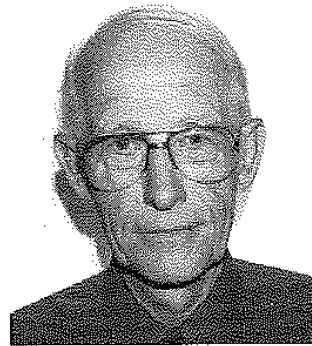




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## **International Outreach: Requirement for Future Success in Higher Education**

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**A**s universities enter the twenty-first century, effective international outreach will become increasingly important to the multiple constituencies they serve. Higher education must increase commitment to and participation in international outreach to enhance the quality and relevance of programs. This exigency is driven by constituencies' demand for higher-educational institutions to assist in economic development, to provide programs that enhance technical and professional competencies, and to facilitate accessibility and lifelong learning. Given the global nature of economies; information and technology; and environmental, political, and societal issues, our domestic clients must have the globally relevant tools and information necessary to comprehend and compete in a borderless global economy and society. In this regard, Rosabeth Moss Kanter (1995) has stated, future success will come to those companies, large and small, that can meet global standards and tap into global networks. And those cities, states and regions that do the best job of linking their businesses to the global economy also will prosper (Kanter 1995).

Gov. Leavitt of Utah, who also serves as the co-chairman of the Western Governors University, recently pointed out that universities participating in the transition from the industrial age to an information age experience a fundamental challenge (Leavitt 1998). This challenge is made even more daunting by the fact that a significant portion of the global population remains largely agrarian, or is in the early stages of industrial activity; yet our economic, political, and environmental fates are intertwined as never before.

These economies represent significant present and future markets for university goods and services. In responding to these challenges, international outreach must become more dominant as a component of university programs. J. P. Pappas stated that higher education must assume a visionary leadership role for economic development. Economic-development activities frequently will be conducted jointly with industry partnerships and alliances (Pappas 1998).

In addition, universities face growing competition from non-traditional providers of education. Marchese (1998) recently observed that in the past two or three years, American higher

education has come face to face with an explosive array of new competitors providing degree and non-degree programs and courses with considerable emphasis on business and management. These competitors will increasingly stress and challenge traditional university programs. Effective international-outreach programs can provide valuable and important dimensions to the university's work that will prove useful in addressing evolving competition.

Most universities and many other higher-educational institutions incorporate public service/outreach dimensions in their mandates and activities.

The characteristics of the programs vary depending on individual differences in institutional type, mission, and constituencies. However, many institutions do not explicitly embrace international outreach and lack a commitment to this important outreach dimension. Some of those participating in international outreach, however, have made limited progress (Butler 1991).

Where international outreach has been explicitly included in the outreach agenda, it has often been perceived and implemented as a one-way transfer of assistance, often to less-developed countries. While viewed as worthy from a humanitarian standpoint, international outreach frequently is perceived as threatening by U.S. clients who fear that giving away "our" technologies and methodologies to others may undercut our security or competitive edge. As a result, most universities focus on domestic, as contrasted to international outreach activities. However, the distinction between the two is blurring, since so-called domestic activities are affected by and incorporate a wide range of international dimensions.

In this essay, international outreach is defined as accessing, analyzing, and transferring global information, technology,

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experiences, and understanding to enable universities' multiple constituencies to succeed in an increasingly interdependent world. Awareness of the conduct of relations and activities in other countries (i.e. global participation) is an integral part of this approach and is essential for its success. The focus is on generating mutual (although often different) benefits to the higher-educational institutions' clients at home and abroad, while building capacity in the universities themselves to conduct higher-quality outreach.

This essay examines the concept of international outreach and provides examples of Washington State University efforts in order to promote further thought and discussion that will lead to widespread university additional commitment to this important outreach component. The authors conclude that international outreach is essential for modern universities to meet their responsibilities, serve their constituencies, and, perhaps, survive in a rapidly changing educational environment. The world must become the campus with international outreach playing a key role.

### Internationalization, the Global Land-Grant University, and Outreach Relationships

Studies have identified multiple factors or elements, each of

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which contributes to the successful internationalization of universities (Henson and Noel 1996; Henson, et al. 1991). These elements are frequently managed independently, with limited interaction among and between them. Significant benefits to the internationalization process can be achieved by integrating these multiple elements including international outreach to form a multi-component system in which individual elements complement and support one another (Figure 1). This approach facilitates synergy, strengthens individual elements and the aggregate, encourages broad-based participation, and builds advocacy across multiple units

and activities of the university. Such integration also breaks down traditional stereotypes and barriers to innovation in international participation. It is also useful to view the land-grant university as an institution with an explicit commitment to international outreach and other global educational relationships. The term Global Land-Grant University serves to indicate the importance of global dimensions and their incorporation into the teaching, research, and outreach activities of the land-grant university (Henson and Noel 1996).

