



New Mexico State University (NMSU)

Internationalization Scan

**Participation in the
ACE Internationalization Laboratory**

September 2007

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NMSU Internationalization Scan

Participation in the ACE Internationalization Laboratory

I. Introduction and General Institutional Overview

In accepting the American Council on Education's invitation to participate as a member of the ACE Internationalization Laboratory in the 2006 – 2007 cohort, NMSU agreed to conduct an internationalization review of its international programs, activities, and initiatives. The review, which follows this introduction, is intended to be a snapshot of NMSU's internationalization activities as we begin our 12 to 18 month collaboration with the American Council on Education as a member of its Internationalization Laboratory.

The reason for the review is really quite clear. Before we, the entire NMSU community, can decide where we would like to take NMSU with regard to campus internationalization, we need to have a clear picture of where we are. Hence, the internationalization review which follows. Based on this review, and in consultation with NMSU's multiple constituencies and with the assistance of ACE, we will next need to decide where we would like to go. And this will be a challenging task, especially in light of the need to define where we would like to go in terms of student global learning outcomes. As a responsible research and teaching university, what do we feel our graduates should know about the world in which they will be living in order for them to be competent and sensitive global citizens. The final step would be the how-to, the blueprint for getting where we decide we want to be. Based then on the results of the internationalization review and the campus discussion on desired student learning outcomes, we, once again with the assistance of ACE, will need to develop a university-wide strategic plan for campus internationalization. This is the process that we will follow as a member of the American Council on Education's Internationalization Laboratory for 2006-2007.

The office which will be taking the lead in this effort is the Office of International and Border Programs (OIBP). The Internationalization Advisory Committee (see Appendix 1 for a list of all committee members), chaired by Everett Egginton, Dean of International and Border Programs, and Ken Hammond, Associate Professor of History, will oversee and participate in all facets of the Laboratory. The OIBP is headed by the Dean of International and Border Programs (Everett Egginton); the Dean is assisted by the Associate Dean of OIBP (Ida Baca). Reporting to the Dean are the Assistant Dean of Study Abroad (Paul Huntsberger) and the Assistant Dean of International Student and Scholar Services (Mary Jaspers). The functions of the two assistant deans and their respective offices are clear by the titles—international student and scholar services and study abroad. The Office of the Dean of International and Border Programs is charged with everything else international (NMSU's international activities are centralized in this Office), including but not limited to campus internationalization, community programming, international research, university-to-university international agreements, international visitors, international lectures and other academic forums.

A quick reading of the internationalization report which follows will make it very clear that NMSU has a very special relationship with Mexico in general, and with the State of Chihuahua in particular. Up until two years ago, Mexico sent more students to NMSU than any other country (India surpassed Mexico in 2004-2005 for the first time); NMSU has more working agreements with Mexican universities than with universities from any other country; the OIBP currently administers nine externally-funded grants that have brought \$1.9 million to NMSU—4 of those grants which have brought in \$1.1 million are focused on the border and in Chihuahua; Mexico is the focus of more internationally-focused grants that have brought in more external funds (\$3.3 million) than any other country or region of the world. It is not surprising, then, that NMSU has an office in Mexico. Located in Chihuahua City, the Director of the Mexico office (the New Mexico/Chihuahua Program Support Office) reports to the Dean of OIBP. Specifically, this office is responsible for coordinating international visits, arranging and facilitating student recruiting, expediting the administration of Mexico projects, working on grants and contracts procurement, and coordinating and arranging for media coverage.

II. Review of Mission, Vision and Strategic Plan

Review of NMSU's "Living the Vision: A Performance Plan for Excellence"

A committee referred to as the Living the Vision Committee, was tasked to redraft NMSU's strategic plan with the goal of producing a better and more useful plan. The revised plan was approved by the NMSU Board of Regents on September 2005. A full copy of the plan can be found in Appendix 2.

The revised plan has a short mission and vision statement which do not mention the words global or international. Our current NMSU mission is: "New Mexico State University is the state's land grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education, and public service." The current NMSU vision statement is: "By 2020, New Mexico State University will be a premier university as evidenced by demonstrated and quantifiable excellence in teaching, research and service relative to its peer institutions." The plan has 5 goals, with performance standards and objectives.

Goals #1 & 3 state "To be nationally and internationally recognized" Goal #1- "for its academic programs at all levels (2 years, undergraduate and graduate)" and Goal #2 – "in research and creative activity." Both of these goals have one objective which specifically mentions international. They are: Goal #1; third objective; "Enroll a competitive proportion of degree-seeking international and out-of-state graduate students" and Goal #3; last objective; "Develop and support five nationally and internationally recognized interdisciplinary research clusters through external funding."

During the Spring 2007, NMSU developed a Planning to Plan Taskforce whose charge it is to develop an inclusive planning process. It is not to create a strategic plan or to modify our existing plan, but its purpose is to develop a process for the development of future strategic plans. This task force consists of 39 members from various types of constituents (students, faculty, employees, etc).

Office of International and Border Programs Strategic Plan

The Office of International and Border Programs in 2003 developed a five year strategic plan. The plan was developed by a committee of internationalists from throughout the university, with the assistance of an external strategic planning expert. A copy of the plan can be found in Appendix 3. The version attached to this report is a summary and provides the vision, mission, six strategic goals, and specific objectives for each goal. A copy of the full report is available upon request. The plan was finalized during the Spring 2004 and was presented to the NMSU Board of Regents as an informational item, not for approval or formal adoption. As a result, the Strategic Plan 2004-2009 is a roadmap for the Office of International and Border Programs, but is not incorporated into the overall University Strategic Plan "Living the Vision."

III. International Student and Scholar Services

International Student and Scholar Services (ISSS) assists NMSU's international students and scholars in four areas. These are international admissions, immigration services, support services for current students and scholars, and community outreach. ISSS is staffed by one professional position with a second professional position approved for the 2007-2008 academic year for three years to help with improving student programming, recruitment and to handle non-resident alien tax compliance. In addition, three classified staff, and two student employees help support the responsibilities of this office.

International Admissions

International undergraduate, graduate and non-degree applications for admission are submitted to International Student and Scholar Services. Foreign academic documents are reviewed by the International Admissions staff for U.S. degree equivalency and grading conversion prior to admission review by academic departments.

International Admissions received 2,000 online and paper admission applications for the 2005-2006 academic year. Of this total, 68% of the applications received submitted all required documents and were sent to the specified academic department for review. Of those undergraduate and graduate applications 60% were admitted.

