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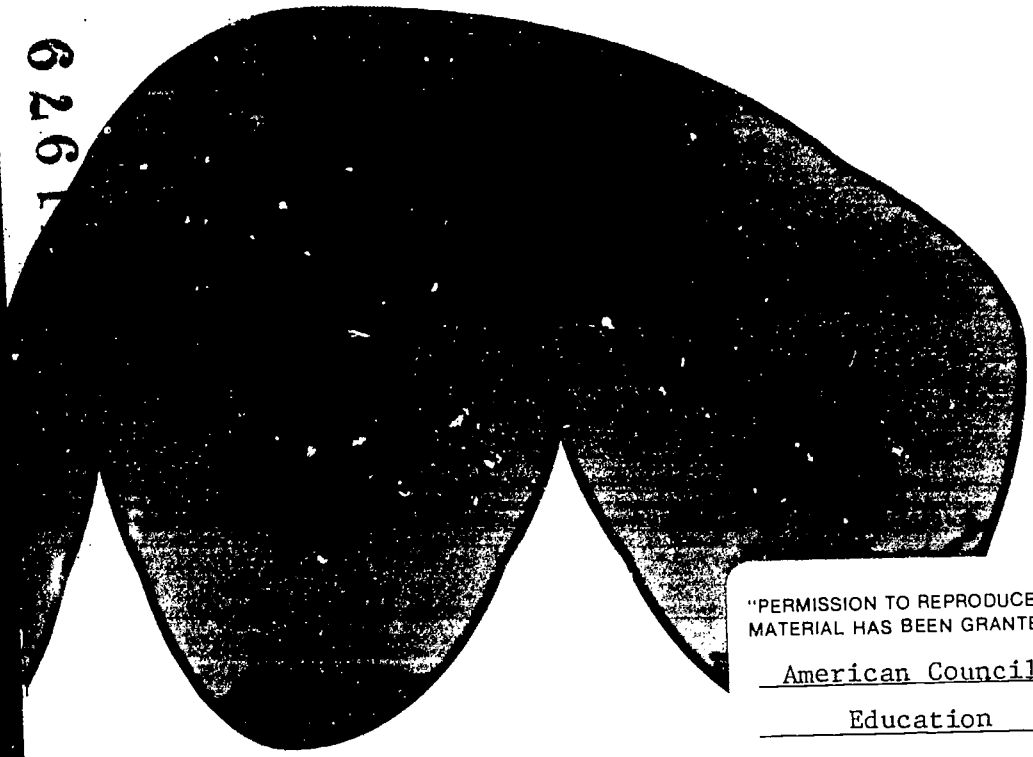
ABSTRACT

This handbook offers practical guidance from implemented programs for making the undergraduate curriculum more international in outlook and content. The handbook is divided into five chapters. In the first chapter, presidents of four colleges and universities describe how they encourage curricular change to internationalize their institutions. The second chapter discusses ways to asses the current state of the curriculum, develop human resources, create effective administrative units, and find support for curriculum change. Chapter Three illustrates how to incorporate international elements across the disciplines (including the professional schools); link cross-cultural experiences to the curriculum; and use technology to bridge campuses, cultures, and countries. Chapter Four describes 10 specific programs that have survived administrative, faculty and student scrutiny. Examples are drawn from a variety of institutions with different missions and diverse student populations. The final chapter discusses hopes for the future. The appendices provide names and addresses of contact people at each of the colleges and universities mentioned and government funding agencies, a bibliography of 49 references, a list of relevant associations and organizations, and a list of funding sources. (Author/JB)



INTERNATIONALIZING THE UNDERGRADUATE CURRICULUM: A HANDBOOK FOR CAMPUS LEADERS

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AMERICAN COUNCIL ON EDUCATION

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Preface

As part of its ongoing commitment to assisting American colleges and universities increase their international orientation, the American Council on Education (ACE) is pleased to present *Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders*. The handbook continues the work begun with Richard Lambert's analysis of undergraduate programs in foreign languages, international studies, and study abroad, published by ACE in 1989 as *International Studies and the Undergraduate*.

This handbook examines the programmatic developments on U.S. campuses since the Lambert study and describes the strategies used by presidents, deans, and faculty members to initiate curriculum change. At both two-year and four-year public and private institutions, major changes have been initiated. These range from infusion of international aspects into general education courses and a variety of majors to incorporating international and foreign language emphases into professional schools. Faculty members from fields as diverse as foreign languages, business, and engineering are working together. In addition, consortia of institutions are creating joint programs, students with overseas experience are bringing their insights to the campus, and high technology applications are helping students converse with their counterparts in other countries without leaving the classroom. The successful approaches detailed here could be adapted by many different kinds of institutions. The illustrations are excellent guideposts for those in higher education who are serious about becoming more international.

ACE's Commission on International Education provided useful input and guidance throughout the planning and writing stages.

Robert H. Atwell, President
American Council on Education

Acknowledgements

This handbook is a result of the contributions of many people. Special thanks are due to the campus program directors and deans who provided updated descriptions of their programs. We are grateful to the members of the ACE Commission on International Education who offered advice throughout the project and to those who contributed to the presidential perspectives chapter.

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Carol Wheeler, a graduate student at the Catholic University of America, catalogued the program descriptions. Finally, we thank the people from the ACE staff who helped with typing and editing, especially Lisa Henderson and Irene Itabashi.

None of these colleagues is responsible for omissions or errors in the handbook. But their interest, enthusiasm, and criticism greatly improved the document.

Sarah Pickert
Barbara Turlington
July 1992

Introduction

This handbook is intended for college and university presidents, academic deans, department chairs, and faculty leaders interested in developing or refining an institutional approach to making the undergraduate curriculum more international. A great deal has been accomplished in the past few years to add an international dimension to the undergraduate curriculum. Four years ago, when Richard Lambert conducted a major study of undergraduate student enrollments in foreign languages, international studies, and study abroad programs for the American Council on Education, his analysis showed that while students in the humanities or social sciences took an average of two to three courses in international or area studies or foreign languages, those in science, engineering, education, and health-related fields averaged fewer than two such courses. Less than half of the students at community colleges took any international courses at all. Among four-year colleges, 45 percent offered no international or area-related majors or minors. Only 8 or 9 percent of universities required foreign language study for all students.*

While these statistics did not include students who may have been exposed to international topics through general education or

* Richard D. Lambert, *International Studies and the Undergraduate*, American Council on Education, Washington, DC, 1989.

other courses, they clearly indicated that most undergraduate students were not gaining an in-depth knowledge of the rest of the world and its cultures and systems.

In the last few years, increasing numbers of two- and four-year colleges and universities have added international elements to their curricula. While there are no new statistics on course enrollments, many institutions report increased student interest in international and foreign language courses. The examples in this book provide an overview of American undergraduate international education activities in the 1990s. We make no attempt to document all existing programs. Instead, the sketches demonstrate that many successful strategies work well in a variety of combinations to create lasting change in the curriculum. We hope that we can offer readers some models that might be adaptable to their own campuses.

As we reviewed the program descriptions, clear trends emerged. Most significant is that, for the first time in recent history, the conviction is spreading that opportunities to acquire international knowledge, foreign language competence, and study or work experience abroad should be available to (or even required of) *all* students at all levels of higher education. It can no longer be argued that students in agriculture or health professions or business or the sciences or technical fields do not need such competence. The nation—and, increasingly, its individual states—operates within a global economy; moreover, most of the significant problems we face today have an international component. The destruction of rain forests in Brazil has world-wide consequences; AIDS and cholera know no national boundaries; the establishment of a common market in Europe or a free trade area in Asia has profound consequences for workers in the United States.

Strategies to ensure that all students are exposed to international and global issues are many and varied. They range from infusing international elements into general education courses to including foreign language reading materials and discussions in advanced courses in history, engineering, and economics. Some institu-

tions send a majority of the faculty and students in all disciplines abroad for study, research, or service. Many disciplines now emphasize proficiency in more than one language and coursework in area or global studies. Many colleges and universities are offering inter- and multidisciplinary majors, minors, concentrations, and certificates with an international emphasis. In individual courses, faculty and students are learning from computer-based simulations and direct communication with other countries through satellite and communications technologies. At more and more campuses, increased expectations and opportunities are developing for faculty and students to study, conduct research, or work abroad; to establish exchanges with institutions in other countries; and to enrich the curriculum by including students from other cultures on the home campus.

We hope that these examples will spur administrators and faculty to offer *all* students the opportunity to learn other languages and study other societies. If foreign language departments argue that it is impossible to provide advanced work in foreign languages other than through the traditional literature courses, leaders can point out that other institutions offer programs that encourage students in history, economics, biology, and architecture to develop advanced language skills in their own disciplines. If the faculty in business and engineering programs insist that their students face too many required courses to allow for the inclusion of international and foreign language study, they can be shown examples where such study has been integrated into those courses.

The most innovative examples offer students and faculty an opportunity to gain a deep understanding of the rest of the world and their role in it. When successful, the changes affect entire institutions through general education requirements, language proficiency standards, and the inclusion of international and intercultural subject matter throughout the curriculum.

Because many of the approaches described here involve a significant degree of interdisciplinary cooperation, a concomitant degree of faculty development, and, in some cases, a redefinition of

the role of faculty members, their success depends to a large extent on leadership from the president, the dean, and other academic leaders. Leaders are important in bringing about change in the curriculum because, just as presidents, deans, and department chairs can achieve little without faculty support, so faculty seldom succeed in bringing about major institutional change without the support of leaders. Leadership from the board of trustees, the president, and senior academic officers is essential to deep and lasting change on campus.

Clearly, the difficulty of the tasks and the role of leadership in accomplishing these changes vary with the type of institution. The president and academic dean may have more success in moving the faculty toward internationalization in a liberal arts college than in a major research university, where departments and professional schools are the final arbiters of faculty rewards. A wealthy university or a private liberal arts college that attracts primarily full-time students may find it easier than a small state or community college to develop study abroad programs. Nevertheless, some institutions with large numbers of part-time adult students have developed very successful short-term programs for those who cannot afford to spend a semester or year abroad. Some have developed opportunities for students to engage in intercultural experiences through service projects with local refugee populations. Others without such nearby resources use the language and cultural expertise of their foreign students and internationally experienced faculty or arrange for visits from foreign faculty.

The handbook is divided into five chapters. In the first chapter, presidents of four colleges and universities describe how they encourage curricular change to internationalize their institutions. The second chapter discusses ways to assess the current state of the curriculum; develop human resources; create effective administrative units; and find support for curriculum change. Chapter Three illustrates how to incorporate international elements across the disciplines (including the professional schools); link cross-cultural experiences to the curriculum; and use technology to bridge campuses, cultures, and

countries. Chapter Four describes ten specific programs that have survived administrative, faculty, and student scrutiny. Examples are drawn from a variety of institutions with different missions and diverse student populations. The final chapter discusses hopes for the future. The appendices provide names and addresses of contact people at each of the colleges and universities mentioned and at government funding agencies. For readers who may be relatively new to the field, we list several associations and organizations that institutions and individuals should consider joining, both to enhance their information systems and for networking purposes.

Examples in the handbook come from a broad range of institutional projects, many of them funded by the Department of Education's Undergraduate International Education Program, the Fund for the Improvement of Postsecondary Education, and the National Endowment for the Humanities. While the use of these sources may skew the book toward particular agency funding priorities, the illustrations clearly present practical strategies to improve the international curriculum. We also contacted program directors recommended by the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the Association of American Colleges, the American Association of Colleges for Teacher Education, and others. In addition, we collected materials from individual contacts and from conferences on international education.

Of course, a curriculum that more adequately covers international and area studies and foreign languages is only one part of an internationalized college or university. An institution that is truly international in scope will also have opportunities for students to study and do internships abroad, programs for faculty development, and a system of faculty promotion and tenure that rewards faculty members for contributions in the international field, a vigorous program for foreign students, programs of community outreach, linkages with institutions abroad, and international development projects. It will combine its interests in international issues with an

emphasis on intercultural understanding within the United States. We concentrate here on curricular issues because many other aspects of international education can exist in institutions where most students still have little or no exposure to international topics in what they study and learn.

For those of you already well advanced along the road to internationalizing your institutions, congratulations! You serve as an inspiration to all of us. And to those just beginning that worthwhile journey, good luck. The work will be hard; the rewards are great.

Chapter One

Presidential Perspectives on Institutional Change

Coherent development of a college or university curriculum requires leadership within the institution. Leaders may come from "below" (faculty advocates) or from "above" (the president and deans); eventually, of course, leadership must come from some combination of the two. Either initially or along the way, the president must play an important role if there is to be systemic change. What is required is a readjustment of priorities and a commitment to support a long-term international mission. The president, by building a leadership team, can help to influence the perceptions and attitudes of faculty and students about international education. While individual faculty members can initiate significant innovations in particular courses or programs, presidents must create an international vision for the institution.

The four descriptions in this chapter show that individual presidents can do a great deal to help their institutions create a more international perspective in the curriculum if they can mobilize the energies of academic leaders and faculty. The presidents we chose as examples were all fully committed to the internationalization process even before they were appointed; each had a well-developed vision

of what characterizes an international education; they came to institutions that already had strong foundations of international and foreign language expertise among the faculty; and they already had established good relationships with public or private funding sources.

What can be done by the president who becomes convinced that his or her institution should be internationalized, but who starts without such advantages? Are there general strategies that are helpful in developing the support of constituencies both inside and outside the institution?

As in any field, international education requires the president to act as an advocate, planner, prodder, and supporter of institutional change.

Advocating an International Perspective

The advocacy role for presidents reaches both inside and outside the institution. Internally, the president's clear commitment to international and foreign language studies can energize the faculty and the student body. This commitment can be reflected in public speeches, in public recognition of faculty efforts, in public events such as receptions for foreign students and faculty or the awarding of honorary degrees to people in the international field, and in a clear willingness to help raise funds to support internationalization. Discretionary funds can be used to bring together faculty and potential donors to explore the possibility of obtaining grants to fund internship or training programs, curriculum projects, and exchange programs, or to provide seed money to develop an international center on campus. Presidents can ensure that international priorities become part of the overall campus planning process. They can work with deans and department chairs to ensure that international and foreign language expertise is valued and rewarded in faculty assignments, support for faculty development activities, and most important, in faculty appointment, tenure, and promotion decisions.

Externally, it is the president who plays the primary role with the board of trustees in communicating and soliciting support for the

institution's international mission. A trustee committee on international education can be created. The president can help to ensure that international education becomes part of the mission statement and part of strategic planning, including fund-raising plans.

On both the state and the federal levels, presidents can direct their government relations and public affairs offices to support funding for international education, foreign language education, study abroad, and inter-institutional agreements. When they testify before state or federal governments, as they are often asked to do, they can include international education among the priorities they cite for support. They can bring together professional and community leaders to address the need for attention to international endeavors and to demonstrate how foreign language and international studies training can contribute to the needs of business and trade.

Presidents can support efforts to improve the quality of international education by encouraging their faculty to develop partnerships with local school systems and other local groups. They can encourage foreign language and international subject offerings and requirements at the high school level.

Presidents do not have total control over the allocation of resources; nevertheless, they have a major influence on how funds are spent. When planning budgets and making institutional plans, presidents can make one of the announced criteria for funding the extent to which a unit is furthering the institution's international mission. They can direct grant solicitations toward international curricular activities and they can support the acquisition of library materials and computer and telecommunications equipment that facilitate communication with other countries and further competency-based language teaching and learning. Some presidents seek funding to make financial aid available for study abroad, especially to encourage greater ethnic and racial diversity among participants and to assist students wishing to travel outside Europe. They also set aside scholarships for international study in areas the institution wishes to emphasize.

Planning and Transforming the Curriculum

Although faculty members do the most curricular work, presidents have an influence there as well. In addition to advocating general internationalization, presidents can ensure that attention is paid to the international field by requesting that all academic units (including professional schools) include international projects or activities in their quarterly or annual reports. They can encourage a focus on international curricular efforts in self-studies for accreditation, and they can ask for comments on their international programs from accreditation teams.

Presidents, with the support of their deans, can request institutional audits of international education activities and a clarification of the criteria by which such efforts are evaluated. They can ask faculty committees to integrate study or internships abroad in curriculum proposals. And they can and should encourage outside funding for faculty development and curriculum development.

Developing Faculty Potential

Depending on the type of institution, presidents can have a major impact on internationalizing the campus through their attention to the appointment and promotion of administrators and faculty. One criterion in the appointment of deans and department heads could be competence in international areas and a commitment to the importance of internationalizing the disciplines. Some presidents have persuaded academic departments to require language or area competence for new appointments in a wide variety of fields; others have insisted that new appointees in foreign language be competent in teaching and testing for oral proficiency. Presidents can encourage the adoption of tenure and promotion criteria that recognize the value of international experience, foreign language competence, and willingness to work in interdisciplinary international fields.

Within the faculty, presidents may find champions of international education in many fields—engineering, the social sciences,

business management, and the humanities. Such champions may have expertise in areas not yet addressed by the curriculum. Presidents can encourage such expertise and build a critical mass of faculty interested in the field.

Presidents can look for outside money or allocate internal resources to support faculty development. Faculty travel for study or research or travel abroad to increase language competence can build both interest and expertise. For the past several summers, the president of **Heidelberg College** in Ohio has used institutional funds to send groups of faculty members to teach English in China. The trips have generated new interest in international subjects in many disciplines and have opened new lines of communication among departments. **Wheaton College** for a number of years has sent faculty members abroad to participate in service projects.

Administrative support is crucial to the success of international efforts. Institutions that are fully committed to becoming internationalized have found it useful to name a senior officer or to establish a special office at a high level to coordinate international efforts in curriculum development, faculty development, study abroad, foreign student advising, inter-institutional arrangements (either domestic or international), and fund raising. Such an office should have some funds of its own for supporting and rewarding internationalization efforts.

Most presidents believe that support staffing for international education must be richer than normal departmental staffing. Study abroad, faculty development, and other efforts that cross departmental lines need a good administrative support staff. The influence the president can exert on curricular issues varies by the type of institution: its size, its mission, its internal governance structure, its traditions and culture. We asked several presidents who have influenced curricula in the international and foreign language areas of their institutions to describe some of their strategies in bringing about change. Not all the strategies will be relevant to all institutions. Some of the presidents had special opportunities: they took charge of

institutions that were ready for change or that dealt with special funding circumstances. Others recognized and took advantage of their communities' awareness of the need for international perspectives. But in all cases, these presidents knew what they wanted to achieve and how to develop allies among deans, department chairs, and faculty. They recognized the importance of garnering outside support as well as internal support. And they were willing and eager to assume a leadership role in internationalizing the institution. Their successes offer valuable lessons in academic leadership.

Earlham College

Richard J. Wood, President

International education is particularly amenable to presidential initiative, since on most campuses it is not the exclusive property of any one entrenched group. This essay, based on Earlham College's experience, suggests some strategies for strengthening international education that presidents can use to good effect. Not all will work on all campuses.

Underlying the strategies suggested here is the belief that sustained encouragement of faculty to develop international and, where appropriate, language expertise relevant to their disciplines is the only effective way to internationalize a campus. Earlham began such sustained development more than 30 years ago, integrating faculty development into international programs. One consequence is that almost every faculty member who has been at Earlham more than five years has been involved in some program abroad. For example, more than 20 percent of current faculty have had at least six months of work/study in Japan, and 10 percent of the faculty are bilingual in Japanese. Last year, 9 percent of Earlham's students took Japanese language, and enrollment in Spanish was even higher. Most of our students do not major in languages, but many combine language study and foreign study with their departmental majors. More than 70 percent of recent graduates have studied off campus;

50 percent have studied abroad in programs lasting at least one academic term.

A second general point is that a sustained effort to internationalize requires a continual search for opportunities—for cracks in the established ways of doing things—rather than a frontal assau of the sort that gets presidents into trouble. There are significant opportunities for presidents to find these cracks. Some strategies that have worked at Earlham include:

1. Make sure your deans are allies in the effort. This was a very important point for me to learn. It was at the suggestion of a dean, Joe Elmore, supported by a president, Landrum Bolling, that in 1968 I began studying Japanese and then spent a year in Japan. Over the next decade, that dean and president gave me the flexibility and time to shift my research focus from ancient Greek philosophy to Japanese philosophy. My example is not an isolated case; others received, and continue to receive, the same encouragement.

   In working with your deans, you must be explicit about what international education means on *your campus*, and about what your goals are. The two overarching goals of global education are to develop a conceptual framework for understanding global interdependence and to develop cultural empathy.

2. Find (or recruit) some "product champions" on the faculty. Earlham's Japanese studies program, now a distinctive strength of the college, began when Earlham hired one very energetic, entrepreneurial faculty member, Jackson Bailey, in the late 1950s. Spanish and Latin American studies at Earlham took off only when we added language professor Howard Lamson, philosopher Howard Richards, and historian/novelist Caroline Richards to the faculty. Look outside the obvious areas,

such as language departments. Language faculty, mired in *belles lettres,* are often the last to get serious about international education—or about real language proficiency, for that matter. Despite Earlham's positive experiences, you are more likely to find allies in engineering, the social sciences, management, or the humanities. It is better to build geographic emphases around faculty champions than to decide *a priori* which parts of the world are most important. Obscure areas can create valuable niches for an institution, and they make a real contribution to international education in the United States.

