

## **INFORMATION TO USERS**

**This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.**

**The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.**

**In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.**

**Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.**

**Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.**

# **U·M·I**

University Microfilms International  
A Bell & Howell Information Company  
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA  
313/761-4700 800/521-0600



**Order Number 9302641**

**Organizational culture and international education: Case studies  
at selected institutions**

**Kee, Steven Douglas, Ed.D.**

**The University of North Carolina at Greensboro, 1992**

**U·M·I**  
300 N. Zeeb Rd.  
Ann Arbor, MI 48106



**ORGANIZATIONAL CULTURE AND INTERNATIONAL EDUCATION:  
CASE STUDIES AT SELECTED INSTITUTIONS**

**by**

**Steven D. Kee**

**A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education**

**Greensboro**

**1992**

**Approved by**

  
**Dissertation Adviser**

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser Donald H. Kelly

Committee Members James H. [unclear]

Joseph E. [unclear]

Walter L. [unclear]

6-22-92

Date of Acceptance by Committee

6-22-92

Date of Final Oral Examination

KEE, STEVEN D., Ed.D. **Organizational Culture and International Education: Case Studies at Selected Institutions.** (1992) Directed by Dr. David Reilly. 258 pp.

The purpose of this study was to examine, describe, and explain the relationship between a school's organizational culture and the development of international education programs on that campus. In addition, the study compared the development of these programs at two different institutions and determined possible reasons for why these programs developed on one campus and not on the other.

A comparative, historical case study was constructed using data from a people trail and a paper trail. The people trail consisted of a series of interviews with involved administrators, faculty, and students at each institution. A paper trail was summarized by examining college catalogs, mission statements, campus newspapers, and other pertinent written documents that chronicled the development of international education programs on each campus.

Possible explanations for the difference in developments included:

- (1) Longevity of the participants. Length of tenure for faculty and staff was an indication of the level of satisfaction on each campus.
- (2) Pride in accomplishments. A sense of pride in past accomplishments encouraged the people involved to try even harder in the future.

**(3) Sense of teamwork.** A sense of teamwork made it possible to overcome even seemingly great obstacles.

**(4) Key faculty involvement.** Key faculty involvement seemed to be the essential ingredient to program implementation and continued success.

## ACKNOWLEDGEMENTS

This is my opportunity to say thank you to all the people who made this dissertation possible:

Dr. Jim Lancaster, who taught me what a real administrator looks like,

Dr. Dale Brubaker, who took me "back stage" and told me about the importance of momentum,

Dr. Joe Bryson, who stressed the essential quality of "fire in the belly", and

Dr. Dave Reilly, who always asked the hard questions and guided me through all this.

I count each of them as mentors and friends.

Most of all, I want to thank my family. The sacrifices that Betty, Patrick, and Ryan made will always be remembered by me with gratitude. Without them, none of this would have been possible. They gave meaning to all my efforts.

## TABLE OF CONTENTS

	Page
APPROVAL PAGE.....	ii
ACKNOWLEDGMENTS.....	iii
TABLE OF CONTENTS.....	iv
<b>Chapter</b>	
I. Introduction and Overview.....	1
Statement of the Problem .....	4
Purpose.....	4
Research Questions.....	5
Definitions.....	5
Assumptions.....	7
Conceptual Framework.....	8
Significance and Summary.....	10
II. Review of the Literature.....	15
Introduction.....	15
Overview of International Education.....	18
Multicultural Diversity.....	18
Curriculum Reform.....	20
Faculty and Student Exchanges.....	23
Foreign Students.....	24
Study Abroad.....	26
Ties with Business and Government.....	27
Theory of Organizational Culture.....	30
Research Methodologies for Studying Organizational Culture.....	55

III. Design and Methodology.....	67
Procedure.....	72
Data Collection.....	73
Limitations of the Design.....	74
Analysis and Interpretation.....	75
IV. Results.....	77
Northern University.....	77
The Paper Trail.....	77
Summary of the Paper Trail.....	97
The People Trail.....	99
Administrators.....	100
Summary of Admin. Interviews.....	128
Faculty.....	129
Summary of Faculty Interviews.....	155
Students.....	156
Summary of Student Interviews.....	172
Western University.....	173
The Paper Trail.....	173
Summary of the Paper Trail.....	186
The People Trail.....	187
Administrators.....	188
Summary of Admin. Interviews.....	210
Faculty.....	211
Summary of Faculty Interviews.....	231
Students.....	232
Summary of Student Interviews.....	247
Skuttle-but.....	248
V. Conclusions.....	250
REFERENCES.....	256

## CHAPTER I

### Introduction and Overview

The future belongs to nations that are wise as well as strong.

- 1980 Report of the President's  
Commission on Foreign Languages  
and International Studies

Our nation, like many others, is continually going through periods of change. Our history is marked with transitions. However, as we move into the twenty-first century the pace and importance of those changes is without precedent. Those changes are taking us toward a realization that we truly are living in a global village and that we need to think seriously about the family living next door. Only, in this case, that family may be living in Kenya, or Paraguay, or the former USSR. We are looking at a changing "global landscape" and now we must reassess our perspective of that landscape and our relative position in it. Our nation has led the world from the 1940's to the 1980's but there is no guarantee that we will in the future.

The authors of a Report to the Nation on the Role of International Exchange Programs in Meeting United States and Global Needs at the Turn of the Century point out several trends on which there is general agreement (Council of International Educational Exchange, 1988). First, the clearly defined bipolarity of the Cold War

has changed into a far more complex, subtle, and fluid multipolar world in which U.S. global relationships must be reassessed and carefully nurtured. In spite of that clear need, the U.S. is the only major world power with no language requirement for entering its foreign service. Key posts are sometimes filled by ambassadors who do not speak the local language and cannot read the local newspaper. The U.S. continues to be one of the only nations in the world where a student can graduate from college without ever having studied a foreign language, and, in 1988, thirty-four states required no world history course in their high schools.

Second, an alarming set of global environmental, economic, health, and social problems demand unprecedented levels of cooperative and concerted effort among nations. Poverty, war, violence, overpopulation, racism, and a whole list of related problems call out for global solutions.

Finally, world economies and financial markets are increasingly interconnected: decisions taking place in Tokyo, London, or Bonn are instantly felt in New York. International trade generates thirty-three percent of U.S. corporate profits. The 23 largest U.S. banks derive almost half their total earnings overseas. Four of every five new jobs in the U.S. are generated as a direct result of foreign trade. The economic well-being of the U.S. is inextricably linked to the world economy, with current U.S. investments abroad valued at more than \$300 billion. Foreign individuals and corporations hold investments of \$200 to \$300 billion in American manufacturing companies. Foreign individuals and corporations have invested \$1.5

*trillion* in the U.S., most of it since 1974 (Council of International Educational Exchange, 1988). This is the situation we face as we enter the new decade.

An important question to ask at this point is: do we have the international skills, knowledge, and expertise to address these pressing issues? The data suggest that we do not (Adams, 1984; Arendt, 1986; Bailyn, 1961; Bonham, 1980; Council of International Educational Exchange, 1988; Council on Learning, 1981; Learning Resources in International Studies, 1976; Riedel, 1989; Sanders & Ward, 1970; Tonkin & Edwards, 1981). This leads to the second question: how can we gain the knowledge, skills, and expertise to address these issues? The answer is by radically revamping our existing educational system. Many have been calling for these changes over the past decade. In the 1983 report, A Nation at Risk, the authors called for greater educational rigor and a much stronger international emphasis in elementary and secondary school curricula. Another report, Educating for Global Competence (Council of International Educational Exchange) issued in 1988, called for U.S. colleges to offer expanded study abroad programs that would be available to all students at their institutions. The Commission on National Challenges in Higher Education called on President Bush to make "educating Americans for an increasingly interdependent world" the top item on his agenda in its 1988 Memorandum to the 41st President of the United States. The National Governors' Association Task Force on International Education in 1989 called for state governments to "prepare for the challenges of the next century

by investing more intensively in building American international competence." The situation is well known. The problem persists. The question is: what will we as a nation do about it?

### **Problem**

Since the implementation and development of international education is so crucial to the future of our nation, more needs to be known about the successful implementation and development of such programs. Specifically, more information is needed about the relationship between a school's organizational culture and the development of international education on that campus. There needs to be a greater awareness of what is being done on exemplary school campuses. More needs to be known about how those programs came into being and what keeps them going.

### **Purpose**

The purpose of this study is to examine, describe, and explain the relationship between a university's organizational culture and the development of international education programs on that campus. In addition, this study will compare the development of these programs at two different institutions and determine why these programs developed on one campus and not on the other.

### **Research Questions**

The following research questions address the purpose of this study:

- 1- What programs in international education have developed on the selected campus?
- 2- How did this development take place?
- 3- Why did these programs come into being?
- 4- Why did these programs develop on one campus and not on another?

### Definitions

International education: A program made up of any or all of the following six components:

- 1- Multicultural pluralism
- 2- Foreign students on American campuses
- 3- Study abroad programs
- 4- Faculty and student exchanges
- 5- Ties with government and business
- 6- Curriculum content ( infusion techniques, area studies, foreign languages, and faculty training)

Exemplary schools: In the field of international education this will include those schools that provide programs that have ease of adaptability, evidence of reaching growing numbers of students, and implementation without putting unreasonable strain on institutional budgets.

Organizational culture: Sometimes referred to as social architecture or organizational milieu. It involves the governance and organization of institutions of higher learning including the roles played by faculty, administrators, students, and alumni. Culture also includes

the history, traditions, background, beliefs, and missions of the institution. It is a shared set of values, beliefs, and assumptions that act as the normative glue to hold the organization together and give meaning to actions that take place within it.

Organizational climate: Refers more to the perceptions of individuals in the organization of those values, beliefs, and assumptions held by most people in the organization. It concerns itself with satisfaction. Are the people in the organization satisfied with the activities of the organization and their role in those activities.

Institutional twins: Any two institutions of higher education that have about the same enrollment, receive the same kind of funding, are about the same age, and are located in the same geographic area of the United States.

Paper trail: A compilation of pertinent documents that trace the history of an institution of higher education. This would include items such as: college catalogs, mission statements, inter-office memos, copies of the student newspaper, alumni publications, faculty and student handbooks, histories of the school, articles about events at the school, course offerings, etc.

People trail: A compilation of interviews conducted with key informants on college campuses. In the case of this study, it will include members of three important sub-cultures: faculty, administrators, and students. This would include people now involved with the school or those who were there in the past.

### Assumptions

There is an underlying assumption behind all my work; it involves the principle of equifinality. Equifinality says there are alternative ways to reach the same result from various initial starting points. I assume that every school I study will have a slightly different solution to the problem of internationalizing their campus. I assume there will be no one "right" answer to this problem but rather a series of "right" answers that vary from place to place depending on the circumstances of the particular campus. I also assume that no amount of knowledge will ever make it totally clear what actions are best or what the results of such actions will be. End results in education are, at best, probabilistic, not deterministic. Such is the nature of the educational beast. Nevertheless, the striving for answers is important. In fact, the striving for answers may be more important than actually finding any. Answers have a finality about them that kills further investigation and creativity. It is my hope that this study will lead to further questions and even more creative and diverse "answers" to the situation.

I also share the following assumptions with Guba when he says:

1. In the real world, events and phenomena cannot be teased out from the context in which they are inextricably embedded, and understanding involves the interrelationships among all of the many parts of the whole.
2. It is illusory to suppose that interaction between inquirer and subject might be eliminated. Indeed, this dynamic relationship can make it practicable for the inquirer, himself or

herself, to become the data-gathering and processing "transducer".

3. Generalizations are suspect, at best, and knowledge inevitably relates to a particular context.

4. Qualitative methods-which emphasize both inner and outer knowledge of man in his world - are preferable. As William Filstead put it, "Qualitative methodology allows the researcher to get close to the data, thereby developing the analytical, conceptual, and categorical components of explanation from the data itself."

5. Theory emerges from the data themselves in the sense that Glaser and Strauss describe "grounded theory".

6. The naturalistic inquirer, believing in unfolding multiple realities (through interactions with respondents that will change both them and the inquiree over time) and in grounded theory, will insist on a design that unfolds over time and that is never complete until the inquiry is arbitrarily terminated as time, resources, and other logistical considerations may dictate (Guba, 1981, p. 8).

### Conceptual Framework

This dissertation is a study of the relationship between international education program development and a school's organizational culture. To better understand that relationship and all that it entails I will use the framework of organizational culture and relate it to a particular aspect of higher education. I will look at the program development of certain representative schools to see how their organizational culture influenced and affected the direction international education has taken on their campus. To understand why some programs work on any one particular campus, I will need

to understand something of the culture of that institution. What is its history? What traditions does it hold dear? Do factors like size, religious affiliation, geographic location, source of funding, and mission statements influence the success rate of various programs on that campus? How have administrators helped in the process? Are there other groups that have been influential? I seek a better understanding of institutions that have committed themselves to giving their students a global perspective through their undergraduate curriculum.

It must grow out of a perceived need and a widely shared purpose: the curriculum must be subjected to the same kind of examination that has brought belated recognition to blacks and women as legitimate and essential areas of study. Once that is done, once we confront the opportunity, there will no doubt be some remarkable discoveries about ways in which the traditional curriculum can embrace a shrinking and changing world and incorporate it into the undergraduate experience (Bonham, 1980, p. 57).

That is what I am looking for. The "remarkable discoveries" that might help other institutions as they struggle with this dilemma. As Harlan Cleveland said, "The widest and most neglected frontier of U.S. educational reform is no longer international studies. It is global perspective on all studies" (Bonham, 1980, p. 40).

### Significance and Summary

Colleges and universities around the United States have had a central role in the promotion of international education since WWII.

The war proved clearly that the United States could no longer consider itself geographically isolated. As a result, the U.S. found itself deeply involved in the process of rebuilding Germany and Japan. However, at the same time, universities realized they were poorly equipped to turn out experts in language, culture, and politics.

Most of the development and aid programs took place in the early 1950's with the Federal Operations Administration and, after 1960, with the Agency for International Development. This involvement continued throughout the 1960's and 1970's and in 1975 Title XII of the Foreign Assistance Act was passed. This bill encouraged American agricultural universities to work with developing countries to solve problems of world hunger. This connection and commitment led to increased faculty involvement in research and projects overseas.

A second factor in the growth of international activities was the support given to develop international and area studies. This push was initiated through private foundations like Carnegie, Rockefeller, and Ford. Throughout the 1950's and 1960's new courses were established in area studies and foreign languages.

When Sputnik was launched in 1957, the federal government, under the National Defense Act of 1958 (Title VI of NDEA), began supporting area studies and foreign language programs. Although the government allocated less money per year than the Ford Foundation (\$11 million and \$18 million respectively) it did grant more than \$230 million during its first twenty years. By 1970 more

than a hundred area studies centers were operating at universities across the country.

These NDEA Title VI centers have significantly affected doctorate-granting institutions but their effect on comprehensive universities has been considerably less. All but one area study program financed by the federal government has been located at a doctorate-granting institution. Changes in undergraduate curriculum at the comprehensive universities has been brought about since 1972 under the Title VI amendments passed at that time. Other changes have been brought about by the adding of new international courses, revision of existing courses, and the promotion of faculty enrichment activities.

The enthusiasm of the 1960's and 1970's for international education has given way in recent years to the harsh facts of fiscal pressures. Ford Foundation support ended in the early 1970's and the federal government never did provide the \$75 million per year that had been budgeted. In 1981 the allocation for Title VI was \$28 million. By 1982 it had fallen to \$26.8 million and the administration recommended a budget of \$12.6 million for fiscal year 1983.

In view of this background and history, what have colleges and universities been doing to meet the growing challenge of preparing students for life in a global community. The responses have been creative and exciting:

\* The University of North Carolina at Charlotte created, in 1975, the Center for International Studies. The activities sponsored include: foreign students, intensive English language training, study abroad,

academic programs, faculty development, student and faculty exchanges, community outreach, and campus programming.

\* The University of Massachusetts at Amherst, with strong support from the president's office, decided to centralize and coordinate international activities. Eight major functions are coordinated through one central office.

\* Western Kentucky University concentrated on area studies to fulfill its international commitment. In the late 1960's the university developed an interdisciplinary Latin American studies program. By 1976 a Latin American Studies Center had been established and recognized by the U.S. Office of Education.

\* Ohio University has twenty-six agreements involving research, contracts, exchanges, and staff development with overseas institutions as well as study abroad, foreign students, and academic courses.

\* Florida International University, through their International Affairs Center, works with more than a thousand international students, teaches extensive classes in English As A Second Language, and operates with an institutionally appropriated budget of more than \$250,000 annually. In addition, they have started a Global Awareness Program and introduced major curricular changes through the addition of new language and international courses.

These examples represent the direction of the recent past. The efforts these colleges and universities have made are significant and are to be congratulated. In general, these commitments have been of

a constructive nature and positive in outlook. However, much more needs to be done.

The task before educators is a daunting one but one of great importance. We live in a constantly shrinking global village and a better understanding of our village neighbors is essential to our survival as a nation and as individuals. The recent events in the Middle East have brought home to all of us the increasing need to be better informed about the world in which we live. We need to give ourselves every opportunity not only to survive in this world but hopefully to make it a little better place while we are here. It is my hope that this study will, in some small way, help to make that dream a reality.

This dissertation will explore the six elements of international education previously mentioned: multicultural pluralism, curriculum reform, faculty and student exchanges, foreign students on U.S. campuses, study abroad, and institutional ties with government and business. These components will be described as they relate to the organizational culture of different institutions of higher education.

There is a documented need for greater involvement by our nation's colleges and universities in global awareness as America enters a new century . This study will attempt to describe a "representative and feasible example upon whose experience others may profitably draw" (Council on Learning, 1981).

## CHAPTER II

### Review of the Literature

#### Introduction

In the summer 1990 edition of the NAFSA Newsletter, Ernest Boyer put the issue of internationalism in America into historical perspective. He refers to the period between the close of World War II and now as "post-war to post-wall" and breaks those years down into four very distinct, contrasting periods. The first period- in the late 40's and early 50's- was innocent and altruistic. The war was over and almost everyone was convinced we were entering a new millennium of peace. As a nation we felt a responsibility to step into the shambles of a war-torn Europe and try to help rebuild that shattered continent. Secretary of State George C. Marshall courageously stepped forward with his Marshall Plan and in ten years the United States poured more than \$20 billion into the countries of Europe. Many organizations were founded during that period to help establish this lasting peace. The Agency for International Development provided a way for higher education to become a part of this process. The United Nations Relief and Rehabilitation Agency was involved in many projects to revitalize Europe. The United Nations itself was founded and the Fulbright Exchange Program for students and scholars was initiated in 1948.

However, the warm peace soon led to a cold war. This second period of U.S.-international involvement lasted through the mid-and

late-50's. The Korean War broke out, McCarthyism ran amuck at home, and a feeling of isolation returned to America. This led directly to the third period that Boyer talks about: a period marked by "anger" and "isolation." Vietnam seared the soul of America and damaged the American psyche in a way that is still being felt. The international vision of this country was almost completely destroyed.

Then Americans entered period number four, the period of the late 70's and early 80's. It was international commerce and balance of trade that opened our nation's eyes in the 80's. Economically the United States was being left behind in a world it did not understand and with whom it could not compete. Advances in technology from abroad stirred again an interest in internationalism, but not for altruistic reasons. This time Americans were afraid: afraid of being left out and technologically overwhelmed.

Now Americans are on the threshold of a new era. Boyer calls it "post-wall." The changes of the past will be viewed in slow-motion compared to what the 90's will bring. The recent events in the Middle-East have driven home even deeper the realization of just how interrelated nations are today. Nevertheless, the haunting question remains: are we ready? Are we capable of facing these changes and responding to them creatively and positively? Do we have the will to make the adjustments necessary to carry us successfully into the 21st century? To answer those questions one must know what is involved in internationalizing our campuses and how these diverse elements can work together to make the United

States a player in the world tomorrow and not just an interested onlooker.

### Overview of International Education

This section will provide a broad overview of the elements that make up international education at colleges and universities in the United States today. International education may be divided into six broad categories: multicultural diversity, curriculum reform, faculty and student exchange programs, foreign students on U.S. campuses, study abroad, and connections between higher education and government and business.

#### Multicultural Diversity

Multicultural diversity will be an important issue in higher education in the 1990's. The driving force behind this issue is demographics. The proportion of minorities in the U.S. population is increasing rapidly. Between 1979 and 1998 the number of white, college-age students will decline by 21%, the number of blacks will increase by 11%, the number of Hispanics will increase by 10%, and the number of Asians will rise by a substantially greater proportion. In our public schools, in the years between 1968 and 1986, Hispanic enrollment increased by 103%. Anglo enrollment dropped 16%, and black enrollment increased 5%. In the six year period from 1980 to 1986 Asian enrollment was up a whopping 56% (Levine, 1989).

Leaders of higher education in the future will have to deal with these demographic facts. Private foundations recognize this fact and are taking steps to deal with it. The Ford Foundation in 1990 made

grants to 19 colleges and universities to help campuses improve teaching and curricula to keep pace with demographic changes that are altering the face of the country's population as well as their own student bodies. "The Race Relations and Campus Diversity Program" is a response, in part, to recent incidents that have erupted on many campuses over differences in race, religion, gender, and ethnicity. The program is also an attempt to help colleges deal with changes in the population, as minority groups become the majority in this country (Ford Fund, 1990, p. A39).

There is another trend in the field of multiculturalism that is becoming increasingly clear in higher education and that is the relationship between commitment to diversity and accreditation. The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (1988) decided that every accredited institution, as part of its commitment to educational quality, should be expected to make "continuing progress toward becoming a multi-racial, multi-cultural institution" (Weiner, 1990). The Middle States Association of Colleges and Schools has taken a similar stand. Again, this is directly related to demographics. The proportion of Caucasians in California's population will drop below 50% within the next 15 years. In 1988, white, non-Hispanic students accounted for 65% of the state's college enrollment, compared with close to 80% nationwide. In Hawaii, white, non-Hispanic students make up only 30% of campus enrollment (Weiner, 1990). In a "Point of View" article in the Chronicle of Higher Education, Ravitch made this observation:

The real issue on campus and in the classroom is not whether there will be multiculturalism, but what kind of multiculturalism it will be. Two versions presently compete for dominance in the teaching of American culture. One approach reflects cultural pluralism and accepts diversity as a fact; the other represents particularism and demands loyalty to a particular group. The two coexist uncomfortably, because they are not different by degree. In fact, they are opposite in spirit and purpose (Ravitch, 1990, p. A44).

So the debate goes on. One thing remains clear. Multi-culturalism is a fact that colleges and universities will have to grapple with in the coming decade.

### Curriculum Reform

The second element of internationalism on college campuses today concerns curriculum reform. Of course, this is a natural outgrowth of multiculturalism but brings with it its own particular set of problems. Lightfoot, in her book, The Good High School, says, "There is a liability common to social scientists: the tendency to focus on what is wrong rather than search for what is right, to describe pathology rather than health" (Lightfoot, 1983, p. 10). I agree. As educators we too often become pathologists examining the dead remains of this reform or that educational change and we declare, "It died from this or the lack of that." Nowhere is that more easily done than in the world of curriculum reform. Countless endeavors have been put forth in this area over the last century and most of them have failed. Why? Fullan provides a partial answer:

The reforms failed because of faulty and overly abstract theories not related or relatable to practice, limited or no contact with and understanding of the school, ignorance of the lessons of experience of the reformers of the 1920's and 1930's, and above all the failure to consider explicitly the relationship between the nature of the proposed innovations and the purposes of the schools (Fullan, 1982, p. 18).

If these indeed are the reasons for failure in curriculum reform then the question that begs is: what can be done to overcome these problems? How can one successfully begin, implement, and continue these changes to bring about the desired results?

There are several different paths currently being followed in the area of curriculum reform. One concerns the infusion of a global perspective into all areas of the undergraduate college curriculum. There are colleges and universities in this country who are looking for ways of doing a better job in this regard. Many times the global perspective is taught through a separate course called "Non-Western Studies", "World Geography", or the like. The dilemma that faces many colleges and universities is how to give all of their students a global perspective as part of their total undergraduate education. How can they best meet the goal of giving their students a better understanding of the world in which they live?