Immigration Services

International Student and Scholar Services issues immigration documents, I-20s and DS-2019s, to newly admitted students and their families, who are applying for F-1 or J-1 visas required for entry into the U.S. Current students as well as J-1 exchange visitors are also issued immigration documents by our office.

ISSS also serves as the SEVIS (Student & Exchange Visitor Information System) reporting office for NMSU. Duties include reporting the arrival of each student or scholar, academic program changes, personal updates, and semester enrollment reports. This information must be provided in a timely manner through the SEVIS system to the Department of Homeland Security.

Current Student and Scholar Services

Services provided to current international students include new student orientation each Fall and Spring semester, workshops including employment opportunities for international students and income tax assistance, receptions each semester, OIBP-sponsored student trips, and staff assistance with immigration, academic, and other issues.

Scholar services are also provided to an average 100 J-1 exchange visitors during an academic year. These are research scholars, professors, specialists, and exchange students. DS-2019 immigration documents are issued by ISSS upon the request of an NMSU department. ISSS also provides an orientation for each J-1 exchange visitors arriving on campus.

International student enrollment for the Fall 2006 semester, which is the most current data, included 119 undergraduate students, 572 graduate students and 72 non-degree. This included students from 75 different countries. Table 1 below, provides international student enrollment figures for the past ten years.

Contrary to the national decline in international student enrollment in the post-9/11 period, NMSU has been fortunate to maintain relatively stable enrollment as shown in the following table.

**Table 1
International Student Enrollment**

NMSU international students	enrollment	% change from prior year
FALL 2006	763	2.8%
FALL 2005	742	-3.30%*
FALL 2004	767	+0.65%
FALL 2003	762	+6.00%
FALL 2002	719	-5.90%
FALL 2001	764	~~
FALL 1999**	723	13.9%
FALL 1998	635	-3.10%
FALL 1997	655	0
FALL 1996	657	-10.50%

*The 3.30% decrease in the Fall 05 reporting data was due to a change in enrollment visa status reporting for New Mexico high school graduates who are non-citizens but were previously counted as international students.

**No data available for Fall 2000.

Outreach Programs

Outreach programs to Las Cruces and the surrounding area include three activities. The International Festival (Mini World) is an annual two-day event. International students and other volunteers present country and regional cultural displays, organize an entertainment program including music and dancing, and have food samples representing typical foods from their home countries. Each year an estimated 500 elementary school children visit the displays on Children's Day and the second day is open to the public.

Other outreach programs include a growing hosting program called Friends of International Students. Under the leadership of local volunteers, international students are matched with local families interested in sharing cultural experiences with each other. The hosting individual or family invites the participating student(s) to share meals, American holidays, or other activities.

The Speakers' Bureau consists of international students and scholars who volunteer to speak at local schools and community organizations. Activities include presentations about home countries and cultural entertainment such as music and dance.

Current Changes

The current or most recent changes in responsibilities and staffing, occurred during Spring 2007, when international graduate admission was placed entirely under this office. Prior to Spring 2007, our office was responsible for collecting and analyzing international graduate student admissions documents. Once the files were complete duplicate copies were sent to the academic department and the Graduate School. Since the Spring 2007, our office now performs all the functions previously performed by our department plus all those performed by the Graduate School in support of international graduate students. In addition, the responsibility for recruiting international graduate students now resides in this office. Unfortunately as yet no budget has been provided to us for recruiting. Although this change has created additional stress (learning new processes rapidly, which we had not previously been involved in) and work, we see it as a positive change. It is an opportunity to improve the educational experience of our international student population. In addition, there are current efforts to move non-resident alien tax compliance duties and responsibilities from their current location in Central Administration to our office. Once again we see this potentially as a positive move, but the process has been delayed due to the lack of staffing resources. We welcome any opportunity to better serve our international students, but must be careful that we obtain the needed resources in order to not only provide basic services, but provide the best quality service possible. In order to do so, we must be careful not to continue to add more and more responsibilities and duties without adequate resources.

Barriers and Constraints

In general, this department has a broad set of responsibilities to the NMSU international student and scholar populations and the university. Although we have staffing and resources that allow us to reasonably maintain programs and services, there are major constraints in terms of staffing and funding to the development of needed additions and revisions. There is increasing global competition for the international student market and NMSU must be more aggressive in recruiting undergraduate and graduate international students.

Another constraint is the need of additional financial assistance for international students. Current funding opportunities include graduate assistantships, on-campus hourly employment, and two programs that allow recipients to pay tuition at in-state rates. These are the International Alumni Scholarship and the International Out-of-State Tuition Waiver awards, a new program beginning 2006-2007. Additional funding opportunities for student scholarships would be a valuable tool for both recruitment and retention of international students.

Other outside factors such as the post-9/11 U.S. visa denials and delays have had an impact on international education. The goal of the International Student & Scholar Services office is to respond in a timely manner and support the needs of the international students and scholars.

IV. NMSU Study Abroad Programs

NMSU has provided study abroad opportunities through the Office of International and Border Programs since the mid-1970s. In the early days these were limited to exchanges in Mexico and an occasional faculty-led program. In 1993 NMSU joined the International Student Exchange Program (ISEP), which created exchange opportunities for NMSU students worldwide. In the early 1990s NMSU also established intensive Spanish language options during the summers with language schools in Mexico and Guatemala. Since 1997, the Office of Study Abroad has concentrated its efforts in expanding exchange and intensive language options, primarily because these options have proven to be the most cost effective ones for NMSU students. Some limited faculty led programs, usually short-term (less than a semester), continue to be offered and are expanding during summers. In 2003-2004 the Office of Study Abroad initiated an International Distance Education program for intensive Spanish and Portuguese option for non-NMSU students and a Guest Study Abroad option for students enrolled at New Mexico International Education Consortium schools.

Enrollment has increased dramatically. In the 1980s the average number of students who studied abroad through NMSU programs was 10.3 (high-21, low-7). In the 1990s the average number of students who studied abroad through NMSU programs was 74.2 (high-119, low-13). For the past 5 years (2000-2001 through 2004-2005), the average number of students who studied abroad through NMSU was 269.8 (high-417, low-168; 9.8 accounted for by distance education and guest students).

Factors Influencing Increased Enrollment

Enrollments have increased because the Office of Study Abroad has (1) organized more program options, (2) established programs in popular countries previously un-served or underserved, (3) improved services in support of students, (4) facilitated applications for more scholarships, (5) implemented campus wide reporting requirements, (6) dedicated more staff to administer study abroad.

