

Report of The Task Force on China

to the President of The University of Michigan



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PREAMBLE

In Fall 2007, President Coleman appointed this task force and charged us with making recommendations on enhancing U-M's capabilities vis-à-vis understanding and engaging developments in China, in follow-up to her 2005 trip to China (see Appendix A for the charge to the task force). China's scale and unprecedented economic development record make it one of the world's most important actors in transcendent issues such as global climate change and environment, urbanization, big emerging market phenomena, shifts in the landscape of global innovation, new global balances in military and diplomatic affairs, and so forth.

While our recommendations focus on China, we believe many are also valuable in highlighting the approaches and requirements for understanding and educating our students to participate in an increasingly globally interdependent world more generally. We therefore encourage readers to view this report in that larger spirit and to consider how best to apply its insights and approaches to the study of other regions and of transnational issues overall.

In addition, we believe it is prudent to approach China in the context of our international activities. Among Michigan's strategic assets are the breadth and depth of our area studies and our international engagement. Improvements in our approach to international engagement will advance our collaboration with China; conversely, enhancing our collaboration with China will help model enhancements in international collaboration more broadly.

Consequently, our recommendations fall roughly into two categories: (1) recommendations specific to our relationships with China, which may be exemplary for our relationships with other nations, and (2) recommendations for processes and initiatives for international engagement, which will also improve our collaborations in China.

Four goals for the University shape this report:

1. To better prepare our students for the world in which they will live and work — a world in which global issues and domestic issues are tightly intertwined, and in which China will play a more significant role.
2. To advance knowledge and understanding of the world through outstanding research and scholarship.
3. To maintain and enhance Michigan's international presence and collaborations.
4. To serve the public in the state and nation by disseminating knowledge of and facilitating connections with other parts of the world.

OVERVIEW

The University of Michigan brings to international engagement a set of values, assets and practices that positions it well for extensive, productive discourse with China and the world. Michigan's excellence across an array of disciplines is virtually unmatched. Its deep culture of interdisciplinarity, its prizing of reciprocal learning, its ethic of mutuality in international collaborations, its commitment to diversity and to understanding diversity's role in intellectual progress — all define a legacy and particular form of international work on which to build and strengthen our faculty, student and institutional relationships with China and other nations. Michigan has unique capacities that we can develop for multifaceted understanding of China and multilateral collaboration with China.

Substantive considerations certainly warrant focus on enhancing study of and collaboration with China at this time. The reality that a fifth of the world's population resides in China makes it inherently a critical society to study to understand the human condition. China's influence in the world is growing dramatically, both economically and geopolitically, and there is little doubt that what happens in China over the next twenty years will have tremendous effects on other nations, societies, economies, and cultures, including that of the United States. In 2006 China represented more than 20 percent of the world's population and 16 percent of the Gross World Product. China's economic growth rate has been in the ten-percent range for the past thirty years. In this context of dramatic growth, China challenges itself and us with issues of great significance: environmental impact and sustainability, use of natural resources, the interplay of first and third world attributes, social transformation, the capacity of higher education to meet society's needs, government's capacity and role, workers' rights in an evolving economy, geopolitical transitions, and so on.

In higher education, China has undertaken massive expansion and major efforts to improve quality and performance, and it presents a wide range of opportunities for collaboration. The government is investing in higher education and research in an unprecedented fashion. Chinese institutions — both the Ministry of Education and Chinese universities — are increasingly interested in partnerships with excellent large public institutions like U-M because of similarity in mission, structure and scale.

We believe that we have the opportunity to make U-M an institution widely recognized in China as well as elsewhere for its contributions and the quality of its collaborations and to have the Michigan name known in China in a manner commensurate with our considerable contributions and overall global prominence. And we have the opportunity to build lessons and capabilities garnered from our engagement of China into enhanced opportunities for U-M faculty and students elsewhere, as well.

Goals

It is our aspiration:

- To educate and prepare U-M students — resident, nonresident, and international — for life in a world of international connections and in which China is a major player; to provide for students from China and other nations a Michigan experience that will continue to connect them with U-M when they return to their home country.

- To facilitate understanding of China-in-the-world and to act as a catalyst of multilateral understanding and multilateral connections involving China. Including:
 - Sustaining and enhancing our tradition of excellence in the study of China.
 - More effectively applying our intellectual and academic assets — including our interdisciplinary strength — to study of and partnership in China, linking the understanding of China with the understanding of issues important with respect to China.
- To sustain and develop strong and extensive relationships in China on the basis of genuine reciprocity.
- To facilitate, where feasible, connections between institutions, organizations and businesses in Michigan and in China.

Criteria

All of our international engagements should meet the following criteria:

- *Academic excellence.*
- *Commitment to core academic and institutional values such as academic freedom, respectful discourse, diversity, and proper stewardship of the assets we hold in public trust.*

Strategic Assets

We believe that we have a number of overarching strategic strengths for international scholarship, study and collaboration.

- *U-M is public, excellent, and large scale.* A large, public university with very high quality across virtually all disciplines is an attractive partner for institutions in China and other parts of the world.
- *U-M has interdisciplinary strength and breadth.* Few institutions can match U-M's breadth of disciplines, or are as well positioned to bring interdisciplinary work to bear in understanding contemporary developments and in partnerships with international institutions.
- *U-M has a history and institutional culture of mutuality and reciprocal engagement.* Efforts and collaborations with international institutions should continue to be based on strong mutual interest, respect, and benefit.
- *U-M can foster multilateral understanding.* As a corollary point, few institutions have the breadth of areas studies programs that allow a China-in-the-world approach to collaboration, education and scholarship.
- *U-M is very strong in the study of China.* U-M has a tradition of strength in the study of contemporary China and is therefore well positioned to collaborate with Chinese colleagues on contemporary and emergent problems.

Summary of Recommendations

CREATING A MORE DYNAMIC ACADEMIC ENVIRONMENT FOR ENGAGEMENT WITH CHINA

1. *The University should create an Institute for Advanced International Studies, or the functional equivalent.*
2. *The University should launch an aggressive interdisciplinary international curriculum development initiative.*
3. *The University should launch an initiative to enhance international visitor or scholar-in-residence programs.*
4. *The University should establish a University-wide facility in China, to serve as an institutional platform and coordinating center for furthering collaboration.*

ADVANCING KNOWLEDGE AND UNDERSTANDING: ENHANCING SCHOLARSHIP, COLLABORATION AND EDUCATION ACROSS THE DISCIPLINES

5. *The University should enhance faculty scholarship and teaching by (a) building and maintaining strength in the study of China and (b) developing interdisciplinary faculty clusters bringing China experts together with other faculty to study contemporary problems in the Chinese context.*
6. *The University should build on and sustain its strength in the graduate study of China. Doctoral students with area expertise in China and the area center master students require additional university support to achieve excellence.*

PREPARING OUR STUDENTS FOR THE WORLD

7. *The University should take a more strategic approach to increasing and enhancing opportunities for students to study in China and internationally and should foster dialogue among students from different countries on campus.*

ENHANCING OUR PRESENCE IN CHINA

8. *The University should sustain a high level of institutional engagement with the system of higher education in China, with the Ministry of Education, and with other organizations.*
9. *We should enhance programmatic efforts to engage alumni in China and to seek their help in advancing U-M.*

SERVING THE STATE AND LARGER SOCIETY

10. *Leveraging existing strengths and connections, the University should continue to help strengthen understanding and productive interaction between universities, the State of Michigan, the larger society, and China.*

SUPPORTING POLICIES AND SERVICES

11. *The University should enhance and regularize effective orientation programs for all U-M faculty and students traveling abroad for academic purposes.*
12. *We should expand and improve support services for international visitors and students at U-M, to facilitate their full participation in the intellectual life of the campus.*
13. *The University should clarify and codify policies and processes for development and approval of joint degree, certificate and credentialing programs and should ensure clarity in criteria of admissions.*
14. *The University should clarify and codify policies and processes for establishing international agreements.*

I. CREATING A MORE DYNAMIC ACADEMIC ENVIRONMENT FOR STUDENT AND FACULTY ENGAGEMENT WITH CHINA

Our students are entering a world in which international connections will be the norm. Already they collect information, news, data, music, and video from the Internet without concern for national boundaries. The companies they will work for and lead, the scholarship they will pursue, the policies and positions they will vote on or enact, the associations they will form via the Internet, the cultures they will meld in their own experiences, the voluntary work they will engage in — all will have global dimensions and global drivers to a degree not true for their parents' generations. It is imperative that the University assist our students — whether they are resident, non-resident, or international — to prepare for lives of significant international engagement. Specifically, our students are entering a world in which China will have an increasingly important role, as noted above. We must give them tools to understand, to appreciate, to critique, and to engage. To live, lead, and thrive in this world, it is more vital than ever for our students to have ample and robust opportunities to expand their international horizons. We know that many, many of them are eager for such opportunities.

Our faculty are deeply engaged in China and in the world. Some are scholars of China, and we have noted above the traditional strength of our faculty in the study of China — a point that we elaborate below. Others are scientists and scholars collaborating and working in China, which, as we noted above, presents many opportunities for cutting-edge research across the full range of disciplines. It is important for us to facilitate and nurture our faculty in their pursuit of connections with and in China and other nations, to lower barriers to collaboration, and to capitalize on potential synergies that will benefit research and scholarship.

Michigan's academic environment for international study and collaboration is already dynamic for both faculty and students, but we believe we can and should do more to build a whole that is greater than the sum of its parts. Opportunities to do so exist, and in this section of the report, we set forth several recommendations.

The University of Michigan is well positioned for dynamic, extensive and productive collaboration with China and other nations in research, scholarship, and education. We offer the following observations:

- Michigan's academic strengths match up well with current needs and interests in China. China is undergoing dramatic economic growth and is engaged in a massive effort to raise the standard of living of its population. Investment in China, by private investors and by the government, is booming, and with it, so is expansion across an array of sectors and industries. Michigan's strengths in engineering, health and life sciences, social and policy-related research, business, education, environmental sciences, and physical sciences make our faculty in these areas attractive partners for Chinese collaborators and generate possibilities for U-M students in China and for students from China at U-M. Our record of collaboration bears out the potential.
- Michigan has great traditional strength in the study of China — its history, literature, culture and contemporary situation. Indeed, we have held an unsurpassed position in scholarship about China. Collectively, our faculty's understanding of China and its issues and problems as they exist today,

with our ability to address topics in the disciplines mentioned in the previous bullet, represent a potent combination. Our traditional strength in contemporary China and its historical context resulted from significant cross-unit hiring involving LSA and professional schools.

- Michigan has strong and broad area studies, with good links to our professional schools, and can therefore act as an intellectual international crossroads. This allows us to ground an approach to China not in isolation but as situated in the contemporary world, and it facilitates interactions among scholars from and conversant with different parts of the world. We note as a point of interest that China is, for instance, increasingly engaged in Africa, and the recent presidential delegation to Africa discovered great interest among African scholars in gaining better understanding of China — this is the sort of understanding that U-M is well positioned to assist.
- Michigan has a strong interdisciplinary culture and capacity in research and scholarship, and increasingly in teaching and learning. This heightens the ability of our faculty and students to tackle real-world problems in collaboration with international colleagues and to engage in applied research and learning.

Based on these strengths, we wish to enhance and sustain an environment of dynamic international and China-oriented research and teaching. The goal is to sustain a strong core of faculty expertise about China and link it to the array of scientific, applied, and professional disciplines at the University, to facilitate cutting edge collaboration on problems confronted in and by China, and to build curricula on this basis.

In this section, we recommend four initiatives that will, we believe, extend our ability to advance knowledge and understanding of China and the international order, prepare our students for life in the world, and facilitate robust engagement in and with China. The goal of these initiatives is to “take us to the next level” of engagement. The recommendations are: (1) an institute for advanced international studies, or the functional equivalent; (2) an international curriculum initiative; (3) a scholar-in-residence initiative; and (4) a U-M facility in China. These initiatives can be viewed, respectively, as enhancing our academic international environment by seeking: (1) to foster synergistic, focused interaction in engagement with China and other nations for select groups of faculty and students; (2) to create a far-ranging internationalization of the curriculum, involving many students and faculty; (3) to increase the presence of Chinese and other international scholars on our campus, for the benefit of faculty and students; (4) to facilitate the presence of our faculty and students in China.