3. An important area of presidential strategy is deciding which grants to seek. Presidents who know what they want often can influence resources by influencing gifts. Where you have a choice, shift some grant applications (or unrestricted gifts) to support those champions you have. At Earlham, Japanese studies began as an organized program with a grant from The Ford Foundation in 1961. Since then, the college has sought and received well over $3 million to support the program. We are currently trying to raise $4 million from Japanese corporations to endow two chairs and to fund cross-cultural exchanges.

4. Internationalizing a campus takes time and sustained attention from the champions and sporadic but long-term attention from the president. For the past 30 years, my presidential predecessors and I have periodically convened groups of faculty concerned about international education to brainstorm about new directions and new grant applications. We have actively encouraged our deans to keep international education in mind when faculty development funds are allocated. We have protected international and other multidisciplinary programs

from being seen as optional extras in comparison with traditional departments.

One form of attention that I give is an annual review of the percentage of students who proceed to more advanced language courses. I want the faculty to know that their success is measured in large part by the number of students who go on from elementary language to intermediate, and from intermediate to advanced. One of my predecessors used to say, "Count something, and you will get more of it." He was right. I try to count things we want more of and not count things we don't.

5. Effective international education requires choosing areas of strength and building a critical mass of faculty in the departments and programs whose interests overlap those areas. Isolated specialists in various regions of the world cannot have as much effect as a number of people from various disciplines working together and loosely organized into a "center." In job descriptions for departmental searches (for example, in economics or sociology), Earlham makes references to desired language and area competence. Every vacancy is seen as an opportunity to strengthen both a department and an international or multidisciplinary program.

   A corollary is to resist adding a language unless you can make that language the nucleus of a viable international program. At Earlham, I am under pressure to add Russian; I would love to do so, but I will not until I can see ways to make it part of a viable program.

6. Provide richer support staffing for your international education effort than for normal departmental staffing. Earlham's academic support staff in the nontraditional areas is much richer than in the departments, because program development and coordination across depart-

ments require it. Long-term development of a faculty team drawn from various areas requires an administrator who can coordinate the effort (and help with grant development). This kind of staffing also is seen on campus as an ongoing symbol of presidential and institutional commitment.

7. Support faculty development programs to increase the language competence and international experience of non-language faculty. One of the most underutilized resources on our campuses is faculty who have some language facility and no chance to develop or use it. We have just used a significant outside faculty development grant to send a group of faculty, including both the provost and the vice president for finance, to Mexico for an intensive summer program with strong cultural and language components. Having a wide range of faculty and administrators who can speak Spanish sends powerful signals to students and other faculty. Again, this kind of development effort needs to be repeated every few years. Over the past 15 years, Earlham has spent about $1 million on language development for non-language faculty.

8. Don't think primarily in terms of international undergraduate majors, but think of ways to infuse the international emphasis into mainstream curricula—for example, required sequences. About 9 percent of Earlham students study Japanese, and about 20 percent study Spanish, but relatively few major in Japanese or Spanish studies—nor do we expect them to. If your institution has recognized minors, a language/area minor can attract a range of majors from other disciplines. Presidents and deans often can persuade departments to design their majors to be compatible with such minors.

9. Require departmental searches and job descriptions to specify the desired language/area competencies as a *desideratum*; to inform potential new faculty of your international emphases; and to keep departments sensitive to institutional goals. For Earlham, this has been a crucial strategy in expanding the number of language-competent, non-language faculty.

10. Set aside scholarships for international students from the areas you emphasize and, if possible, provide living arrangements that bring them into contact with appropriate majors/minors. Earlham's ongoing programs in Israel, Kenya, and Japan are enhanced by scholarships designated for students from those countries and by faculty exchanges.

11. If you have study abroad programs, integrate them with the on-campus program as much as possible. Earlham still has a few study abroad programs that are isolated "great experiences," but we emphasize creating and sustaining programs that are integrated with on-campus strengths. More and more, we are teaching upper-intermediate language in our study abroad programs. Our experience shows that the best place for young adults to begin language study (or to build on high school language) is here, but we try to teach the third, fourth, and sometimes fifth courses abroad. Ideally, we would teach only elementary and advanced language courses on campus.

    As part of integration, treat the culture shock of returning students as an intellectual and not just an emotional problem, perhaps by encouraging them to enroll in a sociology or anthropology course dealing with the part of the world from which they have just returned.

12. Develop cooperative relationships with other institutions for such things as intensive summer language programs.

The Great Lakes Colleges Association has very successful relationships with the University of Michigan and Michigan State University; together, they offer intensive experience in African and Asian languages.

13. If you have language houses, make sure they have committed faculty advising and resident native speakers of the target language.

14. If your institution is in an area with a large immigrant population, explore cooperative ways to involve your students in bilingual education in the elementary and secondary schools.

15. Encourage all departments, including the natural sciences, to design their sequences with one window for their majors to study abroad. Explore opportunities to study science in another culture. A recent check of Earlham students and faculty showed that natural science faculty are as likely to lead—and natural science students nearly as likely to participate in—study abroad programs as those in other fields.

This list of strategies could be much longer, but I am convinced that presidents who use these strategies in a sustained, long-term effort will make significant changes in the educational climate of their campuses.

Lake Michigan College
Anne E. Mulder, President

The reasons for developing an international perspective on any college campus are numerous. If we as educators believe in the importance of providing our students and the communities we serve with an understanding of a rapidly changing world that will demand a global responsiveness to myriad issues, then surely we will be

supportive of campus initiatives to internationalize our institutions. Nonetheless, as compelling as the reasons are, any college president realizes that in an era of declining resources and increasing demands from every constituent base, *all* initiatives demand careful evaluation.

The impetus for strengthening and developing international education at Lake Michigan College came from several sources: the instructional arm of the college wanted to strengthen curricular offerings in every department as well as develop a comprehensive language laboratory; student services wanted to provide international travel experiences and simultaneously strengthen their assistance to the increasing number of foreign students at the college; the continuing education faculty were committed to providing services to businesses through a proposed international business center. Each proposal found its way to the president's office. Each proposal was well substantiated by its proponents; each proposal could make a difference on our campus.

There was a shared interest in the topic throughout the college. Some of the requests actually overlapped in offerings and committed dollars. Interestingly enough, some of the departments did not know that their colleagues were pursuing the same project and, in one instance, the same funding source.

At Lake Michigan College, a strategic planning process has been in place for some time. The consensus is that programs that are planned for can withstand the trials of time, of declining budgets, and of general criticism from a variety of sources. The requests for international initiatives were treated no differently. From the beginning, it was determined that any initiative had to meet the same criteria for adoption as any new program examined under the college's general planning process:

1. Solicit a commitment to the concept from all segments of the college;
2. Develop a strategic plan that delineates the scope and goals of the program and includes the necessary action steps for implementation;

3. Provide a cross-college management structure that can develop and implement a focus for the institution;
4. Determine the fiscal and human resources necessary to implement the programs; and
5. Develop an evaluation system that provides a mechanism for ongoing feedback.

To facilitate the planning, I appointed a cross-college team charged with developing a comprehensive plan that would address all facets of international education at the college. The first task was to develop a *mission statement* that could be adopted by the college's board of trustees and incorporated into the college mission. In any institution, that base of support is critical; moreover, all planning is dependent upon the clearly stated mandates of the college mission. After careful deliberation, the committee reached consensus. The agreed-upon statement determined that the college was obligated "to **develop an international perspective that prepares students, employees, and community members for a world economy and global citizenship.**" With that in place, the planning process began. The *scope* of the plan was based on the premise that as a comprehensive community college with the responsibility to train and educate college-credit students and to work with business and industry to strengthen regional economic development, a model for international education should have well-defined goals. Seven were ultimately agreed upon:

1. To infuse a global perspective in all college courses;
2. To expand international student services by focusing on the college's existing international student organization and to develop additional support services;
3. To develop institutional/instructional enrichment materials that can be used as part of existing courses to stimulate an awareness of international trade;

4. To provide staff/student support, development experiences, and exchange opportunities which enhance personal involvement, accomplishment, and global awareness;
5. To implement plans for an international business center to promote international trade awareness and to provide training services for regional businesses in the area;
6. To expand international education offerings in continuing education unit (CEU) areas to better serve regional businesses and employees; and
7. To develop effective marketing strategies and resource materials to support the promotion of international trade awareness.

From those initial goals, several projects were implemented, including the development of grant proposals to be sent to a variety of funding sources as well as several models that could be used in internationalizing existing curricula. Moreover, a set of priorities was established and a network was initiated with other colleges and local, state, and federal organizations focused on international education.

To develop college-wide participation, the initial planning group, which had included representatives from the college administration, corporate and community development, instruction, and student services, broadened its base by developing three advisory groups, each with a specific focus. An international faculty committee focused on curriculum development; an international business center council focused on export, trade, and training initiatives; and the international student organization maintained its focus on students. All of the advisory groups were again charged with developing and implementing an international focus for the institution.

The initial planning team was also charged with developing the feedback and evaluation system, which included a mechanism for quarterly progress reports and an annual report, as well as a continu-

ous assessment process for community and business groups, faculty, and student participants.

Two important things are achieved with such an elaborate planning process. First, there is a "buy-in" from numerous arms of the institution, and an integration of the concept throughout the college can be achieved. Second, duplication of services and programs as well as unnecessary expenditure of dollars is avoided. Thus, important human and capital resources can be allocated effectively and efficiently.

At Lake Michigan College, several noteworthy accomplishments have resulted. Two Department of Education Title VI grants have been procured, resulting in the development of an extensive language laboratory and an international business center. Extensive participation from local community and business groups has resulted in two major art exhibits and numerous campus activities focusing on international themes and involving students, faculty, and community members. Faculty have participated in several international travel experiences. An expanded English as a Second Language program has brought an increasing number of foreign students to the campus. Curricula have been revised in both the liberal arts and technical education areas. The vitality of college life has been enhanced.

To succeed, international education should be integral to the whole, not a separate part of the institution. *Infusion* means more than integrating concepts into the curriculum; it means integrating an international perspective throughout the institution. Planning the work and working the plan makes this possible.

Connecticut College

Claire Gaudiani, President

The Connecticut College community launched its Center for International Studies and the Liberal Arts shortly after I assumed the presidency of the college. Launching the center was a natural outgrowth of the college's long-standing strengths in international

studies. Connecticut was one of the first liberal arts colleges in the country to establish a Chinese department in the early 1960s and one of the first to offer Japanese language instruction as well. The college has had strong Asian studies, African studies, and European and Soviet studies programs for more than 45 years of its 80-year history. Despite these strengths and a fine set of foreign language departments, the college did not have an image of itself as an institution with particular gifts in the international area. As the new president, my job involved connecting the college's existing strengths to new opportunities and initiatives with the help of the faculty, and helping the institution develop a new vision of its contributions to liberal arts education.

Within weeks of being named president, I asked the foreign language faculty to meet with me for dinner. During the evening, I talked with them about how the college could gather its strengths in languages and international studies and develop a center with particular attributes built on the college's existing and historic resources. I shared my vision of what the center might look like, asked for their advice on how to improve this vision, and requested that they discuss this idea at greater length and take a vote on whether or not they believed such a move would be in the college's best interests. I had assured the language and literature faculty that if they were not in favor of the center, I would not go forward with the initiative. We had a lively discussion, and ten days later I received news that the foreign language department faculty had voted to go forward and help devise a process by which the idea could be developed by the faculty at the college.

During the ensuing months, the initial faculty group consulted with others and developed an ad hoc committee on international studies that began to create the framework for the center, including its curriculum. This committee represented a wide range of academic departments in the arts, sciences, humanities, and social sciences. I met with the committee members several times during the summer to exchange ideas. I assured them of funding support;

moreover, I promised that the funds we would use for the center would not come out of existing budgets, but rather would be provided by new sources of support. The committee members read widely and consulted with colleagues at other institutions and in other countries, and by the time I arrived on campus, the planning was in a fine preliminary stage. I was able to announce the creation of the Center for International Studies and the Liberal Arts in my inaugural address two months into my presidential term.

As a catalyst, the president needs to consult widely with faculty in small groups and keep the responsibility for internationalizing the curriculum squarely in the faculty's hands. The president can, however, offer new ideas and new structures and shapes and can reassure faculty that existing resources will not be reallocated—that additional resources will come with their help. The president creates the vision of internationalization as an imperative for the institution that will strengthen its capacity to draw strong students and educate them appropriately for a changing global environment. The vision ideally should make space for faculty and students in all areas addressed by the institution's mission. At Connecticut College, that meant the arts, the sciences, the humanities, and the social sciences. It meant an imaginative linking of internationalization to the liberal arts. The president must share information about the external environment from a variety of sources, including colleges and universities abroad and the corporate, legal, and nonprofit sectors. And the president must share the vision of the future that calls us to confront the next generation's challenges before they are upon us.

During my first year, I met periodically with the ad hoc committee on international studies, and they prepared the concept of the center and determined how to move it through existing faculty channels. That preparation ensured appropriate consultation, not only to help the entire faculty understand the aims of the new center and its implications for separate departments, but also to position international studies to strengthen existing departments. As president, I wanted leadership drawn from among tenured faculty members

who might not have envisioned themselves as taking a major role in such an initiative. Transferring a new agenda into the normal processes and procedures of the faculty reduces tension. Recognizing existing leadership, as well as making space for new leaders, reassures the faculty.

After extensive consultation, I appointed a director of the center, and the faculty created an International Studies Faculty Committee to replace the ad hoc committee. The committee continued to advise us as we built a staffing structure that drew respected members of the faculty to leadership positions as associate directors. Only one new person was hired: an assistant director to support internships and to help with grant writing. Internationalization should initially depend on existing faculty; otherwise they may feel unwelcome, unworthy, or unincluded, and therefore may tend to marginalize any newcomer's efforts. The center's faculty leader began a faculty study group that focused on tradition and modernity; faculty members gave seminar presentations addressing important topics in their discipline in terms of the themes of traditional expectations and the demands of modern life.

The program built on existing strengths and repositioned them so as to cooperate with one another in new ways. The center's early developments demanded few new courses; instead, the faculty structured the seminar and other informal opportunities for students and faculty to connect to each another and to existing coursework. Small sums of money were used strategically to bring in outside speakers and to host receptions and dinners.

The foreign language faculty agreed to learn oral proficiency teaching and testing methodologies, and during the first year, the college held an oral proficiency workshop on campus. In subsequent years, the language faculty have worked together, both within and across departments, to connect these techniques to the curriculum. I made funds available to support these efforts and to offer each faculty member who became a certified tester a stipend to recognize the special time and effort certification entailed.

The center's director visited every department to ensure that each department chair and his or her faculty colleagues understood how the center could strengthen their department. The faculty also discussed each department's needs and opportunities relative to the international area. These discussions were influential in persuading departments to hire for their open slots in ways that would serve both the department and the center. The economics department hired a Latin American economist for an assistant professorship; the political science department hired an expert in Korean and Asian politics and a political theorist specializing in Latin American studies. Across the institution, faculty helped one another grasp the special importance of strengthening the international experience and knowledge of new faculty members.

The college also developed outside strengths for the center. We assembled a nationally recognized advisory council for the center and, with the help of the development office, identified a number of graduates whose experience in international studies matched their willingness to help the college raise funds and develop internships. These alumni and friends became the center's program council. This past year, the center named its first visiting professor, supported by funds offered to the economics department for a term chair. The engagement of the outside community, alumni, corporations, and foundations has raised the enthusiasm and confidence of the college community and strengthened everyone's belief in the center.

During the first year and each year since, the center director, the vice president for development, and I have worked hard to raise funds for the international effort. The college raised over $1 million for student internships overseas. Connecting international studies and the liberal arts to overseas internships in fields related to the student's major made great sense to alumni, friends, foundations, and corporations. The faculty are now writing proposals to run summer institutes for themselves and other faculty on topics central to international studies and the liberal arts. These may focus on specific geographic regions or on major topics that cut across global areas.

The college strengthened the computer hardware and software in the language lab and brought in a new language lab director to work with students and faculty to enhance the use of technology in language and culture studies. The director used course development funds to train undergraduate students to work with faculty to create software for language courses and to orient other students to the new materials. A grant from the Dana Foundation to the library funded experts to help students and faculty using international databases. New agenda items for the coming year include a plan for faculty not currently engaged in international issues to spend a summer or semester overseas, opportunities for seniors returning from internships, and preparation of honors students to host and co-teach seminars for one another and the center's sophomores. The aim is to share newly acquired knowledge both with those who will teach and with those who will proceed through the program.

Students gain admittance to the center through a rigorous set of procedures, and the college looks forward to a time when as many as one-third of the students are enrolled in the center. The college community has a vision of itself as taking responsibility for linking all disciplines to international studies. We feel a keen sense of responsibility for introducing undergraduate liberal arts students to traditional and contemporary cultures around the world.

Starting a program of internationalization early in a new president's tenure may offer some special advantages. Regardless of timing, I believe that a president's initiative plays a critical role in enabling the faculty, students, alumni, and community to imagine a role for the institution in a rapidly changing environment. The president can organize ideas, invite working groups, and provide strategic incentives so that faculty engagement ensures success.

Ramapo College of New Jersey

Robert A. Scott, President

International and multicultural education was chosen as the strategic direction for Ramapo in 1985, not only because as a new president I

believed strongly that every college graduate should be "globally literate," but also because Ramapo College had distinct strengths and opportunities that lent themselves to such an effort. These included faculty expertise, student backgrounds, and neighboring international firms, all of which suggested that internationalization was the direction to take to strengthen institutional distinctiveness, attractiveness, enrollment, and stability.

We decided on the following principles to guide us in developing Ramapo's identity as the "college of choice for global education":

Our strategy should include both international and multicultural themes. After all, we have a great diversity of ethnic, racial, and national groups in the United States. It is just as important for our students to understand the cultural diversity of American society as it is for them to appreciate diversity throughout the world. Many people seem to think that "international" refers to those "over there," while "multicultural" refers to populations in our own towns, cities, or neighborhoods. Thus, we use "global" to comprise both meanings. Our goal is to provide an excellent preparation for graduates in an increasingly interdependent and intercultural world.

Our theme should pervade the curriculum, in remedial and developmental courses, general education and area studies, and professional studies, as well as throughout the liberal arts. We decided on a comprehensive approach that would permit all programs to be included and would not limit our efforts to particular majors. Our efforts touch all areas of campus life, including housing, urban internships, field study, cooperative education, and study abroad, as well as student and faculty exchanges, visiting international and minority scholars, and the use of computers and telecommunications.

Our strategic mission embraces research and training as well as undergraduate teaching. Our initiatives are being developed not only through campus expertise, but also through partnerships with universities, community colleges, schools, community cultural organizations, and corporations.

Increasing international and multicultural programming requires a strategic plan and process. This strategy requires goals and objectives that attract the professional interests of faculty, an understanding of both mission and markets, a set of principles for the development of new courses and programs, a planning process that attracts the involvement and commitment of faculty, staff assignments for responsibility, a schedule for deadlines, and a system of evaluation. With expertise identified and commitments understood, funds can more easily be sought.

Based on these principles, the faculty proposed six broad initiatives: (1) professional development for faculty and staff, with funds for travel, books and materials, consultants, visiting scholars, and faculty and staff exchanges as high priorities; (2) curriculum development, including released time to revise current courses and develop new courses, scholarship, and creative endeavors; (3) skills development, including expertise in languages, computing, international telecommunications, teleconferencing, audioconferencing, and televised programming; (4) experiential learning, including theme dorms, study abroad, student and faculty exchanges, urban internships, and professional practice through international cooperative education; (5) programmatic partnerships with schools, colleges, community organizations, and corporations; and (6) the recruitment and retention of students, with particular emphasis on international and minority students.

The six initiatives at Ramapo have specific goals and a formal system of assessment:

1. In the area of faculty development, the vice president and I set goals for a professional development program for all faculty members. The program helped create a common ground for intellectual discourse on global education. We specifically allocated funds—and sought new funds—for this purpose. Additional initiatives toward this goal included faculty seminars on areas of the world, new faculty

in foreign language and area studies, visiting scholars, and released time and travel funds for scholarship.

Nearly three-quarters of the full-time faculty participated in the professional development seminars. In addition, each year about 5 percent of full-time faculty are visiting scholars from other countries, including Fulbright scholars, an annual scholar supported by the Italian government, Princeton-in-Asia fellows, members of the editorial staff of Progress Publishers in Moscow, and participants in our faculty and foreign scholar exchange programs in Argentina, Volgograd, Puerto Rico, France, Japan, Italy, China, Taiwan, England, and Jamaica. These scholars are from all fields—sciences, humanities, and social sciences. We also plan to participate in the Diplomat in Residence Program of the U.S. Department of State.