Program Options - In 1995-1996 students had 10 program options; today they have more than 66 program options, and these continue to expand based on needs of students and interest of faculty members. International Business majors now are required to study abroad in non-English speaking programs. Exchanges that combine language learning with some academic courses taught in English and that modify their calendars to match the U.S. academic calendar have been initiated in Japan, Germany, Austria, France, and Spain.

More Countries Available - The intensive language program now includes Spanish and Portuguese and, in addition to Mexico and Guatemala, students may select sites in Spain, Costa Rica and many other Latin American countries. New exchanges have been developed with 4 universities in Australia and 1 in New Zealand.

Improved Student Support Services - The Office of Study Abroad collaborated with the Associate Deans to establish standard approval procedures, developed a relational data base to track students and the functions the office has to fulfill, implemented an on-line pre-departure orientation program, developed a web site that promotes study abroad and also provides extensive information on procedures, health and safety, and program evaluation, implemented a returned student debriefing and post-program evaluation program, organized a peer mentor and advocacy club for returned students, and initiated a biannual study abroad fair.

Scholarship Facilitation - Since NMSU had no scholarships dedicated to study abroad prior to 1994-1995, the Office of Study Abroad solicited scholarship support from a local Rotary club, agreed to manage a small endowed scholarship for study abroad with the NMSU Foundation, negotiated scholarships with study abroad partners, and identified and promoted other scholarships offered by the government and other organizations. Prior to 1994-1995, only 3 NMSU students had received study abroad scholarships (Fulbright). From 1995-1996 through 1999-2000, fifty-five (55) students received awards. From 2000-2001 through 2005-2006, a hundred and thirty-nine (139) received awards. In May the Office of Study Abroad was awarded a grant of \$50,000 per year for three years by the International Foundation for Study Abroad (IFSA) which will provide a minimum of 75 new scholarships to NMSU students to study abroad long-term.

Campus-wide Reporting - The Office of Study Abroad has been responsible for preparing the annual report for the IIE Open Doors publication. We have been able to accurately report students who studied abroad for transfer credit, since all had to be processed through our office before receiving approval to study abroad and receive their financial aid. In the past, faculty took students abroad as part of their course requirements, but reporting this to the Office of Study Abroad was voluntary. In 2003 the Deans Council adopted a policy that faculty organizing or in any way supporting any student traveling outside the U.S. had to report this to the Office of Study Abroad. As a result, we can now identify nearly all students enrolled in degree programs who study abroad for credit and are reportable to IIE.

Study Abroad Staffing - Prior to 1997-1998, an international programs staff member managed study abroad in addition to other duties. Sometimes this person had part-time student help. In 1997, the professional staff member responsible for study abroad was provided a half-time secretary and one part-time student. In August 2000 the secretary's job was made full-time. About two years ago the professional staff member's duties were realigned so that his only responsibility was managing study abroad. Having staff dedicated to only promoting and managing study abroad has had a strong impact on enrollment and new program initiatives.

Measuring Success In Spite of Funding Barriers

By various indicators of success - number of program options, variety of program options, enrollment in study abroad programs, diversity of student enrollment, successful applications for scholarships, increased involvement of departments and faculty - study abroad at NMSU has advanced and matured. This success has occurred, however, despite diminished institutional funding for staff and for operations.

In January, 2003, when the new Dean for International and Border Programs assumed leadership of international programs, the Office of Study Abroad consisted of one full-time professional staff member (who had non-study abroad duties such as employment immigration advising and J-1 faculty scholar advising for the campus), one full-time administrative secretary, and one part-time student assistant. The professional staff member was paid through state appropriations, but the secretary and the student were paid from State University Research Funds (SURF, which is overhead soft money) and other soft money resources. Since that time, the professional staff person's duties have been modified to concentrate only on managing study abroad. The secretary's salary is still paid for from soft money, resources generated by OBIP, including greater reliance on study abroad fees charged students. The student aides (now 2) are completely funded by student fees (except the Honor's College does provide \$2,000 in support of hiring a Crimson Scholar). To pay for these vital positions study abroad fees have increased significantly.

Study Abroad Statistics for the last ten years can be found in Table 2 below.

Table 2
Number of Students Participating in Study Abroad Programs

Year	Outbound NMSU students	Others*	Inbound Students studying at NMSU
2006-07	267	121	32
2005-06	361	74	31
2004-05	334	86	33
2003-04	274	48	31
2002-03	189	2	35
2001-02	189	0	45
2000-01	162	0	21
1999-00	121	0	18
1998-99	102	0	19
1997-98	115	0	30

*Others includes faculty led groups, students participating in study abroad for non-credit, etc.

Long-term Issues

To build for the future, these issues need to be addressed by the institution:

- NMSU needs to review the Study Abroad long-range strategy that has been guiding its efforts since 1997 to determine that this is appropriate for the future of study abroad (Appendix 4).
- NMSU should aspire to reach the upper quartile compared with its peer institutions in terms of level of study abroad enrollment (both outbound and inbound), involvement of colleges and departments, quality of student support services provided, funding of study abroad staffing, mix of affordable program options, scholarship options, and institutional financial support. Peer studies should be conducted regularly.
- NMSU needs to continue to focus on promoting programs (exchanges, summer intensive language programs, selected faculty led programs, collaboration with other institutions) that are
 - accessible to most majors and supported by the departments that offer the majors,
 - available to a diverse socio-economic range of students, and
 - affordable for the vast majority of students regardless of financial circumstances.
- Colleges and departments should accommodate students who want to earn credit toward their degree through approved study abroad programs. Exchange programs especially must be focused at the curricular and departmental levels, so that students going abroad can take courses that count in their program as equivalencies or enhancements, and inbound students from partner institutions can take courses at NMSU that complement their programs at home.
- Study Abroad should be viewed as a vital, and not ancillary, component of the undergraduate experience (and the graduate experience under departmentally defined circumstances) and one that will enhance recruitment of both U.S. and international students. New programs should only be developed and approved when it is demonstrated that the program will complement and or enhance existing academic programs, and when there is a reasonable expectation that the program is marketable to students to be sustained.
- To make programs more affordable, Study Abroad staffing should be funded from state appropriations equal to the level of funding provided programs at peer institutions that service comparable numbers of inbound and outbound students annually. This would allow for a reduction in study abroad administrative fees which now have to be used for essential staff employment. The prevalent pattern at all peer institutions is to fund study abroad staff from state appropriations at 90-100%, but to charge moderate study abroad administrative fees to cover most operational expenses.
- NMSU must develop its own scholarships for study abroad to demonstrate its commitment to encourage students with limited financial means to have equal access with more affluent students. The IFSA grant recently obtained can be used as leverage to encourage initiatives in this area. This effort needs to include the services of University Advancement to reach out to private donors, including alumni who have studied abroad, to expand the Colin Williamson Study Abroad Endowment until it reaches the \$100,000 capitalization level from its current level of about \$22,000.