It is essential to understand that the success of these initiatives depends on our building and sustaining deep academic strength for studying and engaging China. We have a tradition of leadership in understanding China, and that leadership rests on the strength of our faculty and of our academic programs. We have work to do in these areas if we are to continue to be leaders and if these exciting new initiatives are truly to bear the fruit that we seek. In subsequent sections of the report, we look at developing the strength of our faculty and graduate programs, enhancing students’ international experience and international students’ experiences at U-M, developing our presence and name-recognition in China, and serving the state and nation. Finally, we recommend policy changes and service improvements, to enhance the capacity of our faculty and students to engage effectively with China and the world.

(1) An Institute for Advanced International Studies

The University should create an Institute for Advanced International Studies, or the functional equivalent.

Time and again in our discussions we have been led to the idea of an “institute for advanced study” with a focus on international collaboration — an entity at the University that would bring select faculty, students and visitors together around particular themes. An IAS-like function, serving a cross-center and cross-unit need, would help us benefit most from efforts to strengthen scholarship and enhance our visiting scholar exchanges. Our recurrent feeling is that an IAS function would help U-M better capitalize on its interdisciplinary, transnational strengths in responding to emerging issues of scholarly interest. In addition, we believe that, given U-M’s strengths as articulated throughout this report, the institute has great potential to become a signature entity of the University of Michigan in international engagement.

We are concerned primarily with the *function* described herein, rather than the administrative structure or locus. This function could be carried out by a new institute or center (which would give it added visibility), or it might be charged to an existing entity. Such a function, which could be located administratively within the International Institute, would not focus on China alone. Consideration of such an institute in detail takes us beyond the scope of the task force, but we offer a few observations, to characterize our vision.

The primary function of the institute should be to conduct multi-year interdisciplinary seminars on international themes.

The institute’s primary function, as we envision it, would be to conduct major, yearlong or multi-year seminars on various topics of transnational import. Here the model we have in mind is something like the John E. Sawyer Seminars program of the Mellon Foundation; each Sawyer seminar is described by the Mellon Foundation as a “temporary research center.”¹ The Sawyer Seminars have focused largely, but not exclusively, on the humanities and social sciences; we envision a broader interdisciplinary sweep for our “Michigan Transnational Seminars.” Using the example of sustainability mentioned above, a seminar might bring in faculty, visitors, and students from environmental sciences, engineering, political science, policy, sociology, business, and so on.

Each seminar could be built around, for instance, two senior and two junior visitors, and two senior and two junior U-M faculty, along with graduate students and even advanced undergraduates, who would spend a year together in the Institute working on the selected topic. Other faculty, post-docs and

¹ http://www.mellon.org/grant_programs/programs/higher-education-and-scholarship/john-e-sawyer-seminars-on-the-comparative-study-of-cultures/#ProgramDescription. U-M has hosted several Sawyer Seminars over the years, including: “Social Movements and Social Change in a Globalizing World” (1994), “Nation, Community and Culture in the Aftermath of Empire” (1994), “Demographic Regimes and Economies in Transition: Increases in Adult Mortality in Eastern Europe and Implications for the Developing World” (1994), “Contested Childhoods in a Changing Global Order” (1998), and “Archives, Documentation and the Institutions of Social Memory” (1998).

students would certainly be affiliated with the seminar. To gain additional impact, a seminar theme might extend over two or three years, with the seminar chair and at least some of the faculty and visitor positions rotating to others.

The two overarching criteria for the seminars would be that they focus on transnational issues and that they deal with topics from a multidisciplinary perspective.

Details of governance, reporting, selection of seminar topics, etc., of course need to be worked out. Our only recommendation would be that the first seminar be devoted to an issue involving engagement with China. With appropriate commitment, the first seminar could be launched in Fall 2009.

We recommend that the University move quickly to begin planning for a dedicated permanent space, even a facility, for the institute.

Adequate space is essential for the Institute and its seminars to be maximally effective. The core seminar participants will benefit from proximity, and larger discussions will require adequate meeting space. Space constraints have contributed to diminishment of once robust international visitor programs. We appreciate that space is at a premium on campus, but we believe that the payoff from dedicated space for such an institute — for education and scholarship — would be great. In addition, we believe that the right sort of facility would both enhance the potential of such an institute to become a signature program of the University and would help attract support for this activity. We hope that early planning on space would lead to an appropriate, exciting permanent home reasonably soon.

Space for this function must not be developed at the expense of space for area centers or other units. Space constraints are proving detrimental to the mission of the Center for Chinese Studies and other area centers, as well as other units engaged with China. Centers lack space for faculty, graduate students and visitors to work in proximity and to interact. As a result, faculty and students are less able to engage with others in the center, and the center is increasingly isolated from its members. Although the International Institute and LSA have been working to address space issues, much more needs to be done. Space for the institute function we describe in this recommendation should be incremental and should be developed into an overall effort to create space for transnational scholarship.

(2) An International and China Curriculum Initiative

The University should launch an aggressive interdisciplinary international curriculum development initiative.

The *China Now* theme year generated great interest and participation on campus and highlighted a number of departments in which teaching about China takes place. We believe more can and should be done to create opportunities for our students to connect with China.

Students should have more opportunities to pursue study of China — its cultures, literatures, politics, economy, etc. — in breadth and in depth. Ideally, many courses would be accessible to and inclusive of students with diverse academic pursuits and professional aspirations. As we have noted, China's size,

dynamism, and evolution mean that it is forcefully implicated in a host of issues of global import, ranging from climate change to education to marketing. In addition, China's rich culture(s), intersecting more and more with Western culture(s), provides exciting opportunities for new generations in intercultural creativity, understanding, and engagement. Our students should encounter China in a variety of courses and settings, not just in courses on China, and not just in courses dependent on learning the Chinese language. The same, of course, can be said for our international curriculum generally.

Interdisciplinary International Curriculum Development

The success of the Multidisciplinary Learning and Team Teaching Initiative (MLTT) provides an excellent model by which to enhance the international curriculum. We propose an expressly international, interdisciplinary initiative, modeled in key respects on the MLTT. Like the MLTT, our Interdisciplinary International Learning and Teaching initiative (IILT) would have substantial resources to seed experiments in international curriculum development, and then to follow through in helping to institutionalize successes.

The IILT could be guided by a steering committee involving faculty who are deeply involved in international education, whether as area-study scholars or as scholars and scientists working with students in international settings. Interdisciplinary enhancements of the China curriculum, for instance, must be done with close attention to the China curriculum as a whole, and to curricular opportunities and needs in other parts of the University. Individuals knowledgeable in both of these areas must be involved in the development, recommendation and implementation of proposals.

A possible approach would be to give special consideration each year to a particular area of the world, beginning with China; it has also been suggested, however, that shifting geographic focus from year to year would hinder building on and expanding successful implementations. The ability for successful projects to come back to the IILT in subsequent years for supplemental funding to further develop their work would be critical.

As with the MLTT, the IILT should from the beginning build in assessment of the impact on learning. This suggests a central role for the Center for Research on Learning and Teaching, as is the case with the MLTT. In addition, a regular caucus of program leaders and instructors, for discussion of pedagogical strategies and results, could be a valuable component.

The goal of this initiative is to develop cross-cutting curriculum innovations — courses, programs, minors, etc. — that expose our undergraduate and graduate students to international and transnational issues and themes, directly or in the context of various disciplines. As we move toward reaccreditation under the theme of internationalization, such a program could help invigorate the international curriculum in general.

Course Enrichment Grants

We also propose that course enrichment grants, such as those available predominantly through the area studies centers and the International Institute, be expanded, and that an effort to catalogue and

disseminate successful enrichments, best practices, and possible shared resources be undertaken. Along these lines, we encourage making resources available for preservation and perpetuation of key elements of the *ChinaNow* Theme Year.

(3) A Scholar-in-Residence Initiative

The University should launch an initiative to enhance international visitor or scholar-in-residence programs.

We wish to create an energetic international environment at Michigan and to make U-M a crossroads for international exchange of ideas, scholarship, and education. A vital component of such an environment would be a dynamic and extensive program of visitors. However, international visitor programs have suffered from lack of space and lack of funding, limiting our ability to bring visitors to campus and to nurture interaction with them while here. We are aware that LSA and the International Institute are seeking to address this issue; we strongly recommend that the required resources be put into the development of a robust program.

Such a program could include as a component significantly increased numbers of visitors and scholars-in-residence, perhaps facilitated by permanent FTE lines designated for visitors. Many of these scholars would come from academic institutions in China and other nations, but it would also be important to pursue thinkers who have had careers in public policy, diplomacy (U.S.-China especially pertinent), world trade/finance, international NGOs, and other areas of bi-lateral or multi-lateral engagement; they can be recruited from around the world, first nominated by U-M faculty and senior administrators. The program could also be co-located with the Institute for Advanced International Studies proposed above — although it is important to note that the idea of this visitors program is to cut across the centers of the International Institute and the departments of the University.

We also note that there is a great need to provide better support for international visitors — for visa processing, housing, and so forth — and this is often especially true for visitors from China and other particular parts of the world. We discuss in Appendix C some special areas of need.

(4) A University-wide Facility in China

The University should establish a University-wide facility in China, to serve as an institutional platform and coordinating center for furthering collaboration.

At any given time, there are a significant number of people from U-M — faculty, students, and staff — in China, and U-M has a number of longer lasting presences, such as the UM-SJTU Joint Institute, the UM-Fudan Institute for Gender Studies, and so on. These presences are unit-based either wholly or primarily. They are focused and limited. Some other universities in the United States and elsewhere have been much more aggressive about establishing full-fledged schools, branch campuses, or joint campuses in China and other nations, and Michigan is frequently approached by domestic and

international organizations seeking partnership in such endeavors. We here address the issue of the forms of presence U-M could profitably pursue in China and perhaps, by extension, in other parts of the world.

We feel that it is important for U-M to set up a substantial China Facility to serve an array of important functions listed below. Essentially, we recommend that U-M establish a common institutional platform in China that can serve the basic needs of various University- and unit-level initiatives.

The functions of this platform, in alphabetical order, should include:

- *Admissions*: Many U-M units are now admitting students from China, and the trend is toward an expansion in the number and array of Chinese students who will be applying for U-M admission. The U-M Facility should facilitate admissions efforts, where appropriate, in communications, interviewing, and record checking.
- *Alumni relations*: The U-M alumni base in China has now reached a critical mass that requires capacity building with regard to liaison with alumni, facilitating the development of alumni activities and donor and related private giving cultivation, and providing an information bridge between U-M alumni in China and the University itself.
- *Branding*: There are many things a significant, permanent U-M Facility can do in China to promote the “Block M” brand, including providing information to news media and developing literature about the U-M that is keyed to Chinese audiences.
- *Contract review*: U-M units developing programs in China often must enter into formal agreements with their Chinese counterparts. University Counsel review and approval should routinely be required for all such agreements. But the language of agreements in China often entails understandings and common interpretations that may not be readily transparent to University Counsel in Ann Arbor. The U-M Facility in China should provide both an initial review of agreements and advice to interested U-M units on the experiences that other U-M units have had with various types of obligations. They would also be crucial should renegotiation become necessary.
- *Financial management*: Handling monetary transfers into and out of China is becoming increasingly important. Establishing a common facility and staff to manage such transfers assures that appropriately trained staff are involved and ensures adherence to University standards.
- *Government relations*: Some U-M programs will require periodic or ongoing contacts with various parts of the Chinese government. Developing knowledge, expertise, and relationships among a dedicated staff in China can help leverage all U-M activities when any U-M unit deals with the Chinese government.
- *Logistics*: Increased U-M involvement in China will create more “traffic” in terms of both travel and events. A U-M China Facility can develop relationships and expertise that will save time and funds in arranging for and managing many of these activities.
- *Training*: As more U-M units send people to China to participate in programs there, we foresee a growing need for language training and related familiarization programs. The U-M Facility can help provide these on a relatively standardized basis, perhaps via ongoing agreement with a Chinese university. We are also seeing interest among Chinese partners in training on U-M management practices. The facility could possibly deliver a program of training on university administration and business management for “mid-level” staff at Chinese universities.