2. The second major initiative concerned curriculum development. My goal was to infuse international and multicultural dimensions comprehensively throughout the curriculum. Approximately 70 new courses or major revisions of existing courses were produced by faculty participants in the Professional Development Seminar. The new or revised courses are found in the Freshman Seminar Program, developmental reading, general education, honors seminars, minors, and majors, as well as in new language offerings, including Italian, Japanese, and Chinese, that accompany traditional offerings, which include Russian. In addition, a semester-long lecture series, a weekly television program, and plans for new summer institutes resulted from the curriculum development initiatives.

   We have made Italian language instruction our top priority. While some on campus urged us to expand

Russian or start Chinese, I thought we should start with Italian for students of traditional college age and Japanese for adult American employees of Japanese-owned firms. More than one-third of New Jersey residents are of Italian descent, and Ramapo students fit that same profile. In addition, many thousands of New Jersey residents work as managers for the scores of large Japanese corporations located within a 15-mile radius of the college. Italian programs include a film and culture series, intensive weekend immersion courses, and study abroad. Japanese programs include international co-op, study abroad, and a community group that serves as a bridge between American and Japanese families by offering educational, cultural, and social programs.

3. Our third goal concerned communications technologies, including specific skills and capabilities (such as languages, computers, and telecommunications) which would enhance the career opportunities of Ramapo students. The centerpiece of this initiative is the International Telecommunications Center, which offers worldwide satellite capabilities for television reception, audio- and video-conferencing, computing, and broadcast-quality television productions. The center is used by faculty and students in the humanities, social sciences, and sciences for course enhancement and by students in business and communications study. Audioconferencing also holds great promise for assessing the progress of students engaged in study or internships in other countries. During this past year, Ramapo faculty held 50 audio and video teleconferences and assisted several major corporations in teleconference productions. Ramapo now serves the area community college and 16 school districts through fiber-optic, cable-supported telecourses and provides Japanese

language tutoring to high school students as the second national site for the Satellite Educational Resources Consortium (the first is in Nebraska). I have placed great emphasis on the potential of this center to enhance instruction, assessment, and community service.

4. Our fourth goal was to expand an already comprehensive program of experiential learning opportunities for all students. These out-of-classroom experiences include a greatly expanded set of study abroad, exchange, and routine teleconference opportunities in England, France, Italy, Israel, Japan, the former Soviet Union, Jamaica, Costa Rica, Puerto Rico, Spain, Belgium, and Australia. Each year, five to ten of our faculty and more than 100 students study abroad. We try to design these exchanges so that they result in substantive campus-wide benefits as well as personal enrichment for the individuals involved. We hope that each arrangement continues to expand the opportunities available to faculty and student involvement in international experiences over time. My goal is for 100 percent student involvement in international experiences by the year 2000, using telecommunications as well as in-country exchanges and international cooperative education and consulting assignments.

   One of the most exciting features of the programs created under our goal for experiential learning is the international cooperative education program. This program permits Ramapo students to work abroad in a salaried position while earning academic credit for a project directed by a Ramapo faculty member and a supervisor in the host country. To date, more than three dozen students have participated in international co-op placements in six countries, including the Soviet Union, Japan, and Norway. As an added attraction, students from

these countries also can participate in a co-op in the United States while living and studying at Ramapo.

5. Our fifth goal is the extension of Ramapo's outreach activities to area high schools, corporations, other four-year colleges and universities, community colleges, and the general community in northern New Jersey. Ramapo organized several successful programs with local high schools, including the Foreign Policy Consortium of schools, colleges, and corporations and the STAIRS (Students' Annual International Relations Seminar) program. We have intensive pre-college partnership programs with urban schools to address some of our multicultural concerns. We have shared Fulbright scholars with area schools and colleges; we have had jointly with Kean College a Fulbright-Hays Group Projects Abroad grant for travel to Japan; we cosponsor an archaeological dig in Israel with five other colleges; and we lead a state-sponsored project in collaboration with the Council of New Jersey Consortia for International and Global Education, which is made up of four consortia consisting of 24 colleges and universities, ten community colleges, and three school districts, as well as numerous professional education associations, state agencies, and community organizations. With Rutgers University, we cosponsor the New Jersey Center for Peace and Conflict Studies.

   We work with Italian and Japanese community groups on programs for education and culture. I helped create the Japanese Culture Society and I am chair of its advisory board. The international business major and the International Telecommunications Center have professional advisory boards. We offer courses and programs on business, language, and culture to American and foreign employees of international and multinational firms. We are partners

with Rutgers, the Port Authority of New York and New Jersey, and the Department of Commerce in the New Jersey Center for International Business Education, on whose board I serve. Through all these activities, we have succeeded in greatly expanding our fundraising.

6. Our sixth goal concerns the recruitment and retention of students who reflect the diversity of American society, as well as students from other countries. During the past few years, Ramapo has experienced a 250 percent increase in foreign students and a 60 percent increase in minority students. Retention for these students has reached 80 percent.

For each of these major goals, there are objectives, assignments of responsibility, time tables, and annual (sometimes quarterly) assessments. We have a system of academic program and administrative unit reviews, an internal audit system for operational as well as fiscal matters, and annual performance reviews. As president, I am involved in all of these reviews.

Ramapo's initiatives in global education, both international and multicultural, were greatly assisted in 1986 by a special three-year grant of $3.4 million from the state governor's "Challenge for Excellence" grant program. That grant also helped us attract over $1 million in private, federal, and other state grants to support the initiatives. The Challenge grant award was divided into two nearly equal parts, with one-half financing the renovation and equipping of a facility to become our International Telecommunications Center, and one-half for various forms of faculty, staff, and curriculum development, including programs for student recruitment and retention and related outreach efforts. New faculty were added in foreign languages and additional staff were added to the cooperative education program to support the new international co-op initiative. At the conclusion of the three-year grant period in 1989, the state

provided $750,000 as a permanent addition to the base budget to support high-priority initiatives.

The Challenge grant support and the initiatives related to it produced many unexpected but beneficial consequences. Furthermore, we underestimated the positive results of the grant. The governor wanted his Challenge grant program to result in greater distinctiveness and prestige for the state's colleges, and we benefited far more than we had expected.

As a result, many individual faculty members established linkages with institutions in other countries, even when it did not seem at all certain that those linkages would build on campus strengths or add to college-wide opportunities for faculty and students. The Center for Intercultural Education has developed clear guidelines and priorities for the continuation and establishment of linkages. Nevertheless, we supported some travel and summer study in countries where it was not clear that sustained programmatic initiatives would result. We took risks, and that was appropriate. We encouraged faculty to explore possibilities.

Ramapo has gained new status in government and business circles as a result of our efforts. When the new governor wanted to meet senior executives of Japanese firms, he asked me to convene them. When the Department of Commerce's Division of International Trade wanted advice on international business education, the staff asked Ramapo.

Our pervasive approach is not suitable for every institution. However, I believe that our initiatives support the notion that one can improve the education of all students by selective initiatives in programs such as the freshman seminar, general education, and the increased emphasis on the history and culture of other peoples throughout traditional majors.

In 1990, New Jersey's colleges and universities lost more than 25 percent of their state support. As a consequence, I had to make some rapid and difficult decisions about the allocation of campus funds. We emphasized audio more than video teleconferences; we

reduced staffing and reassigned responsibilities; and we temporarily reduced support for faculty and staff development and library and media purchases. We will limit international co-op assignments to those we have already arranged and will increase charges for co-op and study abroad assignments. We have been able to manage these changes, because we have an institutional priority. Our international and multicultural initiatives are not lodged in one vulnerable office; they are everywhere, as I wanted them to be.

In a curious way, our budget-cutting experience makes our institution a better model for others. We have learned what we can do with and without money. We know the ease and low cost of audio conferences as a supplement to the classroom; we know the advantage of international co-op as an alternative to study abroad; we know the benefits of partnerships; we know that foundation and corporate grants are available for curriculum change.

Chapter Two

Planning for Change and Finding Support: Setting Goals and Measuring Success

Why Plan?

Some have argued that even if colleges and universities make no special efforts, more students will become involved in international education activities because they believe their future success in the job market requires it. However, planned development of international programs not only offers a more rational and useful approach to offering students what they want to learn, but also maximizes the opportunity to make the most effective use of resources. On many campuses, international activities have developed without an overall plan. Foreign students arrive and a foreign student office is established. Foreign language offerings expand because of available offerings at nearby institutions or because of expanded telecommunication networks. Joint-venture prospects and government grants lure faculty abroad. Presidents traveling to other countries for international meetings decide to establish exchange programs. Students majoring in business begin enrolling in foreign language courses. But the countries targeted for exchanges, the languages taught on campus, the foreign students enrolled, and the specialty area offerings may not have any relationship to one another.

Too often, the course offerings are at an elementary level, language programs do not match the area expertise of faculty, knowledge gained through overseas research and contracts is not translated into the curriculum, and foreign students are forgotten entirely in the plans. As a result, institutions may be able to document increased student involvement without ever having a plan, a commitment, or a goal, but their curricular offerings are (or remain) incoherent and unavailable to many.

Setting Goals

What should the curriculum provide to students? Richard Wood, president of Earlham College, has argued that the two overarching goals of an internationalized curriculum are to help students (1) develop a conceptual framework for understanding global interdependence and (2) develop cultural empathy. That means ensuring that students have an opportunity to study both world systems and individual nations or regions, including the languages used in those regions. It means providing a curriculum that explores world conditions such as economic interdependence, political and social movements, environmental and health issues, population growth or stagnation, the role of science and technology, and ethnic and international conflicts. Students must understand how America's security and economic prosperity and their own lives are linked with what happens in other countries. They must develop sufficient understanding of at least one culture other than their own, including its language, to be able to recognize differences and similarities in ways of looking at the world and the effects of those differences on individual lives and their societies.

The ways in which colleges and universities frame such goals and the choices they make to implement them will vary. They may include infusing all general education courses with an international perspective, internationalizing a wide variety of disciplinary majors and professional programs, providing for study or internships abroad,

or developing new majors, minors, or concentrations in international relations, area studies, or cross-disciplinary programs such as environmental studies or peace and conflict resolution. Whatever approach is adopted, it should ensure that all students are exposed to courses or other educational experiences in ways that fulfill the institution's basic goals for international education.

The Institutional Mission

To be able to plan a coherent and effective international curriculum, institutions first must make some specific decisions about how the international dimension fits into their overall mission. Do the governing board, the administration, and the faculty believe (or can they be convinced) that all students must become "globally literate," that the international dimension is a crucial component of both a liberal arts education and technical or preprofessional and professional training? Is the objective to develop areas of special emphasis and strength in order to train future experts in area studies or international affairs? Will the inclusion of an international education mission add to the distinctive nature of the college or university? Many institutions have found that incorporating an international dimension in their mission statement can be significant in providing a clear commitment to curriculum development on international topics in core courses and in attracting students and funding.

The Institutional Audit

When the mission has been clarified, the next step is often an institutional audit to determine the particular strengths of the institution and the areas that will need to be improved to fulfill the mission. At many colleges and universities, there is no single office that maintains information on all international activities. However, more institutions are assigning the monitoring and reporting tasks to an individual and are ensuring that data on international activities on

campus are routinely collected, reviewed, and disseminated. Typical information includes data on faculty and staff, such as the number with overseas experience or competence in foreign languages, the number of foreign scholars or foreign faculty on campus, and the number of faculty and institutional grants or contracts from foundations or government agencies.

Information on students also is needed. How many foreign students or students with extended experience outside the United States are present on campus? What skills and experience do they bring with them from high school or other colleges, and how does the institution benefit from their expertise? How many graduates of the institution plan to pursue careers in international or multicultural affairs? How many continue to graduate school for advanced degrees with an international focus?

Institutions generally collect some data on enrollments in international and foreign language courses and on the number and majors of study abroad students. However, many are now interested in more detailed information, such as the number of students enrolling in advanced language courses, the number of courses outside foreign language departments that require readings in a language other than English, or the number of courses using videotapes and satellite technology to access information from other countries. Regarding activities in other countries, institutions now ask about the number and nature of cooperative agreements and the range of students participating in study or work abroad. Finally, if an institution is to build from strength, it is important for faculty and administrators to have access to such data during the planning process.

Commitment to international education also can be evaluated in a review of the budget and of institutional policies governing issues such as the proportion of student aid and support services directed to foreign students, to American students studying overseas, to faculty research abroad, to faculty development activities in international affairs, to lecture or film series, or to student groups interested in international education.

The international audit in Appendix E provides an example of information that might be collected. Comparative data are available from the American Council on Education's Higher Education Panel Report Number 76 on International Studies for Undergraduates, 1987. While numerical data such as those listed here are the easiest to measure (increases in courses offered, increases in enrollments, etc.), qualitative methods for assessing faculty development and student learning also must be devised.

Measuring Success

What indicators measure the success of an international program? At the undergraduate level, what counts is the amount and quality of student learning. But the answer also depends in part on the type of institution and its mission. At universities where research and grant contracts are prized, both the number of faculty publications and the budget from government-sponsored projects may figure heavily into the formula for success. At undergraduate teaching institutions, the number of foreign language enrollments or the number of Fulbright awards may be important measures. At institutions struggling for enrollments, or at those trying to maintain large engineering and computer technology programs, foreign student enrollments may be important indicators of success.

Assessing the Current State of the International Curriculum

The college or university needs to assess the state of the existing curriculum in terms of the institution's goals for international education. Does it make maximum use of the institution's strengths, including faculty expertise, campus location, and student backgrounds? Does it have coherence and depth? Do the course sequences make sense, and are they available to students who want them? Is the curriculum evaluated routinely for its relevance? Is the study abroad component truly integrated into the rest of a student's program?

Building on Strengths

Institutions are more likely to succeed if they plan a curriculum within the context of a larger institutional framework and build on existing strengths. For instance, the **University of Rhode Island** decided to use German as the focus for its international engineering efforts in part because it had a strong German program as well as engineering faculty who could speak German. (See program description, Chapter 4.) **City University of New York–Staten Island** used the predominantly Italian heritage of its student body and its New York City location to build an international program that focuses on Italy.

Developing a Curriculum with Coherence and Depth

If your institution has little experience in international studies, you may wish to develop a minor before embarking on a major; establish opportunities for study abroad or exchange in countries that speak the languages taught on campus before expanding to other language offerings; select a few areas of the world for in-depth study before enlarging the curriculum to cover many countries. **Georgia Southern University** wanted to strengthen its African and African Diaspora Studies program. Its history, anthropology, and political science courses already included topics on sub-Saharan Africa and the black experience in the Caribbean. Institutional leaders determined that offering Caribbean and African literature courses in French would provide greater depth to this specialty.

Besides the content of the curriculum, its sequence is also important. When students wish to continue the foreign languages they began in high school, are they able to do so right away? Pre-freshman summer "booster" seminars and immersion programs can help students regain lost language competence in time to register for more advanced language courses. Do students have sufficient incentives to take more advanced courses?

Michigan Technological University staggers times for the required freshman English sequence, allowing incoming students with a background or interest in foreign language to enroll in

foreign languages early in their college career. Students who place into appropriate upper-level courses can earn additional elective humanities credits after they successfully complete a course validating their language competence. (See program description, Chapter 4.)

What about students moving from two-year to four-year institutions? Community colleges and four-year institutions rarely plan curricular offerings together, even though many serve the same students. At **Arizona State University** and **Maricopa Community College**, faculty members jointly planned a set of internationally focused courses that both institutions required of beginning students. This kind of planning ensures curricular continuity for Maricopa students who eventually transfer to the university, and it exposes all students to international topics.

Evaluating the Curriculum

Relatively frequent re-evaluations of curricular offerings on international topics help institutions adjust their programs to changing realities. At **Edmonds Community College**, an initial international business program focused on specific occupations such as training students for work in brokerage houses and as customs clearance operators. The programs were not successful because students perceived the degree as too narrowly defined, so the college made revisions. Offerings were broadened to include international finance and international management, which gave the programs a more general marketing and management thrust.

Integrating the Study Abroad Program

Are programs with an international component arranged so that the study or internship abroad experience is well integrated into a student's program? Are students sufficiently prepared to use a foreign language for studying or working in another country or culture, and

do courses build on their experience and their advanced language and cultural communication skills when they return? **Bowling Green State University** received a grant from the Department of Education's Undergraduate International Studies Program (Title VI) to help students with advanced language skills work collaboratively in an interdisciplinary framework after they returned from a study abroad experience.

With assistance from the Fund for the Improvement of Postsecondary Education (FIPSE), the **University of California–Irvine** designed an international peer advising program to ease the reentry shock for recently returned students and to encourage more students to seek opportunities abroad. Peer student advisors who already have been to other countries help fellow majors locate and select programs that are compatible with their academic interests. Advisors provide information to students about paid and volunteer jobs in other countries, as well as internships, scholarships, and field research. By enlisting the help of students who have been abroad, this program provides students with an immediate way to use their international experience on their return.

Using the Expertise of Foreign and American Students

When considering curriculum change, do you call on international students and American students with international experience for help? **Bunker Hill Community College** helps American and international students learn more about one another through a "buddy program" that is underwritten by NAFSA: the Association of International Educators. The program pairs foreign students with American students for six cultural activities planned over the course of the year. The **Oregon State University** system has for a number of years granted in-state tuition fees to foreign students who contribute to the community by giving talks about their countries on a regular basis to university classes and community groups.

Involving the Local Community in International Offerings

Are community members with international expertise involved in the curriculum? **Eckerd College** used the international expertise of its local citizens to create an Academy of Senior Professionals, an intergenerational program in which retired professionals share their knowledge with students both in and outside of the classroom. The program sponsors a yearly lecture series, and members of the academy regularly participate in Western Heritage classes, a two-semester required freshman sequence that all faculty take turns teaching. A winter-term program abroad also includes students, faculty, and senior professionals. The Arthur Vining Davis Foundation underwrote a portion of this initiative.

Developing Human Resources

How is the institution developing human resources to improve the international aspects of the curriculum? Does it help faculty and administrators gain the expertise they need to move toward a more internationalized curriculum? Curricular change will be successful only if the institution rewards faculty who work to improve the curriculum. Institutional rewards can take the form of salary increases or bonuses, released time, summer stipends, joint teaching or module assignments, support for a sabbatical leave and foreign travel, and least expensive of all, institutional recognition. **Lock Haven University** offers support to faculty with international interests. It provides full salary, benefits, and round-trip transportation for all faculty engaged in an overseas assignment. Other institutions supplement the salaries of faculty who receive Fulbright awards. (See program description, Chapter 4.)

Faculty development is a continuing process. Many funding agencies stipulate that institutions undertaking a major curriculum revision plan faculty support activities for at least three years. The first year frequently involves a summer faculty development seminar and support for course development, language study, or study abroad.

Subsequent years include routine revision of curricular material, checks on the progress of course implementation, and dissemination of information to colleagues.

Visiting Scholars and Exchanges

Faculty can supplement their existing expertise by inviting visiting scholars, creating distinguished-lecturer series, and providing ways to share faculty among several institutions.

As part of its **Fulbright Scholar in Residence Program**, the Fulbright Commission awards scholarships to foreign academicians who stay at an American institution for an academic year. The Department of State funds a program to support a foreign **Diplomat in Residence Program** at American higher education institutions. The program enables former ambassadors and other diplomats to spend one year in an academic setting. These diplomats prepare lectures and organize symposia and informal discussion groups for the academic community. For instance, **North Carolina Agricultural and Technical State University** at Greensboro is part of a five-institution consortium that shares a Diplomat in Residence. The Department of Education sometimes underwrites the cost of hiring experts to assist in faculty development.

Hampden–Sydney College received a Title VI grant to implement a visiting specialists regional faculty seminar program. For one year, specialists in Middle Eastern studies conducted a weekly seminar program for faculty drawn from several disciplines. The faculty then developed a team-taught introductory course on the region.

For many years, faculty exchanges have been a popular strategy for expanding a faculty's range of expertise. The U.S. Information Agency (USIA) and the U.S. Agency for International Development (USAID) award funds to support faculty exchanges between American institutions and institutions abroad. With funds from USAID and a community college consortium (Community

Colleges for International Development: CCID), **Delaware County Community College** established a two-way faculty exchange with Czechoslovakia Technical University. Delaware's faculty member taught physics in Prague, and Czech Tech's faculty member taught electronics in Pennsylvania. (See program description, Chapter 4.)

Faculty-Abroad Programs

Dickinson College supports an extensive faculty study abroad program at the sites of its partner universities in Europe. Dickinson maintains that foreign cultures can best be understood through their language and applies this rationale to its faculty development activities. Faculty who go abroad must immerse themselves in the host country language. After their visit, they are expected to create "foreign language integration courses" to teach in their own disciplines. These courses encourage students to conduct research and write assignments in the foreign language that faculty members studied abroad.

Whitworth College used funding from a FIPSE grant to conduct a foreign language teaching program for one-quarter of its faculty. Participants were first tutored by graduate teaching fellows from China, Japan, Germany, and France who came to the college to improve their English skills and to be assistants in residence houses on campus. The following summer, the Whitworth faculty members went abroad to the home academic institution of their student tutors. In their first year abroad, faculty were expected to study their own discipline as it is taught in the other country. In the second study abroad experience, faculty were expected to attend and possibly help teach a course in their own discipline.