Oregon State University has introduced a "baccalaureate core" and hopes that it will solve this dilemma. Among the changes they made was a new emphasis on diversity and international issues. Interdisciplinary upper-level seminars will be offered and one of them will deal with contemporary global issues. The goal is to get

students to realize how their studies relate to a changing world. The global-issues courses include: "Medical Anthropology", "Business and Asian Culture", and "Wealth and Poverty" (Oregon State University, 1990, p. A22).

Rice University's French department is now the Department of French Studies with more emphasis on culture, history, and non-literary texts.

Faculty members at the University of Michigan have voted to require liberal-arts students to take a course on issues of race and ethnicity. The issue of intolerance will be looked at both inside and outside the United States (Michigan Faculty, 1990).

The University of North Carolina at Greensboro requires that all incoming freshmen must take 3 semester hours in Non-western Studies to graduate. They may choose from courses such as: Contemporary Non-western Cultures, World Population Problems, and Non-western Religions.

Ernest Boyer, noted educator, has made several innovative suggestions in this area. He has suggested that perhaps we should introduce what he calls "the global issues curriculum." Students would be asked to inquire into five or six essential questions about survival on this planet. Problems of population, pollution, ecology, food supply, and distribution of wealth could be addressed. Or perhaps what he calls a "historic-sites-and-monuments" approach to general education. A recent U.N. commission report listed 160 sites around the world that were so important to all mankind that they should be forever preserved and held sacred by the human family.

Places listed included the Katmandu Valley in Nepal, Persepolis in Iran, the Old Walls of Jerusalem, and Cuzco in Peru. Students would then choose a dozen or so to do in-depth research on their history and significance. Better yet, study abroad programs would allow students to go and actually visit these sites. A last suggestion by Boyer concerns a curriculum designed to discuss the commonalities that all people on this earth share. We all wonder who we are and why we are here. We all experience birth, growth, and death. We all use symbols and language and have a sense of what is beautiful. We all belong to groups or institutions and we all recall the past and wonder about the future. These issues face all of us. If we could build a curriculum that would address these issues on a global scale, we would have gone far toward internationalizing our campuses.

#### Faculty and Student Exchanges

The third area in internationalizing our campuses concerns faculty and student exchanges. The idea of faculty and student exchanges dates back to 1948 and the formation of the Fulbright Exchange Program after WWII. Begun under the leadership of Senator J. William Fulbright, who was a Rhodes Scholar himself, the Fulbright Program is still going strong today. In 1990-91 there will be over 2,200 grants made to foreign and U.S. faculty. The exchanges are usually for three months to one year, in over 100 different countries, and in virtually every discipline.

Another important aspect of the exchange program idea was the passing in 1961 of the Mutual Education and Cultural Exchange Act. This set up the Exchange Visitor Program and made it possible

for students, research scholars, teachers, doctors, nurses, business people, and technicians to become involved. One of the exciting aspects of this area is all the possibilities that are going to open up in the Soviet Union and Eastern Europe. Soviet and American educators signed an agreement in October of 1990 that will give U.S. scholars, for the first time, access to professional schools of the Soviet Ministry of Foreign Affairs. The exchange is scheduled to get underway in January, 1991, and will initially involve more than two dozen Soviet and American students and faculty members with the number expected to double the following year.

Some Americans are actually returning to the country of their ancestry to try to help in this rebuilding effort. Changes in education at all levels are occurring as part of a reform process in the Baltic states-Lithuania, Latvia, and Estonia. In April, 1989, Liucija Baskauskas, an American academic, returned to Lithuania to help reopen Vytautas Magnus University which had been shut down by the Soviets in 1950 (Monaghan, 1990). An increasing number of foreign scholars are coming to the United States. A bill is being debated in Congress that would raise to 65,000 the number of foreign faculty that could come to teach in the U.S. each year (Myers, 1990). Every effort should be made in the future to make sure this free and open exchange of people continues.

### Foreign Students

The fourth part of international education concerns foreign students now studying in the United States. There are about 350,000 foreign students now studying in this country and of that number,

175,000 are from Asia. In other words, 50% of foreign students studying here are from the Far East. That percentage has doubled in the last ten years. Ten years ago the largest percentage of foreign students were from the Mid-East. The five countries, in order, from Asia that send the largest number of students to this country include: Taiwan, People's Republic of China, India, Korea, and Malaysia. The fastest growing group over the past five years has come from The People's Republic of China. Of those 350,000 foreign students, 154,000 are graduate students, 135,000 are undergraduates, 38,000 attend junior colleges, and 23,000 are involved in ESL, practical training, etc. The largest growth in percentage has been in doctoral programs. 36,600 foreign students were in doctoral programs in 1986. 49,400 were involved in 1988. That is a 35% increase in just two years! 60% of foreign students in this country are taking courses in Engineering, Science, or Management. California has the highest number of foreign students with 49,200. New York comes next with 34,700 and Texas has 23,700. The school with the highest number of foreign students is Miami-Dade Community College in Miami, Florida. Last year they enrolled 5,200 foreign students. They are followed by The University of Southern California, University of Texas-Austin, University of Wisconsin-Madison, and UCLA. The school with the highest percentage of foreign students is MIT with 20%. This is followed by New Jersey Institute of Technology, Howard University, Stanford, and the University of Miami. Foreign students nation-wide make up only 2.8% of U.S. enrollment.

Study Abroad

The fifth area to be considered in internationalizing our campuses deals with study abroad. Last year about 50,000 American undergraduates studied abroad. This represents less than 1% of total U.S. enrollment. Who studies abroad? Two-thirds of the students who study abroad are white females from upper-middle class homes. Seventy-nine percent of them study in Western Europe, predominantly in the fields of foreign language and the social sciences. Why don't more people study abroad? Dr. Johnetta Cole, the new president of Spelman College in Atlanta, Georgia, addressed this question at the Region VII NAFSA Conference in Charleston this year (Cole, 1990). She was asking it on behalf of minority students but her answer could apply to anyone. She said there are four "F"s involved in the answer to that question. The first reason more students don't study abroad is because of the faculty. Faculty members are not vocal enough in their support of the program and either don't want to or don't know how to advise students interested in that area.

The second "F" concerns finances. Most people think it is just too expensive. However, you can study abroad in some locations, including air fare, for less than it would cost you to go to school at home. Schools need to be up to date on the facts concerning financial aid and how that can be used for study abroad. And lastly, creative and innovative ways need to be explored to tap outside sources of funds such as business, foundations, government, and alumni.

The third "F" that Dr. Cole mentioned concerns family. Many family members are convinced it is simply too dangerous to travel

and live outside the United States. More needs to be done to lessen these concerns. The final "F" is the big one-fear. Many students are just plain afraid to try anything new. She maintains we must do everything we can to foster a spirit of adventure and challenge in our students. We must prod them into accepting new possibilities for their own lives and educational goals. The growth of study abroad is essential if we are to fit into this new global landscape and build and promote world peace. It is very hard to drop a bomb on someone you have lived with for one year.

#### Ties with Business and Government

The last area of international education concerns the ties that universities have with government and business. For the past ten years the U.S. government has been trying to drop its international education programs. Recently, however, the U.S. Department of Education has renewed its interest in educational exchange programs. Department officials are considering several ideas for becoming more involved, including possibly forming a kind of clearing-house for information on Eastern Europe that could promote student and faculty exchanges. Barbara Turlington, Director of International Education at the American Council on Education, says, "Everybody in the international field in higher education is very pleased the department is finally taking a real interest in international education." (U.S. Education Department, 1990) The Education Department now administers about \$40 million worth of programs in international education.

In addition, U.S. universities are tied to international issues through the marketing of products arising from university research projects. Most of this interest is directed toward Europe. When it is unified in 1992, the European Market is expected to be made up of 340 million consumers- more than in the United States and Japan combined. Concerns by Congressional leaders over the ethics of selling the results of federally-funded research to foreign companies will have to be satisfied but more interest in this field of international trade is inevitable. There are problems that remain. Despite universities' ever-growing interest in international agreements, certain hurdles must be overcome. Problems like significant trade and cultural barriers as well as linguistic difficulties call for creative solutions.

### Summary

These six areas of international education represent a whole host of activities and programs that are currently taking place on college campuses around the United States. Many exciting and innovative ideas are coming forth in this field. The challenge for the international educator is to find a way to expand these endeavors and initiate them on campuses that are currently not actively involved. Only by understanding the factors involved in the organizational cultures of these institutions can one hope to bring about changes in programs currently in place and start new programs that may be needed.

### Theory of Organizational Culture

The theory of organizational culture has been around for at least the last fifty years. The Western Electric research that was done in the 1930's showed there is a direct relationship between management styles and productivity of workers (Roethlisberger & Dickson, 1939). Lewin and his colleagues, in the late 1940's, looked at the proposition that organizations could be made more effective by purposely trying to change the social beliefs of workers and managers alike (Marrow, Bowers, & Seashore, 1967).

The definition of organizational culture has also undergone extensive revision over the years. In the late 1930's, Barnard described culture as a social fiction that gives people meaning to their work and life (Barnard, 1938). In the 1940's, Selznick (1949) used the term "institution" when he was describing what gives an organization its solidarity, meaning, commitment, and productivity. Meyer (1978) used the term similarly in the 1970's.

In the 1960's, the term "organizational climate" became very popular. This was brought about by the work of Halpin and Croft (1962). Clark (1975) used the term "organizational saga" in the 1970's to describe the phenomena that separates one institution from another. Rutter used the term "ethos" to show much of the same thing (Rutter, Maughan, Mortimore, Ouston, & Smith, 1979). Each of these writers sought to explain the pattern of thinking and behaving that is so hard to describe but is, nevertheless, so powerful in any social organization.

1981-1982 saw a dramatic shift in the way people looked at organizational culture. This shift was brought about in large part by the publication of two books. The first was Theory Z by William Ouchi published in 1981. Ouchi, a Japanese American, used the book to compare and contrast the management styles being used in Japan and America. He was reflecting much of the thinking found in McGregor's Theory X/Theory Y (1960b) and used the phrase Theory Z to suggest that there may be a third alternative.

In 1982 another book was published which was to have long-reaching effects on the theory of organizational culture. This book was In Search of Excellence and was written by Peters and Waterman (1982). The message of this book was simple. It is more important to consider the power of values and culture in an organization than to concern yourself with procedures and production techniques. These values are not written anywhere but they exist and they are the glue that holds the organization together and gives it meaning. "The excellent companies are unashamed collectors and tellers of stories, of legends and myths in support of their basic beliefs. Frito-Lay tells service stories. Johnson and Johnson tells quality stories. 3M tells innovation stories" (Peters & Waterman, 1982, p. 282).

These ideas about the importance of understanding organizational culture have been dormant for so many years in part because of their reputation as being "soft" in a world driven by ideas and facts that are "hard." Money is hard. Statistics are hard. Organizational charts are hard. Technology is hard. All of this talk

about values and beliefs is almost impossible to measure. It smacks of subjectivism and "squishiness." It is difficult to see and even harder to quantify.

What exactly is organizational culture and what does it mean? Deal and Kennedy shed light on this by helping to clarify what culture is. Culture is a system of shared values and beliefs that interact with an organization's people, organizational structures, and control systems to produce behavioral norms. In practical terms, shared values means "what is important"; beliefs means "what we think is true"; and behavioral norms means "how we do things around here" (Deal & Kennedy, 1982).

In the past, organizational culture and organizational climate have almost been used interchangeably. Organizational culture concerns itself with the behavioral norms, assumptions, and beliefs that are shared by members of an organization (Beals, Spindler, & Spindler, 1973; Becher, 1984; Deal & Kennedy, 1982; Deal & Kennedy, 1983; Geertz, 1973). Climate refers more to the perceptions of persons in the organization that reflect those norms, assumptions, and beliefs (Goetz & Hansen, 1974; Halpin & Croft, 1962; Lightfoot, 1983; Martin & Meyerson, 1986).

Culture is something that develops over a long time and as it develops it takes on more and more meaning. Culture becomes a learned pattern of thought. It is "the way things are done around here" (Schein, 1985, p. 18). In studying organizational culture, one has to be concerned with the symbolism that is used in that culture. The rituals, myths, traditions, rites, and language of that particular

group of people take on special significance. Symbolism makes it possible to develop, communicate, and transmit important elements of that culture.

Organizational climate, on the other hand, is more concerned with the perceptions that people have about the environment of their organization. The idea of satisfaction is often associated with organizational climate. In other words, are the people in the organization satisfied with the activities of the organization and with their role in those activities? The culture of an organization has a direct effect on its climate. Kanter points out that high-performing companies usually have a culture of pride and a climate of success (Kanter, 1983). She describes the successful company as one that emphasises the wholeness of the enterprise. This is in contrast to the segmented organization where activities are kept secret from other members of the group and everyone is encouraged to mind their own business. For this study, organizational climate will be considered as a part of organizational culture and will be examined as an important integral part of that larger topic.

Almost every culture of any size also has within it several subcultures. To understand fully the culture of the larger unit, studies have to be done on the smaller subcultures that make up that larger entity. Schools are a perfect example of this phenomena. In fact, it is the subunits which routinely bring people together who share some interest, purpose, or value. This is where people meet each other face-to-face and grind out the multiple-realities that govern their existence day by day. Obviously then, it is

organizational culture that brings out and shapes the behavior of individuals in that culture and gives meaning to their existence and the existence of the organization.

What exactly is an institution's culture? Asked to define the institution's culture, an MIT student, "without batting an eye,...responded by saying: 'It's everything we aren't tested on in the classroom'" (Van Maanen, 1987, p. 5). Culture has been described as a social or normative glue- based on shared values and beliefs- that holds organizations together and serves four general purposes: (1) it conveys a sense of identity; (2) it facilitates commitment to an entity, such as the college or peer group, other than self; (3) it enhances the stability of a group's social system; and (4) it is a sense-making device that guides and shapes behavior (Smircich, 1983).

So how, then, does one define culture? Many possibilities have been posited over the years. "The core set of assumptions, understandings, and implicit rules that govern day-to-day behavior in the workplace" (Deal & Kennedy, 1983, p. 498). "The shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes, and norms that knit a community together" (Kilmann, Saxton, & Serpa, 1985, p. 5). "The traditional and social heritage of a people; their customs and practices; their transmitted knowledge, beliefs, law, and morals; their linguistic and symbolic forms of communication, and the meanings they share" (Becher, 1984, p. 167). "An interpretive paradigm...both a product and process, the shaper of human interaction and the outcome of it, continually created and recreated by people's ongoing interactions" (Jelinek, Smircich, &

Hirsch, 1983, p. 331). "The collective, mutually shaping patterns of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus" (Kuh & Whitt, 1988, p. 12).

All of these definitions have within them the idea that culture is something that is continually evolving and changing. The values, beliefs, and behavior of a particular group of people may indeed change over time but at any one particular time and place they may be analyzed and observed. That is how institutions show what behavior they will reward and what behavior is unacceptable and will be punished. This may constrain efforts at innovation but it is what gives the institution stability in turbulent times and makes it possible for it to continue.

It is fruitless for the educational researcher to try to decide which institutional culture is superior to another. Some institutions clearly support research activities while others emphasize undergraduate instruction. Productivity and effectiveness in each case would be measured in different ways. Culture is both a product and a process. It has substance and it has form. In one sense it is an independent variable and in another sense it is the outcome of those variables.

If culture is a shared set of values and beliefs that shape behavior then how is that culture manifested? To answer that question, Schein (1985) has divided culture into a conceptual

hierarchy made up of three levels: artifacts, values, and basic assumptions and beliefs.

Artifacts include any observable object or action that helps to explain the values and beliefs of an institution. This would include things like: rites, ceremonies, rituals, myths, sagas, legends, stories, folktales, symbols, language, gestures, physical setting, and material objects used to express the culture of a particular setting.

The second level of culture discussed by Schein is made up of values: widely held beliefs or sentiments about the importance of certain goals, activities, relationships, and feelings. Four values influence the academic enterprise: justice, competence, liberty, and loyalty (Clark, 1984). Of course, some values are only paid lip service. They represent the politically correct answer but may not really represent the true beliefs of those who espouse them.

The third level of culture consists of basic assumptions and beliefs that provide protection when the institution is threatened. These assumptions reflect what people in the organization perceive to be important, how they feel about the institution, and what they do. These assumptions are so deeply embedded in the life of the institution that they are difficult to see and identify. They are best articulated by the use of a culture audit (Wilkins, 1983). This tool enables the investigator to get at implied assumptions through concrete examples and metaphors.

Organizational culture is a complex set of context-bound, continually evolving properties that potentially includes anything influencing events and actions at a college or university (Tierney,

1988). For that reason, a precise definition of culture remains difficult. The core of culture is comprised of assumptions and beliefs that are shared by all or most members of the institution.

There are many layers to examine when looking at something as complex as the culture of an organization like a college or university. A set of conceptual lenses is needed to view this multifaceted reality. The following framework draws heavily from the work of Becher, Clark, Van Maanen and Barley (Becher, 1984; Clark, 1970; Van Maanen, 1987). These authors maintain there are four layers of analysis: (1) the external environment that surrounds a college or university; (2) the institution itself; (3) subcultures within the institution; and (4) individual actors and roles. This may be an oversimplification of the situation but consolation can be found in the words of Geertz, "The analysis of culture is not an experimental science in search of laws but an interpretative one in search of meaning"(1973, p. 5).

Every college or university operates within a larger culture or society. Therefore, to understand how colleges work it is necessary to understand, at least to some degree, how their surrounding cultures work. "When colleges change, it is usually because of outside influences. Thus, if we are interested in understanding the institution, we must identify and appreciate how the external environment shapes the institution" (Sanford, 1962, p. 73).

The external environment may include groups such as accrediting agencies, governmental agencies, professional organizations, and media groups. The mores and beliefs of the local

community also help shape institutional behavior. "External believers" (Clark, 1970) play an important part as well. They provide moral and financial support that the local institution cannot afford to ignore.

The second layer to examine after the external environment is the institution itself. To understand any institution of higher learning, one has to delve into the college's original mission, its religious or ethnic background, and the circumstances under which the institution was founded (Clark, 1970; Grant & Riesman, 1978; Jencks & Riesman, 1962). Other important aspects of an institution's culture may be shaped by the school's saga, academic program, distinctive themes, or organizational characteristics (Clark, 1970).

A third layer to be examined in the study of organizational culture is the area of subcultures. Any organization of size will have within it various subcultures. Within a college or university, many subcultures may be operating: managerial, disciplined-based faculty groups; social groups of faculty and students; professional staff; and peer groups created by physical proximity or special interests (Tierney, 1988). Each of these sub-groups has its own particular agenda and way of looking at things.

The fourth layer to examine are individual faculty members, students, and administrators who have been major players in the shaping of an institution's culture. Obviously, founding fathers (or mothers) and early presidents play an important part in forming the future direction of a school. Individuals may even be brought in to

dramatically change the image of a school in the hopes of attracting more and better qualified students (Adams, 1984).

Part of the problem in talking about the organizational culture of an institution of higher education is that so little research has been done in this area. There have been a few scholars who have studied colleges and universities from the point of view of an anthropologist (Riesman & Jencks, 1962). However, there have been few published works that describe colleges and universities with the level of detail needed to reveal their organizational culture. One example of this would be Clark's classic description of three liberal arts colleges, Riesman and Jenck's ethnographies of four institutions, and books by London and Weis on community colleges (Clark, 1970; London, 1978; Riesman & Jencks, 1962; Weis, 1985). All of these examples were organized around these seven features:

- historical roots, including religious convictions of founders and external influences, particularly the support of the institution's constituents
- the academic program, with emphasis on the curriculum
- the personnel core including faculty and staff
- the social environment, with emphasis on the student sub-culture
- artifacts such as architecture, customs, ceremonies, and rituals
- distinctive themes that reflect core values and beliefs
- individual actors such as founders or charismatic leaders (Kuh & Whitt, 1988).

There are at least three important sub-cultures at every college and university: faculty, students, and administrators. Each of them

views the institution in their own particular way and interacts with each other on the basis of that perception.

If we wish to discover where the cultural action lies in organizational life, we will probably have to discard some of our tacit (and not so tacit) presumptions about organizational culture and move to the group level of analysis. It is here where people discover, create, and use culture, and it is against this background that they judge the organization of which they are a part (Van Maanen & Barley, 1984, p. 351).

The culture of the academic profession is based on the concepts and symbols of academic freedom, the community of scholars, study of accepted wisdom, truth seeking, collegial governance, individual autonomy, service to society, the transmission of culture, and education of the young (Morrill & Spees, 1982; Ruscio, 1987). This culture of the academic profession provides an identity for all the faculty at a particular institution, regardless of their specific discipline. In one sense, the faculty form what Clark calls the "academic man" (1984, p. 91).

Although there is a universal academic culture made of faculty members, there is also within that culture a sub-culture made up of members of a particular scholarly discipline. The discipline becomes the first mark of identity that a professor receives. This often begins in graduate school and continues into the work force with that all-important first appointment. Disciplinary sub-cultures are affected by things like: the type of institution in which the sub-culture exists (e.g., community college, liberal arts college, land grant institution, etc.); the size and complexity of the institution; the avowed mission

of the school; and the administrative structure in which the discipline operates. Even these academic sub-cultures may have sub-cultures within them. Women, minority, and part-time faculty might be considered sub-cultures within sub-cultures.

Another important culture to consider when trying to understand the organizational culture of a college or university is the students who attend or have attended the school. Horowitz (1987) maintains there have been three dominant student cultures since the end of the eighteenth century. The first of these is what he calls "college life" or "the culture of the college man". This approach led the student to believe that college was for having a good time and little else. The emphasis was on sports and socialization. College became the breeding ground for the proper marriage to the "right" girl and preparation into the rigors of combat in American capitalism.

The second student culture historically was known as the "outsiders" (Horowitz, 1987). From the middle of the nineteenth century to the middle of the twentieth century, American colleges and universities welcomed an influx of farm youth, women, immigrants, blacks, veterans from WW II, commuters, and non-traditional students. They had all come to get an education and no funny business in the meantime.

The third student culture was known as the "rebels" (Horowitz, 1987). These students celebrated differences and fought the establishment on every occasion. This group was extremely active during the 1930's and supported unionization, civil rights, and world

peace. The legacy of this group lives on in modern "hippies" and counter-culture groups.

Clark and Trow (1966) provide a different method of classifying student sub-cultures. They talk about the vocational sub-culture where college becomes a place to learn job skills. The academic sub-culture includes students who identify with the academic reputations of the faculty, hard work, and high grades. The student nonconformist sub-culture is marked by withdrawal from the structure of the university and general animosity toward the administration. These students are concerned with social and political issues and generally congregate off-campus.

In addition to faculty and student sub-cultures, on most campuses there are also administrative sub-cultures. "Least noticed in the sub-cultures of academic enterprises and systems but of growing importance is the separation of administrative cultures from those of faculty and students" (Clark, 1984, p. 89). Since there is such a wide variety of administrators on most college campuses it is difficult to include them all in one sub-culture. However, they do seem to share certain goals and activities: regular interaction both on and off campus; striving for group self-consciousness, especially at the national level; shared problems in performing their duties; action on the basis of collective understandings; a commitment to student development; and a commitment to efficient management (Austin & Gamson, 1983).

Because culture is a holistic, context-bound, and subjective set of attitudes, values, assumptions, and beliefs you must interpret the

events that take place in that culture within their institutional context. Strategies that are effective in one institution may not be effective in another. Similar actions and events will mean different things in different places. This makes the interpretation of such behavior very difficult. Each person in the institution has his or her own unique perspective on what is happening and why.

Therefore, multiple realities exist, subjectivity is valid, and the illusion of a single objective reality that permeates conventional models of organizing is eschewed- which is not to say behavior cannot be understood. It can, but interpretations are context bound and person specific, generated by individuals making sense of what they observe and experience (Kuh & Whitt, 1988, p. 95).

The following implications for practice in the study of institutional culture are taken from Kuh and Whitt (1988, pp. 96-102).

- 1- To understand and appreciate the distinctive aspects of a college or university, examine its culture., The practices, procedures, customs, and rituals of a college or university provide useful information about beliefs, values, and assumptions held by institutional agents.
- 2- Cultural understanding is increased by focusing on the assumptions that form the basis of routine processes, such as decision making. Faculty, students, administrators, and parents all bring a set of assumptions with them when they are involved with an institution of higher educations. These assumptions influence and guide daily activity and influence decision making at every level.