Facility Staffing: Key Facility staff will have to be knowledgeable about U-M practices and standards. They should have a deep knowledge of the University itself. They should also be bilingual. The U-M alumni base should be viewed as a pool of potential talent to be tapped for many of the staff positions.

Financial Support: Very likely, the support for the U-M Facility will have to combine several streams of funds. Part of the funding can come from taxing U-M programs in China – effectively imposing an indirect cost item on their budgets. If the Facility performs the array of functions noted above, it will in many ways save actual budgetary funds for many programs, and therefore some sort of indirect cost recovery is appropriate and should prove feasible. In addition, funding might partly come from direct charges for specific facility uses, training courses, and so forth.

In addition, U-M will at a university level have to contribute to support of the China Facility. This support will take the forms of both in kind staff time at U-M and some level of direct financial assistance.

Reporting Line back to U-M: The reporting line for such a facility must be determined by the appropriate administrators. The reporting line should enable the facility to meet its University-wide mission.

Siting the Facility in China: The decision on where to locate the Facility is very important and requires additional study. The obvious choices are Beijing and Shanghai. If it is in Beijing, consideration should be given to possible cooperation with the existing Joint Institute on the Peking University campus, especially given the physical infrastructure the JI has already developed. If the Facility is located in Shanghai, it should explore ways to leverage U-M's extensive presence at SJTU, but a more downtown location would provide a host of benefits. We might also explore the SJTU Xuhui campus in Shanghai – Georgia Tech uses space there. Alternatively, space near the U.S. visa processing center might be a very powerful site for recruiting students.

Other University Presences in China

School and college presences

Beyond this University-wide facility, we believe that individual academic units, or units acting in combination, will undoubtedly wish to pursue joint programs and presences in China and elsewhere, as many are already doing. It is important to note that unit programs and presences bear the name and reputation of the University and therefore have a bearing on the University as a whole and on other units within the University. In China, legal, social and cultural practices and expectations make it very important for the University to take a unified approach to establishing legal entities and promoting its brand. Consequently, it is critical that the provost and president be appropriately involved in decisions to establish unit programs and facilities internationally, and that there be coordination and communication among academic units in the establishment of academic programs in China, in order to seek inter-unit synergies and economies and to avoid precluding future possibilities. The administrative structure and reporting lines of the University-wide structure described above should be such as to establish it as an umbrella organization for all similar University activities in China.

[The Proposed U-M Health Sciences Office in Beijing](#)

The health science schools have developed a proposal for a joint office in Beijing that would support those schools' activities in China in much the same way as we propose above, and the committee finds it valuable. This proposal is currently under discussion. The committee urges consideration of the institution-wide implications of this proposal, including the relationship of such an office to the current joint institutes in Beijing and Shanghai. It further urges that this office be established under the auspices of a University-wide organization for China, even if the focus is, at least initially, on health sciences, so as not to preclude effective establishment and branding of other U-M facilities, including those with University-wide missions.

[The University of Michigan-Shanghai Jiao Tong University Joint Institute](#)

The UM-SJTU Joint Institute, built on an Engineering collaboration, represents an experiment for Michigan in university-to-university collaboration, and it may become over time a broad-based University collaboration with SJTU. LSA will soon send students to China under the auspices of the Joint Institute and may take students from the Joint Institute. The Medical School has exchanged students with SJTU, and discussions among the Medical School, SJTU and the JI could lead to further partnership. The Joint Institute provides a framework within which schools and colleges could develop partnership with SJTU.

The Task Force met with Provost Sullivan and with Dean Munson for extensive discussion of the Joint Institute. We understand that the JI agreement has just recently been renewed for another three years, following a very careful process of review and discussion — indeed, a process that itself helped inform our thinking about degree programs, credentialing, and collaboration. Much has been learned through the Joint Institute development that would be valuable in developing partnerships with other institutions.

[The University of Michigan-Peking University Joint Institute](#)

The University of Michigan-Peking University Joint Institute develops teaching and research activities in China, shares educational resources and promotes educational reform. The Department of Chemistry has mounted a summer undergraduate exchange program in 2007 and 2008 with the support of the JI, with plans for future programs. The JI has also mounted joint graduate programs in Chinese Studies and Social Theory and in Survey Methodology and Quantitative Analysis. A delegation from Peking University will be visiting the University in Fall 2008 for discussion of the future of the joint institute.

[A U-M “Campus” in China: No](#)

The China Task Force examined the China experiences of various universities and of U-M units and concluded that Michigan is best served by allowing individual units in the university to continue to establish programs and a physical presence in China in locations and under conditions that they and the University deem suitable. Other universities that have sought to establish the equivalent of a university campus in China have generally encountered serious problems. Most important, they run the risk that, rather than enhancing their overall presence in China, their China campus ties them to a location and

partner that may limit their impact. (The recent report “British Universities in China: The Reality Beyond the Rhetoric” provides instructive examples.) We therefore do not recommend establishment of a “branch campus” in China.

II. ADVANCING KNOWLEDGE AND UNDERSTANDING: ENHANCING SCHOLARSHIP, COLLABORATION AND EDUCATION ACROSS THE DISCIPLINES

Keeping in mind that high quality universities attract good faculty with an existing core of good faculty and that departmental autonomy in faculty selection should never be compromised, we believe that a proactive and strategic approach is necessary to ensure continuity in China programs in issue areas that often are not defined by discipline. Excellence in the study of contemporary China is grounded in an approach that links LSA disciplines and professional disciplines, and a successful effort to sustain our strength here will involve coordination in hiring. Faculty experts in China's history, politics, economics, society, and culture can form powerful collaborations with faculty in engineering, business, environmental studies, health sciences, education, and other areas.

(5) Enhancing Faculty Scholarship and Interdisciplinary Collaboration

The University should enhance faculty scholarship by (a) building and maintaining strength in the study of China and (b) developing interdisciplinary faculty clusters bringing China experts together with other faculty to study contemporary problems in the Chinese context.

(a) Sustaining strengths in international and China studies

We recommend pursuing recruitment/retention efforts similar to LSA's Asian Humanities faculty initiative in other disciplines.

Historically, U-M has been the home of some of the most respected, sought-after, and productive China studies faculty in the world, whose teaching and research enterprises helped elevate and maintain U-M's excellence and leadership position in area studies. Today, competition among universities all across the world for faculty of this caliber — perhaps especially those studying contemporary China — is very intense, and recruitment and retention of faculty presents a challenge. It is essential that the University sustain a sufficient core of faculty expertise in areas such as the Chinese economy, government and politics, and culture.

We are pleased at recent progress that has been made through LSA's Asian Humanities faculty initiative; we strongly encourage this effort and advocate similar effort in the social sciences and fine arts. It is critical to rebuild strength in Asian and Chinese social sciences — i.e., to develop and maintain a critical mass of China scholars across disciplines such as economics, political science, sociology and psychology. This is an area of great traditional strength at Michigan, which we would do well to recover. More China scholars in these disciplines is critical to our leadership in studying and engaging China, central to meeting the goals we outlined above, and critical to the success of the range of initiatives proposed in this report.

We recommend development of intellectual assets and collaboration in the arts.

We also see an emerging opportunity with respect to Chinese arts: while recent work and investment in China has been focused on economic and social development, investment by and collaboration with Chinese institutions in the arts will become increasingly important. U-M has a chance to anticipate this emergence and respond accordingly.

Much of the current work in China is focused on matters of economic and social development, and as a result, the areas of research that we noted above often appear paramount. Certainly the Chinese national and provincial governments are making massive investments in education and research in engineering, health, and science disciplines. However, we anticipate an emerging desire in China for stronger collaboration on understanding of cultural traditions and development of contemporary artistic and humanistic responses to China's situation, building on China's increasingly vibrant arts scene. China is increasingly seeing the need to reflect on its social and cultural values and to rebuild and enhance its capacity to analyze, disseminate, and engage its own traditions in philosophy, religion, literature, and arts. We therefore want to highlight a particular opportunity for U-M with respect to collaboration in arts and humanities. We recommend consideration of developing U-M faculty strength and collaboration in the arts.

Current discussions of a special U-M Confucius Institute, uniquely focused on arts and culture, might provide one avenue for pursuing this goal. The outline of such an institute is provided in Appendix E.

We recommend more space for faculty, students and visitors in the areas centers and in international scholarship generally.

We reiterate here the great need for space for international scholarship. The vision for deeper engagement with China and other countries and world regions that we are advancing in this report depends on building core academic strength and extending our intellectual capacity in new ways. Lack of space could seriously undermine both efforts. At present, the Center for Chinese Studies faces severe space constraints, as do other units within the International Institute. There is little or no office space for faculty, students, or visitors, and interaction space is inadequate. The result is isolation where we want to build connection. In an era where our international activity is likely to expand significantly, space constraint is a serious concern and should be addressed.

(b) Encouraging thematic faculty clusters

We recommend development of faculty clusters focused on international issues, facilitated by area studies centers.

Our goal is to connect area scholarship with the other strengths of the University, in order to tackle contemporary problems of international import. The task force is not itself in a position to develop coordinated hiring plans, which must ultimately be specified on the basis of school and department goals

and faculty interests and commitments. We would like, however, to recommend some principles and possible mechanisms.

Large-scale interdisciplinary topics of scholarship and research, although not explicitly about China, nonetheless are of great importance to China; China's scale and dynamic situation make it a prime case for many problems of interest to our faculty and students. In essence, China is a large laboratory for confrontation of world-wide issues, often in a stark manner. The same can of course be said for other areas of the world — and in addition, much can be gained from comparative or comprehensive activities that cut across international regions or areas. Examples of issues that might effectively form University-wide themes under which to foster engagement with China and other nations include climate change and sustainability, education, public health, and poverty.

Role of the Area Studies Center

International clusters of U-M faculty would be enhanced through facilitation by area studies centers. Although our area studies centers are generally connected to various professional disciplines, we envision for them a still broader role as focal points for international work across the University. This entails engaging with faculty in parts of the University — such as engineering or many of the health sciences — with which they have not typically had strong connections, as those faculty develop projects in China.

- The Center for Chinese Studies could facilitate cluster development by increasingly connecting with faculty who have not traditionally been affiliated with it — e.g., engineering, physical science, and life science faculty — and by co-organizing, with relevant units, workshops around possible cluster topics. The advanced study seminars we recommended above might also help generate clusters. Here also we note the need for more space for interaction among cluster members by way of the center.
- The Center for Chinese Studies should be engaged as a key player in coordinated and cluster-hiring efforts. One might envision, for instance, a cluster of faculty working on issues of sustainability from the standpoints of social science, environmental science, and engineering, with a focus on China and Chinese collaboration. These faculty could all be affiliated with the CCS, and CCS could play a role in helping to coordinate and facilitate their activity.
- Clusters that take advantage of U-M's multi-regional strength in international programs should also be given strong consideration. For instance, to take the example used above, one might envision a faculty cluster on sustainability in China and Africa, with engagement by the appropriate area centers.

We would expect that a similar approach in other international areas would prove fruitful as well.

Interdisciplinary Junior Faculty Initiative

There are numerous mechanisms for fostering cluster hiring; certainly a central effort at present is the Interdisciplinary Junior Faculty Initiative announced last fall by the president and implemented this year

by the Provost. Faculty in the schools and colleges should be encouraged to develop China-related or international proposals for the President's New Faculty Initiative. The President and Provost should give special consideration to China-related and international faculty clusters in a future funding cycle.