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**Figure 1**  
**An Integrated Multi-Component System for**  
**Internationalization – Higher Education Model**

**Improved Teaching, Research, & Public Service/  
Outreach**

- Faculty
- Educational Programs/Training
- Administrators
- University Policies & Procedures
- Resources
- General Education Curriculum
- Foreign Languages & Cultural Studies
- Outreach to External Clientele:  
Private & Public Sectors, Citizens & Communities  
(U.S. & International)
- Client International Experiences & Information Exchange
  - Research & Information Linkages & Collaborative  
Activities
  - Global Education, Research & Economic Development  
Networks  
(Geographic & Thematic)
  - Alumni
  - Domestic & International Students/Co-curricular  
Activities
  - Study Abroad, Exchanges, Internships & Other Student  
International Experiences

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Internationalization has been defined as the incorporation of international content, materials, activities, and understanding into curricula and programs to make them more relevant in an increasingly interdependent world (Henson et al. 1991). Much has been written about the rationale and approaches for internationalization of curricula and programs and the globalization of education (American Council on Education 1995; Bikson 1996; deWit and Callan 1994; Henson, Noel, Byers, and Ingle 1991; Skolnikoff 1993).

International outreach has and will continue to play a significant role in the internationalization of universities. However, approaches, mechanisms, and lessons learned from such outreach efforts have received less attention than those in traditional education and research domains. Nor has the potential synergy among these elements been well documented.

Global participation by faculty, students, and constituencies is essential to enhance international experiences, competencies, and understanding, and to establish connections, with higher-education as is the case for business firms. International outreach is a major component facilitating global participation and internationalization that crosscuts a number of the elements in Figure 1. It can serve as a vehicle for incorporating and integrating many of these elements into specific activities with multiple, desirable outcomes. In the process, international outreach is strengthened.

### International Outreach

Geographic relationships of international outreach — specifically, the distinction between international and domestic activities — is becoming less clear. This is reflected in the demographics and languages spoken within U.S. borders, the profiles of customers who buy U.S. goods and services, the number of U.S. businesses operating abroad, and the wide-ranging economic and social impacts that transnational issues are having on the U.S. and other countries. International outreach embraces local, state, U.S. and non-U.S. activities, relationships and clients, and seeks ways to link them for mutual benefits.

The major international outreach objectives or desired outcomes in our paradigm include the following. Opportunities are selected and activities structured to

- Enhance international competencies and experiences of clientele, faculty, and students;
- Access information and technologies from around the world;
- Adapt information and technologies for use by the university and its clientele;
- Transfer information and technology to end-users via training and other means; and
- Facilitate the adoption and use of information and technology for economic development.

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All contribute to the internationalization of curricula and programs and are supportive of the global land-grant university strategy. All are equally relevant to U.S. and international clientele.

International-outreach activities at WSU that emphasize these outcomes target three or more of these outcomes. The examples include a spectrum of activities ranging from one-time individual efforts that address a specific problem or need to long-term inter-institutional partnerships and collaborative arrangements that involve multiple disciplines and program areas. Each activity incorporates the concept of development cooperation, in which participating parties benefit from their involvement. Resources to conduct these activities come from a variety of sources: grants and contracts funded by donors or government agencies including United States Agency for International Development; university funds; foundations or other private, non-profit organizations; the private sector (U.S. and non-U.S.); individual donations (financial and in-kind); and funds specifically appropriated by state and federal legislation. This diverse funding allows for more innovation than is possible by a single source. International outreach is bilateral in some examples and multilateral in others, involving multiple organizations in the U.S. and in other countries. In two of the examples (Pushchino Project and Malawi Agroforestry Project), the dissemination and adoption of technologies are leveraged by working partnerships with other organizations, which in turn, work with the end users.

### International Business Institute

The WSU International Business Institute conducts an array of educational, research, and outreach activities that focus on business and economic development. Their programs emphasize Asia, a key market for the state, but include programs in all major geographic regions of the world. These programs are conducted on campus, throughout the state, and abroad, often in cooperation with businesses and collaborating overseas universities and organizations. These international outreach activities have helped WSU's College of Business and Economics to access, adapt, and transfer information and technologies to users in the U.S. to support economic development. The programs have increased dialogue with U.S. business firms and other constituencies with respect to their needs, concerns, and competitiveness in international commerce, management, and other areas. Faculty, students, and university clients have learned and shared key information about consumer preferences, marketing, how one does business in a given country, trade policy, and opportunities to link U.S. producers and marketers to clients and suppliers of inputs from other countries.

