

# THE INTERNATIONAL FOCUS AT MICHIGAN STATE UNIVERSITY

REVIEW, EVALUATION, AND GUIDELINES FOR  
INTERNATIONAL STUDIES AND PROGRAMS  
AT MICHIGAN STATE UNIVERSITY

REPORT FROM THE  
INTERNATIONAL PROGRAMS REVIEW COMMITTEE

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## Acknowledgments

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Report from the International  
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# I. Introduction

In September, 1966, Provost Howard R. Neville appointed an *ad hoc* committee to review the campus development aspects of the International Program of Michigan State University. The broadly representative committee, known as the Committee for the Review of International Programs, was also given the responsibility of making recommendations for the future of the international dimension of Michigan State University. Provost Neville's charge stated:

"In 1957 and 1958, the University undertook an extensive period of planning and growth of the international dimension on this campus. At that time, a year of faculty seminars and committee meetings produced a development plan and recommendations for the growth of the International Program both on campus and abroad. Since that time we have had a significant growth of research and academic programs at Michigan State related to international affairs. In addition we have had a continuation of overseas project activity which has been of service abroad and has been related to the strengthening of an international dimension on our campus. In recent years we have had the beginning of a number of student exchange programs, area study programs, and within several professional schools, institutes devoted to graduate study and research on significant international problems.

"Our office and the office of the Dean of International Programs have agreed that it would now be desirable to review the progress that has been made and to develop important guidelines for the future. It seems to me that the timing is right for such a review. There are a number of developments within the federal government and the foundation world which indicate that even more than ever before we should have important goals and well-conceived plans in the international field. The growth of our many University academic programs requires that we find an appropriate balance and pace among them. Priorities should be established within our total University program which best fit the need of this University and our society.

"With all of this in mind we are establishing an *ad hoc* committee to review and plan future developments in the international program

activity on this campus. Specifically, I am asking the Review Committee to report to me and to provide advice which will help the Dean of International Programs and my office answer the following types of questions:

“(1) What is the appropriate area studies emphasis for Michigan State University over the decade ahead? Does the existing pattern serve the best interests of the University’s academic program? In what ways can it be strengthened and improved?”

“(2) Is the present pattern of internationally oriented institutes within various colleges adequate to meet the needs of international research by our faculty and graduate students? Are they focused on significant subjects? Should they be increased or decreased in number over the years ahead? Is their present relationship to faculty, academic departments, and colleges appropriate? What should be their role with respect to overseas projects?”

“(3) To what extent is the assumption that there will be feedback from overseas project work a valid assumption? Are there ways of improving feedback?”

“(4) Are there sufficient overseas study opportunities for Michigan State University students? Should the University be developing new arrangements for study abroad?”

“(5) Are there new activities which should be undertaken in the international field which would have a strengthening effect on campus academic programs? Looking ahead over the next five to ten years, what portions of existing activities should be further strengthened and which should be diminished?”

#### **International Programs Review Committee**

The following faculty members were appointed to serve on the Provost’s Committee for the Review of International Programs: Dr. Lawrence L. Boger, chairman, Department of Agricultural Economics; Dr. Edward C. Cantino, professor, Department of Botany and Plant Pathology; Dr. H. John Carew, chairman, Department of Horticulture; Dr. Douglas Dunham, chairman, Department of Social Science; Dr. Carl F. Frost, professor, Department of Psychology; Dr. Carl H. Gross, chairman, Department of Secondary Education; Dr. Hideya Kumata, professor, Department of Communication; Dr. Charles P. Loomis, professor, Department of Sociology; Dr. Richard E. Sullivan, chairman, Department of History; Dr. Glen L. Taggart, Dean of International Programs; Dr. Donald A. Taylor, professor, Department of Marketing and Transportation Administration.

The Committee identified for itself four major objectives:

1. To establish criteria for evaluating the impact of Michigan State University's programs in world affairs upon (a) undergraduate, graduate, and foreign students; (b) faculty; (c) the public.
2. To review, evaluate, and formulate recommendations for programs at Michigan State University in the following major areas: (a) area studies; (b) functional institutes; (c) faculty overseas activities; (d) the student; (e) curriculum structure and content; (f) library resources; (g) campus environment and administrative organization; (h) international extension.
3. To identify potential new program areas in international education for Michigan State University.
4. To make recommendations for the continuous planning and evaluation of Michigan State University's programs in international education.

### **Committee Procedure**

In pursuing these objectives, much of the work was done by subcommittees. The subcommittees held meetings with members of appropriate organizations and conferred with Michigan State University faculty members who are fulfilling important assignments in international education.

The Committee arranged open hearings for faculty and students. In order to assess opinions regarding the international programs, a questionnaire was developed and circulated to every faculty member on the campus and overseas. Also, in order to obtain the reaction of students regarding international courses, study opportunities and experiences, a questionnaire was developed and circulated to a 5 per cent sample of the student body. The Committee had meetings with representatives of other universities and organizations who have responsible positions in international programs.

The Committee presents in this report its review, evaluations, and recommendations for the Michigan State University's international programs.

## II. Historical Influences on the International Dimension

As early as 1947 Michigan State University signed a cooperative agreement between the Interamerican Institute of Agricultural Sciences and the Social Research Service of Michigan State University to enable the Latin American specialists and graduate students of the Department of Sociology and Anthropology to assist in the social and economic studies conducted in Costa Rica and elsewhere in Latin America.

This international program was initiated two years before President Harry Truman's inaugural declaration established the Point IV Program to help people of underdeveloped countries to help themselves. In a report published by Education and World Affairs, the Point IV Program is described as follows: "Point IV marked the beginning of a deep involvement of American universities in world affairs. The federal government, having drawn heavily on the country's academic resources during the war, now discovered that American colleges and universities held large numbers of resource people who were available to assist in implementing national policy in international affairs. Contracts were made with American universities to work with institutions abroad to solve the development problems of the emerging nations. One of the first contracts was made with Michigan State University."<sup>1</sup>

This action introduced the period during which Michigan State University, along with many other universities and colleges, had to experiment and determine the appropriate roles and functions that higher education institutions could and should perform in the world. Academic institutions showed a wide range of interest and willingness to participate. Michigan State University led many universities in the number of developing nations in which it was involved, and in the number of faculty members who participated in the programs.

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<sup>1</sup>Education and World Affairs, *The University Looks Abroad: Approaches to World Affairs at Six American Universities* (New York: Walker and Company, 1965), p. 49.

A primary concern has been that the faculty would see the advantages of a university's involvement and the professional benefits to be derived from assisting developing nations, as well as the national interest in establishing meaningful relationships with peoples who did not know the United States, and for whom the United States historically had little concern. The faculty had, under this new relationship, the opportunity for obtaining increased knowledge of different lands, cultures, and political systems. In addition, there was genuine concern for the adaptation of existing knowledge, methods, and practices in technical assistance which would mutually benefit the university faculty and the host government or their educational institutions.

All these functions were a proper mandate for any university. But for a university firmly established in the land-grant tradition, these purposes were in the tradition of a commitment to teaching, research, and service. The land-grant format, which has proved effective domestically, seemed particularly appropriate for the international educational assignment.

President Hannah's personal commitment and dedication to international education have been conspicuous wherever his academic, governmental, or civic assignments have taken him. His personal initiative and support have provided unique advantages in the direction and rate of development of the international programs at Michigan State University.

President Hannah summed up the Michigan State University approach: "Just as the problems we face as a nation are broad and not tied to a limited number of fields or disciplines, the Michigan State University approach to its technical assistance activities is broadly conceived. We have not, and we do not anticipate creating relatively isolated pockets of international studies on our campus. Instead we are trying to create a general environment and an international dimension which will permeate all relevant segments of the university over the years ahead."<sup>2</sup>

In the early 1950's Michigan State University responded to requests of host governments and the United States government to engage in four major overseas projects: (1) technical assistance to the National University of Colombia in the development of two agricultural colleges at Medellin and Palmira; (2) adoption of the newly founded University of the Ryukyus; (3) a project in Sao Paulo, Brazil, to establish the first Brazilian school of business administration; (4) technical assistance in the field of public administration to the Republic of Vietnam.

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<sup>2</sup>*Ibid.*, p. 50.

Even before the Vietnam project was underway, internal evaluation began to influence the international program. There was increasing concern that Michigan State University's overseas commitments were too extensive, and that the overseas feedback to the campus was as yet negligible. There was serious doubt of the appropriateness of any university undertaking programs in parts of the world in which it had no area studies base or competence, or in which its faculty members had no professional interest in teaching, service, or research. In 1956 President Hannah appointed the first Dean of International Programs to administer the overseas contracts, and to spur the academic development of the international programs on the campus.

In 1958 and 1959, the University undertook a study of its international involvements. The results of this intensive study reflected considerable agreement on the desirability of expanding the international dimension, and proved influential in formulating several guidelines. Included were:

1. A broad "international dimension" should be incorporated throughout the University's educational programs, since graduates of all fields should be internationally involved, either directly or indirectly.
2. Certain academic strengths should be especially encouraged in order to contribute knowledge and provide competent specialists in the international sphere. At Michigan State University these should include emphasis on the international aspects of economics, business, communications, politics, administration, education, and other fields that would reflect the needs of the country, and build upon the international experience and academic strength of the University.
3. Research on international problems should be greatly expanded, particularly in the fields mentioned above.
4. Service programs should be continued and improved, but expanded only as they can contribute to the needs of developing countries and to the reinforcement of international training and research. In other words, overseas projects must increasingly serve the international academic goals of the University in addition to the goals of the sponsoring organization and the host country.
5. Primary emphasis at Michigan State should be along functional lines, rather than on area programs, but some area studies should be developed.

6. The international program should emphasize the expanding role of existing departments and colleges. Essentially decentralized administration should prevail, but a central integrating and coordinating system should provide leadership.<sup>3</sup>

These historical events provided the framework that moved Michigan State University toward an international dimension.

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<sup>3</sup>*Ibid.*, p. 57.

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### III. The Setting of the Study and Report

When the first edition of *The International Programs of American Universities*, a nationwide directory of international education, was published in 1958, Michigan State University was not listed among the leaders; it had less than five programs. Early in 1967, when the second edition of the directory was issued, Michigan State University with twenty-two programs was ranked in ninth position among the nation's colleges and universities in the number of international programs. The ranking becomes more significant in the light of the identity of the other universities, many having long been recognized for their educational accomplishments: Harvard, Indiana, California, Hawaii, Wisconsin, Cornell and Texas, New York, Michigan and Stanford, Michigan State, and Johns Hopkins.

The beginning of the growth of this international program at Michigan State University coincided with the decision to establish an Office of the Dean of International Programs. The task of this Office in developing the international effort to a position where it would make an important contribution to the University was built on a foundation of international involvement. During this period of deliberate expansion of involvement in international affairs, the expressed policy and explicit goal of the Office of International Programs was to build throughout the University and not within a central office.<sup>1</sup> The strategy was to avoid rivalry and distraction and to encourage cooperative action in the colleges themselves.

The International Program at Michigan State University currently includes the Dean and the staff of the Office of International Programs, five area studies centers, four functional institutes, and twenty-two international programs. Informally, it includes the hundreds of faculty members and many graduate students who have individually or collectively identified personal and professional international interest, experience, competence, and involvement.

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<sup>1</sup>Office of the Dean of International Programs, "Organization and Scope of Michigan State University International Programs" (Memoranda dated May 23, 1957, and July 11, 1963).

The extensive and diverse nature of international programs makes it difficult to assess with accuracy the number of faculty and graduate students involved, their performance and the full impact of their efforts on the University in the absence of systematic evaluative procedures. The University has no built-in instruments for assessing the parameters of the international dimension on the campus, such as curriculum changes, numbers of students or faculty involved in foreign study or the purposes of their involvement, the number of graduates who pursue international careers, publications of international professional interest, etc. The Michigan State University Office of Institutional Research has not yet accumulated specialized data that would provide this kind of information.

Without the availability and continuous communication of the factual information and experience throughout the faculty, ignorance and misperceptions of the international program at Michigan State University are to be expected. The changes in the University's international programs, which developed in this transition period of 1958 to 1967, need to be more widely known and evaluated.

### Research Mechanisms

One of the most persistent misperceptions was that the Office of International Programs was preoccupied with overseas service projects. The evidence of the activities since 1958 strongly disprove this, and, in fact, demonstrates the success of the Office of International Programs in setting a deliberate direction toward university-related research and technical assistance. The following excerpts from the *International Programs Research Report*, dated February 27, 1967, outline the procedures established through the Office of International Programs to assure the direction and the achievements:

“To encourage and support international research, International Programs has helped to establish four mechanisms that are available to all faculty and graduate students at Michigan State University interested in international studies. The four mechanisms for providing funds and administrative support are through area studies centers and functional institutes, through the Midwest Universities Consortium for International Activities (MUCIA), through the Inter-University Research Program in Institution Building, and through “seed money” funds for encouraging large-scale interdisciplinary international research projects.

“In 1957 a grant of \$135,000 from the Ford Foundation financed faculty seminars that were held in the spring and summer of 1958 to lay the guidelines for the development of International Programs.

On the basis of this preliminary planning, requests were made to the Ford Foundation that resulted in grants of \$1,000,000 in 1960, \$1,250,000 in 1963 and \$250,000 in 1964.”

It is helpful to introduce at this point the following 1961-66 summary, which shows the research allocations by college and the number of faculty members who received support through the Office of International Programs.

<i>College</i>	<i>Amount</i>	<i>Faculty Members</i>
Agriculture	\$ 272,251	17
Arts and Letters	113,442	14
Business	167,430	19
Communications	203,876	11
Education	172,677	17
Social Science	446,176	53
Library	99,650	—
Other	75,449	10
	\$1,550,951	141

To return to the report: “Initially the Ford funds were administered with guidance from a broadly based faculty research committee. As the area studies centers and functional institutes have been established to serve groups of faculty with special interests, the administration of the research fund has been taken over by the centers and institutes, each of which is guided by a faculty research committee. In addition to Ford Foundation funds, they receive support from the University for recurring expenses and some administrative and research funds from federal agencies including the Department of Health, Education and Welfare and the Agency for International Development.

“The second source of funding is through the Midwest Universities Consortium for International Activities (MUCIA). This consortium, consisting of Illinois, Indiana, Michigan State, and Wisconsin universities, was established in 1964 with a \$3,500,000 grant from the Ford Foundation to help the four universities become more effective in their international activities.

“The consortium awards graduate student fellowships to doctoral candidates who do their field research overseas under the guidance of a member of the faculty of one of the four universities and in connection with the overseas projects of one of the four universities.

“The consortium supports faculty research related to overseas projects of the four universities.

“The consortium allows faculty returning from overseas assignments to get released time to complete a writeup of research done overseas

and to incorporate overseas experience into revised curricula and course offerings.

“Requests for support of faculty or graduate student research from the Midwest Universities Consortium are received through the international centers and institutes with screening by the faculty advisory committees to these organizations.

“The third source of support for faculty and graduate student research is provided through the Inter-University Research Program in Institution Building.

“This program is administered by a board of representatives from Indiana University, Michigan State University, the University of Pittsburgh, and Syracuse University. Since 1963, when the program received its initial funding from the Ford Foundation and the Agency for International Development, approximately 20 research projects have been approved among the four universities. The projects are intended to provide systematic knowledge about the factors related to the success or failure of efforts to encourage social and economic development in the developing countries.

“Four of Michigan State University’s overseas programs are serving as a base for research in connection with the inter-university program. They are the business administration program in Brazil, the University of Nigeria, the educational planning program in Thailand and the Agricultural College in Balcarce, Argentina.

“The fourth international research component that is becoming increasingly important is large-scale research sponsored through the Agency for International Development and other organizations.

“One example is the Food for Peace project undertaken by the Department of Agricultural Economics in cooperation with faculty at the University of Arizona and the University of Wisconsin. A number of disciplines and departments contributed to an analysis of needed research on the Food for Peace program. The study produced reviews of research planning and coordination of programs across government and university lines, and a set of recommendations for additional studies.

“A second program in the Department of Agricultural Economics that also is interuniversity as well as interdisciplinary includes faculty from Colorado State, Kansas State, Wisconsin, the Research Triangle Institute, and representatives of the Department of Agriculture, the Department of the Interior, and the Agency for International Development. Its purpose is to provide a comprehensive approach to the planning, coordination and conduct of research on rural development in Nigeria.

“These institutions have formed the Consortium for the Study of Nigerian Rural Development (CSNRD). At Michigan State University the Institute of International Agriculture and Nutrition is providing some of the administrative support for CSNRD activities.

“The College of Communication Arts is the headquarters for a three-year study of the Diffusion of Agricultural Innovation. In cooperation with research institutions at Hyderabad, India, at the University of Nigeria, and at the University of Minas Gerais in Brazil, an intensive study of factors related to the adoption of new agricultural practices is in its second year.

“Seed money and administrative support for the Diffusion Project have been provided through the International Communication Institute.

“In the College of Business, a Latin American Market Planning Center (LAMP) has been established in the Institute of International Business and Economic Development Studies with cooperation from the Latin American Studies Center, the College of Agriculture and Natural Resources, the College of Communication Arts, and other units. LAMP is engaged in a long-term series of studies on the process of modernizing and making more efficient the movement of goods and services through market channels in Latin America.

“The College of Education, through the Institute for International Studies in Education, is in the third year of an extensive program of technical assistance in educational planning to the government of Thailand. As part of that project, in cooperation with the International Communication Institute and with partial funding from the Inter-University Research Program in Institution Building, a research project is being conducted on the diffusion of innovation within an educational structure.

“The most recent large-scale research project has been initiated in the Department of Agricultural Engineering. In cooperation with the Institute of International Agriculture and Nutrition a long-term program of research on agricultural mechanization in Africa has begun this year.

“In these large-scale projects, the role of International Programs has been to provide administrative support and a small amount of funds for pilot projects and minor expenses that allow the research scholars on the faculty to demonstrate a readiness to conduct major research programs.

“International Programs has also supported faculty and graduate student research by serving as a base for accumulating information about resources for research outside of the university framework.

Each of the centers and institutes is accumulating information about research support programs related to its sphere of activities.”

### **Evidence of Transition**

These activities document the procedure and performance of the Office of International Programs as it encouraged and coordinated the development of academic international programs through departments and colleges. The international dimension has increased in breadth and depth in the University. The degree of acceptance of the international emphasis was indicated on the faculty questionnaire developed by the committee for this report: 80 per cent of the 927 faculty members who responded reported being generally in support of strengthening the international emphasis in the University and only 10.2 per cent were not in favor; 74 per cent of the faculty were in favor of strengthening the international emphasis in their colleges and 69.8 per cent were in favor of strengthening the international emphasis in their departments.

The degree of infusion of international emphasis into the curricula is evidenced by the introduction of a strong international dimension in University College. In 1962 the Social Science Department, aided by a \$40,000 Ford Foundation grant to the Office of International Programs, developed and published four books to be used in the third-quarter course with a primary international emphasis. Since 1962, 27,000 students have completed the course.

In 1964 the Ford Foundation made grants to the Office of International Programs in response to the specific requests of the Social Science Department (\$150,000) and the Department of Humanities (\$25,000) of the University College for development of course and instructional material and faculty in the international dimension. Thus, a total of \$215,000 Ford Foundation funds has been utilized to infuse a greater international emphasis into the University basic undergraduate curricula.

Other indications of the infusion are: the increase in number and depth of African, Chinese, and European language offerings, as well as the number of students enrolling; the introduction of new international courses and revision of regular course offerings to include the materials of professors experienced in overseas work; and the increase in the number of departments that now require a foreign area option. The faculty questionnaire disclosed 264 courses with a “primary international emphasis” were taught by the faculty members; the questionnaire also disclosed that 319 courses with a “somewhat international emphasis” were taught. The student questionnaire re-

vealed that 20.6 per cent of the students completed courses that they considered to have significant international emphasis.

The interest and experience of American students in serious foreign study and travel is suggested by the student questionnaire: 56.5 per cent of the 5 per cent of the students sampled had traveled outside of the United States and 16.3 per cent stated they planned a career which involved foreign service or experience.

Another development is the establishment of the Justin Morrill College to promote a liberal education for students interested in international service and careers in international education. The program includes cross-cultural experience in both domestic and foreign situations.

The Office of International Programs has served a central role in developing programs to support faculty members' research interests, to provide graduate students technical experience and research opportunities in foreign countries, and to establish relevant technical assistance and institution-building relationships. The programs of institution building in Nigeria, Brazil, and Pakistan, and the new technical assistance programs in Thailand, Pakistan, and Turkey are a few examples that have proved valuable to faculty and students directly in the course of extending technical and professional expertise and for the execution of research. These programs are developing a reservoir of informed, interested, and competent professional colleagues and government personnel in these countries. The host nations and supporting foundations and government agencies have recognized the quality of the professional personnel and programs of Michigan State University by requests to replicate the programs in other nations and situations. The mutual benefits to the University and host nations have been demonstrated in many programs.

The administration and the Office of International Programs have involved faculty members in the considerations of these requests for institution-building programs and technical assistance. The policy has been established that Michigan State University would accept only those programs in which there are faculty members who are professionally interested and have demonstrated competence. If a program was considered professionally appropriate, but was too demanding of the resources of the University, Michigan State University has cooperated with MUCIA to develop satisfactory arrangements. The MUCIA arrangements have made available the facilities, library resources, and scholars as well as the overseas research programs of other universities to Michigan State University faculty and graduate students.

## Rationale for Focus on World Affairs

The 1958-59 report, *Towards An International Dimension at Michigan State University*, outlined the increasing relevance of the international dimension. This dimension has existed for every civilization that has claimed a significant place in history. Today the international dimension is an important focus for most nations, regardless of their geography, or their social, political or economic status. In fact, the very survival of these national social, political, economic, and cultural entities hinges on the ability and willingness of nations to adjust to an environment that is world wide.