3- Groups of faculty and students share values and perspectives that differ, sometimes in significant ways, from the dominant institutional culture. Large colleges and universities can accommodate many subcultures and perspectives. These subcultures can work together or bring division to the campus.

4- An institution's ethos integrates history, tradition, values, ecological context, and individual personalities into an invisible tapestry or cultural web.

5- Managing meaning is an important responsibility of leaders. Inventing symbols and then helping people see the significance of those symbols is an important part of the administration and faculty leadership. Much of this institutional meaning comes from an understanding of the history of the school. What information (history, saga) would be helpful in understanding how we got to where we are today? These are kinds of questions enlightened leaders ask about their college or university.

6- A core group of institutional leaders (e.g., senior faculty) provides continuity, which is integral to maintaining a cohesive institutional culture. Selective recruitment of new faculty and staff can maintain cultural values or introduce different assumptions and beliefs to the institution and shape the future development of the culture (Van Maanen & Barley, 1984).

7- Institutional policies and practices are culture driven and culture bound. Significant changes in the assumptions of an institution are usually brought about by certain institutional agents, usually the president or other academic leaders.

8- Culture-driven institutional policies and practices may denigrate the integrity and worth of certain groups. For example, culture may serve to perpetuate the status quo and hinder social and economic mobility (Carnoy & Levin, 1985). To understand the influence of institutional culture on various groups, the relationships between social and political goals and culture processes must be carefully examined.

9- Institutional culture is difficult to change intentionally. Some have even suggested that institutional culture is immutable. At best, it is difficult to change (Trice & Beyer, 1984). Others are more optimistic (Ouchi & Wilkins, 1985; Peters & Waterman, 1982).

Institutional cultures may be changed or modified in seven ways: by creating new unit/organizations, by changing clientele or staff significantly, by using a visionary/interpretative leadership style, by redefining strategy and mission, by reorganizing the institution, by using conflict in creative ways to identify cultural artifacts and differences between espoused and enacted values, and by using cataclysmic events and conditions to refocus institutional goals and priorities (Peterson, Cameron, Mets, Jones, & Ettington, 1986).

10- Organizational size (several hundred faculty and many thousands of students) and complexity work against the evolution of institutionally distinctive patterns of values and assumptions. The larger the organization the less chance there is for planned cultural change.

One of the obvious important players in educational organizations is the educational administrator. Leadership in

education today is somewhat akin to walking on ball bearings. You never quite know what direction you will be heading but you can be sure the trip will be exciting! Vietnam, Watergate, public assassinations, corporate crimes, political upheaval, and economic instability all confirm that we live in interesting times. All of these events, and many more, have led to a kind of paralysis in our society. Everyone is waiting for the other shoe to drop. This anxiety has led many in the field of education to become defensive and introspective when what is needed is bold, new, creative ways of looking at our world. I believe, with Karl Jaspers, that we are approaching a major turning point in history - what he calls an "axial point", where some new basic redefinitions of reality are required. It will be a time when our basic values and beliefs will have to be reviewed and possibly altered. Dynamic leadership at every level is required and nowhere is that more needed than in the field of education.

What is an effective leader? More specifically, what is an effective leader in higher education? That question has been asked by many in the past few years. As higher education enters a new era of increased fiscal pressures and higher expectations from the public, the question is an honest one that must be addressed in the coming years. Leadership is what gives an organization its vision and its ability to translate that vision into reality (Bennis & Nanus, 1985, p. 20). The effective leader creates a vision for the future.

To choose a direction, a leader must first have developed a mental image of a possible and desirable future state of the organization. The critical point is that a vision articulates a

view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists (Bensimon, Neumann, & Birnbaum, 1989, p. 89).

A vision is essential for the effective leader but it is not enough. Effective leaders must understand how their vision fits into the existing situation, whatever it may be, and how others around them can be persuaded to accept that vision and make it their own. Bensimon, Neumann, and Birnbaum (1989) refer to it as understanding the social architecture of the institution involved. "Above and beyond his envisioning capabilities, a leader must be a social architect who understands the organization and shapes the way it works" (Bensimon et al., 1989, p. 110).

The vision is important but implementing the vision is where the work begins. How do you get people in a status quo organization like higher education to enthusiastically adopt new ideas and programs? Good leaders do it by changing their leadership style to fit the demands of the environment. They carefully assess each situation and adjust their own style and approach accordingly. Good leaders give a lot of feedback. "There seems to be adequate evidence that the number one motivator of people is feedback on results (Hersey & Blanchard, 1988, p. 379). They become cheerleaders, band leaders, motivators, encouragers, and promoters, all at the same time. They lead by example. They show an absolute commitment to their ideas and to their organization. They find a way.

The discussion up to this point has concerned leadership in general. The following section deals with a specific kind of leadership: the administration of higher education. Theories of leadership in other areas of life do not always so neatly apply to the world of higher education. There has been ample research to show that colleges and universities differ in many ways from other organizations (Baldrige, Curtis, Ecker, & Riley, 1978; Carnegie Commission of Higher Education, 1973; Corson, 1960; Perkins, 1973; Whetten, 1984). The university presents some special problems for the administrator. The institution itself is so complex and represents so many different vested interests that it is sometimes difficult to decide what course of action is best. Indeed, the best solution may be no course of action at all. At times he must follow Konner's three laws of medicine: If it's working, keep doing it. If it's not working, stop doing it. If you don't know what to do, don't do anything" (Birnbaum, 1988, p. 200).

The creative administrator can make sense out of all this and, on those rare occasions, even provide some direction for future action. "The most creative administrators are those who not only perceive complex patterns and relationships but also discover or invent new patterns where others find only confusion" (Birnbaum, 1988, p. XV). This seeming state of confusion is one obstacle the effective administrator must overcome. Easier said than done. Part of the problem lies in the increasing diversity of college campuses. As colleges and universities become more diverse, fragmented, specialized, and connected with other social systems, institutional

missions do not become clearer; rather, they multiply and become sources of stress and conflict rather than integration. The problem is not that institutions cannot identify their goals but rather that they simultaneously embrace many conflicting goals (Gross & Grambsch, 1974). This kind of institutional schizophrenia can be very hard on administrators. The average administrator lives in a linear world and makes linear decisions based on linear information.

Unfortunately, the world doesn't work like that any more. "The administrator as nonlinear sense maker lives in an invented world of subjective interpretations" (Birnbaum, 1988, p. 78).

To understand the complex nature of college administrators it would be helpful to know their origins. Tonkin (1981) suggests there are three basic breeding grounds for college administrators. The first group comes from the faculty. For some reason, known only to them, they decided that they would try their hand at running the place. Obviously, these folks are favorites with the faculty because of the close and recent ties with that distinguished body. However, as a group, they leave something to be desired.

It has been pointed out that administrators are chosen from a group of individuals, namely the faculty, who have shown distinction in a set of skills having more or less nothing to do with administration (Tonkin & Edwards, 1981, p. 158).

This observation may be a bit hard on administrators who are ex-faculty members but there are still many institutions who chose their administrators in this way.

The second group that Tonkin discusses are what he calls "career administrators". They often have a long tenure in their position with very little chance for advancement. If advancement does come it comes to those who show an aptitude toward fiscal matters and those same fiscal matters may be at odds with the intellectual goals of the institution.

The third group is what Tonkin refers to as "lateral transfers". These are the Ph.D.'s who chose not to enter the teaching field for whatever reason and are often wary of the academic establishment. In turn, the faculty are wary of them and tend not to trust them completely. However, because of their academic background, this group is often more favorable toward curricular reform. Groups two and three often find themselves second-class citizens in the world of higher education (Tonkin & Edwards, 1981, p. 159).

The following section will now deal with one particular kind of college administrator: the director of international programs. In 1979 President Jimmy Carter formed the President's Commission of Foreign Language and International Studies. Part of their report reads as follows:

The Commission recommends that American colleges and universities demonstrate and implement their commitment to international studies and programs by centralizing them at a high level in their institutional structure. Such an international studies office would have direct access to the central administration and sufficient staff and resources to have leverage throughout the institution. It is also important that this office be broadly inclusive, so that foreign language and international studies, student and faculty exchanges, and

foreign assistance projects and contracts are coordinated and mutually reinforcing rather than separate and competing. Crucial to all this is the leadership that the president of the college or university provides by encouraging and supporting international programs (President's Commission of Foreign Language and International Studies, 1979).

The position of director of international education is a relative new phenomena on American college and university campuses. In 1964 there were less than a dozen international offices in American colleges. By 1969 that number had grown to 186 and today the number is many times that (Sanders & Ward, 1970). The importance of this office has grown over the years as American educators have seen the obvious need for global competence and awareness. The head of that office may function under many different titles: Dean of International Programs, Director of International Studies and Programs, Coordinator of International Programs, Vice-president for International Programs, or even Assistant to the President for International Programs. The title is important because it may reflect the level of commitment on the part of the institution. It reflects the position of the international officer in the institutional hierarchy. It can also have important consequences for his relationship with other administrative officers in the university. His job is simple. "He thus attempts to bring into focus the university's total resources in the international field so that they can be used in the most efficient and expert manner" (Sanders & Ward, 1970, p. 190). In reality, the international officer is continually walking a tightrope between the faculty and the rest of the administration. He tries to follow the

faculty's wishes, but is always on the look-out for new ideas and programs. While doing this he has to keep one eye on the budget and the other on competing vested interests on campus. He wants to broaden the entire international dimension of the campus but realizes he must move slowly. Rome was not built in a day. He is most effective when he has the support of several key faculty (and a few other administrators) who have a sincere interest in and commitment to international programs. He needs to see the need for a total integration of the international area into the complete life of the university.

The role of the leadership is to make it continually clear-inward to the university community, outward to the public-that the international dimension is a permanent, integral part of the university's total educational mission (Education and World Affairs, 1965, p. 266).

If the international officer can be assured of total university involvement and support from other administration and faculty then his job becomes much easier.

The study of organizational culture in higher education also involves understanding the way institutions of higher learning operate. Bolman and Deal (1984) talk about four different vantage points or "frames" from which higher education can be viewed. Bensimon, et. al. (1989) take this a step further and put a "frame" with four different types of university governance. They talk about the university as bureaucracy. This would represent the structural

frame of Weber where the essence of bureaucratic leadership is making decisions and designing systems of control and coordination that direct the work of others and verify their compliance with directives (Parsons, 1947).

The human resource frame, based on studies done in the fifties and sixties (Homans, 1950; Likert, 1961; McGregor, 1960a) is tied to the view of the university as a collegium (Goodman, 1962; Millett, 1962). Behavior is controlled primarily through the group's norms and through acceptance of professional rather than legal authority. Some would argue that the faculty and administration consist of two very different cultures thereby making the possibility of consensus a slim one indeed. Nevertheless, many institutions operate at least under the illusion that they are one big happy family.

The political frame, as espoused by Baldrige (1971), focuses on the process of policy making and policy makers. This political frame sees the university as a political system where goals are set and programs implemented to meet those goals. Power blocs are played off against each other and compromise becomes the order of the day.

The symbolic frame is concerned with the institution as organized anarchy. The institution operates with limited rationality, goals are equivocal, and the demands on everyone are usually beyond their power to do. The university is described as organized anarchies because they are institutions with problematic goals, unclear technology, and fluid participation in decision making (Cyert & March, 1963; March & Olsen, 1979; March & Simon, 1958).

All of these models of institutional organization are partially correct. Birnbaum has suggested another model which incorporates elements of the four I have just discussed. In the cybernetic organization institutional performance is continually monitored by individuals or groups. If the monitored activity falls below the panic threshold then alarms are sounded and action is taken. Otherwise, the train just keeps on moving down the tracks (Birnbaum, 1988).

Summary: Organizational culture is a shared set of values, beliefs, and assumptions that act as the normative glue to hold the organization together and give meaning to actions that take place within it. Every college or university operates within an organizational culture. Understanding that culture and how it operates is essential in understanding the institution itself and how it has evolved.

There are at least three important sub-cultures at every college or university: faculty, students, and administrators. Each of these sub-units brings to the campus their own unique dynamic and perspective.

### Research Methodologies for Studying Organizational Culture

Most traditional research methods are not suitable for exploring the world of organizational culture. Collecting, sorting, and analyzing data about the significance of historic events in the life of an institution, the impact of organizational heroes, and the influence of myths and traditions is a formidable task for the educational researcher. These are not the kinds of things that lend themselves to

Fischer-Z's and standard deviations. There may be deviations within the organization being studied but it is doubtful if they are standard! The experimental and quasi-experimental types of investigation are generally not suited for an analysis of interpersonal relationships and perceptions of "how things are done around here." Therefore, the educational researcher who is interested in the area of organizational culture must find another paradigm to explain the reality he sees.

Historically, there have been two predominant paradigms used to explain educational administration. These two modes of thought are: deductive and inductive inquiry. They are opposing points of view and have been described at various times as: "hard" vs. "soft", "natural" vs. "social", "science" vs. "criticism", "quantifiers" vs. "describers", "rigor" vs. "intuition", and "number-crunchers" vs. "story-tellers" (Bogdan & Biklen, 1982; Dobbert, 1982; Erickson, 1986; Geertz, 1973; Guba, 1978; Herriott, 1977; Merriam, 1988; Ouchi & Wilkins, 1985; Patton, 1980; Rist, 1980; Schein, 1985). Generally, the discussion implies that one of these approaches is "good" and the other is "bad". Which is which depends on one's own personal preference and training. I prefer the terminology "rationalistic" and "naturalistic".

Rationalistic inquiry stands clearly as the dominant theme in educational research. It is the approach that is more widely published, taught, accepted, and rewarded than any other (Rist, 1977). This approach has some basic underlying assumptions and the main goal of this method is context-free generalizations. A

problem is identified before the inquiry begins and once this is done the researcher converts the problem into dependent and independent variables. The relationship between these variables is then explored and analyzed using standard statistical methods. This methodology dominated educational research until a second paradigm came on the scene: naturalistic inquiry.

There are two basic concepts underlying the naturalistic model. The first is the naturalistic-ecological hypothesis. This idea says that human behavior depends on the environment in which the behavior takes place and any study of that behavior must take into account that environment (Sarason, 1971).

The second is the qualitative-phenomenological hypothesis. This concept states that one cannot understand human behavior without understanding the thoughts, feelings, values, perceptions, and actions of the individuals involved in that behavior. The naturalistic model also has basic underlying assumptions but they are quite different from those followed by the rationalistic inquirer. Guba summarizes them as follows:

1. In the real world, events and phenomena cannot be teased out from the context in which they are inextricably embedded, and understanding involves the interrelationships among all of the many parts of the whole.
2. It is illusory to suppose that interaction between inquirer and subject might be eliminated. Indeed, this dynamic relationship can make it practicable for the inquirer, himself or herself, to become the data-gathering and processing "transducer".

3. Generalizations are suspect, at best, and knowledge inevitably relates to a particular context.
4. Qualitative methods-which emphasize both inner and outer knowledge of man in his world - are preferable. As William Filstead put it, "Qualitative methodology allows the researcher to get close to the data, thereby developing the analytical, conceptual, and categorical components of explanation from the data itself."
5. Theory emerges from the data themselves in the sense that Glaser and Strauss describe "grounded theory".
6. The naturalistic inquirer, believing in unfolding multiple realities (through interactions with respondents that will change both them and the inquiree over time) and in grounded theory, will insist on a design that unfolds over time and that is never complete until the inquiry is arbitrarily terminated as time, resources, and other logistical considerations may dictate (1981, p. 8).

Both the naturalistic and rationalistic inquirer seek the same thing. They both seek understanding. However, they approach that understanding from two very different directions. The rationalistic inquirer seeks understanding from data supplied by the subjects being observed or from such standardized means as questionnaires and inventories. The naturalistic inquirer, on the other hand, seeks to build a "thick description" as described by Geertz, "Believing, with Max Weber, that man is an animal suspended in webs of significance he himself has spun, I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning" (1973, p. 5). Thick description takes the reader to the site and gives them a view into reality as the researcher and participants perceives it.

Which is best? Should the serious researcher follow the naturalistic or rationalistic model in designing and implementing his research project? The answer to that question depends on what the researcher is trying to find out. In the rationalistic model the researcher tries to minimize bias and subjectivity. He seeks to control for the known and the unknown. He does this by careful sampling on the basis of relevant variables. The rationalistic researcher is concerned with issues of reliability and validity so his findings will be generalizable.

On the other hand, the naturalistic inquirer is concerned with objectivity but it is not the objectivity brought about by the careful manipulation of statistical data. Objectivity, for the naturalistic inquirer, comes from personalized, intimate understandings of phenomena gained by close observations that achieve factual, reliable, and confirmable data (Rist, 1977).

The whole area of generalizability is another one that troubles the educational researcher. Generalizability is one of the driving motivations behind rationalistic inquiry. However, Cronbach has argued convincingly that generalizations are not enduring. They break down over time in all the fields of science including the social sciences (Cronbach, 1975). The issue becomes one of how best to find the "truth". The naturalistic inquirer maintains that truth apart from its setting is nothing but a lie.

The naturalistic research plan is often made up of three parts: the research strategy, strategies for collecting data, and the audit trail. In a naturalistic inquiry the process of investigation is

interactive because data collection and analysis go on simultaneously, with the analysis giving direction to data collection by suggesting what to check further and when to seek confirmation for data that have already been collected. In the early stages of such a study, perhaps 80 percent of the time and effort will be spent in gathering data while 20 percent will be devoted to analysis; in the latter stages of the study, this may be reversed with 80 percent devoted to analysis and 20 percent devoted to data collection (Owens, 1987).

Guba and Lincoln (1981) have suggested the use of an "audit trail" to be carefully maintained throughout the course of a naturalistic study. This makes it possible to do two things: (1) to examine the procedures of the study, either while it is in progress or after the fact, to verify its consistency and credibility by independent external auditors, and (2) to make it possible to reproduce the study at another time. This is usually done by the use of an investigator's log. The trail itself will consist of many documents including:

- 1- raw notes from interviews and observations
- 2- edited summary notes of interviews and observations
- 3- records of meetings about the research
- 4- all documents used as data sources
- 5- guidelines and rules used for content analysis of documents
- 6- decision rules by which data were categorized
- 7- interview guidelines
- 8- completed documents that may have been commissioned as part of the study (Guba & Lincoln, 1981).

An important consideration for the naturalistic inquirer is how to enhance the credibility of his findings. How does the researcher find out what was "really happening" and then convince others that what he found out was not colored by his own particular bias and personal experience? Owens suggests at least six techniques that he considers essential to the design of a naturalistic inquiry.

(1) A prolonged period of time spent on-site is crucial for credibility. An extended period of time allows for immersion into the setting and provides opportunity for the investigator to be accepted and trusted. Detailed descriptions in the investigator's log should reflect his deepening understanding of the complexities he faces.

(2) The naturalistic inquirer should also use a method of data collection known as triangulation. This involves gathering data from several different sources and then cross-checking those perceptions to see if they agree. This would include the use of interviews, document analysis, self-reports, questionnaires, observation, and other approaches that insure reliability in his findings.

(3) Validity can also be strengthened by gathering data from several different people in the organization being studied. Member checks may be the single most important technique used by the naturalistic inquirer to build credibility.

(4) In addition, the investigator should build a file of materials on the site that relate to findings and interpretations. This would include things like: handbooks, mission statements, memos, audio and video tapes, photographs, and films. The investigator is careful

to collect these things without too much interruption of the setting being studied.

(5) After carefully using member checks, triangulation, corroborating information and spending prolonged time at the site, the naturalistic inquirer compiles all of this information into a "thick" description. This description takes the reader to the site and makes it possible for them to experience the same things that have been seen and heard by the investigator.

(6) All during this process, the investigator consults continuously with other interested peers who may be able to give helpful insights and suggestions about the study. The investigator's log will chronicle all such consultations and reflect any changes that were brought about in the study as a result (Owens, 1987, pp. 188-9).

Another part of the discussion about rationalistic and naturalistic inquiry is the difference between research and evaluation. Worthen and Sanders have come up with twelve useful distinctions between these two disciplines:

- Research and evaluation are usually undertaken for different reasons. Research is done to satisfy curiosity while evaluation is done to find value or worth. The researcher is intrigued; the evaluator is concerned.

- Research seeks conclusions; evaluations leads to decisions.

Research calls for conclusion-oriented inquiry. Evaluation, on the other hand, is limited to inquiry that is decision-oriented.

- Research is the quest for generalizable laws that will govern future situations. Evaluations seeks to describe a particular thing in relation to its potential worth.
- Evaluation is not concerned with "how" or "why". It is only concerned with "what is". Research strives to discover the "how" and "why" and relate those findings to other comparable situations.
- Evaluation is done by request from a client. The interests of the client come first and in large part help shape the evaluation. On the other hand, the researcher has to answer to no one but himself (with the possible exception of his doctoral advisor!).
- Educational evaluation seeks to show the value of a program or institution. Research tries to generate scientific knowledge about a program or institution. This knowledge must have empirical verifiability and logical consistency.
- Most program evaluation is concerned with phenomenon that has limited generalizability across time and geography. Educational research focuses on concepts that have relative permanence and applicability in more than one location.
- Research is judged on the basis on internal and external validity. Evaluation is judged on accuracy, credibility, feasibility, propriety, and utility.
- Most research is done without much thought about who will use the results. Evaluation is usually done for a specific client.
- Research is done without a specific timetable. Evaluation is time-bound.

- Educational research is usually done within one specific disciplinary base. Evaluation is multi-disciplinary and the evaluator uses many different information bases to answer his questions.
- The preparation of most educational researchers is within a particular field of the social sciences. Evaluators, on the other hand, use a variety of techniques in gathering their data and therefore have to be trained in a variety of different operating methodologies (Worthen & Sanders, 1987, pp.29-33).

Another area of concern for the naturalistic inquirer is in the area of cause and effect. Does the organizational culture of a particular institution of higher education cause certain events to take place and how would the naturalistic inquirer prove such a relationship? Is there a link between organizational culture and organizational effectiveness?

No significant body of experimental research in which the variables are fully controlled exists, and, therefore, discussion of the issue must be in the realm of association of significant variables. There is little question that many students of organizational behavior have ducked this issue by contenting themselves with refining techniques for defining and describing the variables of organizational culture or- in some cases- cautiously suggesting a possible relationship (Owens, 1987, p. 193).

Louis Likert was a pioneer in seeking to link organizational performance to the internal characteristics of the administration. He maintained that the performance of an organization is determined by a three-link chain of causes and effects. The first link was composed of causal variables which are under the control of the administration.

Administration chooses the design of the organization's structure, leadership style, and philosophy of operation. These causal variables directly affect the intervening variables such as motivation, communication, and other aspects of function within the organization. Obviously, the end-result variables are then the measure of the organization's success and this success depends on the internal functioning of the organization (Likert, 1961).

In general research terminology, the issue here is one of independent and dependent variables. The independent variables include things like organizational climate, leadership styles within the school, communication processes, motivational forces, social-cultural traditions of the school, and demographics. The dependent variables include things like test scores, published ratings, attitude questionnaires, and other objective and subjective indicators.

Research that shows there is a relationship between the culture of a school and its outcomes include Brookover's study of Michigan elementary schools and Rutter's research on inner-city schools in London (Brookover, 1978; Rutter et al., 1979). Moos has reported large-scale research in the United States, in both secondary and college settings, that supports the evidence in the literature that student learning and development are significantly influenced by organizational culture (Moos, 1979).

Summary: Most traditional research methods are not suitable for exploring the world of organizational culture. The researcher seeking to understand the organizational culture of an institution needs to rely heavily on qualitative research methods. Organizational culture

research differs from evaluation in that evaluation is only concerned with "what is." The researcher is also concerned with "how" and "why." Research indicates there is a connection between the culture of a school and its outcomes [Clark, 1970 #29; Lightfoot, 1983 #2; Sarason, 1982 #4; Schein, 1985 #110]. The researcher in organizational culture tries to find out what that connection is.

## CHAPTER III

### Design and Methodology

This study involved the use of a comparative, historical case study approach for assessing the effect of organizational culture on the development of international education programs at selected North Carolina University campuses. This study sought to answer four questions about the development of such programs: (1) What programs have developed on the selected campuses? (2) How did these developments come about? (3) Why did they develop the way they did? and (4) Why did they develop on one campus and not on another?

