

BRINGING CORNELL TO THE WORLD AND THE WORLD TO CORNELL

A Presidential White Paper

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Beginning with its founding, Cornell University has been international in scope and aspiration. Included in Cornell's earliest classes were students from Canada, England, Russia and Brazil; by the early 1900s, Chinese students were a significant presence on our campus. In the 1920s Cornell's first major international project, the Cornell-Nanjing Crop Improvement Program, launched an important relationship with China, which contributed to the development of a generation of Chinese plant breeders and improved food production, accomplishments that still resonate in China today. Ezra Cornell's determination to "found an institution where any person can find instruction in any study," as expansive a goal as any in the history of higher education, included the assumption that the dream would not be limited to New York or to the United States.

Over the decades, Cornell's international programs expanded geographically and into new academic areas, building on the university's longstanding excellence in a broad range of disciplines, from the physical and mathematical sciences and engineering to agriculture, the life sciences (including animal and human health and disease), the social sciences, the arts and the humanities. On the Ithaca campus, the international component of

many courses increased, the numbers of international graduate and undergraduate students expanded, and the colleges hired faculty with international roots. Off campus, Cornell expanded its educational roles, with dual-degree and joint-degree programs and with linkages to academic institutions around the world to foster student and faculty exchange and scholarly research. At Weill Cornell Medical College, there has been a growing emphasis on global health, including significant overseas health care, research and educational activities. The university (including Weill Cornell) now has over 200 agreements with institutions in 81 countries. Across the university, faculty, students and staff members have addressed important issues including nuclear proliferation, food insecurity, poverty, human rights, global health and water availability.

In short, Cornell developed into a globally respected institution of learning, discovery and creativity that excelled at both **international studies** (understanding the world and its peoples) and **international engagement** (utilizing education, research and academic partnerships to effect positive change in the world). Most of Cornell's international programs contain elements of both these overlapping areas, with learning, discovery and engagement informing and strengthening each other.

The positive effects of this international involvement are clear, whether viewed from East Hill or from the other side of the globe. In my 2007 commencement address I called on Cornell and other U.S. universities to take international involvement even further—to develop a new type of Marshall Plan that would reduce global inequalities through capacity-building partnerships with universities in developing countries—and we have made significant progress along these lines. In fact, it may be argued that our faculty, staff and students have acted as if Cornell were the land grant institution to the world—and that orientation can and should be an essential part of our mission in the years ahead.

Despite this long history of distinction, in recent years, considering the interdependence of people and nations in the 21st century, insufficient attention has been paid to international studies and international engagement at Cornell. This is not to say that we have failed to make progress in many areas. Cornell is still widely respected as an international powerhouse and is a magnet for students and scholars from scores of countries each year. Faculty excel in work involving every continent, and in both developed and developing countries.

But the world of university-based international studies and engagement is changing, and Cornell must respond aggressively or risk being left behind. More important, without a clear and strategic vision of its international role, Cornell faculty, students and staff risk becoming less relevant globally at just the time when challenges such as global climate change, nuclear proliferation, infectious diseases, trade regulation and many others require international collaboration and when all of us need the skills to live and work effectively across cultures and national borders. Internationalization is not and should not be an end but a means by which to focus selected areas of Cornell excellence in education, discovery and engagement.

This white paper represents a personal view of Cornell's past, present and potential future role in international studies and engagement. It is not meant to be comprehensive, but it is meant to sound an alarm that the entire worldwide Cornell family needs to heed in order to maintain and enhance one of the defining characteristics of this institution. I believe there is some urgency in the need to confront these challenges, and in this paper I include a call for expeditious planning across the institution and also indicate the need for immediate action in a few specific areas.

The Climate for Internationalization at U.S. Universities

There is growing recognition on university campuses across the world that internationalization is important in every aspect of higher education. If we are to educate students for global citizenship, we must offer them language study, an understanding of history and of cultures beyond their own, and meaningful international experiences. We must equip them to live and work in a world whose chief problems transcend national boundaries.

Although many U.S. colleges and universities have long emphasized international education and research, the recently sharpened focus on internationalization has arrived at a challenging time. University resources nationwide declined along with the global economy starting in 2008. Federal and state governments have retreated from funding education in general as well as specific programs like the Fulbright-Hays program and National Resource Centers. On many campuses language programs and library collections and staff have suffered deep cuts in resources. And, after September 2001, movement across borders in many areas became more difficult.

Against this background, here are a few national trends in internationalization efforts. These trends are in addition to the very robust faculty-initiated research interactions among U.S. scholars and their counterparts in universities worldwide. Cornell has hundreds of such interactions.