V. International Research

A. Externally Funded Research

New Mexico State University (NMSU) like most major universities in the United States has two types of research. One is funded research, in which faculty or departments/units prepare proposals for external funding and the second is individual faculty research, which may have external funding but most often is funded internally by the university as a whole, department/unit and/or by the individual faculty member. In some cases the two types of research are actually combined. We would like to review funded international research at NMSU primarily and secondly discuss individual faculty international research in general terms. This analysis was performed during the Summer 2006 and simply shows a snapshot of NMSU's research at a point in time.

NMSU currently has approximately 40 funded international projects, with a funding level of over \$8,113,916. The 40 projects are administered by approximately 20 different units/departments/colleges on campus. These statistics represent units or departments which self identified their funded research as international. In reality, there are probably many more projects which were not reported because of the lack of designation by the unit/department or Principal Investigator (PI) as being international in nature. A complete list of all self-identified externally funded international research projects can be found in Appendix 5.

Table 3 below, provides a list of the top departments/units on campus that are conducting international research on campus. The unit which is conducting the largest amount of international research is the College of Agriculture & Home Economics with \$2,625,000 and the Office of International & Border Programs is second with a total of \$1,732,000 in externally funded international research.

Table 3
Top five NMSU Departments/Units with International Research Funding

Department/Unit	Country/Region where research is conducted	Funding Level	Total # of projects Funded
College of Agriculture & Home Economics	South Africa and world wide	\$2,625,000	4 projects
Office of International & Border Programs	Primarily Mexico	\$1,732,000	6 projects
Geological Sciences	Mexico & Australia	\$762,300	2 project
Agriculture Economics & Agricultural Business	Jordan	\$642,311	1 project
Ag. Science Center in Clovis	Bulgaria	\$357,000	1 project

Table 4 below, provides information on the top four funding sources for NMSU’s international research. The top two funding agencies for international research at NMSU are Foreign Agriculture Service (FAS)/Department of Agriculture and National Science Foundation.

**Table 4
Top Four Funding Sources for International Research at NMSU**

Funding Agency	Funding Level	Department/Units Involved
Foreign Agriculture Service/Department of Agriculture	\$3,147,000	*College of Ag. & Home Economics *Office of International & Border Programs *Agronomy & Horticulture *Fishery & Wildlife *Cooperative Extension Service
National Science Foundation	\$1,007,000	*Geological Sciences *Industrial Engineering *Physics *Sociology & Anthropology *Office of International & Border Programs
United States Agency for International Development (USAID)	\$939,700	*Agricultural Economics & Agriculture Business *Office of International & Border Programs
National Parks Service/Department of Interior	\$822,900	*Office of International & Border Programs

In third and fourth place is the United States Agency for International Development (USAID) and National Parks Service/Department of Interior. The funding sources for NMSU’s international research projects vary greatly. After fourth place, the funding level drops to \$300,000+ and there are a number of different funding agencies. The majority of NMSU’s international research funding is provided by federal agencies in the U.S. with a small amount of funding coming from international private corporations and international governmental agencies.

NMSU international funded research is conducted worldwide from Asia, Europe, Latin America, Middle East and Africa. Table 5 below, provides a list of the top five countries/regions/continents where NMSU’s international research is focused and/or conducted. The largest number of funded research projects for any particular country is Mexico. This is understandable since New Mexico State University is a Level I Carnegie Research institution located in southern New Mexico which is 50 miles north of the U.S.-

Mexico border. Las Cruces, New Mexico, where NMSU is located, was originally Mexican territory prior to the Gadsden Purchase in 1853. So culturally, NMSU and its surrounding areas have very close ties to Mexico and the state of Chihuahua in Mexico, which borders the state of New Mexico.

Table 5
Top Five Countries/Regions/Continents Where NMSU’s Research is Conducted

Country/Region	Total # of Research Projects	Amount of Funding
Mexico	14 projects 3 projects of which are shared with other countries	\$3,295,000
Worldwide	5 projects	\$2,438,000
Middle East	2 projects (one shared with Europe)	\$742,311
Asia	4 projects	\$130,924
Latin America (excluding Mexico)	2 projects	\$46,447

As Table 5 shows, NMSU works extensively along the U.S.-Mexico border and in Northern Mexico, particularly with the state of Chihuahua, to understand and improve the lives of border residents.

B. Individual Faculty International Research/Activities

A request was made to all academic department heads to provide information on all faculty who are currently conducting international research/activities. NMSU currently has 51 academic departments of which, two departments do not have their own faculty, but their classes are taught by faculty from the remaining 49 departments. During the Summer 2007, the list of faculty conducting international research/activities was sent to each department head and in a face to face interview the list was verified as being accurate or it was altered by adding or deleting research/activity topics or faculty names. All department heads responded to the request for information. The addition of the face to face interviews greatly enhanced the response rate to 100%. Of the remaining 49 departments, all departments but one had one or more faculty actively involved in international research/activity. We had a number of departments which had 2, 3 and 4 faculty members involved in international research. The department with the largest number of faculty involved was the Mathematical Sciences Department with 27. Other departments had large numbers based on the total number of faculty, such as Art, Computer Science, Economic & International Business, and Music all have relatively small departments but all had from 10-12 faculty who were currently conducting international research/activities. This clearly indicates that NMSU faculty and department heads are actively pursuing international research/activities. See Table 6 below for a list of NMSU departments and the number of faculty per department who are

conducting international research. A complete list of faculty international research, listed by department can be found in Appendix 6. Although the list is not complete, there were still a few departments which provided numbers but not detail, it does provide a glimpse of the variety of research which NMSU faculty are currently conducting. It also shows that some departments have a large number of faculty conducting international research, while others have a few.