The program areas considered include:

- multiculturalism
- foreign students
- curriculum issues
- ties with business and government
- study abroad
- student and faculty exchanges

The approach to be used in answering these questions was two-fold:

1- A historical perspective was gained by examining past and present written documents about international education on the respective campuses. This included documents like college catalogs, student newspaper articles, published mission statements and official

university documents (e.g., ten-year plans, program proposals, etc.). In other words, a paper trail was traced back over previous years to show the official university stances and positions on these various elements of international education.

2- Another historical perspective was gained by a series of interviews conducted with the three sub-cultures involved in this process: namely, administrators, students, and faculty, past and present. The triangulations gained from these various perspectives strengthened the reliability and validity of the study's results. At least five administrators, five faculty members, and five students who were involved in various parts of the program in the past or are involved now were interviewed.

After data was collected from documents, interviews, and observations it was organized into a case study data base. Information in the data base was divided topically into the six areas of international education mentioned above. The data represented in these categories was then linked together in a case study narrative that ended up as a final case study report.

The initial data analysis was topical and largely descriptive. This answered the "what" and "how" questions that I posed earlier. A grounded theory was then built based on my data analysis in an attempt to answer the "why" question mentioned above. This theory used the framework of organizational culture and tried to explain a large number of phenomena and how they were related within the institution being studied and eventually between two different

institutions. That comparative study told me why these programs developed on one campus and not on the other.

In selecting these institutions I chose schools that were alike in as many ways as possible. They were schools from the same state, with about the same enrollment, the same source of funding, and of approximately the same age. These schools were what I refer to as "institutional twins". However, they differed in one important respect. One of the schools was selected from a list of institutions that have exemplary programs in international education. The other institution did not have such programs or, if they did, on a much reduced scale. This allowed me to make some judgments about why the exemplary school developed the programs they did while the other institution did not.

The exemplary institution that I selected came from a list of fifty exemplary institutions that was compiled by the Council of Learning in 1981. Schools there were defined as exemplary in the field of international education if their programs had an ease of adaptability, evidence of reaching growing numbers of students, and did not produce an unreasonable strain on their institution's budget. In other words, the programs had to be replicable, growing, and affordable. They used the following methodology to identify those exemplary schools.

In 1981, the Council on Learning conducted a project to investigate the international programs on American college and university campuses (Council on Learning, 1981). Their goal was to identify exemplary programs in international education at

institutions of higher learning. Three thousand, two hundred college catalogues from 2 and 4 year institutions were examined. Numerous national and regional educational organizations and authorities in international and intercultural affairs were consulted throughout the process. From that list of 3,200 schools, 200 were selected as being exemplary. A survey was then sent to 160 of those schools asking about curricular strategies, faculty involvement, student life, extracurricular activities, learning resources, and enrollments. Using that information, a final list of fifty schools were selected. These are not the only strong, effective undergraduate programs and approaches but they are "representative and feasible examples upon whose experiences others may profitable draw" (Council on Learning, 1981).

In addition to these criteria, several others were considered. One institution was chosen because it was involved in many of the six areas of international education mentioned earlier. The investigation was limited to schools that have an active administrator specifically in charge of international education at his or her respective school. This was done because of my belief that it would be more reasonable to expect one person or office to assist me in my inquiry since I was working under some time constraints. Finally, I limited my selection of a school to those in the Eastern United States because of concerns over travel time and expenses. There were many institutions to choose from even with these limitations so I had no fear of being able to find good, representative examples.

As stated previously, the other school selected was an "institutional twin" but without the extensive development of international programs found on the exemplary campus.

### Procedure

After I chose my institutions, I made on-site observations in an attempt to understand the relationship between that school's culture and its program development. The observations followed several guidelines. Qualitative methods of research that involved at least three kinds of data collection were used. In-depth, open-ended interviews with key informants on each campus were conducted. Direct observations were made and included, but were not limited to: physical setting, program activities, participant behaviors, informal interactions and unplanned activities, the language of the program participants, non-verbal communications, unobtrusive measurements where possible, and program documents. The approach was naturalistic in that I tried not in any way to manipulate the program or its participants. This style was especially helpful in this case since I was trying to study variations in program implementation.

Programs that are being implemented in numerous locations will manifest important differences from site to site. The nature of these variations and differences cannot be fully predicted or anticipated. By capturing whatever happens to occur, a naturalistic inquiry is open and sensitive to deviations from plans, unanticipated variations, and important idiosyncrasies of program experience (Patton, 1987, p. 82).

Furthermore, inductive logic was used while analyzing my findings. That is, I tried to make sense of the situation without imposing pre-existing expectations on the program setting. I began with specific observation and then build toward general patterns in behavior and organization. In other words, I tried to understand this situation as a whole. I sought the totality- the unifying nature of a particular setting. Patton refers to this as the holistic approach. This approach assumes that the whole is greater than the sum of its parts. He makes it clear that "a description and understanding of a program's social and political context is essential for overall understanding of that program" (Patton, 1987).

To more fully understand the relationship between organizational culture and international education programs, case studies were constructed of an institution that already has exemplary international education programs and one that does not. Case studies were used because of the need for in-depth knowledge of the phenomena. Cases rich in information were chosen so that hopefully a great deal could be learned from a few examples. This approach turned up individual differences and unique variations from one program setting to another and from one program experience to another.

#### Data Collection

To strengthen the design of the study, the theory of triangulation as put forth by Denzin (1978) was used. He suggests

four basic types of triangulation. Three of those were used in this study.

Data triangulation was used to strengthen the reliability of my findings. A variety of data sources were used in the study including three important sub-cultures: administrators, faculty, and students connected with the program presently or in the past. In addition, pertinent documents and written materials were examined. Both primary and secondary sources were considered in exploring the historical development of the programs.

Theory triangulation was used because I was describing the relationship between two components of international education; namely, the organizational culture in which that program exists and the social and political context of the program itself. All data were analyzed from those dual perspectives.

Lastly, methodological triangulation was used because I was collecting data from interviews, observations, and documents. This crossing of the paper trail and the people trail also strengthened the reliability of the study.

The validity of the study was further tested by conducting a pilot study at the University of North Carolina at Greensboro. Results of that pilot study were analyzed by experts to determine its validity before I went out to my selected sites.

#### Limitations of the Design

Up to this point I have been discussing strategies and research design. A word now needs to be said about strategies and trade-offs.

Since most would agree there are no perfect research designs, you can rest assured that this was not be the first one! There are always trade-offs in research on any kind. These trade-offs are brought about by the limited time, limited resources, limited expertise, and limits to the human ability to grasp very complex social realities.

The emphasis in qualitative research is on depth and detail. In-depth interviews, detailed descriptions, and thorough case studies gave this paper much information about the programs in question. But depth and detail are relative terms. How much depth? How much detail? What parts of the program will be observed? For how long? These are what Guba refers to as "boundary questions" (Guba, 1978). They are the questions every researcher must answer and for which there are no easy answers.

### Analysis and Interpretation

After collecting data using the aforementioned techniques, I analyzed and interpreted that information. Analysis is the process of bringing together all that information and organizing it into meaningful categories. I did not enter the study with any preconceived notions of what those categories would be. Rather I let the categories naturally evolve out of the data itself.

At that point I interpreted my analysis. By that I mean that I attached meaning and significance to the events that had happened. Descriptive patterns emerged and then I developed the relationships and linkages between those descriptive dimensions. At that point, a case record was written to pull together all this information into

some kind of systematic package. After this is completed, a case study narrative was written on each institution observed. That narrative gives the reader all the information necessary to understand the relationship between a school's organizational culture and specific programs in international education at that school. The case study presents a holistic portrayal of the program content and its relationship to the institution's organizational culture.

CHAPTER IV

Results

Northern University

**THE PAPER TRAIL**

The following information is taken, in part, from the first chapter of a book on international education written by Frank Conley, first director of the Center for International Studies at Northern University.

Northern University (NU) is located ten miles north of New City, the largest urban center in that area. New City is located in a metropolitan setting that has a population of more than 1,000,000 people and is the geographic, cultural, and business center of a ten-county area surrounding the university. NU has an enrollment that tops 14,000 and is expected to experience modest, yet steady, growth. With a large concentration of foreign students (550), NU has one of the most active international studies programs in the country for an institution of its size.

A wide variety of lifelong learning opportunities is offered through NU's Continuing Education and Extension Office. Moreover, the University is dedicated to serving the urban community through its Urban Institute. It is related to the electronics and other firms in the adjoining University Research Park in a mutually-beneficial arrangement and is one of five participating universities comprising the Microelectronics Center of the state. A new Applied Research Center facilitates service to the research and business communities by housing the applied units of the colleges of Business Administration and Engineering and Urban Institute.

Despite its metropolitan setting, the campus covers approximately 1,000 acres of rolling hills with forests, streams, and ponds. Contemporary building of unique design and landscaping are

clustered at the central campus which is easily accessible from major interstates and other highways. The setting is enhanced by a planned community, University City, which comprises the University, University Place, University Research Park and University Hospital, adjacent to the campus.

One of the major components of NU is the Center for International Studies. The establishment of the Center followed a sequence of events that began in 1966 when D. H. English, the newly appointed chancellor of NU, indicated in his installation address that an emerging institution such as NU had a major stake in providing both students and community with an international awareness. For the next several years, the institution concentrated on developing the structure needed to support an international program. Faculty members were hired particularly for their international focus; new courses that included an international perspective were added; and international education symposia were sponsored.

In 1970, the first concrete step toward establishing an international program was taken. The vice-chancellor of academic affairs at NU appointed a committee of students, staff members, and faculty members from nine departments and charged its members with the task of developing recommendations for an international studies program.

In 1972, NU issued its first statement of institutional goals, and the institution committed itself formally to contributing to the international understanding and intercultural sensitivity of students, faculty members, administrators, and community leaders.

Meanwhile, the International Studies Committee was continuing its efforts to make specific recommendations that would help implement the institution's goals. The committee's philosophy began to take shape and soon reflected both an interdisciplinary and a comparative approach to international education. Campuswide meetings were held, three outside consultants were invited to campus to provide input, subcommittees were established to study and make specific recommendations on several program areas, and a final consolidated plan for the development of an international studies program emerged.

On March 1, 1973, the International Studies Committee submitted its final report to the vice-chancellor for academic affairs. The most important recommendations in the report called for establishing an international studies program, including an office and a director; developing a curriculum model that would allow students to have an interdisciplinary concentration in international studies in addition to meeting department requirements for the baccalaureate; expanding overseas opportunities for faculty members and students; and increasing international activities for the entire university and the New City community.

On February 1, 1974, the program was approved by the University Intercollege Academic Policy and Curriculum Committee with slight modifications. On March 29, 1974, the university senate endorsed the program. On May 9, 1974, after further review by the NU administration, the program was sent to the general administration of the State University System. On October 3, 1974,

the vice-chancellor for academic affairs received notification from the general administration that the international studies program proposal had been approved, but no money was being appropriated. Final authorization came on August 25, 1975, when Chancellor English announced that he was establishing the Program for International Studies at NU, fulfilling a long-term commitment. The program was to be staffed initially by a part-time director and a secretary.

During the first five years, the program grew rapidly, reflecting the institution's high level of commitment to international education.

#### 1975/76

- Seven campus events sponsored
- First overseas summer study/travel trip conducted
- Publication begun of *International Studies Bulletin*
- Contributions of \$8,200 raised from the business community for  
faculty and program development
- Total operating budget (including personnel) of \$22,500

#### 1976/77

- Full-time director and secretary appointed
- Half-time position created for foreign student advisor
- First grants received- four totaling \$90,000
- Eleven campus and community events sponsored
- Two overseas summer study/travel trips conducted
- Thirty-five students concentrating on international studies

- Office moved out of administrative building to main academic complex
- Twenty-four faculty members supported in professional development program
- Contributions of \$8,200 raised from local businesses

### 1977/78

- Commitment to international studies reaffirmed through new mission and goals statement
- First semester abroad program established
- Five grants received totaling \$122,000
- Sixteen campus and community events sponsored
- Five overseas summer study programs conducted
- Advisement given to 116 foreign student and 60 students concentrating in international studies
- Five new interdisciplinary courses developed
- Seventeen lecturers and visiting speakers sponsored
- Twenty-two faculty members assisted under faculty development program
- More than \$10,000 received from local businesses
- Total operating budget (including personnel) of \$166,000

### 1978/79

- Program for International Studies renamed Center for International Studies

- Three additional professional staff members and two support staff members hired
- English Language Training Institute developed
- Three grants received totaling \$89,000
- Advisement given to 200 foreign students and 80 students concentrating in international studies
- Sixteen campus and community events sponsored
- Thirteen lecturers and visiting speakers sponsored
- Twenty faculty members assisted under the faculty development program
- First faculty exchange program initiated
- First student exchange program initiated
- Seven summer travel/study programs conducted
- Total operating budget (including personnel) of \$215,000

### 1979/80

- Additional office space allocated, doubling previous amount
- Staff size increased to seven professional staff members, six full-time support staff members, and four part-time support staff members
- Nineteen activities sponsored on and off campus
- Professional activities by thirty-four faculty members supported
- Lectures by fourteen off-campus speakers sponsored
- Eight summer programs overseas and two semester abroad programs (India and Denmark) sponsored

- Two faculty exchanges and four student exchange programs coordinated
- Business contributions received totaling \$13,000
- Three grants received
- Faculty colloquia series initiated
- Total operating budget of \$400,000 (funds from state, contributions, grants, contracts, and participant fees)

The following information is taken from the 1991-93 NU Graduate and Undergraduate Catalog:

#### **Center for International Studies**

The Center for International Studies offers a diversity of academic and cultural programs to enhance the learning experience of the University community. A minor in International Studies allows students to pursue an interdisciplinary and comparative study of foreign cultures and societies while they fulfill the academic requirements for a major in one of the approved University degree programs.

Study and Travel Abroad. NU encourages its students to choose the opportunity to study and live in a foreign country as a part of their undergraduate career. The Center for International Studies offers NU students the opportunity to study and travel abroad for a year, a semester, or a summer. Programs are available in countries virtually all over the world. There are semester and academic year programs in more than forty different countries. Summer programs

include opportunities in Denmark, England, France, Germany, Italy, and Mexico, as well as Christmas Break Programs in Australia, Egypt, and New Zealand.

Faculty Exchanges. The Center also serves as a facilitator in the development of faculty exchange opportunities. Faculty are encouraged to work with the Center's staff in exploring and applying for a wide range of international exchanges. Among those are the Fulbright Exchange Program, reciprocal department exchanges, and exchanges based on agreements between NU and overseas institutions of higher learning. Faculty and administrators are also able to take advantage of the Center's professional development program. This program provides opportunities for the further enhancement of international interests through travel for international study and research and faculty colloquia on international topics.

International Student/Scholar Services. These services are designed to respond to a diverse population having special needs in the areas of immigration, language, campus orientation, and cultural understanding. The focus of services include NU students and scholars (450 in 1992), English Language Training Institute students (105 in 1992), and faculty on immigrant visas. Major programs include orientation, individual assistance with academic and personal questions, immigration matters, and campus and community services. In addition, there are a number of various events sponsored independently and in cooperation with other departments and agencies on campus. They include the annual International

Festival, dinners sponsored by the International Club, the Study Abroad Fair, and Summer Institutes.

The English Language Training Institute (ELTI). This office provides intensive English instruction both for international students planning to attend American universities or colleges and for those individuals pursuing professional training in the United States. ELTI holds three sessions per year- fall, spring, and summer- and offers seven language proficiency levels. Class size is limited to 15 students, and students attend class 20 hours per week. Exceptional students in Level 7 may take University courses which carry academic credit.

Public Service. The Center seeks to initiate and respond to the international needs and interests of the community. Current programs include: (1) Community Forums- symposia on topics of current international interest; (2) Great Decisions- an annual series of lecture/discussions during the months of February and March on eight key policy issues; (3) International Business Workshops- programs focusing on specific aspects of international trade, e.g., letters of credit, customs regulations, international marketing, documentation, and foreign trade zone; (4) New City World Affairs Council- founded in 1983, this regional center for international discourse, through its education programs on foreign policy, international business, and global culture, seeks to enhance regional awareness of the current critical issues facing the world; and (5) Community-based Programs having an international focus, such as the Host Family Programs for foreign students.

The following information was taken from the September, 1991, issue of the "International Studies Newsletter":

### INTERNATIONAL FESTIVAL

SEPTEMBER 28, 1991

10:00 A.M. - 6:00 P.M.

**ATTENTION!** Clear your calendar for September 28, 1991. It's NU 16th annual International Festival. It promises to be a world gala you will not forget. There will be music, dancing crafts, and food from countries all over the world. Last year there was an estimated 5,000 people or more in attendance.

The event has been recognized in previous years by the Southeast Tourism Association in Atlanta as one of the 20 "Top Event" in the Southeast. This festival brings to our campus more community people than any other University-sponsored program.

### INTERNATIONAL EXCHANGE OPPORTUNITIES

NU has developed numerous institutional affiliations abroad. These university linkages offer students the opportunity to study abroad at minimal cost. They also offer faculty members the opportunity to study, research, and teach abroad. Currently, NU has exchange relationships with institutions in England, France, Germany, Spain, Sweden, the Soviet Union, Japan, Taiwan, and Korea. The range of possible activities, the duration of stay, and living accommodations vary with each institution. In England, for example, NU sends a resident director to accompany its students. In Taiwan, faculty members usually teach one or two courses in their specialty.

In Japan and the Soviet Union, short-term exchanges (3-6 weeks) are preferred over semester or year-long exchanges. In all exchanges lectures are usually given in English

#### INTERNATIONAL TRAVEL GRANTS

International travel grants are available for tenure-track faculty members who have professional opportunities abroad during the current academic year. During 1990-91, the fourth year of the program, 41 faculty members from 22 different departments in all 6 Colleges were funded out of the program through the Center for International Studies.

#### ASIAN STUDIES ACADEMY

NU faculty members have established an Academy for Asian Studies. The goals of the academy are to enhance the involvement of NU faculty and students in Asian Studies by seeking the sponsorship of Asian affiliated professional groups, supporting curricular development, promoting and sponsoring research and development, and expanding outreach to the region. The academy is working on events for the fall and the spring to promote cultural awareness and enrichment in the campus and the community. They welcome and encourage faculty involvement.

#### NEW CITY JAPAN CENTER

The New City Japan Center, housed at NU, will be launched in the fall of 1991. A cooperative effort by the academic and

international business communities in the New City area, the Center will bring together those individuals interested in furthering their knowledge of Japan in formal seminars and programs, as well as providing networking for Japanese and Americans. After organization efforts are finalized, the Center will develop a variety of programs for the campus and the community. In addition, the Center will institute precollegiate programs and initiate a Japanese student organization for the students in the area. The Center will continue to build on the ties already forged with three Japanese universities.

#### PROGRAM IN INTERNATIONAL BUSINESS

The College of Business Administration is planning to expand its program in international business from a "concentration" to a "major." The proposal has received all necessary approvals on the campus and awaits approval by the General Assembly. The principal purpose of the programs is to prepare students to be effective managers in companies that are engaged in international business operations and relationships or that are affected by international competition. Approximately 30 students are currently in the program. The major will incorporate courses outside of business curriculum into the International Business Program. Students in the program have organized an International Business Club, which will sponsor events throughout the year.

#### PEACE ACADEMY

The Peace Academy (formally the Chancellor's Committee on Peace and Human Survival) seeks to "sensitize and educate" the

campus community "with regard to the facts, the political issues, and the alternatives available to us relative to the concerns of war and peace and human survival." Over the past nine years, it has sponsored forums, workshops, teach-ins, national speakers, faculty presentations, community workshops, curricular additions, debates, library exhibitions, and other activities.

The stated goals and objectives of the Peace Academy are as follows: (a) to provide the University community with regular programming on issues relating to war and peace, communal violence, and human survival; (b) to develop and present a curriculum focusing on the same issues; (c) to help students and faculty to participate in exchange programs that will provide wider perspectives on problems in peace and human survival; and (d) to facilitate collaborative research among participants.

### PHI BETA DELTA

This International Honor Society for the recognition of scholarly achievement in the field of international interchange is entering its 4th year of existence at NU. The Mu Chapter is among the founding chapters of the Society. Although the major purpose of the Society is recognition, the Chapter also presents programs for the campus community and brings awareness of scholarly achievement among faculty, staff, and students.

### INTERNATIONAL STUDENT INFORMATION

The spring 1991 enrollment for new international students increased 35% over the previous year, bringing the total to 374 enrolled. Projections of newly admitted students for fall 1991 are also increasing, from 225 in fall 1990 to nearly 300 students this fall. Of these nearly half will be graduate and 30 are exchange students coming for 1 semester. The major countries for the graduate program are China, India, Taiwan, and Japan. The undergraduates nationalities are more diverse with students from Central and South America, the Mediterranean, and Asia.

### INTERNATIONAL HOUSE

The NU International House provides a new lifestyle experience for foreign and American students who are living in university housing. Located in Poplar Hall, International House provides an opportunity for foreigners and Americans to live and learn together. Two foreign and two U.S. American students are assigned to every

suite and apartment. Staff of the Residence Life Office and the Center for International Studies are working together with residents on developing programs to enrich the cross-cultural living experience. Faculty members who are interested in interacting with student by making presentations and/or sharing their own cross-cultural experiences are welcome.

### STUDY ABROAD

The Study Abroad Office reported an 18% increase in study abroad participation in 1990-91, a year during which more students than ever chose longer-term semester or year-long study abroad over summer study abroad programs. The top majors among NU students abroad in 1990-91 were Architecture, English, Political Science, History, and Business. Fifty-eight percent of the 90-91 participants were females and 42% males.

The 1991-92 year will be an even busier one for the Study Abroad Office. Students in 1991-92 will be going to an even wider variety of countries. Four students will attend Obirin University in Tokyo- a new exchange partner- for the entire academic year, and a new exchange of students will also take place with La Universidad de Cantabria in Santander, Spain.

In the coming year, the Study Abroad Office looks forward to continued growth in the number of students wishing to study abroad. It will encourage increased participation in the International Student Exchange Program (ISEP), which arranges participation in an exchange with one of 100 foreign institutions. For the same cost as

room and board and tuition at NU, this program allows students to study on any continent in almost any discipline.

#### ELTI UPDATE

The 1990-91 programming year was one of rewarding growth and opportunities for the English Language Training Institute. Student enrollment for the intensive English program reached a peak in the fall 1990 semester with 109 students from 16 countries. ELTI's Plus One program, in which students are allowed to attend NU courses for credit or audit while continuing their English language studies, has also grown, with an average of 8 students participating.

Additions to the ELTI faculty this year included two full-time members, bringing the full-time complement to six. ELTI continues to provide a resource for the University in the form of Foreign Teaching Assistant orientation, assessment and training, and TESL graduate program support. ELTI's short-term programs this year have included intensive summer English programs for Japanese teachers of English and for students from Hong-Ik University in Korea. ELTI also developed a two week English course for five employees of the Saudi Basic Industries Corporation.

#### NEW CITY WORLD AFFAIRS COUNCIL

The New City World Affairs Council, now in its 7th year, has become the major forum in New City for foreign policy discussion and debate. Last year, the Council sponsored or co-sponsored over 20 programs and offered the first World Citizen Award to Rev. Billy Graham. The Second World Citizen Award Dinner will be on

September 16 at the New City Omni Hotel. The keynote speaker will be the Soviet Ambassador to the United States, Victor Komplektov, and the recipient of the award will be Bill Lee, Chairman of Duke Power Company. A capacity crowd of 750 is expected to honor Lee.

#### INTERNATIONAL FACULTY DEVELOPMENT SEMINARS

The Council on International Educational Exchange has launched International Faculty Development Seminars in order to stimulate college and university initiatives towards internationalizing curricula. The seminars provide short-term intensive overseas experience for faculty and administrators by focusing on global issues and regions that are shaping the course of world events. The seminars are also designed to introduce faculty to scholarly communities overseas, enabling a new view of their own discipline within a broader international context.

