benefit of the Spartan Community and beyond (e.g., through teaching, mentoring, research, outreach, advocacy, service, scholarship, capacity building, extension, etc.); and, 3) how MSU can effectively support employees already involved in the two areas above, in addition to removing barriers of entry for those not currently involved in global learning advancement.

- **Leticia Cherchiglia**, Center for Global Learning and Innovation (Lead)
- **Ray Gasser**, Residence Education & Housing Services
- **Jeff Judge**, James Madison College
- **Guanglong Pang**, Broad College of Business
- **Julie Sinclair**, College of Education
- **Jeremy Van Hof**, Center for Teaching & Learning Innovation

INTERNATIONAL ENROLLMENT MANAGEMENT

The International Enrollment Management subgroup focuses on issues related to international enrollment management (IEM) and the need for the development of an institutional IEM strategic plan. The overarching goal is to attract a diverse population of students to MSU from various geographies with interests across MSU's breadth of degree offerings at the undergraduate and graduate levels. Success in this endeavor is fundamental to MSU's future as a global university, campus, and community committed to global learning and the principles of diversity, equity, and inclusion.

- **Rob Glew**, International Studies and Programs (Lead)
- **Krista McCallum Beatty**, Office for International Students and Scholars
- **Laleah Fernandez**, Institutional Research
- **Marcus Johnson**, Office of Admissions
- **Priyanka Kothari**, Graduate Student Representative
- **Upenny Majee**, College of Arts & Letters
- **Karthik Navasivayam**, Broad College of Business
- **Julie Sinclair**, College of Education
- **Anip Uppal**, Office of Admissions
- **Xinyu Wu**, Visiting International Professionals Program and Office of China Programs

STUDENT SERVICES

The Student Services Subgroup recognizes that populations of global learners are comprised of more groups but focuses primarily on the services available to international students, international students' experiences with these services, and how the services support student success. The subgroup defines "international student" very broadly, inclusive of undergraduate, graduate, and professional degree and non-degree seeking students, post docs, and visiting students in non-immigrant statuses for the purpose of study/training in the US. The subgroup also considers student services for all MSU students, especially as related to the MSU Undergraduate Student Experience Strategy and its five areas of opportunity.

- **Krista McCallum Beatty**, Office of International Students and Scholars (Lead)
- **Stefanie Baier**, The Graduate School
- **Xinyu Wu**, Visiting International Professionals Program and Office of China Programs

ALUMNI ENGAGEMENT/ADVANCEMENT

The Alumni Engagement/Advancement subgroup focuses on identifying support for global learning at MSU in line with college priorities and interests. Discussions explore the potential for significant investment from growing numbers of alumni and supporters worldwide, to expand global learning opportunities and programming. While much of that investment will be in the form of endowed or expendable funding, there is also reliance on individual and corporate supporters to provide mentoring, internship, and career pathways to our students.

- **Mike Lindhout**, International Studies and Programs/University Advancement (Lead)
- **Rob Glew**, International Studies and Programs
- **Karim Maredia**, College of Agriculture and Natural Resources
- **Kathryn Reed**, Honors College/University Advancement
- **Sarah Scott**, Broad College of Business
- **Antoinette Tessmer**, Broad College of Business
- **Rachel Warner**, International Studies and Programs

10.0

COMMUNITY ENGAGEMENT AND CONTRIBUTORS

Throughout the year, steering committee co-chairs engaged many groups across the university in discussions of the concept of global learning generally and the Spartan Global Learning Initiative specifically, examples of which include:

International Studies and Programs (ISP) Directors	December 19, 2023
International Enrollment Management Group (IEMG)	January 18, 2024
Global Curriculum Fellows, College of Education	January 18, 2024
Council of Undergraduate Education Deans (CUED)	February 7, 2024
College of Agriculture and Natural Resources International Roundtable	February 8, 2024
Campus Student Success Group (CSSG)	February 23, 2024
Undergraduate Assistant/Associate Deans Group (UGAAD)	March 12, 2024
COIL Faculty & Staff Learning Community	March 29, 2024
Graduate Assistant/Associate Deans (GAAD)	April 3, 2024
MSU Advisory Consultative Committee (ACC)	April 12, 2024
Provost's Council (Interim Provost and Vice Provosts & Deans)	April 25, 2024
International Education Week (IEW) University Planning Committee	October 10, 2024
Linguistics, Languages and Cultures (LiLaC) Department Leadership	November 1, 2024
University Advising Leadership	November 4, 2024
Japan Center for Michigan Universities (JCMU)	November 4, 2024
International Studies and Programs Staff - Group 1	November 6, 2024
International Studies and Programs Staff - Group 2	November 8, 2024
Learning Community for Supporting International Student Success	November 8, 2024
Office of International Studies in Education (OISE), College of Education	November 21, 2024
Office of Cultural and Academic Transitions (OCAT)	November 21, 2024