Table 6
Number of Faculty Conducting Research by Academic Department

Academic Departments	# of Faculty Conducting Int'l Research/Activities
Accounting & Business Computer Systems	12
Agricultural Economics & Agricultural Business	10
Agricultural & Extension Education	2
Agronomy & Horticulture	11
Animal & Range Sciences	7
Art	10
Astronomy	9
Biology	9
Chemical Engineering	5
Chemistry & Biochemistry	5
Civil Engineering	11
Communication Studies	2
Computer Science	12
Counseling & Educational Psychology	4
Criminal Justice	3
Curriculum & Instruction	10
Economic & International Business	12
Educational Management & Development	5
Electrical & Computer Engineering	3
Engineering Technology	5
English	8
Entomology, Plant Pathology, Weed Science	3
Family & Consumer Sciences	3
Finance	6
Fishery & Wildlife Sciences	3
Geography	4
Geological Sciences	4
Government	8
Health Science	7
History	12
Honors College	n/a
Hotel, Restaurant & Tourism Management	3
Industrial Engineering	3
Journalism & Mass Communication	1
Languages & Linguistics	11
Management & General Business	9
Marketing	7
Mathematical Sciences	27
Mechanical Engineering	7
Military Science	0
Music	12

Nursing	1
Philosophy	4
Physical Education & Dance	5
Physics	11
Psychology	4
Social Work	5
Sociology & Anthropology	7
Special Education/ Communication Disorders	4
Theatre Arts	3
Women's Studies	n/a

University Support for Research

In order to improve and encourage research, NMSU through the Office of the Vice Provost for Research, has created five research clusters that represent NMSU's strengths and respond to state, regional, national and international needs. The five clusters are:

- Biosciences
- Information Sciences and Security Systems
- Natural Resources Sustainability and Renewal
- Twenty-first Century Aerospace
- Southwest & Border Regions Health, Education, Culture & Development Cluster

The last cluster, the Southwest & Border Regions Health, Education, Culture & Development Cluster is the one cluster which is devoted to border research. As stated earlier, because of our close proximity to the Mexican border and because NMSU works extensively along the U.S.-Mexico border, it is critical for us to understand and improve the lives of border residents. The remaining clusters could include international research, but are not required to do so.

Additionally, in 2006 NMSU, through the President's Office, provided \$30,000 for the support of an International Matching Travel Grant Program. This type of program had been funded centrally by the university administration for a number of years but was discontinued in 2000 because of lack of funding and was not revitalized until 2006. The International Matching Travel Grant program specifically provided support to faculty/staff members who were seeking external funding for support of international programs and activities. A copy of the guidelines and selection criteria can be found in Appendix 7. A subcommittee of the Internationalization Advisory Committee constitutes the selection committee for the review and selection of the grant proposals. Table 7 provides a list of grants which were awarded in March 2006.

Table 7
March 2006 International Matching Travel Grant Funded Proposals

Name of PI	Dept/Unit	Brief Description	Country/ Region	Amt. of Funding
Bachman, Kari	Extension Home Economic, Family & Consumer Sciences	Strengthen linkages between higher education nutrition programs in the N.M.-Chihuahua border region.	Chihuahua, Mexico	\$2,500
Finston, David	Mathematical Sciences	Participation and speak at an int'l workshop on Polynomial Automorphisms	Hanoi, Vietnam	\$1,800
Hunner, Jon	History	Participation in a workshop of educators and museum professionals who utilize living history in classrooms and museums	Rome, Italy	\$1,900
Moulton, Robert	Dean's Office, College of Education	Establish collaborative teacher preparation programs with Beijing Normal University & with Burapha University	Beijing, China & Thailand	\$2,500
Olberding, Bruce	Mathematical Sciences	Participate in a workshop on Commutative Rings & collaborate with colleagues who also attend the workshop	Cortona, Italy	\$840
Rutledge, David & Harvey, Neil	Curriculum & Instruction and Government	Creation and development of a Border Teacher Network; an innovative model for enhancing cross-cultural education	Juarez, Mexico	\$2,500

Starting in November 2006, requests were made to the President's Office, the Vice President for Research and through the university's budget process, for 2007 funding for this program, unfortunately, no funding was provided. Although many NMSU faculty conduct international research, it is often times difficult or impossible to obtain the necessary funding for conducting collaborative research with international colleagues because of the added expense. Ideally we would like to see all faculty conduct international research, but realistically, because of limited resources at all levels of the university, this is not possible. In addition, faculty who conduct international research typically incorporate some aspect of their research into their teaching, thus the larger the number of faculty conducting international research, the greater the impact on NMSU's curriculum.

VI. New Mexico State University Curriculum

The curriculum section of this scan will be divided into two sections, the first addressing the General Education requirements, and the second section will review non-general education classes offered at NMSU.

A. General Education Requirements

In the state of New Mexico, the Commission on Higher Education (NMCHE) has established some guidelines for general education requirements which institutions of higher education have been encouraged to accept. This has been done so that there is greater ease of transferring between institutions of higher education within the state and so that New Mexico higher education students do not lose credit hours in transferring between schools.

In order to determine whether these suggested guidelines were beneficial to NMSU and in general to review NMSU's current general education requirements, which were last revised and approved in 1989, the Provost commissioned a university wide task force to handle the review. The task force was established in November 2002 and a final report was submitted during the Fall 2005. A copy of the task force report can be found in Appendix 8, after the Current General Education Requirements.

The 25 member task force met for over 2 years and the recommendations made were relatively minor. The vision statement was shortened, the total number of required course credits were reduced from 38 to 34, the categories of course requirements were adjusted to better match the NMCHE requirements, and student learning outcomes were more directly addressed. In addition, the task force spent a great deal of time reviewing which courses would fit into each category. The category which perhaps caused the greatest conflict, was the category called "Viewing a Wider World." When this category of course requirements was created, the intent was for students to be required to take 2-three hour credit courses from two other colleges other than the college in which they were majoring. The internationally focused members of the task force, wanted to change this to require NMSU students to select 2-three hour credit courses which had a global or international focus, thus requiring all NMSU students to take at least one three hour credit course with an international focus. Unfortunately, this change was not recommended by the task force. The task force recommended changing this requirement to "6 credit hours outside the student's discipline." Some internationally focused courses were included in this category. In addition, no mention of a global or international education was mentioned and no internationally focused course was required of all NMSU students.

The final report was submitted to the Provost for action during the Spring 2005 semester. In order for the recommended changes to be accepted, the changes have to be presented and accepted by the NMSU Board of Regents. To date, no action has been taken on this report, so the changes to the general education requirements which were approved in 1989 are still in effect today.