The provost and deans might consider establishment of a facilitating committee, or some other mechanism via, say, the Vice Provost for International Affairs, to enhance cross-unit hiring and retention of established and/or emerging scholars in thematic areas.

The proposed Institute for Advanced International Studies could also be an asset for development of faculty clusters. One could envision, for instance, a faculty hiring cluster tied to an IAIS theme, with the IAIS helping to facilitate cluster development and interaction.

(6) Promoting Graduate Study of China

The University should build on and sustain its strength in the graduate study of China. Doctoral students with area expertise in China and the area center master students require additional university support to achieve excellence.

Graduate education is a key component of Michigan's traditional strength in the study of China — and indeed, a strength in other areas of international study. As should be apparent, Michigan's PhD programs are very strong and highly ranked, and we must ensure that they remain that way. Strong faculty and strong doctoral students create a self-reinforcing dynamic. Doctoral students who specialize in countries or world regions or in topics that demand extensive foreign language training and fieldwork abroad are increasingly at a disadvantage in funding packages that rely on government programs or departmental budgets. Typical funding packages do not take into account the necessary time off-campus that these students require to excel in their areas of expertise. In order to train the future generation of academic experts on China and other important countries, doctoral students must receive additional support and encouragement to supplement their theoretical and methodological training on-campus with the necessary skills of any area expert — to know intimately the languages, cultures, and societies of the places they study. We recommend that graduate student funding packages available through departments be supplemented with support for language training and/or overseas dissertation research.

It is also important to recognize that in area studies, and China studies in particular, masters programs are critical components of the intellectual ecosystems. MA students move into international work in a variety of areas — including business, NGOs, and government service— and carry with them the mark of their U-M education. Many area MA students are candidates for later recruitment into PhD programs, or need the area and language training for professional employment on or in their area of specialization. In addition, strong MA programs are necessary for our area and international studies centers to compete successfully for National Resource Center (NRC) funding and status. Unfortunately, our area studies centers, including the Center for Chinese Studies, struggle to recruit and retain top-quality MA students. Many peer institutions with competitive MA programs are able to offer either more attractive funding packages (well-endowed private institutions) or lower tuition (other public institutions). There is virtually no funding available at U-M for MA students, with the partial and limited exception of Foreign Language and Area Studies (FLAS) fellowships (most of which go to PhD

students) awarded by the U.S. Department of Education. NRC funding currently brings U-M about \$3,000,000 per year. Finally, the absence of adequate financial support has often led MA students in Chinese Studies, as well as some in other MA area programs, to leave the program upon completion of the required coursework, without finishing the thesis requirement and receiving their degrees. We believe that it is critical for the University to invest resources in these area studies MA programs, in order to provide financial aid packages more competitive with those of our peer institutions.

III. PREPARING OUR STUDENTS FOR THE WORLD

U-M students already have ways to study abroad or to engage in international study on campus, but building on our strengths, we can do much more. This goal aligns with our institutional commitment to diversity and our belief that the encounter with diverse others, experiences and perspectives is critical to intellectual development and progress.

The University's self-study for reaccreditation in 2010, focusing as it does on internationalization, is most welcome, as is President Coleman's stated goal of doubling our students' international opportunities by 2012. China and other parts of the world are increasingly of interest to our students, and U-M should become better positioned to meet their interests with creative academic offerings.

We see three basic components to internationalizing students' education: (1) expanding and improving our students' opportunities for study and work abroad; (2) supporting and facilitating the U-M experience of international students, so that they are well integrated into the life on campus; (3) enhancing the international curriculum.

(7) Enhancing and Expanding U-M Students' International Experiences

The University should take a more strategic approach to increasing and enhancing opportunities for students to study internationally and in China and should foster dialogue among students from different countries on campus.

U-M students have a variety of opportunities for study abroad generally and in China in particular, including traditional year- or semester-long study abroad programs and shorter, project-oriented experiences. A variety of units support and coordinate such opportunities, including but not limited to the Office of International Programs, the International Programs in Engineering Office, the Global Intercultural Experience for Undergraduates program, the Minority Health and Health Disparities International Research Training Program, the Medical School's Global Reach Program — the list could go on.

We have a number of exchanges underway or under development with universities in China (see the inventory included with this report), and programs such as the new UIM-SJTU Joint Institute may provide a platform for expanding levels of exchange. Many Chinese universities are anxious to establish student exchanges with Michigan at undergraduate and graduate levels.

There is currently much variation in the nature and quality of students' international experiences. Poor quality or ill-conceived exchanges short-change the students and undermine institutional relationships. We cannot permit this potentially damaging inconsistency. To extend and improve international experiences, we must have a better overall understanding of what experiences are available. Further, we must seek to disseminate and insist upon best practices across the institution.

(a) Assessing and expanding international opportunities, coordinating programs, and disseminating best practices

As part of the accreditation self-study, the University should implement means to gather better information on students' international experiences at U-M, collect information from other institutions, and use these to expand and improve students' international experiences.

Internal and external comparative information should be carefully reviewed, with a goal of spreading best practices and ensuring the quality of these experiences. On the basis of improved data, we recommend benchmarking the opportunities for U-M students in China and elsewhere, to inform development of Office of International Programs in LSA, International Programs in Engineering, Global Intercultural Experiences for Undergraduates and other opportunities and in relation to the president's stated goal of doubling the number of international experiences.

The decentralization of programs overseeing student international experiences carries important advantages. However, the University as a whole, and the schools, colleges and their individual programs, might well benefit from greater coordination and collaboration. There is at least some anecdotal evidence to suggest that we could reduce the threshold to development of international opportunities by greater coordination and sharing of information, contacts, and other resources among programs.

The task force offers a few observations emerging from our discussions:

- A variety of types of international experiences is clearly valuable. Some students will undoubtedly benefit from short, research-focused experiences while others benefit from longer stays in a country.
- Brief, less rigorous experiences early in a student's career at U-M — perhaps even at the very beginning, as is the practice at some institutions — might prove eye-opening and could lead to later, longer international engagements, as well as the many intangible benefits that come from stretching one's capacity.
- A mix of language-intensive and language-in-translation experiences will likely be fruitful. For some, immersion in China and other countries where languages other than English predominate will be exhilarating and enlightening. Conversely, for others we should also develop more English-based student opportunities in non-English-speaking countries such as China.
- Experiences tied to courses or integrated with the curriculum — beyond the language curriculum, that is — are desirable, but more resources are likely needed if that is to become more common.
- Finally, we note that GIEU-type experiences can be extremely valuable for students, but they also very often place a formidable burden of logistical planning on faculty who develop and lead them. We need a much more robust infrastructure or platform for the development and implementation of project-based international experiences. The creation of facilities such as the University-wide China facility that we recommend above is illustrative of the development of part of developing such an infrastructure, but it is likely that we also need more support on campus for faculty — and students — who wish to develop international educational projects.

(b) Internationalizing student life on campus

We should augment means to foster interactions among international and domestic students.

The University of Michigan is the home to a large number of undergraduate, graduate and professional students from China and other nations (see Appendix H). These students are key citizens of our academic community, and they contribute in vital ways to the academic life of the institution. Many international students are deeply engaged with others from their home countries in academic, social and cultural activities of various kinds, and a robust milieu of cultural communities exists at U-M.

As an institution, Michigan is deeply committed to multiculturalism and profoundly cognizant of the intellectual value of dialogue among diverse perspectives. We could do more to foster interaction among our students across national and cultural boundaries, and we could do more to call on our international students to contribute to our collective or individual understanding of their home cultures and countries, or of their perspectives on our cultures and societies as international students. We also could do more to help our international students engage with life at an American university (an issue we address in Section VI). We want to create a “two-way street” between international and domestic students, to enliven our campus.

We can and should nurture interaction and dialogue among domestic and international students, which would potentially be of significant benefit to both, and we have several good practices to build on.

- The *China Now* theme year, with the Summer Reads program assignment of James Kynge’s *China Shakes the World*, and other activities, generated a good deal of dialogue among students from China, other students, and faculty.
- The Program on Intergroup Relations (IGR) has developed, in collaboration with the new Global Scholars Program, a Chinese International/U.S. Student Dialogue Course (Psych/Soc/UC 122), which was piloted in Winter 2008. The course brought together international students of varying Chinese backgrounds (e.g. mainland Chinese, Taiwanese, Malaysian) with U.S. domestic students of varying backgrounds (e.g. European American, African American) to dialogue on social justice issues related to international student status and the global relationship between the U.S. and mainland China. The course is a component of a general IGR/Global Scholars effort to develop a core dialogue component for Global Scholars around international issues, on the IGR pedagogical model.
- The College of Engineering's International Buddy Program is a peer support network designed to help incoming international undergraduate students adjust to U-M campus life. The program invites current U-M students to serve as host buddies for newly admitted international students. International Programs in Engineering (IPE) staff recruit and pair the students over the summer so they can correspond via email before the new students arrive in Ann Arbor. IPE also provides a list of suggestions for helping new students settle in and organizes a series of Buddy Program social events throughout the academic year (welcome reception, ice skating, billiards, movie nights, etc.). In addition to supporting new students, the Buddy program helps raise awareness about international opportunities and encourage our current students to learn about other cultures. U-M volunteers

range from rising sophomores who are curious about other countries to upper level students returning from study abroad and wishing to stay connected to international programs.

- The Rackham Graduate School I-Connect program, launched in Fall 2007, pairs first-year international graduate students with experienced graduate students. Initial feedback from the program is very good.
- The English Language Institute mounts a program known as Conversation Circles, which matches an English-speaking student — often but not always a U.S. student — with several other international students, for conversation and social interaction. The program can sometimes involve several hundred students.

We strongly encourage development of these and similar activities, with the overall goal of internationalizing student life on campus.

IV. ENHANCING OUR PRESENCE IN CHINA: INSTITUTIONAL ADVANCEMENT PRIORITIES

The University's international activity is robust, multifaceted, and widespread. Like any other activity, international activity thrives at Michigan when it is driven by our faculty, grounded in the missions, cultures, curricula and approaches of our various academic units or in interdisciplinary clusters, and responsive to the interests and requirements of faculty and students. The decentralized Michigan model has served us well in this capacity as in others. Past adjustments — such as the creation of the International Institute — to better capture and facilitate synergies and interdisciplinary energies have worked well in this overall context.

At the same time, we note the important role that central leadership and coordinated, University-wide efforts can play. President Coleman's leadership on international issues generally, and more specifically first with China and more recently with Africa, demonstrates how presidential engagement can, at key junctures, focus effort and pave the way for more dynamic and more extensive engagement by our faculty and students. Given the high quality and large number of Michigan's collaborations in China, more could be done to build visibility for our university in that country. Presidential involvement, greater connection to alumni, University-level programs such as the Michigan-China University Leadership Forums — all go to raising Michigan's visibility to a level more commensurate with our achievements. In addition, the decision to focus the reaccreditation self-study on internationalization may be indicative of a widespread desire to seek more coordination of and synergy from decentralized programs.

(8) Sustaining University Leadership Involvement in China

The University should sustain a high level of institutional engagement with the system of higher education in China, with the Ministry of Education, and with other organizations.

As we have noted, the University of Michigan has yet to develop a reputation in China commensurate with its level of achievement and collaboration. The visible leadership of the President in promoting U-M connections to China does much to help solidify and promote our brand in China, paving the way for more opportunities for faculty and students. Deans, executive officers, and other University leaders can also send strong signals by their personal engagement and can help to build the professional relationships that are particularly important in developing partnerships in China. The same may be said for the UM-China University Leadership Forum, which just concluded its second round at U-M, and which is an executive education program for Chinese university presidents and Ministry officials. We see much value in a program of this kind — not only because of its U-M branding value but also because it creates personal ties between Chinese higher education leaders and U-M leaders, especially the President, Provost and deans; teaches U-M about Chinese higher education; and has been shown to promote reforms at Chinese universities. An executive education program like the Forum could be held in China, as well as in Ann Arbor.