Attendees at these sessions were provided with the slide deck from the presentation and encouraged to share widely via their networks. They were also asked by the steering committee co-chairs to forward any expressions of interest to serve on a subgroup, all of which were welcomed.

Some members of the steering committee and subgroups additionally carried out listening sessions and led presentations within their respective units, which are not indicated above. Steering committee members also conducted interviews, individually or in small groups, and received formal and informal input through expressions of interest from individuals across the University. In some cases, the feedback related to the initiative and in others it was more focused on the general concept of global learning. These interviewees and informants include but are not limited to:

- **Sara Bano**, Assistant Professor, College of Education
- **Cheryl Benner**, Communications Manager, Office for Education Abroad
- **Beth Brauer**, Associate Director of Communications, International Studies and Programs
- **Shannon Burton**, University Ombudsperson
- **Siddharth Chandra**, Professor, James Madison College; Director, Asian Studies Center
- **Amita Chudgar**, Interim Associate Dean for International Studies in Education, College of Education
- **Tom Day**, Assistant Professor, Media & Information, College of Communication Arts and Sciences
- **Dustin DeFelice**, English Language Center (ELC)
- **John Dirkx**, Professor Emeritus, College of Education
- **Murray Edwards**, Assistant Director, Office of Cultural and Academic Transitions (OCAT)
- **Jonelle Golding**, Director of University Advising
- **Ebony Green**, Assistant Dean for University Advising
- **Qiana Green**, Director of Leadership and Professional Development Initiatives
- **Alexandra Jarvis**, Program Administrator, Center for Global Learning and Innovation
- **Charles (Charlie) Liu**, Director of DEIB Education and Outreach, Student Life and Engagement
- **Luna Lu**, Senior Innovation Officer, Center for Global Learning and Innovation
- **Amy Martin**, Assistant Dean, Undergraduate Student Success Strategy
- **Ben McCracken**, Resident Director, Japan Center for Michigan Universities (JCMU)
- **Peter McPherson**, Former President of Michigan State University
- **Joyce Meier**, Associate Director of the First-Year Writing Program, College of Arts & Letters
- **Kelly Millenbah**, Former Dean, College of Agriculture and Natural Resources
- **Maria O'Connell**, University Innovation Alliance Fellow
- **Charlene Polio**, Interim Chair, Department of Linguistics, Languages and Cultures (LiLaC)
- **Mina Shin**, DEI Learning Development Specialist, Institutional Diversity and Inclusion (IDI)
- **Cholani Weebadde**, Associate Professor, College of Agriculture and Natural Resources

Valuable input was provided to the steering committee at varying points by the following MSU students:

- Joseph Couvreur
- Nolan Rachocki
- Laurel McGerty
- Skye Ridha
- Adam Karas
- Luke Rokop
- Priyanka Kothari
- Helene Stech
- Sarah Potts
- Evan Votruba

11.0

METHODS USED BY THE STEERING COMMITTEE AND SUBGROUPS

The steering committee and subgroups employed a range of methods while seeking to 1) understand the range of global learning activities at MSU, 2) identify global learning opportunity gaps and suggest potential solutions, 3) explore any areas for new, deeper and more synergistic engagement in the global learning space; and 4) suggest structures and resources to make the initiative and its benefits sustainable and durable.

