The growth of world-class research universities, especially in Asia, is creating a more competitive environment to attract the best students and faculty. We must find ways to compete successfully not only with emerging research universities offering incentives to attract students and faculty, but also with larger U.S. universities with a longer history of international engagement. How will Rice turn its small size to best advantage? What must we do to prepare our students to make a distinctive impact in the world? Successfully engaging these questions requires a faculty that is well-informed about the changing global landscape of higher education.

A number of key points emerged from the March 9 discussions, all focused on what may be termed “transformative internationalism”, in which international research collaborations and study opportunities are explicitly linked to breaking down departmental barriers, facilitating multidisciplinary, international research collaborations and teaching, and incorporating global perspectives and language study more broadly into the curriculum.

**Research collaborations and graduate study:**

*We must build international research networks on a variety of models (research consortia, international workshops, seminars, community and NGO-based collaborations) in areas where we have strengths and unique advantages.* In building these networks, we need to:

- Think in terms of networks that transgress national and regional identities
- Connect local interests/strengths to the world stage (e.g., energy, health, arts)
- Think in terms of broad thematics that are flexible, since we cannot know what problems/programs will be relevant in 20 years.
- Consider ways to facilitate formal inter- and multi-disciplinary research and study, as many of the great challenges we will seek to engage require cross-disciplinary collaborations
- Provide incentives and enough infrastructure to grow successful programs organically, from the bottom up, when strong leadership and compelling research themes emerge

Dual degree programs offer a real opportunity for Rice to differentiate itself and to attract outstanding foreign graduate students and research collaborations.

- Selectivity and focus are needed to ensure that we do not spread ourselves too thinly or compromise our standards in our international collaborations.
The undergraduate program: Cultural mobility – involving a globally-aware worldview, language capabilities, and a sensitivity to and appreciation of other cultures -- is an essential skill for our undergraduates.

We must improve the cultural mobility of our students by integrating language skills into undergraduate curricular programs and experiences and by emphasizing global and cross-cultural perspectives and content more broadly throughout the curriculum.

- Some faculty passionately advocate a foreign language graduation requirement; others prefer to locate language study within project-based international experiences that are under the curricular control of departments and programs.

We must rethink our current approach to Study Abroad

- The current “travel brochure” approach needs to be replaced by explicit integration of international study with our curriculum.
- Quality control, particularly for courses taken abroad for credit within the major, is important.
  - Consider oversight by departments/programs.
- Make international study more attractive, affordable, and enriching
  - Consider a broader variety of opportunities: summer opportunities; exchange programs with partner universities; internships; projects.