International Experiences

U.S. student participation in traditional study abroad and other kinds of international experiences has, according to the Institute for International Education, more than doubled over the past decade. The number of U.S. students studying abroad fell slightly in 2008–2009 after rising steadily since about 1990. This reflects a decline in short-term study (summer, January term, or eight weeks or less during the academic year); students going for

longer periods increased slightly. As noted below, Cornell lags other U.S. institutions in the rate of student participation in international experiences and clearly needs to improve.

Joint and Dual Degree Programs

This model involves establishing joint programs with colleges in the host country—often with provision for students from both institutions to spend time on each other’s campuses. In joint or dual degree programs, the U.S. university typically works closely with the partner institution in the host country, toward immediate delivery of enhanced postsecondary education in the host country while at the same time working to increase the partner institution’s—and therefore the country’s—internal capacity to deliver higher education. In addition to dual and joint degrees, such partnerships can include faculty mentoring in the host country, development of research capacity or other goals. As of 2008, 38% of U.S. graduate schools had at least one joint or dual degree program with international universities (up from 29% the previous year), and 31% planned to start one in the next two years, according to the Council of Graduate Schools.

Both joint and dual degree programs have advantages but significant challenges as well. Joint degrees can be particularly problematic. Any changes in these offerings at Cornell should reflect strong faculty commitment and long-term capacity.

Establishment of Campuses Abroad

In this model of internationalization of higher education, the complete curriculum is set up by the U.S. university, and the faculty are hired by and work within the faculty of the parent school. Tuition paid by students from the host country and other funds from the local or national government flow to the U.S. university, often with subcontracts or other funds channeled back to the host country in order to purchase goods and services locally. Specifics vary

from partnership to partnership, but a common basic precondition is budget neutrality or better for the U.S. university.

This arrangement certainly increases the availability of education and services in the host country. This approach does not by itself increase the capacity of universities in the host country to deliver education and to perform needed research. The intention is that such capacity will develop over time, as graduates of these institutions become the next generation of leaders within their own countries. A common concern with this approach is the assumption that the U.S. university model can function appropriately in other cultures with only minimal modifications.

The number of international branch campuses has increased substantially in recent years. Nearly 80% of international campuses, about half American, have opened in the last decade.

Cornell has been at the forefront in establishing complete international campuses, having opened Weill Cornell Medical College–Qatar in Doha, part of the ambitious project of Education City, over a decade ago. Although this campus is very successful and Cornell is frequently approached to consider opening other campuses in a variety of fields and locales, I do not believe that it is in the near-term interest of the institution to establish more such campuses in the next five years. However, Cornell should consider establishing additional significant strategic partnerships as well as offices in a few strategically important cities.

Examples of Current International Programs at Cornell

Below I highlight a few examples of Cornell's international programs to give a sense of the scope of our efforts. In the context of Cornell's broad excellence in international studies and engagement—in Ithaca and nearby

Geneva, in New York City, Washington, Rome, and elsewhere—these choices by no means imply that programs not mentioned are less worthy.

Einaudi Center for International Studies

The Mario Einaudi Center for International Studies catalyzes and supports activities that advance international studies at Cornell. Founded in 1961 to stimulate, support and coordinate Cornell’s far-flung research, teaching and outreach with an international focus, the Einaudi Center is the umbrella organization for 18 interdisciplinary programs across the university. The center’s mission continues to evolve as it takes over functions from other units of the university, such as the Fulbright Program and the cross-college undergraduate concentration in international relations, provides international travel grants for graduate students as well as seed and small grants for faculty, and serves as an incubator for new initiatives.

Area Studies Programs. According to federal enabling legislation, “area studies” means “a program of comprehensive study of the aspects of a world area's society or societies, including study of history, culture, economy, politics, international relations, and languages.” Area studies programs transcend traditional academic, professional and national boundaries. Area studies faculty are drawn from the traditional liberal arts and from applied disciplines, with the goal of promoting the teaching of languages, history, culture and politics, offering undergraduate concentrations and graduate minors, and making expertise and research available worldwide, particularly through the advanced training of area scholars.

Among many area studies programs at Cornell, three—the Southeast Asia Program (SEAP), South Asia Program and East Asia Program—are Title VI/National Resource Centers (NRCs). The Southeast Asia Program is the oldest continuously supported NRC in the United States. It is nationally prominent in promoting advanced foreign language training, area and

international knowledge in the liberal arts and applied disciplines focused on Southeast Asia (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam). SEAP also offers outreach to regional K-12 and post-secondary schools/teachers, and is known for its academic publications focused on the region. It supports the Cornell University Library's Echols Collection, the largest library collection of its kind in the world.