Methods included surveys and interviews of individuals and groups, literature reviews, MSU document reviews, and discussion of related guidance and resources from the field of international education and professional organizations, such as the American Association of Colleges & Universities (AAC&U), the Association of Public Land-Grant Universities (APLU), the American Council on Education (ACE), NAFSA: Association of International Educators, the Institute for International Education (IIE), the Forum on Education Abroad, the American Association of Collegiate Registrars and Admissions Officers (AACRAO), NASPA: Student Affairs Administrators in Higher Education, and the National Association of Colleges and Employers (NACE). Conversations often referenced accreditation bodies such as the Association to Advance Collegiate Schools of Business (AACSB), ABET (previously the Accreditation Board for Engineering and Technology), and the Council for the Accreditation of Educator Preparation (CAEP). The steering committee also reviewed the strategic global plans and initiatives of, and conducted general benchmarking related to, several institutions representing a range of institutional types, including Indiana University Indianapolis, Purdue University, University of Maryland, State University of New York, University of California-Davis, San Diego State University, University of North Carolina-Chapel Hill, Stockton University, Elon University and University of Alberta (Canada).

12.0

IDENTIFIED STRENGTHS ON WHICH TO BUILD

The Spartan Global Learning Initiative builds on a strong tradition of international programs and global engagement at MSU. International students have been integral to the fabric of the institution since the late 19th century, and the university currently hosts degree-seeking undergraduate and graduate students from more than 130 countries. Robust immigration advising and a comprehensive program of socio-cultural support that involves units across the campus work together to promote international student success. MSU is home to renowned scholars and scientists from around the globe who contribute to a vibrant and diverse community of faculty and scholars who conduct international research that innovates practical solutions to the world's most pressing problems. MSU has been ranked as the number one public institution for education abroad for the last six years according to US News & World Report, and has been a recognized national leader in numbers of students studying abroad for several decades. The faculty-directed program model has always been core to education abroad at MSU, demonstrating department- and college-level dedication to experiential global learning. Area studies centers focusing on Africa, Asia, Canada, Europe, and Latin America and the Caribbean, as well as thematic units focusing on the global aspects of gender and Muslim Studies link faculty to MSU's international partners to support instruction and research on significant global issues through an interdisciplinary approach. The Visiting International Professional Program (VIPP), American Semester Program (ASP) as well as thematic units, additional language programs, and the international focus of a great number of colleges and units throughout MSU further engage faculty, catalyze worldwide networks, produce international research, and develop global programming and academic courses.

13.0

REPRESENTATIVE INVENTORY OF EXEMPLARS

The steering committee recognized that MSU already has a lengthy and established portfolio of high quality, globally focused programs that serve as exemplars of global learning. This collection of programs creates a strong foundation for the establishment of the Spartan Global Learning Initiative, which would further strengthen individual programs by incorporating them into a whole-of-university approach that simultaneously provides reinforcement for other, new activities. To follow are examples, organized into themes, of the types of activities and programs that the Spartan Global Learning Initiative seeks to strengthen and connect.

CURRICULUM/ACADEMIC PROGRAMS

A Diverse Institutional Portfolio of Education Abroad Programs (MSU colleges, Office for Education Abroad) affords undergraduate and graduate students robust options to study, intern, student-teach, strengthen additional language skills, and engage in global community-engaged learning through more than 300 programs of varying lengths and timing in over 60 countries, with the faculty-directed program model being the most prominent and popular. Programs designed to address student learning outcomes related to intercultural competencies, language learning, and global citizenship are especially noteworthy.

Global Academic Programs (MSU colleges and other units) are comprised of more than 65 programs focused on global and international topics, including language study, specializations in world regions or global themes, and international relations; these include undergraduate majors and minors, graduate degrees, specializations, and certificates, as well as non-degree programs.

The Nanjing Agricultural University Dual Degree Partnership (College of Agriculture and Natural Resources, International Studies and Programs) facilitates dual degree programming for students at NAU and MSU in the areas of food science and biosystems engineering and serves as a platform for additional areas of institutional partnership, including faculty collaboration, research, and other projects.

CO-CURRICULAR ACTIVITIES

Global Student Ambassador Program (Broad College of Business) is a program consisting of a select group of motivated and enthusiastic international student leaders who assist career services in promoting career offerings and in providing career support to Broad College of Business students whose career aspirations include global career pathways.

Global Learning Conference, formerly the Learning Abroad Conference, (International Studies and Programs) is an annual event that features deeply reflective presentations from students who have returned from education abroad and international students currently studying abroad in East Lansing. The conference creates a space for students to unpack their global experiences while making global learning opportunities visible to the community.