Following these experiences, faculty members were expected to become teaching members of teams that lead semester abroad programs; to organize and supervise an on-campus language theme residence; or to offer a January-term course with an international component. The college recognizes that unless people are fairly

fluent in a second language, time gained from released time from one or two courses is not sufficient to make them comfortable in another language. However, it is hoped that participation in the project will spur interest in directing study tours, conducting special language discussion groups, and participating in joint research projects.

An increasing Mexican-American student population spurred **Texas A&I University's** decision to embark on a study abroad program that took faculty to Cuernavaca. The institution was particularly interested in decreasing the student drop-out rate, and it was hoped that greater faculty understanding and appreciation of the history, language, and culture of the students would translate into increased student retention rates. A FIPSE-funded program included three major components: (1) a semester-long interdisciplinary faculty seminar; (2) an annual symposium; and (3) a Spanish language-Mexican culture immersion program in Mexico. As part of their goal to raise awareness about Mexican culture, faculty listened to a panel of students describe what they thought the university could do to ensure their success in completing their degree programs. Included on the panel were first-generation college students and immigrant Mexicans from rural and urban backgrounds.

Faculty who live abroad and teach in overseas centers also need attention. When students study abroad in programs staffed by faculty other than those at the home institution, problems of curricular continuity can arise. Faculty at the home institution may not know in detail what students are studying, making it difficult to prepare students academically for the experience or to build on it when they return. When a curriculum is grounded in a particular philosophical approach or held together with common threads that are woven across courses, faculty without experience at the host institution may have equal difficulty in providing continuity for students. This was the case with **St. John's University** (for men) and the **College of St. Benedict** (for women) in their jointly operated study abroad program. These institutions were undergoing substantial core course curriculum revisions. Faculty felt that more contact

was needed with the study abroad faculty to consider these offerings as part of the curriculum revision process and to provide continuity in the curriculum. Rather than send faculty from the United States abroad, they used a grant from FIPSE to bring overseas faculty to Minnesota for a summer of faculty development. The overseas faculty revised their courses and submitted them for inclusion in the core requirement. After workshops that brought site liaison persons together with campus and overseas faculty on the Minnesota campuses, more than two-thirds of the overseas courses were determined to be appropriate for inclusion in the core curriculum.

Faculty Exchange Programs

American colleges and universities are turning more frequently to colleagues in other countries for assistance in faculty development. Many American institutions are reaching out to establish contacts with colleges and universities in European Community countries and in Eastern and Central Europe; funds from FIPSE are available for these efforts.

Bowling Green State University sought to upgrade the Russian and East European portion of its International Studies Program and its third- and fourth-year Russian language courses. In a collaborative effort supported by Department of Education Title VI funds, Bowling Green faculty now travel to the Commonwealth of Independent States (CIS) for observation and training with CIS experts on teaching Russian as a foreign language. The CIS participants contribute information on language pedagogy; their American counterparts suggest ways to encourage cross-cultural communication skills and interdisciplinary programs.

Creating Effective Administrative Units

Are the administrative units that coordinate the international curriculum organized to meet a growing need on campus? Are there other

ways to administer programs more effectively? While there is no one best way to organize activities for international education, many leaders contend that coordinating activities through a central office is essential to integrating curriculum, faculty development, study abroad, foreign student activities, and overseas development efforts.

At large universities with multiple overseas activities, such coordination seems especially necessary. For instance, Davydd Greenwood, director of the Mario Einaudi Center for International Studies at **Cornell University**, reports that until his office undertook a survey, no one in the university knew how many inter-institutional agreements existed between departments or schools of the university and overseas institutions. The School of Agriculture and the School of Business and the School of Engineering might all have faculty exchange or joint research agreements with neighboring institutions in Poland yet not be aware of each other's exchanges—nor would the study abroad office or the foreign student office be informed of such agreements. Faculty members teaching international business may be unaware that economics faculty members have specialized knowledge of business conditions in Latin America because of a USAID project there. Sociology faculty teaching about the family in Japan may be unaware of the presence on campus of students or faculty in other departments who could add to the richness of a course by recounting their personal experiences.

A central office is most usefully headed by an administrator at a senior level—a dean or senior director—who has real influence with both faculty and administration. This administration ideally should have a separate budget that can be used to supplement departmental budgets for faculty development and travel. Most international offices also help identify outside funding sources and prepare grant or contract proposals. These additional rewards encourage faculty to work with and support the central office.

Of course, there are some hazards to centralization. Unless careful attention is paid to involving all the units that may be affected in the decision-making process, departments, schools and other of-

fices may not be supportive or may abandon their own responsibilities in the international area. In difficult financial times, or with changes in the interests of the central administration, an international office could be eliminated and its functions (and budget) not redistributed to the individual units. Decentralized models for administering international curricular activities can have the advantage of widespread faculty support, designated personnel in departments and programs who teach, and a network of individuals who are involved in making decisions. It may be difficult to cut only the international components from these budgets. However, having more people involved means spending more time coordinating activities and establishing policies. Also, without a central office, the overall impact of international activities may be less visible.

For specific curricular activities, programs may be coordinated within centers or institutes that deal with many departments, or they can be loosely coordinated by international education or area studies committees of interested faculty from several departments. The physical location of offices can encourage cooperative activities among campus units responsible for international education. When possible, the international affairs office on campus should be centrally located and placed in proximity to other offices that deal with international issues, e.g., the foreign language department, the international relations faculty, and the study abroad coordinator. Several models are discussed below.

International Studies Offices and Centers

One common approach on campuses is to coordinate international activities through an office or center. Offices of international studies often grow out of expanding activity in international projects that include academic work and exchange programs; these units develop as institutions expand their international involvement. When **Delaware County Community College** received a Title VI-B grant from the Department of Education to enhance the export opportuni-

ties for businesses and industries in the Delaware Valley, the college established ties with trade representatives and academic institutions in Taiwan. With additional international activities, including a Center for Italian Studies, a newly initiated faculty exchange program, and student study abroad programs, a need for an Office for International Studies emerged.

At large universities, international studies offices often act as liaisons with other campus centers. One of the oldest of this kind is the International Studies and Programs Office at **Michigan State University**, which was established in 1956 to coordinate, oversee, and encourage the growth of all university international activities. Its responsibilities include promoting technical assistance and developmental research programs around the world; encouraging research, program, and outreach activities among area studies centers; supporting faculty development; supervising study abroad and foreign student activities; and forging linkages with counterpart institutions abroad. (See program description, Chapter 4.)

Sometimes the new units are designed to cross disciplinary boundaries. In 1989, **Lincoln University** launched a Center for Public Policy and Diplomacy to help provide an international dimension to its curriculum. The center is housed in the International Affairs Institute along with the Center for the Comparative Study of the Humanities. Specially selected faculty mentors help honors students enrolled in the program design their course sequence. Cocurricular activities and student internships in internationally focused organizations give the center a special identity. (See program description, Chapter 4.)

Regional Centers for International Studies

Title VI, Part B of the Higher Education Act provides for new "Centers for International Business Education." The Department of Education provides three-year grants to higher education institutions to help plan, establish, and operate Centers for International Business

Education (CIBE) that serve geographic regions. The **University of Michigan School of Business Administration** established such a center to serve as a regional and national resource center for the academic, business, and professional communities. The center acts as a funding source, advocate, and administrator for innovative programs. Housed in the Business School, the center is part of an institutional network that provides other institutions with extensive workshops, seminars, and written materials such as international business case studies. It sponsors faculty seminars that bring together business and nonbusiness faculty and encourages nonbusiness faculty to teach in the Business School. With the highest percentage of minority students in the top ten business schools in the United States, the University of Michigan elected to work extensively with historically black colleges and universities in its regional outreach activities. (See Texas A&M in Chapter 4 for additional examples.)

Consortia

Inter-institutional collaboration can enrich curricula, facilitate faculty development, and allow colleges and universities to do more with limited resources, especially in times of budget cuts. Such collaboration may be formal or informal and range from inter-library loan agreements to cooperative degree programs.

An intensive curricular cooperation takes place within **Five Colleges Inc.** in western Massachusetts. Amherst, Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts at Amherst share many resources and faculty. They have the advantage of geographic proximity; the greatest distance between any two is 11 miles. Students at any of the institutions may register for courses at any of the others, requiring only the permission of the student's academic advisor and the availability of space in the class. A Five Colleges bus transports students every halfhour. All five libraries are open to students from all the institutions; inter-library loans are also common.

Several Five Colleges academic majors already exist (e.g., astronomy, dance) and more are planned. The Five Colleges office publishes yearly lists by fields of courses at all five institutions in such areas as Latin American studies, Asian studies, peace studies, Japanese, Chinese, and environmental studies. As a result of hard work by faculty and staff, many departments now consult with one another about area and disciplinary needs before appointing new faculty. In addition, outside funding has enabled the consortium to make a number of one- to three-year faculty appointments to offer advanced foreign language and area studies courses at several of the institutions.

Also, with the assistance of outside grants, Five Colleges has established a Five Colleges Foreign Language Center, which offers state-of-the-art equipment and technology, including video satellite downlinks and various forms of computer-assisted instruction. Distance learning courses will be offered in several of the least commonly taught languages, such as Hindi and Tagalog.

Other consortia have depended somewhat less on outside funding and more on the initiative of faculty members. Ten year ago, a political science professor at **West Virginia University** began an effort to help faculty members throughout the state who wanted to strengthen international education programs at their institutions. A statewide survey of all faculty in the fields of international studies, area studies, and foreign languages asked what services they needed and would use. Based on the survey, a proposal for Department of Education Title VI funds was developed and funded. A collection of videotapes, films, and curricular materials has been made available to all faculty. Funds are made available to support faculty attendance at conferences, with a requirement that faculty provide a written report of how they will use what was learned at the conferences in the classroom.

Presidents of the participating institutions receive regular reports of consortial activities. When the Title VI funds ran out, those presidents were already enthusiastic supporters of the consortium.

They persuaded the legislature to fund the continuation of the consortium with state funds.

Recent spin-offs of the consortium include a statewide study abroad project and a new consortium of four colleges that are close enough to share faculty and allow cross-registration of courses and coordinated library purchases.

The **Virginia Tidewater Consortium for Higher Education**, in cooperation with the Public Broadcasting Service, offers college courses by television to its 14 members and to the general public. The consortium also broadcasts news programs in French and Spanish that may be used by college and high school foreign language faculty.

For more than ten years, the **Pennsylvania Council for International Education (PaCIE)** has brought together faculty members and administrators from public and private colleges and universities in Pennsylvania to share information about their programs and to discuss policy issues. From 1983 to 1989, the council, in cooperation with the University of Pennsylvania, administered a Title VI grant that brought together institutions trying new approaches and consultants who were experts in particular areas. The program brought participants and consultants to a conference for discussion of both the projects and major issues, and then provided continued year-long consultation and campus visits. Minigrants to the participants were awarded on a competitive basis; they facilitated the purchase of materials or faculty attendance at other conferences.

Faculty and administrators in Virginia have recently organized the **Virginia Council for International Education**. Open to all public and private colleges in the state, the council plans an annual conference (the first was held in October 1991) and the building of a database to encourage cooperative efforts. Their first project was the compilation of a description of international studies, study abroad, area studies, and foreign language programs at all Virginia institutions.

Among the older and better-known consortia are the **Associated Colleges of the Midwest (ACM)** and the **Great Lakes**

Colleges Association (GLCA). Both are comprised of undergraduate liberal arts colleges, ACM with 13 and GLCA with 12 members. One major activity of both is a range of off-campus study programs for students. GLCA organizes its programs by using one of its members as an "agent college" that undertakes the management of a particular program on behalf of all members. This directly involves faculty members and administrators from the agent college; for instance, a leading scholar in Japanese history directs a Japan study program, and a professor of Spanish directs a program in Colombia. ACM has chosen a centralized model, with study abroad programs managed from the central office. It uses teams of interested faculty members as specialists for the programs, which have been run in India, Costa Rica, Yugoslavia, and Europe.

Finding Support for Curriculum Efforts

While many projects to internationalize the curriculum can be undertaken without significant outside financial support, sooner or later most institutions will develop plans that cannot be financed with institutional resources alone. This section does not present a comprehensive guide to funding sources (several excellent guides are referenced in Appendix C), but rather reviews some of the basics of good fundraising techniques and offers some examples of successful institutional strategies.

First, and basic to everything else, is the need to include the development of foreign language and international studies as part of strategic planning, budget planning, and overall planning for fundraising efforts. While a "bits and pieces" approach may result in some interesting individual projects, rarely will it bring about long-term institutional change. Moreover, the sources to which an institution turns for bits and pieces funding will want to know how those individual projects fit into the institution's overall plans and how they will be continued after initial funding is spent.

Second, when approaching either government agencies or foundations for funding support, it is important to describe *specifically*

the purpose of the proposed project. Anyone who has read grant proposals can testify that this advice is frequently ignored. Some institutions submit proposals to "improve international education" or to "internationalize the campus." They devote several pages to general description of the reasons that such an effort is of national importance and then propose large amounts of reimbursed released time for faculty to develop new courses or funds to hire a new Japanese teacher. They include plenty of money for staff and secretarial support. But they give little evidence that the institution is committed to an international mission, or that they have significant support from other important faculty and administrators, or that they have thought through what will happen when the funded project is completed and the money runs out.

Third, an institution must include a strong argument regarding its "fit" to the project. How does it fit into your mission? What special strengths do you have that this new project or program will complement? Don't pretend you can do everything; emphasize that you have made choices.

Fourth, grant seekers should know their funding source and should include in each proposal how this program fits the interests of that particular agency or foundation. Information can be obtained through foundation directories or annual reports and government agency guidelines. Government agencies usually spell out their requirements in detail in their guidelines and grant applications; these even explain how many points their proposal readers award to each criterion. For both government and foundation grants, talk with the program officers before beginning to prepare the proposal; most of them will be quite open about whether or not the proposal would be of interest to them. Foundations usually prefer to get a brief concept paper before you submit a formal proposal.

Fifth, provide an evaluation plan. Funders want to know how the success of the project will be judged. A good evaluation plan will help grantees monitor the project as it progresses, modify approaches,

and determine the successes (and equally important, the failures) of the completed project.

Sixth, grant seekers should pursue multiple sources. If one can't help, another one may. Local corporations or foundations may offer seed money or money to help round out partially funded projects. You will need to develop a convincing presentation and know the interests of the businesses you are approaching. Small amounts of corporate funds may be available (corporations often donate $200-$2,000) as unrestricted funds for your international office. Unrestricted funds can give your office the flexibility to send a faculty member abroad, to send someone to a conference, or to stage some special event.

Another possible source of funds is contracts, either from the U.S. government (for instance, the U.S. Agency for International Development) or from foreign governments and universities. Such contracts may fund anything from English as a Second Language programs for foreign students to short-term specialized seminars or workshops to joint research. (Appendix C lists some of the major U.S. government agencies and foundations that support international education.)

Finally, don't give up if you don't get the grant the first time. Success may depend on who else was competing for funds at the same time or on other factors that have little to do with your proposal. Try to find out why the proposal was not funded. With government agencies, you have the right to ask to see reviewers' comments, and program officers often will provide advice on how to improve future proposals.

Chapter Three

Incorporating International Elements into the Curriculum

Most American educators recognize a need to provide an international component in the undergraduate curriculum. They agree that as responsible American citizens, students and faculty need to be informed about other parts of the world. Because the United States is a land of immigrants, learning about other nations helps us understand our own country better. By studying and visiting other parts of the world, we become educated about the multinational, international, and global issues that confront citizens of all countries. As the world's largest educator of students from other countries, we must also attend to the education of foreign students in the United States and on American campuses abroad as part of our international educational efforts.

One often-cited strength of America's decentralized education system is its opportunity for diversity and innovation. The international curriculum for American institutions comes in many forms. This chapter illustrates how institutions change general education core courses; include languages across the disciplines and professions; infuse other international elements into the disciplines; develop majors, minors, and concentrations; and internationalize professional

and technical schools. It gives examples of ways institutions link cross-cultural experiences to the rest of the curriculum, including the use of advanced computer and telecommunications technologies.

General Education Requirements

Where general education and core curriculum requirements exist at undergraduate institutions, the international component of the curriculum is generally found in survey courses on world civilizations or world history courses and foreign language requirements. The revisions these courses undergo over time illustrate a national struggle to provide an approach that is geographically balanced, historically accurate, and international in outlook.

Students at Fifth College, the newest college at the **University of California–San Diego**, began enrolling in a two-year "Making of the Modern World" course in 1988. The six-quarter sequence is designed to improve teaching about past civilizations and cultures and to show how different traditions developed and led to the modern world. Twenty professors have pursued an interdisciplinary approach using philosophy, literature, art, history, and politics. The course moves from prehistory to the present using a comparative approach that covers both Western and non-Western cultures. Following this sequence, students select a region of the world to specialize in, choosing three courses from a variety of departments that pertain to Africa, Asia, Europe, the Middle East, or Pan-America. They are also strongly encouraged to go abroad during their undergraduate years.

As an example of revisions taking place in the way history courses are taught, the faculty at the **City College of City University of New York** obtained a FIPSE grant to help them expand their knowledge of lesser-known historical periods and areas of the world and to write a world civilizations text using primary source materials. They wanted to create a regionally balanced, comparative, and chronological approach to world history. The two-semester required

sequence in world civilizations will reflect the historical legacies of City College's culturally diverse student body, fewer than half of whom were born in the United States. The college turned to the education divisions of New York City's museums and cultural centers for help in developing its comparative approach to world history.

Other institutions have introduced international elements into beginning writing courses by requiring that topics for writing assignments have an international, global, or cross-cultural dimension. **Marist College** wanted its introductory courses to include international themes. The faculty produced "Worldwright: A Rhetoric Reader for Global Awareness," which is a collection of articles on topics ranging from ethnic identity, ecology, and human rights to international business and politics. These resource documents enable faculty from many disciplines across the institution to incorporate readings, discussions, and assignments about international topics.

A Title VI grant to the **Southwestern International Studies Consortium (SISCO)**, a consortium of ten historically black colleges and universities in Arkansas, Louisiana, Mississippi, and Texas, provided faculty development funds to include international dimensions in existing introductory courses in traditional disciplines such as sociology, political science, economics, and history, as well as to create new courses. These institutions used the expertise of faculty with international experience to assist in this curriculum development effort. Each school also agreed to increase student participation and awareness by organizing an international festival on campus.

The **University of Hawaii**, the **East–West Center**, the **American Association of Community and Junior Colleges (AACJC)**, and the **American Association of State Colleges and Universities (AASCU)** are cooperating in a project to infuse Asian Studies into the undergraduate curriculum. Started in 1990, the Asian Studies Development Program is projected as a long-term undertaking. The program begins with a summer institute for 40 faculty members from AACJC and AASCU member institutions. Faculty

from a variety of disciplines spend three weeks at the East-West Center studying Asia through seminars, discussions, and curriculum development activities. The summer institutes are followed by a year of curriculum development at the home institutions and then by opportunities for some summer institute alumni to receive firsthand exposure to Asian cultures through a summer field seminar in Asia. After another year of curricular development at home institutions, the third year will feature in-service workshops on specific themes to be held at regional centers that emerge within the network of participating institutions. The program is funded by the East-West Center and contributions from the University of Hawaii and participating institutions.

Area and International Studies Majors, Minors, and Concentrations

Many institutions are developing area and international studies majors, minors, and concentrations. In one ambitious approach, **Oregon State University** is making it possible for any student, regardless of the major, to complete a degree in international studies concurrently with the traditional degree program. Each department draws up the curricular sequence appropriate for students in its discipline and establishes the number of students who may participate.

At **Iowa State University's** College of Education, students may complete a second major in international studies. Students must demonstrate proficiency in one foreign language, attend International Studies and Comparative Education Seminars, and use electives to concentrate on a particular geographical area or on themes such as technology and social change or the world's food supply.

To administer its interdisciplinary international certificate program, **Connecticut College** established a Center for International Studies and the Liberal Arts. The program permits students in any discipline to pursue interdisciplinary and area-study coursework,

intensive foreign language training, a work experience abroad, and an in-depth study of a particular region of the world (see the president's perspective, Chapter 1).

Kalamazoo Valley Community College developed an Associate of Arts degree and a certificate in International Studies with help from a Department of Education Title VI grant. For the degree program, students are required to take courses in English, which may include language and culture, as well as a political science course, with options in international relations, comparative government, political geography, nuclear and conventional arms, and introduction to political science. A humanities requirement can be satisfied with courses in comparative religions, great ideas, or modern culture and arts. Students also are encouraged to enroll in elective courses such as international business, comparative economic systems, world civilizations, the history of Russia, and women in history. The college relied on local and national consortia of community colleges to support this endeavor. It turned to a large state institution, **Michigan State University**, for training programs in international development through its Center for the Advanced Study of International Development (CASID). It also found assistance from local civic organizations including the Japan Sister City Committee.

Using a variation of this approach, **Bunker Hill Community College** established a 15-credit interdisciplinary Certificate in International Studies. Using a Title VI grant, it developed a sequence of courses consisting of world geography; cultural anthropology; African, Asian, or Latin American history; the option of a second language (French, Spanish, Portuguese, or Chinese) or language and culture course; and a course in either international business or technology and developing nations.