B. Review of Non-General Education Courses - International Courses Offered by Academic Departments at NMSU

All non-general education courses offered by academic departments at NMSU were carefully reviewed to determine which courses offered were international or had an international focus (international focus being defined as at least one fourth of the course having some international emphasis). This list of courses was then sent to the appropriate academic department heads for review. Unfortunately the response was not 100%, so during the Summer 2007, the lists were reviewed in face to face interviews with academic department heads. There are a total of 51 academic departments at NMSU. Of those, 47 departments were found to have at least one undergraduate or graduate internationally focused course. There are four departments which do not offer specific international courses and/or courses with an international focus. These departments at the undergraduate and graduate level are: Chemical Engineering; Electrical and Computer Engineering; Journalism & Mass Communication; and Military Science. You will also note that some departments felt that all of their courses were internationalized, such as: Biology; Chemistry & Biochemistry; Computer Science; Fishery & Wildlife; Geological Science and Physics. It can be debated whether some of these degree programs offered by various departments such as Biology, Computer Science, and Chemistry & Biochemistry, can be internationalized, because there is not a domestic approach to biology, or chemistry which is different than an international approach to these subjects. In addition, several of the Engineering departments, such as Electrical and Computer Engineering and Chemical Engineering felt that they teach engineering which is universally the same regardless of what language is used to teach the subject matter. In other cases, some departments recognized that they were deficient, but due to a very low number of faculty in the department, they were lucky to have all of the basic required courses taught. If additional faculty could be provided, they would very much like to teach international comparative courses in their subject area.

There are four departments which offer no undergraduate international courses but do offer international graduate courses, they are: Criminal Justice, Counseling & Educational, Health Sciences and Nursing. A summary of each academic department and the number of undergraduate and graduate course offered with an international focus are provided below in Table 8. In addition, a complete list of international courses which are offered by department can be found in Appendix 9.

You will note that some departments have a very large number of international courses while others have one or just a few. The Languages and Linguistics Department has the largest number of both graduate and undergraduate internationally focused courses with the History Department having the second largest number of graduate and undergraduate internationalized courses. The Honors College is the department with the third largest number of undergraduate courses and Curriculum and Instruction is the department with the third largest number of graduate courses.

Table 8
Number of International Courses Offered by Academic Department

Academic Departments	# of Undergraduate Int'l Courses Offered	# of Graduate Int'l Courses Offered
Accounting & Business Computer Systems	1	1
Agricultural & Extension Education	1	3
Agricultural Economics & Agricultural Business	5	7
Agronomy & Horticulture	4	0
Animal & Range Sciences	2	1
Art	16	13
Astronomy	4	0
Biology	all	all
Chemical Engineering	0	0
Chemistry & Biochemistry	all	all
Civil Engineering	1	8
Communication Studies	15	7
Computer Science	all	all
Counseling & Educational Psychology	0	1
Criminal Justice	0	4
Curriculum & Instruction	8	52
Economic & International Business	9	10
Educational Management & Development	1	1
Electrical & Computer Engineering	0	0
Engineering Technology	2	2
English	37	18
Entomology, Plant Pathology, Weed Science	2	0
Family & Consumer Sciences	4	3
Finance	3	4
Fishery & Wildlife Sciences	all	all
Geography	8	2
Geological Sciences	all	all
Government	22	20
Health Science	0	17
History	78	62
Honors College	45	n/a

Hotel, Restaurant & Tourism Management	3	1
Industrial Engineering	1	0
Journalism & Mass Communication	0	0
Languages & Linguistics	106	70
Management & General Business	2	3
Marketing	1	1
Mathematical Sciences	3	1
Mechanical Engineering	1	0
Military Science	0	0
Music	9	8
Nursing	0	4
Philosophy	7	0
Physical Education & Dance	8	2
Physics	all	all
Psychology	11	3
Social Work	2	8
Sociology & Anthropology	32	38
Special Education/ Communication Disorders	1	12
Theatre Arts	8	0
Women's Studies	2	0

Note: the number of internationalized courses per department may vary because some courses are cross listed in a number of departments and all efforts were made not to double count courses.

Foreign Languages

New Mexico State University offers language courses through the Language and Linguistics Department in Arabic, Chinese, French, Indigenous Languages, German, Japanese, Portuguese, and Spanish. The Language and Linguistics Department offers a Bachelor of Arts degree in French, German and Spanish, and offers one master's degree in Spanish.

**Table 9
List of Languages Offered**

Language/Linguistics	Total # of Courses Offered	# of Undergraduate Courses	# of Graduate Courses
Arabic	4	4	0
Chinese	4	4	0
French	26	20	6
Indigenous Language	3	3	0
German	23	20	3
Japanese	8	8	0
Portuguese	7	7	0
Spanish	93	37	56
Linguistics	8	3	5

In the remaining languages listed above, only a limited number of undergraduate courses are offered. Students at NMSU can get additional language training in Japanese, Portuguese, French, Arabic, and Chinese through intensive language programs offered through our study abroad office. In addition, intensive language programs are also available to NMSU students in French and Spanish, and which replace undergraduate credit requirements in that language degree program. NMSU has cooperative agreements with language institutes or universities for intensive language training and has worked out articulation agreements with these institutions. The only academic degree program at NMSU which requires foreign language proficiency and a study abroad experience is the International Business bachelor's degree program.

English for Non-native Speakers

Intensive English and English for non-native speakers are offered through the Communication Studies Department. They provide a variety of English language programs and courses for international students at NMSU, and for other non-native speakers wishing to improve their English language skills. The programs provided through the Communication Studies department cover all language skill areas including writing, listening and speaking, and academic skills preparation. Their course offerings fall into three major categories:

1) Non-intensive ESL training for regularly admitted international students at NMSU who have met the university's minimum TOEFL requirement, but who need to improve their language skills in order to be successful in their academic course work. International students whose primary language is not English and who obtain a TOEFL score of 213 computer based, 81-82 internet-based or 550 paper based are not required to take the NMSU English Proficiency Examination (listening, writing and speaking) starting in the Fall 2007 semester. All international students who's TOEFL score is below those stated above, must be tested by the faculty from the department of Communication Studies upon arrival at NMSU. The majority of ESL courses at NMSU are designed for this group of students.

2) Intensive training in English for degree-seeking NMSU students who are non-native speakers of English, and who have not reached the university's minimum TOEFL score of 500 for undergraduate and 530 for graduate students. Twenty to 30 hours of language training per week every fall, spring and second summer session are provided. Students who successfully complete this program are exempted from the university's TOEFL requirement. This program has been revamped with cooperation from the Curriculum & Instruction Department and funding from Central Administration. Starting during the Fall 2007 semester will offer three levels of English simultaneously utilizing TESOL graduate students (Ph.D. Candidates) from the Curriculum & Instruction Department. This will provide the needed flexibility which NMSU has lacked.