Academic Year in Freiburg Education Program (Linguistics, Languages and Cultures, College of Arts & Letters, Office for Education Abroad) is a long-term, immersive, consortium-based program with a student exchange component, a model that encourages an affordable, equitable student experience. The presence of a rotating on-site academic director affords a faculty-directed program feeling, yet students are also integrated through classes with the local university. The program is enriched through thoughtfully selected co-curricular opportunities, such as field-trips, excursions, internships, and service-learning.

COMMUNITY, CLIMATE & CULTURE

“Speaking” Their Language: Understanding the Perspective of Multilingual Learners through a Student-Centered Video Creation Project (College of Arts & Letters) is a series of educational videos made by a highly collaborative student-faculty team that examines varying pedagogical challenges faced by multilingual, international learners at MSU. The videos depict the challenges faced by international students adapting to US academic culture and serve as tools for fostering intercultural understanding and enhancing classroom inclusivity. The series draws on program goals to explicitly center students’ languages and cultures as sites of inquiry and resources for learning.

Intercultural Aides (Residence Education and Housing Service) work collaboratively alongside resident assistants to build inclusive and vibrant communities in MSU residence halls. They engage residents in the process of “crossing difference” through a series of engaged learning opportunities, such as roundtable discussions, community service, social events, and partnerships with other leaders in the campus community.

Marronage and Resistance: Then and Now Event (Black History Month 2025) is a forthcoming two-day event that combines film screenings, discussions, and performances to bridge historical and contemporary perspectives on resistance and resilience across the Atlantic. Planning and sponsorship for this multi-faceted event were made possible through collaboration among the Department of Romance and Classical Studies, International Studies and Programs, and Culinary Services. The event exemplifies the potential of cross-disciplinary global learning opportunities.

FACULTY & STAFF RESOURCES

Global Education Engagement (College of Education) is a series of professional learning programs for faculty and administrators outside the US with a range of topics in K-12 and higher education. Project examples include the “Argentina Educators Training Program,” and, in collaboration with VIPP, “Enhancing Female Leadership in Higher Education in Pakistan,” and “MSU/Bolashak Pedagogical Innovations for University Instructors.”

COIL Curriculum Integration for Course Content Internationalization (Broad College of Business) is an official MSU Faculty Learning Community created in 2022 with the primary goal of providing resources, support, and community for MSU faculty and staff interested in internationalizing the curriculum through the adoption of pedagogies such as Collaborative Online International Learning (COIL).

Residential Learning Model (RLM) Handbook (Residence Education and Housing Services) is a document utilized in training sessions in MSU’s residence halls that provides a framework for the learning and experiences of on-campus living students based upon three main goals: individual development, community development, and inclusive living and learning.

INTERNATIONAL ENROLLMENT MANAGEMENT

China-Based Team of MSU Employees (Office of Admissions, Office of China Programs and International Advancement) consists of a small group of staff residing in China who work collaboratively on marketing/recruitment, communications, career services, alumni relations and job placement for potential applicants, students, and recent graduates from China.

Dedicated International Sponsored Student Specialist/Recruiter (Office of Admissions, Graduate School, International Studies and Programs) provides guidance and recommendations for MSU recruitment of sponsored students at relevant fairs, other recruitment events, and country visits. This role also builds relationships for long-term recruitment partnerships including embassy visits in Washington, DC.

Career Services for International Students at MSU through the Assistant Director of the Career Services Network (International Studies and Programs, Residential College in the Arts and Humanities, Student Life and Engagement). The Career Services Network (CSN) is a seamless connection of career service professionals located in college-based and centralized career centers across campus. The Network serves students from first year through graduation and beyond.

STUDENT SERVICES

Culturally-Informed Support for Chinese International Students (Office of China Programs) include services provided by the Chinese Student Engagement Coordinator and the Director of Alumni and Employer Relations, who work directly with Chinese students and serve as a bridge to other university student service units.

International Graduate Teaching Assistant (GTA) Orientation (The Graduate School) covers topics such as life and teaching in the US, a panel of current international GTAs, resources for GTAs, community building opportunities, and employee and academic support. This program brings a culturally informed perspective to orienting new international GTAs, greatly benefiting the GTAs as well as the students they teach.

