

International Experiences Outside of the U.S.

**College of Agriculture & Natural Resources
Michigan State University**

Frank Fear, Senior Associate Dean

Paul Roberts, Director, Study Abroad and International Training

Fear & Roberts, College
of ANR, Mich. St. Univ.

Leadership Summit, National
Academies of Sciences (10/4/06)



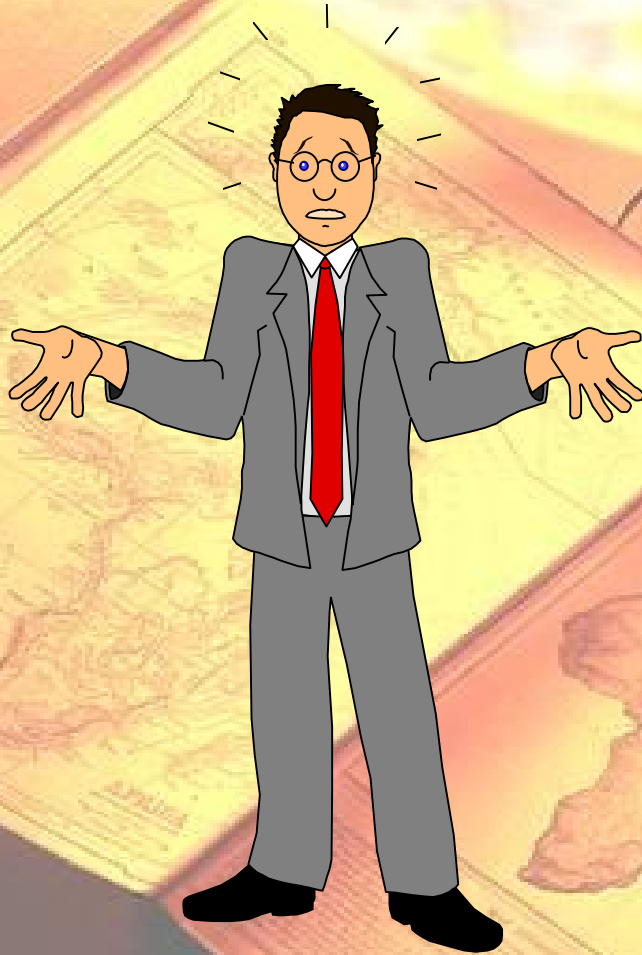
Overview of Presentation

- **Overview of MSU's institutional context**
- **Examples of global work underway in the College of Agriculture and Natural Resources**
- **Examples of international expressions with and for undergraduate students**
- **Focus on study abroad**

Pathways to Institutional Renewal & Change

- **“Making a hard turn to travel a new road”
(revolutionary pathway)**
- **MSU: “Walking briskly on a road well traveled”
(evolutionary pathway)**
- History and tradition
- Capabilities
- Aspirations & opportunities
- Reputation
- Enabling networks
- Enlightened understanding
- Self-interest
- Changing circumstances

Michigan's Circumstance



“Michigan has lost 7% of its jobs since 2000—the largest period of job loss in MI since the end of The Great Depression; and the State has lost nearly one-third of its manufacturing work force in the last 5 years. MI is expected to lose an estimated 32,000 more jobs over the next few years. As a result, MI’s unemployment rate is currently 7.2%, putting us 49th in the nation.” Carmel Roberts, Senior VP, MI Assoc. of Insurance Agents

Guest essay published in the LANSING STATE JOURNAL (6/6/06)

How will MSU Respond?

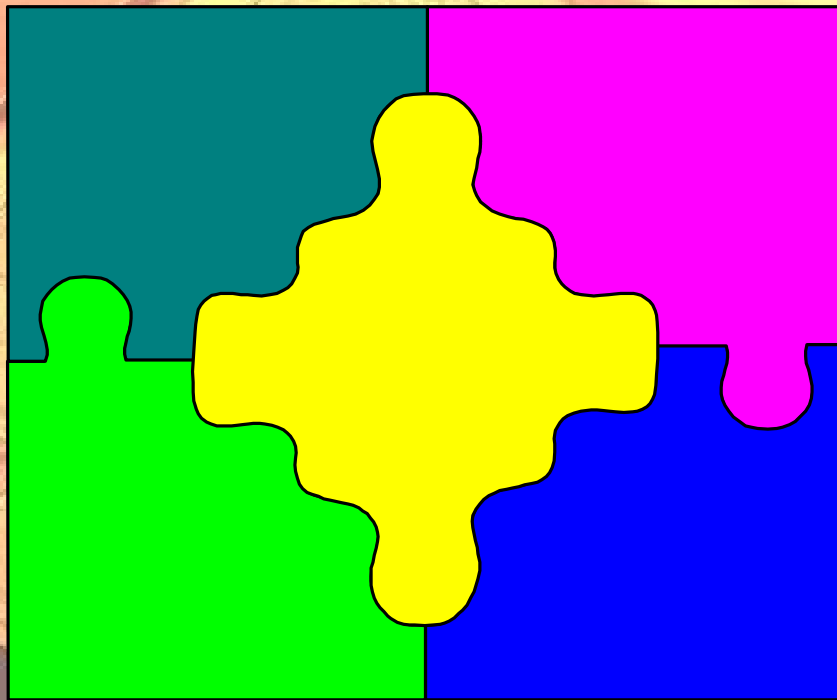
GLOBAL ENGAGEMENT as a point of emphasis