International Relations Minor. Cornell offers dozens of courses in many departments and several colleges that provide a strong grounding in the international relations field, including courses in government, economics, history, rural sociology, modern languages and linguistics, international comparative labor relations and others. The international relations minor, offered through the Einaudi Center, is open to undergraduates enrolled in any of Cornell's seven undergraduate colleges.

Clarke Program in East Asian Law and Culture

The Clarke Program brings a broad interdisciplinary and humanistic focus to the study of law in East Asia. It prepares Cornell law students for the complexities of international legal practice by providing them with a richer and more subtle understanding of Asian legal systems. It aims to foster new levels of collaboration between legal scholars and scholars in other disciplines with interests in East Asia. The program also seeks to train a new generation of scholars in the United States and Asia.

Cornell International Institute for Food, Agriculture and Development (CIIFAD)

Established in 1990 with partners in Africa, Asia and Latin America, CIIFAD initiates and supports projects that contribute to improved prospects for global food security, sustainable rural development and environmental conservation around the world. Its initiatives include the System of Rice Intensification, Integrative Graduate Education and Research Traineeships

focused on food systems and poverty reduction, an agricultural program in Zimbabwe, and Student Multidisciplinary Applied Research Teams that assist organizations in developing countries.

Durable Rust Resistance in Wheat

Cornell leads a global project to combat a deadly wheat pathogen that poses an imminent threat to global food security, particularly in the poorest nations of the world. Funded by the United Kingdom's Department for International Development and the Bill & Melinda Gates Foundation, the project involves partnerships with national and international research centers and laboratories, universities, and scientists and farmers from more than 40 countries.

AguaClara

AguaClara is a program in civil and environmental engineering that is improving drinking water quality through innovative research, knowledge transfer, open source engineering and design of sustainable, replicable water treatment systems. Cornell students have developed a cost-effective technology that provides water that meets US Environmental Protection Agency standards without requiring electricity. The first AguaClara plant began producing clean water for the Honduran community of Ojojona in 2007. Since then, full-scale municipal plants have been added in four other areas. Among the program's goals is the expansion of operations in the developing world beyond Honduras. Those working on the project, both graduate students and undergraduates, can receive course credit for their involvement.

Global Health Programs

NIH Fogarty International Center. With the support of an NIH Fogarty International Center grant and university funds, a multidisciplinary undergraduate, professional and graduate curriculum has been developed by

six Cornell colleges: Weill Cornell Medical College, Human Ecology, Engineering, Veterinary Medicine, Arts and Sciences, and Agriculture and Life Sciences. For undergraduates, Cornell offers an interdisciplinary global health minor, including field experience abroad. For Weill Cornell medical students, global health has been integrated into the curriculum and international electives have been strengthened. A global health track has been added to the MS program in clinical epidemiology and health services research.

Weill Cornell Medical College–Qatar (WCMC-Q). Established in 2001 as a joint venture between Cornell University and the Qatar Foundation, WCMC-Q is the first medical school in Qatar and the first institution to offer a U.S. MD overseas. It offers an integrated program of pre-medical and medical studies leading to the Cornell University MD degree. Teaching is by Cornell and Weill Cornell faculty, including physicians at Hamad Medical Corporation who hold Weill Cornell appointments. WCMC-Q has graduated four MD classes, the largest being the 31-member Class of 2011, which included graduates from 16 different nationalities. The WCMC-Q premedical program can accommodate 60 students per year, and the Foundation Program prepares students for the pre-medical program with intensive English, math and science courses.

Joint and Dual Degree Programs

The Cornell School of Hotel Administration's master of hospitality management degree is offered jointly with Nanyang Technological University in Singapore. Students in this program can apply to spend the entire 12 months of their program on Cornell's Ithaca campus or to spend six months each in Ithaca and in Singapore. Students who opt for the two-campus program receive joint degrees granted by both institutions and signed by both university presidents. In addition, Cornell offers a dual degree program in food science with Tamil Nadu Agricultural University in India and a dual degree in law with partner universities in Europe.

Current Statistics on International Students and Scholars at Cornell

As of fall 2011, Cornell's Ithaca campus enrolled over 3800 international students, about 18% of our total enrollment and the highest percentage in a decade. International students accounted for 9% of our undergraduates, 24% of professional students (Law, Johnson School, Veterinary Medicine), and about 42% of our graduate students. These international students represent more than 120 countries, with China (1024), South Korea (540), Canada (505), India (477) and Singapore (102) the most common countries of origin. In November 2011, the Institute of International Education released a report that places Cornell among the top 25 campuses with the most international students.