We are an international university operating under a presidential theme of being a “university of the world.” President Coleman appears strongly committed to the broad agenda of internationalization, and her recent trip to Africa emphasizes that point. It would be neither feasible nor desirable for the president to focus exclusively or predominantly on China or any other particular nation or region. But we strongly encourage the president, provost, other executive officers, and deans to seek feasible opportunities for presidential or leadership visits, for collaborative activities such as the Forum, and for other high-profile efforts that will pay dividends in reputation and partnership. The president’s visible leadership and strong voice in advancing our international mission facilitates the accomplishment of all other recommendations in this report.

(9) Enhancing Alumni Relations, Volunteer Engagement and Development

We should enhance programmatic efforts to engage alumni, students’ parents and families, and other potential advocates in China and to seek their counsel and support for the University.

Historically, U-M has had some of the largest populations of Chinese students in the United States; and the largest and the fastest growing overseas contingent of U-M alumni is in China. A good alumni network is important for student recruitment; and alumni are invested in the successful branding of the University as they return to their home countries and/or advance their careers around the world. It is in the University’s interest to execute strategies for maintaining strong and dynamic relations in the region with alumni, parents and other potential partners (e.g., multinational or Chinese companies, foundations focused on China).

President Coleman’s visit to China in 2005 marked a significant beginning of Alumni Association of University of Michigan (AAUM)’s outreach efforts in that country. AAUM has committed a great deal of resources to supporting China-related programs and activities, including the assignment of international alumni relations to the AAUM Vice President, and its events in China have been enthusiastically sustained and attracted large and growing numbers of U-M alumni, faculty and students, as well as friends of the University. For the past three years, U-M delegations of senior faculty and administrators have traveled to Beijing, Shanghai and Hong Kong to interact with University alumni and affiliates and to relay messages of strong University commitment to building meaningful relationships in the region. However, experiences have shown that websites and annual visits are not enough in maintaining robust alumni relations and branding activities overseas; in countries such as those in East Asia, especially, a significant amount of “face time” and on-the-ground presence are necessary.

In 2007, a trip by Vice President for Development Jerry May and other Development leaders produced the conclusion that there is a strong appetite among our potential volunteers and supporters (principally alumni, and also companies interested in talent and research) for meaningfully advancing the University’s efforts in China. It is important to note that of equal value to this constituency is the complementary idea of the University investing in China and creating opportunities that advance China. With this in mind, the Office of University Development is investing in an international volunteer engagement and fundraising program, with China as a first-phase focus. This is undertaken in

partnership with AAUM and the schools, colleges, units and campuses. The Associate Vice President for Development is tasked with beginning the comprehensive fundraising plan.

A comprehensive University-wide approach to international alumni — complementing and enhancing college-, school-, and campus-specific approaches — is desirable. Such an approach has been particularly well received by alumni in China, who do not have the benefit of the kind of regular communication from the University that U.S.-based alumni have.

Chinese alumni constitute a tremendous resource for recruiting, job placement, local insight and interpretation, and developing positive social capital on behalf of U-M. The China alumni population is significant among international alumni and represents an important pipeline of potential alumni engagement.

The Alumni Association recommends the formulation of and support for alumni relations activities aimed to accomplish the following goals:

- To enhance alumni and donor development by promoting and publicizing compelling reports and accounting of innovative programs and projects in China and/or related to the study of China.
- To create an information-sharing mechanism through which U-M faculty and administrators can effectively and efficiently work with AAUM to create meaningful interactions with local alumni.
- To conduct in-depth survey of alumni in China and in Asia to better understand their perceptions of and reactions to our institutional values and commitments.
- To improve the accuracy of international alumni data.

Early thoughts on an international strategy by the University Office of Development and the Alumni Association are included in Appendix F.

V. SERVING THE STATE AND THE LARGER SOCIETY

(10) Contributing to the State's and Nation's Understanding and Productive Interactions with China

Leveraging existing strengths and connections, the University should continue to help strengthen understanding and productive interaction between universities, the State of Michigan, the larger society, and China

The University serves the international connections of the state and nation in many ways. It builds valuable ties with current and future intellectual, political and business leaders in China, as well as their counterparts in other important countries. It prepares students from Michigan and throughout the U.S. for life and work in a globalized world and economy. It advances knowledge and understanding of China and helps inform the public about China.

As educational leaders of the state we recognize and welcome our role to build on and improve these connections. Our strong commitment to diversity as fundamental to enhancing education and knowledge should be manifest in our international relations as well as, and in addition to, our domestic relations. The economic and social viability of our state depends upon our understanding of and ability to relate to our international neighbors as potential economic, social, and environmental partners. China is and can be seen as an economic challenge for the State of Michigan, but it can also be a source of benefit for the state's economy. Governor Granholm has, for instance, called on Chinese auto manufacturers to site North American operations in Michigan. Conversely, numerous companies based or operating in Michigan also operate in China. For example, GM China is an important, and profit-making, component of General Motors, and Borg-Warner is a Michigan-based international auto supplier with large operations in China, both in manufacturing and, with the development of its new technical centers in Ningbo and Shanghai (adjacent to the SJTU's Minghan campus), in technical research and development.

China's economy is growing and the nation is industrializing at an impressive rate; this provides Michigan and the U.S. with opportunities for newly opened markets in both industrial and consumer products. China is also growing in its energy needs and in the environmental impact of its economy at a frightening rate; China therefore provides a critical 21st century opportunity to learn how to develop a sustainable industrial economy. As Michigan seeks to develop a renewable energy industry the expertise of U-M's China-knowledgeable graduates can be a strength to allowing new companies in this field to engage in what could be the world's largest sustainable energy economy. For another example, China and the State of Michigan also share a common environmental problem in the protection and development of freshwater resources.

The UM-China Presidential Leadership Forums have provided opportunities for corporate leaders in Michigan to interact with higher education leaders from China. Leaders of several major U.S. companies have met with the heads of universities that serve as economic engines for their regions in China. The

university presidents from China have also been able to learn about economic development opportunities in Wayne County.

As we develop joint programs with Chinese universities, we can continue to develop these links between international companies operating in China and Michigan, helping to develop and expand connections and opportunities to the benefit of our students, graduates, and the Michigan economy. These international companies represent significant sources of financial support for university programs, and we should look for and develop these opportunities as they arise.

U-M has previously contributed directly to U.S. industry partnerships with China, often through student engagement. A Westinghouse-sponsored program in nuclear reactor safety for Chinese students studying at U-M was a part of Westinghouse's successful campaign to win Chinese contracts for new nuclear power capacity in China. Similarly, Borg-Warner has sited their new technology center in Shanghai adjacent to the SJTU Minghan campus so that students from the SJTU, including the UIM-SJTU Joint Institute, will identify with Borg-Warner and bring their skills to the company. Students from U-M's Tauber Institute are currently conducting projects at both Schlumberger and Borg-Warner in Shanghai. As we develop joint programs with Chinese universities, we can do more to link these programs to international companies operating in China and Michigan; we propose and encourage the further development and expansion of such connections and opportunities.

Perhaps the most important service to the state and the nation is made by the University's activities and accomplishments in preparing students for the globalized economy and society of the 21st century. This includes the development of a curriculum that gives students cultural understanding and a global perspective, as well as the international knowledge and professional skills demanded by Michigan industries doing business in and with China and other countries. Indeed, as we develop collaborative partnerships and joint programs with universities in China and elsewhere, we will be able to link these programs to international companies operating in China and Michigan, helping to expand connections and opportunities.

We seek to prepare students for life and work in a globalized world and economy — and more particularly to train students who will, for instance, work in Michigan industries doing business in and with China. It is not hyperbole to note that the globalization of our economy, health and life experiences has begun and is likely to continue into the near and distant future. The education of the best and brightest of our state as well as future national and international envoys is a critical contribution that U-M can make to the State of Michigan. It is well known that early educational experiences can shape a lifetime. In this case, much as the younger generation is leading the old through the constant advances in communication technology, we believe that we can help prepare successive new cadres of young professionals who will be critical forces in directing and improving the future of our state. Our educational opportunities on and in China, both existing and those we propose to strengthen in the recommendations above, will provide students with the skills they need to help Michigan and the U.S. partner with China for mutual benefit. Our educational programs in China can similarly develop an understanding of Michigan and the U.S. among Chinese graduates.

The movement of students works both ways. The University welcomes and establishes on-going relationships with international students, scholars and visitors. These individuals make intellectual,

cultural and economic contributions that are indispensable to the University and the State of Michigan. International students and scholars, of whom those from China consistently constitute the largest segment, make significant contributions to campus learning, community diversity and the Michigan economy. Those who return home or move to another country, often to become leaders in their chosen fields, represent a reservoir of goodwill, and potential investment, for the University, the State and the U.S. And those who stay in the U.S. contribute their diverse talents and skills to their adopted land, helping to expand economic and cultural opportunities and embracing the American spirit and way of life. Appendix G provides some information on the economic impact of international students and visitors.

To the extent that we advance knowledge and understanding of China and other nations, we also develop faculty expertise that can be useful to the state and nation. For example, entities such as the University Research Corridor and the new Business Engagement Center could be vehicles to connect faculty expertise in international matters to constituent and industry needs in Michigan. Michigan has a history of service to the nation in areas of international policy, and especially policy with respect to China. This dates back at least to President Angell's service as a U.S. minister to China in the 1800s. More recently, professors Michel Oksenberg and Kenneth Lieberthal have served as advisors on China to the President of the United States. As a step toward developing greater synergies in linking our efforts to the state and larger society, we encourage Government Relations, OVPR, the Alumni Association, and the Office of Development to pool available information to create an index of current and desirable business partners, prioritize their potential for the most return on investment based on current contracts/projects, international and external connections of influence, potential for matching immediate University and state interests, and create at least a mid-range strategy that these campus interests work together going forward.

The University also makes an important contribution by helping the public learn about China and other nations — a key function of our area study centers. The proposed Confucius Institute might represent another means to facilitate educational outreach to China and the world. Still other outreach media — such as iTunes U and the Michigan Channel — represent new opportunities that our faculty will increasingly utilize. We should seek other means for greater coordination and cooperation on locally focused outreach efforts.

VI. SUPPORTING POLICIES AND SERVICES

In addition to the recommendations in this section, this end will be greatly promoted by the development of a more robust infrastructure of facilities, policies, services, and processes for support of international and interdisciplinary activity. A robust infrastructure will facilitate both unit-based academic entrepreneurship within the larger University context and will help with cross-unit coordination of recruiting, retention, education and research. We discuss the supporting infrastructure at various places in the report.

(11) Support for U-M Travelers Abroad: Developing Pre-departure Orientation Programs for U-M Visitors to China and Other Nations.

The University should enhance and regularize effective orientation programs for all U-M faculty and students going abroad for academic purposes.

We have increasing numbers of students, staff, and faculty traveling abroad and to China. Many travel as individuals, but we are also seeing increased travel by groups who are requesting orientations and some pre-departure preparation. It is in U-M's interest to ensure that our faculty and staff have enough background information about China and other nations to be efficient in their missions and to be stellar representatives of the University while abroad. A solid orientation would cover basic cultural and social norms and expectations, essential how-to's for operating within the society, and perhaps very basic conversational language. Faculty orientations might also cover basics of doing business. We suggest considering the development of online tutorials for travelers, which might be delivered via internet in a non-testing delivery perhaps similar to PEERRS.²

Recently, the China coordinator and OIP staff have been working together to help prepare some student groups for study in China. In addition, other programs such as MHIRT and Engineering have other pre-departure orientations and requirements. Nevertheless, faculty and individual travelers have very limited access to these and other resources. What does exist for individual travelers is often obtained through non-university sources (e.g., taking introductory Chinese classes at WCC or through private tutors). Future coordination of efforts and orientation/language preparation for individuals as well as groups would be helpful, and we strongly encourage their development. If we establish a central U-M facility in China, as discussed below, these two units and functions could be linked such that U-M researchers would also be informed and aware of the U-M office(s) in China. It would be extremely useful for U-M individuals and groups to know if they are planning similar or parallel travels.