Increased Thanksgiving Break Dining Options for International Students (International Students Association, Office for International Students and Scholars) were enabled through collaborative efforts with Culinary Services, resulting in expanded opportunities for students who remain on campus over the break and greater understanding of the needs and experiences of international students by community members.

ALUMNI ENGAGEMENT/ADVANCEMENT

Strong Alumni Engagement is enabled through 12 international alumni clubs, primarily throughout Asia where most of our international alumni reside. Additional networks of alumni and friends span Africa, and numerous strong connections to informal alumni groups are also present in Europe and Latin America.

MSU Alumni Function as Connectors for Students and Faculty through education abroad, internships, and career pathways. Ongoing and future opportunities to support education abroad programs, domestic study away programs, domestic and international internships, mentoring, and innovative educational partnerships are possible through this approach to engaging MSU alumni.

Continued Fundraising from Alumni has the potential to greatly increase both domestic and international alumni engagement in support of global learning programs and activities at MSU. By deepening alumni engagement with global learning programs, opening doors to greater philanthropic support is possible.



14.0

CONCLUSION

The Global Learning Initiative presents many benefits including improved student learning outcomes with an emphasis on intercultural learning, innovative education models, expansion of multi-faceted international partnerships for collaborative teaching and research, and enhancement of experiential learning, among others. By coordinating the collection of MSU programs and activities into a unified effort, the Global Learning Initiative will create a university-wide approach for dissemination of best practices and lessons learned from existing programs and activities. It will also facilitate and catalyze new global learning opportunities and experiences for students, faculty, and staff. At the same time, implementation of this framework is an invitation to all members of the MSU community to deepen global learning and recognize emerging opportunities. Student services will recognize and meet the unique needs of international students as a key component to a campus that is inclusive of a vibrant international student community, and will appreciate domestic students' multilingual and multicultural identities, making MSU truly a location where global learning can occur. The profile of MSU will be enhanced as the institution emerges as a thought leader on global learning methods, and students and supporters are likely to take notice.

The steering committee anticipates the following outcomes:

- The world's most preeminent researchers are attracted to MSU.
- The numbers of qualified student applications (undergraduate, graduate/professional and international) increase dramatically due to the appeal of global learning opportunities at MSU.
- Students come to MSU knowing that they are entering a global community in which global engagement is an expectation.
- Opportunities are realized for new and creative collaborations and partnerships around global learning within MSU and with external entities.
- Other higher education institutions look to MSU as a model for global learning.
- MSU's institutional reputation and rankings are enhanced through commitment to global learning.
- Students graduate with demonstrable knowledge, attitudes, and skills aligned with MSU global learning goals, and outcomes.

The Global Learning Initiative builds on an institutional commitment to the idea that every Spartan can and should be a Global Spartan, with opportunities to engage in global learning at every step in their Spartan experience. That commitment manifests in myriad ways: from the incorporation of global awareness outcomes in every MSU degree to the design of specialized intercultural and multilingual learning opportunities and programs that are developed to emphasize global competencies. The promise of global learning, which dovetails perfectly with MSU's promise to the people of Michigan and any area from which Spartans come, is that it will ultimately improve local communities, wherever those communities may be. A university-wide commitment to advancing global learning will emphasize and affirm the need for MSU to be a global campus made up of people from diverse backgrounds with an openness to engaging with additional cultures and ideas, from Michigan, the United States, and across the world. This is foundational to our ability to fulfill our university mission.

Future phases of the Spartan Global Learning Initiative will follow the same collaborative and forward-facing approach that has enabled us to reach this stage. As President Guskiewicz stated at his presidential investiture on September 29, 2024, "Together, as one team, we are poised to make MSU an even greater talent magnet and activator...Together, as one team, we will deliver on the promise of our university."

APPENDIX

BACKGROUND/TIMELINE

In late 2021, Vice Provost and Dean for International Studies and Programs (ISP) Steve Hanson, ISP Associate Dean for Academic Programs Rob Glew, Executive Director of the Office for Education Abroad (now also Assistant Dean for Global Learning and Innovation) Opal Leeman Bartzis, and representatives of various units within ISP met with Former Dean of the College of Agriculture and Natural Resources Kelly Millenbah about the development of a deans' level discussion on the topic of a global learning initiative for MSU. During the 2021-22 academic year, then-ISP Assistant Dean Chinwe Effiong and Kwame Yeboah of the Global Youth Advancement Network (GYAN) facilitated a faculty learning community that engaged stakeholders from across campus in a series of dialogues on the topics of global citizenship and global teaching and learning.