3) Specialized contract courses are offered through the Center for Intensive Training in English (CITE), which is located within the Communications Studies Department. These contract courses specialize in providing English for Academic Purposes (EAP); English for

Specific Purposes (ESP) and English for Orientation Purposes (EOP) as well as Teaching English to Speakers of Other Languages (TESOL). Courses are designed to meet contract specifications, and in the case of student groups remaining at the University for degree or non-degree programs, ESL instructors work with academic course instructors to develop appropriate language support materials. Most of the programs offered under this category are for students who do not plan on being admitted for academic purposes.

NMSU has made great strides this year in providing resources to expand the intensive training in English for degree seeking NMSU students. There are still further improvements which could be made, by increasing the number of levels from beginning, intermediate and advanced, but this is a beginning and if the program grows, refinements can be made in the future. Additionally now that we have multiple levels of English, we can also apply for certification of our program which should also result in our ability to sell the program and recruit students whose sponsors require they be admitted into only certified programs.

VII. NMSU Formal International Cooperative Agreements

The Office of International and Border Programs (OIBP) has been given the responsibility to oversee all formal international agreements with foreign institutions or universities. As a result, OIBP has developed guidelines and sample agreements in English and Spanish. Both the guidelines and the sample agreement (copies of both can be found in Appendix 10) were developed in such a manner that our office has a contact point at both institutions as well as standard information such as address, phone, fax, e-mail address, etc. for all foreign institutions with whom we propose to collaborate. In addition, our sample agreement has been approved by legal council, which saves time when we wish to sign a standard agreement. Only if major changes were made to the agreement, do we have to send an agreement for review by the university attorney. The agreement is very general with a clause indicating that an annual work plan will be developed for the next year's planned activities. OIBP normally signs agreements for periods of 5 years or less. This allows us to automatically end agreements which are not utilized. In addition, OIBP conducts an annual review of all agreements in July/August for the previous fiscal year. This also helps to determine whether an agreement should be renewed or not. Prior to removing an agreement from our active list, we verify with the NMSU coordinator for that agreement, that no activity has occurred and that none is anticipated in the near future.

Specific services which OIBP provides for NMSU faculty and departments/organizational units with regard to the development of cooperative agreements are:

- a current list of agreements with international institutions on our website;
- sample agreements in English and Spanish on our website;
- guidelines to utilize when not using our standard agreement on our website;
- assistance in formally signing agreement on behalf of NMSU;
- providing copies of our annual reviews upon request;
- maintain a list of all agreements which are no longer active and providing copies upon request; and
- provide copies of any agreement active or non-active which has been signed by NMSU upon request.

In 2006-2007, NMSU had 61 international cooperative agreements with institutions from 29 different countries. The single country with the largest number of agreements was Mexico. This is not surprising, because of NMSU's close proximity to Mexico, the U.S.-Mexico border is less than 50 miles from NMSU and New Mexico's cultural ties to Mexico. NMSU had 18 agreements with various institutions in Mexico. Table 10 provides information on the number of agreements which NMSU has per continent.

Table 10
Active NMSU International Cooperative Agreements Per Continent

Continent	# of Cooperative Agreements
Africa	3
Asia	9
Australia	5
Europe	17
North America	26
South America	7

As Table 10 above shows, the largest number of cooperative agreements which NMSU has is in North America with 18 of the 26 agreements being signed with institutions/universities in Mexico. The second largest number of agreements per continent is in Europe, many of which are primarily for study abroad and intensive language programs.

The major constraint which NMSU has with regard to the implementation of international cooperative agreements is that none of the 61 active agreements have any financial support provided centrally by the university. Many agreements are very active but this is only due to the individual faculty member and/or to the departmental/unit support provided for agreement activities. When agreements are developed by individual faculty members and/or departments, the risk of having that agreement become nonfunctional once the originating faculty member/department head leave NMSU is great, because no effort is made to integrate the cooperative agreement activities into other departments and include others on campus as well as provide general support by central administration. Many of our long standing agreements with Mexican universities have survived because of our close ties to our partner universities and the number of NMSU alumni who now teach at these universities. Probably fewer than 50% of our agreements are active.

NMSU can greatly improve its ties with international institutions and actually utilize existing formal agreements to strengthen its on-campus internationalization efforts. In order to do this, a commitment by central administration must be made to provide financial support and a much smaller number of agreements signed. A more formal process could be developed to determine which agreements will be signed on behalf of the institution. This could be done through a sub-committee of the International Programs Advisory Committee. The committee would determine how many agreements NMSU could financially support and think carefully about the expected outcomes from each agreement and support only those with the greatest promise. Currently, NMSU signs cooperative agreements solely on the basis of a faculty, staff or departmental request.

VIII. Faculty Survey

In an attempt to obtain the largest number of responses regarding faculty involvement in international activities and in order to simplify the process, face to face interviews were held during June and July 2007 with all academic department heads by the Associate Dean for International and Border Programs at NMSU. Although there are 51 academic departments, only 48 were interviewed. The three which were not interviewed were departments which did not have faculty assigned to them. Courses in these departments are taught by faculty from the 48 other academic departments. A survey was developed and can be found in Appendix 12. The survey asked five questions. Question number 1 asked department heads to review the list of internationalized courses which we had developed during Summer 2006 and to add or delete courses as needed. The second question related to faculty international experiences. We specifically wanted to know how many members of the department had had an international experience teaching, doing research, attending a conference, consulting and generally traveling abroad. We were trying to determine how international the faculty were within each department. Question number 3 asked department heads to review a list of international research/activities which their faculty were involved in. This list was originally developed during the summer of 2006, but had many gaps, as we did not get any responses from a number of departments. The fourth question dealt with foreign language proficiency. The responses which we got were rather generic, simply stating the number of faculty who knew one foreign language and how many knew two or more languages other than English. The last question asked department heads for their opinion on how NMSU could improve or further the internationalization of curriculum at NMSU. The survey with the list of internationalized courses and list of faculty research for each department were sent to each department head electronically in advance of the face to face interview with a blank copy of the survey.

The responses to questions number 1 and 3 greatly improved our list of internationalized courses and faculty research per department. Excellent feedback was received with the addition of new courses which were added in the past year and/or courses which we could not have identified as having an international focus simply from reading the course description. We deleted courses, which in the department head's opinion, did not have an international focus. A revised and more accurate list of NMSU internationalized courses by department can be found in Appendix 9.

Similarly, the department head interviews helped to update and add international research and activities which faculty were currently involved in. The department head interviews allowed us to greatly increase the number of faculty who were participating in international activities. We are now much more comfortable in stating that the list of international research activities listed in Appendix 6 is fairly accurate. There were still a few departments which were not very interested in providing the most up-to-date and accurate information on faculty research, but the 1 or 2 departments were in the minority.