Since World War II the United States has found itself in a more central position in these international activities. Its role and involvement in international events are the subject of considerable debate. The policies and instrumentalities which the United States alone, or other agencies collectively, have developed have not been universally accepted nor have they enjoyed unqualified success. The position of the United States in world affairs and its inherent responsibilities are clear. The consequences of the failure to respond appropriately to these responsibilities are equally obvious.

The 1958-59 report also outlined the increasing relevance of the colleges and universities to the international dimension. Educated men have always been aware of that international dimension and have cautioned against ethnocentrism. However, academic awareness and caution are hardly sufficient in view of the accelerating international events.

These international developments and the response of Michigan State University have moved the University from a general acceptance of the "international dimension" in 1958 to an acceptance of the international dimension as a central focus of their efforts in 1967. Furthermore, as a university dedicated to service and scholarship that attracts students and scholars of many nationalities, Michigan State University has a special obligation to search for and communicate knowledge about the nature and relationships of man everywhere. The University also has a responsibility to contribute to, as well as benefit from, science, technology, and education in other nations. Above and beyond the involvement in international affairs required for public service and scholarship, the University is fundamentally concerned with the survival of our free society.

Any university faculty would be less than responsible if it failed to recognize this concern. But mere recognition is not sufficient. The faculty must identify and implement a more central focus of this international concern in its total operation, thereby reflecting the

world and the university's responsibility to it. The task is fundamentally an internal problem of selecting priorities, of establishing a viable balance with its other programs, of mustering personnel and resources, and of shaping and implementing programs that will integrate the international dimension centrally within the university community.

Just as the federal government made it possible for the universities to extend their assistance and resources in the implementation of the international aspects of Point IV since 1949, it has again pointed to the responsibility and potential of the colleges and universities for the implementation of the International Education Act of 1966. The federal government looks to the possibility of capitalizing on the universities as academic and scientific instrumentalities for the approach, study, and resolution of these international concerns. The International Education Act represents a significant thrust toward international concern and education.<sup>2</sup> It presents another challenging opportunity to the colleges and universities.

Even though certain faculty members initiated international study and research programs very early, by 1956 it was apparent that considerable administrative support and action were necessary to initiate and direct the international program efforts. Since 1958 most of the attention and resources of the departments and colleges have been devoted to the development of quality in their professional programs and to the problems associated with sharply increased student enrollments and expansion. By 1967 the enlarged international awareness, concern, experience, and competence of the faculty have increased the visibility and priority of the international dimension at Michigan State University. The development and achievements of the Office of International Programs, the area studies centers and functional institutes, as well as the University's substantial reputation with supporting agencies now provide the means to assist the faculty in implementing a central focus on the international dimension. In 1967 the opportunity and responsibility for international programs are more directly the province of the faculty.

### **Objectives for International Activities**

Aware of this responsibility and recognizing that the University has primary relationship and responsibility to the students, faculty, and the public at large, the faculty needs to increase its participation and sharpen its focus in determining objectives and programs specifically

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<sup>2</sup>U.S. Congress, House of Representatives, Committee on Education and Labor, *International Education: Past, Present, Problems and Prospects*, 89th Cong., 2nd Sess., 1966, House Doc. 527.

for the on-campus international programs at Michigan State University. The Provost's *ad hoc* Committee for the Review of International Programs recognized this need for objectives. Therefore, consistent with the University's traditional role of enhancing, preserving, and extending knowledge, the Committee identified and defined for itself the following objectives for on-campus international programs:

1. To alert students, faculty, and the general public to the nature of the modern world and to develop in them a comprehension of the international dimension of "events" and their relevance to the general welfare.
2. To develop objective attitudes and realistic responses to this enlightened comprehension of the international dimension.
3. To develop and train students and faculty to contribute significant knowledge, skills, and services to fulfill the demands of the international dimension.

### **Implementation**

Once the objectives are set, then the University needs to develop the means to achieve them. A faculty—professionally competent, informed, and responsive to the international dimension—is the University's key resource and guiding influence to achieve these objectives.

The University and the faculty do need the established staff office to coordinate the resources and programs, to stimulate and support the academic and research programs, to develop and facilitate the technical assistance programs, to represent the University officially in its international dimension to other universities and foundations. This central staff office would continue to assist specifically in the establishment and development of area studies centers and functional institutes as effective means of implementation.

The policies and practices of the departments, colleges, and University at large are essential means to the development of the faculty interest, competence, and contribution in the international dimension. Aggressive recruitment, reinforcement by resources and recognition, and the availability of opportunities to excel in teaching, research, and service are areas of central concern to the faculty in establishing an international focus.

The curriculum structure and content are specific means for the faculty's implementation of the international program. In order to develop the comprehension of cultural differences, processes of change and development, and related international problems in the undergraduate students, there is specific concern for the quality of the general education and introductory courses which constitute the major

traffic-points in the undergraduate curriculum. There should be additional provision for electives pertaining to world affairs, problems and cultures complementing the professional curricula. The student program should include the consideration of a wide range of study-abroad opportunities which are integrated into the total academic career. The curricular emphases for the graduate students are depth in comprehension, opportunity for overseas study and research, and scholarship and professional competencies appropriate to the international situations.

The library is an integral part and key resource of any university. In the international program the library is an essential facility for faculty and students to pursue their studies, research and competence because of the frequent prohibitive distances and limited availability of field resources. In order to implement fully the library in the international dimension, additional professional bibliographers and other special staff are required.

A favorable campus environment and an administrative organization committed and supportive in policy and practice are essential means to the execution of international programs. The international dimension should be well established within the line organization of the University, receive the professional and financial support of its disciplines, and operate within the established faculty bylaws. The central administration of any organization must exercise its responsibility by requiring accountability. For a university that is pursuing academic excellence and that is confronting financial limitations, the purposes of this accountability are clear. In 1967, it is the prerogative and responsibility of the administration to hold accountable the several colleges for determining and implementing their international dimension, as well as their domestic program.

The University has an acknowledged responsibility to disseminate knowledge to the wider public about significant educational, political, economic, and social problems and issues which the United States faces in its world relationships. The principal agency of the faculty for carrying out this responsibility is international extension.

The review, evaluation, and recommendations regarding the International Focus at Michigan State University are presented in the next eight sections of this report.

## IV. Review, Evaluation and Recommendations to Implement the Objectives

After establishing the objectives as a frame of reference, attention was focused on the review and evaluation of the international programs that appeared to have the most relevance in the implementation of the objectives.

Particular emphasis is given in the following sections to the issues involved in the implementation. Recommendations are summarized at the conclusion of each section.

### **AREA STUDIES CENTERS**

From a national perspective, it would appear that the area studies center concept has become firmly established in the academic scene and has had considerable influence in terms of injecting a broadened view of the world into academic life. It is worth noting that at Michigan State University as late as 1959 there was apparently no clearly felt mandate to move toward the establishment of area studies centers as a part of the regular university organization; in fact, area studies centers at Michigan State University have been developments of the 1960's. In part, they reflect interests born of the University's involvement in overseas technical aid programs. More directly, they have developed from the availability of funds from the outside: The Ford Foundation grants of 1960 and 1963 and the federal government funds provided under Title VI of the National Defense Education Act of 1958. Thus, area studies centers have had a relatively short history at Michigan State University. The review of area studies centers follows.

#### **African Studies Center**

This Center was the first organized area studies center established at Michigan State University. It was formally organized in 1960

under matching grant provisions of the National Defense Education Act of 1958. It was one of the first organized under NDEA auspices, and was initially structured around a core of teaching activities which, in line with legislative stipulations, included instruction in African languages.

The Center began with two Africanists, but now has a core staff of fifteen members representing nine disciplines. All the faculty members associated with the Center have basic appointments in the departments and secondary appointments in the Center. During the academic year 1965-66, these faculty members taught over 30 courses relating to African studies. Enrollment totaled over 1,400 students.

The Center is organizationally attached to the College of Social Science. It seeks as its primary goal to support the development of courses that deal in part or entirely with African data, and to support the development of faculty members who, as scholars in their disciplinary fields, are recognized as experts on Africa. The Center views itself as an institutional expression of the University's commitment to advancing scholarship and knowledge concerning Africa. Its membership does not include the total aggregation of Michigan State University faculty members who have some degree of interest and experience in Africa, but only those faculty members who make Africa the focus for their research and teaching interests. Since its beginning, the Center has supported a variety of research projects.

#### **Asian Studies Center**

The Asian Studies Center was formally established in 1962; it had its origins in the mutual interests of faculty members who had been involved in foreign assignments in Asia, and who had been meeting informally prior to the establishment of the Center. The aims of the Center are broad: to further knowledge and understanding of the countries of the Far East; to attract students of all interests to Asian studies; to provide means for some of these students to become area specialists; to correlate offerings in Asian studies of various departments; and to foster a research program, utilizing the overseas projects of the University as centers where graduate students and faculty members may acquire field experience and basic data.

The Center is located in the Office of International Programs which has provided financial support since its inception.

In 1965, the U. S. Office of Education designated Michigan State University as the site of a South Asian Language and Area Center. Under this arrangement, development of a language program relating to South Asia has begun; Hindu-Urdu, Bengali, and Sanskrit are

offered. Five fellowships for language study were awarded in 1966-67, and seven have been awarded in 1967-68. A proposal has been submitted requesting support from the federal government for an undergraduate language and area studies center for China that would supplement the established program in Chinese language and various courses in aspects of Chinese history, culture, and society.

The Asian Studies Center has given support to various research projects initiated by members of the Michigan State University faculty and by graduate students. It has undertaken a modest publication program, mostly reprints of articles of faculty members. The Center has placed heavy emphasis on sponsoring lectures and seminars that bring Asian scholars to the campus. About fifty faculty members are now identified with the Asian Studies Center, but the closeness of that identity was somewhat difficult to ascertain in many cases.

#### **Latin American Studies Center**

The Latin American Studies Center was organized formally in 1963. The initiative came primarily from the Office of International Programs after a number of earlier unsuccessful attempts by informal faculty groups. The Center has involved itself in faculty seminars, curriculum development, research support to both faculty and graduate students, and a series of public programs devoted to Latin America. This involvement appears to have led to some basic disagreement within the Center as to where its focus should be, and what its prime function should consist of. There appears to be pressure within the Center to concentrate on Brazil with a view toward building strength across the University with respect to that portion of Latin America. But it is obvious that not all members associated with the Center agree on this line of development. The Center embraces a rather large number of faculty members from a wide variety of disciplines, suggesting that Latin American studies are probably better represented on the campus than is the study of any other area presently organized into an area studies center.

#### **Russian and East European Studies Program**

This program was organized in 1965 after a long period of encouragement by the Office of International Programs. The group consists of a faculty committee composed of several members from various disciplines; thus the group does not yet constitute a full-fledged area center. The group receives its financial support from the Office of International Programs. Twenty-two faculty members representing nine disciplines presently identify with the program.

Although vitally concerned with undergraduate and graduate education, the group has placed heavy emphasis on research support and upon the development of research resources of the University.

### **The Canadian-American Studies Program**

This is the last program to be formally established. It has not yet become a full-fledged area studies center, but rather represents a faculty committee instituted to promote the support of Canadian studies. The nucleus for this committee emerged from the Canadian Studies Seminar which for many years has promoted a series of programs on the campus aimed at increasing knowledge of the University community in Canadian affairs and Canadian culture as well as in Canadian problems and its relations with the United States. The program now appears to be moving toward a more active encouragement of a wider range of Canadian studies in various departments on the campus. The Canadian Studies Program is supported from University funds. Organizationally, it falls within the College of Arts and Letters.

### **Summary of Area Studies Centers**

In summary, this brief historical sketch of the development of area studies centers at Michigan State University suggests that within a relatively short time the area studies centers on the campus have become involved in a wide range of activities. It is also evident that the centers have developed under strong urging from the Office of International Programs, which has envisaged them as catalytic influences in promoting the internationalization of the University's academic program and faculty.

The financial support behind the centers, largely Ford grants and NDEA language program grants, has played a crucial role in shaping their short histories. Given the briefness of their histories, the heavy burdens placed upon them, and the nature of their financial support, it would not be surprising that the centers have not yet found their prime strengths and have not yet eliminated a variety of weaknesses. It is gratifying that the oldest of them, the African Studies Center, has succeeded in establishing national status. Hopefully, the other centers will move rapidly in the same direction. But such will not be the case, perhaps, unless some firm decisions about their activities, organization, and modes of operation are made in the near future.

The recommendations which follow are based upon the assumption that strong area studies centers can become an even more vital component of Michigan State University's international dimension in the total educational program. In the eyes of the funding agencies (espe-

cially the foundations and the federal government), these centers have symbolized a serious concern characteristic of universities expanding their involvement in international education. The provisions of the International Education Act of 1966 clearly indicate that in the future the existence of area studies centers on a university campus will be taken as an indication of an institution's concern for international education. Even more important is the obvious fact that area studies centers at Michigan State University have made a solid contribution in a relatively short time to the "internationalizing" of the University's total program. For these reasons it is accepted that area studies centers provide a major instrument for further internationalization of the education program and deserve the support and encouragement of the University.

### **Critical Issues**

In the review of the area studies centers, it was found that several issues kept recurring as central to the whole matter of their further development. It was concluded that the resolution of these issues was the most critical problem affecting the future of area studies centers and the next part of the report is organized around these issues.

The *first* issue concerns the proper function of area studies centers: what can area studies centers do uniquely as their basic contribution to the overall university goal of adding an international dimension to its program?

In attempting to reach some realistic grasp of what unique function the area studies centers could perform in terms of internationalizing the academic environment, an attempt was made to ascertain what functions the area studies centers have endeavored to fulfill. In a general fashion, all the area studies centers appeared to be seeking to serve the following ends:

1. To subsidize scholars already engaged in full-time teaching activities so these scholars can undertake research.
2. To provide ancillary services to scholars engaged in research, e.g., stenographic services, graduate assistant help, etc.
3. To seek research support from outside sources in order to fund faculty research to a greater degree than is possible with the normal resources of the University.
4. To provide a visible, institutionalized symbol of the university's commitment to various areas of the world that will serve as assurance to prospective faculty members that their interests will be supported and thereby facilitate their recruitment.

5. To promote the development of research facilities, especially library resources and foreign research sites.
6. To provide a milieu that will foster interdisciplinary research undertakings which might otherwise fail to materialize in a setting where scholars are "isolated" in departmental boundaries.
7. To support graduate student training especially in terms of doctoral dissertation research conducted in foreign areas.
8. To identify gaps in course offerings in the University curriculum in the international field, to exert influence on "underdeveloped" departments reluctant to develop courses in deficient areas, and to assist the departments in providing staff for such needed new programs by paying part of the cost of such staff and helping with recruitment.
9. To organize "orientation" courses that will familiarize students in a broad sense with foreign areas and encourage them to make such areas the focus of their academic program or to realize career possibilities of such areas.
10. To provide a variety of public programs aimed at increasing the general awareness of the University community and the general public with respect to the nature of foreign cultures.
11. To bring to the campus experts in various areas of the world as a means of enriching the programs of all students as well as those students engaged in area studies.
12. To serve as agencies for identifying a pool of specialized talent that might staff the University's overseas project commitments.
13. To serve in a general way as a meeting ground for scholars sharing an interest in particular areas of the world in expectation that upon this meeting ground will be generated greater and different interests than previously existed.

The issue that has to be faced is whether the area studies centers can do all of these things with distinction and quality. It can be argued that the centers should be encouraged to view their functions broadly. The centers might be considered as agencies charged with undertaking *any* kind of activity which would draw the attention of the University community to specific geographic areas of the world. However, there are strong reasons to question whether the area studies centers—with limited resources and relatively small number of personnel—can do all these things equally well. Perhaps certain ends that the centers try to serve could be realized more efficiently by other means. It was concluded that the strength of the area studies centers would be increased and that the total international program

of the University would be best served if the centers would move in the future toward a narrowing of their functions, toward a concentration of their activities on more specific and limited objectives.

There was little evidence to suggest that area studies centers were uniquely fitted to make a fundamental contribution to the internationalizing of the University in terms of (1) providing a general meeting ground for scholars sharing an interest in a particular area of the world in hopes that such a meeting would produce new interests; (2) serving as agencies for "stockpiling" specialized talent that might serve the University in its overseas project commitments; and (3) providing programs of public interest. Therefore these functions should be minimized in terms of planning the activities of area studies centers and of evaluating the effectiveness of the centers.

The proper role of area studies centers as "pressure groups" in curriculum building and staff enlargement is difficult to ascertain. Historically, such a function has been central to the area studies concept, and many faculty members feel that the centers still have an important mission to play in this respect. While respecting the contribution that the area studies centers have made to curricular growth and staff development and while realizing that there still remains unfinished business with respect to the international aspects of the University curriculum and staff, it seems best to begin shifting these responsibilities to departments and colleges, where the basic constitution of the University places them. With respect to curricular problems at the undergraduate level and to the staffing of departments, the area studies centers could best serve the University by acting in an advisory capacity to departments and colleges, utilizing the channels described in Campus Environment and Administrative Organization of this report as their means of assisting departments and colleges.

The area studies centers can serve the University most effectively by concentrating their major energies and resources toward generating and sustaining meaningful research pertaining to selected areas of the world. They should be considered as the prime agencies for supporting faculty research activities and for developing advanced graduate training which will eventuate in new research competence capable of enlarging knowledge with respect to various foreign areas.

The *second* issue relates to the problem of the scope of the activities of the area studies centers. Even if one accepts the broad principle that area studies centers should conceive their function primarily in terms of research activities, there remains the question of whether or not that activity should find a definite focus.

The area studies centers identify themselves with immense geographical blocs and virtually every academic discipline could conceivably develop research interests in some aspect of these areas that may add up to nothing resembling a sustained effort and producing nothing that would give the centers identity and distinction. The faculty members who constitute the personnel associated with the centers must find a meaningful focus for their activities so that the center will stand for something that it does uniquely and at a high level of excellence.

The *third* issue concerns some deep-seated differences of opinion on what types of research ought to be given highest priority as worthy of support by the area centers. These divergencies need to be faced and a resolution articulated because they appear to cause tensions in the conduct of the centers and to create conflicts in the relationships between centers and other segments of the University.

Individual faculty members expressed the opinions that the centers were not interested in supporting individual research projects; were only interested in supporting research that was related to an overseas project; were not interested in research connected with theoretical knowledge; were not interested enough in interdisciplinary research. The evidence to support these allegations was not impressive, but their existence has been enough to create impediments to the smooth functioning of the centers. Inevitably, in a world of limited resources, centers will have to make choices in lending support to various kinds of research. Some broad criteria pointing toward the kind of research most appropriate to area studies centers seem crucial in shaping their future.

The centers ought to place a higher priority on interdisciplinary research. They should also give special encouragement to the kind of research that involves foreign experience. If a service dimension is present in a research undertaking, it should be respected; but the concept of service cannot be made the sole criterion for judging research undertaking. The centers can never afford to rule out of their considerations the research interests of an individual faculty member, for by so doing the centers will begin to cut themselves off from the faculty and thus will sacrifice the support that they must have for vigorous growth.

The *fourth* issue concerns whether there ought to be a standard pattern of organization best suited to the conduct of the affairs of any and all studies centers. Two basic patterns exist: (1) the area center composed of a core group closely identified with the center by virtue of a formal attachment to it, and selected because the members of the core group can or have made some distinctive contribution to the pro-

gram of the center, and thus have added to its stature by being attached to it; or (2) the area center composed of a loosely affiliated group of faculty members drawn from a wide range of campus activities and disciplines based upon an expressed interest in some aspect of the area represented by the center. Direction, focus, and standards of performance appear to be arrived at more easily under the core group concept of membership. The more loosely defined concept of membership, however, appears to engage a much wider range of campus interests connected with a foreign area than does the center organized around a core membership.

The problems of communication, integrating programs, evaluating performance, and reaching decisions with the rest of the University are multiplied when the centers are organized and operated in different ways. The findings point to the desirability of greater uniformity in the organization of centers. Consistent with the general view that the area studies centers could serve the University best if they become more exclusively research oriented, then it would seem best if the centers became more tightly and narrowly organized as core groups, composed of productive scholars whose service to the University is evaluated, at least in part, by research output and teaching, and whose particular talents in this direction could be sustained with the full resources of the centers. The most compelling reason for advocating the core concept is its emphasis on quality in the center's activities.

The *fifth* issue is the urgent need to discover the most suitable place or places for the area studies centers in the University's organizational structure. The present multiple or variable arrangements raise many problems in terms of establishing clearly defined administrative procedures with respect to other agencies of the University.

The attachment of the African Studies Center to the College of Social Science has been satisfactory to all parties. The development of the Asian and Latin American Studies Centers has not been optimum as organized under the Office of International Programs and change is recommended by the Office.

It was impossible to define a single, most appropriate organizational format suited to the area studies centers. Guidelines are suggested for reaching a decision for the placement of each area studies center: (1) all area studies centers should be located more directly within the University academic organizational structure rather than the Office of International Programs so that they are ultimately responsible to the Office of the Provost; (2) centers should be encouraged to establish themselves administratively within the primary academic unit of the University to which their activities and personnel relate most directly.

The *sixth* issue concerns the decision of where to direct the University's energies over the next several years in terms of maintaining existing centers and creating new ones. Several criteria might be used as a basis for deciding the feasibility of area studies centers. To base these decisions on such criteria as the full range of students' interests in foreign nations; the new developing nations which have had little attention or which have not yet attracted the attention of other universities; the availability of resources in the future; or the University's involvements in technical assistance programs would not provide the University with assurance of the greatest relevance and effectiveness of the programs. It seems more desirable for the University to encourage area studies centers to develop with respect to those areas of the world that are likely to be critical in determining the future shape of world affairs and of national interest of the United States. Another significant criterion would be to develop area studies centers for those areas of the world for which there is already demonstrated scholarly competence on the campus, or for which competent personnel are known to be available for employment.

