



Prospectus  
International Education at MUH

February 9, 2009

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## Overview

Miami University Hamilton (MUH) celebrated its fortieth anniversary in 2008. While the Campus reflected on its past, we also looked to the future with great optimism. Indeed, the anniversary occurred at the beginning of what promises to be an era of great change. The decision of the University, with strong encouragement from the state, to increase baccalaureate education at Miami's regional campuses, the Campus' renewed commitment to community and civic engagement (e.g. opening of MUH Downtown, appointment of first director of civic engagement, service elaboration), the opening of the Voice of America Learning Center, and increased cooperation with Miami Middletown and other higher education institutions, all illustrate that the Campus is in metamorphosis.

In spite of these historic changes, the Campus remains committed to its original opportunity and access mission. Providing a high quality, affordable, and accessible undergraduate education to the residents of southern Ohio continues to be mission one.<sup>1</sup> However, MUH has evolved as the world around it has changed. This includes a changing conception of what constitutes high quality higher education. Today, internationalizing a campus is necessary in order to provide the best undergraduate education, to remain competitive, to enrich the cultural and economic vitality of our community, and to provide faculty and students with global opportunities. This prospectus outlines MUH's proposed international education program.

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<sup>1</sup> The original mission of the Campus was broader than simply providing undergraduate education. Jim Blount wrote in a 1969 Hamilton Journal-News editorial that the eight reasons for the creation of MUH were: (1) provide affordable education for middle and lower income families; (2) Eliminate the expenses of room and board and other costs associated with residential campuses; (3) Reduce the time, inconvenience, and risk of commuting to Oxford; (4) Improve the local work force for local businesses; (5) Provide adults with continuing, non-degree, education; (6) Convenient class times (evenings) for working adults; (7) Provide cultural programming for community; (8) Local economic benefits from construction and operation. The Handbook for Two-Year Colleges (OBOR) adds making facilities available to the community as part of the mission of University regional campuses.

## The Purposes of International Education at MUH

*International education will advance President Hodge's goal of delivering the best undergraduate education in the nation*

### **Diversity**

There are many reasons universities and colleges choose to internationalize their campuses. The first is diversity. The world in which we live, work, and play is becoming increasingly diverse and global. United States education providers, particularly higher education leaders, have embraced the objective of preparing students for this new world by increasing their understanding, appreciation, cross cultural skills, and comfort with people who are from different cultural, ethnic, economic, national, and racial backgrounds.

Diversity is a widely accepted objective in education. Moses and Chang (2006) trace the philosophical roots of diversity in education to Aristotle and subsequently to John Stuart Mill and John Dewey. To these men, diversity enhances understanding and bolsters democracy.<sup>2</sup> There is also empirical evidence to support the proposition that diversity improves educational quality. Pike, Kuh, and Gonyea (2007)<sup>3</sup> found that campus diversity is related to majority student understanding of different racial and ethnic groups. Citing Chang (1996),<sup>4</sup> Diversity Digest<sup>5</sup> asserts that the more diverse a student population, the greater the likelihood that majority students will socialize with students of different races or ethnicities. Other benefits follow, such as improved retention and overall student satisfaction with the campus experience. Another researcher found that interacting with students of color during college led to an increase in white student sense of social responsibility and participation in community service after graduation.

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<sup>2</sup> Michele S. Moses and Mitchell J. Chang (2006), Toward a Deeper Understanding of the Diversity Rationale. *Educational Researcher*, 35:6, pp. 6 – 11.

<sup>3</sup> Gary R. Pike, George D. Kuh, and Robert M. Gonyea (2007), Evaluating the Rationale for Affirmative Action in College Admissions, *Journal of College Student Development*, 48:2, 166-182.

<sup>4</sup> Mitchell Chang, Racial Diversity in Higher Education: Does a Racially Mixed Student Population Affect Educational Outcomes (unpublished dissertation, UCLA, 1996)

<sup>5</sup> [www.diversityweb.org/Digest/W97/research.html](http://www.diversityweb.org/Digest/W97/research.html)

Historically, MUH has focused its diversity efforts on African American, and more recently, Hispanic populations. This was true of most community college and university regional campuses. Indeed, this continues to be a very important initiative, both for the educational benefit to all students that is derived from studying in a diverse environment and as part of the Campus' access and opportunity mission.