### Small Business Development Center

In the same college, the Washington Small Business Development Center (SBDC) recognized the need for the incorporation of

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international dimensions into their small-and-medium sized business-development programs in the state, but their faculty lacked international experience. Donor-funded activities, primarily by USAID in Romania and Russia, provided opportunities for enhancement of faculty members' international competencies and experiences. Their international participation enables them to incorporate information and training about international business into state SBDC activities, thereby benefiting state of Washington businesses. Students who participated gained experience and training as they assisted in outreach activities. These SBDC programs also identified opportunities for U.S. firms to conduct business in Russia and Romania and facilitated the development of mutually beneficial trade relationships and activities.

### Pushchino Project

In the Pushchio project, a coalition of WSU, five other U.S. universities and an alliance of Russian universities, local government organizations, non-governmental organizations, research institutes and private businesses are conducting economic-development, education, and research activities in South-Central European Russia. Activities are jointly implemented by this consortium of Russian and U.S. organizations and are funded by multiple sources, including USAID, participating Russian universities, the Russian government, Russian private-sector sources, and U.S. universities, U.S. businesses, and foundations.

Examples of outreach activities carried out to date include

- providing information and training for Russian businesses and local governmental and non-governmental organizations for the prevention and remediation of environmental pollution and working with local government and citizen organizations to identify and mitigate pollution-associated public health hazards;
- testing and transfer of biocontrol technologies for prevention of diseases of wheat, barley, and other crops;
- establishing a master-gardener program in Pushchino to enhance home-garden food production by training and technology transfer;
- developing and commercializing a range of technologies that enhance business development and support the evolving Russian private sector;
- and assisting in the development of a Russian university based on the U.S. Land-Grant model with formal and informal outreach programs.

This broad program incorporates all of the international outreach activities indicated in Figure 1. Participants in the U.S. and Russia have benefited through the development, transfer, and use of information and technologies relevant to solving agricultural and environmental problems shared by both countries; the establishment and support of private businesses; and effective student, faculty, and

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clientele experiences in Russia and the U.S. The development of a market economy in the region has been assisted as well.

## IMPACT

The WSU International Marketing Program for Agricultural Commodities and Trade (IMPACT) focuses specifically on enhancing the marketing and export of Washington State agricultural commodities. This center is funded by university, state, and federal sources to develop, access, adapt, and transfer information and technology to State of Washington businesses. It addresses constraints and opportunities for marketing agricultural commodities and provides information to a large number of agribusiness organizations and firms in the state. The center facilitates the adoption and use of information and technology that enhances competitiveness in the global marketplace. Although its primary clients are in Washington State, its overseas clients that import and sell Washington commodities and consumers who purchase high-quality products at competitive prices also benefit.

## Malawi Agroforestry Extension Project

The Malawi Agroforestry Extension Project is implemented and supported by a partnership network that includes United States Agency for International Development, USAID, and European donors, foundations, more than a dozen local and international non-governmental organizations, local and multi-national businesses, the Malawian government, and WSU and Malawian universities. The project is assisting rural dwellers in this small and densely populated African country to adopt agroforestry and soil and water conservation technologies and practices to increase soil fertility, enhance food and cash crop production, slow deforestation, decrease soil erosion, and protect and more effectively use water resources. In this project WSU outreach participation serves as the source of technical information that accesses, adapts, and transfers information and technologies to partners who interact with end users. Significant leveraging of resources and impacts occurs for a much larger number of end users than would be possible by WSU alone. Local and multinational companies consider agroforestry a practical way to prevent and mitigate environmental damage associated with liberalized and expanded agricultural production, which in turn benefits the companies. Non-governmental organizations — U.S. and Malawian — use the program to establish agroforestry nurseries and to transfer information and technology in association with health clinics, village wells, and other community-level programs. Malawian "smallholder farmers" themselves use and sell agroforestry products such as wood, fruits, traditional medicines, and thatching while achieving better yields of food and cash crops.

The Malawi program is also testing ways to develop, organize, and implement partnerships for international outreach. With a



modest investment in training, problem-solving research, and information and technology dissemination, the project leverages investments and participation by many parties. More than 20,000 farmers have adopted and are using the improved technologies and practices with the numbers continuing to increase and new partners seeking participation. A WSU graduate student has conducted a comparative study of community and economic development with Native American tribes in Washington. This partnership model of outreach is being adapted for use by other programs internationally.