- **Declaration of intent: MSU as a “global” “world grant” university**
http://president.msu.edu/founders_day.php
- **Global engagement as a primary theme in accreditation review**
<http://www.accreditation2006.msu.edu/internationalization/index.html>
- **Campus wide forums held on global engagement**
<http://www.isp.msu.edu/globalencounter>
- **New faculty positions dedicated to global engagement**
<http://provost.msu.edu/documents/QualityFund20051213SummaryDescofRecAlloc.pdf>

With evolution, there are new ways of Thinking and Practicing

- **Complimenting knowledge transfer efforts (outreach *to*) with participatory development (engagement *with*)**
- **Accentuating “sustainability” as a core theme in global efforts**
- **Recognizing that complex issues often demand attention to dialogue—conversations among parties with different belief systems**

Blending Existing with New Motifs



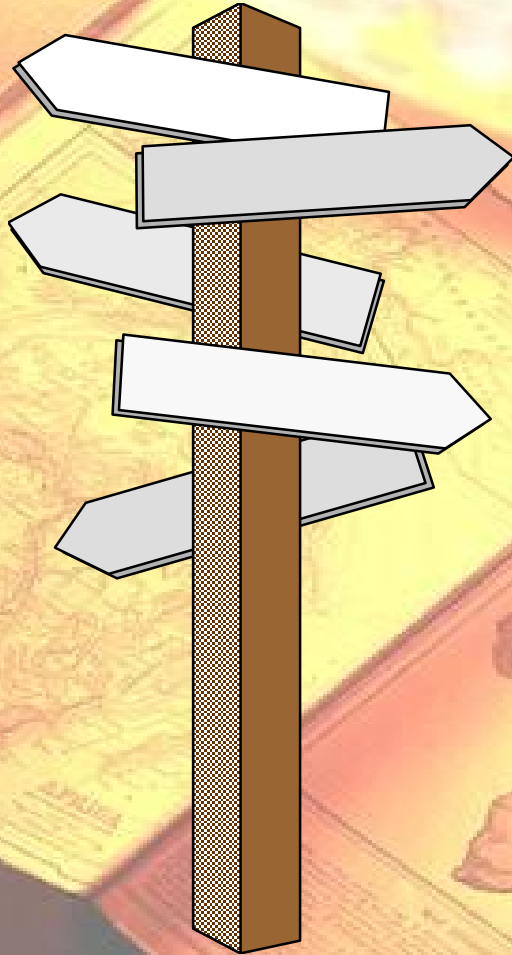
Revitalizing existing systems to respond to new realities

and

Building on existing strengths and capabilities with new models and change approaches

CANR's Institute of International Agriculture

<http://www.iaa.msu.edu/>



Example projects:

<http://www.iaa.msu.edu/projects.htm>

- **Partnership for Food Industry Development-- Fruits and Veggies (PFID)**
- **Partnership to Enhance Agriculture in Rwanda through Linkages (PEARL)**
- **Broadening Access and Strengthening Market Systems (BASIS)**

Other Notable Expressions

- Food Security Program (in the Department of Agricultural Economics) <http://aec.msu.edu/fs2/>
- Bean/Cowpea Collaborative Research Program <http://www.isp.msu.edu/crsp/>

What about the undergraduate experience?