The concept of diversity has evolved and today it is being defined by many institutions to include foreign and immigrant students as well as diverse domestic students. A wide range of domestic and international programs intended to increase diversity can be found on campuses across the United States. MUO has embraced international education for many decades. The opening of the MU Dolibois European Center in 1968 is one example. The recent initiative to increase study abroad to locations all across the globe, to recruit Chinese students, and the prospect of opening a learning center in China are other examples. Both MUO's Office of International Education and Office of Residence Life have been consulted in the development of the Chinese student program.

In addition to improving campus diversity and the quality of the undergraduate education MUH offers, the local community will benefit from greater diversity and from enlarged cultural programming, as described below.

### ***Local Economic Development***

A secondary benefit of MUH's presence is its impact on local economic development. As presented by Jim Blount, contributing to the local economy was one of the original intentions for the creation of MUH.<sup>6</sup> And it is true that international students positively impact the economies of the communities where they study. The net contribution to the United State economy from foreign students was nearly \$16 billion in AY 2007/8 making the enrollment of international students one of the top export industries of the United States.<sup>7</sup>

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<sup>6</sup> See *infra* fn 1.

<sup>7</sup> Institute of International Education, Report on Economic Impact of International Students (2008)

## ***Campus Finances***

Another secondary benefit of attracting international students to MUH is financial. As discussed in greater detail below, MUH’s international program will generate a surplus. The latter will enable the Campus to support other important academic initiatives.

## **Community Colleges and International Education**

*MUH is behind most universities and community colleges in international education*

Although MUH is not a community college, an examination of the “internationalization” of community colleges is informative. Even though a degree level distinction exists between MUH and community colleges, the two are similar in mission. Specifically, they share an access, opportunity, low cost, service, and community focus.

According to Judith Irwin, Director of International Programs and Services at the American Association of Community Colleges, “[community] colleges increasingly recognize that their students will live in a multicultural, interdependent society. For this reason, community colleges are expanding their programs and services to embrace the “world community.” A basic goal is to help students become more comfortable and competent in moving personally and professionally among cultures of the world. Another is to prepare students to engage in worldwide activities related to education, business, and social interaction.”<sup>8</sup>

Edward T. Bonahue stated it this way:

At first glance, the priorities of international education and the community college might appear antithetical. . . . [T]he idea of the U.S. community college was founded on providing local access to higher educational opportunities that would serve community needs. Traditionally, most community college curricula consisted of lower-division courses

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<sup>8</sup> Judith Irwin, Institute of International Education, *Community Colleges: Changing Individuals, Meeting Global Needs* (2008)

offering an introduction to post-secondary education, adult and continuing education, and vocational education targeted toward local employment. And to be sure, two-year institutions as a whole still take pride in putting service to their local communities first and foremost.

At the same time, it is precisely because community colleges have accepted the challenge of responding to changing community needs that international education is increasingly part of their missions. Especially since the 1980's, the growing political and economic interconnections between nations and cultures have led to a greater demand for multiculturalism and international diversity. . . . “The ‘why’ of global education is, simply put, the economic survival of our communities. If community college educators care about the communities they serve, global education is an imperative, not an option.”<sup>9</sup> International student enrollment data supports Ms. Irwin’s statements. International student enrollment does not occur only at doctoral, graduate, and baccalaureate institutions; it is now a part of the two-year college experience as well. During 2006/07, two year community colleges enrolled 86,179 international students and with an annual growth rate of 11%, they represent one of the fastest growing subpopulations in U.S. community colleges. Of those community colleges with international students, as much as fourteen percent of the student population is international with typical international populations falling into the four to six percent range.<sup>10</sup>

Additionally, 785 of all community colleges sponsored or worked in partnership with other providers to offer travel and study abroad experiences to their students.<sup>11</sup> In Ohio, at least two community colleges, Loraine Community College and Cuyahoga Community College, have robust international programs.<sup>12</sup> There may be others. So, as is true of most universities, community colleges have embraced international education.