In February 2022, Vice Provost and Dean Steve Hanson submitted the global learning platform as a proposed university initiative (part of "Big Idea" discussions) to the Council of Deans. On May 18, 2022, Vice Provost & Dean Steve Hanson, ISP Associate Dean Rob Glew and representatives of various ISP units met with Dean Pero Dagbovie of the Graduate School and Assistant Dean, Global Education & Curriculum Jim Lucas (subbing for Vice Provost and Dean of Undergraduate Education Mark Largent) to discuss the evolving concept of a university Global Learning Initiative.

On December 14, 2022, Assistant Dean for Global Learning and Innovation & Executive Director of Education Abroad Opal Leeman Bartzis presented ideas for a reconceptualized unit in direct support of the Global Learning Initiative to the MSU Advisory Consultative Committee (ACC). Interim Provost Thomas Jeitschko approved the proposed Global Learning Initiative, and, along with Vice Provosts and Deans Steve Hanson, Mark Largent, and Pero Dagbovie, announced the launch of the initiative and the forthcoming formation of a university steering committee in October 2023. At the request of the Interim Provost, Vice Provost and Dean Steve Hanson charged the steering committee, comprised of representatives from units across campus and including students, in January 2024. This report represents the year-long work and culminating recommendations of the steering committee.

MICHIGAN STATE UNIVERSITY

DATE: October 9, 2023

TO: Deans, Directors, and Chairs

FROM: Thomas Jeitschko, Ph.D., Interim Provost and Executive Vice President
for Academic Affairs

Steven Hanson, Ph.D., Vice Provost and Dean for International Studies
and Programs

Pero Dagbovie, Ph.D., Vice Provost for Graduate and Postdoctoral Studies
and Dean of the Graduate School

Mark Largent, Ph.D., Vice Provost for Undergraduate Education
and Dean of Undergraduate Studies

SUBJECT: Spartan Global Learning Initiative

Colleagues,

A century and a half ago, MSU welcomed our first four international students. While these students left their home countries to pursue their education, they brought their unique cultures, experiences, and perspectives with them to East Lansing and planted the first seeds of global learning at the university. With care, intention and continued investment, those seeds grew into an expansive legacy of global engagement that is undoubtedly foundational to MSU's success.

As we build on that legacy, we must adapt our research, teaching and outreach to reflect a world where employment is global, problems and knowledge no longer have borders, and societies and communities around the world are increasingly interconnected. Toward that end, we will be working across the university to develop a platform for advancing global learning in alignment with MSU's Strategic Plan and Diversity, Equity and Inclusion Strategic Plan. This Global Learning Initiative is intended to be holistic with areas of focus that span the Spartan experience, including enrollment management, academic programs, co-curricular activities, student services, faculty and staff resources, and global DEI.

As a first step, Vice Provost and Dean of ISP Steve Hanson will charge an exploratory Global Learning Initiative Steering Committee with representation from across the university. Structured much like the steering committees for the DEI and RVSM strategic plans, the Global Learning Initiative Steering Committee will guide the refinement of the concept, communicate to and collect feedback from stakeholders, and seek fresh, innovative ideas to advance global learning at MSU. In addition, the committee will examine how to build a cohesive structure that inventories and connects the many excellent global learning activities that already exist while exploring how to better link programs that impact global learning outcomes but may not be explicitly or obviously related.

The initial output for the committee will be the development of a report with recommendations for a whole-of-MSU approach to global learning, including a foundational framework, process for developing a strategic global learning plan, and examples of priority activities. On an ongoing basis, the committee and subcommittees will facilitate planning and implementation as the Global Learning Initiative takes shape. Additional information on the composition of the committee and a timeline for its work will be forthcoming.

Global learning and engagement impacts every area of the university, and the success of this initiative will require thoughtful insight and feedback from a wide variety of stakeholders. Thank you in advance for your important contributions to this effort as we work together to position MSU for continued excellence and a global future.