##### **Fall, 1991:**

Northern Ireland: Images of a Divided Society

University of Ulster, Coleraine, N. Ireland, November 24-

30

Post-Communist Poland: Problems and Prospects

Central School of Planning and Statistics, Warsaw, Nov. 24-

30

Colonialism, Capitalism, Communism: Hong Kong 1997

Chinese University of Hong Kong, November 24-30

**Chile After Pinochet: The Challenges of Reestablishing  
Democracy**

Pontificia Universidad Catolica, Santiago, Chile, Nov. 24-30

**Winter/Summer, 1992**

**The United States of Europe**

University of Limburg, Netherlands and Brussels, Jan. 5-  
11

**A United Germany: Implications for the Future**

Free University, Berlin and Bonn, Jan. 5-11 & June 14-20

**Understanding Vietnam's Historical Perspectives**

Hanoi and Ho Chi Minh City Universities, Vietnam, Jan. &  
June

**The Politics of Science: Restructuring in the Soviet Union**

Novosibirsk State University, Siberia, USSR, June 12-23

**COUNCIL FOR INTERNATIONAL EXCHANGE OF SCHOLARS**

**1992-93 Fulbright Visiting Scholar-in-Residence Program**

NU is invited to submit proposals for a Fulbright grant to host a visiting lecturer from abroad. The program is designed to initiate international programs at colleges and universities to internationalize the curriculum, set up global studies, or otherwise expand contacts of

students and faculty with other cultures. New opportunities exist to host scholars from Eastern Europe/USSR and the European Community.

#### 1992-93 Fulbright German Studies Seminar

A five week seminar in Bonn and Berlin, examining the political, social, and economic institutions of the German society today, including recent history and current developments. Professors of German, history, political science, and other humanities/social sciences related to the seminar are invited to apply. Ph.D. generally is required; however, candidates for the Ph.D. who hold full-time teaching appointments are also eligible. The seminar is conducted entirely in German.

#### Summary of the Paper Trail

Northern University is located on the outskirts of a metropolitan area with a population in excess of 1,000,000 people. The school has an enrollment of approximately 14,000 and a foreign student population of more than 550. The institution was founded in 1965 and one year later the new Chancellor announced his intention of beginning a center for international education programs on the campus.

International education efforts on campus are coordinated through the Center for International Studies which was opened in 1975. The growth of the Center over the years has been steady. In 1975 it was opened with a part-time director and a secretary. Total budget for the year was \$22,500. By 1992, the staff had grown to 27 and the total operating budget was approaching \$1,000,000.

Frank Conley, first director of the Center for International Studies attributes the success of the early efforts at NU to the following factors:

- 1) Major institutional commitment to international education by the institutions's highest administrative officers (indicated by resource allocation, mission and goals statement, and program encouragement)
- 2) Strong support and endorsement by key segments of the NU faculty
- 3) Appointment of a full-time director, with mandate to develop the international program with little administrative interference (freedom to take risks)
- 4) Development of a dedicated and talented professional and support staff for the center
- 5) Opportunity to develop community programs, whcih in turn provide an additional resource base for the center
- 6) Centralized administration of all aspects of international education programs at NU (combined with a commitment not only to service the international ecuational needs of institutional units but also to increase the number of faculty members and students involved in international education programs)
- 7) Outside funding from grants, contributions, revenue-generating activities, and contracts

Northern University

**THE PEOPLE TRAIL**

**ADMINISTRATORS**

My name is Nancy Apple and I am the Executive Director of the New City World Affairs Council and Coordinator of the Great Decisions Program. I have been with the World Affairs Council for four years. I have no international education background. I mean, I just fell into this job by a friend who told me about it. The job has progressed from part-time to full-time over the years.

The World Affairs Council is a non-profit organization separate from International Studies. It is just housed in International Studies because Wes Roberts was one of the organizers of it in this area. NU supports it by giving us office space here. We have our own board of directors and on that board are presidents of other major institutions in this area. The goal of the World Affairs Council is to educate citizens about world affairs and world policy issues. We do that in a variety of ways. We bring in experts and all sorts of people who are expert in their areas. This is a nation-wide organization. Ours is only nine years old.

How did the whole thing get started? I mean way back. I think the ones back in the 20's and 30's got one person in town with a lot of money, who had a personal interest in international affairs and it went from there. It was connected back then with the Great Decisions Program which also got started in the 30's. It's headquartered in New York. We're different but the programs are often

found close to each other. For example, we've got someone coming in April 9th to talk about Mexico and Chile. An expert on Latin America. We are completely funded by private donations, both individuals and corporate. Corporations will pay \$500, 1000, or \$1500 a year in dues.

We're starting to do more with the public schools and we're going to have a major fund raiser coming up soon. Is this anything to do with the International Baccareate program in high school? We're helping to fund that. We gave a \$4,000 grant to a professor who has been given release time so he can hire an assistant so he can get that program off the ground.

So you actually do all the scheduling for this speaker program? Housing, travel arrangements? That's right. And raise the money and keep track of the money. Wes Roberts really got the program on this campus. He was director for a while and then they created a part-time position and now I'm full-time. They used to just do about ten or eleven programs a year. Last year we did two dozen.

When you look back at all the different things you've been involved with in this position, does one event or thing stand out as a particular success? Well, we started something called the World Citizen Award Dinner. We started it two years ago and the first recipient was Billy Graham. We needed something to increase our visibility. John Belk from the department store chain said, "I'll give you the people to put

this on", and it was wonderful. (At this point Nancy got out a picture album and proceeded to show me all the 8 X10 glossy prints that had been taken at the dinner. It was a formal affair with tuxedos for the men and formal gowns for the ladies). As you can see, it was very first class. We did that two years ago and then last year we did one to honor Bill Lee, the chairman of the board of Duke Power. Now we're cranking up for the third one. It was a tremendous success.

On the other end of the spectrum, we had a string of bad luck after Hurricane Hugo. What was that, about three years ago? For two months in a row the speaker didn't show up. Then the third month, we had a speaker coming in from South Carolina and he literally walked into the program one minute before he was scheduled to speak. I mean, he got here, but the stress! We have never had any speakers that were horrible. Southerners are funny, you know, because they will never really confront a speaker no matter how much they disagree with them. They'll ask questions but very rarely will they ever stand up and just shout that they disagree with what is being said. We just don't do that.

If you were going to give advice to someone who might be tempted to do this kind of thing, what would you tell them? Well, you've got to be flexible. That's true with any non-profit job. You need to know fund-raising, and public relations, and I am not an academic but you have to know a little bit

**about how a university is run. You really have to be a jack-of-all-trades.**

**You've talked about some of the things that have happened in the past, if you could look down the road and tell the future, what direction would you like to see this kind of program take? The council needs, one of the next steps for this organization will be to expand. It's been nice to be here in this Center but we're just so pressed for space. The board wants us to do more with the local schools but I'm doing about all I can in that area. We really need another part-time person to handle those responsibilities. The board needs some reorganization. There are really just a lot of management issues that we will have to face in the next few years.**

The following is an interview with Kent Kolden who is the Acting Director of the English Language Training Institute (ELTI).

Tell me a little bit about yourself and how you came into this position and what you do at NU. Well, my name is Kent Kolden and I am Acting Director and have been since July of last year. I came down from the English Department where I was a lecturer for five years. I taught the English as a Second Language class. Then I came down here as the Program Coordinator and now as Acting Director. The ELTI faculty are considered adjunct faculty of the English Department and so we have an exchange program with them. So we work closely together.

Claire Strand had been the director for seven years before I came along and she just decided she wanted to do something else. She really just missed the teaching. You don't get a chance to do much teaching in this position. I'm teaching one course now. Three years ago we started a course for foreign teaching assistants and I teach that course. How is that working out? Very well. We got very high praise from the engineering department. This last fall they were the biggest contributor. And then we had the self-study by SACS and they had very high praise for the program, too. I heard from the graduate dean that they thought it was a very good program.

Tell me about your involvement with the foreign students on campus. Do you accept only those with a certain TOEFL (Test of

English as a Foreign Language) score or do you take anyone and let them work on their TOEFL scores until they get them high enough to be admitted to the University? ELTI is not a regular academic department at the University so student do not have to matriculate into the university to attend ELTI. They need 500 on the TOEFL to get into the university so they come here to work on their English until they can get that score. So you would have some people arriving who didn't know English at all? We've had one or two who were just well,...zero. But that's been a fairly recent development. And you can see that on our schedule. We now have seven levels of instruction. As soon as they master one level, they are moved on to the next until they can score that 500 on the TOEFL.

Have you seen any turning points in the English Language Program since you've come? Well, I think one of the big turning points was when they first decided to have a program. That was about 1977 or 78. The first guy who came along to start the program was kind of a disaster. He came and told Frank that he could set this thing up so that it could make a lot of money. Many of the old-timers told Frank it would not work but the administration bought into it and they gave it a try. It was a disaster. It caused a lot of pain and suffering and finally they moved this guy over to the School of Education. They had given him tenure when he first came so they had to do something with him.

I've heard that it was kind of sad to see him wandering  
around campus with nothing to do. I guess he finally left.

The following is an interview with Terri Shue, Assistant Foreign Student Adviser and Conference Coordinator.

My name is Terri Shue and I have the longest title in the whole office. They don't give you money, they just give you long titles! I have been at the University for eighteen years and in the Center for all but two or three of those. I came when we were completely housed in that area you were just sitting in. We used to call it the Maid's Closet. That was when we were still a concept. I started out in the Great Decisions program when Frank first got it started. He then took a one year position with the Chancellor and during that time he came up with idea for a Center for International Studies. Frank came from the Political Science Department and was given a year of release time to work with the Chancellor. At that point in time he approached me and asked me if I wanted to join him over here. I had just returned from overseas. I had lived in Okinawa for a couple of years, Taiwan for three years, and came back to United States and had started a family. We lived close by and when then started this I became intrigued with the idea of working with someone who could appreciate what I had experienced overseas. Eighteen years ago it wasn't that easy to find someone who cared about things like that. "You lived where? Great. Now let me tell you about this great new kind of grass seed we're using this year." So I made the decision to come over here

because I felt that there were a lot of good things going on here and I was right.

One thing sort of led to another. And the idea, as it finally came about, was to bring all of the things in international together. I don't know if it was careful planning or the right moment or just a fluke but it all happened and I was fortunate enough to observe it. I remember very vividly the day the proposal came for the establishment of our English Language Program and as we began to develop these things we very quickly began to run out of space. So we ended up with Study Abroad, English Language, and Ethel. One thing led to another and I ended up the Assistant Foreign Student Adviser.

At about that same time we began to develop International Business Workshops. That has changed considerably. It has been a joint type of partnership between Wes and myself. With his contacts in the community he often comes across things that we might be able to do here. So he talks to me and asks if we want to pursue it. I wear two very different hats, which I like. Some people might be overwhelmed by it. Sometimes things can become incredibly hectic. What we've done is Ethel and I have divided up the international student end of things. Ethel and I, our personalities are very different, so it offers to the students a kind of choice in terms of the two personalities.

Tell me about working this close to each other. I mean you can literally reach out and touch about five different offices in this one big area. I would think it would be great as long as everyone got along and liked each other but if you had a couple of people who didn't get along it could get very ugly. Yeah, you're right. Actually, we've been very lucky here. I guess longevity is another plus. I remember back when we first got started I hired Sally Emertz. I mean she was a warm body with a nice smile. I told her, "Read the sign on the door when you answer the phone. I'll be back." And those were wild days. It's wild now. You have to like... There is this certain kind of person who can function in this office. Sometimes we get the other kind. They don't last very long. If you're a person who like structure, who clings to routine, who cannot do fifty things at one time, you do not belong here. You've got to be able to juggle and gargle peanut butter at the same time. To me that's exciting. I mean, when I walk in the door every day, I have a sense of what's going to happen today but I would never put money on it.

As you look back over all your years here, do you see anything that you would consider a turning point? Something that marked a big change? I'd say the first turning point in my mind was when we all came together. Was that '75? Yeah. We brought the ELTI program and Ethel and everybody all together we had the threads and we began to weave them all together. We became united in that sense. I guess another major

thing was the English Language Program. There were an awful lot of ups and downs with that program. That must have started about '74. There were some problems. It was a very painful experience for all of us. All of us here have used this office in a very personal kind of way. Especially in the beginning. I mean, you could be dying and you would still come to work. It wasn't work. We were building. Dr. Conley was an entrepreneur. That has its good side and its bad side. But in terms of creating he was very much a man of vision. He was good at funding and grants and things like that. And an idea came along and it looked it really good and it was in a sense. But the mechanism for getting it here just wasn't possible. But anyway, that was a major turning point.

The next big turning point was when Wes came in '85. That called for a awful lot of adjusting for everyone here. He was not a total stranger. We knew him from the faculty. But that can be difficult. Your perception of him in one setting is not always as it is in another relationship. And certainly we all knew him but until he began to fill those shoes of the director, and I don't think he was very comfortable in that role, he even to this day he will tell you he doesn't want to deal with personnel matters. He will, but it's just not one of his favorite things. It's interesting, because everybody here on the staff took the Meyers-Briggs and then someone from the Counseling Center

worked with us on the results. Ethel and I, since the day we started, have always gotten along. In all these years, we have never had an issue, never, that really required even minor adjustment. Certainly there are days, but as a whole, we've always gotten alongs. So when we took this Meyers-Briggs, we fit exactly together! I am the cheerleader, the idea person. I like thing going on. Ethel, on the other hand, is the constant one, sees things through to the end. So it's a good balance for us. I have learned so much from her in terms of seeing things through. On the other hand, it's been very good for her to have me saying, "We could do this or we could do that." So I get all the projects started and she finishes them! So that's been good.

Let's pretend that you have a crystal ball. As you look down the road here at NU, what direction would you like to see this school go in? In terms of international education. Well, the first thing would be to give us more space. I think that the basic blueprint that we have is good. I do see that things will change. The most difficult thing that we have is letting go. We take on all kinds of projects and there will have to be some hard decisions made in terms of our ability to do it all. There is a lot of potential for burn-out in this job. I myself, personally, have experienced some of that. For years I never took any time off. I was here night and day and this was my second home. And I have had to learn to slim that down some. We have questioned things like the

International Festival. It takes a tremendous amount of work. It has become more and more of a chore. We meet year-round to organize that thing. It's a wonderful event but it almost does us in. We can't decide if we're getting older or what.

The following is an interview with Ethel Plante, Coordinator of Services for International Students/Scholars at NU. The interview took place in her office in the Center for International Studies. It was a small room with no windows. Every square inch was taken up with bookcases, computer monitors, her desk, and the chair I was sitting in.

Tell me again, Ethel, what it is you do here at NU and what your official title is. I am the Coordinator of Services for International Scholars here on campus. My responsibilities in general are to work with students and scholars who come to NU in relation to services, and immigration matters, and orientation. We basically provide assistance to departments on request and to scholars on request. Things like housing and other arrangements once they get here. How many J-1 exchange visitors do you have? We have about 30 J-1 exchange students coming and no more than 10-15 additional J's at any one time. Most of those are exchange scholars here for maybe one semester or maybe the entire year. Most of these are sponsored by NU.

You say you have about 450 international students currently attending? Yes, most of those are F-1 full-time students. Then we have another 100 students who are here for the English Language Institute. I handle all the paperwork for those folks as well. Do you do other kinds of assistance things for the students once they arrive? Housing, meet them at the airport? We can do that kind of thing on request. Sometimes

students from their home country take care of some of those details. We have two nationality organizations. The Chinese and the Indians. Others do it but not formally.

We were talking this morning about your own background and how you got interested in this kind of thing. Well, I grew up on a farm in Iowa so I guess it was kind of insular but my parents were always interested in international kinds of things so we took trips to Canada and Mexico and we had exchange students in our home. That kind of thing. And then each of my siblings and I had a chance to spend part of year living overseas while we were in high school. I spent two years in the Middle East and part of the time in Kenya and than helped develop my interest in this area.

When I returned I was still interested in student personnel. That was kind of my area of interest and the position that I took here at NU was residence hall counseling but they were very interested in my international background and there was nobody on the campus who knew anything about that at the time. So you came here in what year? 1970. Looking back over those years since 1970, what do you see as landmark events or turning points in the program here. Well, as I said , when I first came here there was nobody really doing anything specific with interntional things. There were 35 or so foreign students here, the admission office handled all their paperwork, but there was nothing beyond that. The year I came there was

a proposal that a Center be established to promote international education on this campus. That was kind of in the works. Five years later it became a reality. So I guess that was one very definite turning point. And they brought in a director to oversee that operation? Yes, the director was Frank Conley, who was a faculty member in the political science department. He basically took nothing and made something of it. There was no funding for it and one office space. That was it. So he went out and found money, wrote grants, did a lot of persuasive talking, and encouraged faculty to keep it moving along. For many years, I think it was considered kind of over there. Sort of separate from the rest of campus. Any program, I think, tries to strengthen its internal and external connections. So you try to educate people on campus as to what you are doing and build relationships with the community at the same time. So how long was Conley here? He was here about 10 years. Then he left and by that time there was a full-time foreign student adviser, a full-time director of the English Language Program, a Study Abroad half-time person. There had been a lot of development during that period of time. Then Wes Roberts came on the scene. He was also a faculty member. He had been on the faculty since 1970. He came in after Frank as the second director and has continued to build the program since that time.

I would say another benchmark was the beginning of our English Language Program. This was about five years after Frank had been here and that was an auxiliary enterprise that is supposed to pay for itself. That has been another important addition to our program.

One of the things that I noticed was about five years ago was a shift in interest by U.S. Americans in Study Abroad. It used to be we saw no Americans in our office at all. But there was this shift in interest and now we see increasing numbers of Americans who are interested in going overseas to study. Part of the reason was a better job being done by the Study Abroad Office. Now she is constantly busy with more that she can do. That's very exciting.

I think there will be a shift for us as we move into our Ph.D. programs. More students coming from certain countries. As I said earlier, my sense of the Center is one of constant growth and development with very few major dips where we wondered if we were going to survive. Oh, we might have said, I wished we would have gotten that grant or that program, but nothing where we wondered if we would survive.

The other thing that I think has been constant has been our staff. We have people with long terms of service. You mentioned some of the people who have been here for a long time. Who have they been? Well, I've been here for twenty.

Frank was here for ten and now Wes. We've only had two directors in that period of time. Terri Shue, who you will be talking to later, came shortly after the Center was established. So she has fifteen to eighteen years here. The shortest anybody has is four to five years. Even among the support staff, we have one support staff who's been here probably fifteen years. There's a sense about them that they're sort of permanent and they feel that. And they like that feeling. I think that's really one of our strengths- the commitment, the commitment to the program but also the length of service of the staff. For the most part the attitude among us is a positive one. We make efforts at that. A sense of community among the staff members.

I was talking to Bill Monroe in the School of Business about this commitment thing and especially about commitment from higher up. Not that the Chancellor comes down here every day and says "Hi, how's it going" but there must be a perception here about the level of commitment from top administrators on campus. How do you feel about that? Well, of course, we've had three chancellors since I've been here and to be truthful I don't think the Center was a priority with the first one. The next chancellor we had was very interested in international things and he would even drop in. It was interesting because he was the tallest person on campus and I was the shortest so we had this little thing where I would have to stand on a chair to hug him. Anyway, he would come to

dinners, he would stop in and talk at orientation. Things like that. How long was he here? He left about three years ago. I can't remember the dates. Anyway, that didn't bring in a lot of money but there was moral support that meant a lot to us. He did a lot of traveling. He did PR for us overseas. Then we moved over to Academic Affairs. The Vice-Chancellor at that time made a few trips overseas and became very supportive. I think by the time he left, which was a year ago, we felt very positive about him. He ran a tight ship but he was very supportive of the Center. By that time we were being very much integrated into the life of the campus. I would say that our current Chancellor, we don't look to him for support. I mean we look more now to our Vice-Chancellor for Academic Affairs. He is brand new but he seems to have made some positive impressions. Our mission statement now includes as part of it a commitment to international programs so that is very positive.

If you were going to look down the road and predict future directions for international education on this campus, what would you do or in what direction would you like to see the program move? That's very difficult to say because sometimes I almost feel like we're doing more than we can handle right now. I mean we're so involved in so many different kinds of things. I would like to see more of our American students aware of the global perspective so I think we're all

**committed to seeing more of our students and faculty get an experience overseas. We need to provide more financial packages that will make that possible.**

**One of the things that I find most fascinating about the Center is how close you all are to each other. I mean in five steps you can literally get to five different offices dealing with international programs. What is it really like to live and work this close together? Well, we've done it for so long we really can't imagine it any other way. It is difficult at times if you get someone who can't work in this atmosphere. And we have had some like that over the years, but they don't last. They just don't last. We all have similar sorts of work ethics. I mean none of us says, "Oh, it's five o'clock. It's time to go home." On the other hand, if someone has a family and family commitments then they must keep a different schedule. As long as people are doing their job, there's no problem. When we were looking for a new director and hired Wes, one of the people we interviewed said, "Well, I work in the morning and then I like to play golf in the afternoon, and we all said, "Oh-oh, we don't want any golf players on this team. That's not part of what we do."**

The following is an interview with Wes Roberts, Director of the Center for International Studies.

I should begin by saying or stating my strong belief that international studies should be closely coordinated and that a comprehensive office is the best situation that you can have. Basically, what we have here is that anything that's international at NU must go through one office. So, study abroad, academic programs, foreign students, extension and outreach to the community, goes under one roof.

My perception is that this is kind of the exception rather than the rule. Is that right? Well, most schools have not reached the level of sophistication that we have. That's true. (He laughs). But no, that's not true. There are some models around the country. We're not unique. But there are lots of schools striving to move in the direction we have pursued. Some are within this state and there are many out-of-state models as well. One of the most prominent people in international education is Maurice Edwards at the University of California-Long Beach. He is creating a model very much like this. The University of Pittsburg under Joe Amando is much like this.

I was just at a meeting of the Association of International Education Administrators. It's an organization designed specifically for people who have a multitude of responsibilities on their campuses. There

were about 120 of us. Some of them did what I do here. Some had bits and pieces. A lot of it depends on the history of the institution. Places like Southern University, which has a long history and tradition, has turf considerations. We're a new university. Created in 1965, by 1975 we had a Center for International Studies. Older, more traditional schools have a more difficult time. But there's general concensus that international studies offices in the South should look like this. The Southern Gulf Policies Board made that statement in a report two years ago.

Tell me a little bit about yourself and your own background. Where have you come from in this long odyssey in international education? Well, this is really a second career for me. I started out in history. Most of my publications are in the area of U.S. internationalism, peace movement, cold war, that kind of stuff. Earlier in my career I became interested in citizen education in world affairs. I got interested in about 1975 in a program called Great Decisions. It was a program that focused on public discussion of world affaris. I did that for two or three years. As a result of that experience, I was offered a job at the Foreign Policy Association in New York and there was there for a year. When I came back here I was even more interested in world affairs so I started a world affaris council in this area. So the person who was the first director of the Center

decided to leave and I put my hat in the ring. In some regards, I was lucky to get the job. I certainly didn't have the experience. I knew nothing about English as a Second Language. I knew very little about Study Abroad or foreign students but I did know a great deal about the public side. I have very strong ties with the business community. And because this operation is funded to a large extent by non-state funds, the vast percentage of our funds are non-state funds, I suppose the people here thought my contacts with the business community might be helpful. So I had to learn a lot in terms of study abroad, foreign students, and second language programs. I had even more to learn about management. I was totally unprepared to manage a unit that has 27 full and part-time people and a budget close to a million dollars.

I guess it has really helped to have a staff that was already experienced in all these things. It's true, they have trained me well! We have had a few changes since I arrived, but most of them have been here a long, long time. The big issue when I first became involved in the Center, which was about 1974 or 75, was a debate on what kind of a unit would it be. Some faculty wanted it to be an academic research unit. Another side saw a need for more international programs. Internationalize the campus rather than just be a place for extended research on international affairs. That latter group won the day. Even though it's

called the Center for International Studies, it is very much a Center for International Programs.

One of our mandates right from the beginning was to get involved with the international businesses in the area. New City has over 300 foreign-owned businesses in town and a lot of American businesses are trading abroad. We're the third largest banking center in the country and many of them deal internationally. All of that has added impetus to the international dimensions of our school.

Thing back to the beginning of the Center. Who's idea was it? Who or what was the driving force behind it's founding? Well, there were a few faculty who were very interested in it. As I said, there was a division on the faculty. Some wanted it to be a a research unit and others saw it as a way to internationalize the entire campus. Frank Conley emerged as the leader of that second faction. Once it was created and once Frank was given the mandate, he was incredibly entrepreneurial. He had a very broad vision and was able to put this together. He was a very bold administrator. I am very positive about Frank but there was a hugh contingency within the university who didn't really like him. He was not a good financial manager so there were lots of problems for the center that way.