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<sup>9</sup> Edward T. Bonahue, *Internationalizing the Community College, Internationalization of Student Affairs and Services: An Emerging Global Perspective* (NASPA, Washington, D.C. 2009), p. 207.

<sup>10</sup> Institute of International Education, *Report on International Educational Exchange, Community College Data Resource* (2007)

<sup>11</sup> See *infra*. Fn 8.

<sup>12</sup> See <http://www.tri-c.edu/services/pages/international.aspx> and <http://www.lorainccc.edu/academic/divisions/academic/foundations/international+studies>

## The Initiative and Schedule

MUH's international initiative will include the following:

- Development of relationships with foreign universities
- Chinese Student Program. MUH will host cohorts of Chinese study abroad students that are selected to study at MUH through partnerships with foreign universities
- Study Abroad Program for domestic MUH students via a formal exchange program with foreign universities
- Increased cultural programming for domestic students and community
- Continued programming for business and industry
- Teaching, service, and research/creative opportunities for faculty
- Hosting international scholars at MUH/MU for symposia, lectures, research, etc.

### *Schedule*

Spring 2006 and ongoing	International business training for local/foreign businesses
Fall 2008 and ongoing	Develop relationships with foreign universities
Fall 2008 and ongoing	International scholars hosted by MUH
Spring 2009 and ongoing	Cultural Programming
Summer 2009	Pilot program on student services - summer workshop
Fall 2010	Pilot program on curriculum - student exchange
Fall 2011	First Cohort of Chinese Students

Undoubtedly, China's economic and political significance in the world is on the rise. This trend has been recognized by universities throughout the United States. In 2007 the three largest nations sending students to the United States posted double-digit increases. Last year, the number of students from China increased 20% for a total of 81,127. Because of MU's deep involvement with China, because MUH has experience and faculty strength with China, and because of China's growing significance, the MUH international program will initially focus on China. However, the long-term vision is to be fully global and expand to where opportunities for faculty and students can be found.

The plan is for MUH to receive the first cohort of 75 – 125 Chinese students in Fall 2011. This represents two to four percent of the MUH population, a number less than MUH's capacity and less than many community colleges and universities now enroll.

Like the United States, China has a diverse set of colleges and universities. They vary in reputation, degree offerings, and in the geographic range from which their students hail. There are multi-campus systems and some institutions have regional campuses. MUH intends to partner with institutions that are similar to it in profile. This may include universities with regional range, regional campuses of universities, and universities that offer similar degree programs. Partnerships with profile-appropriate Chinese colleges that have preexisting relations with MU will be explored (e.g. LNU and China Communication University, Nanjing Campus). MUH's comparatively low tuition and increased baccalaureate offerings will make it a campus of choice for many Chinese students and universities.

## ***Chinese Students Program***

### *Background*

MUH is not without foreign student experience. In recent years the number of international students has steadily grown from 35 in Fall 2006 to 59 in Spring 2009. What distinguishes MUH's population from the international student population at MUO, and from what is proposed herein, is that the current population was not recruited and only four of the 59 students are in the United States on student visas. Otherwise, they present the same issues as intentionally recruited international students. Our registrar, counseling, and advising offices, for

example, devote considerable time reviewing foreign transcripts (in conjunction with the registrar's office in Oxford), counseling, and advising these students.

MUH will continue to serve our existing international students. However, it is time for MUH to coordinate its international efforts among faculty and staff, to develop a clear vision for international education, to identify and adopt best-practices, and to increase our collaboration with MUO. As discussed above, MUH embraces the idea that internationalization of a campus enriches the learning environment for domestic students. However, the work schedules, economic conditions, family obligations, and other demographic characteristics of the MUH student population make study abroad difficult, if not impossible, for most of them. The most effective way to internationalize the campus is to invite foreign students to study at MUH.