At Weill Cornell Medical College, there are currently five MD students from four countries (Canada, Mexico, Japan and Greece) while the Weill Cornell Graduate School of Medical Sciences enrolls 32 international students from 12 countries out of 62 students in the 2011 entering class. In addition, 644 international students applied to Weill Cornell Medical College for a clinical elective through the Office of Global Health Education, and 152 of them were placed in an elective of their choice.

Some expected and some disconcerting trends are evident in the Ithaca data: not surprisingly, the number of students from both East and South Asia has increased dramatically, especially since 2005, but the number of Africans has been essentially level since 1996. Far fewer students from Europe, Oceania, Latin America and the Caribbean have enrolled since 1996. Since 2007, the number of students from the Middle East has increased, but current numbers still are lower than those in 2000. These fluctuations have many causes, but availability of financial aid at both the undergraduate and graduate levels is important. An encouraging trend is that several emerging economies are investing in graduate education and undergraduate exchanges, which likely will increase the number of students from China, India, Brazil and Indonesia at Cornell.

Recent Evidence of Slippage in Cornell's International Activities and Standing

Title VI Grants (National Resource Centers) and Area Studies

The de-emphasis of area studies as a national priority has been detrimental to the vitality of area studies programs at Cornell and nationally. Recent cuts in Department of Education funding for NRCs have added further urgency to rethinking the role of area studies at Cornell.

As mentioned above, currently Cornell has three National Resource Centers: East Asia, South Asia, and Southeast Asia. In the past we have had as many as six. The Institute for European Studies recently lost its status as an NRC, as did the Latin American Studies Program. Cornell also has four Foreign Language and Area Studies fellowship programs (in the three Asian areas and European Studies). Following is a sampling of other universities with NRCs and FLAS programs.

	NRCs	FLAS
U. of Wisconsin	8	8
U. of California, Berkeley	8	7
Indiana U.	7	8
U. of Washington	7	7
U. of Illinois	6	6
Columbia	5	6
U. of Michigan	5	5
Yale	5	3
Harvard	4	4
U. Penn.	4	4
Ohio State	4	4
U. of Chicago	4	4
Cornell	3	4
Michigan State	3	3
Stanford	3	3

Among the Ivies, Dartmouth, Brown and Princeton have one or none of these programs.

Faculty Attrition: Recent and Expected

Cornell has suffered numerous faculty retirements and losses in international studies in recent years for a variety of reasons, with some areas harder hit than others. Moreover, as is the case for the faculty and staff in general, additional retirements are on the horizon. Faculty renewal in international studies and international engagement is a critical need if Cornell is to enhance its stature in the most strategic international areas.

International Experience Statistics

About 27% of Cornell students earn academic credit for international experience at some point in their Cornell careers. According to *Open Doors 2011*, a report of the Institute for International Education, at least 40 U.S. doctoral institutions have higher undergraduate participation rates than Cornell. Of this group, 14 have participation of 50% or more, including Dartmouth, Yale, Georgetown, Tufts and Notre Dame. Many smaller institutions send a higher proportion of their students abroad. At least 24 institutions (most of them small) send more than 70% of their students abroad at some point during their undergraduate careers.

According to *Open Doors 2011*, the leading fields of study for U.S. students studying abroad are the social sciences (22% of those studying abroad), business and management (21%), humanities (12%), fine or applied arts (8%), physical/life sciences (8%), foreign languages (6%), health professions (5%), education (4%), engineering (4%), math/computer science (2%) and agriculture (1%).

Cornell's fee for study abroad, which to my understanding is the highest in the country and more than twice as high as that of any of our Ivy peers, is a significant impediment to study abroad. In 2009–10 and 2010–11, the administrative fee was nearly \$5,000, approximately 70% of which was used for financial aid for students studying abroad. While the current financial aid for

those eligible is generous, the administrative fee, even at the 2011–12 rate of \$3995, makes international experience unaffordable for many, particularly for New York State residents in the contract colleges who do not qualify for financial aid. Cornell needs to take a fresh look at international experiences and to achieve higher participation.

The Future of Internationalization at Cornell:

The Urgent Need for a University-Wide Dialogue and Plan

There is an urgent need for an expeditious university-wide discussion and plan for the future of internationalization at Cornell. This plan should be faculty-led and the faculty appointed by the provosts jointly, including scholars from both Ithaca and WCMC campuses. The group should be charged by the president early in the 2012 spring semester and asked to report by the end of that semester. Topics to be considered in the plan should include all those raised in this white paper as well as others identified by the group.