² PEERRS stands for Program for Education and Evaluation in Responsible Research and Scholarship— the online tutorial for research ethics and policy.

(12) Support for International Visitors and Students at U-M

We should expand and improve support services for international visitors and students at U-M, to facilitate their full participation in the intellectual life of the campus.

International students are a vital part of our campus community and contribute immeasurably to the diversity of the University of Michigan. We want them to have the best possible U-M experience — and one that will contribute to their own international understanding as well.

(a) Orientation programs in China

We should develop an orientation program in China for students who have been accepted to U-M.

U-M receives a large number of international students, and China is the single greatest source of international students at Michigan. Once a student is accepted into a program, and perhaps even as the student is considering applying to a program, she or he should be invited to an orientation program designed to familiarize the student with the experiences they are likely to have at the University of Michigan. These orientations could be mounted with staff support from the China facility proposed below, and in conjunction with other U-M activities in China, such as the annual President/Alumni Association receptions in Beijing, Shanghai, and Hong Kong. Returning students, visiting faculty from the University of Michigan, and alumni would be particularly appropriate for the development and possibly the provision of this program. Involving U-M students studying in China could also be valuable. All of these are means of beginning to establish social networks that would help Chinese students once they are in Ann Arbor, as well as potentially linking them to U-M students and faculty in China. It seems appropriate and critical to have a representative from Rackham Graduate School participate.

In-country orientations might also be fruitful in other parts of the world where the numbers of applicants and admitted students can support such a program.

(b) Enhanced support systems on campus

The University should enhance support systems for international students and visitors at the University.

The International Center has long been the U-M mainstay for international students and scholars, providing visa and acculturation services before and upon students and scholars' arrivals and throughout their careers at U-M. In recent years, IC has greatly improved business processes and enhanced orientation programming, all the while facing increasing reporting demands from immigration enforcement/regulatory agencies. It remains indispensable in the ongoing internationalization of the U-M campus, and its functions merit continued attention and advocacy.

In general, we believe, there is a need for enhanced logistical support for international visitors, including students, faculty and staff. Some issues — such as obtaining visas — are particularly acute for visitors from China and some other areas and must be attended to. Appendix C discusses logistical support in greater detail.

Student visitors have particular needs. The China Task Force recommends that a set of clear and coherent policies be developed to assist and guide both international students who plan to study at the University of Michigan as well as hosting departments/faculty. The following are recommended areas of attention, with suggested policies, programs, and procedures. These are likely to be relevant for both admitted and visiting students.

Undergraduate and graduate education at an institution such as Michigan can be very challenging, and adding a degree of cultural unfamiliarity into the mix can add significantly to the challenge. Attending school in a foreign country with a different culture, language, and customs can be extremely stressful. Students clearly intellectually capable of handling the rigors of graduate or undergraduate programs at a top tier university have been known to fail for non-intellectual reasons that are basically associated with adaptation.

Student Orientations

Orientation programs can help students adapt to new surroundings. Indeed, sound orientation programs are valuable for *all* incoming students, whether they are U.S. or international citizens, and we recommend a comprehensive approach to enhancing orientation, keeping the international student in mind, rather than an approach that expressly targets international students. However, among the diverse international student population, there may be subgroups of students with special need for additional orientation experiences, e.g., graduate students whose bachelor's degree education was not conducted in English benefit from ELI 944 (the ELI-CRLT course) to help them carry out their GSI responsibilities effectively. That course can serve as a model for new orientation programs. Orientations differ, of course, at the undergraduate and graduate levels. Orientation programs for undergraduate students are well established, but more could be done to provide information particularly relevant to international students — increasingly so inasmuch as the number of undergraduate international students is likely to grow. At the graduate level there is a need for better orientation for all incoming students. A combination of department-based and Rackham-based orientations would be valuable.

To the extent possible, academic expectations and norms should be detailed, especially those involving appropriate cooperation and competition. Graduate students need to know, within their own disciplines, expectations regarding, e.g., is one expected to spend every weekday and weekend in the lab, does the order in which students complete preliminary examinations reflect standing in the programs, what are the norms for accomplishment, which social events are more optional than others, etc. While not discipline specific, the ELI-CRLT course for prospective GSIs in LSA (ELI 994) is a model of a program that introduces graduate students to the culture of the U-M classroom and to classroom English language competencies. Norms of 'appropriate' cooperation and competition should be detailed, e.g., some 'social' events are more optional than others. For undergraduate students, the issues of academic expectation are more generic. Orientation to the ethical canons of the school or the discipline should be highlighted. All graduate programs are required to provide such an orientation; undergraduate programs

are also broadly engaged with issues of academic integrity. A program designed to highlight academic and ethical issues and make sure all parties are attuned to potential conflicts would be especially beneficial. Additional issues that should be covered include where students can go for help with different academic or non-academic matters — including difficult and sensitive matters that might appear to carry stigma. The transparency that such an orientation would provide for all students would be especially beneficial to international students whose academic cultures and background information may differ.

[Support for visitors' hosts](#)

It would also be beneficial to enhance support for departments and faculty that are hosting international students. Not all U-M faculty are familiar with cultural differences or differences in national educational systems and expectations. To avoid misconceptions or misunderstandings, we recommend the establishment of a support program for U-M departments and faculty who will be hosting international students. The goal would be to develop within each unit a mass of greater understanding of issues that international students might face, so that appropriate localized support can be given. Such a program could combine live programming, expert advice, and online tutorials that review the most outstanding cultural differences that might be encountered.

(13) Clarifying and Codifying Certification, Degree Standards and Admissions

The University should clarify and codify policies and processes for development and approval of joint degree, certificate, and credentialing programs and should ensure clarity in criteria of admissions.

International collaborations frequently give rise to questions concerning the establishment of programs for jointly issuing or endorsing credentials, ranging from certificates to degrees. As the task force has investigated this issue with respect to China, it has become clear that the policies that govern the attachment of the University's imprimatur — whether in the form of signed endorsement, use of the U-M seal or logos, or other means — are not always clear, consistent, or consistently applied, and that greater clarity and systematization are highly desirable in order to protect the academic integrity and the name of our institution.

The situation in China may be characterized as follows: Chinese institutions of higher education issue completion certificates, while the Chinese Ministry of Education issues degrees. We expect that our programs in China will lead to requests to approve credentials with a University of Michigan endorsement. Partner institutions in China may wish certifications bearing the University of Michigan's marks or signatures of Executive Officers to indicate that a program was conceived by, or delivered in whole or in part, by University of Michigan faculty.

We must treat with great solemnity the approval of certifications or diplomas bearing the marks of the University of Michigan (the University seal, the Block M or word mark, etc.) or the signatures of its Executive Officers. The University's reputation or brand is of significant interest to partner institutions

around the world, and we must protect that reputation by being certain that any credential that might be seen to have our institutional endorsement, does in fact have appropriate institutional support.

It should be clear that no single faculty, group of faculty, department or unit should enter into any official agreement on behalf of the university. Although clarification of policies and standardization of procedures for award of credential, certification or degree will require extensive work, involving numerous University offices, we offer in Appendix D a proposed framework as a starting point for analysis and discussion. We urge the President and the Provost to initiate a process for follow-through.

(14) Clarifying and Codifying Procedures for International Agreements

The University should clarify and codify policies and processes for establishing international agreements.

As with joint credentialing, certificate and degree programs, we believe that more clarity and consistency are needed in the approval of international agreements — institutional memoranda of understanding, student and faculty exchange agreements, collaborative research contracts, etc. Collaborative agreements provide us with an opportunity not just to advance the particular academic focus of the agreement but also to promote the mission and reputation of the University as a whole, which in turn becomes a facilitating factor for those who seek later to enter into international agreements. Although the vast majority of U-M's international agreements are sound and well crafted, we are concerned that agreements are occasionally entered into without appropriate approvals or commitments for follow-through. Individuals acting on behalf of the University, in their capacities as faculty and staff, may well initiate the development of agreements — indeed, we want very much to encourage the academic entrepreneurship of our faculty in developing partnerships. However, every agreement puts the academic integrity and the reputation of the University on the line, and occasionally these agreements bring significant risk to the institution. It is vital that individual faculty and staff who enter into agreements have the institutional backing needed to ensure that commitments can be sustained. It is also vital that we ensure the level of consistency across agreements necessary to sustain the perception of integrity and to avoid confusion. A basic level of consistency — sensitive to disciplinary and international differences — would have the benefit of conveying to potential partner institutions the minimum of what they can count on from U-M.

The Office of the General Counsel and the International Institute have made great strides in developing procedures for reviewing, advising on, and tracking international agreements. However, these procedures are not consistently followed, and they do not yet form the robust infrastructure that would facilitate meeting our multiple goals. Where multiple academic units are entering into their own agreements with a single international institution, possibilities of conflict or confusion arise; inadequate tracking of international agreements, for comparison purposes, can result in unnecessary difficulties. Although U-M's conflict of interest and conflict of commitment policies cover faculty and staff entering into international agreements, just as they do any other activities, the linkage to international policies and procedures could usefully be clarified and emphasized.

At present, there is no one office that shepherds the international agreement process. At the same time, the understanding of and processes for handling international agreements within the various units of the University appear to be uneven. What we appear to need is a comprehensive approach that appropriately decentralizes decision-making and centralizes review and tracking. We recommend consideration be given to developing more robust central services combined with a program of training for department chairs, associate chairs, and chief administrators.

[A provostial task force on international agreements](#)

It is beyond the scope or ability of the Task Force to develop such a comprehensive approach. We recommend that the provost establish a task force, involving the appropriate units — e.g., the International Institute, the Office of International Programs, International Programs in Engineering, the International Center, the Office of the General Counsel, and representatives of schools and colleges — for review and as necessary restructuring of the University's approach to international agreements.

Appendix A. Overview and Charge to the Task Force

Overview

The University of Michigan has a long history of interaction with China, dating to the 1800s. In recent years, Michigan's connections with China, like those of many other American universities, have increased substantially in both scope and intensity. China's rapid development, its growing influence in the world, geopolitically, economically, and, particularly for our purposes, in higher education, and its openness to partnership have made it a strong magnet for U.S. universities. China offers vast opportunities for collaboration across the full range of disciplines. It is devoting massive resources to higher education and has huge numbers of faculty and students deeply interested in work with American institutions. Given the central role China will play in the world in the 21st century, increased opportunities for students to understand China, its politics, economy, history, societies, and cultures are vital, and the need for expanded student exchange programs is great. With an emergent higher education system in a globalized economy — a higher ed system confronting large and daunting challenges — China presents us with powerful opportunities for interaction around issues of globalized higher education and a comparative foil for our own understanding of and preparation for the future of the university.

The University is also a leading institution for the study of China. The Center for Chinese Studies is one of the oldest regional studies centers on China, and one of the largest and most diverse outside of China. It involves faculty from a broad array of schools and colleges. Numerous programs across the University offer opportunities for the study of China. CCS's China Data Center, and the University's Asia Library, provide extensive resources for research on China.

President Coleman's 2005 trip to China followed a period of extensive growth in U-M work in China and catalyzed additional activities. These include the formation of two joint institutes, with Shanghai Jiao Tong University and Peking University, as well as numerous other initiatives and a three-week program on university administration and governance organized for the presidents of 19 leading Chinese universities, officials of the Ministry of Education, and others. Partnerships with Chinese institutions are widespread and wide-ranging, involving most schools and colleges at the University. The University attracts numerous students from China, and our alumni base in China is very large.

The University and its units have made substantial commitments to Chinese institutions, and overall the U-M China relationship is robust and dynamic. However, there are significant challenges to collaboration and partnership with China, and strategic decisions about our approaches to China that require attention. With a number of major universities aggressively pursuing Chinese partnerships, the situation is highly competitive, and it behooves the University to determine if there are steps that it must take to ensure that our faculty and students are in a position to capitalize on opportunities.