The United States and the whole world will need to know more and more about every aspect of society in these areas. The community of scholars should organize itself for the task of gathering, evaluating, and propagating knowledge with respect to these areas of the world. Area studies centers can serve as beachheads for the scholarly activity that is desperately needed. The University must accept the responsibility that it has an obligation to seek knowledge where knowledge is needed. But only knowledge of great sophistication will be useful in the face of the issues involved in these areas. Therefore, there must be competent talent focused on the study of these areas, and there must be more talent trained to sustain the study and teaching of these areas. The University must be guided by the talent it has, or can expect to command, in deciding which of these areas it will select for concentrated research efforts.

#### **Recommendations for Area Studies Centers**

On the basis of the deliberations outlined in the preceding sections of this report, the following recommendations are set forth with respect to area studies centers at Michigan State University.

1. That in the future area studies centers be viewed primarily as agencies for the promotion of research activities relative to the geographical areas of the world with which each center identifies itself.

2. That the major responsibility for developing curricular programs relative to area studies be entrusted to departments and colleges and that funds available for such purposes be allocated to the appropriate departments and colleges rather than to area studies centers. Exception to this procedure must, of course, be made in cases where outside funds are granted to area studies centers with specific stipulations for use in curricular development such as NDEA. The area studies centers should serve in an advisory role in stimulating departments and colleges in curricular development.
3. That the area studies centers conceive their research responsibility in as broad terms as possible, seeking to be responsive to all faculty members, from whatever discipline, who have research interests relating to the geographical areas identified with each area studies center.
4. But within the broad objective defined in recommendation number three above, that each area studies center seek to develop research emphases and concentrations that will give it a distinctive character and a definite identity. Such emphases and concentrations should emerge from faculty interests as they express themselves in the core faculty of the centers. Interdisciplinary research carried out in an overseas setting ought to be especially encouraged by each center.
5. That area studies centers be encouraged to make use of and contribute to overseas research and technical assistance projects undertaken by other segments of the University in those parts of the world with which each center is concerned; and that when appropriate, and when based on expressed faculty interest and competence, the centers assume the initiative in organizing such research undertakings as a means of increasing faculty and graduate student exposure to overseas situations and of developing new and potentially fruitful areas of research.
6. That in terms of their internal structure the areas studies centers be conceived as groups of competent scholars who have shown interest in the development of the centers, a sense of the goals of the centers, and demonstrated ability for the kind of collaborative effort implicit in area studies activities. That core faculty of an area studies center will constitute the advisory body of the center.
7. That formal attachment of any faculty member to the core group of an area studies center (i.e., membership in an area studies center) shall be made dependent upon research interest

- in the geographical area appropriate to the center, competence in that field, and demonstrated ability to perform research. Eligibility for membership shall be judged by the center director and the core group of the center. Formal appointment of a faculty member to an area studies center must have the approval of the faculty member's department chairman and dean, who are entitled to a justification of such attachment before their decision on approval or disapproval. All faculty members attached to an area studies center will retain membership in an academic department, and this membership will constitute their principal academic affiliation.
8. That in placing the area studies centers in the organization structure of the University, the following principles be observed:
    - a) In general, the area studies centers should ultimately be responsible to the Office of the Provost through which their activities can be related to the total academic program of the University.
    - b) Within the organizational structure falling under the Office of the Provost, the area studies centers should be encouraged whenever possible to find their administrative attachment within the principal academic units of the University. Conceivably, centers could be organized within departments. But under normal circumstances the most likely attachment for a center would be to a college, with the director responsible to the dean of the college.
    - c) Under certain circumstances where the center's core faculty and activities clearly and integrally cut across two colleges, an arrangement of dual college attachment should be worked out, with the two deans responsible for working out the particulars of the arrangement. In such cases the director of the center should be responsible to one or both deans, as may be agreed upon.
    - d) Area studies centers whose core faculty and activities involve in a substantial way three or more colleges should be attached to the Office of International Programs, with the director of the center responsible to the Dean of International Programs, who in turn answers to the Office of the Provost for the activities of the center.
    - e) The ultimate criteria for identifying the administrative unit to which the area studies centers will be attached should be: (1) defined focus within the center which identifies it with the principal activities of the unit to which it wishes

to attach itself, (2) the number of core faculty personnel whose primary attachment is in the academic unit to which the center wishes to be attached, (3) a willingness of the unit to which the center wishes to be attached to accept and support the center, (4) a consent to such an arrangement by the Office of the Provost acting upon the advice of the Office of International Programs and the appropriate administrative officials of the units involved.

- f) When the area studies centers are attached to departments or colleges, procedures shall be developed to communicate their activities to the Office of International Programs. When area studies centers are attached to the Office of International Programs, procedures shall be developed to communicate their activities to concerned departments and colleges.
9. That in making the principles outlined in recommendation 8, above, operational in the context of the present situation relative to area studies centers, the following should be undertaken:
- a) The African Studies Center should remain in the College of Social Science.
  - b) Steps should be taken to identify the core personnel and function of the Latin American Center with a view toward identifying a suitable college or dual college attachment.
  - c) After the present Asian Studies Center is divided (as recommended in 10 below), similar steps should be taken to identify each of the new centers with a particular college. On the basis of the present staff strength and interests, it appears that the proposed East Asian Studies Center is likely to have an historical-literary orientation and might best fit into the College of Arts and Letters, while the proposed South Asian Studies Center seems most likely to have special strength in the social sciences disciplines and might best fit into the College of Social Sciences. However, these decisions must ultimately stem from a rigorous examination of the total situation by all agencies and staff members involved.
  - d) The Canadian-American Studies Program should remain in the College of Arts and Letters.
  - e) The Russian and East European program should remain in the College of Arts and Letters, unless in the judgment of the faculty group associated with this program and the

- deans of the College of Arts and Letters and Social Sciences it seems advisable to work out a dual college arrangement.
10. The University should proceed as follows with respect to existing centers and possible new ones:
    - a) Sustain and give vigorous support to the African Studies Center.
    - b) Sustain and encourage the Russian and East European program. It is probably time to elevate it to a full-fledged area studies center. Such a step, however, should not be taken unless an established scholar with a commitment to the area center concept can be found to serve as director of the center.
    - c) Sustain and encourage the present Canadian Studies program, especially in those activities that will identify the University with research in the Canadian area.
    - d) Maintain a Latin American Studies Center, but undertake a restructuring of the present center in line with the broad principles of this report. The task of restructuring the present center should be undertaken by the Office of the Provost with the collaboration of the Office of International Programs. A small special committee of established scholars in Latin American studies and of University staff members experienced in the University's Latin American involvement should be constituted to identify a core faculty for the reconstructed center and to chart a direction for its activities.
    - e) Sustain and encourage the present interest in Asian studies, but seek to bring this program into a more manageable structure by dividing the present Asian Studies Center into two centers: an East Asian Studies Center with a primary focus on China and a South Asian Studies Center with a primary focus on India and Pakistan. This reorganization of the present Asian Studies Center should be the occasion for an identification of the core faculty of each proposed new center and for a rigorous stocktaking as to future needs in terms of bringing the proposed new centers to a genuine level of excellence.
    - f) Initiate steps for the establishment of a Western European Studies Center, with the ultimate formalization of this center being made dependent on the definition of a focus by interested faculty members, on a rigorous identification of a core faculty, on acceptable arrangements for the location

of the center within the University administrative structure, and on the selection of an established scholar as director of the center.

- g) Project as a future objective the development of a Middle East Studies Center, with the ultimate realization of this objective being dependent on the willingness of departments and colleges to lay the foundations for the center by committing their resources to curricular and staff development in this area.
11. That, in deciding the order of priority for allocating resources in support of these several centers, the University be governed primarily by the scholarly performance of the centers. Such performance should be evaluated in terms of publications judged excellent by the professional peers of the centers' personnel, by effectiveness in developing research proposals capable of competing for outside monies, by completed graduate degrees in which centers' personnel are involved, by the ability of the center to add to the attractiveness of Michigan State University in faculty recruitment, and by the quality of the centers' contribution to the University's overseas involvement. The application of these criteria to the centers at the moment would result in the following conclusions that ought to be adhered to for the next few years:
- a) The African Studies Center has achieved a level of genuine excellence and should be given strong support in the future.
  - b) The other existing centers and programs have not yet reached a level of performance of genuine distinction. Any decision at the present moment to single one or another out for a "crash" program of development appears unwarranted.
  - c) However, each of the existing centers and programs has the potential to develop beyond its present level. That potential, the fruit of the labors of the past five years, could, if realized, reflect the University's commitment to the advancement of knowledge and service to the larger society, could promote the international consciousness of the University community, and could satisfy a felt need on the part of faculty members to be identified with area studies programs. Therefore, an effort should be made to support the potential of the centers over a definite period of time into the future. The committee believes that a five-year development period should be projected for the Latin American, the East Asian, the South Asian, and the pro-

posed Western European Studies Centers and for the Russian and East European Program and the Canadian-American Program.

- d) During this development period every effort should be made to attract outside resources for the support of these centers. Where such support is lacking for the centers' basic activities, the University should be prepared to render support to the centers. However, such support should be forthcoming only after a rigorous evaluation of proposed activity to assure its appropriateness to the centers' basic role and after a careful determination of the chances that investment in the personnel engaged in the undertaking will eventuate in an improvement of the centers' and the University's status. Such care in evaluating each center's ongoing activities should keep the investment in the centers at a manageable level and assure the expenditure of resources for what will accrue to the profit of centers and the University.
  - e) If at the end of five years, any of the centers has not demonstrated development capability in terms of scholarly output and attractiveness to graduate students, it should be disbanded. During the five-year development period each of the centers should be subjected to constant evaluation from within and without the University in an attempt to assess accurately its progress.
  - f) In attempting to assess the potential of the centers under discussion, the University may have a unique opportunity to attain distinction in its South Asian Center and in its Western European Center. Although it does not appear justified at the moment to recommend a large-scale commitment to either, it seems that each should be scrutinized with special care during the next few years. If either begins to show signs of dynamism and quality achievement, then a stronger commitment of resources should be made to speed the growth process. However, if any of the other centers shows the same vigor during the development period, it should receive a stronger support in the same fashion.
12. That, in line with its basic conviction that area studies centers will develop most effectively if they grow step by step from one solid achievement to another rather than by a crash program, the University work out through a special study group a rational set of criteria and guidelines to be applied in evalua-

ting area studies centers and guiding their future development, and that these criteria and guidelines be adhered to by all agencies of the University concerned with area studies centers.

## FUNCTIONAL INSTITUTES

In evaluating the functional institutes, important variations in their history and developments became apparent. The variations represent a period of continuing evolution in determining the institutes' purposes, emphases, and relationships to the departmental and college structure.

The variations in the functional institutes have been influenced by factors external to the University, such as, the needs of the developing nations and their institutions for specific technical assistance and expertise. The initial emphasis was associated primarily with assistance in building educational and agricultural institutions and secondarily with the opportunity for professional research pursuits. The variations have also been influenced by local factors, such as, the competition with accelerating teaching and research demands put upon departments to accommodate their undergraduate and graduate students, as well as the limited interest and availability of internationally competent staff.

Throughout its history, the Michigan State University land-grant philosophy of service has been a conspicuous characteristic in influencing the purposes and emphases of the functional institutes in agriculture and education toward institution building and technical assistance. These assistance programs have been instrumental, if not essential, in developing the physical support bases and resources, as well as interest and "cultural" awareness of the overseas situations, enabling the current research programs of functional institutes to be initiated. Now, with the changing demands of these overseas situations and with the increasing faculty professional interests and competence, the emphases have shifted toward research programs.

Along with these changes in purposes and programs, there are variations in the acceptance and support of the functional institutes by the departments and other faculty members. Reactions have varied from resentment to wholehearted endorsement and commitment. When the functional institute program foci have been perceived as professionally interesting and rewarding, the response has included staff joint appointments, overstaffing to accommodate international assignments, and campus backstopping systems to support faculty and programs.

Even though the functional institutes are located in the colleges, the relationships of the directors to the dean, department heads and faculty members vary considerably. They vary from having an assistant dean in the position of director, to some where the organizational level of the director and the program's future are yet to be determined.

In order to see this evolution more clearly and to evaluate the current status and direction of the functional institutes, particularly their purposes, emphases, and relationships, a brief summary of the developments of the functional institutes is given.

### **Institute of International Agriculture and Nutrition**

Foreign programs in the College of Agriculture and Natural Resources existed as far back as 1950. From 1951 to 1962 international involvement by this college was primarily in the institutional-building projects overseas:

*Colombia* (1951-59-62)—advise, teach, and confer with Colombian Agricultural faculty, Agricultural Experiment Station, and Extension Program.

*Okinawa* (1951— )—advise, teach, and confer on the applications of the land-grant principles for the agriculture faculty.

*Pakistan* (1958— )—stimulate agricultural and rural development through advice on instructional and research programs of the academies for rural development at Comilla and Peshawar.

*Taiwan* (1960-64)—provide agricultural specialist assistance to National Taiwan University at Taipei.

*Nigeria* (1961— )—advise on establishment of faculty and program of agriculture at University of Nigeria.

*Argentina* (1965— )—provide technical assistance for development of College of Agriculture at Balcarce, Argentina.

From 1963 to the present time, the involvement in overseas research projects has increased with programs such as: PL 480 Market Studies in Colombia; Food for Peace Research Project; Feed Grain and Livestock Economics in the EEC; Consortium Study of Nigerian Rural Development; Latin American Food Marketing Study; Planalto Central Development Study; Agricultural Mechanization Study in Africa. The majority of these projects were initiated and developed by the Department of Agricultural Economics. The technical departments still have considerable involvement in institution building programs. The

increased research emphasis developed both outside of and within the context of the institution building and technical assistance programs.

There are certain unique characteristics of the College of Agriculture that are particularly relevant to these developments. Because of the long-term emphasis of this College on resident teaching, research, and extension, these demands for international assistance have been relatively easily satisfied. The strong commitment to service gave this College an appropriate adaptability to assistance programs not generally found in the other colleges.

During recent years, another relevant feature is the fact that the demand for undergraduate teaching has not increased as contrasted to the sharply increased demands experienced in other colleges. This trend in agriculture has reduced the pressure for undergraduate teaching staff and permitted the assignment of graduate programs, research, and extension in the domestic as well as in international programs with some degree of freedom.

The faculty of the College of Agriculture seems generally satisfied with the results, relationships and opportunities to date. They have strong feelings that the faculty can and should determine the programs and allocation of resources within the line organization, if they become available in domestic or international programs. With this experience and involvement the initiative for the formation in July, 1965, of the functional institute, the Economic and Agricultural Development Institute, came from members of the Departments of Agricultural Economics and Economics who were interested in the field of economic development.

A few months after its inception, the Institute was given the administration of two research contracts with AID. One was the development of a research "map" to guide subsequent study and evaluation of the U. S. Food for Peace Program, and to assess the strengths and weaknesses of the program. The second contract grew out of an AID request that American universities having AID-sponsored technical assistance projects in Nigeria join in a cooperative research endeavor to study problems relating to the country's rural development. Four American universities are involved, including Kansas State University, Colorado State University, University of Wisconsin, and Michigan State. Also included were the U. S. Department of the Interior and the Department of Agriculture.

In 1966 an interesting change occurred in the Economic and Agricultural Development Institute when the area of economics was absorbed into the Institute for International Business, which is the concern of the College of Business, and the area of agricultural eco-

nomics was absorbed into the Institute of International Agriculture and Nutrition as the concern of the College of Agriculture. This change suggests the freedom to alter the structure and emphases of the institutes, but also suggests the appropriateness of locating an institute within a particular college which has primary professional interest, support, and control. At that time, the major concern of agricultural economics seemed to relate to agricultural programs significant to the developing nations; whereas, the interests of the economists were not so focused on developing nations. The foci seemed to be different in problem orientation as well as geographical orientation, so that the separation seemed sound.

The Institute of International Agriculture and Nutrition is supporting and coordinating with the Department of Agricultural Engineering a research program in agricultural mechanization in West Africa. The Institute is making a concerted effort to bring together a number of interdisciplinary areas to stimulate faculty interest for integrated programs in rural development.

#### **Institute for International Studies in Education**

The needs of nations of the world to develop their human resources places an emphasis on education. More people are becoming aware of the need to expand the knowledge of international education and its role in the modernization process. It is evident that it is not enough to simply educate more people—the need is to educate in such a way that education becomes an instrument for helping societies to gain a better understanding of each other and achieve the goals which will bring out the greatest potential of their members. It is this need together with the interest and commitment of Michigan State University in international education that provides the motivation and direction for the work of the Institute for International Studies in Education which was established in 1964. Its purposes are to carry out programs of technical assistance, increase knowledge about the role of education in the development of nations, and to foster research on problems of international education.

In the field of technical assistance the Institute has attempted to encourage innovations aimed at improving the quality of programs and the feedback to the campus. Currently the Institute is assisting in the improvement of educational planning in Thailand and in the development of a graduate program in the Thai universities that will improve the quality of graduate education.

Negotiations have been carried on to reestablish interuniversity cooperation between Michigan State University and the University of

San Carlos, Guatemala. This program would involve the Instituto De Investigaciones Y Mejoramiento Educativo (IIME) that conducted research activities in Guatemala with the assistance of Michigan State University personnel from 1962 to 1964.

Discussions are being held with AID and the Government of Turkey to establish a human resource development program similar to the program in Thailand. It is anticipated that a faculty team will be sent to Turkey during 1967.

A different program in which the Institute has been involved is the Mexican and Central American Bi-National Schools Program. During the past decade the College of Education has had a contract to provide teacher in-service consultation and credit workshops and courses to the staff of thirteen American Schools in Mexico and Central America. During the existence of this program approximately seventy staff members have served for periods ranging from two weeks to six months as consultants to these schools. The content of these consultations has ranged from methods of teaching English as a second language, to mathematics methods, to school surveys, to techniques of small group interaction.

In this Institute there has been considerable support of individual faculty members' research. There has been a gradual but deliberate tendency to move away from conventional technical assistance contracts to contracts that include more opportunities for faculty and graduate student research related to the problems on which technical assistance is provided. In this Institute there has been an identification of two areas of major professional focus: educational planning and development and cross-cultural learning. Wide acceptance of the focus within the college should facilitate faculty support, involvement, and commitment to the program. Furthermore, it is felt that if such a focus can be achieved early, then there is less tendency for the Institute to be pulled in many directions and to dissipate its resources.

#### **International Communication Institute**

The International Communication Institute and its College of Communication Arts have had histories and programs that are quite different from the Institute of International Agriculture and the Institute for International Studies in Education and their respective colleges. The International Communication Institute identified and supported specific recognized faculty competences and by capitalizing on them stressed curricular development and research programs related to international communication. There was little history or orientation to institution building or technical assistance.

An examination of the five departments of the College of Communication Arts shows that within the last years over sixteen new courses have been developed in the broad area of international communication. One of the developments in curricula has been in the School of Journalism in which five new courses are being planned. These courses will deal with such subjects as the comparative development of communication systems, their political, cultural and economic roles; the role of the media; the extent of freedom and control of the media, and professional education and training. In the Department of Communication, the course "Mass Media and the Developing Countries" was offered for the first time. One of the most promising programs in curricular development was the formation of a joint faculty committee in political science and communication, to develop a doctor of philosophy program in communication and political development.

In the research areas, the Institute has enabled the chief of party of the Nigeria University Advisory Group to complete a research program on the communication habits of the Nsukka Igbo. The Institute, in cooperation with the Asian Studies Center, supported an associate professor of speech in a research project for one year in Japan on the translation of several Kabuki plays. The Fulbright Commission awarded an extension of the grant for research on the Japanese theatre to collect materials for fifteen play translations which would then comprise the history of Kabuki dramas.

The Institute coordinates with the Department of Communication on the major MSU-AID project studying the diffusion of innovations in rural societies at sites in Brazil, Nigeria, and India. As a part of the project, a Diffusion Document Center has been established at Michigan State University to correlate the new data and assemble all available publications on diffusion.

The Institute has supported a Speech Department professor's project, "Speech Pathology and Audiology in Nigeria," and a feasibility study on auditory and oral language development of Indian children and the understanding of attitudes of Indians toward handicaps of speech and hearing.

From this limited enumeration the International Communication Institute has demonstrated faculty-centered interest in initiating and implementing programs that involve and commit the faculty members, that facilitate curriculum development for undergraduate and graduate students, and that provide research opportunities.

The International Communication Institute draws faculty participation from throughout the University's social science disciplines. The four main research areas which the Institute has set for study

and support are: cross-cultural communication, diffusion of ideologies and technological innovations; communication with illiterates and recent literates; studies of the various means of communication used throughout the world; and research projects specifically related to instructional programs in international communication.

#### **The Institute for International Business and Economic Development Studies**

The College of Business and the Graduate School of Business Administration and its faculty under the leadership of its dean has had considerable involvement overseas in Brazil, Turkey, and India. These programs have been associated primarily with institution-building projects. There is a reservoir of international experience and competence among the Michigan State University faculty as well as among the faculty of these cooperating overseas institutions.

The Institute was established in 1964 with a small grant from the University's Ford Foundation funds. The specific and stated purpose of the grant was to support the Institute's research program. It was decided that the Institute would be organized in such a way as to utilize the existing resources of the Bureau of Business and Economic Research, which is a part of the Graduate School of Business Administration. The Bureau has had a number of years of experience in administering and conducting research, and has an extensive publications program.

