

Ten Commandments for a Good International Program: Then and Now - L.J. Connor, 2/18/87 & M. Weber, 5/15/2015

1. **Seek college and university support for international programs and projects, if it is not already present. Cannot maintain international thrust without college and university support.** International programs that persist for many years at MSU are almost always strongly rooted in Departmental teaching, research and outreach strengths. Be careful about diverting too much AFRE support to College/University wide projects which may compete heavily with faculty focus on Departmental bottom lines.
2. **Maintain outstanding extension program. Will have problems with State clientele over international projects if department has poor extension program.** Given ever increasing international markets and competition for Michigan/US-based private food system firms, this seems to still be valid and strategic. Is there greater scope to enhance domestic extension with international food industry and agribusiness perspective/insights and vice versa?
3. **Maintain some kind of undergraduate and graduate teaching component in department. There is no commitment to international programs without a teaching component.** Current imbalance in AFRE undergraduate program from growth in FIM/ABM teaching program is a strength – how can international interests help improve the balance, contribute to teaching, and gain from more FIM/ABM focus on rapidly changing food industry and agribusiness situation, and food system transformation teaching needs in Africa and elsewhere? Also can a focus on climate-smart management and policy strengthen FIM/ABM offerings?
4. **Seek a good share of indirect cost recovery of university on international projects in department. Department bears a great administrative cost on overseas projects.** Is there any scope for bargaining greater return to the Dept., above all to support graduate assistantship startups and to strengthen new faculty startups?
5. **Emphasize the value of a non-development major for graduate students majoring in development. Will make students more valuable and versatile in their professional career.** Recent changes in the PhD program to allow more room for elective courses – are there other things that might be done? Should international development students be encouraged to make “Development” their elective courses?
6. **Maintain some core faculty who have an international development and/or trade focus. It is difficult to maintain the international dimension in the department without some faculty specialization.** New hires in recent years have helped counter senior international retirements, but the transition years to playing major roles for young faculty are critical. What more can be done to help facilitate this process?
7. **Specialize: The area of the world where projects are sought, the particular emphasis in international projects, and the countries from which international students will be accepted. Department must determine its comparative advantage.** Is it time for some strategic planning to achieve more focus/balance among AFRE specializations? Maximize options for multiple international teaching & research markets - domestic & foreign?
8. **Emphasize four components in international projects for department: Research, Policy Analysis, Graduate Education, and Institution Building.** Graduate education is particularly important in AID contracts. "Beltway Bandits" cannot provide this component by themselves. There is a significant and growing need for upgrading teaching/research programs to support rapidly growing off-farm segments of African and other region food systems. What are creative options for solving the econ prelim barrier for some foreign students without negatively affecting outputs for domestic/teaching mkts ?
9. **Reward faculty for international contributions: salary, promotion, tenure, office space, etc. Insure that international contributions are in department bylaws for evaluation purposes.** AFRE/MSU has made significant progress in reviewing/rewarding fixed-term faculty for promotions. Large programs require coordination/management focus from tenure as well as fixed-term faculty. How to reward young faculty for taking on such roles given that in the past 5 years or so there have been a number of senior international faculty retirements?
10. **Emphasize faculty cooperation and collaboration in international programs. This is very necessary in securing large international projects.** How has the switch to 9 month appointments for tenure faculty working on international activities affected teaching, research and outreach dimensions of international?