International Studies and Programs

Office of the Dean

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MICHIGAN STATE UNIVERSITY

To: Spartan Global Learning Initiative Steering Committee Members
From: Steve Hanson, Vice Provost and Dean
RE: Steering Committee Charge
Date: January 11, 2024

A century and a half ago, MSU welcomed our first four international students. While these students left their home countries to pursue their education, they brought their unique cultures, experiences, and perspectives with them to East Lansing and planted the first seeds of global learning at the university. With care, intention and continued investment, those seeds grew into an expansive legacy of global engagement that is foundational to MSU's success.

As we build on that legacy, we must adapt our research, teaching and outreach to reflect a world where employment is global, problems and knowledge no longer have borders, and societies and communities around the world are increasingly interconnected. Toward that end, we will be working across the university to develop a platform for advancing global learning in alignment with MSU's Strategic Plan and Diversity, Equity and Inclusion Strategic Plan. The Spartan Global Learning Initiative is intended to be holistic with areas of focus that span the Spartan experience, including enrollment management, academic programs, co-curricular activities, student services, faculty and staff resources, and campus climate and culture.



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As members of the steering committee, I ask that you focus your efforts on the following:

- Guide the refinement of the concept, communicate to and collect feedback from stakeholders, and seek fresh, innovative ideas to advance global learning at MSU.
- Examine how to build a cohesive structure that inventories and connects the many excellent global learning activities that already exist while exploring how to better link programs that impact global learning outcomes but may not be explicitly or obviously related.
- Develop a report with recommendations for a whole-of-MSU approach to global learning, including a foundational framework, process for developing a strategic global learning plan, and examples of priority activities. *This report is the primary deliverable for the steering committee and should be completed by December 2024.*
- On an ongoing basis, help facilitate planning and implementation as the Global Learning Initiative takes shape.

Thank you for your participation in this important initiative. The work you do over this next year and beyond will help shape MSU's global future and undoubtedly impact many generations to come.

MSU is an affirmative-action,
equal-opportunity employer.

SAMPLE DEFINITIONS OF GLOBAL LEARNING

- Global learning at Dominican University is defined as the sustained process of facilitating students' engagement—in the classroom, locally, and abroad—with others who might not share the same cultural experiences and beliefs. Meaningful global learning occurs when a student becomes critically conscious of the differences and interconnectedness of cultures, histories, and the individuals who belong to them. *(Dominican University)*
- Global learning includes, but is not limited to, intercultural competency; it also includes global knowledge and encounters with global systems as learners engage in global citizenship. *(Elon University)*
- Global learning is about more than knowing the world's map. It involves understanding international systems, history, and how modern societies are connected. By learning about global challenges, you can engage in local actions with worldwide impact, from supporting environmental conservation to advocating for social justice and fair trade. *(Louisiana State University)*
- Global Learning...values the preparation of students for a global society including the integration of global issues into classroom learning; effective, practical and efficient instruction by faculty; opportunities to prepare all students for a global society; multiple forms of diversity and globalization; influences occurring outside the classroom that significantly interact with student success in learning. *(Purdue University)*
- An approach to higher education and a set of intellectual orientations...Incorporates the international/transnational, the intercultural, and the local...Combines systems thinking with comparative perspectives and multidisciplinary problem-solving. *(Northeastern University)*
- Global learning at UC Davis is a combination of local, regional, national, and international experiences through which students develop key skills, knowledge, and networks that help them build global awareness, engage global diversity, and pursue collaborative and equitable global action. *(University of California-Davis)*
- USF defines global learning within the context of global citizenship. Specifically, we define a global citizen as someone who engages meaningfully and effectively with diverse people, places, events, opportunities, and challenges. *(University of South Florida)*