One of the Institute's activities is providing support for the program in international marketing. This program grew out of the preliminary study done jointly with the Latin American Studies Center. The program, Latin American Marketing Planning Center, involves faculty members from the Department of Marketing and Transportation Administration, the Department of Agricultural Economics, and the Department of Communication. The program is supported through a major grant from AID.

From their experiences and programs, the faculty members have not identified any general agreement on international problems or research interest. The faculty expressed little need for an institute which would initiate or support their individual or collective research interests. Ford Foundation funds have been used for a minimum of administrative support and limited research support. Increased financial support would be welcomed, but at the moment there is no formalized or institute program for using them. The part-time director has been preparing several proposals and exploring approaches in an effort to develop a focus for a program.

There are apparently several factors contributing to the current status of the Institute. The College of Business and the Graduate School of Business Administration have grown tremendously in the last few years and particularly in the area of master's and doctoral programs. The teaching pressures are obviously great. The many opportunities to pursue individual research and study may explain the limited faculty response to international institute programs. The developments and demand of the domestic economy provide more opportunities than the faculty can use. The opinion was expressed that the domestic economy and the economies of Western Europe, European Common Market, Eastern Europe, etc., are professionally more attractive than the economies of underdeveloped nations. There was evidence of considerable staff interest and professional competencies which might be exploited by the Institute in developing study and research programs in Europe for the faculty members and graduate students.

### **Critical Issues**

This review of the development of the functional institutes indicates that in this short time the institutes have been involved in diverse activities and functioned in different ways. The requests for assistance and the financial support in the AID programs and foundation grants have influenced the kinds of activities on which the institutes would focus. It is not surprising that the institutes have not yet established a uniform procedure or pattern for themselves nor have the colleges within which they reside. It is clear that the institutes have been effective in nurturing and developing faculty competence and programs of recognized excellence in institution building, technical assistance, and research settings.

In the course of the investigations it was concluded that certain issues kept recurring. If certain principles or decisions regarding these issues as they relate to the institutes' purposes, organization, and modes of operation could be clarified, the effectiveness of the functional institutes might be enhanced. Certain of these issues are presented.

The *first* issue concerns the relationship of functional institutes to institution building and technical assistance programs. The institutes' emphasis on problems associated with a particular discipline, such as educational planning, diffusion of information, rural development and marketing—regardless of their geographical location—has made the institutes more adaptable to the international institution-building and technical assistance programs. The returns or pay-off to many

professional disciplines related to the institutes, to the University, as well as to the host nation are convincing evidence that they merit support.

To avoid an unfavorable balance of exports of expertise and technical assistance when compared to imports of professional feedback for teaching, research and publications of a university, the prerequisite for institution-building and technical assistance programs should include the establishment of long-term locations of study and research opportunities for graduate students and faculty. It is anticipated that these problem-centered programs will establish the basis for professional exchange among faculty members around the world, which will continue long after the term of any formal contract. It is logical that the institute members capitalize on the extension of the discipline's domestic interests and problems to promising and relevant international opportunities.

The *second* issue concerns the role of functional institutes in partially funding curricular development and research by the faculty members. The International Communication Institute, particularly, has demonstrated that it can exploit limited financial resources to the advantage of many faculty in fulfilling their professional interests and responsibilities in curricular development and research. This procedure of supporting individual faculty development toward curricular improvement and research is the opposite of the procedure of supporting faculty research within technical assistance programs. The crux of both procedures is that the excellence of the staff and the quality of the programs are paramount in achieving the objectives of the institute's functions, whether in curriculum development, research or technical assistance.

These advantages of partial funding will be increased if and when additional monies become available to the institutes. The professional achievements and recognition of the institutes' staff and programs have resulted in foundations and agencies initiating requests for these services and programs. The acceptance and support by the faculty, departments and colleges for the institutes' program, procedures and accomplishments recommend this procedure of subsidizing.

The *third* issue concerns the definition of the proper functions of the institutes. Attempts were made to get a consistent statement of the functions of the institutes in developing the international dimension in their respective colleges. In general, there was some agreement on the following functions:

1. To promote research dealing with topics relevant to the discipline;

2. To support individual faculty member's professional research interests and competence;
3. To facilitate interdisciplinary approach to problem-centered research;
4. To attract research support from all sources within and outside the University;
5. To provide professional and administrative backstopping for faculty members engaged in research;
6. To develop and support graduate student training and research;
7. To promote and support faculty study and research directed toward curricular development;
8. To contribute to the fundamental knowledge of the discipline and to develop the methodologies for study and research;
9. To provide technical assistance;
10. To inform the faculty of programs, opportunities, teaching and research needs;
11. To convene interest groups, resource people and specialized talent, to establish and to maintain effective liaison with the Committee on Institutional Cooperation (CIC), MUCIA, government agencies, foundations;
12. To explore new research and program possibilities and developments;
13. To promote public relations which facilitate the recruitment of outstanding graduate students.

In all these functions one common element appears to be the support of the faculty member, whether he is involved in developing and advancing research opportunities, or developing curricula and training programs for the undergraduate and graduate students, or in technical assistance.

The *fourth* issue concerns the role of the institute within the college. One of the institutes raised the question of the role of any institute within a college and whether the role of all institutes within a college should be the same or consistent regardless of the program. In some cases an institute provides a visible entity for programming or receiving funds. It is seen as performing the function of an enabling act for a program which has little initial interest or acceptability by the members of the faculty. It is a "trial balloon" exposure which does not require heavy commitments of resources. Others describe the institute as being on the "cutting edge" of study and research. All these functions can be desirable and productive.

The important factor relating to this issue is that the appropriate persons determine what role the institute is to perform within the college and for how long a time. Unless there is recognition and establishment of the institute's role and functions by appropriate persons, friction occurs among the members of the department or college regarding the objectives, programs, and achievements of the institutes. The commitment to the institute's objectives and program should have official recognition and broad-based support within the college. In this way the periodic appraisal and determination of the direction and programs of the institute will have the benefit of responsible faculty counsel and support.

The *fifth* issue concerns the relationship of the functional institute to the personnel of the departments and the colleges. The institutes are located within their respective colleges. The directors report directly to the dean and work informally with the department heads. As is true of most organizations, the effectiveness of the peer relationship is important and there should be means to assure that faculty participants in the institutes will have genuine supportive professional and line relationships with their colleagues. Inasmuch as departments have responsibility for the well being of their faculty, they are the logical agency to develop and implement these assurances to the members who have part-time or full-time involvement with the institutes.

One of the attempts to bring the functional institutes into a more effective relationship with the departments and colleges is through the use of an advisory committee. The purpose is not control, but guidance, support, and more widespread faculty commitment. Currently, these advisory committees are nominal.

To be specific, if a faculty member has an international research interest or proposal, his immediate professional colleagues are most competent to evaluate and assist. Within his department there is a representative group which, because of awareness of the department's commitment to teaching and research, could make a professional recommendation of support and priority. On the college level, an advisory group could make a procedural evaluation for support and priority, consistent with the college level of objectives and resources. At the university level a faculty representative group would report to the Provost as advisors to assure that the objectives of the faculty were being equitably recognized and advanced. All of these advisory groups would serve the line organization.

Functional institute advisory committees would have the responsibility of fairly and consistently representing the interests of all faculty,

being particularly aware of developing and reinforcing professional competence. Because of financial limitations there is a realization that no faculty can support everything that the institute wants despite its competencies and interests. Here again, is an area of responsibility which a representative advisory committee could assume: what are the areas of faculty and program excellence that need continued support of high priority? the areas of basic faculty and program competence that require substantial maintenance support? the areas of potential significance for the faculty and discipline that need subsidized support for exploration?

The *sixth* issue concerns the influence of administrative relationships on functional institutes. The functional institute members are interested in the position of international programs in the administrative structure. It was suggested that if the departments and colleges were assigned full academic and fiscal responsibility for international programs, then the international program would be encompassed in in the regular University operating and budgetary structure. For example, if the International Education Act were supported with legislated monies and these monies came to the University as a line item, then the functional institutes would be represented as an integral part of the department and college budgets. The program would be determined and included in the usual channels of the faculty, department and dean. If a faculty member or members have an international proposal which in turn has the endorsement and support of the appropriate department or departments and dean, then it is a budget line item like any domestic program. An established system of faculty criteria and priorities would be utilized for the international program.

Over a period of time the same surveillance and accountability for international programs as is exercised in domestic programs will be reinforced by the system of academic rewards. The colleges whose faculty and institutes of international studies demonstrate superior performance and excellent achievements will receive increasing numbers of staff and financial support for their international efforts. Where there is lack of superior performance, these advantages will not be forthcoming.

Alertness to the possible absence of an essential program area must be maintained so that new programs will be considered. Therefore, there might be gradations from priority support of a few areas of excellence, to the continuous support of broad programs of competence, to the exploratory support of untried but promising programs.

If the functional institute programs were an integral part of the faculty, department and college commitments, there would be closer support and continuous visibility and recognition. However, when a program is directed primarily out of the Office of International Programs directly across the University, the individual faculty member seems to lose his professional identity and visibility, and, realistically, the department and college are preoccupied with their own commitments. This procedure does not deny the essential contribution of the Dean and Office of International Programs but accentuates their staff functions.

The *seventh* issue concerns the research focus or emphasis of the functional institutes. Whatever the role the institute has performed—on the “cutting edge” of international research, technical assistance, or study and research for curricular development—it seems reasonable that an early stage would include the evaluation and consolidation of studies and findings that might develop a core of interests for other faculty and graduate students in the department or college. At this point there is a confrontation with the fact that funds and resources are limited. Choices have to be made. In response to realistic dimensions and the professional criteria, decisions have to be made on where to place the emphasis and where to give the support. Ideally, it would be hoped that the development would bring to focus an area comprehensive and central enough to interest many faculty of the department, college, and university.

The *eighth* issue relates to the membership of the functional institutes. There has been some interest in establishing a core of faculty for the functional institutes. The core would include the director, research director, research faculty, and administrative personnel. If this pattern were followed, the criteria for core affiliation would be professional excellence and performance which are directly related to the discipline within its international dimension. However, a core group can become a limiting factor in building a narrow program which is of limited interest to the other professional faculty. This parochial quality would antagonize the genuinely interested and competent faculty members and should be avoided.

#### **Recommendations for Functional Institutes**

On the basis of the investigations the following recommendations are made with respect to the functional institutes at Michigan State University:

1. That the functional institute continue to be located within a college where it will receive appropriate line support and professional recognition;
2. That the functional institutes continue as the primary agencies to develop and promote problem-oriented research activities wherever they may be most advantageously pursued in the geographical areas of the world.
3. That the functional institutes continue to support the faculty in their research and studies which provide international graduate study and research opportunities and which develop critical undergraduate and graduate international curricular contributions;
4. That, consistent with this University's land-grant philosophy and the institute's professional needs, functional institutes continue to support technical assistance and institution building programs, especially when the program develops or provides sound basis for faculty and graduate student research;
5. That within each functional institute, faculty and research programs of *excellence* be identified and assured their priority support; that faculty and research programs of genuine *competence* be identified and assured their sustained support by the University; and that research problem areas that justify exploration be identified to determine their merit for functional institute programming;
6. That early identification be made of the functional institute's foci of research interest consistent with the professional teaching, training, and research goals and competence of the faculty and college;
7. That core members of any functional institute include competent scholars who have demonstrated outstanding contributions to the discipline and institute;
8. That the functional institutes develop their research programs in as broad terms as possible, seeking to stimulate and involve faculty members from any discipline who have research interests relating to the problem-orientation of the functional institute;
9. That the functional institutes should continue to support the faculty members who proceed independently to initiate and pursue professional international research, consistent with the established criteria, and priorities of the institute;

10. That the relationship between functional institutes and academic departments be clarified, preferably by making the institutes an integral part of the college "line" program and, therefore, guided by the immediate department, college, and university procedures and bylaws. The departments and colleges should become involved, supportive, and responsible for determining specifically the functional institute's academic purpose and program as well as for regularizing the operational channels and actions from the Provost through the dean, departments, and faculty members, and vice versa. It is suggested that the dean of the college include the institute directors as "staff" members with the department chairmen in all matters of importance within the college.
11. That consistent with the 1959 report, *Towards An International Dimension at Michigan State University*, an Institute for International Politics and Administration be established.

### FACULTY OVERSEAS ACTIVITIES

At the end of World War II the faculty of Michigan State University, when compared with some midwestern universities, generally lacked the international dimension in their experience and background. In the ensuing twenty years this condition changed. The few who worked, studied, and traveled abroad have become the many with wide cross-cultural experience. There are few staff members who have not worked or traveled abroad and most plan to do so during their careers here. Such cosmopolitanism is in no small part traceable to the effective efforts of the Office of International Programs.

In a recent report by a major organization concerned with international relations, Michigan State University is referred to as follows: "In a few short years it has lifted itself from a provincial college with an agricultural orientation to a university of national stature and worldwide recognition." and "[it] . . . has accomplished more than perhaps any other American university in building a continuing relationship, a feedback to its campus, between its activities abroad and its teaching and research functions at home."<sup>1</sup>

The pivotal point in this regard is that Michigan State University has excelled in many aspects of university endeavor, but it strives most of all to excel in the competence of its faculty. In the final analysis the contribution and effectiveness of the university institution, as a

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<sup>1</sup>Education and World Affairs, *The University Looks Abroad: Approaches to World Affairs at Six American Universities* (New York: Walker and Company, 1965), pp. 96 and 197.

whole, rests primarily upon the achievements of the various disciplines and departments. No discipline and no department will enhance the reputation of the University nor contribute significantly to the solution of domestic and international problems unless it is staffed with outstanding teachers and scholars. The more excellent the faculty, the greater will be its contribution to service and other efforts. The reputation of Michigan State University in the academic world and as a force in international affairs will be advanced if faculty members are involved only in foreign work and study situations which will add depth and breadth to their competence. An immediate task then is to encourage the most competent members of the faculty to consider the University's international dimension.

Aggressive recruitment, reinforcement by resources and recognition, and the availability of opportunities to excel in teaching, research, and service are the areas of central concern to the faculty in achieving this international competence. Consistent with these concerns, international programs, and particularly faculty overseas activities, must be seen as highly relevant means to implement these areas.

The effectiveness of a faculty is extended by a large number of aids. A computer center, a statistical laboratory, a well-institutionalized sabbatical leave program, and a superior library augment the offerings of the staff and attract outstanding staff. The Office of International Programs is such a facility. It has a uniquely valuable potential for providing staff assistance to faculty in centers, institutes and other university organizations, for raising the quality of graduate and undergraduate education and the quality of faculty research, for attracting topnotch people to departments, for retraining the superior staff members, and for a general enrichment and cross-fertilization of the intellectual life of the University community.

### **Critical Issues**

The *first* issue relates to the place and function of the institution building and technical assistance programs. These programs are usually in response to specific needs of developing countries and therefore have high priority for serving the host institution or nation. There is sufficient evidence to show that these programs have developed access, facilities, and resources for faculty study and research, as well as relationships with foreign colleagues which otherwise might not have been available. Research opportunities should be cultivated within the institution building and technical assistance programs in a context of mutual benefit to the University and to the host government or foreign educational institution. These developments should be

unhurried, sensitive, and long range on the principle of mutual benefit and respect.

In addition to those programs designed primarily for institution building and technical assistance, funding should be available for other projects which provide opportunity for advancing faculty members in their professional competence. Support for the individually conceived program executed by the scholar of competence in an area of the world uniquely appropriate is desirable.

The *second* issue concerns the arrangements which might minimize the inevitable risks to professional involvement and academic advancement by participation in international programs. Faculty members, particularly the younger members, have reported that they are not interested in overseas assignments. One who is thinking of overseas work may fear: (a) losing out on attracting able graduate students to study under his direction in comparison with the faculty members who stay at the home institution; (b) losing touch with others in his professional field by being absent from professional meetings, or by being unavailable for informal conferences on subject matter; (c) failing temporarily to hold his own in publication output which he regards as crucial in the development of his professional reputation; (d) "out of sight" meaning "out of mind" in the matter of salary adjustments, promotions, etc.; (e) changing attitudes toward research and a lessening interest in scholarly activities exhibited by some who return from long assignments.

While it is true that the overseas assignee may not experience these risks and stands to make certain gains which offset such possible losses, it is important that faculty members be assured by knowing that certain measures are taken to minimize them. The department chairman will be more likely to follow the foreign assignee's progress in his given area of work if the project has originated through the department and received the department's support. Similarly, the returning foreign assignee will be more effectively reassimilated into the department, with its new staff members and a changed graduate student body, if his project has departmental involvement.

Increased support from the Office of International Programs for the faculty member might include expense support to attend professional meetings in this country or in countries closer to the location of his assignment.

The *third* issue concerns the faculty members' need for professional advice and assistance in the development of the study or research proposal and in procuring financial support. The skills to develop projects and guidance on how to make the most of a research proposal have the possibility of increasing the opportunities for overseas pro-

grams. The Office of International Programs has acquired extensive skill and experience in developing disciplinary and interdisciplinary research programs which capitalize upon the professional competencies of the faculty and the facilities required to carry them out. The Office of International Programs has established valuable official and unofficial relationships with the major foundations and agencies so that current knowledge of opportunities or possibilities is accessible. The continuous and increased availability of these professional resources of the Office of International Programs is necessary to facilitate the efforts of the staff in processing international study interests and enabling them to concentrate their energies on the assignment.

Other more personal functions that could be performed more efficiently by a central staff include the logistics of personal travel; shipments of goods, equipment, and professional needs; family education facilities, etc. Time required by the staff member to make such inquiries and arrangements independently could more profitably be spent on preparing himself for the assignment.

Continuous and efficient contact and communication with Michigan State University are important for the faculty members who are on foreign assignments, particularly those who are in remote parts of the world where vital news is difficult to receive. The responsibility of the respective departments for official and professional communications is clear. However, information of a general nature about the University, the international programs, the travel or study plans of other Michigan State University or professional colleagues into the area are examples of the news that would be helpful, not only for morale but also professional interchange.

The *fourth* issue concerns the language competence of the faculty members who are considering overseas studies. Since language competence is often important to the work, favorable on-campus facilities for language learning are incentives for learning languages in advance. When the use of a language is difficult to acquire outside of the society where it is spoken, opportunities for study in the language and culture abroad are important early in the assignment. Many Americans begin work immediately and are completely dependent upon interpreters with little time to master the language.

The *fifth* issue concerns the library facilities. The offerings of a good library are essential for students and faculty in all fields and particularly in the international field where the library materials are often scarce and not readily available. It is reasonable to expect that a basic collection on practically all foreign fields will be available locally. The more extensive and specialized collections to support the faculty and programs of recognized excellence are often critical in

meeting the professional needs of the faculty and in reinforcing the feedback into the curricula and graduate training programs. When a faculty member's overseas and on-campus competence can be substantially extended by recourse to a unique specialized collection, the availability of funds to cover the expense of traveling to the superior source is advantageous.

The *sixth* issue concerns the working relationship between departments and the Office of International Programs. Whereas the development of the professional aspects for faculty foreign assignments would involve the department, the coordination and logistical implementation would be the responsibility of the Office of International Programs. The kind of mutually supporting function between departments and the Office of International Programs may be obvious, but an example may clarify these possibilities. Staff member A, with departmental support, proposes to study a particular kind of plant distribution in the Andes. The Office of International Programs informs him of Staff Member B's proposal for a science project in the same area which would be coterminous with that of Staff Member A. Upon consultation, both believe that their own projects would profit from zoological expertise. A and B might try to interest a zoologist to apply for a related project. If A and B are already in the field when they realize the desirability of a third discipline, the Office of International Programs might try out departmental interest in planning a project and finding a recruit.

Besides being a facility for coordinating international activities, the Office of International Programs might extend its information services so that a faculty member of the University, traveling to a foreign location, would know before he left what other Michigan State University or MUCIA faculty members were presently located there. This would require that any faculty member, going abroad for any professional purpose, would register that intent with the Office of International Programs.

Mutuality of interests between departments and the Office of International Programs needs to be continuously explored and developed. The Office of International Programs has used the device of representation from various schools and colleges to encourage and maintain relationships. This procedure requires continual attention to assure the effectiveness of the representatives in informing all members and giving relevant feedback.

The *seventh* issue concerns the possibility in research and/or in teaching that the means used may be made to serve ends other than those visualized by the researcher or teacher. The danger of "being used" in a foreign situation perhaps exceeds the same danger within

this country. Because of the continuous availability of information on problem areas of the world, the Office of International Programs has superior knowledge of situations in which the staff might need advice. Consistent with this intelligence, the Office of International Programs promotes and develops those circumstances to reinforce the faculty members' pursuit of knowledge and research, as well as advises the individual staff member against any involvement which might lessen his scholarly achievement and/or impugn his professional reputation.<sup>2</sup>

The *eighth* issue concerns the faculty member who has finished his foreign assignment and returned to the campus. The Office of International Programs as well as the departments can help in making the foreign experience redound to the benefit of the total University. By formal and informal means they can (a) reintegrate the staff member as quickly and completely as possible; (b) disseminate his findings and/or experiences, both professional and cross-cultural, to faculty and to students; (c) create opportunities for graduate students to be aware of what the newly returned staff member has to offer; and (d) institutionalize the feedback, particularly to the Office of International Programs, so that their knowledge of all areas of Michigan State University international activities is continuing, comprehensive, and up to date.

In order to capitalize on the feedback and experiences of the various programs, a consistent procedure for reporting and evaluating by special personnel might be established. Such a procedure would facilitate the returning faculty members' preparation of reports and materials, and based upon these findings it would permit the immediate consideration of modifications and improvements in the current or pending programs.