Lehigh University wanted to give students a variety of opportunities to enhance their global and cultural awareness, but the faculty believed that a year or two of required language study would not achieve this goal. A combination of financial constraints and pedagogical concerns about the quality of the language program led

the faculty to redirect their resources toward creating new language courses and additional upper-level offerings for students who were interested in language study. They took this route rather than devoting an enormous share of teaching time to reluctant students who were simply fulfilling a requirement. With help from the National Endowment for the Humanities, Lehigh created two new faculty positions for teaching Chinese and Russian, additions that permitted the institution to create new majors in East Asian Studies and Russian. At the same time, the university expanded its study abroad opportunities. The Arthur Vining Davis Foundation supported the cost of installing a new media resource center to incorporate satellite reception of worldwide foreign language programming.

Foreign Languages Across the Disciplines and Professions

Academic departments at American higher education institutions carefully guard their autonomy. Often, it is as difficult to establish curricular links with other departments on one campus as it is to develop cooperative programs with other institutions. Faculty reward systems tend to discourage teaching courses in other departments or joining interdisciplinary efforts, and faculty members who venture out of their unit do so at their own risk. These institutional constraints make the infusion of international elements across several departments a formidable task. Foreign language departments recognize that using original language is vital to the understanding of cultural traditions when studying the art, literature, and other cultural attributes of a country. But modern language departments, like many other disciplines, have been isolated units on college and university campuses; they have limited campus-wide impact.

This situation is changing. Proficiency in more than one language is now recognized as an advantage in many disciplines and careers. Some modern language departments are actively pursuing and being pursued by other departments and schools to assist with a growing need to use as well as appreciate languages other than

English. Foreign language requirements for admission and graduation are being revived. Foreign language courses are more likely to emphasize communication skills as well as cultural appreciation of artistic and literary contributions. Students today frequently must demonstrate proficiency in second language reading, writing, speaking, and listening. Social sciences, physical sciences, and professional schools often include readings in languages other than English or incorporate films and videotapes produced in other countries in their courses.

St. Olaf College was concerned about the effects of the foreign language "graduation requirement syndrome" on its students, particularly on those majoring in science and mathematics. To encourage students to go beyond the minimum three-semester language requirement, the faculty developed a set of options for an Applied Foreign Language Component (AFLC) certificate. The certificate provides an incentive for the students to complete the additional coursework. In one option, students who complete the fifth-semester course in a foreign language can enroll in courses in other departments, including history, religion, and music, where foreign language readings replace approximately 50 percent of the normally assigned required readings. An additional weekly hour of group discussion in the foreign language is cotaught by the course instructor and a language instructor.

After taking two such courses, students' transcripts certify them for the AFLC. Other ways to qualify for the AFLC are to participate in an internship or a study abroad program in another country. (See program description, Chapter 4.)

Through its Center for Language Studies, Brown University faculty seek to integrate language study with other academic disciplines. They are experimenting to find out which language skills improve when foreign languages are used in a social science context, and whether students will learn the language and discipline better when the two are integrated than when they are separate. Foreign language elements appear in history and area studies courses, and

discipline-related discourse strategies enliven the foreign language courses. Students taking international relations learn French; those in some political science and Latin American studies courses learn Spanish; students of history and African-American studies learn Portuguese; and Russian is spoken in Russian studies courses. These social science courses introduce vocabulary, syntax, and intonation, and they incorporate discussions of important historical events of the country under study.

Since not every student is prepared to analyze primary documents in languages other than English, Brown offers the foreign language option as a section of a larger class to students with intermediate and advanced language skills. These students attend the same lectures as the rest of the class but go to special discussion sections and complete 25 percent of their readings in the second language. Native speakers are encouraged to enroll in these sections to provide linguistic models.

Other ways of including language across the curriculum have been adopted by **Kapiolani Community College**, one of seven colleges in the University of Hawaii Community College System. Kapiolani is committed to providing a curriculum for students living in a multicultural environment through diverse foreign language offerings, exchange opportunities for staff and students, and other activities. Their Asia-Pacific Program emphasis is rooted in a strong language-arts department offering nine Asian-Pacific languages, including lesser-taught languages such as Samoan, Tagalog, and Korean.

Kapiolani introduced new courses into the curriculum to support relationships between the foreign language program and the humanities, natural and social science disciplines, and vocational fields. The business education program actively encourages students to take advantage of basic conversation courses, and students studying international marketing are encouraged to take higher-level Asian-Pacific language courses to better appreciate the cultural environment in which they are doing business.

Language study also has been incorporated into a wide variety of existing humanities, social science, and science courses. An Asian philosophy course explicitly links language with culture. Asian history courses discuss examples of the historical and cultural role of language in the evolution of Asian civilizations, such as the unifying role of the Chinese writing system in the cultural and intellectual traditions of China, Korea, and Japan, or the way in which English became a powerful tool in British attempts to colonize and unify South Asia. Nursing students are required to take cultural anthropology. They investigate the relationship between language and perception in the cultures of India, Thailand, Indonesia, Samoa, ancient Hawaii, and New Zealand.

The Professional School Curriculum

Increasing international competition for jobs and internationally focused professional accreditation standards provide incentives for faculty in professional schools to expand a curriculum that traditionally prepared students for work in domestic markets. Many schools now include programs with area studies concentrations, focus on international aspects of specific industries, and teach their professional courses from an international, comparative perspective. Undergraduates enroll in many of these programs.

Engineering

Michigan Technological University was interested in making students more employable by companies with commercial ties to the European Community. With a grant from the Department of Education, faculty added commercial and technical French and German to their existing foreign language offerings and developed a European Policy Studies course to help students understand the economic and political systems of Europe as they relate to technology transfer. The humanities faculty offered a course in the history of Western technology to provide a historical framework for the program.

International studies and foreign languages are not compulsory for the program, but two certificate sequences are available: a Foreign Language and Area Studies Certificate and an International Society and Technology Studies Certificate. These certificates have become popular despite the fact that they require substantial effort on the part of students to add to an already full schedule. (See program description, Chapter 4.)

Through collaborative efforts of its College of Engineering and its Department of Languages, the **University of Rhode Island** created a five-year International Engineering Program that leads to joint degrees: a Bachelor of Arts in German and a Bachelor of Science in any of the engineering disciplines. A grant from FIPSE allowed the university to release faculty to plan courses, travel to Germany, and make organizational changes in the major. The program offers German language courses for engineering students, a six-month internship with an engineering firm in Germany, and senior-level engineering courses taught in German. (See program description, Chapter 4.)

With most of the world's mineral and energy resources located in the developing nations, the **Colorado School of Mines** recognized a need to broaden its mining programs to include an international dimension. In 1988, the school inaugurated a Department of Global Systems and Cultures, where students may minor in international political economics. Students enroll in social science-based courses focusing on Latin America or Asia and study the language of the country in which they wish to complete a field practicum.

Students may also go abroad to participate in projects as practicing engineers. Although costs of foreign travel restrict student participation, private and state-owned enterprises help underwrite the costs of room, board, and pocket money. (See program description, Chapter 4.)

Business

Business schools prepare students to work in domestic industries where international competition has intensified, as well as in multinational businesses. With an eye toward giving students marketable job skills in international business, the **City University of New York–Staten Island** designed *Cultura e Commercio*, a culture and commerce program that combines a liberal arts major with an international business focus. Members of the business community wanted to hire generalists with foreign language fluency who could work with people from diverse cultures and who had enough competence, confidence, and sensitivity tc 'ive in a multicultural, bilingual business environment. The institution decided to build the program within the arts and science curriculum by supplementing liberal arts requirements with business courses.

As 65 percent of the university's students come from Italian backgrounds, Italy is a natural focus for study. Students begin or continue studying Italian when they come to the university. In their second year, they declare a major in art, economics, English, history, international studies, or political science and enroll in a sequence of courses in international business. In their third year, they spend a semester at the *Scuola Lorenzo de Medici* in Florence, Italy. In their last year, they are placed as interns in an Italian or Italian-American firm that cooperates with the program. A FIPSE grant made it possible for liberal arts and business faculty to design the curriculum and implement this program. To gain support among the business community, the institution established an Italian-American Partnership Executive Board. Because the cost of studying abroad was a barrier for many students, one of the main functions of this committee was to solicit financial support.

Clemson University believed that the best way it could help its business students market themselves upon graduation was to help them become more culturally sensitive. With the help of a FIPSE grant, the university created a Language and International Trade major. Students select a foreign language track (French, German, or

Spanish) and one technical option (international agriculture, textiles, tourism, or global marketing). Then they choose their liberal arts courses with an international focus in mind. German-track students take courses such as German civilization, contemporary German culture, German syntax, technical German, modern German literature, economic geography, marketing, management, business and technical writing, and international politics. Courses prepare students for certificates issued by chambers of commerce in cities around the world. Examples include the Certificate in Business German issued by the German-American Chamber of Commerce; the Certificate and Diploma in Business French, issued by the Paris Chamber of Commerce and Industry; and the Certificate and Diploma in Commercial Spanish, issued by the Madrid Chamber of Commerce and Industry.

At **Eastern Michigan University**, business administration undergraduates may obtain a double degree, one from the College of Business and one from the College of Arts and Sciences. The Language and World Business joint degree prepares students who plan to enter careers in world business, international government, or public administration that require fluency in two languages. Students generally take ten semesters to complete the program, which includes general education requirements, specialized studies in literature and languages for business or international trade, core business courses, and other international courses, such as history and geography of a world region, world business communications, and comparative economics. Students must complete an internship in a company; they are strongly encouraged to go abroad for this experience.

Education

Like many professional programs, teacher education is filled with required courses. Therefore, **Indiana University** did not add additional courses, but instead spread international content throughout the curriculum. Arts and sciences faculty teaching liberal arts courses

to prospective teachers, education faculty, and cooperating teachers from surrounding elementary and secondary schools participated in this curriculum effort. With help from a FIPSE grant, participants at the university's four campuses selected 13 courses required of elementary education majors and developed international modules. International biographies and folktales were introduced into a children's literature course, and global issues such as nutrition and world population growth became part of the required biology class.

Sending student teachers abroad is another way to internationalize education programs. American universities operate a variety of overseas student teaching programs, many of which are coordinated through a **Consortium for Overseas Teaching** with headquarters at the **University of Kentucky**. The consortium provides student teaching placements and supervision in educational settings outside the United States. Future teachers placed in other parts of the world have the opportunity to try their educational theories in classroom settings within the context of a new country, a new culture, and a new style of life. Some go to public or private schools; others work in U.S. military schools. Institutions including the **University of Kentucky**, the **University of Minnesota–Morris**, **Iowa State University**, the **University of Nevada at Las Vegas**, **California State University–Fresno**, and **Lock Haven University of Pennsylvania** all have active student-teaching abroad programs.

Students at **California State University–Fresno** may participate in a Mexico student teaching program for half of their student teaching experience. Many Mexican families from the Monterrey area are part of the agricultural migrant stream of people who eventually settle in Texas, Arizona, New Mexico, California, Oregon, or Washington. This teaching experience provides teacher candidates with an opportunity to live in the home culture of many of the children they will eventually teach in American classrooms. During the first eight weeks, students teach in an American classroom in the Fresno area, enroll in an international education course, and complete an independent study comparing Mexican and U.S. educa-

tion. They spend the second half of the semester in Monterrey, Nuevo Leon, Mexico, living with families near the school in which they teach. They are assigned to bilingual classrooms but use English as the language of instruction. While there, they also conduct an independent study comparing Mexican and U.S. education and may enroll in a conversational Spanish course at the *Instituto Technologico of Monterrey.*

Education students who cannot go abroad can link to educators in other countries through computer networks like INTERNET. The **University of South Dakota's School of Education** helps education students connect electronically with students and teachers from other countries and cultures.

Schools of education often work with local elementary schools to develop global education curriculum materials. School-university partnerships such as the Mid-America Program in Global Education at **Indiana University**, the California International Studies Project initiated by **Stanford University**, the Center for Teaching International Relations at the **University of Denver**, and the Mershon Center at **Ohio State University** work extensively with local schools. **Florida International University** and the Dade County Public Schools also work in partnership to infuse a global perspective into the K–12 curriculum in the schools and in the teacher training programs at the university. Their Global Awareness Program mutually reinforces pre- and in-service training components by pairing beginning social studies teachers with globally trained supervising teachers for student teaching.

Some educational consortia link teams of teachers from more than one country to consider curricular and research issues. One of the largest is the **USA-China Teacher Education Consortium**, which was founded in 1986 to improve understanding and educational cooperation between American and Chinese educators. This organization helps colleges, schools, and departments of education manage exchanges, conferences, workshops, and collaborative research and curriculum projects. Membership in the consortium

consists of 40 American and more than 100 Chinese and Thai teacher education institutions.

Forestry

The **University of Montana** recently established an interdisciplinary undergraduate specialization in International Resource Management (IRM). Students wishing to complete this program take the normal courses for a B.S. degree in forestry and specialize in Resource Conservation, Forest Resources Management, Wildlife Biology, Range Resources Management, or Recreation Management. Students also enroll in two interdisciplinary core courses in Sustainable Resource Development and Social Forestry. Internships provide practical experience in a contrasting cultural setting. Some students assist the Bureau of Indian Affairs and tribal forest, range, and wildlife resource managers on the Blackfeet Reservation in Montana; others work with nongovernmental conservation program officers on buffer zone management projects in a national park in Sumatra, Indonesia and assist government resource managers and nongovernmental conservation organizations in park development and management projects in Belize.

Linking Study Abroad to the Curriculum

Colleges and universities are paying more attention to planning and integrating study and internships abroad into the rest of the curriculum by building ways to prepare students for experiences abroad and finding ways to help students use these experiences in the courses they take when they return.

Earlham College weaves study abroad experiences into students' programs of study so that the stay in another country is an integral part of undergraduate education, not just an interlude in college life. Students devise a "bridge activity" in conjunction with a faculty member whose course they will enroll in when they return

from study abroad so that their overseas experience enriches and extends their subsequent coursework. (For a presidential perspective on Earlham, see Chapter 1.)

Some institutions include in their mission statement the intent to develop a student's ability to communicate with people who hold differing views of the world. For **Goshen College**, a Mennonite institution, helping students become aware of and open to other cultures is a central educational goal. It supports its international activities through institutional funds and student tuition. About 80 percent of its students spend one 14-week study-service term in a developing or significantly different culture, with a special emphasis on Latin America and Caribbean countries. Seventy-five percent of the faculty have lived or studied abroad.

Students prepare for their trip by taking foreign languages that emphasize conversation and culture. They attend orientation sessions given by faculty members and by other students who have been abroad. During the first half of their visit, students stay in a group and learn about the language and culture from nationals of the country. In the last several weeks, they move to individual work assignments.

Kalamazoo College has a long-standing commitment to sending students to other countries. It began its study abroad programs in 1958, and even though it has never required participation, the college consistently has the highest percentage of study abroad participation of any institution in the United States. This participation is partly attributable to the college's calendar, which is arranged so that students may participate in foreign study regardless of their major and still graduate in four years. In addition, the variety of programs offered makes different kinds of linguistic, academic, and personal demands on students, so they can select the one that most fits their needs. Kalamazoo students also continue to receive financial aid while abroad.

At most institutions, even those with seasoned study abroad programs, the proportion of students who travel to other countries is substantially lower than the participation rates at either Goshen or

Kalamazoo. The recent emphasis on study abroad by the European Community through its ERASMUS program has prompted American educators to search for ways to reduce barriers that limit the numbers and kinds of students who go to other countries.

Intercultural Study in the United States

One goal of an international education—to learn about people from other countries—can be satisfied to some extent without leaving the United States. Recognizing the rich cultural and ethnic diversity of people across America, higher education institutions are turning to their faculty, their students, and members of their surrounding communities who come from other countries for advice and support in promoting cross-cultural educational experiences.

California State University at Stanislaus uses its recently arrived Cambodian immigrant community as an academic resource to help students learn about working with people from another country. The core of its FIPSE-funded project is field work involving upper-division students working in teams with community college faculty and local service providers. Students drawn from sociology, anthropology, education, and nursing use their skills to address the needs of Southeast Asian refugees. An academic program built around this experiential core includes aspects of Southeast Asian culture infused into required courses in the students' disciplines, a Cambodian language and culture immersion course taught at the field site, a course in intercultural communication, and a teacher-training course on social studies curriculum that draws on experts from the minority community. A course in spoken Cambodian uses the format developed by the National Association of Self-Instructional Language Programs (NASLIP) and is taught in conjunction with native speakers who act as tutors. This model is one way to expose students to and help them understand other cultures without burdening them with the cost of travel to another country.

High-Technology Applications

Using technology does not automatically guarantee instructional improvement. Because no one system serves all instructional needs, educators must consider what they want students to learn before they can determine appropriate technological applications. The range of tools now available allows faculty to fit the technological applications to their particular course goals. Some technology puts learners in direct contact with members of other cultures. Institutions can receive news and other programs by satellite downlinks, which provide current but often unedited information. To remedy this difficulty, they can use direct telephone connections or computer links that provide translations, or they can participate in "remote learning" via educational television networks. Institutions also purchase programs with accompanying instructional materials and use interactive courseware with combinations of computers and videodisks.

In 1985, the **University of Maryland at Baltimore County** created a monthly French language and culture video magazine to supplement French courses. Entitled *France-TV Magazine*, the program features stories about cultural, political, and current events from those broadcast on television programs in France. The news department of *Antenne 2*, a Paris network, compiles the programs from its 30-day archives of actual news broadcasts. The Public Broadcasting System (PBS) distributes them in the United States nine times a year. Each 60-minute program begins with major news stories. Brief segments on French politics, economics, theater, film, music, and literature follow the news items. With grants from FIPSE, the university compiled background information for each broadcast, as well as a complete audio track transcription. Materials for the teachers highlight key words, expressions, and linguistic structures included on the tape. The audio-track is a source for comprehension exercises. The video track provides an opportunity to teach students how to interpret nonverbal information, such as the way French speakers use interpersonal space, eye contact and avoidance, and gestures to communicate with one another. A conversation and composition

section of the teaching materials offers ideas for oral activities and themes for written exercises. Finally, a "culture in contrast" section encourages teachers to ask students to compare patterns of living in American and French culture by engaging in role playing and simulation exercises. Similar supplements in Spanish began in 1991.

The **Massachusetts Institute of Technology (MIT)**, supported by a grant from the National Endowment for the Humanities, used videodisk technology and computer programming to integrate cultural information into elementary foreign language instruction. First, MIT created a videodisk called *Direction Paris*, the story of a young Frenchman named Philippe who was searching for a place to live. Philippe's task, and the job of the student operating the program, is to locate a new apartment. In the process, the user meets several characters on video who speak Parisian French at native conversational speed. Students may replay the video or call up unfamiliar words from a glossary. Philippe's and the student's success in finding an apartment depends on comprehending the material presented.

A faculty member at the **University of Massachusetts at Boston** created a course to assist students in learning nonverbal aspects of communicating in French, such as the use of facial expressions and hand and body gestures. *In the French Body* uses an interactive videodisk and computer program to help students learn and accurately act out one-minute unscripted conversations between French speakers. Through this technique, students sharpen their awareness of both verbal and nonverbal communication.

Southwest Texas State University also is developing an interactive videodisk project to help foreign language faculty teach listening comprehension. "Libra" is an authoring system for the Macintosh computer that will enable foreign language faculty to develop their own interactive listening/comprehension videodisk programs. The instructional effectiveness of the program will be evaluated in courses in Spanish, French, and German at Southwest Texas and in Spanish courses at an urban community college and a selective liberal arts college.

Ramapo College's International Telecommunications Center uses television and satellite technology to broadcast and receive programs from other countries for use in courses. An inexpensive audioconferencing capability also gives Ramapo students an opportunity to interview people from other countries. The college now underwrites part of the cost of the facility by providing teleconferencing services to local businesses. (See president's perspective, Chapter 1.)

The University of Maryland at College Park's political science department created a computer-assisted simulation that connects individuals and institutions interested in international and foreign language studies through a computer network. In the program, called ICONS (International Communication and Negotiation Simulation), student teams assume the roles of foreign policy makers and negotiate on behalf of the nations they represent. Each semester, students grapple with problems such as international monetary crises, balance of trade, abuse of human rights, terrorism, and arms control.

The aim of the simulation is to increase participants' understanding of the complexity of international issues, including what is involved in government decisions and what it feels like to make decisions using a different set of cultural perspectives and problems. To join the simulation, teams need only a terminal, a modem, a printer, a telephone line, and communications and word-processing software to link them to central computers at the University of Maryland. Teams participate from countries around the world, including Argentina, Canada, France, Japan, and Israel.

Chapter Four

Institutional Program Descriptions

Curriculum development occurs in institutional contexts amid the constraints of faculty and administrator interests, student needs, and competing budget priorities. Successful innovations require a delicate balance among what faculty and administrators are willing to support, what students perceive as valuable academic programs, and institutional time and resource constraints.

The following profiles illustrate how ten colleges and universities have achieved this balance and succeeded in expanding their international offerings. Program and project directors at these institutions contributed the descriptions. All of the institutions mentioned have other ongoing international activities; these summaries should not be interpreted as a comprehensive description of their offerings.