COMPREHENSIVE LIST OF THEMATIC SUBGROUP RECOMMENDATIONS DISCUSSED

- Consider reinstating World Languages Day and the Community Language School, two excellent examples of global co-curricular activities that no longer exist.
- Expand the Center for Translation to Center for Language Testing, Engagement, and Translation to support the Spartan community's language needs.
- Expand peer education and student-led experiences generally.
- Offer more mentorship structures to guide students from diverse backgrounds into global learning pathways.
- Include criteria for evaluation of co-curricular work in faculty and staff handbooks.
- Increase documentation of global co-curricular activities, especially through the Spartan Experience Record.
- Ensure clear objectives and transparency in labor and compensation structures of global co-curricular work.
- Prioritize financial accessibility of education abroad programming.
- Review the impact of policies, such as flat rate tuition, on participation in experiential global learning and global co-curricular activities.
- Achieve legal registration of MSU in select countries outside of the US, the lack of which has been an obstacle to further global alumni engagement and fundraising as it prevents tax benefits for donations at both the individual and corporate levels.
- Establish and maintain connections with non-degree granted alumni, as these Global Spartans are often among MSU's most enthusiastic supporters. These may be visiting scholars, Visiting International Professional Program (VIPP) participants, American Semester Program (ASP) students, Fulbright Award recipients or other fellowship program participants.
- Increase the institutional budget for international alumni engagement.
- Create global learning professional development courses that are available through MSU Human Resources, for current employees and for onboarding of new employees.
- Encourage employees to take existing global learning-adjacent (such as DEI-related, intercultural-related) courses.
- Support MSU student employees in understanding how their work is helping them develop global skills.
- Create a central repository related to global teaching/global learning resources research, and scholarship.
- Promote deeper engagement and participation in the global learning initiative among MSU employees by offering some kind of global learning annual conference and/or supporting discussion groups and interactive sessions around global learning resources.
- Incentivize education abroad program directors to be more intentional about incorporating global learning aspects of their programs such as connection to skills gained and career development (e.g., offer intentional unpacking led by faculty or career services/advisors).
- Ensure that units are fully aware of the existing "Integration of campus DEI and global learning metrics into unit recruitment, climate, and curricular planning" aspect of Academic Program Reviews, enabling ample time and resources for preparation of program structures and content.

APPENDIX E

- Consider enabling 1-credit additions to courses with a global focus, providing language and culture content to complement disciplinary courses.
- Explore adding global learning and inquiry learning outcomes to courses by engaging with cultural, global, and linguistic differences on campus.
- Launch the Type 4 Certificate “Global Perspectives.” This undergraduate certificate proposal has passed the Undergraduate Education Curriculum Committee and is pending course approvals at MSU.
- Build community through the creation of communities of practice for exchange of ideas and peer-to-peer support.
- Leverage MSU’s annual celebration of International Education Week (IEW) to showcase the importance of global learning and global engagement through special panels, activities, and strategies for the involvement of all MSU employees.
- Develop and employ trained teams that can provide presentations across campus, advocating for global learning advancement.
- Establish one global learning point-of-contact/expert per college.
- Create an International Student Basic Needs Committee charged with understanding and addressing the unique basic needs of international students.
- Create an International Student Academic Success Committee charged with understanding and addressing the unique academic needs of international students.
- Consider utilizing VIPP to design and coordinate outbound staff exchange for MSU personnel to learn how other education systems work, building appreciation for our international students’ cultural and educational backgrounds and their unique needs.
- Leverage the Graduate Educator Advancement and Teaching (GREAT) Office workshops and Lunch & Learns to build support for international students and scholars.
- Refine focus of graduate and undergraduate student recruitment of international sponsored students, aligning recruitment efforts with countries/regions where MSU students and faculty engage and where university and organizational partnerships exist. This effort would be collaborative and include MSU’s sponsored student recruiter, the Office of Admissions, The Graduate School, ISP, and the Colleges.
- Through the formation of a working group, assess and address pre-arrival and arrival support for international undergraduate and graduate students.
- Unify inclusion efforts across campus in support of the connections to global learning. Consider developing a Global Inclusion coordination hub as a centralized platform for units to collaborate on global initiatives focusing on building inclusive communities.
- Develop subsidized education abroad programs to support underserved students and promote inclusivity in experiential global learning opportunities.
- Develop more virtual exchange opportunities to increase accessibility of experiential global learning.
- Introduce tools to evaluate the impact of global learning initiatives and identify areas for improvement.
- Strengthen technological infrastructure through investment in virtual learning platforms and tools to support hybrid or online global learning experiences.
- Allocate funding to support promotional events aimed at raising awareness of the multi-faceted Spartan Global Learning Initiative.



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