All 48 departments had some faculty who were conducting some type of international research/activity. Some departments such as biology, astronomy, chemistry and others had almost 100% of their faculty involved in international research if for no other reason other than the research field in certain disciplines is international in general and if research is to be conducted it must be international. There are also other departments at NMSU in which only a few faculty are involved internationally in spite of a lack of resources, simply because of their own personal connections and desires. Other departments have faculty who want to do international research and/or teaching, or work etc. but do not know how to begin but more importantly, they do not have the resources.

Question number 2 regarding international experience of faculty, revealed that of the 48 surveyed departments, 37 had two or more faculty who taught abroad in the last five years with the largest number being ten for a single department. Forty-two of the 48 departments had faculty participating in international conferences. The one department with the largest number was twenty. This response varied greatly with larger departments and those departments whose research fields are basically international in nature having the largest number of participating faculty. In these departments normally only the tenured track faculty participated in international conferences. Also the frequency of faculty participation was dictated by departmental resources. Those departments that had large external research grants were able to have a larger number of faculty participate and participation was more frequent. Departments without external funding were less active primarily due to a lack of resources. Other departments without external funds but with disciplines which required international participation by the faculty provided funds for 2-3 faculty to participate in international conferences per year. The departmental faculty were required to rotate such that all faculty who wanted to deliver papers at international conferences could do so once every third year. Approximately 95% of all departments had faculty who traveled abroad for various reasons, including personal reasons or for vacation. Most department heads did not know if their faculty were consulting abroad. They were only aware of faculty consulting if it was related or was part of their work through NMSU.

With regard to foreign language capabilities all departments at NMSU had two or more faculty who knew a second language and in most cases most departments had a large number of faculty with multiple language capability. The most common and most frequently known other language was Spanish which is not surprising given where NMSU is located, just 50 miles from the Mexican border and the fact that NMSU faculty conduct a variety of joint activities with Mexican universities and institutions.

The fifth and last question regarding faculty development to help internationalize NMSU curriculum provided many responses. The most frequently mentioned barrier to faculty involvement in international activities was lack of resources. Many departments had faculty who wanted to participate in international research/activities, but they needed seed money to begin to establish themselves internationally. Departments were also very keen on hosting international visitors and collaborators and/or hosting international conferences at NMSU, but without additional funding, this was impossible. It was generally felt that hosting visitors/collaborators was an excellent method of increasing NMSU international research

potential. Basically department heads felt that NMSU faculty were not well supported in their attempt to establish international careers. Some departments wanted to develop targeted collaboration with key universities internationally, but they lacked the resources to send their faculty abroad and/or to host collaborators. Other departments felt that not only did they not have the resources financially, but the department was simply struggling to meet its basic mission. Some of these departments were very small where staffing and funding were both obstacles.

Some department heads also recommended that NMSU provide faculty workshops on how to:

- 1) internationalize their curriculum and/or incorporate an international component into their courses;
- 2) make connections with international universities, institutes, and/or agencies;
- 3) apply for Fulbright grants and identify other international resources;
- 4) encourage and/or help faculty develop international sabbaticals;
- 5) increase awareness of international opportunities.

Some departments thought that providing release time from teaching to increase international research activities would send a positive signal that central administration supported and encouraged international activities. Lastly, departments were also concerned about increasing their number of international graduate students. Some departments saw the recruitment of good quality international students as key to their international involvement. Many departments felt that NMSU is seriously behind other major U.S. research universities in providing graduate assistantships and services for international graduate students.

IX. Recommendation and Conclusions

As a result of this scan and the years of experience at NMSU, the Internationalization Advisory Committee (a list of all members can be found in Appendix 1) approved a number of recommendations. The process utilized to develop these recommendations was done through a sub-committee whose task it was to bring to the larger group draft recommendations. The sub-committee did so during the Spring 2007 after meeting numerous times in the Fall 2006 and early in the Spring 2007. After much discussion, the following recommendations were approved at the committee's last meeting in March 2007.

- 1) The committee should endorse the proposal by the Viewing the Wider World (VWW) task force to incorporate internationalization within the VWW programs.
- 2) The university should strengthen and expand language studies, especially for non-Western languages. The requirements for two years of language study at the undergraduate level should be extended as feasible across the university, excepting those programs which, due to external accreditation mandates or other special circumstances, cannot accommodate additional coursework. Priority should be given to funding lines in the Languages & Linguistics Department for Japanese, Chinese and Arabic instructors.
- 3) The Dean for International & Border Programs should increase direct liaison with faculty through means such as regular (each semester) attendance at Department Head meetings in each College and other forms of communication and interaction across campus. Additional resources should be allocated to International Programs to support outreach work and increase support for study abroad.
- 4) Institutional support for faculty taking part in international research or participating in faculty exchanges should be enhanced. For example, university contributions to insurance and retirement should be maintained during such activities. Faculty exchanges should be facilitated across departmental divisions and if possible across colleges.
- 5) There should be increased support for graduate student research and international study, either on an individual basis or through larger university programs.
- 6) The university should develop meaningful opportunities for international experiences for first year students.
- 7) Internationalization should be added to the Living the Vision Document along with appropriate performance metrics (a draft proposal can be found in Appendix 13).

In conclusion, only the first recommendation was actually tackled in Spring 2007. Prior to the approval of these recommendations, then Provost William Flores organized a sub-

committee or a task force which included a majority of members from the NMSU Internationalization Advisory Committee. The task force was asked to develop a proposal for the internationalization of the existing VWW basic education requirements. The task force drafted a proposal and after much discussion and input from the larger Internationalization Advisory Committee, both the task force and the larger committee submitted a proposal to the Dean's Council for endorsement. The Dean's Council unanimously supported the proposal (a copy can be found in Appendix 14) and it was then brought forth to an NMSU Faculty Senate subcommittee for review and approval before being presented to the entire Faculty Senate. Unfortunately, the subcommittee tabled the proposal for a number of reasons. Given that it was so late in the semester, the task force decided to regroup and amend the proposal with recommendations from the subcommittee as well as to spend more time assuring that the Faculty Senate understands the proposal, the background, and its implications to NMSU prior to taking the proposal forward again. The task force will reconvene and try again in the Fall 2007 semester. In addition, the goal for the Internationalization Advisory Committee in 2007-2008 will be to develop a plan for moving forward with the above mentioned recommendation.