Lock Haven University of Pennsylvania

Founded in 1870, Lock Haven University is a public liberal arts and teacher-preparation institution that is part of the Pennsylvania State System of Higher Education. It awards the A.A., B.A., and M.A. degrees in more than 70 programs offered through the College of

Arts and Sciences and the College of Education and Human Services. The university enrolls approximately 3,500 undergraduates.

International Aspects of the Curriculum

In 1974, the Commonwealth of Pennsylvania honored the university with a "special mission in international and multicultural education" award in recognition of its international achievements. Lock Haven established 24 exchange agreements, allowing its students and faculty to study and teach in Asia, Latin America, Australia, and Eastern and Western Europe. Since 1971, when the first exchange began, almost 2,000 students have participated in the international program. The university is also a member of NAFSA: the Association of International Educators and the Pennsylvania Council for International Education.

Institute for International Studies

The Institute for International Studies administers the international program, which is organized into regional centers: the Center for British Studies, the Center for Western European Studies, the Center for East European Studies, the Center for Latin American Studies, the Center for Australian Studies, and the Center for Asian Studies. Program costs for study abroad are about the same as the cost of staying at Lock Haven to study. A service fee funds visits by the dean and also supports field trips for the foreign exchange students studying at Lock Haven.

The international exchange program annually sponsors visiting faculty who offer language and culture courses in Chinese, Japanese, Polish, and Russian/Ukrainian studies. Students often begin language training at the university and complete their requirements at one of the institution's partner universities abroad.

Organizational and Academic Requirements

Students must have a minimum 2.5 grade point average to qualify for an exchange, submit recommendations that verify a high level of maturity, and undergo a personal interview. Students can be eligible

as early as the second semester of the freshman year, and students may enroll in all programs regardless of their major.

In most instances, specific course requests are submitted and acknowledged prior to participation, but in some cases students enroll in a set schedule provided by the host university. Generally, students pay their tuition, room, board, and other fees to Lock Haven and simply exchange beds with their counterparts from other countries. A representative from the international office visits the partner university annually to evaluate the program.

Pre-departure orientation sessions involving former student and faculty participants are held for each program, and on-site sessions are arranged by the host universities upon arrival. Cultural excursions to New York, Washington, Philadelphia, Baltimore, Pittsburgh, Harrisburg, and Niagara Falls are provided for the visiting students. The partner universities reciprocate with similar cultural activities. Students may also receive credit for short- or long-term internships, if they are approved in advance.

Faculty Development

Faculty exchanges are an integral part of the international program, with a goal of 5 percent faculty participation every academic year. To achieve that goal, the university has developed a housing complex (International House) that provides on-campus accommodations for 15 visiting faculty. Other exchanges are facilitated by direct faculty-to-faculty swaps of houses and automobiles. The university provides full salary, benefits, and round-trip transportation for all faculty engaged in overseas assignments.

Teacher Preparation

The Overseas Student Teaching Program provides teaching candidates with an opportunity to complete a portion of their practice teaching in a foreign culture. Placement sites for elementary, secondary, and special education exist in Germany, Austria, Belgium, England, Scotland, Australia, Japan, and Ecuador. The student teacher has an on-site

supervisor assigned by the host school and is visited and evaluated by a Lock Haven faculty member while engaged in the program.

Students return with improved language skills, heightened awareness of our complex world, greater interest in learning, and a higher level of maturity and self-confidence. The experience fosters adaptability and self-reliance, in part because few other Americans are in residence at any of the partner institutions.

Contact: John W. Johnston, Dean, Institute for International Studies

St. Olaf College

St. Olaf College is a private, church-related, four-year college located in Northfield, Minnesota, approximately 40 miles south of Minneapolis and St. Paul. The institution was founded in 1874 and currently enrolls about 3,000 students in 25 academic departments. For nearly 30 years, the college has had a formal program of overseas study. Approximately 60 percent of each graduating class over the last several years spent at least one term abroad.

Core Curriculum

The general education program has been based on the widely practiced distribution system, defined in terms of courses offered by specific academic departments or divisions. A recent program revision redefined general education in broader terms by replacing the department/division requirements with categories such as "Western cultural studies." Western and non-Western cultural studies are part of both the old and the new curriculum. Nine foreign languages are offered, with majors available in seven. As of 1992, four semesters of foreign language proficiency are required.

The Applied Foreign Language Program

During the 1987–88 academic year, faculty from foreign language departments, other humanities departments, and the sciences met

to explore possibilities for countering the long-standing curricular isolation of foreign languages on the campus. Out of this discussion came two curricular development proposals that received multi-year funding by the National Endowment for the Humanities and FIPSE.

Faculty and Course Development

The major elements of the grants are faculty and course development, materials acquisition, and program/course evaluation. Although a few completely new courses have been developed, the primary focus is on integrating foreign language use into courses that already exist. The course instructor (who has at least an advanced reading knowledge of the foreign language) works with a colleague from the language department in the summer to develop a set of optional foreign language readings for the selected course, which substitute for approximately 50 percent of the English language texts that normally would be assigned. The foreign language texts, along with an additional hour of discussion per week in the foreign language with both the "text" and the foreign language instructors present, constitute the foreign language component for the course. Students who elect to do the optional readings receive an additional hour of course credit. Upon completion of two such courses, students are awarded transcript certification for the "Applied Foreign Language Component" (AFLC).

In addition to its more immediate outcomes, the program has fostered new relationships between the foreign language faculty and those in other disciplines. It also has heightened the value of second language proficiency among faculty. All candidates interviewed for faculty appointments are questioned about their foreign language competence.

Preliminary results suggest that the use of the second language channel enhances content learning in the respective disciplines. Finally, the students have perceived the two instructors as co-learners: the foreign language teacher in terms of the disciplinary

content, and the disciplinary specialist in terms of command of a second language.

Future Plans and Prospects

The major cost of the AFLC program is additional instructors' salaries. Under the grants, the language instructor is given a one-course release from a normal language course for the first time the AFLC course is given. Thereafter, the language instructor receives only an "overload" stipend. Although the college has generously agreed to provide this stipend beyond the grant periods, it is yet to be seen how long the faculty will be willing to take on this extra work. The second NEH grant supports "foreign language readings-enriched" courses, which have fewer optional texts. These are taught by bilingual disciplinary instructors, with occasional meetings with foreign language faculty to discuss the optional readings.

Contact: Dr. Keith O. Anderson, Professor of German

Dickinson College

Dickinson College is an independent liberal arts college devoted exclusively to undergraduate liberal arts education. Founded in 1773, Dickinson is located in Carlisle, Pennsylvania, 25 miles southwest of the state capital of Harrisburg. The college currently enrolls approximately 2,000 students and awards the B.A. and B.S. degrees.

Core Curriculum

Dickinson offers a traditional liberal arts program in which students fulfill distribution requirements across broad segments of the curriculum and choose a major field of concentration that provides in-depth study. Students must complete one course in comparative (non-Western) civilization as part of the graduation requirement that takes them through three or four semesters of language begun at the college level.

International Aspects

Supported by two grants from the National Endowment for the Humanities, the college fashioned an international studies program that combines rigorous foreign language instruction and access to opportunities for foreign study at its own centers abroad with majors and minors in a wide variety of area studies.

In 1964, Dickinson established the Center for European Studies in Bologna, Italy. The Bologna center attracts social science majors with an interest in European affairs. In 1985, the college expanded its overseas studies centers by creating junior-year-abroad programs in association with partner universities in Bremen, Germany; Toulouse, France; Malaga, Spain; Nagoya, Japan; and Moscow, Russia. At each of these sites, students work in the language of the host country (unlike the Bologna program).

The college has also established summer foreign language immersion programs (in addition to the junior-year programs) in which students spend four weeks during the summer engaged in intensive study and daily use of Italian, German, Spanish, French, or Russian at one of the Dickinson centers.

Faculty Development

Since 1984, Dickinson has sent groups of faculty—50 in all—to the sites of its partner universities in Spain, France, Germany, and Italy, where they are plunged into full-time use of the host country's language. In return for the college's investment in their foreign study, these faculty must offer "foreign language integration courses"—courses in the faculty member's own discipline that allow students to research and write in the foreign languages in which faculty are newly proficient.

Funding

National Endowment for the Humanities grants have allowed the college to complement the curricular focus on international education in other ways. A Visiting International Scholar Fund brings visiting

faculty to Dickinson to offer courses and to serve as guest lecturers for periods ranging from several weeks to a full semester. Scholars from Britain, Spain, France, Germany, Italy, the former Soviet Union, China, and Sri Lanka have worked at the college over the past five years.

Impact

Fully 19 percent of the 1990 graduating class majored in a foreign language; an additional 16 percent who were not majors took foreign language classes beyond the required intermediate level. Of the class of 1990, 54 percent majored either in a foreign language, some field of international studies, or a field with a strong international component (e.g., history, political science).

In the past decade, programmatic innovations and new hirings have emerged, both reflecting and propelling the international emphasis: new majors in East Asian and Italian studies; new language offerings in Chinese and Japanese; new courses in East Asian and South Asian topics in political science, history, anthropology, religion, fine arts, and philosophy; and the hiring of specialists in Middle Eastern history, Chinese language, Japanese language, and international relations.

Contact: George Allan, Dean, or Stephen MacDonald, Associate Dean

Lincoln University

Lincoln University, founded in 1854, is a historically black liberal arts institution. Located in Chester County, Pennsylvania, the institution enrolls approximately 1,200 students. It awards the A.A., B.A., and M.A. degrees. Since its founding, it has been committed to international education.

Special Centers

The International Affairs Institute on campus houses three centers: (1) the Center for the Comparative Study of the Humanities, (2) the

Center for the Study of Critical Languages, and (3) the Center for Public Policy and Diplomacy. These centers provide a framework for the institution's comprehensive program of international studies.

The Center for Public Policy and Diplomacy, officially launched in May 1989, holds the major responsibility for ensuring an international dimension in the curriculum. Its overarching objective is to develop a cadre of highly selective, well educated minority students who, by following a carefully planned program of curricular and cocurricular activities during their four-year educational experience, will be inclined to select internationally oriented career fields.

Academy for International Affairs

The center has recently created an honors program called the Lincoln University Academy in International Affairs (LUAIA). Students are selected on a competitive basis and may choose any academic major offered by the university.

The curricular component of the LUAIA program follows the academic major requirements but ensures competence in international affairs (e.g., areas such as economics, world geography, history, political science, mathematics, statistics, and foreign language). Establishment of this core did not require the creation of new courses.

Faculty mentors are responsible for helping students design a program of guided readings and discussions on selected aspects of international events. Their aim is to cultivate and strengthen students' analytical skills and to accustom them to organizing, presenting, and defending their ideas in a seminar-like situation. Students enroll in a non-credit seminar to participate in the faculty mentor component.

Faculty Development

A faculty exchange program was initiated at the university to provide academy students with a spectrum of viewpoints in the international sphere and to promote productive cross-fertilization of ideas among academic colleagues. Faculty from Lincoln University and the Fletcher School for Law and Diplomacy at Tufts University partici-

pate in the exchange. Visiting faculty are encouraged to interact with the academy students. Reciprocally, faculty mentors and other faculty travel to Fletcher's campus to broaden their knowledge.

Student Exchange and Internships

Students also participate in exchanges with leading colleges and universities within the United States and abroad. This program is coordinated with the Visiting Seminar Series, which consists of short-term seminars led by visiting experts.

In concert with the Council on Foreign Relations (CFR), Lincoln University has established the Franklin H. Williams Internship in International Affairs. Students with a demonstrated interest and competence in international affairs spend a semester in residence at the CFR in New York City researching a topic chosen through consultation with their advisor and a senior research fellow at the council.

Other programs include the Summer International Affairs Program (open to students from historically black colleges and universities), which seeks to strengthen and broaden student contact with critical academic elements of international affairs (such as foreign policy formation, world history, economics, etc.); the Diplomat in Residence program, sponsored by the Department of State; and a Great Decisions Program, funded by the Foreign Policy Association.

Contact: Dr. William E. Gaymon, Director, Center for Public Policy and Diplomacy

Michigan State University

Michigan State University (MSU) was founded in 1855 in East Lansing as a land-grant college. Now a major research institution, it offers nearly 240 programs of study to approximately 35,000 undergraduates and 7,000 graduate and professional school students. The university educates about 2,300 international students and sends more than 1,000 students on overseas programs each year.

International Studies and Programs

The office of the Dean of International Studies and Programs (ISP) was established in 1956 as a single unit to coordinate, oversee, and encourage the growth of all university international activities. ISP has no faculty of its own, maintains no discrete academic programs, and offers no degrees—but nevertheless it plays an active role in shaping an international curriculum across the university. This has especially been the case during a restructuring of the general education program.

The dean, with direct access to the provost, has a wide range of responsibilities: promoting technical assistance and developmental research programs around the globe, especially in developing nations; encouraging research, programmatic, and outreach activity among the area studies centers and programs and the Center for Women and International Development; supporting faculty development and curriculum building to strengthen MSU's international teaching program; supervising offices that serve MSU students studying abroad and that serve the needs of international students and scholars coming to MSU; forging linkages between MSU and counterpart institutions abroad; and administering the Japan Center for Michigan Universities, a multipurpose international exchange program involving a consortium of 15 public universities in Michigan and Shiga Prefecture (Michigan's sister state) in Japan.

The residential James Madison College offers an international studies major and has an active Model United Nations group. Six of the area studies centers and programs that are part of the ISP structure administer specializations that permit students to create individualized, interdisciplinary adjuncts to their major field.

ISP works closely with a number of international entities within MSU, such as the Center for the Advanced Study of International Development, the Institutes of International Agriculture and International Health, the International Business Centers, and the Office of International Studies in Education, and with regional organizations such as the Midwest Consortium for International Activities (MUCIA), as well as other agencies and organizations.

Faculty and Course Development

As part of the restructuring, the ISP office has encouraged core faculty members of its area studies centers and programs to work within their respective departments for stronger international course content; helped design international courses for the new Integrative Studies curricula; helped stage campuswide "internationalizing the curriculum" workshops; and helped fund individual faculty in curriculum development projects involving overseas research. Starting in 1992, all undergraduate students are required to take Integrative Studies courses that explore cultural diversity and international relations as part of the "core" undergraduate program. Each student must also take one of a set of senior-level courses, several of which will have an international orientation. Beginning with the 1992 freshman class, students need to take, or show proficiency in, at least one foreign language as a graduation requirement.

Outreach

The ISP office encourages a variety of outreach and community programs. Prominent among them is the Community Volunteers for International Programs, which provides a number of services to international students and their families. Strategies to Advance International Learning (SAIL) recruits international students and U.S. students who have studied abroad as resource persons in classes and in other instructional activities.

Contact: Gill-Chin Lim, Dean, International Studies and Programs

Delaware County Community College

The Delaware County Community College (DCCC) in Media, Pennsylvania was founded in 1967 as a locally controlled public community college. The college enrolls more than 9,000 students in five transfer programs and more than 40 career programs.

New Courses

Two international courses were developed in 1987 as a result of a grant from the Department of Education's Business and International Education program (Title VI-B.) The first course, "Introduction to International Business," explains the difference between global and domestic business and examines key factors the business person needs to know to function competitively worldwide. Topics include trade assistance from international organizations, currency exchange options, adapting to physical and political change, and the economic analyses needed for investing and training. Current export practices and procedures are also studied.

"Management in the International Environment," the second course, extends the first by focusing on cultural differences encountered in international marketing and management. Students concentrate on personnel management in worldwide businesses.

Faculty Development

Faculty development is a positive aspect of this institution's initiatives. The college participates in a two-way faculty exchange with Czechoslovakia Technical University (Czech Tech) of Prague. This exchange was arranged through a USAID-sponsored university linkage grant to the Consortium of Community Colleges for International Development (CCID). As a result of this agreement, DCCC sent a faculty member to Prague for a semester to teach in Czech Tech's physics department. In exchange, Czech Tech sent a faculty member to DCCC to teach electronics.

The two institutions continue to cooperate in other activities. Because of Czech interest in the American educational system and American culture, Czech Tech requested an exchange professor to assist in developing an American Resource Center. A return visit by Czech Tech faculty and extensive cooperation from colleges within the CCID consortium helped bring this project to fruition. Two other cooperative projects also emerged: a modified English as a Second Language (ESL) progam in Czechslovakia and a

discussion of the feasibility of a community college-style institution in Prague.

These arrangements benefited both institutions. Each faculty might not otherwise have had the opportunity to learn about the other country and share its knowledge abroad. Probably the single most important component in this relationship has been the keen faculty interest that has developed between the two institutions. An additional agreement has been signed with Slovakia Technical University at Bratislava.

Faculty at DCCC also used their community college consortium ties to enroll in a three-week course in Hungarian culture at the Technical University of Budapest. There, faculty examined the language, history, politics, music, art, science, literature, ethnography, and economics of Poland. A highlight of the experience was the opportunity to discuss the dynamic economic changes occurring in Eastern Europe and their impact on Hungary.

An increasing number of faculty are now taking advantage of worldwide travel and study. As a result of their experience and teaching, more business persons are expressing interest in learning about and trading with other countries.

Contact: Jane Malloy or Paul L. McQuay, Center for Business and Community Services

Colorado School of Mines

Colorado School of Mines (CSM) is a public, single-purpose university dedicated to non-renewable natural resources engineering, including chemical, civil, electrical, environmental, geological, geophysical, mechanical, metallurgical, mining, and petroleum engineering. Founded in 1874, the university is located in Golden, Colorado (metropolitan Denver) and has a student body of 2,300. The school offers the B.S., the M.S. or M.E., and the Ph.D. No degree is granted in the liberal arts. Approximately 16 percent of the

combined graduate and undergraduate student body comprises international students representing 65 countries.

Core Curriculum

There are no international core requirements within the general education program, although consideration is being given to requiring both foreign language/culture and world history courses. However, undergraduate students may satisfy their liberal arts requirements with international social science and foreign language courses from the Department of Global Systems and Cultures. Other liberal arts courses are available from the Department of Humanities and Social Sciences.

The department's social science courses are not individually based in any given discipline, such as sociology, political science, history, or international relations. Instead, faculty members organize their courses in nontraditional, interdisciplinary modes that emphasize the practical, applied aspects of the social sciences over specific disciplinary methods and approaches. The objective is to provide a framework for understanding and assessing the economic, political, cultural, and social dynamics of countries within and across their borders.

New and Special Programs

In 1988, the school inaugurated a new Department of Global Systems and Cultures (GSC). In addition to using department courses to fulfill liberal arts requirements, undergraduates may also opt for an 18-credit-hour minor in International Political Economy (IPE). These students must choose either Latin America or Asia for a concentration (with an African component envisioned in the future). Coursework entails social science-based area studies courses, foreign language courses, and additional social science-based courses with global themes or perspectives.

IPE minors wishing to go abroad for a three-month internship as practicing engineers can earn an additional three credit hours

and a certificate in International Political Economy instead of a minor. The student must be seniors and have at least one semester of the host country language.

In seeking potential host companies for the field practicum, GSC discovered that U.S. transnationals operating in developing nations are sympathetic to the idea but usually are unable to participate. On the other hand, private and state-owned enterprises in a given country are more likely to find ways to accommodate these students, viewing their presence as either an inexpensive form of technology transfer or a valuable cross-cultural experience for their employees (the former being more characteristic of Latin American companies, the latter of Asian enterprises). While these companies can provide room, board, internal transportation, and some "pocket money," international airfare is out of the question. To date, few students have been able to take advantage of these opportunities, primarily because of financial reasons.

Internal and External Networks

All undergraduates must complete a four-semester program known as EPICS: Engineering Practices in Course Sequence. In the final semester, teams of students work on an open-ended engineering problem and present a final report on it to the project sponsor. Engineering problems with international political dimensions have been solicited from the State Department and OPEC. CSM's International Institute maintains some 26 linkage agreements with foreign universities in Latin America, East Asia, South Asia, and Europe.

Contact: Dr. Laura J. Pang, Assistant Professor of History and Latin American Studies

Michigan Technological University

Michigan Technological University (MTU) is a public institution that focuses on science and engineering education and research.

Founded in 1885, it is located in Houghton, in the central upper peninsula of the state. The vast majority of the 7,000 students are undergraduates majoring in science and engineering. There are also degree programs in business, forestry, scientific and technical communication, humanities, and social sciences.

Core Curriculum

All students at MTU must select at least 24 credits (quarter system) from the humanities and social sciences. In addition, they must select an area outside their major for nine credits of advanced study; this is most often taken in interdisciplinary clusters of courses in the humanities and social sciences. There is no international studies requirement, nor is there a foreign languages requirement.

International Certificate Program

In recent years, several efforts in international studies began to show great success. Faculty in the foreign languages encouraged students to take advantage of various foreign exchange opportunities, particularly involving summer work opportunities in European business settings. They developed a certificate, akin to a minor in foreign languages, that has become quite popular. This is particularly significant in a technical curriculum, because most of the students who have received the Foreign Language and Area Studies Certificate have had to expend considerable effort in fitting the courses required for the certificate into schedules that were already crowded with science and engineering requirements. Additional exchange possibilities were developed within the university for study in Morocco, Japan, and Mexico, though these were not centrally coordinated or managed. A certificate program was developed in International Society and Technology Studies.