The *ninth* issue concerns the continuity of department and college leadership which is knowledgeable and supportive of the international programs. Neither the efforts of the Office of International Programs nor of the departments and colleges, separately or combined, are sufficient to maintain a vigorous program without the conscious support of the central administration. However, once a program which exhibits competence in overseas activities has been staffed by faculty members of demonstrated achievement, it is the responsibility of central administration to make appointments of leaders of such a nature that the program is not jeopardized by the mere fact of leadership change.

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<sup>2</sup>Education and World Affairs, *The University Community and Overseas Research: Guidelines for the Future* (Education and World Affairs Policy Statement, March 29, 1967) New York.

## Recommendations for Faculty Overseas Activities

In summary the following recommendations are made relative to the faculty overseas activities:

1. Continue to build faculty study and research opportunities as an integral part of the institution building and technical assistance programs;
2. Funding and support should be available for projects that permit and encourage the advancement of faculty professional competence;
3. Arrangements should be continued and further developed to reduce the professional risks for staff members who participate in overseas programs;
4. Office of International Programs should increase the staff that assists faculty members to develop satisfactory arrangements for overseas activities, including the guidance for research proposals and the procuring of foundation and other financing, professional contacts, assistance on travel, etc.;
5. Office of International Programs should endeavor to increase favorable circumstances for language learning and to assist interested faculty members in availing themselves of language learning opportunities;
6. Special provisions should be increased to build basic library collections on practically all foreign fields and more specialized collections to support the faculty and programs of recognized excellence and promise;
7. The cooperative relationship between departments and the Office of International Programs should be developed and progressively spelled out to assure the most effective programs;
8. Office of International Programs should promote and develop those circumstances which lead to the faculty's optimum advancement of science and knowledge and protect the individual staff member against any involvement which might lessen his scholarly achievements and blemish his professional reputation;
9. The departments and the Office of International Programs should arrange formal and informal means to make the foreign experience redound to the benefit of the total university, such as reintegrating the staff member to the department, graduate students, and colleagues; disseminating his findings and/or experiences; institutionalizing the feedback to International Programs;

10. In the appointment of department heads and college deans, the Administration should assure the leadership which fosters and maintains the momentum of the faculty members and programs of demonstrated international excellence.

## CURRICULUM STRUCTURE AND CONTENT

In the years since the University began its major emphasis on the international dimension of curriculum and scholarship, several significant areas of concern have emerged. One of the critical concerns is the alignment of the overseas activities of the faculty with the on-campus program and the institutionalizing of ways and means of feedback into the curriculum.

The extent to which curriculum development with an international dimension has proceeded at this University over the past five years is revealed in part by a survey of the University catalog. Due to the nature of curriculum offerings, data are not too precise. While it is feasible to examine the catalog and select those courses where the catalog description is clearly "international" in focus, there are many courses where an international dimension exists, although the catalog writeup does not so indicate. Furthermore, the nature of theoretical knowledge and the principal conceptualizations of several disciplines, particularly in the field of the social, physical and natural sciences, suggest that in many courses there is relevance to the larger world of international scholarship, and that such courses could be quite properly classed as "international" by implication, if not by course description.

Of particular concern to the study of curriculum, has been the examination of some of the problems associated with curricular change. This study involves a variety of considerations. For example, it involves the relationship of faculty interest in, or participation in, various overseas activities to curricular development in a given department or college, and also involves the influence of the Office of International Programs, area studies centers, functional institutes, etc., on curriculum change and development in the several colleges or departments.

The faculty survey conducted by this committee indicated that of those responding, 24.5 per cent had been involved in curriculum development dealing with increasing the amount of international emphasis in their respective fields. Also, 13.5 per cent indicated that this effort was of an interdisciplinary nature; 7.1 per cent noted that this curriculum development was part of an area study program and 19 per cent stated that the work was related to their own departmental offerings.

Another measure of the extent of an international emphasis in the curriculum is revealed by the questionnaire respondents who indicated that 12.4 per cent had taught one or more courses in the past two years which were *primarily* international in emphasis and 21.5 per cent had taught courses which were *somewhat* international in emphasis.

Some indication of faculty interest in the international focus of this University is further revealed when the positive responses to the question eliciting faculty attitudes toward favoring a strengthening of the international emphasis were as follows: in the University, 94 per cent; in the respondent's college, 74 per cent; and in the respondent's department, 69.8 per cent.

At a second level of concern are such "practical" considerations as the availability of adequate resources to maintain a viable program with an international dimension while at the same time maintaining the traditional curricular offerings of a given college or department; the availability of adequate funding in relationship to long-range planning and faculty recruiting as it affects curricular development; and finally, the question of priorities in the allocation of such funds as may be available, or may become available, in the future.

The substantive content of the curriculum itself constitutes a third level for examination. One example is the extent to which a coherent, rational body of substantive courses dealing with the international dimension is available for both the faculty member interested in teaching such courses and for the student interested in pursuing his studies in a particular direction.<sup>3</sup> Another example is the impact of decisions to offer more courses or to develop a curriculum with an international dimension on the traditional course offerings of a department or college.

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<sup>3</sup>Student response to the question "Are there areas in which you are interested which are not adequately covered in curriculum offerings at MSU?" was tabulated as follows:

None indicated	875	Canada	3
Mexico	2	Central America	5
South America	4	British Isles	2
Europe	10	Scandinavia	12
Middle East	12	India	5
Asia	11	Africa	4
Greenland	1	Australia & New Zealand	3
Pacific Islands	1		

The problem of drawing a definite conclusion from this response is impossible since the definition of "adequately covered" in the mind of the respondents is not known. However, the fact that students perceive some significant gaps suggests that coverage constitutes an element of concern in the minds of some students interested in the international dimension and needs to be examined in light of future curriculum change and development.

It is in this context that attention was directed to the exploration of the parameters of the question and to highlight certain problems for which recommendations appear to be necessary.

The curriculum considerations were based on the following principles: First, the primary responsibility in curriculum matters shall rest with the faculty. The Office of International Programs should perform a facilitating role in terms of obtaining grant funds, assisting in recruitment of qualified faculty, etc. Second, the University should allocate its resources primarily in those fields which have already demonstrated achievement, or which are sufficiently developed that potential achievement is clearly visible. Third, new curricular programs of international emphasis should be added only when there is demonstrated need that cannot be met through greater cooperation or strengthening of present arrangements among the consortium institutions. Fourth, when the University does establish a new curricular program, or when the need exists to strengthen existing programs, adequate supportive courses in other departments, expanded library facilities, and co-curricular activities, etc., should be given equal priority when funds are allocated.

### **Nature of Curricular Offerings**

The principal strengths, as well as some of the problems, stem from the diverse nature of the curriculum. Study of the curriculum via the University catalog reveals the diversity of form and content. In the University College, the Department of Social Science offers an interdisciplinary problems course that includes considerable cross-cultural material, and an international focus. This material constitutes one-third of the course. In the same college, the Department of Humanities offers a course on the traditions of western culture (largely European), and a second one-term course, "Traditions of the Orient," that focuses on India and China. These two departments share a common general education objective and currently provide exposure to the international dimension for students at the freshman and sophomore level.

Elsewhere the picture is different. A study of the catalog indicates the characteristic that some departments traditionally maintain a strong international dimension. This seems to stem primarily from the historic nature of the discipline, rather than from the presence or absence of an institutional thrust toward an international emphasis. Thus many departments in the humanities and the social sciences, and to some extent in education, routinely offer courses that may be classified as dealing with the cultures of other lands, their history,

geographical setting, socio-economic problems, and development, comparative materials and similar topics. Such courses frequently serve both departmental majors and students from other fields.

Student response to the committee questionnaire indicated that of those responding, 11.2 per cent were pursuing a major which required courses dealing in international or cross-cultural studies. For the overall student body, the percentage of undergraduate students who have met the University's general education requirement by taking the Social Science and Humanities courses and who have thus participated in courses with a strong international focus would be much larger.

In those departments where a traditional emphasis on international materials has prevailed, the problems are somewhat different from those in departments where such a tradition has not been an integral part of the operating curriculum, and which are, or are not, considering an international emphasis in their offerings.

Faculty response to the question asking for a listing of courses which faculty members have taught in the past two years which have some international or cross-cultural emphasis reflects these differentials. The returns also indicate that, with the exception of the University College courses required of the majority of students at the freshman and sophomore level, the largest number of courses which the respondents listed were at the junior-senior levels. Indeed, if the beginning level foreign language courses were not counted, there were only 41 courses listed as having been taught by the faculty respondents at the 100-200 level, whereas 181 were listed at the 300-400 level and 117 at the graduate level. Furthermore, the majority of courses tended to be confined to a relatively few departments. While the respondents may have biased the sample in the sense that faculty members in those departments offering the most internationally oriented courses tended to respond to the questionnaire, nonetheless the catalog writeups tend to confirm the point that if a student spends only his freshman and sophomore years at this institution, he may well have little or no exposure to a course with some international or cross-cultural emphasis outside the University College Social Science and Humanities courses. Indeed, if for one reason or another a student by-passes these general education courses, he might have no exposure to an international or cross-cultural oriented course at all.

A second characteristic indicates that there are a variety of objectives in mind when courses are offered, either by tradition or by departmental decision, to include an international dimension. Those courses which are offered to fit the demands of the discipline are relatively clear cut, but those courses designed for students whose

area of interest may be outside the discipline, or who are anticipating pursuit of a vocational objective that demands certain competencies in an international field, are not so immediately discernible. Without suggesting that there should be, it is apparent that no particular distinction seems to have been made between the nature of the course offerings and the objectives which students have in taking the course.

A third characteristic highlights the diverse forms whereby the international dimension is implemented through curricular offerings. The two University College courses have already been mentioned. Some "international" courses are interdisciplinary in format and are listed and taught jointly by two or more departments; others are simply "open" course numbers where the field being presented varies with the instructor and his area of specialization. Still others represent the traditional type of course offering, such as Comparative Political Systems, Geography of Asia, European History, etc.

Finally there are courses which, while not listed by title as having an international dimension, nevertheless may include considerable amounts of such materials because of the professor's overseas activities and experience.

### **Problems of Curricular Change and Development**

It is significant that the University, which a decade ago reflected a somewhat culture-bound parochial and ethnocentric approach (with the exception of those departments which traditionally had included some international focus), has so vastly restructured its curriculum. Nevertheless, actual implementation of curricular offerings of whatever category has not been accomplished without some problems of either a temporary or continuing nature. Some have been administrative and structural, others substantive, and some so interrelated with each other that they may be called "university wide."

Even where an international dimension is an integral part of the discipline, and even though the departments presently offer a wide range of courses, discussion with interested persons indicates that there are still some significant gaps in the coverage of certain important subject matter fields within the respective disciplines. These shortcomings have two results. A professor teaching in department X finds that courses which would be significantly supportive of his course are not available in department Y. His particular course is thus somewhat less effective than it might otherwise be, standing in relative isolation as it does, since students do not have the opportunity to pursue other dimensions of the same field in another department.

Secondly, advisers to students may have difficulty in helping a student develop a consistent program in the field of the student's interest.

Even where courses are traditionally a part of a departmental offering, and assuming the availability of staff, presently or in the future, the scarcity of resources sometimes forces a department to allocate more of its energies and funds into those areas where the bulk of its enrollment falls (frequently service courses for other areas of the University), thus precluding the offering of a course in an area, which by disciplinary tradition the department should offer, irrespective of enrollment. Or if the department decides to proceed with the addition of necessary "international" courses, it does so, or it is perceived to do so by some faculty in the department, at the expense of the load carried by instructors of the large enrollment courses. These faculty, perhaps justifiably, feel that "if such money is available" it ought to go where the enrollment is.

And finally, funds available through grants from foundations or from the government which make possible the addition of qualified staff to offer specific courses to fill in the gaps, or to add a new direction to departmental offerings with less strain on departmental budgets or faculty resources, raise another kind of problem. There is no assurance, if this source of funds were to cease, that the University would assume through its general fund the allocation of the necessary dollars to the department to continue the course program. Faced with the possibility of having to absorb at some future date the faculty salaries paid by outside sources, departments may be reluctant to fill in the curricular gaps, or to add an international dimension to their curriculum, no matter how educationally justifiable such courses might be.

In those departments which are interested in developing or strengthening an international dimension in their curriculum as an addition to their traditional course offerings—the questions most frequently raised and the problems most often mentioned in these departments are quite similar to those mentioned above. The primary difference is that in the former type of department, disciplinary tradition supports the idea, whereas in those departments where tradition has not included an international dimension, and where new developments in the discipline now suggest such courses, the problem is of a somewhat different nature. Such departments may be reluctant to embark on a program of curricular change if it appears that such changes can be accomplished only at a real or imagined expense of the program which the department has traditionally placed in top priority. This places courses with an international dimension in somewhat of a precarious position being dependent upon budget considerations rather

than on educational practice. They are, thereby, apt to be the last to be added and the first to be dropped.

Some departments have shown little or no interest in developing an international dimension in their curriculum. There may be quite justifiable reasons for this: the nature of the departmental program may be such that an international dimension is not particularly appropriate; the department may have made a priority decision that it wishes to allocate its resources to developing and strengthening its existing curriculum.

However, it has been noted that there are certain courses, especially professional courses, which traditionally have focused on the domestic or American situation and which today cannot be adequately taught without the inclusion of the international frame of reference and content. Where such a dimension is appropriate, and where disinterest is traceable to other considerations, this is a matter of concern to the University at large.

### **Curriculum and Overseas Faculty Activity**

The implications of the University's project involvement in various overseas areas to on-campus curricular offerings are sometimes overlooked or have not received sufficient attention. It has already been noted that aligning overseas activity with the on-campus program has been a goal from the start. However, problems do arise.

When the University commits itself to a project, the staff needs may extend into colleges and departments of the University not originally anticipated. When faculty members participate in the project, a department's curricular offerings may be seriously upset. Courses which ordinarily would be taught as part of the department's main curriculum must either be cancelled, the absent professor's colleagues asked to double up, or a less qualified person asked to handle the course. Such situations are undesirable and place the students at a disadvantage. This is a matter of crucial importance to graduate students. Under these circumstances, if faculty colleagues are called upon to fill in the gap, resentment toward the University's overseas project and international programs in general may become manifest.

Splicing overseas activities into the on-campus program has been noted as a long-term objective. While the criteria which the University should employ in deciding to accept or reject a request for its services on an overseas project are beyond the scope of this report, yet such considerations ought to involve: (a) the extent to which participation in a project would result in strengthening (or weakening) on-campus curricular offerings, particularly for graduate students, and (b) the

opportunity to gather useful data, case studies, etc., for feedback into already existing courses.

### **Recommendations for Curricular Structure and Content**

The recommendations regarding the curricular structure and content for international programs are listed in several major areas.

In regard to the problems of curricular change and development, the following recommendations are made:

1. That sufficient funds be made available routinely to enable departments to fill out their curricular offerings where gaps now exist while maintaining the quality of existing programs;
2. That in those cases where introduction of courses and addition of faculty have been facilitated by outside funds, the University be prepared to continue the necessary support from its own funds by adding the necessary monies to departmental budgets.

In those departments which are interested in developing or strengthening an international dimension in their curriculum as an addition to their traditional course offerings, the following recommendations are made:

3. That budgetary allocations to departments in this category be, as matter of routine, sufficiently generous to permit them to reach their curriculum decisions regarding the international dimension on educational rather than on fiscal grounds;
4. That departments which are otherwise interested in an international focus should reexamine the priority traditionally (and perhaps ethnocentrically) given to course offerings in light of the present state of their discipline, the growing demand for research and scholarship in international areas, and the current demands of the larger society for persons knowledgeable in diverse areas of the world in almost any field.

In those departments currently showing little or no interest in an international emphasis the following recommendations are made:

5. That the commitment of the University to an international emphasis not be of such a nature as to upset departmental priorities at a particular point in time;
6. That to the extent that fiscal considerations are the deciding factors, every effort be made by the central administration to remove these obstacles;
7. That to the extent that interest in the international dimension in a department is centered in a single faculty member or at best a small minority of the department faculty, the Office of

International Programs make every effort to provide and facilitate research opportunities for these faculty members and to encourage their participation in the activities of relevant interest groups elsewhere on the campus by acquainting them with the existence of faculty colleagues of similar interest;

8. That to the extent that the source of disinterest in an otherwise justifiable international dimension for a given curriculum rests with the department chairman or dean, every effort be made by the central administration to encourage the development of an interest.

In regard to curriculum and overseas faculty activity the following recommendations are made:

9. That as a part of the University's commitment to the international dimension, and as a normal and expected expense of the commitment, the University build into its budgetary operations the principle of overstaffing so that a viable curriculum can be maintained at all times. If "all hands are on board" at any given time, smaller classes, reduced teaching loads or released time would more than compensate for the expenditure;
10. That curricular implications be included in the criteria for determining the advisability of the University's participation in overseas projects;
11. That ways and means for institutionalizing feedback of faculty overseas activities be developed, i.e., time for rethinking and integrating the professional experiences and materials as they relate to course offerings and in preparing graduate training and research programs.

In regard to the student, the curriculum and the international dimension the recommendations are as follows:

12. That in the desire to enhance the academic prestige and effectiveness of the University in the fields of international scholarship and research and involvement, provisions be made to safeguard the student's opportunity to pursue a coherent, logically developed curriculum which extended absence of faculty members on overseas research or overseas contract activity might endanger;
13. That the international dimension component of the University's general education program in University College be maintained and strengthened in order to assure the widest possible coverage of the undergraduate student body;

14. That the staff of the International Programs be sufficiently enlarged so that the student body may be informed in an on-going way through various routes and types of communication of (a) undergraduate and graduate programs available with an international emphasis; (b) overseas study opportunities; (c) activities on campus supportive of given curricular offerings (lectures, symposia, concerts, etc.);
15. That although facility in language is crucial to a curriculum dealing with a particular foreign area, the University cannot be expected to, and limited resources preclude, offering every language which might be useful; that the University confine its efforts only to programs in the needed languages where a consistent program at beginning and advanced levels can be adequately staffed and maintained, paying particular attention to those areas where faculty research activity is also in need of supportive language instruction.

### THE STUDENT

It is evident that the objectives of the International Program at Michigan State University as set forth by this committee are broadly philosophical in nature. The immediate need is to devise the means for implementing them. And this, in turn, demands that the degree to which past efforts of the international program on campus relating to students have succeeded or failed in fulfilling any of these same goals should be ascertained.

The need for accurate and meaningful evaluations of ongoing procedures has obviously been one of the major concerns of those directly involved in, and responsible for, programs now in operation here at Michigan State University—as well as those at other institutions and organizations at both state and federal levels. Because of this necessity, social scientists and others have carried out research projects hopefully designed to gauge the effectiveness of present programs, to measure their efforts, and to help establish criteria for the improvement of future efforts.

Therefore, the factual information gathered in various studies has been reviewed—albeit far from completely so. Of the lot, the extensive work by Selltitz *et al.*,<sup>4</sup> appears to be one of the most ambitious to date; yet, the results clearly pointed to the many difficulties encountered in attempts to obtain statistically valid conclusions. The problem is: how

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<sup>4</sup>C. Selltitz, J. R. Christ, J. Havel, and S. W. Cook, *Attitudes and Social Relations of Foreign Students in the United States* (Minneapolis: Univ. of Minn. Press, 1963), 434 pp.

does Michigan State University best proceed with the planning of programs for its students when statistically solid answers derived from objective research are not now available, nor likely to become attainable in the near future?

Carefully planned research is needed and must continue to be pursued. But, since decisions must be made about the future course that Michigan State University should take, reliance must be placed upon the available insight and good judgment of the best qualified professionals presently obtainable.

The subject matter of this report concerns two groups of students: (a) those of foreign origin who desire, and can profit from, a period of study in the United States; and (b) U. S. students who have similar aspirations for studying abroad. Some of the points at issue have been presented in "Curriculum Structure and Content."

### **Foreign Students**

The available evidence suggests that the degree to which a foreign student studying in the U. S. achieves academic success is a primary factor in determining the satisfaction he receives from his experience in the U. S. Further study should be made to evaluate student failures, to increase the probabilities for success. However, while a foreign student's program should be tailored to fit his needs, academic standards should not be lowered to accommodate him. Rather, one way to decrease the incidence of failures is to make every effort to screen out students with low probabilities of success before they leave their home country. It was suggested that it might be of value to adopt the system used in many universities of assigning the job of admittance to specialized personnel in the admissions office. This seems desirable because it requires special training to evaluate the credentials of the approximately 90 educational systems of the world.

### **United States Students**

Michigan State University must make a serious attempt to secure much greater involvement of its undergraduates in its international dimension. The purpose of this involvement is to develop within the undergraduate students a sound comprehension of cultural differences, world-social-political and economic affairs, the processes of change and development, and similar international concerns. If this endeavor is to be successful, consideration must be given to the requirements of two categories of students: (a) the total student body, whose awareness of the "international dimension of events" must be increased so as to become an essential element of the overall educa-

tional program; (b) the internationally-minded student who wishes, specifically, to give international direction to his studies and whose needs, therefore, require special service.

### **Graduate Students**

The emphases for the graduate students are to provide more opportunity for study and research, and to develop scholarship excellence and professional competence and skills appropriate to the international situations. One of the functions of a university is to produce scholars thoroughly grounded in the knowledge, analytical skills, and bodies of theory of the established disciplines. Moreover, a scholar possessing such a foundation is better prepared to comprehend and to interrelate phenomena and problems of a foreign area or of international relations.

### **Immediate Needs**

It follows that whatever its program for the graduate or undergraduate student as it moves to extend its international offering, Michigan State University will have to take time to study, experiment, and develop its program. How should Michigan State University accomplish this job? Where should it put its emphasis?