It is a propitious moment, two years after President Coleman's trip, for us to examine the current status of our Chinese partnerships and to formulate a vision and plan that answer strategic questions and address challenges and opportunities. Extensive preparatory work for this examination has been carried out. Following President Coleman's 2005 trip, the position of China Coordinator was created in the International Institute. Jen Zhu, the China Coordinator, is completing a year of intensive work

developing an inventory of U-M activities in China and interviewing a representative set of faculty who are deeply engaged with China in one way or another. The information she has compiled provides a basis for informed analysis and development of recommendations.

The China Task Force will be charged with conducting that analysis and making recommendations to the president about institutional directions with respect to China.

Charge

The Task Force is charged with carrying out a thorough analysis of possible strategic directions and opportunities for expanding and creating synergies in the University's relationships with China and with identifying and making recommendations pertaining to operational issues and concerns associated with these relationships. The report and recommendations of the Task Force should be submitted to President Coleman by January 2008.

Specific issues to be addressed fall into two broad categories, strategic and operational.

Strategic Issues:

- What is or should be the University's institutional vision for its relationships with China? What distinctive role can and should U-M play in China, and what competitive advantages might we have there? What added value to the University of Michigan can we gain from our relationships with China and Chinese institutions?
- What key economic, political, social or other features characterize the landscape of opportunities in China? How might knowledge of them help guide our interactions?
- Are there emergent significant opportunities for collaborative research or education that we should seek to develop at an institutional or intercollegiate level?
- What is the status of the study of China at the University, and particularly of student opportunities for the study of China? Are there critical gaps, in faculty or in programs, that we might seek to address? Are there steps that we should take to enhance educational opportunities for our students?
- What role can the president, provost and central administration most productively play in fostering relationships with China? What role should schools, colleges, and various institutes play?
- Are there ways that Michigan should work with other U.S. universities in developing or expanding its relationships with China?

Operational Issues:

- Forms of partnership: What kinds of programs and partnerships should be considered and what are the advantages and disadvantages of each? What lessons can be learned from the efforts to establish joint institutes with Shanghai Jiao Tong University and Peking University, and what principles should guide these or similar efforts in the future?
- Forms of presence in China: The University currently maintains an office in Beijing. Should the role of this office be expanded, in what ways and to what ends? Should a similar office be opened elsewhere in the country, such as Shanghai?
- Coordination of information and activity: Building on the work to date of the China Coordinator, what procedures should be established for facilitating information-sharing among faculty interested

in China or doing work in China, for uncovering useful synergies, and for coordinating work in China when that is feasible?

- Barriers to collaboration: Are there significant barriers to faculty and/or programmatic collaboration in China, and what steps should be taken to reduce them?
- Graduate education: What is the current status of efforts to recruit Chinese students to graduate study at Michigan? Are there steps that should be taken to enhance recruitment of students?
- Undergraduate education: What is the current status of student exchange and study abroad programs with Chinese institutions? Are there opportunities that should be developed?
- Supporting work in China: Should the University do more to help prepare faculty, students and staff to work in China?

Membership

President Coleman has asked Gary Krenz, Special Counsel to the President, to chair the task force. Jen Zhu will provide administrative assistance and advice to the committee. The task force will consist of 10-15 faculty and staff from across the University.

Appendix B. Task Force Process

In the Winter term of 2007, Jen Zhu, the China Initiatives Coordinator, began a series of interviews with individual faculty members intended to inform the Task Force about the current state and future aspirations of China-related projects and programs at U-M. The transcription and analysis of the content of the interviews were collated and presented to the Task Force members, along with the *China Index: 2006-2007*, the inventory of U-M's China-oriented activities which is created and maintained by the China Initiatives Coordinator.

We spent the following Fall (2007) and Winter (2008) terms meeting approximately once every two weeks to explore a large number of themes, both strategic and operational. Both internally and externally produced documents and reports served to provoke and inform our efforts to arrive at findings and recommendations. On occasions, we met with various U-M administrators to discuss areas of concern unique to their units and offices. During Winter and Spring terms of 2008, we continued to hone our recommendations, culminating in the production and presentation of this final report.

Appendix C. Needed Improvements in Support for International Visitors

While it is not clear whether this facility should be a stand-alone facility or an outgrowth of the International Institute, the International Center, or area centers such as the Center for Chinese Studies, it is very clear that our current facilities do not efficiently facilitate exchange and work of faculty and staff visitors to and from China. We also acknowledge, however, that the same may also be true for visitors to and from other areas of the world and encourage the University to consider expanding the missions and staffing of the International Institute, area Centers, and the International Center to more fully address the following gaps in current functioning. In addition, we raise the possibility of considering whether or not these functions might best be served by unifying some of the functions of the International Institute/Area Centers with some of the functions of the International Center.

Facilitate VISA processing: While the International Center does an outstanding job of processing department and unit requests for U.S. visas for visitors from many parts of the world, there are several China-specific issues that remain. For instance, units frequently spend a lot of time applying for visitors on Chinese government programs that do not meet the U.S. funding requirements for J- or B-visas only to realize this after sending materials on to the International Center and having them come back without processing. Having a liaison person or “clearing house” for China-specific visa issues (e.g., to advise on strategies for dealing with the high rate of refusals for Chinese citizens in the recent past) would greatly facilitate individual units’ dealing with these issues. Currently, staff at CCS, the China Coordinator, and other staff and faculty who have direct experience in dealing with these issues are consulted on a regular basis and serve as informal liaisons with staff at the International Center. Performing these duties is done out of goodwill and takes up considerable staff and faculty time.

Facilitate Short-Term Housing requests: This is not a China-specific issue, but current Housing Office procedures are most effective for longer-term visitors and individual units frequently contact CCS staff and the China coordinator for help with housing Chinese visitors. This is not within their formal duties and can often be quite time-consuming for them.

U-M Orientation for International Visitors: Visitors from other nations to U-M need a central place to address many of their “day to day” concerns before their arrival — whom to contact about housing, bus schedules, library policies, etc. With respect to China specifically, there is often a significant language and cultural barrier, and again CCS, China Coordinator and other “experienced” staff and faculty are called upon for these functions. A more coordinated system for offering orientation, including a brief bilingual e-mail, to visitors from China and other nations would facilitate this. The International Center already offers an extensive orientation program. Now that the IC has hired a dedicated program coordinator who happens to be a Chinese native, perhaps the IC should consider augmenting its existing program.

Appendix D. Proposed Policy Governing Credentialing and Degree Programs Offered in Partnership with International Institutions

We envision the following credentials that require University approval:

- Certificates endorsed by a U-M faculty member as part of a program with a partner in China, to certify completion of a U-M designed or delivered program.
- Certificates endorsed by the signature of an officer of a joint institute and showing University of Michigan partnership in the program, including the potential use of our name or marks.
- Certificates endorsed by the signature of an executive officer of the University of Michigan.
- Degrees (Bachelors, Masters, Doctoral) that bear our name or marks.

Guiding principles

The fundamental principle that should be followed is this: a signature of a University of Michigan official appearing on a certificate or diploma must be approved by a higher authority within the University. This establishes a line of responsibility so that the signer who is attesting that the requirements of the program have been met is answerable within the University of Michigan. This also ensures that an institutional responsibility is established so that the signing individual can be replaced by another when needed.

A credential, whether or not signed by a University of Michigan official, but that bears our marks or name must still be approved by University officials with both academic authority and authority to approve use of these marks.

Below we outline five specific guidelines for the approval of such credentials:

1. Use of the University of Michigan Seal

The use of any University of Michigan marks (seal, word mark, etc.) must be endorsed by a University of Michigan officer with authority to approve use of those marks. In particular, use of the Seal of the University of Michigan must be approved by the President or Board of Regents of the University of Michigan. Such endorsements are expected to be reserved for true partnerships in which the University of Michigan has significant input and control over the curriculum being delivered. Prior approval is required before the U-M mark can be used.

2. Program Endorsement

A credential endorsed by the signature of a U-M faculty member as part of a program with a partner in China in order to certify completion of a U-M designed or delivered program must be approved by the Provost of the University of Michigan, Ann Arbor, or the appropriate Chancellor of Dearborn or Flint. Any request for such an approval should include a justification for the program that leads to the credential, an assessment of the impact on the equivalent program at the University of Michigan, the expected University of Michigan resources required to ensure the long-term success of the program, and the curricular controls and partner resources that will be put in place to ensure the long-term academic quality of the program. These certificates can name the University of Michigan, but should show their place of issue as the appropriate location in China.

In order to show the joint nature of the program, such certificates can bear the marks of the University of Michigan if they are endorsed as required both in this section and in section 1 above.

3. Joint Institute Endorsement

A credential endorsed by the signature of an executive officer of a joint institute (and not by an executive officer of the University of Michigan) must be approved by the Provost of the University of Michigan, Ann Arbor, or the appropriate Chancellor of Dearborn or Flint. Any request for such an approval should include a justification for the program that leads to the credential, an assessment of the impact on the equivalent program at the University of Michigan, the expected University of Michigan resources required to ensure the long-term success of the program, and the curricular controls and partner resources that will be put in place to ensure the long-term academic quality of the program. A system to provide a list to the appropriate University of Michigan Registrar of those individuals who have received the certificate should be established. These certificates should show their place of issue as the appropriate location in China. The intention is that little University effort should be required to audit or certify these credentials. Such certificates should not indicate a degree (see no. 5 below), but simply certify completion of a joint program.

In order to show the joint nature of the program, such certificates can bear the marks of the University of Michigan if they are endorsed as required both in this section and in section 1 above.

4. University Executive Endorsement

Any credential document bearing the signature of an Executive Officer of the University (typically the President of the University of Michigan) must be approved by the Board of Regents, and must indicate that it is issued by the Board of Regents (perhaps in partnership with another institution). In addition, a line of authority must exist between the Board of Regents of the University of Michigan and the appropriate officers of the partner institution by which the Regents can enforce their responsibilities to the University of Michigan. The University of Michigan Executive Officer signing any such credential acts as the agent for the Board of Regents, just as she would on a U-M Degree Diploma.

Any request for such an approval should include a justification for the program, an assessment of the impact of the program on the equivalent program at U-M, the expected University of Michigan resources required to ensure the long-term success of the program leading to the credential, and the curricular controls and partner resources that will be put in place to ensure the academic quality of the program. A system to provide audit information to the appropriate University of Michigan Registrar should be established, so that the University of Michigan can confirm that the program was completed as approved.

5. Bachelors, Masters, and Doctoral Degree Diplomas

The University of Michigan should carefully distinguish degree programs delivered by the three campuses (Ann Arbor, Dearborn, Flint) from any other degree programs that might be proposed and approved. Degree diplomas (defined as a credential certifying the completion of a Bachelor, Masters, or Doctoral program) are issued by the Regents of the University on the recommendation of a specific set of faculty. This rule of issuance must be met under all circumstances and we should hold to it. In contrast certifications indicating completion of a program, but not designating a degree fall under conditions 1—3 above.

To receive a degree issued by the Board of Regents of the University of Michigan a student should have been enrolled in the university for a substantial portion of the program leading to the degree. The Board of Regents should have a clear line of authority over the faculty recommending the degree. For example, the faculty of The University of Michigan, Ann Arbor, may not be seen to issue degree diplomas for students who have not done the bulk of their study in U-M Ann Arbor programs (either physically or virtually). This is equally true for jointly issued degrees holds whether the degree is jointly issued or not. A degree granted for study primarily at another institution should be issued by the other institution (even if University of Michigan faculty were involved in designing or delivering the program). A diploma from the University of Michigan, Ann Arbor, should be granted only to students who have enrolled in the Ann Arbor campus. Identical rules should apply to the University of Michigan, Dearborn, and the University of Michigan, Flint.