Office of International Programs

In the past two years, additional program opportunities, curriculum development, faculty participation, and campus-wide coordination of programs have been pursued. A university Office of International

Programs, headed by a faculty member and supplied with a modest budget, was established. The office received substantial funding through a grant from the Department of Education to develop additional foreign internships and exchange opportunities. The director of the office publishes a monthly newsletter for faculty and students emphasizing the importance of thinking internationally and pointing out the numerous opportunities for foreign study, travel, and work that are available through the university and through external agencies. The director has also shepherded the Japan and Morocco programs from concept to implementation.

Curriculum Development

The same Department of Education grant also has supported the development and introduction of a number of new courses in languages and social sciences that focus upon European cultures and languages. These include several courses in commercial French and German and a course in international technology policy, taught jointly by a French instructor and a historian. With the expanded number of course offerings, an interdisciplinary cluster of international studies courses has been developed featuring courses in languages, literature, political science, history, and geography.

The objective of these endeavors is, above all, to expand the horizons of MTU graduates, who traditionally have sought employment in the industrial sector of the midwestern economy. With an increasingly global marketplace, it is essential that more students in technical areas develop a greater understanding of international affairs and that they come to see the integrated nature of world cultures and economies. To accomplish this goal, MTU has provided greater opportunities for students to explore the world beyond state and national borders, to develop greater facility in foreign languages, and to envision their own futures more globally.

Contact: Bradley H. Baltensperger, Associate Professor of Geography or Joseph C. Rallo, Director, Office of International Programs

Univeristy of Rhode Island

Founded in 1892, the University of Rhode Island (URI) is a comprehensive, state-supported land-grant university with approximately 11,000 undergraduate and 2,000 graduate students. Located in rural southern Rhode Island, its professional school programs include pharmacy, engineering, physical therapy, nursing, business administration, coastal management, and oceanography.

New Major

The International Engineering Program (IEP) is a five-year program leading simultaneously to a B.A. in German and a B.S. in any one of the engineering disciplines. Significant features of the IEP are specialized German language courses for engineering students, a six-month internship with an engineering-based firm in Germany, and an engineering capstone seminar taught in German by engineering faculty. Now in its fourth year, the IEP graduated its first students in May 1991.

The IEP developed through the collaboration of German Department staff with German-speaking engineering faculty and the engineering dean. The university selected German as the target language for its pilot program because of existing expertise in the College of Engineering. (Japanese, Spanish, or other languages would make equal sense for institutions with the appropriate linguistic and area expertise.) The concept became a reality through a FIPSE grant. That grant provided faculty with the released time necessary for course and organizational planning as well as funds for travel and the purchase of materials.

Initial recruitment of students for the program led to enrollments considerably higher than originally planned. Each year, freshman engineers are offered two sections of beginning German. Sending literature out to prospective students helps ensure that enough new students are attracted each year.

Retention is not a simple matter, since the program demands the rigor of engineering studies, foreign language acquisition, and

additional liberal arts courses. Experience to date suggests that approximately one-third of the students carry the program to completion of both degrees. The students staying with the program have initiated tours to international companies, invited guest speakers, and visited high schools to help recruit for the program.

Developing language courses with adequate technical and business content to meet the needs of the students preparing for an engineering internship abroad challenged the German language faculty. The engineers work as a group during the first six semesters of language work and are expected to meet all requirements for a German major.

Providing content-based instruction for a special group is a good motivator; it also creates an *esprit de corps* among the students and simplifies arrangements for guest lecturers. As a result of the program, language enrollments at the upper levels have increased.

Outreach to the international business community is an important part of the program's evolution. American firms doing business abroad and German firms with branches on both continents have supported the program by providing internship placements in Germany. The program is now helping engineering students from other institutions find appropriate internships as well.

Though the program requires a commitment of resources for continuation beyond the grant phase, the project has won the support of the institution and will be continued as a regular university offering. The IEP anticipates continued external support for its efforts, particularly from the private sector.

Contact: John M. Grandin, Director, International Engineering Program

Texas A&M University

Texas A&M University (TAMU) is a publicly supported land-, sea-, and space-grant institution offering comprehensive programs at the

bachelor's, master's, and doctoral levels. Founded in 1876 and located in College Station (100 miles northwest of Houston), it has grown dramatically in recent decades and now serves more than 40,000 students.

Approximately 2,500 international students from 116 countries are enrolled in its degree-granting programs, about 38 percent of them in Ph.D. programs. TAMU has agreements with 59 higher education institutions in 23 countries that provide for student and faculty exchanges.

International Programs

In 1982, the College of Architecture initiated a Texas A&M Study Center at Santa Chiara, Italy, to facilitate semester-long programs for its students. The College of Liberal Arts and the College of Business Administration have recently started offering courses at the Italian center. In 1988, at the invitation of the city fathers, TAMU established a branch campus in Koriyama, Japan that is open to both Japanese and TAMU students.

Center for International Business Education

A grant from the Department of Education made it possible for the university to establish a Center for International Business Education (CIBE), a combined effort of the business school and the College of Liberal Arts. The center has three broad objectives: to develop innovative teaching and curricular programs that integrate foreign languages, international studies, and business training; to promote interdisciplinary research by faculty and doctoral students in business, languages, and international studies; and to provide intensive foreign language training and integrated commercial and cultural programs, workshops, and courses to regional businesses and other professional groups.

New Curricular Initiative

The new business center now brings together students and faculty with interests in languages, international studies, and business. Busi-

ness training is being provided for faculty and students with language and area studies backgrounds. International context is also being added through the creation of integrated international commerce and culture courses.

The university also recently introduced a 36-credit-hour B.A. in international studies for students in European studies, Asian studies, Latin American studies, or world studies. Students in these programs must spend at least one full semester or two summer terms abroad.

Faculty Research and Development

To enrich faculty experience and expertise in international business, CIBE created the Faculty Development in International Business (FDIB) program. This program funds selected proposals from faculty who wish to improve their teaching and research skills in international business. Privately endowed fellowships supplement the program.

In the mid-1980s, the university began a special program to encourage faculty members to apply for Fulbright and similar overseas experiences. Under this program, faculty members who receive a Fulbright or similar award receive university funding sufficient to span the difference between the base salary and the stipend provided by the awarding agency. Since the policy was instituted, the number of TAMU faculty applications for Fulbright awards has increased substantially.

Outreach

Outreach efforts include free concentrated foreign language courses, cultural studies, and specialized management development programs for area business people and other professionals. CIBE also offers summer workshops for faculty from other universities to disseminate curricular innovations. A speakers' bureau provides international

experts for businesses and professional groups, and a Summer Assembly for Global Education (SAGE) program works with the state's school teachers.

Contact: Kerry Cooper, Director, or Julian Gaspar, Director of Research, Center for International Business Studies

Chapter Five

Future Prospects

What does the future hold? As the field of international education matures, what should we hope for? We see several developments that indicate promising possibilities, although each also implies daunting challenges.

There is evidence that increasing numbers of colleges and universities accept as part of their basic mission the responsibility to prepare all students to understand the world in which they live, its international systems, and the international nature of its economic, political, social, and environmental problems. We believe that all students should have an opportunity to understand at least one culture other than their own in considerable depth, including the ability to use its language. No single institution can teach about every culture in the world, but each can teach students how to learn about other cultures and to continue learning on their own as citizens and professionals.

We see the possibility that faculty will develop better ways to work across departments in the international field. Richard Lambert pointed out that

> Pan-institutional curricular changes such as those involved in international studies go against the pervasive tendency in

> American higher education. The overwhelming imperative . . . is to fragment, to break everything into discrete units based on schools, departments, individual faculty members, and courses . . . Reform movements in international studies have no clear domain of change. They are like a tide surge fragmenting on the rocks of school, departmental, faculty, and course autonomy. What starts as a unified force quickly disaggregates and loses its power as it flows through the established channels.*

We hope that a renewed interest in interdisciplinary approaches will lead faculty and students to use the analytic tools of many disciplines to better understand regional, national, international, and global issues. Given the hold of disciplinary departments on most faculty reward systems, as well as on curricular decisions, faculty will need the help of presidents, deans, and other academic leaders in these efforts. New reward systems must be developed, including specific recognition of international service and international expertise in promotion and tenure policies.

In addition to interdisciplinary approaches, we see the best hope for the future in the concept that the entire institution should be involved in the internationalization effort. Programs such as that at Oregon State University, where every undergraduate may earn an international studies degree in addition to the traditional degree, offer evidence that a growing body of scholars and teachers (and students) recognize that no longer can any field of knowledge be limited to the study of purely domestic issues. Government agencies such as USAID are making new efforts to involve entire institutions, rather than just a few individuals or departments, in cooperative efforts to assist development in other countries.

We believe that most academics agree that students must have an adequate grounding in international and foreign language studies

* Richard D. Lambert, op. cit., pp. 147-8

to prepare them to understand the world in which they live. We hope that institutions will also emphasize the critical importance of international knowledge and understanding in enabling people and nations to cooperate in solving urgent world problems such as environmental degradation, disease, malnutrition, and ethnic conflict. America's competitive economic position in the world presents real problems, but we caution against excessive reliance on the rationale of economic competitiveness for expanding efforts in this field. We have no argument against using this rationale for funding purposes—academics used "national defense" for the same reason two decades ago. However, we would like to see more emphasis in institutional mission statements and elsewhere on the basic mission of higher education, which is to prepare students to learn on their own and to use international knowledge for cooperative as well as competitive ventures.

As the appropriate applications of technology to specific skills become clearer, we hope that institutions will create more effective ways to teach foreign languages and other international topics. We are encouraged by advances in the use of interactive videodisks, teleconferencing, and other technologies to give students a more direct experience of foreign cultures.

Increasingly, educators and those in public policy positions are arguing that many more students should have the opportunity to live, study, and work in different cultures. Colleges and universities will need to develop new and imaginative ways to make that financially possible. It is a hopeful sign that Congress has recently passed several bills to help facilitate such opportunities. Students from other countries enroll at American institutions in large numbers, yet most institutions give little attention to the potential of using such students to help with curriculum reform. We hope their contributions will be better recognized in the future.

As more exchange agreements are negotiated between American and foreign institutions, we hope that a greater reciprocity will develop, where participants both contribute to and learn from

one another. Agreements may be developed among institutions, and potentially among different countries' higher education systems, to facilitiate credit transfer for students studying in more than one country. Several institutions in different countries might develop a common curriculum in a particular discipline with the expectation that students pursue studies in more than one country. Universities in Europe already are developing such regional programs under the European Community's ERASMUS program.

These hopes are tempered by a recognition of the financial realities of American higher education. Clearly, faculty, administrators, and presidents must become more ingenious at financing their curriculum reform efforts. If the current level of interest in the federal government and among business leaders continues, funds may be available for start-up activities and for strengthening programs, but institutions will need to find ways to sustain those efforts, mostly by internal funding. Nothing suggests that such funding will become easier in the future. Reallocation of funds becomes more difficult as budgets are cut, and international education, especially where it has developed recently, is often seen as a tempting target for cuts. However, some savings may be achieved by consolidation of units, and curricular offerings and study abroad opportunities can be expanded by working with other institutions through consortia or other cooperative arrangements. Financial constraints may even serve as opportunities for innovation.

Given the need for work both within and across the disciplines, for faculty development, and for increased funding support, we predict that the role of academic leadership will become more important, rather than less so, in the future. Leadership will be needed within the institution, but also outside it; the case for valuing international education, including cultural diversity, economic survival, and development components must be made to trustees, state and federal governments, parents, and the general public. We hope this document will be helpful to those who lead the effort at America's colleges and universities.

Appendix A:

Institutional and Consortium Contacts

Institutional Contacts

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Brown University: Frank Ryan, Director, Center for Language Studies, Box E, Brown University, Providence RI 02912. Tel: (401) 863-3700.

Bunker Hill Community College: Anna J. Pitkin, Bunker Hill Community College, Department of Educational Affairs, New Rutherford Avenue, Boston MA 02129. Tel: (617) 241-8600.

California State University, Fresno: Berta Gonzalez, Coordinator, International and Special Programs, School of Education and Human Development, Fresno CA 93740-0001. Tel: (209) 278-2623.

California State University, Stanislaus: Linda Bunney-Sarhad, 801 W. Monte Vista, Turlock CA 95380. Tel: (209) 667-3117.

City University of New York City College: Paul Sherwin, Dean, Division of Humanities, Convent Avenue at 138th Street, New York NY 10031. Tel: (212) 650-8166.

City University of New York College of Staten Island: Mirella Affron, Humanities and Social Sciences, 715 Ocean Terrace, Staten Island NY 10301. Tel: (718) 390-7553.

Clemson University: W. David Maxwell, Provost and Vice President, Academic Affairs, 201 Sikes Hall, Clemson SC 29634. Tel: (803) 656-3311; Fax: (803) 656-4676.

College of St. Benedict: Joseph Friedrich, Economics Department, St. Joseph MN 56374. Tel: (612) 363-3519.

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Connecticut College: Claire Gaudiani, President, 270 Mohegan Avenue, New London, CT 06320. Tel: (203) 447-1911; Fax: (203) 439-2700.

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Delaware County Community College: Jane Malloy or Paul McQuay, Center for Business and Community Services, Rte 252 & Media Line Road, Media PA 19063. Tel: (215) 359-5000; Fax: (215) 359-5343.

Dickinson College: George Allan, Dean, or Stephen MacDonald, Associate Dean, Carlisle PA 17013-2896. Tel: (717) 245-1321; Fax: (717) 245-1903.

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Lock Haven University: John Johnston, Dean, Institute for International Studies, Lock Haven PA 17745. Tel: (717) 893-2140; Fax: (717) 893-2537.

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Marist College: Marc Vanderheyden, Academic Vice President, 82 North Road, Poughkeepsie NY 12601. Tel: (914) 575-3000; Fax: (914) 471-6213.

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Oregon State University: John Van de Water, Dean of International Education, Corvallis OR 97331. Tel: (503) 737-3006.

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University of California, Irvine: Barbara Bertin, Undergraduate Studies, Irvine CA 92727. Tel: (714) 856-8658; Fax: (714) 856-2664.

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University of Hawaii: 2444 Dole Street, Honolulu HI 96822. Tel: (808) 948-8207.

University of Maryland, Baltimore County: Claude DuVerlie, Modern Languages and Linguistics, Baltimore MD 21228-5398. Tel: (301) 455-2963; Fax: (301) 455-1210.

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Consortium Contacts

Associated Colleges of the Midwest (ACM): Elizabeth Hayford, President, 18 S. Michigan Avenue, Suite 1010, Chicago IL 60603. Tel: (312) 263-5000.

American Council on International and Intercultural Education: Yukie Tokuyama, AACJC, One Dupont Circle, Suite 410, Washington DC 20036. Tel: (202) 728-0200; Fax: (202) 833-2467.

Community Colleges for International Development, Inc.: James G. Humphrys, 1519 Clearlake Road, Cocoa FL 32922. Tel: (407) 631-3784; Fax: (407) 639-0078.

Consortium for Overseas Student Teaching: Angene Wilson, University of Kentucky, Office of International Affairs, Bradley Hall, Lexington KY 40506-0058. Tel: (606) 257-4067.

East-West Center: 1777 East-West Road, Honolulu HI 96848. Tel: (808) 944-7103; Fax: (808) 944-7970.

Five Colleges, Inc.: Lorna Peterson, Coordinator, P. O. Box 740, Amherst MA. 01003. Tel: (413) 256-8316; Fax: (413) 256-0249.

Great Lakes Colleges Association (GLCA): Carol J. Guardo, President, 2929 Plymouth Road, Ann Arbor MI 48105. Tel: (313) 761-4833.

Pennsylvania Council for International Education (PaCIE): 3730 Walnut Street, Philadelphia PA 19104. Tel: (215) 387-4055.

Southwestern International Studies Consortium: M. Francis Abraham, Grambling State University, Grambling LA 71245. Tel: (318) 274-2538.

USA - China Teacher Education Consortium: Bill Liu, Executive Director, Iowa State University of Science and Technology, Lagomarcino Hall, Ames IA 50011. Tel: (515) 294-4111.

Virginia Community College Consortium for International Education: Beverly Blois, Executive Director, Project International Emphasis, c/o Northern Virginia Community College, Loudoun Campus, Sterling VA 22170. Tel: (703) 450-2564; Fax: (703) 450-2536.

Virginia Council for International Education (VaCIE): c/o Jeffrey P. Harper, 294 Ruffner Hall, 405 Emmet Street, University of Virginia, Charlottesville VA 22903. Fax: (804) 924-7987.

Virginia Tidewater Consortium for Higher Education: Lawrence Dotolo, Executive Director, 5215 Hampton Boulevard, Norfolk VA 23529-0293. Tel: (804) 683-3183; Fax: (804) 683-4515.

West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS): Sophia Peterson and John Maxwell, Co-Directors, West Virginia University, Morgantown WV 26506. Tel: (304) 293-7140; Fax: (304) 293-6858.

Westchester Consortium for International Studies: David Daykin, Director, Westchester Consortium for International Studies, 715 North Avenue, New Rochelle NY 10801-1890. Tel: (914) 633-2014 or Ellen Silber, Professor of French Literature and National Coordinator of Academic Alliances in Foreign Languages and Literatures, Marymount College. Tel: (914) 631-3200.

Appendix B:

ASSOCIATIONS

American Association of Colleges for Teacher Education, David Imig, Executive Director or Sharon Givens, International, One Dupont Circle, NW, Suite 610, Washington DC 20036. Tel: (202) 293-2450; Fax: (202) 457-8095.

American Association of Community Colleges: Yukie Tokuyama, Director, Office of International Services, One Dupont Circle, NW, Suite 410, Washington DC 20036. Tel: (202) 728-0200; Fax: (202) 833-2467.

American Association of State Colleges and Universities, Jerry Jones, Director, International Programs, One Dupont Circle, NW, Suite 700, Washington DC 20036. Tel: (202) 293-7070; Fax: (202) 296-5819.

American Council on Education, Madeleine Green, Vice President for International Initiatives or Barbara Turlington, Director of International Education, One Dupont Circle, NW, Suite 800, Washington DC 20036-1193. Tel: (202) 939-9418 or 9313; Fax: (202) 833-4760.

American Forum For Global Education, 45 John Street, Suite 908, New York NY 10038. Tel (212) 732-8606; Fax: (212) 791-4132. Membership organization, covers elementary, secondary, and undergraduate programs. Publications, curriculum materials for international, intercultural, and development education, annual conference, resource center.

Association of American Colleges, Joseph Johnston, Vice President for Programs, 1818 R Street, NW, Washington DC 20009. Tel: (202) 387-3760; Fax: (202) 265-9532.

Association of International Education Administrators (AIEA), For information contact V.N. Bhatia, Office of International Education, Washington State University, Bryan Hall, Room 118, Pullman WA 99164-5110. Tel: (509) 3335-4508. Sponsors meetings and conferences. Published *Guidelines for International Education at U.S. Colleges and Universities.*

Comparative and International Education Society, Gail P. Kelly, General Secretary, State University of New York-Buffalo, 468 Baldy Hall, Buffalo NY 14260. Tel: (716) 636-2471; Fax: (716) 636-2479. Publishes journal, holds conferences.

Council for the International Exchange of Scholars (CIES), Steven Blodgett, 3007 Tilden Street, NW, Suite 5M, Washington DC 20008-3097. Tel: (202) 686-4000. Supports the exchange of senior lecturers and researchers throughout the world. In some countries, language competence is required. Most, but by no means all, participants are from big universities. Also provides funding for foreign nationals to spend time on American campuses through the Fulbright Scholar-In-Residence Program.

Council on International Educational Exchange, University Study Abroad Program, 205 East 42nd Street, New York NY 10017.

Tel: (212) 661-1414. An international exchange organization, develops and administers study, work, and travel programs for students and professionals. Institutional membership.

Foreign Policy Association, 729 Seventh Avenue, 8th Floor, New York NY 10019. Tel: (212) 764-4050; Fax: (212) 302-6123. Provides an annual briefing book on foreign policy issues titled *Great Decisions*.

International Studies Association, Brigham Young University, 316 Herald R. Clark Building, Provo UT 84602. Tel: (801) 378-5459. Multidisciplinary professional organization which sponsors conventions and promotes research on international studies in such areas as education, foreign policy, law, security, environment, peace, and feminist theory. Publishes *International Studies* quarterly.

Institute for International Education, Theresa Granza, 809 United Nations Plaza, New York NY 10017-3580. Tel: (212) 984-5330; Fax: (212) 984-5452. Administers Fulbright Program Graduate Fellowships and Teacher Exchange Program for United States Nationals.

NAFSA: Association of International Educators, 1875 Connecticut Avenue, NW, Suite 1000,Washington DC 20009. Tel: (202) 462-4811; Fax: (202) 667-3419. Over 6,500 institutional and individual members, includes sections for foreign student advisors, study abroad administrators, etc. Provides training, publications, and other educational services to professionals in the field of international educational exchange.