As you look back over the development of programs here, do you see turning points in the program? I think there have been several directions. When Conley was starting the Center,

because of his entrepreneurial nature and because of a lot of turf resistance on campus, he realized very quickly that if the Center was to gain credibility with the faculty he would have to be able to give to the faculty certain things. And whatever he was going to give couldn't come from the administration. He became a major player very, very quickly in Washington, on the national scene, bringing in money and grants. It created an impression that this was an active place. It also made a name for us nationally. When I came on the scene, the Center here was known everywhere I went, in Washington, in New York, in Omaha! The people on this campus didn't really know that much about it and that has been one of my goals. I haven't done it completely but one of the things I want to do is connect the Center with the University. So I have spent a lot of time working with the professional colleges. I've written three major grants for the College of Business. We've hired new international business faculty. I'm now working actively with the College of Engineering and the College of Education.

Tim Swanson was saying that there is a kind of "critical mass" in program development. Things go along slowly, little by little more people become interested in things, and suddenly it just kind of takes off. But getting to the critical mass is very hard, very frustrating. Well, that depends a little bit on what you want to do. I go around the country consulting at different

schools. I'll be at a place where the faculty just doesn't want it to go anywhere else. One of the nice things here is that we have been able to develop a truly comprehensive program. Maurice Edwards at Long Beach has written something I think you should read. He has a model I think you would find very interesting. He talks about creating an international ethos. It's a kind of feeling or atmosphere. He talks about a wheel with a hub and spokes. The Center for us is the hub and all our programs radiate out from it like the spokes on a wheel.

#### Summary of the Administration

Certain key words and phrases kept coming up in the interviews with the administration at Northern University. Words like:

"tremendous success" - Apple

"high praise" - Kolden

"a lot of good things going on here" - Shue

"constant growth and development" - Plante

"international ethos. A kind of feeling or atmosphere" -

Roberts

Each person that I talked to seemed to have a sense of mission and accomplishment. There was pride and love in their voice when they spoke of the Center. Each was careful to admit that there had been some rough spots in the past in each of their areas but nothing that couldn't be worked out.

**FACULTY**

The following is an interview with Tim Swanson, Professor of Curriculum and Instruction.

Let's begin by you telling me a little bit about yourself, your background, interests, and how you ended up at NU. Well, my background is very diffuse and mixed up as you can see by looking around this messy office. In the beginning, I was in economics but ended up with a degree in English. Kept knocking around, taught for a while, did some administration in the public schools. I taught social studies at Purdue University and then came here. All this time I maintained an interest in international things. At about this time I got an opportunity to go to Taiwan on a Fulbright. The experience there really changed my life. I learned the language and met my future wife. (At this time the phone rang and Ted carried on a conversation in fluent Chinese with a Chinese student he had taught several years before).

When did you come to NU? I came in 1979 and a lot has changed here since then. And one of the things has been the emphasis on international. As we have moved from a liberal-arts kind of place to a more doctoral-granting research kind of place, there has been more emphasis put on international programs. This institution has made a clear commitment to moving in the research direction, like other schools in the state who have made that same commitment. When I first arrived here, Frank Conley, the first director of the International Center, used me to start

several different international programs. We got involved in some exchange programs with some schools overseas and those things led to other things. Frank then came along and led us on to other involvements. I then was fortunate enough to get involved in Washington, spent about twelve months there, and then spent a year working in Japan. I used those experiences here on this campus to try to get more faculty involved in these things and the whole thing just kind of snowballed.

One of the things we have tried to do here is to encourage departments, when they are hiring new faculty, to make their international commitment a part of their qualifications. I guess the thing I'm most proud of now is the development of the IB (International Bacculareate) program in a local high school here in town. It's a very rigorous academic progarm for advanced high school students. There are only 115 institutions in the U.S. that currently offer the IB. It's different than Advanced Placement. It's an entire curriculum that is taught across the board and would allow the student with that degree to perhaps skip the entire Freshman year at a school like Harvard or Yale. So there are some real financial incentives for parents to look at when they consider this program for their local school.

Let's change gears for a minute. I noticed on your vitae that you were on the search committee when the new Director of

International Programs was hired back in 1985. Tell me about that experience. What kinds of things do people look for in this sort of position? I was called by the Vice-Chancellor at that time and asked if I would serve on that committee. We had applicants from outside the institution and within. We wanted someone with a broad background because the Center is really quite unique in that several different offices are all coordinated by that one position. We needed someone who could do programs, outreach, and students. So that's the kind of person we were looking for and there aren't a lot of them out there. And we ended up hiring a person who had never even been out of the country. But neither had Frank as far as I understand? I think the way this institution hired was to hire a very fine member of the faculty. We did an international search and then hired a member of the faculty. And I've said this to Wes, and he knows it. I told him I voted against him because he just didn't have the experience. And I'm happy to say that I was dead wrong. Wes has worked out just great. Fortunately he had a great staff who could kind of train him as they went along.

One of the things I'm interested in is the whole area of internationalizing the entire curriculum. Not just international studies but an international component or emphasis in literature and economics and biology and right down the line. How do you go about doing that? Well, let me talk about the field of education

since that's where I work. Fortunately, we have some key faculty in our department who are interested in this kind of thing and basically I just strong-arm them into doing these things. No, seriously, I'm not kidding. I just tell them, here's how we're going to do this. You've got to find a key person who will champion this thing. Every project on this campus that's been successful has had a champion.

The following interview is with Eric Johnson, Chair of the International Studies Curriculum Committee, and Professor of Political Science.

First of all, has anyone given you the name of the person who basically started the international program here? Frank Conley? Yeah, several people have mentioned him. How long have you been at NU? Since '78. Almost fourteen years now. The Center was up and running when I got here. When I ask people what was the driving force behind that, they say, "Well, I'm not really sure there was a driving force behind it. It just kind of happened. Is that your understanding? Yeah, although Frank had a special in with the Chancellor at that time. Frank had come here as a Assistant Professor in Political Science and then had become an Assistant to the Chancellor at one point for special programs. The place was a lot smaller at that time and Frank used that as a vehicle to move toward the creation of a Program for International Studies. I think that was the original title of the thing. Although I understand at that stage in his career he really didn't have much experience in anything international. I mean in terms of overseas experience or things like that. No, that's right. None whatsoever. There are really very few people left here who were intimately connected to the program but it seems to me that its origins could be traced to kind of idiosyncratic factors. You just happened to have a guy, for a variety of reasons who was interested in moving forward

with international programs and some administrator who said, "Let's go with it", and Frank was and is a very dynamic person, an aggressive person, who went full speed ahead and then developed a knack for securing external funding. So on the basis of his grantsmanship made it possible for the thing to take off beyond anyone's wildest expectations. I think that's right. If you wait for state money, nothing will happen. Shit, excuse me, I forgot we were being taped, but we can't even count on getting pens now from the state so if you're waiting for state funds you're in deep trouble.

Tell me a little bit about your background and how you came to be interested in international things and how you came to end up at NU. Well, my field is international relations and how I got to NU is easy. There was a job offer. There was a job offer in 1978 and the job situation at that time was awful. Came here with the intention of being here maybe two years. One of the reasons I continued here and I guess why I'm here right now is because of the opportunities that were thrown my way primarily by Frank. It allowed me to get involved in things that I must tell you I hadn't the wildest notion of being involved in in graduate school. I went to a very traditional graduate school, Rutgers University, and had no training in getting involved in international education particularly from a community standpoint. It was immediately after I got here that Frank brought me in

and got me involved in certain programs and even administering certain programs or taking the lead role. So my initial involvement with the Center for International Studies were with projects that seemed very lucrative intellectually and from a personal vantage point really changed the course of my career. I was very young when I came here. I was like 28. It was my first full-time teaching job. Here I come to a place intending to follow the traditional academic route, research, publication, all that stuff and suddenly within a couple of years I was brought under Frank's wing and was told there were all kinds of other things I could get involved in. Do this, run this program. And I took the thing, and to be honest, there was some financial incentive, and I found it to be very challenging. Then I began to get involved on my own.

The model here at NU is very interesting. It is primarily an off-campus type of program. We are known throughout this region as having one of the strongest international programs. However, we now, to be honest, we are at a very infantile stage in the development of international studies on the campus. And yet we're recognized as having all kinds of programs and that's because the model that evolved and was promoted by Frank, was to be primarily a service oriented type of program. That's what I was doing for years. But now the emphasis is changing. One of the things we're doing is to

provide an international studies minor campus-wide that will be appropriate for our university. People are amazed that a university like NU doesn't have an international studies major but even our minor is just a hodge-podge of courses that we're trying to bring together.

Someone suggested that one of the factors in explaining the development of things here at NU is the age of the school. The school is relatively young and there seems to be more of an attitude of just take the ball and run with it. But what do you say to some of the older institutions, the hundred year-old schools, where a lot of the faculty has been there for a long time and they really don't want to change? Well, you're right. It's so much harder at entrenched institutions. I'm not so sure it's the age of the institution as it is the orientation of the institution. That is, the extent to which the institution sees itself as primarily a research institution as opposed to an instructionally oriented place. How do they see that balance between teaching and research? That's the key question. It's very hard to intice any faculty member to go away from what they're doing to infuse international things into an existing course. One of the things that helps, obviously, is to provide fincancial inducements. Probably the primary reason that we have enjoyed so much success is because of the grants we have received. If you go to a faculty member and say we want you to make your course more international and here's \$2,000 to help make that

happen then I think you may get some interest. That's been a part of the reward structure here.

What directions for the future do you see on this campus as far as international education is concerned? Well, one of the things you may have heard about is the mission statement endorsed by the Chancellor and in it he talks about the university's commitment to international education. But, to be honest, when you look at these mission statements in terms of their priorities, it seems to me that there is not a hell of a lot of money being set aside for this kind of thing. So that means you have to generate outside funding. And that's sobering.

As you look back over your years at NU do you see any certain events that you could call turning points or major milestones in the development of international programs here? As I mentioned before, when I think about things that have happened here, I really believe there is that idiosyncratic factor. I really believe that. Obviously, Frank Conley's departure posed a serious challenge to the international studies program. I think that was a very critical juncture. Were people concerned that things would kind of fall apart at that time? I think people were. And another thing I must tell you and this is just my own perception. Another reason I think the idiosyncratic factor is so important is that there are not that many faculty members who are really involved with international programs. The Center is really very separate.

They operate on a different calendar basically. It is not an academically oriented center. The only connection that most faculty have with the Center is when they go there to get money to finance a trip. But there is very little in the way of on-going involvement with the faculty members at this school. That is something that certainly needs to be looked at in the future. To have a really comprehensive international studies program, this campus has a long ways to go.

Bill Monroe, Coordinator, International Business Program,  
Chairman, Department of Marketing

Tell me a little bit about yourself and how you came to end up at NU. I came here in 1988. Prior to that time I was in Ohio directing an International Business Program there. Actually, I guess I was kind of one of the pioneers in this area. Some people say I have the first doctorate in International Business in the U.S. I got it in 1963 when the field was very young. What made you decide to pursue that degree? Well, it was really due to funding that was available after Sputnik and the NDEA funds that were available in that area. My undergraduate was in business. I had come out the service and gone to school on the G.I. bill. What was the condition of International Business when you first arrived at NU? There were a few courses being offered but nothing very organized. Actually, I came here in part because the College wanted to expand their involvement in International Business. I was able to take advantage of an early retirement program in Ohio and, as I said, the College wanted someone to head up this new thrust into International Business. Is there a major now that you can take in International Business? No, there is a concentration in International Business that we are in the process of converting into a major but that's a little bit down the road yet. Some have suggested that there has been some pressure from the AACSB accrediting board for schools of Business to include more

international courses in their offerings. Is this true? Oh, certainly this is part of the picture. This started back in the 70's and is still being pushed today. Business Colleges have taken different approaches as to how best internationalize their program. Some have tried to use infusion techniques into already existing courses. Others have tried to add new courses that become the requirement for other courses to be taken in a particular sequence. Others have tried to add a whole new major or concentration in International Business. I think this is a key element in this whole area.

How do you convince faculty that what they have been doing is great but they need to think about adding this new element? I mean, how do you do that without insulting their past efforts? Well, that's part of what has been done here. Wes Roberts has gotten grants that make it possible to offer faculty incentives to add components to their already existing curriculum. Part of Wes's efforts have been to internationalize the faculty with faculty exchanges and opportunities to go abroad. I'm not sure that's really the answer to the problem but I know he has put a lot of effort into that area. There have always been people here in this department who have had an interest but it's always been kind of peripheral to their other activities. What kind of ties, if any, do you have with surrounding businesses? I, and some of the other faculty, are currently involved with the New City World Trade Association. I chair the education committee

for them. Sometimes members of that organization come out and talk to our classes and we have even tried to get some internship programs going. These interactions have not really been institutionalized to any extent. I think the higher leaders of our university are very interested in the visibility of the university. These kinds of programs are things you can point to with pride and say that we're doing these kinds of things. A few months ago we established the Japan Center. That's an example of the symbolic outreach of the university. The Chancellor took this as an opportunity to promote the university to the Japanese community. He hosted a reception in his home and many members of the Japanese community were present. It was public relations but that's all right. I applaud him for his efforts.

What about ties with other business schools overseas? The university over the years has typically established ties with schools overseas. A couple of them are particularly important for the School of Business. A good example would be the Kingston Polytechnic in London, England. This can be a semester thing or a full year.

Do you have some ties with the folks over in the foreign language department? We do have some business language courses that are being offered. We have a business Spanish, and a business French, and I didn't really have anything to do with that. So students can fulfill their

foreign language requirements with these offerings. I have had some talks with the folks over there about expanding their program and I think they're moving in that direction. There has also been some discussion with the Engineering School about linking up a package of courses with business, engineering, and foreign languages that would provide some exciting new possibilities in that area.

Can you think of one event or program that has happened in your time that is a good example of things working out the way they are supposed to? Well, in terms of what have I accomplished since I've been here I look at the move toward our major in international business and also quite a sizeable number of students who are interested in that programs. Has there been a real negative idea that didn't work at all? No, not really. I've been very pleased with developments since I came here. I've really had a great deal of support and cooperation. How has the support been from the administration? Well, most of my support comes from the Dean and from Wes Roberts. The Chancellor and the Vice-Chancellor give more of what I might call moral support. And that's fine. When I came here, I tried to ascertain the level of support for international programs and I was assured that the support came from the very top and it has. Any international program of any sort is expected to go through Wes Roberts and his Center. I don't interact directly with the Chancellor about any of these things but people have a sense that he is

committed to these programs and ideas. Part of this comes from the promotion of New City as an "international city". I really don't know how much of an international city it is, but that is certainly the image that is being promoted.

What direction for the future would you like to see international business take? I would like to see a program that would almost compel most of our students to get some kind of overseas or international business experience before they graduate from here. That may mean working for a semester for a company in New City or some overseas experience. The contacts they would make from such an experience would be priceless.

Sam Donalds, Chairman, Department of Mathematics

First of all let me say that I had nothing to do with setting up the program down there. I've been here since '71 and that program probably came into being a little before that. There was a guy here by the name of Frank Conley I think was the person who got the initial grants and things of that sort. I've forgotten what field he was in but he was the director for a good many years until Wes Roberts took over about five years ago. Now, exactly what the culture was at the university that got them moving in that direction, I don't know. Whether that was just one man who got interested in making a mark for himself or if it was something more than that, I'm not sure. I can mention that Macy, for whom the building next door is named, was the first foreign language chair here. The chancellor at that time was English? D. H. English was the Chancellor but Macy was here even before that. Macy came here with Betty Cruzen. Now of course she was never a named Chancellor here. The reasons for that are pretty obvious. She was a self-made woman with a master's degree. She had come from Centerville College which was one of those two-year institutions that was created after WWII. She's still around. She's quite a lady. She's retired now and I think must be around 83. You can still see the personal magnetism and power that made her a leader in the early years.

By the way, this is our new mission statement. I thought there might be something about the history but I guess not. Anyway, they celebrated their anniversary, 25th anniversary here last year, so that would tie in with the dates you were mentioning. Was Chancellor English, who had been with AID (Agency for International Development) and spent some time overseas, was he the driving force behind the Center? No, I don't think so. His main contribution to the campus was to start the University Research Park, and that really hasn't reached full fruition yet. A research park here? Yeah, it's a parcel of land that was developed due to efforts here and the Chamber of Commerce. The seeds for that were laid during the times of English. Mitsubishi, IBM, AT&T has its billing headquarters there and some others are involved out there. But I don't think it was the Chancellor who was the driving force for international studies here. I still think Macy had something to do with it. Betty or someone like that could tell you more about that. I think the Center has received support here just from a general feeling that intercultural exchanges and understanding is enriching and important. I think a wide base of faculty here believe that and that is a consequence of the strength of the Arts and Science Faculty. There is a strong Liberal Arts core and I think they have a high regard for that sort of thing. So at this point it's almost an assumption that faculty make about the importance of international

education? Yeah, you mention anything about international education and the faculty will say, "Yeah, that's good." The last Vice-Chancellor for Academic Affairs that we had while Franklin was here, had a child in Pakistan and India and he's traveled to India and other places. Franklin was very visible about his support for international things. This lasted for about ten years while Franklin was here. Also our History department has had a strong emphasis on Latin American Countries and African history. So there's been a strong foreign component to the work being done in the history department and that's been one of our strongest departments here on campus. And of course Wes Roberts comes from that area.

Has the mathematics department been involved in international things? Yeah, the mathematics department is international by nature and mathematics is naturally international. There is no such thing as a regional expert in mathematics. It's not even particularly national. You're either a local high school teacher with no recognition or you are an international player. There's truly nothing in between. Math is an international language understood all over the world. Part of the culture of being a mathematician is being able to operate on that scale. Just to give you an example, in this department we have like 5 Russians, 4 or 5 Chinese, a Korean, an Indian or two, couple of Germans. Visitors come from Belgium, China, Israel, all

over the place. There's a Pakistani who visited here for a year, a Brazilian who visited here for three years and has been in and out ever since. We have connections in Ireland, a guy from Germany who comes here every year, visitors from Italy. The latest one was from Amsterdam. He was here yesterday. Do you think this is typical of every institution? Well, it's true if you have an active department. Math is an international game and because of that if an institution does not support it at that level people get frustrated and they give up. They don't want to do it anymore. So on most campus you will find an international department or you will find something that is basically invisible to the rest of the world. If you don't support it properly you won't have anything. That's not true of other fields. But in Math, membership in a state or national association means nothing.

The other thing we have done is that we're growing at the graduate level and will be putting in doctoral programs. So I headed up an International Student Affairs Committee. This was done largely due to prodding from Ethel Plant. This had to do with the training of foreign teaching assistants. I'm sure you're aware that this can be a big problem on some campuses. So we brought in experts from NAFSA (National Association of Foreign Student Affairs) to help us build a training program for our foreign teaching assistants. They take a foreign T.A. orientation that is a

day and a half affair. They videotape the students giving a little sales pitch on something and then they grade these things and make notes on how these students could make improvements. This is followed by a two-hour per week workshop for those not graded high enough who need more help on presentation or pronunciation or whatever. Is this done on most campuses or is this program unique? No, it's done on some campuses but not many. We decided to do something before it became a problem. It's in place and it's working very well. I no longer have a list of students who want to get out of a particular section because it's taught by someone with a strong Chinese accent. In fact, in our recent self-study by SACS, they made mention of this program in their exit interview, which, I guess, is quite unusual.

Where should a school be headed in terms of this international thing? Is there any one direction that we should be headed? Boy, you ask hard questions. There are a terribly large number of things that need to be going on in a truly world-class institution. You need to make a start on all of them. They're interrelated in that way and in particular when I think about the next century I think about mathematical modeling to solve the ecological problems of the next century. There's so much involved with that. It's business, it's ecology, it's the sciences, it's all of that. There has to be some way to make education more interdisciplinary.

Because the problems we will face in the future will be interdisciplinary problems. I think it could be arranged around some themes. People interested in ecological problems, for example. This would bring people in contact with one another from other cultures and at the same time address some of the problems that need to be addressed.

Irene Susuki, Japanese instructor, second year at NU, Director of the New City Japan Center

The New City Japan Center has a three prong mission: to increase Japanese curricular offerings on the campus, to offer more opportunities for exchange programs with Japan, and to build relationships with the 47 Japanese business companies in this area. Traditionally, the Japanese have stuck to themselves and the Americans have stuck to themselves so one of my jobs is to bring these two groups closer together. Also, I'm involved in K-12 outreach programs. Like right now there is an art exchange going on between three of our local high schools and three Japanese high schools. How I got into this, which I suppose is the next question, I spent 17 years in Japan of which two were doing reseach and three were at a Japanese consulting firm. The remainder of my time was at a Japanese university setting up an intensive English program which spawned an exchange program with the United States. Out of that grew an exchange program where Americans could come and study in Japan. That's where I'm coming from.

How did you come to decide to return to the U.S. after spending 17 years in Japan? I had children who had reached the school age and if I had bought into the idea of cram schools for my kids, I probably would have stayed but I preferred for my children to be children. Besides, I hit age 39 and I needed a change. So, before you came here there was no Japanese language

program? They had hired a Japanese housewife for a couple of years but knew nothing about teaching or American educational system. They got tired of starting the semester with 15 students and ending up with one. Are they going to offer more Japanese content courses? Wes Roberts had written a grant to infuse Japanese components into arts and sciences and the professional schools as well. This grant ran for two years but we have now proved that there is sufficient demand of campus for this type of thing.

How many Japanese companies are there in the New City area?

47. We have the most here but the Triangle has its fair share as well. In the three years since you started here have you seen any critical turning points in the development of this program? What the university ticks off as landmarks in this area, I don't necessarily tick off. In this department, for example, they were not particularly positive about adding Japanese language offerings. However, now, with 85 students signed up for Japanese language instruction, the Dean finally realizes that this is a legitimate direction for the future. The university now sees that we have three on-going relationships with sister schools in Japan and that is a landmark and that has happened in the last year. We have students from two of those institutions right now and we sent our students there for a full year of study. And now we're sending our first faculty member over in May and

June of this year, so I think things have been moving quickly.

Where do you see all this going in the next 5 to 10 years? Our Japan Center is just barely getting off the ground and what I think will happen, although I wish it wouldn't, is that I will have to give up my life here as a teacher and do more and more administrative things. I'm Miss Japan of New City, I suppose, so it pulls me in too many directions. I really need two teaching assistants in the near future.

When a Japanese student comes to the U.S. what is there biggest cultural adjustment? The biggest adjustment is in the classroom. The Japanese do not have discussions. It has been compared by some as the difference between playing tennis and bowling. The American classroom experience is like playing tennis. You volley back and forth with the professor and with you fellow students. The Japanese experience is more like bowling. You wait for your turn, you throw the ball, and then you sit down and wait for your next turn. They need to realize that you can disagree with someone without insulting them or confronting them directly. It's the same in the dorms. They have a great deal of difficulty confronting a teacher or roommate.

Any negative things that have happened? So far, it's been pretty smooth sailing. I'm having a little trouble with the Japanese community in town but that can be worked out. I basically just need to clone myself to get all this done. It's

really just great fun to see kids from my old school in Japan on our campus. We have our first group of kids over there this year and it's hard to send them off as guinea pigs. I chose them carefully so that if anything went wrong over there, I knew they could survive. My only other problem is an institutional problem. NU has just grown so tremendously. My friends remember when this actually was a cow pasture!

#### Summary of faculty interviews

Certain key words and phrases kept appearing in the interviews with the faculty at Northern University:

"a key person who will champion this thing" - Swanson

"idiosyncratic factors" - Johnson

"a great deal of support and cooperation" - Monroe

"a general feeling that intercultural exchanges and understanding is enriching and important" - Donalds

"it's been pretty smooth sailing" - Susuki

There seemed to be a general concensus among the faculty that I talked to that international education programs at Northern University were progressing well. There was always the hope that more could be done but there was also general agreement that many worthwhile objectives had already been accomplished.

# **STUDENTS**

Focus group with Mustafa, Maria, and Anil, three international students.

Well, my name is Mustafa, I'm from Turkey, my parents live in the United Arab Emirates, and I lived in Kuwait for about 8 years. I'm right now a Junior. My major is computer science. Currently I'm the president of the international club here at NU.

My name is Maria. I'm from Curacao, which is an island in the Carribean. My major is computer science.