Among the most pressing needs is an expanded advisory office where available information can be coordinated, kept up to date, and provided to students in need of information and consultation. This activity could be integrated into the present counseling system, and coordinated with the Office of International Programs. Such an advising system should reach freshmen. It should make them aware of the offerings with an international dimension that are available on the campus. It should be equipped to guide internationally-minded students, to help them determine goals, and to advise them about academic preparations essential for overseas studies. Arrangements have been made with the Director of the Orientation Program to have new students answer a questionnaire (during freshman orientation) to determine which of them have already had a cross-cultural experience, the nature of the experience, and the likelihood that the student may want to participate in additional cross-cultural activities. It would seem to be important that Michigan State University follow through on this if it is to find and nurture latent international interests among its students. This contact with the students should serve to assess the areas of international interest among the students and, thus, the devices needed on campus to channel their interests. Such information will be of value in the mapping of the programs.

There also appears to be a real need to collect and maintain data on all programs for overseas studies, both those initiated by Michigan State University, and those sponsored by other institutions but open to Michigan State University students. Wherever possible, evaluation of their merits and the acceptance by Michigan State University of credits earned in these programs at other institutions should be made. The proposed advisory office could facilitate dissemination of this information, advise students about the nature of the programs, and help them to choose the programs most suited for their needs.

A system that can provide adequate advice about the entire scope of Michigan State University's activities at the international level is desirable now; it will become increasingly more important as the University expands its international dimension.

Administratively, Justin Morrill College is in a position at the moment to provide arrangements for some of these undergraduates whose primary educational interest lies in an international field. But, solutions must be found which will provide direction for all students throughout the University who wish to direct their studies toward the international area.

Michigan State University should consider an organized program to encourage and facilitate study abroad for its undergraduates by providing a current prospectus of offerings sponsored by other institutions, by engaging in joint operations with other schools, and by way of programs initiated at Michigan State University.

There is an element of caution here that cannot be overemphasized. Any program for foreign study warrants the most careful scrutiny. To conduct a program effectively is a costly proposition, but to do it any other way does a disservice to the students, as well as to Michigan State University's academic image abroad. Educational facilities in foreign countries are already taxed severely and in great demand, as is the housing associated with these institutions. Therefore, Michigan State University owes it to all the parties concerned to concentrate the efforts upon quality rather than quantity, to demand a high degree of effort and achievement from the students who participate, and to provide them with carefully conceived and well-directed programs. Michigan State University cannot afford to be trapped into becoming a mere travel bureau service.

Before establishing or modifying Michigan State University programs, those of other colleges must be appraised, especially some that have been noted for their excellence (both Stanford University and Kalamazoo College have been put in this category; there are undoubtedly others). The growing experience of our people in international programs, as well as those directing the cross-cultural activ-

ities of Justin Morrill College, should be helpful in establishing similar opportunities for others. Consideration should be given to the procedure employed at Michigan State University to develop student-study opportunities in South America: a survey team was sent directly to the area to explore first hand the possibilities of establishing acceptable programs. Also, attention should be given to the valuable advice by Stephen A. Freeman,<sup>5</sup> in his introduction to a review of undergraduate study abroad, regarding the need for careful planning in establishing new programs. In voicing his concern about the proliferation of poorly conceived programs, he states that in his opinion our colleges are "...faced with a situation which can make a very great and effective contribution to American education and to international understanding, but which at present is often doing harm to both." In this frame of reference, the following quotations, from a speech by Professor Irwin Abrams of Antioch College given at a meeting of the National Association of Foreign Student Advisers in Philadelphia in May 1965, are appropriate:

"To travel wisely, of course, is to discover that everybody else is different, and in a well-designed foreign study program the student not only becomes aware of cultural differences but has to cope with them in everyday living. This cross-cultural learning is the special product of foreign study....

"But both outside the classroom and within it—if the program is well conceived—the student abroad is in the throes of cross-cultural learning, and this special kind of learning can produce three highly significant gains for his general education: (1) a better understanding of the alien culture; (2) a more objective understanding of his own culture; and (3) personal growth, not only through the maturing experience of dealing with new environment, but more importantly, in self-knowledge and in the realm of value, a clearer sense of what he believes about the good, the true and the beautiful.

"The first of these, knowledge of the foreign civilization, is the most obvious. The second, understanding of America, may seem a more surprising result, but it is well documented. To paraphrase Kipling, what do they know of America who only America know?

"Each young traveler is on his own individual journey, and on more than one journey at the same time: to discover his own identity, to explore the mystery of the human condition. Let us equip him for this journey with a full complement of skills—skills of communication in a foreign tongue and in personal relationships, skills of observation

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<sup>5</sup>Institute of International Education, *Undergraduate Study Abroad U. S. College-Sponsored Programs* (New York, 1966).

and social analysis and description—but above all let us seek to nourish in him certain qualities of mind and heart, sensitivity to others, honesty toward himself, a zest for learning, and a spirit of high adventure. For if we as educators are up to our tasks, he may be venturing forth on the most significant voyage of intellectual and spiritual discovery of his young life. And that, as I see it, is the why—and the what—of study abroad.”

There are undoubtedly many other considerations as deserving of attention as those briefly discussed above in mapping the future course for students of Michigan State University. Only one who has had the time to thoroughly review the field would be qualified to make a final judgment about their relative merits. Therefore, if it is to succeed in its aspirations, Michigan State University has no choice but to assign to an experienced and competent professional the academic responsibility of foreign study programs.

### **Recommendations for Students**

The following recommendations are for the undergraduate students:

1. Increase the international content and emphasis of high-quality general education courses and introductory courses in history, government, economics, sociology, anthropology, literature, and modern languages—the major traffic points in the undergraduate curriculum for “educating” responsible citizens;
2. Develop and maintain a wide range of high-quality electives pertaining to world affairs, problems, and cultures in the appropriate professional fields for those interested in a career with foreign involvement;
3. Include a wide range of quality study-abroad opportunities for students, including options in the developing countries. These programs should be of sound academic quality and should be integrated into the total academic career;
4. Provide a wide range of quality extra-curricular opportunities related to other cultures and international affairs. (Capitalize on the foreign students’ cultural contributions to the United States students and vice versa.);
5. Assign specialized personnel in admissions office to assure optimal screening of foreign student applicants;
6. Establish in the Office of International Programs a complete professional advisory service regarding study-abroad programs for the United States students. This service should maintain complete date on all programs and should continually evaluate them.

The following recommendations are presented regarding the graduate students:

7. Conduct a continuous appraisal of those international academic and occupational areas where competent talent is needed, and communicate this information to students as part of their advisement;
8. Develop academic programs that meet the requirements for scholarly careers as well as for technical competence required of those people who intend to make a career in international service;
9. Graft into the training of those preparing for an international occupation specific knowledge and comprehension of the environment in which they will be working;
10. Include high-quality programs—non-western, cross-cultural or international—in appropriate professional fields and disciplines, such as, administration, agriculture, business, communications, education, engineering, medicine;
11. Develop research opportunities in foreign locations;
12. Utilize foreign students, as resources, in matters related to their countries of origin.

#### **THE LIBRARY**

It is difficult to isolate and treat a separate component of the activities of the University Library that could be clearly identified as “international,” and to formulate any set of recommendations that would relate specifically to that dimension alone. In evaluating the Library from the perspective of an international dimension, the same problems are found that face the entire Library operation: need for more acquisitions, need for more professional staff, etc. These issues have already been identified by the University as a consequence of a faculty study made in 1964, and now are well on the way to implementation. The full realization of the long-range program spelled out in that report will assure that the Library demands of campus international programs are met with considerable success.

Although it appears that the international aspects of the Library program constitute an inseparable part of the total Library program, and that the internationalization of this Library will best be achieved by the realization of existing long-range plans for Library development, five special steps taken in recent years with a view toward accenting the international dimensions of the Library are highly commendable.

The *first* step was the establishment on January 1, 1964, of a separate division in the Library called the International Library under the direction of an International Librarian. This new division of the Library has been given the specific responsibility of developing library collections on Africa, Asia, Latin America, and Russia and East Europe. This step seems clearly to recognize the need for a special effort to enlarge the holdings in these areas and to concentrate constant attention on the special problems associated with the problem of enlarging such holdings. Moreover, it appears to assure that some rational program will be followed in filling these gaps in the Library.

The *second* step was the recruitment of highly professional bibliographers with sound academic backgrounds in those areas of the world concerning which the Library needs to increase its holdings. The success of the Library in finding bibliographers for Latin America and for East Asia is highly gratifying, and it is hoped that in the near future comparable bibliographers can be found to serve in the development of the holdings in African, South Asian, and Russian and East European areas.

The *third* step was the demonstrable growth in Library holdings pertaining to various non-western areas of the world where the Library's strength had not previously been great. This growth is illustrated by the following material, drawn from a report submitted by the International Librarian to the Fourth Annual Planning Seminar for International Programs held at Gull Lake, Michigan, on March 30-April 1, 1967:<sup>6</sup>

<i>Books—volumes</i>	<i>1964</i>	<i>1965</i>	<i>1967</i>
Asia Collection	23,000	28,000	36,000
Africa Collection	11,500	12,400	22,500
Latin America Collection	17,000	19,000	24,000
Slavic & E. European Collection	—	—	33,000
<i>Pamphlets, gov't. documents and ephemera</i>			
Asia Collection	3,000	3,550	4,000
Africa Collection	2,700	3,000	6,500
Latin America Collection	1,500	2,100	2,200
Slavic & E. European Collection	—	—	1,000
<i>Serial titles currently received</i>			
Asia Collection	650	710	950
Africa Collection	480	510	800
Latin America Collection	310	430	1,480
Slavic & E. European Collection	—	—	600

<sup>6</sup>The figures are tentative as of March 25, 1967.

*Newspapers currently received*

Asia Collection	--	--	21
Africa Collection	--	--	15
Latin America Collection	--	--	6
Slavic & E. European Collection	--	--	23

*Maps and atlases*

Asia Collection	--	--	2,000
Africa Collection	--	--	3,550
Latin America Collection	--	--	1,500
Slavic & E. European Collection	--	--	2,500

In addition, the University Library's holdings include many large publication sets in microfilm (e.g., Joint Publications Research Service; Russian Historical Sources; India Census, 1872-1951, and India gazetteers; British Sessional Papers, etc.). Another important research source is a long-play phono-record collection of African tribal music, the "Sound of Africa," consisting of 220 pieces.

A number of joint acquisition projects were financed by the MUCIA and resulted in several thousand volumes from Latin America (1965); Africa (1966); Southeast Asia (1966) and South Asia (1966-67). The MUCIA-sponsored acquisition trips were aimed at securing publications from areas having no organized publishing and book trade. Information obtained on foreign procurement sources has already proven to be helpful.

The growth rate of Michigan State University's international collections for the calendar year 1966 may be summarized as 80 per cent Africa Collection (including Congo Collection and MUCIA acquisitions); 11 per cent Latin America Collection; 10 per cent Asia Collection (including MUCIA acquisitions); and 6 per cent Slavic and East European Collection.

The *fourth* step is the growing willingness of various agencies of the University concerned with international studies to lend their efforts to the development of the Library as an integral part of their activities. This can be illustrated by a summary of the sources of funds for supplementing the development of the International Library during 1966 (as reported in the document cited above): African Studies Center (NDEA)—\$9,600; South Asian Program (NDEA)—\$3,000; Dean of International Programs (Ford Grant)—\$30,000; MUCIA—\$5,500; Humanities Research Center—\$700; Michigan State University Library (University appropriations)—\$50,000.

The *fifth* step is the vigorous effort by the Library to join cooperative activities on an international, national, and regional scale for the purpose of increasing the materials and services of an international

character to Michigan State University Library users. Michigan State University Library has been designated as an official depository for materials from India, Nepal, Ceylon and Pakistan by the United States Library of Congress under the Public Law 480 program.

This dual thrust—general Library growth and special emphasis on the development of an International Library—has produced excellent results. It appears that the Library holdings are at the present adequate for the needs of international education at the undergraduate level and that the present rate of growth, if sustained, will assure that this situation will continue. The ability of the Library to answer the research demands of graduate students and faculty in terms of holdings and services has certainly improved over the past decade, especially with respect to non-western areas of the world. The rather considerable interest demonstrated by individual faculty members and by various agencies of the University in the development of Library holdings and services related to international programs seems to assure that the research capabilities of the Library will continue to improve. This can only lead to the conclusion that the Library program is oriented in the proper direction in terms of an international dimension to Michigan State University's academic program.

### **Problem Areas**

However, there are serious problems that must be faced in the years ahead with respect to the Library's part in international education. The following six problems appear to be the most crucial:

*First*, the University is not acquiring library resources related to international problems at a great enough rate to assure that the burgeoning research demands of its graduate students and faculty will be met. Strong research resources are vital to numerous aspects of a quality international educational program: Faculty recruitment and retention; distinguished publication; graduate student recruitment; graduate student training.

*Second*, the present funding arrangements for strengthening the International Library, heavily dependent on outside resources that may not be available in the future, create serious problems in terms of long-range planning of the development of Library resources and services.

*Third*, the professional staff of the Library is simply not adequate to meet the tremendous demands involved in improving the international holdings and services of the Library. The most crucial need appears to lie in the area of acquisitions, where the services of staff members with both library science training and disciplinary training

are absolutely essential. But these desperately needed staff members must be supported by adequate assisting personnel so as to make their special skills most effective.

*Fourth*, the Library has not yet developed effective procedures for the acquisition of materials relating to many areas of the world. It was made obvious by several members of the Library staff that the usual *modus operandi* for building collections simply does not apply to the acquisition of crucial materials from Africa or Asia. For example, it was pointed out that it is virtually impossible to acquire basic government documents from the various African nations by the same procedures used to purchase documents from European government printing offices. The Library staff is aware of the dimensions of this problem, but have not as yet been able to go very far in developing techniques to overcome the difficulty.

*Fifth*, as yet there is not adequate coordination and cooperation between the Library and the University's overseas activities (both technical assistance projects and research projects). The involvement of Michigan State University personnel in foreign areas has not seemed to contribute to the acquisition of research material pertaining to such areas to as great a degree as might be possible. The commitment of the University to involve itself in a significant way in foreign areas has not always been accompanied by a coordinate effort to build library facilities with respect to those areas, with the result that foreign involvement has not produced a kind of permanent feedback in the form of significant library holdings. A more definite congruence of overseas activities and Library activities would be most fruitful in terms of strengthening the Library.

*Sixth*, there is inadequate awareness by individual faculty members interested in international teaching and research of their responsibilities to assist the Library in building its international resources. The area studies centers have made a notable contribution in increasing that awareness, but there is still considerable distance to go.

#### **Recommendations for the Library**

With a view toward resolving some of these problems, at least in part, and toward strengthening the international emphasis in the Library program, the following recommendations are made:

1. That the International Library be further developed as a division of the Library specifically devoted to increasing Library resources and services with respect to areas of the world heretofore neglected;

2. That high priority continue to be given in the Library to the hiring of professional personnel especially trained to develop international holdings; especially critical in this respect is the employment of bibliographers for South Asia, Africa, and Russia and East Europe;
3. That still greater funds be made available to the Library for the development of research materials relative to international problems—without sacrificing other aspects of the Library's program of growth;
4. That efforts be intensified to arrive at a rational program of priorities for the development of Library holdings relative to international problems; such planning should involve a coordinate effort among the University Librarian, the International Librarian and his staff of bibliographers, the Dean of International Programs, the area center directors and their core personnel, the functional institute directors and their key personnel, and various project directors;
5. That every attempt be made in the future to obtain recognition of the Library's needs as part of the negotiation of contracts for overseas projects;
6. That the Library be encouraged and supported in its efforts to develop new modes of operation for the acquisition of materials relating to its international holdings;
7. That study be undertaken and plans developed for establishing more effective relationships between the Library and the University's various overseas operations with a view toward developing a more effective feedback from these programs into the Library;
8. That efforts be intensified to increase the awareness of the faculty at large of the international dimensions of the Library's operation.

#### **INTERNATIONAL EXTENSION**

International Extension activities cover a host of programs at Michigan State University. The Office of International Extension, which is part of Continuing Education Service, is responsible for most of the formal activities. The policy-making board of the Office of International Extension consists of the Director of Continuing Education Service, the Dean of International Programs, and the Director of the Cooperative Extension Service.

The formal extension programs sponsored by Continuing Education include the following: American Language and Educational Center

(AMLEC), Peace Corps Training, Michigan State University/University of Nigeria Student Exchange (MINEX), World Affairs Citizen Education, International Resources Program, Host Family Orientation, International Forum, Community Briefing Sessions on Foreign Affairs, Adventure in World Understanding.

Other programs that have been formally sponsored by other departments or agencies of the University include: extension classes (i.e., Mexico), consultative services to school (i.e., Mexico, Central America), extension offerings of credit and non-credit courses involving the international dimension, Business Men Overseas Program (i.e., Dow Chemical), Town and Gown Series, American Universities Field Staff.

Some of the formal programs of international extension activities will be briefly discussed. The "Report of the Office of International Extension, Continuing Education Service, Michigan State University, 1964-1967," described the AMLEC program as follows:

"The American Language and Educational Center (AMLEC) program was established in 1962 as an affiliate with the European Language and Educational Centers (ELEC). It offered non-credit courses in the French, German and Spanish languages designed and taught by members of ELEC. In 1962 a total of 13 students were enrolled.

"In the summer of 1965, credit language offerings were added to the non-credit language courses. Three Michigan State University professors were sent abroad, one each to Paris, Cologne, and Madrid to supervise and teach language courses lasting seven weeks. In this way, the University was assured that the students would receive college level courses taught by highly qualified instructors. The other major features of the program included the exposure to native-born instructors, the active participation in a program of lectures, excursions and trips and the habitation with families in the community."

The enrollments reported in the AMLEC program were:

	1964-65	1965-66	1966-67
Total enrollment	212	318	336
Enrolled for credit	128	175	176
Enrolled for non-credit	84	143	160
MSU students	88	153	110

The enrollments in the AMLEC program have shown a steady increase. There seems to be little question that foreign languages can be learned more rapidly abroad than in the United States and that the environment for such study makes the languages more meaningful. The potential advantages of this program are only possible by effi-

cient administrative organization, continuous supervision, and professional evaluation.

Peace Corps involvement has been an administrative responsibility of the Office of International Extension. The extension office report states the criteria for the acceptance of a Peace Corps project as follows: (a) the training program should be designed for a part of the world in which Michigan State University has considerable expertise; (b) the training program should be planned by Michigan State University and Peace Corps; (c) the training program should relate to the appropriate study center and should enhance the center's objectives; (d) the training program should have certain built-in features that would allow for a good number of Peace Corps men to return to Michigan State University.

Peace Corps projects have included Chile Community Development Program, Nigeria Agriculture-Rural Development, and Michigan State University-Peace Corps Masters in Education program.

Consistent with the listed criteria, Michigan State University can render a service to Peace Corps in training volunteers, particularly in the areas where Michigan State University has competent faculty. No program should be sponsored that limits the academic autonomy of the University.

The MINEX program was an exchange program involving students from Michigan State University and the University of Nigeria. The United States students studied at the University of Nigeria, while the Nigerian students studied in a five-week session of the summer school at Michigan State University. In addition, the Nigerian students spent three weeks traveling under the supervision of a staff member. As a result, a year's study abroad program at the University of Nigeria has been arranged.

The World Affairs Citizenship is directed toward adults in Michigan, and implements the service aim of Michigan State University.

The Extension service report states:

"Pilot seminars on foreign service aid and foreign affairs were developed for groups consisting of maximizers. A maximizer was defined as a person who wished to learn about world affairs, who wished to impart such knowledge to others, who would position himself on important world affairs issues, and who would inform policy-makers on his stand. They were aided in their deliberation by MSU experts, returned Peace Corps Volunteers, foreign students, films and by Foreign Policy Association folios.

"The seminars are considered part of a continuous programming effort for maximizers, who are helped to maintain their status as semi-

experts in the areas of foreign aid and foreign policy through additional seminars, lectures, films and readings.

"The development of the International Bookshelf has enabled maximizers and others to gain fundamental information about Africa, Asia, and Latin America. Moreover, the establishment of the World Affairs Pamphlet Shop helps them keep citizens current on such topics as foreign aid, foreign policy, world population and food problems, the United Nations, developing nations, communism, etc. Participants are informed of world affairs events and important publications through the *International Extension Newsletter*.

"Seminars on foreign aid were conducted in several Michigan cities. Participants included university and college faculty members, high school social science teachers, corporation executives, newspaper editors, clergy and others active in community affairs.

"A major innovation in 1966-67 in world affairs programming was the introduction of an on-site learning program dealing with problems of development in Colombia and Ecuador. This program, which was planned for March of 1967, has been postponed so that a group of 30 maximizers can be recruited."

The International Resources Programs has been established to aid individuals responsible for international affairs programs in local organizations. The conferences attract representatives from such organizations as American Association of University Women, Rotary, Business and Professional Women's Clubs, Women's International League for Peace and Freedom, Young Women's Christian Association.

Host Family Orientation is a program assisting families hosting foreign students; the focus is on the cultures of the guests and the exchange in cross-cultural living. The International Forum brings government officials to Michigan State University who discuss controversial international issues. The Community Briefing Sessions on Foreign Affairs were sponsored by the Office of International Extension and the Public Affairs Division of the State Department. Thousands of people were able to hear members of the team through discussion groups, lectures, radio and television programs speak on subjects including foreign aid, Vietnam, Sino-Soviet Split, and East Europe.

The Adventure in World Understanding has been conducted annually by Michigan State University for fourteen years. Students of various nationalities come to Kellogg Center during the Christmas season to gain world understandings and develop friendships.

Programs for orienting businessmen, professional personnel, and government officials for overseas assignments are held periodically as the resources are available.

One immediate possibility is the establishment of the center for AID personnel, career persons in the diplomatic service, and business and professional leaders who are assigned overseas. A center for retraining and advanced study could serve to attract people who come back to the United States for sabbatical and study leaves. The center could also be responsible for informing the faculty of the strengths of these visitors, so that they might be used as guest lecturers in appropriate classes.