After consulting with Oxford colleagues with international experience and responsibilities, including David Keitges, Director of International Education, Dennis Sullivan, Senior Director, Richard T. Farmer School of Business, and Aiming Wang, Senior China Liaison, and having explored the curricular interests of prospective students at partner universities, we are proposing offering the BIS in a traditional 2+2 format to cohorts of Chinese students from partner institutions. To avoid serious language problems, English proficiency will be a major factor in the admission decision.

#### *Recruitment and Admission by partnering with Chinese Universities*

MUH will not directly recruit individual Chinese students. Instead, MUH's Chinese partner universities will provide this service using a set of admission guidelines agreed to by MU and the partner institution. They will be expected to select mature juniors and seniors who have demonstrated the English skills necessary to be successful in the program. The students will also be expected to have completed the first two years of study, including all general education requirements while in China. As an open admission campus, MUH will focus more on language proficiency and less on a student's academic profile than does MUO. While this will not eliminate language issues, it should reduce them.

### *Academics*

In recent discussions with several Chinese universities, we have learned that there is significant interest in developing traditional 2+2 relationships, with the Chinese universities offering the lower division work and MUH completing the students' baccalaureate studies. Because the first two years of study in China is generally equivalent to that of MU's, the academic program is relatively easy to build. The benefits of this 2+2 model include:

- It fits with the existing completion degree architecture.
- The initiative will rely on the BIS and other existing degrees. Little additional instructional resource will be needed to support the initiative.
- The cohort model, with a lockstep, prescribed curriculum at MUH and a preapproved curriculum at the students' home institutions, will minimize transcript issues, reduce advising needs, and make course scheduling predictable and easier to integrate with the campus' overall course scheduling plans.
- MUH's focus on language proficiency over academic profile will minimize language problems.
- The Chinese institutions with whom discussions have occurred have expressed interest in areas of strength for MUH. Specifically, U.S. history, culture, and global business. As the University of Virginia has done with its International Institute of American Studies, MUH will strategically use its Center for Civic Engagement as a partner. The establishment of an American history/ culture center will also be considered.
- The cohorts will be comprised of juniors and seniors, thereby reducing social and cultural challenges that are common for traditional-aged freshmen.
- The BIS has a service learning component. The prospect of using this component to further immerse Chinese students into U.S. culture, to teach civics, to promote public scholarship, and to sponsor cross-cultural civic engagement exchanges is exciting. Service learning and civic engagement are attractive to Chinese partner universities

because they serve regional campuses mission, enrich Chinese students' American experience, and provide a better platform for American and Chinese students to interact, learn and reflect.

The following, *inter alia*, will need to be done during the next year:

- A review of partner institutions lower division coursework for MU credit will need to occur. Where necessary to satisfy MU's general education requirements, suggestions for curricular change with the Chinese partners will be made.
- The planned BIS concentrations in global business/economics and U.S. history/economics/politics/culture needs to be completed and approved during the next year.
- BIS capacity, particularly the required seminar courses, will need to be enlarged. As was done with Saturday Select, a faculty incentive program will be established.

### *Residence and Student Life*

MUO employs a campus residential living-learning model for the freshman and sophomore years. Students, both domestic and international, live off-campus during their junior and senior years. To assist international students in locating appropriate housing, MU invites local apartment complexes to enter into referral agreements with MUO whereby the lessor agrees to certain conditions for international students. Candlewood Terrace Apartments is a signatory to such an agreement with MU and has embraced MU's international students.

To help us understand what it is that Candlewood does for MU's international students, David Keitges arranged for a meeting with himself, representatives from MUH, and the proprietors of Candlewood. It was learned that Candlewood, through its non-profit affiliate Harmony Way, hosts cultural events for its international (and all) residents, has 1 FTE assigned specifically to the population of 110 (of over 300 units) international residents, and they have no resident assistants. They stressed the importance of flexibility when dealing with international residents, particularly in contract periods, cancellations, support hours, and room assignments. Care and compassion were also emphasized. The

proprietors also mentioned that international students are ideal because of their dedication to their studies and low damage rates compared to domestic students.