My name is Anil. I'm from South Africa and I'm a freshman. I initially started off as a chemistry major but after I got here I decided that was not for me, so now I am a psychology major.

Think back to when you first came to the U.S. What was the hardest thing for you to adjust to? Maria: My English was already good when I got here so that was not really a problem. The thing that was difficult for me was when I finished high school in Curacao I worked in a bank so I was used to making money and having responsibility. So that was quite different for me here. The other biggest problem was the food. Anil: I know that was a big problem for me as well. I mean having no income left at the end of the month. I'm still having a hard time getting used to that. And the other thing, and this may sound kind of amusing, is getting used to cooking on my own. As far as cooking goes, I can barely cook an egg. That's really been

the hardest thing. Coming from an Indian culture back home, it would be offensive to my mother if I ever went into the kitchen. Mustafa: As for me, I really didn't have any working experience so when I got here, it wasn't a problem. The simple fact that I was separated was a big adjustment for me. Another thing was that I found this place to be big. I came out of a school that had 1200 people and here we have ten times that many. And all those books and things that talked about culture shock made me more edgy than I would have been. Now I really don't have any major difficulties.

How about when you talk to other international students? I'm sure you hear about these same kinds of problems but are there other stories than come to mind when we talk about adjusting to a new culture? Anil: I hear from the Japanese and Chinese students that the American system is much more liberated, especially for the females. And then when they go home, there are certain problems. Mustafa: I have another Turkish friend and they were saying the school system is quite different. The teachers back there will really put the students on the spot. You better go to class prepared or you will get zeroed in on. Anil: I have noticed that at home we always address the teachers as sir or madam and things are much more strict. Here everything is much more informal. Maria: Here part of your grade is based on class participation and some of the Japanese students have a

hard time with that. They are not used to dialog in the classroom.

Each person who comes to the United Staes has a reason for coming. I would be interested in your reasons for coming. Is it for the prestige of a U.S. diploma? Is it because you pareants or friends attended here? What was it? Mustafa: The main reason was to get out and try to make money. In Turkey, it's true, they think that if you go to school in the States, you will have contacts that can help you later. Now, though, it's different for me. We have a thing on Tuesdays called Speak Up with American students and other foreign students and we just talk about things that are of interest to us. And I would not dream of missing it now. I really just enjoy learning about other people and other cultures. Maria: Now that I'm here, you get more than just what you're studying. I'm learning much more than just going to classes. Anil: My experience began with being an exchange student a few years ago as being a high school student. I went home after that and got into chemistry but that just fell flat. So I decided on psychology. I could have pursued that in South Africa but South Africa now is plagued with violence. Campuses, especially at the end of the year, students often end up in jail and so there education takes much longer than anticipated.

So you decided to go to school in the States but then you picked a particular school- NU. What was the connection? Did you mother

or father attend? A friend told you about it? How did you end up at NU? Maria: In Curacao there is an office that helps you pick a school in the States. And the main thing was I didn't want to go to school in Miami because a lot of kids from Curacao go to school there. And I didn't want to go to Boston because it's too cold! So New City was right in the middle so I picked it. I didn't know anyone when I came here, so I just came. Mustafa: I knew no one who had studied in the United States. But I had this book that listed schools in the U.S. So I wrote to sixty of them. And the mail started coming in, about five a day. And I loved it. I had this chart where I marked down all the schools. Size, location, climate, cost. I came down to about ten and NU was one of the ten. Anil: I had visited the campus in '88 and I had talked to a few people. The other thing was a matter of finances. The thing was, I hadn't even been accepted, I just caught a plane and came on over. I really was in the country for about three weeks before I was even accepted.

Could you share with me one of the worst experiences that you have had since your arrival in this country. Maria: In January my back started hurting so I went to a chiropractor here in town. I couldn't sit. I had to walk so slowly. It was very difficult. So I was on the phone all the time talking to my mom. Anil: I didn't have anything negative here but I had things going on at home that affected me. My dad is one

who believes that the less you know the better, so my mom had had a heart attack at home and was in the hospital for three weeks before anyone told me about it. I really got ticked off. And I was so frustrated because there was nothing I could do to help her. Mustafa: My parents live in the United Arab Emirates so during the Gulf War things were very bad for me. Besides that most of my experiences have been very good. I mean, I've had worse experiences in Kuwait!

If you were going some advice to someone at home before they came to the States, what would you tell them about coming here to go to school? Mustafa: I think we touched on the issue before. Don't come here just to study your major. My advice is: no matter what you think now, you will be affected by your experience here and what is going on around you. Maria: Make use of all the opportunities you will have here. Anil: Don't compare home with here. You not coming to something better or worse, you're coming to something that's different.

Harry Kumar is a graduate student at NU. He is also the vice-president of the Graduate Student Association and student vice-president of Phi Beta Delta International Honor Society.

Why don't you begin by introducing yourself and telling a little bit about your own personal background: where you are from, your academic background, and how you came to end up at NU.

O.K. My name is Harry Kumar. I'm a graduate student here in the Mechanical Engineering department. I'm from India, actually by Madras which is in the south of India. I ended up at NU because I applied to six or seven schools in the U.S. and got accepted at three. I already knew a couple of people from NU before I came here. One was in my department. They were family friends in India. So I chose NU because I already knew some people here and also I got an assistantship through my department. But now if you ask me I would say I wouldn't go even to MIT because I have a real good working relationship with my professor who is my adviser. Are you going for your Master's or do they offer the Ph.D. here? Actually, they are just in the process of putting together a Ph.D. here and I have a photograph you might be interested in. (At this point he showed me a photograph from the New City News, showing him at work in the research labs). This was taken just a few weeks ago.

I'm always interested to know when I talk to foreign students about the adjustment period after they arrived in the States. What were the biggest adjustment problems you had to face? Well,

English was not a problem for me. I had been studying it for years although we still spoke Tamil as home. But my dad is an engineer so we had to talk about technical things in English. The only thing for me is accent. Do you have trouble understanding people from this area? I have a friend from the North named Jim and people here would call him Ji-im. You know, make a two syllable word out a one syllable word. It's amazing. I would say that a lot of people have complemented me on my English. I know that a lot of Indian students who came with me still have a terrible accent. One of reasons I don't is because I work with a group of Americans and my adviser has been an American and I also have more American friends than any other Indian student I know. I do a lot of things. Go to ball games, do cookouts, drink beer. But that's hard to do, isn't it? I mean, the temptation is just to pull back and shut the door and watch television because it's painful, it's hard, at least at first. How do you encourage other foreign students to just get out there and do it? You will notice that most foreign students who come, come for graduate school. And many of them come from countries where English is spoken. So I don't think they really have much excuse. But it's difficult even for me in some things. For example, when people from India have to say a word that starts with "v". You notice I was so conscious just then of pronouncing the "v" correctly. We mix "v" and "w". When we say linear velocity it comes out

linear velocity. Actually the Center has a program called Conversation Partners where an American student will set down with you and help you work on your English. I think it's a very good program.

When you first came to the U.S. were there things that struck you as being very different than you expected? Were there any surprises for you when you arrived in the States? I had read some books and everyone has seen Hollywood movies and I had a few friends here already so I had a pretty good idea. But, of course, it's different once you get here. The one thing that struck me most was that I had always been at home before but now here I didn't have my mommy anymore. Family life is a lot different at home than it is here. It seems like here once you reach eighth grade you have to start growing long hair and riding a skate board. It's not like that at home. When I came here that's what I missed most. That close family relationship. Mom's cooking, things like that. That's where living with students from the same country helps. They already had a routine going and they helped a lot. But I can't ask my roommate, "Could you please get me a glass of water?" No, you have to do it yourself.

Another big adjustment was dating, girls and all that. When you say a graduate student you are mature but there is no drainage for their emotions. Social life, no social life. Period. Zip, nothing. We even have a saying, you've

probably heard it, "Department, apartment, Adviser, Budwiser." That's the total life of most foreign graduate students. My friends at work get calls at 4:30 Friday asking what they're going to do that night. I ask myself, what shall I do tonight? Maybe I'll just work till about 8:00 and then go home, watch some TV, and go to bed.

You were talking about dating in this country. How does that compare with dating in India? Is it different there? Well, it's changing there for the more educated people, but it's nowhere near what it is in this country. Marriages are sometimes still arranged but what it is really like is one man dating one woman. You don't date ten or twenty different women and then pick one. You see, I'm what you might call an over-achiever. I go at something until I burn out. Then I go home, drink a few beers, go to bed, and then come back to school ready for the next project. That's when I could really use someone to talk to. At home, that would be my mom or sister but here...

As you look back over your experiences here in the U.S., do you have a best and worst experience that you can look back on and say, "Yeah, that was really a great experience for me" and then another time when you might have said, "That was terrible. Why did I ever even come to this place?" One of the things I do too much is call home. Because of this emotional deprivation that I talked about, I call home way too much. Every month I spend about \$100 on long-distance phone calls. So I

immerse myself in my work or in the basketball team here on campus. But in terms of a best experience, I would have to say it is a job I am hoping to get next month. I presented a paper at a conference at Santa Fe, New Mexico, and met a lot of great people. From that experience, I am working on a computer software program for spindle rotation and there is a company who has been helping me out. They had an exhibit there and I took my software and showed it and I was very proud. I was the only non-American there. I took a lot of pictures and send them to my dad. He was very happy.

The bad experience? One time I had a misunderstanding with my adviser. It went on for about five days. What can I do? I've lost this guy and he was my only hope. Finally, I made some modifications and he said, "Oh, I'm sorry I was giving you such a hard time." So I was on the phone a lot during that time.

Is there a piece of advice you would give to friends at home who might be thinking about coming to school in the States? Yeah, there a lot of guys at home who are thinking to themselves, "I can't wait to get to America. Fast cars, fast women. They're really have fun over there. Sex is easy in America. I even thought some of these things. They think you just have fun all the time. It's not that way. You have to work very hard. And I tell my friends, "None of the women there will even look at you.

My name is Nikki Nelson. I'm a senior who will graduate this May. I was on an exchange program to England last year, specifically in Kingston, southeast of London. I was there for the whole academic year. This program is a direct exchange program with Kingston Polytechnic. Tell me about the school itself. It's about the same size as NU. People go there from all over England but mainly from the Southeast. Because of its status as a polytechnic it's not as prestigious as a major university so it's kind of second choice for most of the kids there. But as far as the polytechnics, it's the best one. So it's a very good school.

Tell me how you got interested in doing this? I wanted to do it in high school but I never had the funds. In the summer of '89 we did a kind of Eurail thing with some friends so I knew I wanted to go back again. Because it's a direct exchange with NU you're just like a student at NU except that you happen to be in England. So it's quite a bit cheaper than other study abroad programs. It cost me the same as if I were attending classes here except I paid a \$100 administrative fee. My father gave \$400 a month and I had a job where I made about \$300 a month. I worked for the program while I was there.

You lived on campus or in people's homes? Everybody originally lived in a kind of bed and breakfast situation with a family and then in February I moved into student

housing off-campus. There were six of us who shared this apartment and shared a common kitchen. I took public transportation every day to school. The courses that you took there, did you know before you left what you would be taking? I had written down about 20 of them before I left, so I had a good idea of what I was going to take.

How was the educational system different from the American system? Very different. Less structure than we would have here. Less emphasis on homework and testing. Much more essay kind of assessment. You have to turn in one essay per term and they have three terms per class. And that essay only has to be approximately 3,000 words. And then at the end of the year in each of your classes you take a final exam. It's about three hours and you have to write three essays. Not like here where you are always working for a small goal. Like getting in my homework for today or studying for a test on Thursday. Conceivably you could not show up for the entire semester and then take the final and pass. And some people did that, both English and American. Were the classes small, large, varied? The classes I took, I had three classes in political science and one first level class there. They were all relatively small except for the first level class which was quite large.

As you think back over the experience, what was the best part of it and what was the worst part of it? The best part of it was that I feel like I totally integrated my experience there. I

mean, I had assimilated a new culture and with my peers.  
I made British friends and I was very involved with them.  
Also, I was involved with the network of people at my job.  
So I met a lot of interesting people. As far as the down  
side, there are times when you get homesick but truthfully  
I don't think there was a down-side except that it was  
expensive. I mean, it got expensive to travel to all the  
places I wanted to see.

If you were going to give someone advice who might be  
thinking about doing this same kind of thing, what would you tell  
them? Number one, have an open mind. Don't have any  
preconceived notions about what your experience is going  
to be like. Things are never what you assume. Number two,  
be realistic in terms of what it is going to cost you.  
Number three, try from the onset to get involved with the  
people.

How about when you got back to the States? Was there a kind  
of debriefing period? That for me was much worse. Coming  
back here right away there are dead lines to meet. I much  
preferred the laid back atmosphere over there. And also  
you're treated much more like an adult over there. In  
many ways college education here is sort of like glorified  
high school.

### Summary of the student interviews

These interviews were actually the most fun to do. The students were totally honest and forthright with their answers. Some of them thanked me afterwards for taking the time to talk to them. It made them think about things they had not thought about for a long time.

"Speak Up on Tuesdays. I wouldn't miss it for anything now" -

Mustafa

"Make use of all the opportunities you will have here" - Maria

"You are coming to something better or worse. You are coming  
to something different." - Anil

"America is more than fast cars and Madonna" - Harry

"Number one: Have an open mind" - Nikki

It takes tremendous courage to leave your home country and go off to another land in search of an education. These students all displayed that kind of courage and an openness and honesty that was totally refreshing after interviewing faculty and administrators all day.

**Western University**

**THE PAPER TRAIL**

The following information was taken from The Fact Book, Western University (WU), 1991-92.

- The University enrolled 16,690 students in the Fall semester.
- Eighty-seven percent of all students are residents of the state.
- Minority students represent 11.3 percent of the University's enrollment.
- Women are a majority at the University, accounting for 56.6 percent of enrollment.
- The average SAT score for new freshmen is 889.
- WU granted 2,917 degrees in the 1990-91 academic year.
- Thirty percent of all students live in university housing.
- WU employs a total work force of 3,285.
- There are 1,092 faculty at the University.
- The average faculty salary is \$40,865.
- Fifty-two percent of the faculty are tenured.
- Thirty-two percent of the faculty are female.
- The University's total revenue in 1990-91 was \$231,102,739.

#### HISTORY OF WESTERN UNIVERSITY

Chartered by the General Assembly on March 8, 1907, the institution has moved in a rapid and orderly transition from a two-year normal school to a four-year college to a major comprehensive university whose outreach now transcends its regional origins.

On October 5, 1909, Western Teachers Training Schools began its first regular session; during that year 174 men and women

students were enrolled. The first class to graduate from the two-year normal curriculum received its diplomas on June 6, 1911.

The institution was authorized by the General Assembly in 1920 to institute a four-year teacher education curriculum and to confer the baccalaureate degree upon its graduates. The Board of Trustees proposed in 1921 that the name be changed.

Western Teachers College was authorized in 1929 to initiate graduate programs, and it conferred the first Master of Arts degree in 1933. The college was charged in 1941 to plan for a liberal arts program.

To reflect the institution's expanding academic commitments, in 1951 the name was changed to Western College. As the fastest growing educational institution in the state, by 1960 it had become the state's third largest institution of higher learning.

During the expansion of the sixties Western was reorganized to reflect the structure of a comprehensive university. In addition to the College of Arts and Sciences, the Graduate School, and the General College, eight professional schools were established. In 1967 the General Assembly authorized university status. Thereafter Western University continued its academic advancement and extended its services to address regional and national challenges.

In 1971 the General Assembly restructured public higher education in the state, making the University a constituent member of the State University System. The charter class of the four-year medical school enrolled in 1977. In 1979 the university was

authorized to develop five Ph.D. programs in sciences basic to medicine. Western University awarded its first Ph.D. degree in 1983.

The University presently consists of nineteen departments within the College of Arts and Sciences, ten professional schools, the General College, the Graduate School, and the Division of Continuing Education.

Western University, the state's third largest institution of higher learning, was ranked among the top fifteen regional colleges and universities in the South by *U.S. News and World Report* in its 1990 edition of "America's Best Colleges." Western University's faculty was ranked eighth among the 130 institutions surveyed.

#### COLLEGE/SCHOOL AND DATE ESTABLISHED

School of Business	1960
School of Nursing	1960
School of Music	1962
School of Art	1962
School of Education	1963
Graduate School	1964
College of Arts & Sciences	1967
School of Allied Health Sciences	1967
Schools of Human Environmental Sciences	1968
General College	1969
School of Industry & Technology	1971
School of Medicine	1976
School of Social Work	1986

The following information was taken from the Western University Bulletin, 1990-1992 Undergraduate Catalog.

#### CAMPUS AND BUILDINGS

The main campus, which encompasses over 370 acres all within the City of Fairview (pop. 50,000), is convenient both to the downtown area and shopping centers. With a mixture of traditional and modern architecture, most of the classroom buildings, research facilities, and residence halls are modern and well-equipped.

The Smith Medical Science Complex, which is the major complex of the School of Medicine and allied programs, was occupied in 1982 and consists of over 50 acres.

Numerous capital construction and renovation projects have been completed recently including a 163,000 square foot general classroom and office building, a 25,000 square foot addition to Jones Student Center, an 82,000 square foot sports medicine and physical education facility, and a 15,000 square foot facility at the Smith Medical Science Complex which houses biotechnology research. In addition, a priority program of campus beautification has been implemented to preserve and enhance all campus buildings and grounds.

#### INTERNATIONAL STUDENTS

Western University welcomes applications from qualified international students. The presence of these students, with their varied geographic and educational backgrounds, helps promote

international goodwill and understanding in the state and provide an opportunity for University students to further their knowledge and appreciation of the cultures of other lands.

Foreign students who wish to apply for admission to the university must possess a good working knowledge of English and demonstrate satisfactory achievement on the Test of English as a Foreign Language (TOEFL). Special application forms are required and are available in the undergraduate admissions office or the Graduate Office, as appropriate. Western University is authorized under federal law to enroll non-immigrant alien students.

The International Student Office, within the Division of Student Life, assists students from other countries with the many matters which are of particular concern to them during their stay in the United States. Inquiries may be directed to International Student Adviser, Division of Student Affairs, Western University, Fairview.

A student from a country other than the United States may apply to the chairperson of the Department of Foreign Languages and Literatures for a Departmental Certificate of American Studies. In order to qualify for this certificate, a student must pass a minimum of 14 s.h. of graduate or undergraduate course work with a minimum grade of C. A certificate with distinction shall be awarded to a student who completes a program of 20 s.h. of which at least 14 s.h. are passed with a minimum grade of B.

## INTERNATIONAL AND INTERDISCIPLINARY PROGRAMS

The international studies minor program is designed to provide a central core of study along with a concentration in a particular region in the world.

The fundamental objective of foreign area study is to further the intellectual development of participating individuals in order that they may pursue the activities of civilized life with vigor, efficiency, and human understanding. More specifically, international studies should give insight into social, political, cultural, and economic problems.

Knowledge in depth, as well as in breadth, is required, and the student is expected to develop some research techniques for regional analysis and synthesis. Travel and study in the area of concentration are strongly encouraged whenever possible.

Opportunities for international study abroad in such areas as anthropology, art, biology, education, English, foreign languages and literatures, geography, geology, and political science are available through the Office of International Studies.

## INTERNATIONAL LEARNING

Western University views the creation of international and multicultural awareness as an essential obligation of the contemporary university. It seeks to provide students with the knowledge and skills to comprehend the world with a broad, flexible, and sensitive conceptual frameworks that takes into account the reality of interdependence among states and ethnic/cultural

variations. The university aims to produce liberally educated citizens capable of coping with the complexity and diversity found today.

The Office of International Studies offers students and faculty a variety of opportunities to participate in international travel and learning experiences: semester or year abroad, summer study and travel, scholarships for international study, applications for Fulbright and other teaching and research fellowships, cooperative support to faculty for developing international research projects, special lectures, and symposia.

#### THE INTERNATIONAL STUDENT EXCHANGE PROGRAM

Western University is a member institution of the International Students Exchange Program (ISEP), a world-wide consortium of universities designed to promote and facilitate the exchange of academically able students.

Full-time students who have completed at least one year of college-level work, have at least 2.5 GPA, and have sufficient proficiency in the language of instruction of the host institution may apply for placement at more than ninety foreign study sites. The cost, except for travel expenses, is that of attending Western University as a resident student.

### ACADIA UNIVERSITY (CANADA) EXCHANGE PROGRAM

The Western University-Acadia University exchange program provides a unique opportunity for students to live and study for a semester or for a year at an outstanding Canadian institution. Acadia University, located on the Bay of Fundy among the apple orchards of the rich Annapolis valley and only an hour away from metropolitan Halifax, was founded by the Baptist of Nova Scotia in 1838. Since then, it has developed strong programs in music, biology, education, business administration, and home economics among others. Students participating in the exchange earn credits toward their degree while paying WU tuition and fees.

### COSTA RICA SUMMER PROGRAM

During the summer, WU offers a program of study in Heredia, Costa Rica. Program dates vary and do not necessarily coincide with the university summer calendar. Six to eight semester hours of general education courses, taught in English, and a course in conversational Spanish are offered. Courses are conducted on the campus of the Universidad Nacional de Costa Rica. Students live with Costa Rican families during the program. Field study classes are conducted in many areas of Costa Rica, a mountainous country bordered by both the Atlantic and Pacific Oceans.

### ENGLAND SUMMER PROGRAM

The university offers a three week summer program in England at Richmond College in the fashionable West End of London. The program is administered by a faculty member of the Department

of English. Students take a course in British culture for advanced English elective or humanities credit. In addition, students may take one or two courses from almost forty offerings at Richmond College. The program includes day trips to historic and intriguing locations, such as Bath, Stonehenge, and Stratford-on-Avon, as well as an optional short tour of major European cities, such as Paris, Brussels, and Amsterdam.

#### FRANCE SUMMER PROGRAM

The five week summer program at the prestigious Sorbonne of the University of Paris is administered by a faculty member of the Department of Foreign Languages and Literatures. Students take a WU course in French civilization (art, architecture, and history) which includes guided visits to museums and monuments. They also study the French language at the Cours de Langue et de Civilisation Francaise at the Sorbonne. Several weekend excursions take students to famous chateaux and other points of interest near Paris. Optional short tours in France and additional European travel may be arranged.

#### ITALY SUMMER PROGRAM

##### WU-UNIVERSITY OF FERRARA COOPERATION

WU offers a summer program of study at the University of Ferrara in Ferrara, Italy where students can experience at first hand one of the world's great cultures. Program dates vary and do not necessarily coincide with the campus summer terms. Six semester

hours of general education courses, taught in English, along with a course in conversational Italian are available. Special lectures are provided by faculty members of Italian universities from Ferrara and the surrounding area. Field trips include visits to such sites as Florence, Venice, Bologna, Ravenna, Padua, and other cities.

#### JAPAN CENTER WEST

Japan Center West is a public service center of WU devoted to increasing understanding and strengthening ties of mutual benefit between Japan and the western part of the state. The organization is affiliated with the State Japan Center in the capital city to the extent of recognizing a common interest in the independent pursuit of these objectives.

In fulfillment of its mission, the center cooperates with the academic communities, public schools, and the community-at-large to promote and develop research and teaching exchanges with Japan; to strengthen Japanese language and cultural studies at WU and other area institutions; to serve as a resource center to facilitate increased economic interaction with Japan; to develop programs and materials for teaching about Japan; and to cooperate with the Japanese community and others to encourage mutually beneficial cultural understanding.

#### THE THOMAS W. RIVERS FOREIGN EXCHANGE ENDOWMENT FUND

The Thomas W. Rivers Foreign Exchange Endowment Fund has been established at WU by Thomas W. and Izabel B. Rivers to

promote and support foreign exchange studies between WU students and university students of foreign nations. The purpose of the endowment fund is to foster friendship and enlightenment among the students, university, communities, and nations of the world

Full-time students enrolled at WU or any other university or college, foreign or domestic, are eligible to receive awards of up to \$2,500 per year for study abroad. Application materials and information about the scholarship fund may be obtained from the Office of International Studies.

#### Summary of the Paper Trail

Western University is located in the city of Fairview (pop. 50,000). 87% of the students are residents of the state. Western is an ex-teacher's college and has a student population of over 16,000. It is the third largest institution of higher education in the state.