What we do

- **Numerous examples of globally-focused and globally-infused courses** (see example, slide 11)
- **Primary expression is study abroad offerings** (see examples, slide 12)

Example of a Globally-Focused Course

ABM - FIM 427: International Agrifood Markets (3 credits)

Professor: Tom Reardon reardon@msu.edu

Course Objectives

- **Skills in analyzing international agrifood industries and markets**
- **Skills in analyzing strategic positioning of agrifood companies (farms and firms), via analysis of internal strengths and weaknesses and external opportunities and threats in the international and domestic markets.**
- **Knowledge of characteristics and trends of key agrifood industries and markets (fruit and vegetables; meat; grains; processed foods) in key regions of the world.**
- **Understanding specific segments of agrifood industries (such as retailing and processing) and the options they have internationally (exporting, importing, joint ventures, franchising, full ownership in the foreign country).**
- **First-hand exposure to industry leaders to understand their strategies and ways of thinking about succeeding in international markets.**

CANR Study Abroad Offerings

<http://www.canr.msu.edu/overseas/>

Examples of the Range and Focus of Programs

- **Production and Marketing of Conventional, Organic, and Genetically Modified Crops in Western Europe**
- **Conservation and Biodiversity in Parks and Nature Reserves in South Africa**
- **Sustainable Development in the Humid Tropics**
- **Preparing Resource and Environmental Managers with International Understandings and Merits (PREMIUM) in China**

Pedagogical Points of Emphasis

- **Always with emphasis on exposing students to different perspectives and approaches; enhancing their knowledge and understanding; building their skills, and accelerating their ability to engage effectively in a complex and diverse world**
- **Beginning to see more emphasis on constructivist pedagogies, including experiential and engaged learning; and involving students in research and/or development work. Contributes to what Marcia Baxter Magolda refers to as “self authorship.” (See Baxter Magolda, *Making their own way*. Stylus: Sterling, VA, 2001).**

<http://www.amazon.com/Making-Their-Own-Way-Self-Development/dp/1579220355>

An Example of Constructivist, Experiential, and Engaged Learning

Community Engagement in Rural Ireland (CERI)

<http://www.canr.msu.edu/overseas/engageireland/>

- Connected to an undergraduate specialization in whole-person development (college and character movement)—The Liberty Hyde Bailey Scholars Program <http://www.bsp.msu.edu/>
- CERI began as an externally funded development project; study abroad came later—and is now linked to an array of involvements (including additional funded projects, as well as semester-length and ad hoc arrangements for students)
- Each student is matched by local leaders to a specific local development project; students spend 6 weeks in May-June working collaboratively with locals
- Students, as a group, connect what they are learning to personal and professional development (emphasis on meaning making)

For more information on the Bailey Scholars Program and the Bailey approach to learning, see Frank Fear, Lisa Latinen, Doreen Woodward, and Kris Gerulski. 2001. "Fusing competence and character: Celebrating postmodern expressions in higher education." *The Journal of College and Character* (e-journal) at <http://collegevalues.org/articles.cfm?gevalues.org/articles.cfm?id=373&a=1>

Embedding and Connecting: *Undergraduates in Global Engagement*

New position in the Institute of International Agriculture,
jointly with MSU Extension

(with funding enabled by MSU's university-level Quality Fund)

The Academic Specialist will work to create international learning opportunities for undergraduate students and for Michigan agrifood industry and community leaders. Specific responsibilities for engaging these target groups will include: Creating undergraduate study abroad and internship opportunities using MSU's funded projects/programs in global agrifood systems development as a springboard for such opportunities and; Building industry and community partnerships through international training and study programs involving students, MSU Extension personnel, 4-H and industry/community leaders.

*Now... More on STUDY ABROAD
in AGRICULTURE & NATURAL RESOURCES
at MICHIGAN STATE UNIVERSITY*

**MSU – 225 PROGRAMS, 60 COUNTRIES,
2787 STUDENTS**

**ANR – 50 PROGRAMS, 30 COUNTRIES,
208 STUDENTS**

TWO CATEGORIES OF PROGRAMS

- **NON-FACULTY LED – LONG-TERM, TRADITIONAL**
- **FACULTY LED – ARRAY OF OPTIONS**

FACULTY-LED OPTIONS

LONG TERM -

- **20% OF PARTICIPANTS**
- **THAILAND, NEPAL**

SHORT TERM SUMMER -

- **75% OF PARTICIPANTS**
- **MAY/EARLY JUNE**
- **ARGENTINA**

HOLIDAY BREAK -

- **ANTARCTICA, PERU**

SPRING BREAK

FRESHMAN SEMINARS -

- **AUGUST**

NEW MODELS

- **Undergrad Involvement in Projects and Research**
- **Online Course in “Global Issues of Food and Environment”**

POTENTIAL OBSTACLES

- **Promotion, Tenure and Raises**
- **Fulfilling Course Requirements**
- **Student Cost**
 - **Lost Wages**
 - **Short-Term Expenses**