The many other programs or activities sponsored by some part of Michigan State University will not be described except for the University's involvement in the American Universities Field Staff, Inc. (AUFS). The purposes of this organization which are expressed in the certificate of incorporation, are:

"To develop, finance, and direct a corps of men to study mainly at first hand the contemporaneous affairs of significant areas of the world and, through reports and their personal services, to make their knowledge available primarily to universities, colleges, and other educational institutions, with a view to aiding the American educational system in the diffusion of knowledge necessary to a better understanding of world conditions.

"To make the findings of members of the corps available, also, through publication and otherwise, to the American people generally, and to publish reports and render services in connection with the purposes of the Corporation.

"To encourage the members of the corps and others to develop improved techniques for the study of significant areas of the world and for the dissemination of knowledge with regard to such areas. . . ."

At the present time, Michigan State University is one of twelve member universities, having been a member for fifteen of the sixteen years of the organization's existence. During that time the professional staff have visited the campus for about ten days, at which time they have presented lectures, attended seminars, advised faculty members and students. Usually four AUFS members come to the campus each year.

Since the source of income may be decreased, it is appropriate to understand the funding of the AUFS. The incomes are derived from three sources: membership fees (approximately 34 per cent), major foundation grants (approximately 36 per cent), and other incomes (approximately 30 per cent). The membership fee is an annual fee equivalent to the median of a full professor's salary at the respective institution. The foundation grants have come from the Ford Foundation. Other income is derived from sale of AUFS reports, sales of staff-written books, and contributions.

It is strongly urged that Michigan State University continue its affiliation with the AUFS. Since there is a possibility that foundation support will be reduced or even terminated, it is necessary to consider the commitment of additional funds to capitalize on this program. The benefits received from the professional staff through their lectures, seminars, and reports have been worth the money spent. They have strengthened the academic program. But the full potentialities have not been realized.

Since there are faculty members at Michigan State University who are qualified to be members of the American University Field Staff, one way to increase the program would be for Michigan State University to support at least one more of its own faculty members each year to work in this program. The faculty member would pursue his professional study abroad for twelve to fifteen months and then return to the member universities for nine to twelve months. After the faculty member has served two years in this capacity, he would return to his university assignment.

All member universities of the AUFS could be encouraged to develop a similar program. If each member institution supported one more faculty member from its own staff, the expanded faculty opportunities in different geographical areas would enrich the program for all member universities. The personal involvement of faculty members from each institution would increase the interest in the program on each campus. The resources from university disciplines would expand the expertise of the AUFS.

In order to maintain the quality of the field staff a long-range program could be developed. This would give the university enough time to choose competent faculty members. It would also give the faculty member enough time to gain language proficiency and cultural competence.

#### **Recommendations for International Extension**

The following recommendations are made in summary of the evaluations of the international extension programs:

1. That Michigan State University, through the Department of Foreign Languages, continue responsibility for assuring high quality professional supervision, and evaluation of AMLEC and other language programs;
2. That Michigan State University render a service to Peace Corps Volunteers by training volunteers, particularly for teaching assignments in the areas where Michigan State University has competence;

3. That the International Extension Policy Committee emphasize the coordination and communication of the international academic programs with the Continuing Education Service and the respective departments to assure the quality of the programs, the support and commitment of competent faculty, and the effective feedback to the campus and public at large.
4. That the program on World Affairs Citizens Education directed toward maximizers in the communities be strongly supported;
5. That the feasibility be determined for establishing at Michigan State University a "think tank" center for career persons in the diplomatic service, business and professional leaders;
6. That Michigan State University continue its affiliation with the American University Field Staff; in fact, the committee urges Michigan State University to officially initiate the proposal that member universities add their own faculty members for carrying on a long-range program to expand the expertise of the American Universities Field Staff. It is recommended that the development and coordination of this American University Field Service Program be assigned to the Office of International Programs.

### **CAMPUS ENVIRONMENT AND ADMINISTRATIVE ORGANIZATION**

The campus environment and administrative organization are critical areas that contribute to, or inhibit the implementation of, the objectives defined by the committee.

The committee's position is that the objectives can only be achieved by the faculty working within the academic administrative units of the University. The prevailing attitude of the faculty will determine the degree of success in diffusing the international dimension throughout the campus environment. Likewise, the administrative organization may contribute to, or detract from, faculty actions designed to achieve the objectives. A supportive administrative organization cannot easily overcome a negative attitude on the part of the faculty, but an administrative organization can unintentionally dampen the enthusiasm of a positive faculty.

#### **Campus Environment**

Campus environment refers to the degree of congruence of faculty and administration perceptions and attitudes toward the objectives and programs. Complete congruence is probably not possible nor necessarily desirable. Nevertheless, any concerted effort to move

toward the objectives does require some receptivity by faculty. To assess this receptivity, a questionnaire was administered to all faculty members. The faculty was asked to respond to questions designed to measure their general attitudes toward strengthening the international emphasis of the University; their attitudes concerning the current international activities of the institution; their perceptions of administrative support; and their current involvement in international activities.

There are some general findings of the questionnaire study that have relevance to this section. There is awareness and support for the existing international program, and some indication that there would be substantial support for expansion. Indifference among a majority of the faculty does not seem to exist. There is evidence that the programs of the centers and the institutes should be more widely publicized internally especially among the student body. Perceptions concerning the values of foreign experience of an extended nature on career development vary widely. Of some concern is the perception concerning the effect of a Michigan State University overseas project experience. Ways and means should be explored to enhance faculty perceptions of this kind of assignment.

The achievement of the objectives will depend on how effectively the actions specified are executed. This in turn is dependent upon the way administrative organization functions. Those parts of the administrative organization which have relevance to the international affairs of the University have evolved over the years. Any evaluation of them requires an understanding of their evolution.

Over the past decade, two developments have taken place that affect the administrative organization. The first and primary development was the articulation of the administrative organization of the institution in the By-Laws of the Faculty Organization. This document was approved by the Academic Senate and the Board of Trustees, December 15, 1961, and has been periodically amended. The second development was the increase in the international affairs of the institution and the emergence of an administrative organization to accommodate these activities. The second development should be compatible with the first and should respect the authority of the first, if the administrative structure is to contribute to the internationalization of the institution.

Only those aspects of the By-Laws which affect the actions specified to achieve the objectives will be examined. All of the actions involve the faculty, and require its support. These actions can only be taken within the administrative organization provided in the By-Laws of the Faculty Organization.

“The college is the major educational and administrative group within the university. The chief executive officer of the college is the Dean.<sup>7</sup>

“The department is the primary unit of education and administration within the university. The chief executive officer of the department shall be designated chairman . . . . The chairman shall be responsible for education, research and services program, budgetary matters, physical facilities, and personnel matters in his department, taking into account the advisory procedures determined by the department as outlined in Section B and the program-planning procedures as outlined in Section C.”<sup>8</sup>

Since the advisory and program-planning procedures are designed to place responsibility on the faculty, they are responsible for the execution of the programs. The department chairman’s and the Dean’s primary role in this regard is to encourage and stimulate through their leadership position. If some faculty are to be internationalized through study and research, the encouragement and stimulus may be external, but final approval of the major and primary administrative units is mandatory.

In matters of curriculum and course change, “essential control . . . is vested in each department, division, school or college faculty.”<sup>9</sup> “In each college there shall be a Curriculum Committee.”<sup>10</sup> “Permanent changes in course, curricula, and degree requirements may be made only upon formal approval of the voting faculty of the department offering the course or degree, or, in the case of college or divisional degree requirements of such college or division . . . .”<sup>11</sup>

“The University Curriculum Committee is the central clearing house for all curriculum matters . . . the specific responsibilities are to review, evaluate and approve or disapprove minor course changes, to review, evaluate and recommend approvals or disapprovals of all major course changes to the Academic Council, to review, evaluate and recommend approval or disapproval of degree requirements to the Academic Council . . . .”<sup>12</sup>

The Academic Council may refer major course changes to the Academic Senate. The Educational Policies Committee is to “examine, evaluate and recommend to the Provost and to the Academic Council appropriate policies relating to subject matter, methods of instruction,

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<sup>7</sup>Michigan State University, *By-Laws of the Faculty Organization*, as amended to July 1, 1966, p. 3.

<sup>8</sup>*Ibid.*, pp. 1, 2.

<sup>9</sup>*Ibid.*, p. 9.

<sup>10</sup>*Ibid.*, p. 6 (Appendix).

<sup>11</sup>*Ibid.*, p. 10.

<sup>12</sup>*Ibid.*, p. 3 (Appendix).

faculties and support for research of faculty members and students, curriculum organization, including establishment or deletion of new departments or divisions and curriculum revision."<sup>13</sup> If a recommendation from this committee involved an existing department the procedures outlined above would then become operative.

The Committee on International Projects was established as a standing committee in 1966. The committee is to "concern itself with the implications and conduct of projects so far as: (a) the university's ability to recruit and maintain qualified faculty members and staff for the project, and (b) the contribution of such projects both to service and educational goals of the university are concerned. The Committee will serve as a principal mechanism of communication (at the policy level) between the Office of International Programs and the faculty at large."<sup>14</sup>

The only departures from the above administrative framework are the non-degree programs administered by the Continuing Education Service and the cultural programs in the Lecture-Concert Series. Those responsible for the conduct of these programs do not necessarily have academic affiliation in the academic departments. Even here, however, close cooperation with the academic departments is needed for the conduct of many programs, especially when they rely upon the services of the faculty in the departments.

With the above organization, all actions which may be taken to internationalize the faculty or to infuse an international dimension in the degree program require the support and approval of the departments. Any attempt to infuse an international dimension in the Continuing Education and cultural programs for the public requires the support of the units responsible for them as well as the departmental support of the faculty called upon to aid in the conduct of such programs.

#### **Office of International Programs**

Beginning in 1947 the University entered into agreements with different agencies to provide faculty on cooperative study-research programs and technical assistance programs abroad. By 1965, 653 faculty members from 92 academic departments had resided abroad in 89 different countries. In 1956, the Office of International Programs was established in response to the growing involvement of the institution in overseas activities. Although the commitment to the extension of the University abroad was great by 1956, there was concern

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<sup>13</sup>*Ibid.*, pp. 4, 5 (Appendix).

<sup>14</sup>*Ibid.*, p. 6 (Appendix).

about the feedback of overseas experiences and the development of an international dimension in on-campus research and teaching. Broadly speaking, the responsibility of the Office of International Programs, under the direction of the Dean of International Programs, was to administer the University's overseas projects, and to stimulate an international dimension through on-campus teaching and research.

In a memorandum from the President's Office, the responsibilities of the Dean of International Programs were stated as follows:

*"XI. Dean of International Programs*

- "1. Acts for the President in the operation of such out-of-country programs as have been approved by the President and the Board of Trustees.
- "2. Acts for the President in foreign programs involving cooperation with other United States universities, including the Consortium arrangement in which Michigan State University is involved with the Universities of Illinois, Indiana, and Wisconsin.
- "3. Is responsible to the Provost in the area of encouraging a growing international dimension in our on-campus educational program.
- "4. Is responsible to the Vice President for Student Affairs in matters pertaining to housing, social affairs, etc., for foreign students on the East Lansing campus."

From an operating point of view, "the program is organized so as to maximize the tie between any given activity in the appropriate department or college within the university while at the same time maintaining central coordination, guidance and development assistance through the office of the Dean of International Programs. A blend of centralization and decentralization has developed over the years with a few activities being administered directly by the Dean of International Programs, but all tied, programmatically, to academic units within the university."<sup>15</sup>

There has been uncertainty regarding the administrative position of the Office of International Programs in the academic organization. When the Office of International Programs was established in 1956, and the Dean was appointed, there was no Provost's Office, and consequently the original direct relationship to the President has persisted in the minds of some faculty. In addition, the early concentration of the University's international dimension on institution building and technical assistance has obscured the emphasis on the research pro-

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<sup>15</sup>*Ibid.*, p. 1.

grams. The name, Office of International Studies and Programs, would help to correct this misperception and reaffirm the major thrust of the Office of International Programs.

Furthermore, to reinforce this academic thrust in teaching, research and technical assistance, current staff functions need to be augmented and certain additional staff functions are essential to assure the academic stimulation, coordination and integration of high-quality efforts and programs.

The Office of International Programs has a central academic purpose. Even though the primary responsibility in curriculum matters rests with the faculty, the Office of International Programs should be particularly staffed so that it can stimulate and facilitate the full range of the academic international dimension.

The Office of International Programs has by its very purpose multiple contacts and responsibilities with strategic foundations, government and other agencies throughout the world—all far removed from the Michigan State University campus. This Office has a special need and responsibility to communicate clearly and continuously the relevance of these activities to the campus. Professionally trained communication specialists in the Office of International Programs would assure the quality, continuity and consistency of their communications.

The University needs to continue and expand the official representation of its international program, performance, and potential to the relevant academic institutions and supporting foundations, government, and scientific agencies. The University must have the assurance that the significance of the international dimension at Michigan State University is competently and effectively represented. This critical function should be performed by highly qualified personnel on the Office of International Programs staff.

The University is committed to the educating and training of students in the international dimension. In addition to the on-campus programs, the functions of developing, evaluating, and coordinating the students' overseas study programs need the academic support and professional competence of the Office of International Programs. A complete academic advisory service would assure the integration of the overseas experiences with the students' total university program and career.

These listed functions are seen as supplementing those activities already being accomplished by the Office of International Programs.

The Office of International Programs is tied to the colleges "through an advisory committee which meets regularly to discuss policy matters, current developments and the university's role in the international field. In addition to its advisory function, the committee is meant to

provide major means of communications among various components of the university engaged in international activities."<sup>16</sup>

The Advisory Committee is made up of college representatives from the twelve colleges. The college representative is responsible for stimulating the development of international research and international curricula within the college. He serves in much the same capacity within the college as the Dean of International Programs serves within the University. In addition to the college representative on the Advisory Committee, each overseas project has a project coordinator housed in the college governing the subject matter of the project. The project coordinator is responsible to the Dean of International Programs for administrative matters governing the project, and is responsible to the Dean of the appropriate college for program matters governing the project. In interdisciplinary projects, the coordinator is responsible to the Dean of International Programs for both administration and program content. In every way possible, an attempt has been made to preserve the authority of the primary functional unit, the department.

The Office of International Programs, working through the college representatives, tries to maintain a very close tie with the departments who supply the personnel for the conduct of all programs. Project coordinators, likewise, are college representatives and are responsible to the department heads who supply the personnel for the project. Although the advisory committee continues to meet, it no longer holds the prominent position it did in earlier days. The project coordinators meet periodically with the Dean of International Programs staff. It is anticipated that communication might be improved by incorporating into a single advisory body the area study center and functional institute directors and the project coordinators for purposes of communicating with the academic departments within the colleges concerned.

In 1964 the Office of International Extension was created. This Office is housed with the Continuing Education Service. Its purpose is to relate the University's international activities to the citizens of the state. It has attempted to develop a non-degree program with an international dimension for the general public.

The different administrative units that have developed since 1956 may be considered coordinating and facilitating units.

#### **Evaluation of the Administrative Organization**

Any evaluation must consider the extent to which the coordinating and facilitating units developed since 1956 are compatible with the

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<sup>16</sup>*Ibid.*, p. 3.

faculty organization as set forth in the By-Laws. Overall university coordination was sought through the Office of International Programs and the Advisory Committee. As more faculty became "internationalized" an effort was made to move decision-making closer to the faculty through the establishment of area centers and functional institutes, and the use of their leadership for coordinating purposes. The centers and institutes have evolved differently in each case, and the degree of operational compatibility with the responsibilities of the departments they represent varies greatly. Some relate well to the departments they represent, and some have capitalized on the interests of a few faculty members with little concern for the overall programs their departments are engaged in. Some have tried to usurp curricular responsibilities, often at the displeasure of the departments. Some have turned their primary allegiances to the Office of International Programs. The objectives and operating procedures are not clear in every case, nor are they consistent with the overall aims of the colleges they represent. A large proportion of the faculty is not sufficiently aware of the facilitating units that do exist, and therefore it cannot be expected that they are effective instruments through which faculty desires may be turned into action programs.

It is to be expected that there would be a variety of objectives and operational procedures within these administrative units. They are still in transition. It may well be that a clarification of their objectives, responsibilities and authority with a tightening of their administrative procedures will improve their effectiveness. On the other hand, they represent an increase in decision-making centers often very far removed from the personnel expected to perform. In the interest of insuring participation in decision-making by those most directly concerned and reducing the number of decision centers, an attempt should be made to find an organizational structure that pushes operational responsibility even closer to the primary and major administrative units.

*Administrative Requirements.* In keeping with the By-Laws, all actions taken to internationalize the faculty or infuse an international dimension in the degree programs must have the support of departmental faculty. Therefore, decision-making must start at this level. On the other hand, departments, pressured with growing enrollments and other domestic concerns, require outside stimulation if they are to respond to the international objectives. Whatever administrative organization is used, it must provide for faculty initiation and support at the departmental level, outside stimuli, and departmental, college and university coordination. An appropriate administrative unit for

the receipt of large institutional grants is needed as well. In relating the University's international activities to the general public, a specialized administrative organization is required because of the nature of this kind of activity.

The departmental faculty must be involved in the initial decision to undertake any research, service or curricular program in the international area. The initial approval must take place at this level, since approval must come from those closest to the individuals involved if adequate judgments are to be made. Too frequently, evaluations are made by collective bodies not sufficiently knowledgeable about the topic or individuals concerned. This may even be the case when the first evaluation is made at the college level, especially when it is a college encompassing a large number of disciplines. Departmental approval is needed not only to insure support of the department but also to communicate to other decision centers the judgment of those responsible for the action and those best able to judge its merit. The imposition of this layer of decision is in no way meant to impede the entrepreneurial actions of individual faculty members, but rather to aid them through maintaining evaluation at a level close to them.

*Outside Stimuli.* Stimulation is needed at both the departmental and the college level. Actions taken in a department are a function of the leadership roles exercised by the department chairman and dean concerned. The approaches vary, but it is nevertheless through these positions that action takes place in the long run. Deans and department chairmen, if interested in the objectives stated by the committee, must establish their own administrative machinery for stimulating their departments. The number of alternatives is large. They may wish to rely upon an existing functional institute, to appoint an Assistant Dean of International Affairs, or to rely on an *ad hoc* faculty committee. Any arrangement must emerge as an organizational strategy to facilitate achievement of the objectives.

Stimulation at the college level is also required. This is necessary to involve the various colleges not only in particular programs appropriate for a single college, but also for interdisciplinary programs that must be undertaken. Communication must be established between those individuals holding administrative responsibility at the college level with an all-university organizational unit established for this purpose.

*Coordination.* Three levels of coordination are needed. First, departments must establish priorities on the international activities they wish to undertake. By insuring that initial decision-making is at the departmental level, coordination within a department is achieved.

Second, there is a need to coordinate the actions of departments within a college. Whatever arrangement is decided upon to stimulate the departments can also serve to coordinate the departments within a college. Third, university-wide coordination is required for a number of reasons. Interdisciplinary research, service, and curricular programs require the personnel and support of several departments in more than one college. Coordination, however, does not mean direction, and the function of the coordinating unit is to work through college administrative arrangements back to the departments. Also, university-wide coordination is required to avoid duplication in effort and to enable the institution to abide by the various commitments it has entered into. For example, the guidelines for Social Science research overseas approved by the Board of Trustees of Education and World Affairs must be monitored on a university-wide basis.<sup>17</sup>

An administrative unit is necessary for the assembling of information and the preparation of proposals for purposes of securing institutional grants. The existence of a separate unit contributes to the reputation of the institution, administratively centers responsibility, and aids in the receipt of funds from outside sources. There is evidence that the visibility on the campus of the programs of the centers and institutes can be improved. Although not revealed in the base line studies, some faculty members view international activities at Michigan State University as administratively oriented, and lacking a scholarly research orientation. Regardless of their validity, such perceptions might be considered symptomatic, and efforts should be made to correct them.

Externally, Michigan State University has acquired a very respectable reputation for institution-building "know-how," but is only beginning to be looked upon favorably for its expertise in international research or international curriculum offering. This is a transitory stage, as some 200 members of the faculty have received research funds from the Office of International Programs. When the output of this research funding becomes available, it is anticipated that it will have a favorable external effect. On the other hand, the institution should consciously capitalize on all its international activities. The external image of the University must be enhanced not only to give recognition to the broader scope of activities, but also to serve as a foundation for external funding.

*General Public.* The conduct of programs dealing with the general public has been the province of the Continuing Education Service.

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<sup>17</sup>Education and World Affairs, *The University Community and Overseas Research: Guidelines for the Future*, A Public Policy Statement by the Board of Trustees of Education and World Affairs, March 29, 1967.

The value of this specialization is accepted. To the extent that such programs use the services of departmental faculty the appropriate linkages with these departments must be made.

### **Recommendations for Campus Environment and Administrative Organization**

The recommendations for organization are presented as follows:

1. That the name of the Office of International Programs be changed to the Office of International Studies and Programs;
2. In addition to their present operations, that the Office of International Programs be organized to carry out the following functions:
  - a) advancement and exploitation of opportunities for the integration, feedback, and introduction of an international dimension into the academic program within the established procedures of the University. This stimulating and coordinating function should become a central focus of activity of this office;
  - b) communication consistently and extensively of the international activities at Michigan State University as a relevant and growing academic enterprise;
  - c) expansion of competent professional and official representation of the Office of International Programs with foundations, academic institutions, government, as well as on-campus influentials;
  - d) development, evaluation, and coordination of student overseas study programs;
  - e) promotion of opportunities for overseas study and research by the faculty and student body;
3. That the departments and the colleges continue to be the major units to implement the international emphasis within the University;
4. That the colleges continue to select the means to stimulate and coordinate their international activities;
5. That the elected Committee on International Projects serve as the faculty Advisory Committee to the Office of International Programs;
6. That the Office of International Extension continue to concern itself with the diffusion of an international dimension among the general public.