#### 4-H Exchange Program

An example of youth involvement is a 4-H Exchange program conducted by Washington State Cooperative Extension that focuses on secondary-school student exchanges and enhancing Russian organizations' capabilities in youth and 4-H related activities. This program provided opportunities for Washington State youth, parents, and extension faculty to gain international experience in Russia. The activities have been supported primarily by the participants, both American and Russian. Cross-cultural skills and understanding are the most important benefit identified by U.S. participants, while Russians cited the organizational and technical skills gained through interactions with U.S. cooperative-extension faculty.

#### Yost-Grube-Hall

The last example is international outreach carried out by WSU in partnership with Yost-Grube-Hall, a U.S. architectural and engineering firm. This firm has worked with WSU in a number of countries to design and supervise construction of research, educational, and outreach facilities. WSU faculty have provided information and expertise related to the programs, environment, culture, and the organizations for which facilities have been designed and constructed. The partnership has enhanced competitiveness for contracts and grants from governments and donor agencies in the U.S. and overseas.

Yost-Grube-Hall establishes a partnership relationship with a local firm. Yost-Grube-Hall and the partner firm each carry out activities in its own realm of comparative advantage, and each benefits financially and in other ways. WSU faculty provide information and other input for both firms. Facilities are well suited to the objectives of programs, as WSU and local clinics benefit from opportunities for student and faculty involvement in the facilities-development program. In all of the examples, a flow of information, experiences, and other benefits to and from the U.S. has occurred. From the university perspective, the primary benefit is the flow of information and technologies to the university and thence to its constituencies to enhance economic development and educational programs. In the process, international performance and capacity of university faculty and outreach programs are enhanced. Resources also have been generated.

## Implementation

Successful implementation of international-outreach programs and activities depends upon university and public recognition of benefits and commitment to support these activities. Essential elements of a successful international-outreach effort are

- interested, committed, internationally experienced and rewarded faculty,
- opportunities for travel and work abroad,
- supportive and committed administrators at various levels in the university who continually articulate such benefits and commitment to international outreach through oral and written declarations, policies, and procedures that facilitate and reward international outreach participation, and
- resources, and dialogue with constituents who have opportunities to guide programs by their articulation of needs and expectations.

Key for implementation success is a global mindset of faculty, administrators, and, in some cases, constituents. Bikson (1996) provided two definitions of globalism based upon his research. The first represents a change in thinking and in conceptual paradigms for understanding the nature of economic interactions, shifting from the U.S. view to a more global view. The second addresses knowing how to operate differently because of understanding international systems in general and their meaning in a particular area for the business at hand. International experiences and participation contribute significantly to such mindset changes and understanding which affect international outreach performance and capacity.

One implementation mechanism utilized by WSU for global participation is the establishment and implementation of strategic alliances and partnerships with universities, businesses, and organizations in other countries. Such relationships are selected and structured to enhance the core programs and competencies of the university. Congruence of interests, activities, and benefits provides a framework for collaboration at institutional, programmatic, and individual levels. Complementary capabilities, access to pools of faculty and other resources such as information and technologies strengthen such alliances and partnerships and support international outreach. Another implementation mechanism is establishment of Global Geographic and Thematic Education, Research, and Economic-Development Networks with universities, research institutes, and businesses in other countries. These networks include strategic international alliances and partnerships indicated about. Bilateral and multilateral relationships and activities based upon a region, country, or topic broaden the base for accessing information, enhancing understandings, and participation in joint programs relevant to international outreach. These networks form a framework within which international outreach can be conducted successfully.

Through these and other mechanisms, international outreach must be emphasized and conducted to develop concepts, enhance competencies, and establish and nurture connections (Kanter 1995) that support economic development and other benefits including satisfied constituents, or customers. In the process, universities and their programs will be recognized and rewarded and enhance their competitive edge as they face the challenges posed by increasing number of emerging, non-traditional information and education providers (Marchese 1998). ■

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Jan C. Noel (DVM, Washington State University) directs the Development Cooperation programs of Washington State University's International Programs office. These programs include bilateral and multilateral research, outreach, and education activities in many developing and developed countries. Included are partnerships and alliances with universities, private business, and other organizations, and the conduct of education, research, and economic-development networks focused geographically and thematically. Noel has worked extensively overseas since 1974, and currently conducts economic development activities in Africa, the Middle East, Latin America, and in Russia. Her research with her co-author has focused on the internationalization of U.S. research universities, economic development in developing countries, and university-private sector partnerships. She has published extensively and serves on a number of advisory boards of university and governmental organizations.

James B. Henson (DVM, Texas A & M University; Ph.D., Washington State University) is director of International Programs for Washington State University. He has overall responsibility for the university's international activities including education, research, and economic development/outreach. He has extensive overseas experiences working with universities, private businesses, government, and non-governmental/private voluntary organizations in both developed and developing countries. He served as the

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