According to Dr. Keitges the relationship is a success. MUH is confident that it can offer more robust programming than is offered at Candlewood and similar relationships with apartment complexes in the Hamilton and Fairfield areas are being explored. Additionally, it is possible that one of our Chinese partner institutions will provide a resident staff person. The students in the program will live in residence during their first two years of study in China. They will, therefore, receive some of the same benefits that inure to MUO freshmen and sophomores. However, the foreign university residential experience is not likely to be identical to that of MU's. As such, David Keitges and Susan Mosely-Howard were consulted. They suggested the following:

- An extensive international student orientation. The Director of International Initiatives, Chen Ferguson, will create, co-teach, and coordinate an orientation seminar that will include an introduction to the social, economic, and political structure of American society. Essentials of daily life (customs, etc.) will be included, as well as an introduction to MU, MUH, and the community. Drawing on her experience as an international student in the United States and as a Chinese-American, she will select topics that are relevant to Chinese students. In addition, guest speakers from other disciplines and the community will be invited to participate, broadening the students' interactions with Americans. Finally, student-visa information and procedures tailored to the needs of the class will be presented.
- Student Development Component: modeled after MU's living learning residential model, the BIS's service learning requirement provides an opportunity to construct a program for the international students that will emphasize the same developmental objectives as the MOU model, such as civic awareness, civic skills, etc. Also, an appropriate set of learning outcomes will be developed. Dr. Mosely-Howard has pledged the support of her office in the development and the assessment of this program.

- There will be ongoing activities, as described elsewhere in this prospectus (e.g. cultural programming and Ambassador Program).

### *Local Transportation*

MUH has bus service and will add the international student apartment complex to its route. The present route includes stops at Meijers and MUO. This will provide the students with access to shopping, dining, and MUO events. The international student budget will be designed to include periodic weekend service and additional weekday stops at locations targeted to international student interests (e.g. Jungle Jims, Oriental Market, malls).

### *Implementation of the 2+2 China Program*

MUH has a full-time ESL specialist to support international students. Many offices, including admissions, registrar, learning assistance, counseling services, and advising have experience with international students, thus inviting Chinese students to study on MUH will not be new to the MUH community.

In addition, several MUH faculty and staff have Chinese affiliation either at professional or personal levels: one MUH associate professor had his art exhibition in China, one MUH visiting instructor who teaches economics was a Mandarin fluent international student herself, and the International Initiatives Director is a Chinese native, has extensive contacts with Chinese universities and government officials, and has traveled to China with, and consulted with on many occasions, Judith Irwin, Director of International Programs and Services at the American Association of Community Colleges. She could prove to be a helpful consultant. In addition, others at MUO and MUM who have China experience have pledged their support of this initiative. All of these related experience will help to implement the China program on MUH.

Indeed, there will be new challenges, such as visa document preparation and visa advising, English language competence, and culture adaptation. Thus, MUH will need to communicate with MUO constantly, learn from MUO's experience and try to anticipate issues before they occur. Specifically MUH is going to have following mechanisms to support international students.

- Visa services

The Office of International Education has committed to processing the students' visa applications and otherwise assisting the students during the early years of this new initiative. Before or during the full first year of the program the MUH International Office will identify a part-time employee to perform this function. The Office of International Education has agreed to train the individual in this position, which will be funded from program revenues.

- Ambassador Program

MUH's status as a commuter campus presents an opportunity to offer both our domestic and international students a deep intercultural experience. To do this, an ambassador program will be established. Through this program, domestic students will be paired with international students (e.g., 1:4 ratio) for the duration of their stay. The domestic students will be asked to host them in their homes, to invite them to events, and to otherwise provide advice and support. MUH will incentivize these students, some of whom may live in the same apartment complex as the Chinese students, by offering to fund their participation in the programs (e.g. travel to Washington, D.C.) designed for international students. Similarly, the International Initiatives Office will seek local residents who will be willing to host the Chinese students in their homes.