Appendix E. Summary of Activities for a Proposed Confucius Institute for the Arts

The primary focus of the Confucius Institute at the University of Michigan will be promoting Chinese arts — ancient to contemporary — as part of the University of Michigan’s global arts programs and activities. Within this broad “Chinese Arts” framework, we will serve as a national resource on Chinese arts and culture for all Confucius Institutes in the United States. The broad range of activities will include:

1. Short-term visits and/or long-term residencies for Chinese scholars, artists, musicians, cultural exhibitions, and performing groups in the various fields of Chinese culture, art, music, history, and language at the University of Michigan to present, perform, exhibit, teach, mentor, and share their artistic talents and vision with the University of Michigan community including undergraduate and graduate students, faculty, staff, and outreach to the general public and schools grades K-12.
2. Sponsor a biennial international conference on Chinese art, culture, music, history, and language that is open to all Confucius Institutes and their patrons.
3. Develop and conduct summer study abroad exchange programs for Chinese and American students to participate together in cultural capitals like New York or Beijing;
4. Develop an exhibition exchange program, providing for an exchange of museum exhibitions between China and the U-M Confucius Center, in conjunction with the U-M Museum of Art and other interested Confucius Institute partners in the U.S.
5. Enhance and develop an Internet-based Information Warehouse for Chinese Art Museums in North America. Serve as a clearinghouse for Chinese art and art history and provide consulting services for individuals wishing to study in China.
6. Establish the *Chinese Opera and Theatre Workshop* that will provide American university students a comprehensive, cross-curricular understanding of Chinese culture and arts through the discipline and practice of opera and theater.
7. Establish, with the U-M Department of Asian Languages and Culture and the U-M School of Education, a *Chinese as a Second Language* teaching certificate for K-12 teachers, and an outreach program for the local community and businesses.

Appendix F. Elements of an International Strategy for Development and Alumni Relations

Imperatives

1. Wealth creation is the fastest in the BRIC countries, and especially rapid in China
2. The Chinese alumni population is the largest international group, and growing
3. Philanthropy is emerging as a value in China (note that the philanthropy is focused on programs *in* or for the advancement of China)
4. Like many peers, Michigan recognizes that engaging alumni *globally*, regardless of national origin, is important
5. As the delegation visits have demonstrated, engaging with alumni in their communities creates meaningful opportunities for volunteer engagement and relationships

Guiding Principles

Maintain an inclusive, rather than decentralized, approach to international outreach and continue to support and encourage unit initiatives within that framework

Support a comprehensive, coordinating leadership role of AAUM and University Development in planning and implementing alumni and volunteer engagement

Analytics and Infrastructure

Ensure that the DAC-replacement (DART) support accurate international alumni data.

Create a way to capture information about visiting scholars and others who are not accounted for in the alumni data base but consider themselves alumni.

Create an inventory of alumni volunteer activities, specific to each school and college and relevant programs (e.g.: Office of Undergraduate Admissions is seeking volunteers to match with specific feeder schools around the world).

Evaluate where international alumni are now and where they are likely to come from (based on recent and projected admissions demographics).

Identify individual, corporate or other organizational philanthropic international potential.
Develop a strategic plan for international Alumni Relations and Development in partnerships with units, Fall 2008.

Correlate alumni and development activities with the University's international academic and research priorities.

Steps for Fall-Winter 2008

- Create University-wide international development volunteer committee (sponsored by the Provost) to advise and guide the University's planning.
- Prioritize private support opportunities for international alumni and donors.
- Extend funding for three years to continue alumni engagement and increase it to build development efforts.

Appendix G. The Economic Benefit of International Education to the U.S., to the State of Michigan, and to U-M for the 2006-2007 Academic Year

(Source: nafsa.org. Please note: Statistics on international scholars not available.)

United States of America

Total Number of International Students: 582,984

Part 1: Net Contribution to U.S. Economy by International Students (2006-07)

Contribution from Tuition and Fees to U.S. Economy:	\$9,929,000,000
Contribution from Living Expenses:	\$10,438,000,000
Total Contribution by International Students:	\$20,366,000,000
Less U.S. Support of 30.8%	- \$6,280,000,000
Plus Dependents' Living Expenses:	+ \$412,000,000

Net Contribution to U.S. Economy by International Students and their Families:

\$14,499,000,000

Part 2: Contribution to U.S. Economy by International Students' Dependents (2006-07)

Spouses' Contribution

Percent of Married Students: 10.7%
 Percent of Spouses in the U.S.: 85.0%
 Number of Spouses in the U.S.: 62,621
 Additional Expenses for a Child: 25.0%
 (% of student living expenses)
 Spouses' Contribution: \$279,000,000

Children's Contribution

Number of Couples in the U.S.: 62,621
 Number of Children per Couple: 0.6
 Number of Children in the U.S.: 37,435
 Additional Expenses for a Child: 20.0%
 (% of student living expenses)
 Children's Contribution: \$133,000,000

Net Contribution to U.S. Economy by International Students' Dependents: **\$412,000,000**

Michigan

Total Number of International Students: 21,143

Part 1: Net Contribution to Michigan Economy by International Students (2006-07)

Contribution from Tuition and Fees to Michigan Economy:	\$362,807,000
Contribution from Living Expenses:	\$319,381,000
Total Contribution by International Students:	\$682,188,000
Less U.S. Support of 32.9%	- \$224,324,000
Plus Dependents' Living Expenses:	+ \$13,717,000

Net Contribution to Michigan Economy by International Students and their Families:

\$471,581,000

**Part 2: Contribution to State Economy by International Students' Dependents
(2006-07)**

Spouses' Contribution

Percent of Married Students: 11.7%
 Percent of Spouses in the U.S.: 85.0%
 Number of Spouses in the U.S.: 2,471
 Additional Expenses for a Child: 25.0%
 (% of student living expenses)
 Spouses' Contribution: \$9,280,000

Children's Contribution

Number of Couples in the U.S.: 2,471
 Number of Children per Couple: 0.6
 Number of Children in the U.S.: 1,477
 Additional Expenses for a Child: 20.0%
 (% of student living expenses)
 Children's Contribution: \$4,437,000

Net Contribution to State Economy by International Students' Dependents: **\$13,717,000**

University of Michigan

Campus	Tuition and Fees	Living Expenses and Dependents	Less U.S. Support	Total Contribution
Ann Arbor	\$128,136,500	\$90,937,800	\$87,280,600	\$131,793,600
Dearborn	\$5,098,900	\$5,488,300	\$1,715,400	\$8,871,800
Flint	\$811,700	\$688,400	\$245,900	\$1,254,200

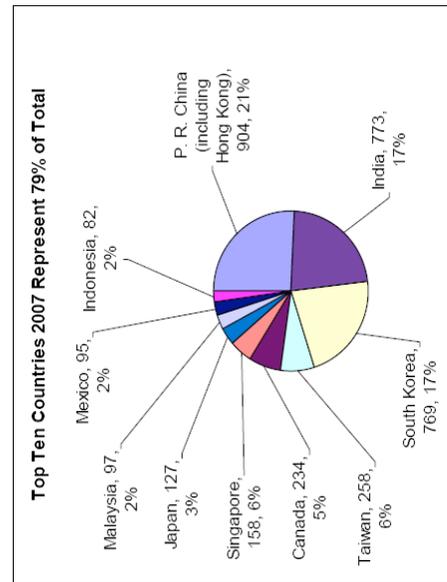
Appendix H. Statistical Profile of Chinese Students and Scholars at U-M

Chinese Student Enrollment 2007-2008
(Fall/Winter)

	Total	AUP	ART	BUS	DEN	EDU	ENG	INF	KIN	LAW	LSA	MED	MUS	NRE	NUR	PHR	PH	PP	RAC	SW
PRC	773/ 712	15/ 15	3/3	91/ 88	4/4	4/5	210/ 255	22/ 23	1/1	11/ 11	212/ 206	26/ 24	4/4	8/9	2/2	14/ 14	62/ 60	4/3	33/ 32	0/0
Hong Kong	142/ 132	4/4	2/2	24/ 24	1/1	0/0	34/ 27	2/2	1/1	0/0	71/ 68	0/0	2/2	0/0	0/0	1/1	0/0	0/0	0/0	0/0
Macau	2/3	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	1/2	0/0	0/0	0/0	0/0	0/0	1/1	0/0	0/0	0/0	0/0
Taiwan	284/ 256	7/7	0/0	21/ 22	3/3	6/4	133/ 112	6/6	2/3	3/3	46/ 43	5/6	11/9	3/5	5/5	6/6	19/ 17	0/0	6/4	2/1

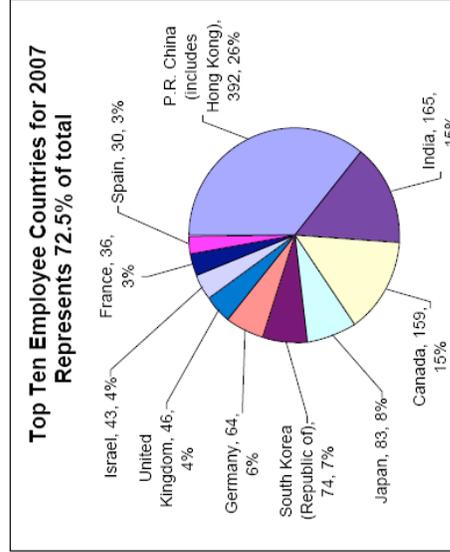
Source: U-M Office of the Registrar

Chinese students top foreign student enrollment at U-M



Source: U-M International Center 2007 Statistical Report

Non-permanent resident alien Chinese employees at U-M



Appendix I. Faculty Members Interviewed by China Initiatives Coordinator

Robert Adams, Assistant Professor of Architecture

Francis Blouin, Director, Bentley Historical Library; Professor of Information; and Professor of History

Dan Brown, Associate Dean for Research and Professor, School of Natural Resources and Environment

Constance Cook, Associate Vice Provost; Director, Center for Research on Learning and Teaching;
Clinical Professor of Education

Nancy Florida, Chair, Department of Asian Languages and Cultures; Professor of Indonesian Languages
and Cultures

Joseph Lam, Professor of Music (Musicology); Director, Stearns Collection of Musical Instruments

Jan Lawrence, Associate Professor of Education

James Lee, Co-director, Center for Chinese Studies; Frederick Heutwell Professor of History and
Sociology

Jersey Liang, Professor of Health Management and Policy; Research Professor, Institute of Gerontology

Kenneth Lieberthal, Arthur F. Thurnau Professor of Political Science; William Davidson Professor of
Business Administration; Distinguished Fellow and Director for China, William Davidson
Institute

Linda Lim, Professor of Strategy, Stephen M. Ross School of Business; Director of Academic Programs,
Center for Southeast Asian Studies

Lester Monts, Senior Vice Provost for Academic Affairs; Arthur F. Thurnau Professor of Musicology

Jun Ni, Shien-Ming (Sam) Wu Collegiate Professor of Manufacturing Science; Professor of Mechanical
Engineering; Dean, UM-SJTU Joint Institute; Director, SM Wu Manufacturing Research
Center; Co-Director, National Science Foundation Industry/University Cooperative Research
Center for Intelligent Maintenance Systems

Franco Nori, Professor of Physics

Albert Park, Associate Professor of Economics

Martin Powers, Sally Michelson Davidson Professor of Chinese Arts and Cultures

David Rolston, Associate Professor of Chinese Language and Literature

Bright Sheng, Leonard Bernstein Distinguished University Professor of Composition

David Stern, Associate Professor of Internal Medicine; Associate Professor of Medical Education;
Director, Global REACH

Twila Tardif, Professor of Psychology

Appendix J. U-M Faculty and Administrators Who Provided Input to the Task Force

Jack Bernard, Assistant General Counsel

Crisca Bierwert, Associate Director, Center for Research on Learning and Teaching

Pamela Bogart, Lecturer, English Language Institute

Stephen Forrest, Vice President for Research

Jerry May, Vice President for Development

David Munson, Robert Vlasic Dean of Engineering

Marvin Parnes, Associate Vice President for Research

Jefferson Porter, Associate Vice President for Development

Teresa Sullivan, Provost and Executive Vice President for Academic Affairs

Ben van der Pluijm, Special Counsel to the Provost for Accreditation

Cynthia Wilbanks, Vice President for Government Relations