While a thoughtful, full consideration of the future of internationalization at Cornell by its faculty is the *sine qua non* of a robust, sustainable plan, recent attempts at planning have failed to produce the needed guidance in some urgent areas. While awaiting the deliberations of the planning group, I believe we need to move forward immediately on the following changes.

Priority #1: Partnership in Strategic Faculty Recruitment

We have a particular need to hire faculty in international studies and international engagement, especially in view of faculty we have already lost and expect to lose to retirement. For example, of the 70 faculty designated as International Professors in the College of Agriculture and Life Sciences, 20 already have emeritus status and another 20 are in their sixties. Similar trends exist in other colleges with strong international programs.

The International Professor designation, mostly in the contract colleges in Ithaca, could be considered for expansion across the university. Regular meetings, both physical and virtual, of International Professors would inform Cornell's international community of new initiatives and opportunities, help coordinate the university's international course offerings, and identify faculty positions essential to international programs.

Although I am fully supportive of the long and very successful authority given to departments and colleges in faculty recruitment, the provosts should play a larger than usual role in identifying the areas of greatest need and should supply financial incentives to hire such faculty. Specifically, the provosts, in partnership with the deans in Ithaca and department heads at Weill Cornell Medical College, should enunciate specific goals for faculty renewal relevant to internationalization. Consideration might be given to scholars who teach and do research on languages and culture and those with an emphasis on problem-solving and capacity-building in the developing world as well as in global health. Cluster recruitment should also be considered.

Priority #2: More, and More Effective, International Experiences for Students

Cornell needs affordable opportunities for students to have at least some international experience, whether through Cornell Abroad, other overseas study programs, well-designed internships or service learning. Our goal should be to ensure that no less than 50% of Cornell undergraduates have an international experience by the time they earn their degrees.

Another possible aspiration could be for Cornell to rank among the institutions with the highest percentage of graduating seniors in the U.S. who have an intensive international experience; these students could be those who have spent three months or more living in another country, who are competent in at least one language other than English, or who join the Peace Corps or similar global service organization after graduation. A mechanism for achieving

that goal might be to expand the Einaudi Center's successful graduate research travel grants program to undergraduates who intend to carry out research abroad, with preference given in appropriate fields to students working within the subject area of a faculty member's research.

Also needed is a reorganization of the Cornell Abroad office, coupled with a new financial model and introduction of more Cornell-led initiatives. The provost in Ithaca may wish to appoint a specific task force to investigate best practices elsewhere and make recommendations for restructuring international experiences and financial aid for students studying abroad. International experience is only one mechanism for better preparing global citizens and should be coupled with an increased emphasis on the study of languages and cultures across the undergraduate curriculum.

Priority #3: Access to Cornell for International Students with Financial Need

An increase in international students would greatly benefit all our students as we seek to prepare them to live in a multicultural world. But need-based undergraduate financial aid for international students is extremely limited, and we need more focused resources in this area. Some progress on aid for international students is being made in the current philanthropic campaign, but a greater emphasis is required.

Priority #4: Newly Conceptualized Institution-Wide Academic Leadership in International Studies and Engagement

In the finest tradition of academic decentralization that has served Cornell so well for nearly 150 years, the senior university leadership has limited ability to effect change in our international efforts. However, some enhanced coordinative function will be necessary to achieve the goals of a new era of internationalization at Cornell. The Ithaca provost should in particular consider recasting the vice provost for international relations as a new position with responsibility for a wider portfolio.

What could be considered is a centralized unit that is strongly integrated with college programs and with the efforts of the senior vice provost for research, graduate school dean and vice provost for undergraduate education to administer Cornell's international education and research programs in order to reduce duplication, ensure uniform interpretation of pertinent policies and improve the academic quality of international experience programs.

In addition, an international advisory board that includes Cornell alumni, representatives of the diplomatic and development communities, the private sector and academics could provide guidance on the design, implementation and assessment of Cornell's international programs.

Priority #5: Seed Resources

In order to encourage significant progress on internationalization at Cornell, I call on the provosts and deans of Cornell's campuses to allocate some additional funds for these priorities and for other international initiatives. In particular, including funds I will allocate from a modest discretionary pool available to the president, I suggest the Ithaca campus provost allocate additional resources for a total of \$15 million over the next five years for renewing Cornell's commitment to being international in both scope and aspiration. We will also increase substantially the international component of the current philanthropic campaign.

Conclusion

Cornell University has a long, distinguished and proud tradition of excellence in both international studies and international engagement. However, there is evidence of slippage of the quality and focus of international programs. Expedient establishment of a small, respected intercampus planning group is imperative, as is action on the priorities listed above, to strengthen our international programs for the future.