- Creation of a Faculty, Staff, and Student Advisory Board

A faculty, staff, and student advisory board will be formed to help Chinese students adapt academic life, provide support to international students and serve as advisory board to the International Office. Currently, we have a dozen of faculty and staff on MUH who expressed interests in supporting incoming students by contributing their time and expertise.

- Creation of an international student organization

As the international student population continues to grow on the MUH campus, new international student organizations will be formed to serve and support Asian and Chinese students as well as other international students. This will complement the campus' existing Latino students and African student organizations.

- Pilot Programs

To ensure the success of the 2+2 China program, two pilots programs are planned. They are designed to ease the campus into the full initiative in Fall 2011.

a) Summer 2009 - Pilot program on student services/residence life - summer workshop

In order to prepare and test the MU residential and student services model, a one month summer workshop will offered in summer 2009. The academic theme of the workshop will be American history, politics, and economics. It will include lectures, film presentations, local town hall meetings, and will culminate in a field trips to Washington, D.C. and to Indiana where they will be hosted by the University of Indianapolis.

b) Fall 2010 Pilot program on curriculum - student exchange

This second pilot program will resemble the final cohort program, only on a smaller scale. Ten students from China will be accepted to pursue the BIS degree. This will give MUH the opportunity to test the academic dimensions of the program while continuing to make necessary adjustments to the student life and residence program.

Through the two pilot programs, which span for the next two years, MUH prepare itself to receive a full cohort of 100 - 150 students in Fall 2011.

### ***Study Abroad Program***

The MUH international program will include opportunities for students to study abroad. MUH students will be sent in groups and if necessary, to institutions that are hosting other MU students. This will increase the comfort of some students and also provide peers with whom they can interact and reflect.

MUH faculty have sponsored study abroad programs. Perry Gnivecki takes students to the Bahamas annually, Jill Gauthier sponsored a service learning group to Mexico, Chen Ferguson co-led a group of business students on a trip to Australia and New Zealand. Study abroad may also occur through a student and faculty exchange program. Through this form of exchange, one or more MUH

faculty may travel with MUH students to Chinese partner universities to help MUH students in China, to become familiar with the Chinese students who will be attending MUH while they are in their lower division studies, lecture to the partner Chinese University students, and conduct international related scholarship and service.

### ***Faculty and Staff Opportunities***

In addition the exchange program just described, additional research, teaching, and service opportunities for faculty and staff will be developed and offered for the first time in 2011. Funds for appropriate international research, service, and teaching, particularly those activities that support the campus' international initiative, will be made available.

### ***Cultural Programming for Campus and Community***

The Campus has a history of international programming. This will need to be enlarged to serve two audiences. First, international programming will be designed for the domestic population of students, staff, faculty, and community. This will serve the goals of internationalizing the campus, increasing an understanding and awareness of other cultures (with a special emphasis on the cultures and nations from which our international students hail), and promoting a friendly environment for our international students. Their involvement in the programs will enhance their experience and serve as an introduction to domestic students, community, staff, and faculty. The MUH Office of International Initiatives will work closely with other MUH offices, such as the Office of Multicultural Services, MUO offices, such as International Studies, Confucius Institute, and Asian American Association, and other colleges and universities in developing this series.

### ***Programming for International Students***

A second series focused on the needs of MUH's international students will be developed. The assistance of the Office of Residence Life, Center for American and World Cultures, International Education, other MU offices, other colleges and universities, will be sought in the development of this series.

## **Who Benefits?**

Students, faculty, the institution, and the communities we serve will benefit from this initiative.

### ***Domestic and International Students***

Native MUH students will benefit in the multiple ways described above; by being a part of a more diverse campus, improved education, and through study abroad opportunities. The international students will benefit from having a small town U.S. experience while receiving a high quality undergraduate education.

### ***The Institution***

MU and MUH will both benefit from having greater diversity and an improved quality of education at MUH. Because MUO has a large international program, synergy and mutual benefit will occur through mutual cooperation and sharing. The MUH admissions office expects that the study abroad opportunities and the increased diversity of the campus will make us more attractive to student prospects, thereby increasing domestic enrollment. Additionally, program surpluses will strengthen the Campus' financial base.