National Association of State Universities and Land-Grant Colleges, James Cowan, Director, Federal Relations–Agriculture/Natural Resources and International Programs and Virginia Hammell, Assistant Director, Federal Relations–International Affairs,

One Dupont Circle, NW, Suite 700, Washington DC 20036. Tel: (202) 778-0818; Fax: (202) 296-6456.

National Foreign Language Center, 1619 Massachusetts Avenue, NW, Washington DC 20036. Tel: (202) 667-8100; Fax: (202) 667-6907. Carries out projects and disseminates information regarding foreign language policy and teaching.

NCISPA: National Committee of International Studies and Program Administrators, c/o Stephen C. Thomas, Director, Office of International Education, University of Colorado at Denver, Campus Box 185, P.O. Box 173364, Denver CO 80217-3364. Tel: (303) 556-3489; Fax: (303) 556-4562. An association of over 100 members from all sectors of higher education. Publishes newsletter, develops source materials. Annual meeting.

Society for International Education, Training and Research (SIETAR), 733 15th Street, NW, Washington DC 20005. Tel: (202) 737-5000. Professional association for academics and practitioners concerned with intercultural communication and cross-cultural human relations.

Appendix C:

FUNDING SOURCES

Government Agencies

National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Washington DC 20506. Tel: (202) 786-0380.
NEH has recently put a new emphasis on foreign language teaching and supports several innovative programs.

U.S. Agency for International Development, Center for University Cooperation in Development, R&D/University Center, Room 900, SA-38, Agency for International Development, Washington DC 20523-3801. Tel: (703) 816-0291; Fax: (703) 816-0266.
A new Center within AID, established in 1991. Will manage a University Affiliations Program that will facilitate U.S. colleges' and universities' assistance to institutions in developing countries and a program to improve the teaching of development issues at U.S. colleges and universities.

U.S. Department of Education/Center for International Education (CIE), John Alexander, Director, 7th and D Streets, SW, Washington DC 20202. Tel: (202) 708-7283; Fax: (202) 708-6286.

1. **International Studies Branch**, Ralph Hines, Chief. Tel: (202) 708-9290.

2. **International Visitors Program**, Karen Wenk, Coordinating Officer. Tel: (202) 708-8815.

3. **Title VI—Higher Education Act**

   - **National Resource Centers and Foreign Language and Area Studies (FLAS) Fellowships.** 105 major resource centers for particular areas. They are obligated to do some outreach; if you have one near you, you can ask for help. List of Centers available. Graduate fellowships available at these centers.
     Robert Dennis, Tel: (202) 708-7279.
     Ann Schneider, Tel: (202) 708-8747.
     Eliza A. Washington, Tel: (202) 708-8752.

   - **Undergraduate International Studies and Foreign Language**. Includes programs up to the masters level, but not teacher education. Most grants are for two years (three years for consortia), average grant $65,000-$75,000 per year. In the future it may require matching funds. The focus of these projects is to improve undergraduate instruction in international studies and foreign languages. Open to all two-year and four-year institutions and private non-profit agencies and institutions.
     Christine M. Corey, Tel: (202) 708-9293.

   - **Business and International Education**. Two-year grants for institutions cooperating with businesses in their communities on international issues. Requires matching funds. Open to all two-year and four-year colleges and universities.
     Susanna Easton, Tel: (202) 708-8764.

   - **Centers for International Business Education**. Large grants to a small number of institutions with major international business programs.
     Susanna Easton, Tel: (202) 708-8764.

- **International Research and Studies and Language Resources Center**
  Jose Martinez, Tel: (202) 708-9297.

4. Fulbright-Hays Programs

- **Group Projects Abroad.** These are mostly short-term research, training, and curriculum development and grants for projects overseas. Mostly institutional applications. Gwendolyn Weaver, Tel: (202)708-8813.
- **Faculty Research Abroad**. Provides opportunities for scholars to maintain and improve their skills in the areas of modern foreign language and area studies. Merion D. Kane, Tel: (202) 708-8763.
- **Seminars Abroad and Bilateral Projects**. Short term study travel opportunities abroad for U.S. educators in the social sciences, the humanities and social studies. Open to individual applications. Linda Byrd-Johnson, Tel: (202)708-8294.

U.S. Department of Education/FIPSE (Fund for the Improvement of Postsecondary Education), Charles Karelis, Director, 7th and D Streets, SW, Washington DC 20202. Tel: (202) 708-5750; Fax: (202) 708-6118. Supports primarily innovative undergraduate programs in all sectors of higher education, including international teacher education. Be sure to request guidelines well before the deadline. FIPSE has a two-stage application process, an initial five-page proposal, and a longer proposal for those applicants who pass the first stage.

U.S. Department of State, Foreign Service Institute, Diplomats in Residence Program, 1400 Key Blvd, Arlington VA 22209. Tel: (202) 875-5183.

U.S. Information Agency, 301 4th Street, SW, Washington DC 20547. Tel: (202) 485-2355. USIA encourages "the sharing of ideas and

cultural activities among the people of the United States and the people of other nations." It uses a variety of means to accomplish its goals, including direct personal contacts through educational and cultural exchanges, the Voice of America, publications, television programs, exhibits, libraries, and "video dialogues," via satellite between America and foreign leaders. It manages a university affiliations program.

PRIVATE FOUNDATIONS

To find out which foundations are interested in supporting international education, consult foundation directories and annual reports. The libraries of the Foundation Center in New York and Washington are among the best sources for up-to-date information. Watch *The Chronicle of Higher Education* or *The Chronicle of Philanthropy* for grant announcements. Recent major donors in the international field include The Ford Foundation, the John D. and Catherine T. MacArthur Foundation, The Rockefeller Foundation, the Rockefeller Brothers Fund, the Andrew W. Mellon Foundation, the Carnegie Foundation of New York, the W.K. Kellogg Foundation, the Pew Charitable Trusts, the John M. Olin Foundation, the Henry Luce Foundation, and several Japanese foundations, including Hitachi and Mitsubishi.

It is wise to call and find out who the program officer is who handles international issues. Tell them in general what your project is and see if they express any interest. Then write a brief concept paper. They will let you know if they want to see a full proposal.

For extremely useful information, see Gutierrez, Ginny and Ward Morehouse (Eds.) *International Studies Funding and Resources Book: The Education Interface Guide to Sources of Support for International Education*, New York: The Apex Press, Council on International and Public Affairs. (Fifth edition, 1990.) Looseleaf format. It is probably the most complete source of information (outside the Foundation Center in New York) describing government and privately supported programs that offer financial support to individuals and institutions in the international field.

Other useful sources include:

Bauer, David G., *Administering Grants, Contracts, and Funds: Evaluating and Improving Your Grants System*. New York: Macmillan Publishing Company, 1989.

Bauer, David G., *The Complete Grants Sourcebook for Higher Education*. New York: Macmillan Publishing Company, 1988.

Bauer, David G., *The "How To" Grants Manual: Successful Grantseeking Techniques for Obtaining Private and Public Grants, 2nd edition*. New York: Macmillan Publishing Company, 1989.

Fisher, James L. and Gary H. Quehl, *The President and Fund Raising*. New York: Macmillan Publishing Company, 1989.

Appendix D:

General References

Afonso, Janet Davis. *The International Dimension in American Higher Education.* Ph.D. dissertation, University of Arizona, 1990. The author created an internationalization index for large state-supported universities using 14 quantitative measures including the number of foreign languages offered, degrees in area/ethnic studies, foreign student enrollments, faculty members with Fulbright awards, and internationally focused funded research.

American Association of Colleges for Teacher Education. *Guidelines for International Education.* Washington, 1989. A set of questions in the areas of administrative leadership, curriculum development, faculty development, student awareness, and resources to help institutions plan programs.

American Association of State Colleges and Universities. *Guidelines: Incorporating an International Dimension in Colleges and Universities.* Washington, 1989. General principles for internationalizing institutions.

American Association of State Colleges and Universities, Office of Federal Programs. *OFP Special Report: International Funding Opportu-*

nities. Washington, 1991. Compilation of funding sources for international activities in higher education.

American Council on Education. *Guidelines for College and University Linkages Abroad*. Washington, 1992. Issues to consider when establishing links with institutions in other countries, government programs that support these linkages, and names of people to contact in other countries.

American Council on Education, *What We Can't Say Can Hurt Us: A Call for Foreign Language Competence by the Year 2000* . Washington, 1989. Policy statement on the need to improve foreign language proficiency issued by the ACE Commission on International Education.

American Council on Education, *What We Don't Know Can Hurt Us: The Shortfall in International Competence*. Washington, 1983. ACE Commission on International Education policy statement on the need to improve college students' knowledge of other countries and world affairs.

Association of International Education Administrators. *Guidelines for International Education at U.S. Colleges and Universities*. [1988] Pamphlet provides a statement of good practices regarding international education.

Andersen, Charles J. *International Studies for Undergraduates, 1987: Operations and Opinions* (Higher Education Panel Report Number 76). Washington, American Council on Education, 1988. National survey of U.S. 2-year and 4-year institutions regarding their current internationally focused academic offerings, how they are administered, and plans for the future. Conducted for the Richard Lambert study (see below).

Backman, Earl L., ed. *Approaches to International Education*. New York: Macmillan, 1984. Detailed description of how 17 American state university, private college and university, and community college international education programs are organized and administered. Each case study includes a brief history of the programs, how they are administered, funding sources, program strengths, and plans for the future.

Black, Robert, and George Bonham., eds. *Education for a Global Century: Handbook of Exemplary International Programs*. New York: *Change Magazine*, 1981. Two-page descriptions of 50 excellent international programs in the United States. Some of the information is not current, but many of the curriculum ideas are still interesting.

Brod, Richard I. and Monique LaPointe. "The MLA Survey of Foreign Language Entrance and Degree Requirements, 1987-88." *ADFL Bulletin* 20, (10) 1989: 18–41.

Burn, Barbara B., J. S. Carlson, J. Useem, and D. Yachimowicz. *Study Abroad: The Experience of American Undergraduates*. Westport: Greenwood Press, 1990. One part of a larger cross-national study comparing study abroad programs sponsored by institutions in the United States and Europe. Highlights the barriers to study abroad for American students.

Burn, Barbara B., ed. *Integrating Study Abroad into the Undergraduate Liberal Arts Curriculum: Eight Institutional Case Studies*. New York, Greenwood Press, 1991.

Draper, Jamie B. *Dreams, Realities and Nightmares: The Present and Future of Foreign Language Education in the United States*. Washington: Joint National Committee for Languages, 1991. Sixth annual survey of state requirements, activities, and attitudes in the field of foreign language.

Education for Global Competence: Report of the Advisory Council for International Educational Exchange. New York: Council on International Educational Exchange, 1988. Includes policy recommendations for future U.S. involvement in this field.

Fund for the Improvement of Postsecondary Education. *Comprehensive Program Project Descriptions*. Washington: Department of Education (annual). Description of programs funded under this U.S. Department of Education program.

Gaudiani, Claire, *Strategies for Development of Foreign Languages and Literature*. New York: Modern Language Association, 1984.

Goodman, Neil, J. Michael Armer, and Susan Carlson. *Internationalizing the Sociology Curriculum: Syllabi & Resources*. 2nd Edition. American Sociological Association, 1991.

Goodwin, Craufurd D. and Michael Nacht. *Abroad and Beyond: Patterns in American Overseas Education*. New York: Cambridge University Press, 1988. Through case studies, the authors illustrate typical patterns for study abroad programs.

_____. *Missing the Boat: The Failure to Internationalize American Higher Education*. New York: Cambridge University Press, 1991. Examines the types of faculty who go abroad, their reasons for doing so, the incentives and disincentives for faculty travel abroad, and the effects of foreign experience among faculty on the internationalization of U.S. campuses.

Greenfield, Richard, ed. *Developing International Education Programs*. New Directions for Community Colleges. No. 70, 18(2): 47–56. San Francisco: Jossey-Bass, 1990. Collection of essays addressing community college needs and strengths regarding international education, including the use of consortia.

Groennings, Sven, and David S. Wiley, eds. *Group Portrait: Internationalizing the Disciplines*. New York: The American Forum for Global Education, 1990. Compilation of articles from scholars in geography, history, political science, sociology, psychology, philosophy, and journalism that describe how each discipline is providing an international perspective. Many of the papers were solicited by the professional organizations representing the disciplines

Gutierrez, Ginny and Ward Morehouse. *International Studies Funding and Resources Book: The Education Interface Guide to Sources of Support for International Education*. 5th Edition. New York: Apex Press, 1990. Comprehensive resource book describing government and privately supported programs that offer financial support to individuals and institutions in this field.

Harari, Maurice. *Internationalizing the Curriculum and the Campus: Guidelines for the AASCU Institutions*. Washington: American Association of State Colleges and Universities, 1983. One of the first attempts to create an internationalization index for colleges and universities.

Healy, Lynn M. *Introducing International Development Content in the Social Work Curriculum*. Silver Spring: National Association of Social Workers, 1991.

Henson, James, Jan Noel, Thomas Gillard-Byers, and Marcus Ingle. "Internationalizing U.S. Universities: Preliminary Summary of a National Study." In *Internationalizing U.S. Universities Conference Proceedings*. Spokane: International Program Development Office, Washington State University, 1990. Describes an internationalization index score based on answers to a nationally administered questionnaire. The index uses qualitative and quantitative measures. Important contributions to the success of internationalization efforts include resources devoted to the effort, program activities, and leadership on the campus.

Hoopes, David S. and Kathleen R. Hoopes, eds., *Guide to International Education in the United States*. Detroit: Gale Research Inc., 1991. Comprehensive reference book with nearly 3,800 descriptive listings of organizations, programs, funding sources, bibliography on international education. An invaluable resource.

Lambert, Richard D. *International Studies and the Undergraduate*. Washington: American Council on Education, 1989. A major study of a cross-section of U.S. colleges and universities to examine what international and foreign language courses students are taking, patterns of study abroad, and the institutional support that is devoted to international activities.

Leinwald, Gerald. *Without a Nickel: The Challenge of Internationalizing the Curriculum and the Campus*. Washington: American Association of State Colleges and Universities, 1983. Report of an American Association of State Colleges and Universities (AASCU) workshop that concentrates on undergraduate education and professional schools. In addition to helping define the challenge, the small book includes practical tips on how to find financial and other support for international activities.

Liaison Group for International Educational Exchange. *Exchange 2000: International Leadership for the Next Century*. Washington, 1989. Policy recommendations on study abroad for students and professionals in the United States to increase public awareness, build skills to work in an international environment, develop a common understanding of global problems, support less developed nations, and promote cultural understanding.

Liaison Group for International Educational Exchange. *International Exchange Locator: A Guide to U.S. Organizations, Federal Agencies, and Congressional Committees Active in International Educational Exchange*. Washington, 1991.

Marcus, Dora., ed. *Lessons Learned from FIPSE Projects.* Washington: Fund for the Improvement of Postsecondary Education, 1990. Compilation of several of the most successful projects funded by FIPSE. The book summarizes the projects and provides a retrospective analysis of why they were successful. Some internationally focused projects are included.

National Association for Foreign Student Affairs. *Self-Regulation Bibliography.* Washington, 1986.

National Endowment for the Humanities. *Foreign Language Funded Programs in Higher Education.* Washington, Annual. Brief descriptions of funded projects.

National Association of State Universities and Land-Grant Colleges, International Affairs Committee. *Basic Principles for College and University Involvement in International Development Activities.* Washington, 1983.

National Governors' Association. *America In Transition, The International Frontier: Report of the Task Force on International Education.* Washington, 1989. The importance of international education for a competitive economy in the United States as seen by state governors.

Natoli, Salvatore J. and Andrew R. Bond, eds. *Geography in Internationalizing the Undergraduate Curriculum.* Washington: American Association of Geographers, 1985.

Neff, Charles and Jon Fuller. "Organizing International Programs: The Experience of Two Consortia." *Liberal Education,* 69,(3), 1983: 273–283. Examples of how consortia can work among liberal arts colleges.

Recommendations on the Reauthorization of the Higher Education Act of 1965, as Amended for Title VI, International Education Programs. 1991. ACE Interassociational Task Force on HEA-Title VI/Fulbright Hays (102)(B)(6), Recommendations from the higher education community regarding funding priorities for Title VI.

Stauffer, Thomas M., ed. *Agenda for Business and Higher Education* (Business-Higher Education Forum). Washington: American Council on Education, 1980. Describes the importance of an international perspective for U.S. businesses.

Thomas, Daniel and Michael Klare, *Peace and World Order Studies.* Boulder: Westview Press, 1989. A compilation of articles discussing changes in the field.

Tonkin, Humphrey and Jane Edwards. *The World in the Curriculum: Curricular Strategies for the 21st Century.* New York: Change Magazine Press, 1981. A product of the Council on Learning's project on Education and the World View. Covers strategies for changing the undergraduate curriculum and for making the campus a more international environment.

Torney-Purta, Judith. "Measuring the Effectiveness of World Studies Courses" in *Approaches to World Studies: A Handbook for Curriculum Planning,* edited by Robert Woyach and Richard Remy. Boston: Allyn and Bacon, 1989. Designed for use in secondary schools, the article describes basic instructional evaluation issues that are useful for any teacher.

United States Department of Education. *Undergraduate International Studies and Foreign Language Programs. Project Abstracts.* Washington, annual.

_____. *Business and International Education: Program Project Abstracts.* Washington, annual.

U.S. Information Agency. *International Exchange and Training Programs of the U.S. Government: Annual Report.* Office of Academic Programs, Bureau of Educational and Cultural Affairs. Washington, 1989. Description of international program support of the major government agencies (by country). Useful in obtaining a partial picture of the impact of disparate programs on an individual country as well as the variety of programs funded by the U.S. government.

Western Interstate Commission for Higher Education. *International Programs and Centers for Instruction, Research and Public Service in the Western States.* Boulder: WICHE, 1986.

Wilkenfeld, Jonathan. "Computer Assisted International Studies." *Teaching Political Science,* 10 (4) 1983: 171–176. Describes the computerized world politics simulation game (ICONS) conducted by the University of Maryland.

Appendix E:

International Education Institutional Audit

Institutional support

1. Does the mission statement reflect a commitment to international education?
2. Are there specially designated administrators who oversee international activities? Do they have full- or part-time status?
3. Is there a centralized international office or working relationship among campus units responsible for it?
4. Does the institution operate one or more study abroad programs? Where?
5. Are resources allocated to faculty who offer programs with an international focus, develop internationally oriented courses, or conduct internationally oriented research?
6. Is there evidence of support for international students in the form of scholarships, financial aid, and support activities?
7. Does the institution disseminate information on its international programs to the campus and the community?
8. Does the library subscribe to foreign newspapers or periodicals, or does it purchase books in languages other than English?
9. Is there library support for materials to support core international courses?

10. Is there a specialized center (Title VI language/area study center) on campus?
11. Does the institution have access to computer/satellite links to international networks or provide distance education beyond the USA?
12. Does the institution support and benefit from foreign visitors on campus?
13. Does the institution offer orientation or reorientation/support activities for travel/work/study abroad?
14. Are evaluation and long-range plans to measure progress toward international goals available and well known?
15. Is the institution a member of regional, state, or national organizations with an international focus?
16. Does the institution belong to consortia that participate in international activities?
17. Does the institution have formal agreements with institutions in other countries? What kind? Where?
18. Does the institution provide international outreach activities to elementary and secondary schools and community organizations?
19. Are there formal agreements between the institution and local businesses regarding training programs in foreign languages or international studies, or internships in other countries?

Curriculum

1. Does the institution have an internationally oriented general education requirement?
2. Is there a foreign language requirement for admission and/or degree completion? Does the institution offer courses in English as a second language?
3. Does the institution offer undergraduate majors, minors, or certificates in international studies (including area studies)?
4. What are the enrollments in foreign language courses (especially advanced levels)?

5. How many degrees are conferred in foreign languages? International or area studies? Interdisciplinary programs with an international focus?
6. How many new or revised courses with international content have been introduced into the curriculum in the last 3 years?
7. What is the number of study/internship locations in the United States and abroad?
8. Has the institution established criteria to evaluate the international content in its general education offerings?

Faculty/Administration

1. How many faculty have competence in a foreign language sufficient to offer disciplinary course in that language?
2. How many faculty have participated in exchange/study abroad programs?
3. How many foreign scholars routinely come to campus during the year and what is their relation to its international programs ?
4. What are the number and size of faculty- or institution-initiated research and development projects?
5. How many faculty have received Fulbright awards?
6. How many faculty/staff have participated in international professional development activities sponsored by the institution?
7. Are international academic activities considered in promotion, tenure, or salary decisions?

Students

1. How many foreign students are enrolled at the institution?
2. How many students go abroad for work or study? How many participate in domestic internships with an international focus?
3. How many students are planning international careers?
4. Are student services involved in language/international residences or year-round housing arrangements?

5. Does the institution offer international career planning? Does it offer counseling and other support services?
6. Does the institution support international student organizations?
7. Are international students involved in campus and outreach curriculum activities?
8. How many graduates pursue advanced degrees with an international focus?

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