To contribute to the proper functioning of the suggested organizational arrangements, the following administrative procedure is recommended:

7. That under the direction of the Provost, the colleges decide how they wish to organize their activities for the conduct of research, service, and curricular programs in the international sphere.
8. That the colleges establish departmental review procedures similar to those required to establish advisory procedures in the By-Laws of the Faculty Organization. Once established, the procedures be communicated to the Provost, the Office of International Programs, the Area Study Centers, Functional Institutes, and the Office of International Extension. By doing so, all stimulating and coordinating units will understand the way in which faculty interest is to be stimulated by external units.
9. That in order to create the necessary incentives for an increase in emphasis in the international area, the colleges working through whatever procedures they have selected request, as a line item in their annual budget, financing for the activities the departments and colleges have collectively elected to pursue. The same procedure be followed for their interdisciplinary programs once the college effort has been coordinated through the area studies centers and functional institutes. The financial requests, with appropriate description of the activities to be financed, would then be reviewed by the Office of International Programs to insure overall university coordination before being acted upon by the Office of the Provost. In this function, the Office of International Programs insures overall university coordination. The function would also serve as a communication link between the interests of the faculty and the organizational unit responsible for the preparation of proposals for external financing. The Continuing Education Service would likewise request financing as a line item for the activities to be undertaken by the Office of International Extension.

## V. New Program Areas

Michigan State University is in a position to extend further its reputation for innovation into the international arena. The faculty has gained experience in international research and educational activities. The student body is becoming more and more interested in meaningful study, research, and travel experiences abroad. The public at large is more aware of America's worldwide obligations.

In other sections of this report it has been recommended that:

1. An Institute for International Politics and Administration be created in the College of Social Science. This recommendation reaffirms a position expressed in the 1959 seminar report;
2. The existing area studies center arrangement be modified by (a) dividing the present Asian Studies Center into an East Asian Studies Center and a South Asian Studies Center, and (b) changing the existing Russian and East European Program to a Russian and East European Studies Center;
3. Additional area studies centers be established as resources become available in the following order of priority: a Western European Studies Center, a Canadian Studies Center, and a Middle East Studies Center;
4. New models for student study, research, and travel opportunities be constructed and implemented;
5. The feasibility of the faculty, competent in a foreign language, teaching substantive courses in their respective disciplines be explored.

In addition to the foregoing, there is strong endorsement of the expressed international interests of faculty in the recently established College of Human Medicine. If physicians are to relate their talents to the needs and demands of society in a worldwide sense, they need an awareness of health and medical problems present elsewhere. In their view, an ideal sort of arrangement would involve a freestanding medical school in another country where our students could gain educational experiences through participation and patient care. If this

were in an emerging nation, such as Nigeria, an exchange arrangement would be possible which could in turn provide their students an opportunity to study and learn here. In the medical research area, problems relating to malaria, other parasitic diseases, and the like, can best be studied in a natural setting not possible at home. Comparative studies of medical care distribution, childrearing patterns and many others would be researchable in such settings. Also, many projects of other units could well include a dimension of health in a complementary fashion.

Improved competency in languages is important to both students and faculty. It is recommended that formally sponsored courses for faculty and families be available well in advance of any overseas experience. Some may wish to improve and update their facility with language even though they have no immediate plans for using it. For students, more courses from other subject matter fields should be taught in a foreign language.

Finally, the terms of contracts involving Michigan State University faculty abroad should include provision for scholarly study and travel opportunities, especially following tours of duty and prior to a return to the campus. Additional backstopping to the campus unit should also be provided.

## VI. Continuous Planning and Evaluation

The future success of international programs at Michigan State University will depend in part on a willingness to obtain an accurate and balanced picture of the continually changing and expanding international dimension. That the leadership of the University has been significant in the brief history of the international programs is not the question; the issue now is the total University's focus on this increasing complexity and range of the international dimension. An integral instrument for this focus is a scientific program of continuous evaluation.

The absence of a systematized evaluation program is considered to be a deficiency. This deficiency was pinpointed early in the committee's deliberations when it became apparent that information for some of the basic questions was not organized or readily available.

In the committee's search for data regarding the international objectives and impact as influenced by policies, procedures, and programs, two questionnaire surveys were conducted to provide some initial base lines. As has been pointed out, one survey included a 100 per cent sample of the faculty, and the other survey included only a 5 per cent sample of the student body. The faculty returns were 54 per cent, while the student returns were 57 per cent. Therefore, the results cannot be considered as a set of statements about the entire University. However, the findings are suggestive and point toward new questions which should be raised in the future. These surveys are recognized as a limited first step toward a comprehensive study. A valuable contribution could be made by the University if a commitment were made to introduce a thorough investigation of the consequences of infusing an international dimension into a large American university.

There is certain information that should be available to assist planners. For example, what courses with international emphasis are taught at Michigan State University? How many students have had overseas experience? How many former Peace Corps persons are on campus? Questions such as these could be answered, if at the time of registration or annual reports, these direct questions could be asked.

Some data cannot be gathered as a routine task. Special research projects might be instituted periodically to assess in depth faculty and student opinions. The reasons for the prevalence of certain opinions might be probed by examining the responses, particularly as represented by faculty and students in the respective colleges, programs, professions, ranks or other classifications.

Although decisions need not be always subjected to public opinion, the planning efforts of the decision makers should have the benefit of some knowledge regarding faculty and students' interest, attitudes, and response in relevant academic areas. The degrees of awareness, accuracy of information, response, and participation in international efforts are some of the qualities indicative of the need for planning and programing.

The question of the degree of penetration or permeation of the international emphasis is relevant and should be assessed periodically. This assessment would include the qualitative and quantitative, the general and specific, the professional and non-professional, the effective and ineffective aspects of the programs.

A cooperative research venture in these areas with a number of other universities which have committed themselves to international emphasis, but who have somewhat varying patterns of development, might provide sharp and valuable comparisons of approach, methods, and success, as well as possible confirmation of on-going programs.

The Senate standing committee for International Projects is charged with faculty assessment of policy with regard to overseas activities. The faculty survey points to an area which the standing committee might pursue. When asked about various overseas activities, the faculty members reported the weakest area with respect to Michigan State University projects was research productivity. Such an attitude, whether right or wrong, may have serious consequences for the international dimension. Furthermore, although it is accurate to say that overseas projects are a part of the Michigan State University international activity, many faculty seem to perceive the international emphasis as only overseas projects. It is obvious, therefore, that these data must be available, and that the appropriate organizations must assume the responsibility for accurately communicating the facts, so that the performance of the participants and programs of international significance are well known.

The need for continuous planning and evaluation is clear. The faculty and students cannot advance in the academic community without adequate knowledge of basic events and facts. To get the University community to realize the implications of world involvement and to get an appropriate focus on the international dimension, the leaders

of international concern, as well as the leaders of the University at large, cannot succeed if they do not know and maintain effective interchange with the faculty, students, and public at large regarding these critical issues.

### **Recommendations for Continuous Planning and Evaluation**

The following recommendations are made regarding the continuous planning and evaluation of international programs:

1. That gathering data on international activities be made a part of the routine data collection function of the University;
2. That periodic surveys be made to assess awareness, attitudes, and responses to the international dimension;
3. That evaluation of the relation of internationally oriented units to various publics of the University be examined periodically from a communication standpoint;
4. That continuous evaluation be made of faculty concern for and judgment of overseas activities;
5. That existing University facilities, including the Office of Institutional Research and the standing committee on International Projects of the Senate, be mobilized to carry out continuous research on all aspects of international activities, and that specially designated temporary research teams be organized every five years for impact studies;
6. That the possibilities of cooperative research be explored with other universities which have committed themselves to an international emphasis.

### **CONCLUDING COMMENTS**

*The International Focus at Michigan State University* contains ample evidence of the complexity of a burgeoning international dimension. In fact, the international dimension is so varied and extensive that it is extremely difficult to blend together a compact definition of its purpose and scope without jeopardizing the elements of balance, accuracy, and fairness. The challenge here, however, is not offered in a search for finding neat phrases of agreement and convenience; it lies in a willingness of the faculty, students, and administration to examine carefully the broad areas of concern, and then to recognize their own unique opportunities and responsibilities to make significant contributions.

The issues and recommendations of the *International Focus* are directed toward the objectives of the University in alerting students and faculty to the international events; in developing a comprehension of these events that will assure appropriate responses; and in developing the necessary competence for the professional graduate, scholar, teacher, and researcher to pursue effectively his internationally-oriented career.

Little in the committee's findings so cogently presents the case to the University as the response of the students. The survey of the students disclosed that more than 50 per cent of the students have traveled outside the United States; albeit, primarily in Canada and Mexico. Also, more than 16 per cent anticipated foreign or overseas involvement in their professional careers. These figures will rise in the direction of greater international involvement in the decades ahead. Moreover, the current international events indicate that larger numbers of Americans will encounter other cultures as foreign nations interact politically, economically, and socially with the United States on an increasing scale. Therefore, it is not only prudent but urgent that every American student has an international dimension to his education.

The course development in the social science and humanities departments of University College helps to assure minimum international exposure for most students. For the professional student programs, however, there is need for continual evaluation of the "rationalization" of the curriculum to assure the comprehensive education for their career demands—the optimum blending of complementary international and domestic programs. Modest and fragmented programs will not contribute significantly to educating the professional student. To fortify this curriculum development, departmental budgetary allocations for international programs should permit decision-making on educational grounds.

Any effort to encourage international education would lack an important quality if it did not contain many inviting opportunities for study in foreign lands. There is a critical need for professional advisement service to assist the student in evaluating the relevance of overseas study opportunities and to capitalize on the international competence and dimension within the University. The principal problems for the students are the integration of the experience into their professional and personal education, and the assurance that the quality of the experience is significantly superior to what they could have gained here. Just as with the Justin Morrill College's cross-cultural programs, the major concern of international education is the evaluation of the effectiveness of the students' cross-cultural learning as well

as living experience. A directly related concern is the need to continually improve the relevance and efficiency of the study of foreign languages to maximize the students' educational advantage.

The Michigan State University faculty response to the international dimension was as convincing as the response of students. The committee survey data indicated clearly that the faculty favors strengthening the international dimension throughout the University. The number of faculty members involved and participating in the programs is relatively small. The findings suggest that the quality and competence of international programs are focused on a small core of faculty and that only a general international interest is diffused throughout the faculty. This finding points out the need for communicating the opportunities in international programs, for involving more of the most competent faculty members, and for aggressive recruiting of outstanding scholars. The key to implement the international dimension is a highly competent faculty.

The resources and potential of area studies centers and functional institutes need to be further exploited to support the most competent faculty in pursuing their research. The faculty member himself must capitalize on the extensive experience and professional and logistical assistance available in the Office of International Programs. The departments must establish active relationships with this Office to facilitate the international professional interests of the faculty. The colleges have a primary responsibility for guiding and determining the dimensions of their international focus. Consequently, a balance must be achieved among the pressing demands for faculty, facilities, and finances in both the domestic and international programs so that the faculty can pursue professional excellence to the advantage of the University's dedication to teaching, research, and service.

The University has demonstrated leadership in development and dissemination of significant knowledge and the training of professional competence and skills through the International Extension Service. The international extension program can alert and enlighten the leaders in the communities of the state—educational, industrial, and political—so that they can more effectively serve their constituents. The competence and special international resources of the University are essential and should be made available to national leaders whose performance depends on them. A meaningful and continuing dialogue between these leaders and the University in comprehending and responding to the problems of international development, education, and responsibilities would be appropriate and mutually advantageous.

As an educational institution that leads in its international experience, competence, and service, and one that attracts scholars and

students from around the world, Michigan State University will achieve its international focus only when its students, faculty, and public are aware, enlightened, and responsive to the international as well as the domestic needs and demands.

# Appendix

## INTERNATIONAL PROGRAMS REVIEW COMMITTEE MICHIGAN STATE UNIVERSITY

Dear Colleague:

Several months ago, Provost Neville established an ad hoc committee to study international programs activities on campus. The charge to this committee was not only to review the activities of international emphasis at MSU but to make recommendations for future courses of action.

In our meetings so far, we have tried to establish criteria by which we will be guided in making our study. We have met with a number of people who have major responsibilities for carrying out programs of international import in teaching and in research. We are continuing our study of such things as curriculum development, student impact, administrative procedures and norms, library resources, international extension and international centers and institutes.

However, we need faculty comment to complete our task. Thus, we are asking for a few moments of your time to complete this questionnaire. Your responses will comprise a valuable set of data in giving us some indication of faculty involvement with international activities. Please feel free to express any items of concern which you may have. At a later date, there will be open hearings at which the committee will invite anyone who wants to discuss MSU's international involvement either in further elaboration of things asked in this questionnaire or of any item of concern.

This questionnaire has two purposes. The first is to provide our committee with data which will be a basic part of our study. The second is to comply with a request from the Midwest Universities Consortium for International Activities for data in compiling an international interests directory.

We request that you answer all items fully and we thank you in advance for your cooperation. Please return the questionnaire in the enclosed envelope.



Prof. L. L. Boger, College of Agriculture, Chairman  
Prof. E. C. Cantino, College of Natural Science  
Prof. H. J. Carew, College of Agriculture  
Prof. D. Dunham, University College  
Prof. C. Frost, College of Social Science  
Prof. C. H. Gross, College of Education  
Prof. H. Kumata, College of Communication Arts  
Prof. C. P. Loomis, College of Social Science  
Prof. R. E. Sullivan, College of Arts and Letters  
Prof. D. A. Taylor, College of Business

1. Respond to each of the items by entering the appropriate number from the following key:

- 1. Participate extensively
- 2. Participate occasionally
- 3. Have heard of it but do not participate
- 4. Know very little about it

- a. Asian Studies Center \_\_\_\_\_
- b. African Studies Center \_\_\_\_\_
- c. Latin American Studies Center \_\_\_\_\_
- d. International Communication Institute \_\_\_\_\_
- e. Institute for International Studies in Education \_\_\_\_\_
- f. Institute for International Business Management \_\_\_\_\_
- g. Institute for International Agriculture and Nutrition \_\_\_\_\_
- h. Canadian American Studies Program \_\_\_\_\_
- i. Russian and East European Studies Program \_\_\_\_\_

2. Please list the courses by course number and title which you have taught in the last two years which have had some international or cross-cultural emphasis. Use the following key.

- 1. Primarily international in emphasis
- 2. Somewhat international in emphasis

Course No.	Title	(Key)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Have you directed any theses or dissertations which were primarily international or cross-cultural in emphasis in the last five years?

- Yes \_\_\_\_\_
- No \_\_\_\_\_

a. If your answer was Yes to the above, how many have you directed?

- Number \_\_\_\_\_

4. Have you been involved in any course and/or curriculum development programs dealing with increasing the amount of international emphasis in the last two years?

- Yes \_\_\_\_\_
- No \_\_\_\_\_

a. If Yes to the above: Was this an interdisciplinary course or program?

- Yes \_\_\_\_\_
- No \_\_\_\_\_

b. Was this a part of an area study program?

- Yes \_\_\_\_\_
- No \_\_\_\_\_

5. Are you generally in support of strengthening the international emphasis of

- a. this university? Yes \_\_\_\_\_  
No \_\_\_\_\_
- b. your college? Yes \_\_\_\_\_  
No \_\_\_\_\_
- c. your department? Yes \_\_\_\_\_  
No \_\_\_\_\_

If Yes to any of the above, what should be done to strengthen the international emphasis?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If No to any of the above, what changes should be made?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Do you actively encourage your students to partake in educational experiences abroad? (e.g., Junior year abroad, Fulbright awards, etc.)

- Yes \_\_\_\_\_
- No \_\_\_\_\_

7. Do you use foreign students on this campus as a resource in your research or in your classroom teaching?

- Yes \_\_\_\_\_
- No \_\_\_\_\_

8. What is your opinion of how foreign experiences of an extended nature (one year or more) affect faculty careers in your department? Respond with the following Key.

1. Experience helps careers.
2. Experience hurts careers.
3. Experience makes no difference.

	Promotions	Salary Raises	Research Productivity	Increased Teaching Competence	Standing in Professional Community
1. MSU Overseas Project					
2. Guggenheim Fellow					
3. Fulbright Smith-Mundt					
4. U. S. Gov't Employee					
5. Ford, Rockefeller Research Grant					
6. Foundation Employee					
7. Un-sponsored Sabbatical					

9. Respond to the following four items by entering the number associated with the categories of assignment listed above.

- a. Which one do you view as a prize assignment? \_\_\_\_\_
- b. Which one do you view as most undesirable? \_\_\_\_\_
- c. Which one would your department give the highest approval? \_\_\_\_\_
- d. Which one would your department most discourage? \_\_\_\_\_

10. Please list foreign experiences of six months or more. (Start with most recent sojourn)

Country \_\_\_\_\_ Dates \_\_\_\_\_ Sponsor \_\_\_\_\_  
Purpose \_\_\_\_\_

Country \_\_\_\_\_ Dates \_\_\_\_\_ Sponsor \_\_\_\_\_  
Purpose \_\_\_\_\_

Country \_\_\_\_\_ Dates \_\_\_\_\_ Sponsor \_\_\_\_\_  
Purpose \_\_\_\_\_

Other overseas residence:

Country \_\_\_\_\_ Dates \_\_\_\_\_ Purpose \_\_\_\_\_

PLEASE GO ON TO THE FOLLOWING PAGE



INTERNATIONAL PROGRAMS REVIEW COMMITTEE  
MICHIGAN STATE UNIVERSITY

Dear MSU Student:

Several months ago, the University established a committee to study the impact of the international dimension at MSU. Our task is not only to examine the present activities which have international emphasis but to recommend future courses of action.

We need your help to complete our report. We have been working with faculty and administrative personnel to get some idea of activities on this campus. We need student response to give us some indication of international impact on the total campus.

We appreciate your cooperation. Your name was selected on the basis of sampling since we cannot question all 30,000 students presently enrolled. Later, announcements will be made of open hearings at which time anyone who has something to say about MSU's international emphasis may appear. At that time, further elaborations on any of the items which appear here will be welcome.

Please return the questionnaire in the enclosed envelope.



Prof. L. L. Boger, College of Agriculture, Chairman  
Prof. E. C. Cantino, College of Natural Science  
Prof. H. J. Carew, College of Agriculture  
Prof. D. Dunham, University College  
Prof. C. Frost, College of Social Science  
Prof. C. H. Gross, College of Education  
Prof. H. Kumata, College of Communication Arts  
Prof. C. P. Loomis, College of Social Science  
Prof. R. E. Sullivan, College of Arts and Letters  
Prof. D. A. Taylor, College of Business

1. Respond to each of the items by entering the appropriate number from the following key:
1. I attend activities or programs of this organization.
  2. I have heard of this organization but do not attend any activities.
  3. I know very little about it.
- a. Asian Studies Center \_\_\_\_\_
- b. African Studies Center \_\_\_\_\_
- c. Latin American Studies Center \_\_\_\_\_
- d. International Communication Institute \_\_\_\_\_
- e. Institute for International Studies in Education \_\_\_\_\_
- f. Institute for International Business Management \_\_\_\_\_
- g. Institute for International Agriculture and Nutrition \_\_\_\_\_
- h. Canadian-American Studies Program \_\_\_\_\_
- i. Russian and East European Studies Program \_\_\_\_\_

2. Have you taken any courses at MSU in the past two years which were primarily international or cross-cultural in nature? (Do not include foreign language courses)

Yes \_\_\_\_\_

No \_\_\_\_\_

a. If Yes to the above, list by course number and title the courses you have taken which were primarily international or cross-cultural in emphasis.

Course Number	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Have you taken any foreign languages at MSU?

Yes \_\_\_\_\_

No \_\_\_\_\_

a. If Yes to the above, list course number and title of foreign language courses.

Course Number	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Have you travelled outside of the United States? (Foreign students--please skip this question)

Yes \_\_\_\_\_

No \_\_\_\_\_

a. If Yes to the above, list travel within the last five years.

Country	Length of Stay	Dates	Purpose
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. Are you planning a career which involves foreign service or experience?

Yes \_\_\_\_\_

No \_\_\_\_\_

a. If Yes to the above, what career do you have in mind?

\_\_\_\_\_

6. Are there areas of the world in which you are interested which is not adequately covered in curriculum offerings at MSU?

Yes \_\_\_\_\_

No \_\_\_\_\_

a. If Yes to the above, what area(s) is this?

\_\_\_\_\_

7. Are courses dealing in international or cross-cultural studies a requirement of your major?

Yes \_\_\_\_\_

No \_\_\_\_\_

8. What is your opinion of the emphasis on international courses and activities at MSU?

There is an overemphasis \_\_\_\_\_

(Check one) There is an underemphasis \_\_\_\_\_

The emphasis is about right \_\_\_\_\_

9. MSU now has about 1,100 students from abroad. This represents about 4% of enrollment.

Should this number be increased? \_\_\_\_\_

decreased? \_\_\_\_\_

(Check one) stay about \_\_\_\_\_

where it is? \_\_\_\_\_

The following data is for cross tabulation purposes and is not for analysis through personal identification. Please answer fully.

What is your -

year in school: Fresh Soph Jr. Sr. Grad

present age: \_\_\_\_\_ Sex: Male Female

major field: \_\_\_\_\_

college: \_\_\_\_\_

Name: \_\_\_\_\_

Are you from abroad attending MSU? Yes \_\_\_\_\_

No \_\_\_\_\_

THANK YOU FOR YOUR COOPERATION