### ***Faculty and Staff***

Faculty and staff will benefit as described above.

## **Community**

*The communities we serve will benefit culturally and financially from the program furthering President Hodge's goal of increasing the impact the campus has on its community and the University*

The communities we serve will benefit from this initiative in many ways that are right on target with the rationale for the creation of the Campus.<sup>13</sup> First, some of the cultural programming will be open to the public. Second, as discussed earlier, the initiative will contribute to the economic vitality of the community. Third, the Campus' will continue its initiative of internationalizing its non-credit training. Both regional campuses have sponsored noncredit programs intended to train local businesses in how to conduct international business and to facilitate networking with foreign businesses.

The regional campuses initiated the TARGET (To Aim and Realize Global Expansion Together) program in partnership with the U.S. Department of Commerce, have offered a workshop leading to a certificate in Doing Business in China, and organized a "Sino-Business Summit" in 2008. In short, the regional campuses have experience in providing a platform for local businesses to interact with Chinese entrepreneurs. In addition, the community will benefit from other international education and intellectual opportunities. For example, recent events on Campus include two Chinese legal scholars who lectured at Miami Hamilton Downtown, Mandarin instruction for local high school students offered in partnership with GREAL and The Ohio States University, and a Chinese traditional painting workshop which was offered in partnership with the Confucius Institute.

All the MUH's international outreach efforts have had a real impact in the community. For example, ever since Kaivac, a Hamilton located business, sent 6

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<sup>13</sup> See *infra* fn 1.

employees to a MUH international workshop, it has continuously worked with MUH in the gradual international expansion of its sales. As another example, MUH recently hosted a Chinese Sun yat-sen EMBA delegation for a workshop on doing business in the U.S. and a Sino-U.S. business summit. Not only did this demonstrate Miami University's strong connection with global conglomerates to a prestigious university partner, it also led to several international business opportunities, two of which occurred before the summit was completed! Specifically, three members of the Chinese delegation pursued opportunities with Sherwin Williams and several others are considering investing in an opportunity in Fairfield.

## **Financing the Initiative**

*The international initiative will pay for itself and earn a surplus*

This initiative will be self-supporting after the initial launch. The programs within the initiative that generate surpluses (primarily the Chinese Student Program) will fund the remaining programs that are not surplus earning. Additional revenues will be used to enhance the Campus' other academic activities.

In addition to the revenues earned from the program, grant assistance and donor support will be actively pursued. These efforts have already begun.

## **Initiative Leadership and Support**

The Office of International Initiatives will lead the initiative with support from the campus dean's office. The Director of the Office of International Initiatives, who reports directly to the campus dean, will participate in executive, administrative, and academic councils. Communication and support will be facilitated through participation in these campus groups. In addition, the director will be responsible for maintaining close ties to appropriate offices at MUO and MUM. The position description for the director is attached hereto. As mentioned earlier, an advisory committee to the director composed of interested faculty, staff, and students, will be formed.

Other offices and individuals who have offered support for this initiative include:

Dr. David Keitges, Director, International Education, MUO

Dr. Susan Mosely-Howard, Dean of Students, MUO

In addition to the support described above, Dr. Keitges has agreed that his office will extend access to, and assist in the training of IOffice, the software international office management program that is employed in Oxford.

*International Education will improve the quality of education, produce better citizens, increase MUH's competitiveness, and financially benefit MUH*

## **Summary**

To remain competitive, to improve the quality of the education we provide, and to diversify our population, it is time for MUH to purposefully recruit international students, increase our cultural programming, and to establish opportunities abroad for our students and faculty. The need to expose MUH's student population, with its large first-generation in college and low income population, to people who are different from them is real, and arguably, more important than for students from more affluent backgrounds.

The plan described above is tailored to remain true to MUH's core mission to provide a high quality, accessible undergraduate education while being innovative and progressive. Faculty opportunities will be created, the communities we serve will benefit, and MUH will contribute to MU's overall international initiative.