Western University, according to the college catalog, "views the creation of international and multicultural awareness as an essential obligation of the contemporary university." The catalog has an impressive list of international activities in which the school is engaged. Ones that will appear in the interviews to follow include the Acadia University Exchange Program and thea Costa Rican Summer Program. Also mentioned in several of the interviews is the Thomas W. Rivers Foreign Exchange Endowment Fund.

# **THE PEOPLE TRAIL**

**ADMINISTRATORS**

Mrs. Jeannie Falcon, Study Abroad

Tell me a little bit about your background. Well, we first came to the state in 1981 and moved to Fairview in 1983. I began working with Study Abroad as soon as I got here but on a part-time basis. Actually, I was the secretary in the office and they basically said, "Do you want to take care of this?" and I said, "Sure".

What do you see as a key factor in the development of a good Study Abroad office on campus? One of the most important things is faculty involvement. If the faculty get out and do things, they'll come back and say, "You need to do this." They need to be internationalized first and then they can internationalize their students. You always have that handfull of faculty who are very supportive. They announce it to their classes, put up the flyers. But the others. You know you have 300 General College advisers. Most just throw that stuff in the trash.

Let's talk about the new Director of Internatinal Programs. What's your perception on the whole process? (At this point she requested that the tape recorder be turned off and then she shared with me some of her frustrations about the whole situation as it pertains to Study Abroad at WU).

As you look back over your years at WU, do you see any turning points in the development of programs at this school? The creation of an office was one of the major turning points. That gave us the start we needed. The FIPSE Grant that

started involving more faculty. The new linkages that have been established. The one with Acadia in Canada and now next year we'll have a new agreement with a school in Australia. The O.K. to establish the minor and start work on the major. Those have been positive turning points.

The negative turning points have been the change-overs, so many change-overs in directors. Dr. Rich was the first one in 1988. He was the initial director. Anderson before that? Well, that's when it was back with Arts and Sciences. He was Assistant Dean of Arts and Sciences and Coordinator of International Studies. He took care of the summer programs and, I think, started the Acadia program. And then Rich came in 1988? Larry Rich came in 1988 when we became an office. He was the first official director. And that's when I started as part-time for international. He was here two years and then Dale Bunkers came. Larry became International Academic Studies Director. Which meant he would still be overseer of the academic end. The minor and the masters. Bunkers was sort of in charge of everything else, I guess. But then that was phased out. Now we have a fill-in faculty acting director. And he hasn't had the international experience so he's had to sort of learn and pick-up and he's doing great for just stepping into it six months ago. He's done great just to keep things rolling the way he has. He came in the middle of the year when there was a lot of turmoil, a lot of things going on.

Give me an idea of some of the best things that have happened in this program over the years and some of the worst. The newsletter was a great idea. We had a grad assistant who put it together. It only lasted a year but it was really good. We put out two or three issues. Faculty would send in articles. Students would write up their experiences with Study Abroad. That was a great idea. But it fizzled. We didn't have anyone to carry it on when Laurie left. I think one of the worst things is the embarrassment when someone calls and says, "Oh, we heard about this program that you're doing. Tell me about it." And you have no idea what they're talking about! Like the Vice-Chancellor going to Japan to sign an agreement and we knew nothing about it. That certainly didn't make the director very happy to find out that he didn't even know about it. And we still don't. If the department wants to start an exchange with some school overseas that's great. But at least send a letter to us so we can have something on file in case someone asks about it.

If you were in charge of this whole place, what kinds of things would you like to see happen? I like to see more faculty exchanges or faculty development meetings. I would like to see a director go with me to some of these NAFSA conferences and come back all fired up and say, "Go to the chairman of each department. Go to the faculty meetings and say this is stuff you need to be doing. Get the word to

your students that this part of the state is not the whole world." Which is the mentality of many of our students. The biggest city many of them have seen is the capital or maybe New City. One girl told me, "Oh, I can't go anywhere on these trips. I'm already so far from home." So I asked her where she lived. She told me Brownsville, which is about 150 miles from here. I would definitely like to see faculty out and doing. Once the faculty get involved, see the places and then come back, then the students can say, "Have you been there?" and the faculty can say, "Yes, and you need to go, too." So much of it is attitude and enthusiasm and being able to relay it.

The following is an interview with Dr. Martha Fitch, Dean of the Graduate School, and John Watson, Assistant Dean of the Graduate School.

**Fitch:** I came here three years ago this July. I came here from the State University of New York at Buffalo where I was a professor of Biology. That's probably all you need to know about my background. Have you done some things in terms of international? Have you lived overseas, things like that? I was born in Trinidad. I lived in Trinidad, India, and Panama.

**Watson:** My name is John Watson. I'm the Assistant Dean of the Graduate School. I've been at WU since 1973. I've been in this position for two and a half years. My appointment was in the department of sociology and anthropology. I was the director of graduate studies there and had actually very little contact with international students there. Maybe two or three in the time I occupied that role.

Give me an idea of the kinds of things the graduate school has been involved in with international education and what kinds of things will it pursue in the future.

**Fitch:** O.K. From the perspective of this office we have made an effort to improve the admissions process so that we can accomodate more international students that are interested in our programs. I started doing that as soon as I became Dean. Since diversifying the campus, including bringing in more international students, is one of our strategic goals, we

have a mission goal that says we will bring more diversity to this campus. That includes more international students.

All graduate international student admissions come through this office. We would like to be able to attract more international students but we also realize that there are certain financial barriers to us doing that. We have had to learn fairly quickly about all the problems associated with admitting foreign students to our campus. We do the best we can but I'm sure we could do better.

We have an exchange agreement with a school in Costa Rica whereby we take two or three exchange students each year from there into our graduate program. We kind of inherited some problems with that arrangement in that we would find these students just kind of our doorstep without going through the actual application process to get here.

You mean they would just arrive with no notice of their coming? They would have their applications and transcripts hand-carried by a contact who would just go around and talk to the different deans without actually going through the graduate school. That was an awkward situation for all of us. That's a very light sketch of what we're doing. We try hard to work with the departments to make all this happen but it is difficult because there really isn't sufficient expertise on campus to make all this happen.

What about exchange faculty from overseas? No, we haven't done any of that. The closest we've come is something I've

just signed off on, a program with Japan. Japan Exchange, something like that. The Japan Center in the School of Education is involved in that. Japanese students come over to take classes and in return they teach Japanese on your campus. That's the only kind of visiting scholar thing we have got involved with.

As you think back over your time here, do you see any turning points in the institutions's history in terms of international programs. Fitch: Yeah, I think I made a major change in how we admit international students into our graduate school. I thought it would have a dramatic effect on enrollment and that just hasn't happened. I've done a couple of things and maybe they are the kinds of things that just take a long time to work their way through the system. When I came here, international students who wrote for an application to WU were sent a pre-application form which said, "Please document your financial resources and if they are sufficient then we will sent you an application." I changed that. We took out that initial proof of financial support and we have been through two or three changes in the forms but basically now we send applications to whoever wants them and then when they send the application back in we ask for financial statements at that time. We've sent out 1,500 applications but our yield is still pretty small. We have done a couple of things. By removing that initial barrier, by saying we'll let international students compete for

tuition waivers along with other out-of-state students, we have allowed some departments on campus who didn't have international students before, to get some. My perception is that it is much harder to get into the undergraduate program. They don't really even have anyone in the admissions office that handles international students at the undergraduate level. I can describe the state of affairs with international students when I first arrived on this campus. I could not find a source of airmail envelopes and I could not find anyone on the campus who could tell me where to buy them in bulk. That's the level we were working at.

The thing that I've been disappointed with is that we do have two exchange agreements. One in Costa Rica and one in Italy and neither of them serve as a real focus for recruiting good students.

Watson: Our exchange students tend to be concentrated in chemistry and physics. Not so much biology. Both of those former programs are much smaller. The other interest is in the School of Business. What about the medical school? Do those international students there come through your office as well? Watson: Again, those are smaller programs. There are six programs over there and they don't have more than 40 students enrolled in all their Ph.D. programs and only a few of those are internationals.

As you look at developments for the future, where would like to see WU heading in the future in terms of international programs?

I'm not just talking about international students but things like faculty training, infusion techniques, curricular issues? Fitch: I think the university needs to be doing more in all this. I think this part of the state tends to be very provincial. I think in the future we're going to get this wonderful Director of International Program. I think it would be fairly useful to do some brainstorming and say, "Where would we get the most bang for our buck?" Do we concentrate on a few countries whrer we already have some things going on or do we branch out and try some new things?

Tell me your impression of the amount of support you receive from top administrators on campus. Watson: Some significant changes have been taking place on this campus. Now, to the extent it's new to people, there's a kind of built in frustration. Reality doesn't meet their expectations. I guess, in terms of facilitating, one would be the number of out-of-state tuition waivers. Assistantship budgets. What you see is individual units trying out international students. Some have experience with them and some don't. So the directors of some programs are saying, 'Well, I'm going to take a chance.' Fitch: It's my impression that there are tremendous demands on the budgets of this institution. There is opportunity but at the same time a certain amount of frustration that there just isn't enough money to do everything.

Let's talk about the faculty for a minute. How do you, from your perspective, make it attractive for them to add an international dimension to their work? Fitch: I clearly come from a different perspective. I mean, I'm a biological scientist. I have colleagues around the world so it's not an issue. That was a given of the discipline. If the issues become international then it will happen. Probably every discipline needs to have a champion. Somebody who is enthusiastic and talks about what they are doing with an international component and it will catch on with some people. There has to be a real life connection with these programs or they just won't work.

Dr. Bruce Boyles, Costa Rica program.

Tell me a little bit about yourself and how you came to end up at WU. I'm Bruce Boyles, an anthropologist at WU. I've been here now for thirteen years now and my specialty is Latin America. Subsistence agriculture and small-scale fisheries. Both here in this state and in Latin America. That kind of thing. I've been involved with the program we have in Costa Rica now for the past eleven years. I've directed it six. Worked with people in Summerville and have been involved fairly heavily on campus both with study abroad programs and curricular development. I also was involved on the committee that developed the International Studies minor. I'm currently involved in the search committee for the new Director of International Programs. That's basically a real quick thumbnail of my involvement on this campus.

Talk about the Costa Rica program a little bit. The program has been in existence for eighteen years. It started out as a field-based course in geography. Then, eight years ago, it evolved into a semester long program. After that it changed back into a summer program again. I designed and built that program at that time. The current program now operates during both sessions of summer school. Our traditional focus has been to provide a cross-cultural experience for our students. We've emphasized geography, anthropology, science, biology, into our overall offerings.

Students are allowed to take a course and substitute it for one semester of foreign language instruction here which is required for all our students who get the B.A. degree. We try to target a group of 20 to 25 students per term, giving the students an opportunity to attend one or both sessions of summer school.

How do you explain the success of this program? Originally, the pattern was based on faculty interest all together. The program went basically dormant for one year, fundamentally because of an administrative faux-pas. We ended up one year not sending a group down. I have basically been responsible for getting the program back on its feet and the driving force behind this whole thing has been faculty involvement. Our administration had varied a great deal. We have operated under I don't know how many different deans now. Four or five. I've written this up somewhere and did a paper on it once. We've operated under several different chancellors, several different vice-chancellors and we have never had a stable administrative position. It currently appears as though that's where we're going to.

We're very, very fortunate that Thomas Rivers, a physician who died a few years back, made a fairly large endowment for international programs at WU. One of the primary reasons for his involvement is that he went to Costa Rica and enjoyed himself a great deal in Costa Rica

and his interest came out of those experiences. This is giving us a base to move on and increase administrative interest. We're currently searching for a Director of International Programs. We're also in the curious position of having an endowed chair of international studies and yet we do not have a full-blown program in international studies. We do have a minor and we're working toward developing an M.A. so we'll be bringing in another endowed chair position when the current one expires in June of 1993. If I had to characterize it I would have to say "no", the administrative support has not been the driving force behind this program. I would argue that it has been faculty members. We've had a number of faculty who have been heavily involved. When it comes down to recognition, there has not been much of it. When it comes down to remuneration, it basically has cost faculty rather than being advantageous to them financially. Without strong faculty interest, the program would have died a long time ago.

Part of what we've seen here can be attributed to the history of this institution. It has an unusual background in that not that long ago it was a teachers' college. It switched over to university status and there has been a dicotomy between what people have called the WTC (Western Teachers' College) types and the people who have recently been hired into the university. During the early

years a lot of people were brought in that were not really oriented toward anything other than this part of the state and a very narrow disciplinary foci. Today, we have a more cosmopolitan faculty with a wide range of interests and in the last decade we have hired a great number of people who are quite diverse in their interests. That trend I think is continuing. This applies to many administrative positions as well. We've had a change in administrative attitudes. Currently, on this campus, we only have about a hundred international students. For a campus with 16,000 students, that's ridiculous. We should have many times that. Part of this has been due to administrative policies. Part of this has been due to lack of recruitment. It just has not worked out exceedingly well. Now I hope that emphasis will change, hopefully, as we develop an international studies office which can be fairly active in facilitating admissions procedures. Just a few years ago, students from overseas would send in an inquiry about attending our school and receive a financial verification form, told to get it filled out, and then they would be sent their admissions materials. You could not even get an application form until you had submitted financial documents proving you had enough money to attend! This really is a rather ludicrous approach to attracting foreign students. Yeah. That is no longer the case but there's still a long, long way to go on admissions procedures. In fact,

the director of admissions is on record in numerous occasions stating that he's not interested in having foreign students on this campus because they're more trouble than they're worth. Quote, unquote. That can be verified with any one of several dozen people. He said it to their faces.

On this campus a great deal of support for international students has been ad hoc. There has not been a good institutional structure. It's very dispersed. Helen's office gets a chunk of that but she's also got housing and a variety of other things. We don't have a well organized, well laid out, centralized location where these things can be taken care of. The centralization is coming, hopefully, with the International Studies Office.

In terms of curriculum development, I think there's some movement in that direction but in any area that's very slow. Any attempt to get faculty to incorporate an international element into their courses also meets the standard argument, "Well, I've already got too much stuff to cover" or "We can't cover all the courses we currently have and why should I care about this?" We're finding more and more faculty who are saying, "Yes, we should care about this because it's an increasingly international world." One of the best examples of that on this campus is the economics department. All young guys who were hired in the 80's and at least three of them are deeply interested in international issues. It's been happening but at a slow

pace. You still have to beat down their doors and say, "Gee, don't you want to help us internationalize this campus?"

Other impetus comes from things like the SACS evaluation that just finished here. Basically our business school got rapped on the knuckles a bit because of the lack of the international component. I have a feeling that the School of Business will become increasingly interested in some of our international activities. That's the kind of thing tht needs to be done.

The Chancellor and the Vice-Chancellor in our strategic planning documents have stressed international efforts. So I thing we're beginning to see willingness to at least entertain initiatives at higher levels of administration. I am cynical and I don't expect that's where the intiatives are going to come from. I do not expect the Vice-Chancellor to come up with the initiative. You have to take that kind of thing to her and say, "We'd like to do this, that, and the other thing. This is why we think it's important. This is what we need for resources." You lay it out and basically ask them to say, "That's sounds like a good idea. Go ahead and do it."

What do you perceive to be the critical turning points in the development of international programs on this cmapus? I thing one of the big ones was the move of the Office of International Programs from Arts and Sciences to the office of the Vice-Chancellor. However, it's been problematical.

It has not been all that people thought it would be. But I think that may have been a critical psychological turning point in the program. The idea that internationalization is somehow something important of this campus. What to do with it, who's involved with it, where it's going, those questions are different but I think there was a recognition on the part of many that maybe something is finally going to change around here. Trying to say what the turning points are is tough. We've had a awful series of disappointments on this campus. It's sort of like the "Get ready. Get Set. Blah." That's what's happened to us more than a few times. And many would say that stems from the administration. Faculty have gotten involved and then the administration balks on us. They sort of let things die. They sit there with their heels up saying, "Oh, gee. That's nice." And that's as far as we get. We're hoping that finally now we're past that stage. I really think the major milestone is right now. Going out and getting ourselves an honest-to-God Director of International Programs. There's a lot riding on this one.

Dr. Helen Williams, Assistant Dean of Student Development and Director of Special Populations.

Tell me about some of your duties on the WU campus.

What don't I do? I am the Assistant Dean of Student Development and Director of Special Populations. That means I deal with commuters, handicapped students, the hearing impaired program, international students, returning adults, and off-campus housing. I'm also involved with minority students programming. I've been here for almost twenty years now. I came as a professor of foreign languages, I speak five, but they soon put me into administration. I've enjoyed it but we really just have too much to do. Our enrollment is growing steadily. In fact, they are expecting a big increase this fall because of our football victory last fall in the Tangerine Bowl. I'm not sure if that will be a blessing or a curse!

Tell me a little bit more about your involvement in international education on this campus. Well, when I first came there wasn't any. Oh, I think we had about 10 or 12 international students. But I don't think anybody was doing anything special just for them. Then in 1969 we established our first international programs. Courses were added and interest grew until 1986 when an Office of International Programs was established and a director named. That would have been Bill Anderson. He was the Assistant Dean of the College of Arts and Sciences. I think

he taught Geography before that. Anyway, Bill stayed until July of 1988 when Larry Rich was named the new Director. He was selected from a list of four candidates, all from within the university. He had been working in Academic Affairs and took over in the summer of '88. Larry lasted two years. In the summer of 1990, Dale Bunkers was named to replace Larry. We had just gotten a new Vice-Chancellor for Academic Affairs and Dale was moved over from his position as Dean of the College of Arts and Sciences. This all gets rather confusing, doesn't it? At any rate, Dale stayed until December of 1991 when he was replaced by an Acting Director of International Programs, Willie Wilson. Willie is a professor in the Geography Department and he told everyone when he got the position that he was not interested in being the Director of International Programs but that he would do it until a national search could be conducted.

What directions for the future do you see for WU? Well, obviously, we have not had much consistency in leadership around here for some time now. I mean, nearly all the top administrators on campus have come in the last three or four years. That makes it very hard to develop any kind of program when practically everybody is new in town. I think, as these new people make their mark, that we will see some consistency in the direction of the program. At least that's what everyone is hoping.

**Summary of the administrators interviews**

Certain key words and phrases kept coming up in the interviews with the administrators at Western University:

"He came in the middle of the year, when there was a lot of turmoil, a lot of things going on." - Falcon

"Some significant changes have been taking place on this campus. Now, to the extent it's new to people, there's a kind of built-in frustration." - Fitch

"The Director of Admissions is on record in numerous occasions stating that he's not interested in having foreign students on this campus because they're more trouble than they're worth. Quote, unquote." -  
Boyles

"Obviously, we have not had much consistency in leadership around here for some time now." - Williams

Administrators at Western University expressed frustration to me over and over again. And with the frustration came a certain amount of cynicism about the future of international education programs on the campus.

**FACULTY**

Dr. R. V. Satori, Professor of Business.

(Dr. Satori was not comfortable with the use of the tape recorder so this conversation comes from notes taken during the interview).

Tell me a little bit about yourself. Your background, educational interests, and how you came to end up at WU.

My name is R. V. Satori. I am a full professor in the School of Business at WU. I came to the United States from India in 1964. I attended the University of Virginia and received my Ph.D. there in 1969. I came directly here from there in 1970. And I have been associated with the School of Business since that time. The School of Business was begun in 1960 so it was still fairly young when I joined the faculty.

What courses do you teach? I teach in the Economics Department and you might be interested to know that I have just finished a new book. You see a copy of it right before you. (There was a copy of a textbook on the desk in front of me. It's name was, "Managerial Economics: A Global Perspective"). I am also teaching a new course called, "International Economic Development". This will be a new course this fall so we shall see. Was this course developed in response to accrediting pressures? Well, it's true, the accrediting agency, the AACSB, has been putting pressure on schools of business to make their course offerings more international. We offer a course called, "International Business", right

now. All MBA's are required to take it. But they want us to do more. So I will be offering my new course in the fall and the Department of Marketing will be offering, "Cultural Environment of International Business".

Do you think the School of Business and this Universtiy are moving in the right direction with their international programs? Well, to be honest with you, I think a lot of it is just lip service. I mean, "international" is kind of the buzz word now on college campuses, but, as you know, it is easy to talk about something. It is much harder to do things. And really, what is the incentive? I'm sure you understand the pressure with being a college professor. You have to publish and teach so many courses and it all must be in your field. So, even if you hve an interest in something like international, there is just no incentive to get involved.

Has the establishment of an Office of International Education on this campus been helpful? Office?! What office? They took one of the past deans and made him the Director of an International Center. What Center? I didn't even know we had one. We didn't really. This poor man didn't even have an office to sit in.

Were his efforts helpful in getting international programs moving on campus? Let me tell you how it was. This man had committees for everything. And there were always about 10 members on these committees. So you would go to him and say, "We want to do this or that" and he would say,

"Well, let's take it to the committee." It was politics. All politics. Most of these committee members were from the College of Arts and Sciences so, of course, they had their own interests. And you know how it is, everyone looks out for their own interests. So, you would go to him and say, "I'd like some money to go to a particular conference." And he would say, "Well, I'll have to take that to the committee." So, nothing ever happened.

One other problem that we have had with the College of Arts and Sciences is with the Foreign Language Department. There is a desire by some in that department to offer language courses that deal directly with the world of business. And they want those credits from their department to count toward our business degree. But there are certain things that just cannot be done. And when you try to tell them that, they just don't understand. So I will have to admit that there have been some hard feelings between our two schools.

Dr. Satori did call me back later that afternoon and offered to loan me two books that contained articles on international education. The next morning he took me out to coffee and we talked extensively about his frustrations with the state of international education on the WU campus.

Mrs. Carlotta Rodriquez, Costa Rica Program

Tell me a little bit about your background. Where you're from, how you came to end up at WU. Well, I am from Cuba originally and I came here two and one half years after Castro took over because of the situation in Cuba. I came in '61 and a year later I came to teach at WU but with the extension division which is now called the Division of Continuing Education. They needed a Spanish teacher so I taught two years with them and then I taught at the WU campus and I've been here since. And I went to the State University and I studied there. Spanish was my major. As time passed I began to see that most of our students could not do simple things in Spanish like write a business letter so I decided to initiate a unit on what I would call secretarial knowledge in Spanish. From there I realized that it would be good to develop courses in Spanish, business courses, so I applied for a grant and I went to Costa Rica and did research on international business. Before that I went for the University of Arizona to Guadalajara, Mexico, and took some graduate courses there. It was after that that I went to Costa Rica and it was very interesting because I visited practically every thing that was to be related to import/export. My main purpose was to see their relationship with this country. After that I created the course called, "Spanish for International Business". At the same time I have been the adviser to the scholarship

student who comes from Costa Rica. For the past sixteen or seventeen years I have been dealing with the undergraduate students who come here for a year at WU. That has always been very fascinating for me. To see how a student from a Hispanic background comes here and adjusts to our way of life which is very, very shocking to them at the beginning. Because they come from a home atmosphere and are thrown into a dormitory. And sometimes the roommates are so insensitive. They don't really quite understand what this is all about. Eventually though they do adjust and they go back with such a positive feeling about WU and their life here.

For the past several years I have been involved in the exchange program with Costa Rica. My own personal feeling is that it is a one-sided thing. We help them a lot. In return, I don't think, and this is my own personal opinion, we don't get anything in return. So I told my husband, we should take advantage of this program. So we sent our oldest son there as an exchange student. So he went there for a year when he finished high school and he went through these same adjustments. Which was very interesting for me to observe. Three months of these terrible feelings. And even though he thought he knew his Spanish, he was very frustrated. He was thrown into classes with Costa Ricans and his Spanish was not that good.

So it took about three months. After three months he was just loving it.

Eventually, I started talking with public school teachers and one good friend I have who is a teacher told me she wanted to go to another country, a Hispanic country, with other teachers. She wanted to learn first-hand about the customs and things. So I used this as ammunition with our Latin American committee. But he had his own little, I don't know what I want to call it, but anyway it was not easy to break through that. So when I did present to them this idea that we need to bring in public school teachers. So we tried three years ago. Summer, 1990. I took 14 public school teachers with me. They had a ball! They came back so excited, so enthusiastic. The following summer I decided it was important not to take only public school teachers but also our own majors and minors, not only from this school but other schools in the area. I had less teachers this time. I think the reason is that teachers now have the opportunity to participate in the Governor's Language Institute. So I didn't have that many last summer and now I don't have that many signed up.

Another program I have been involved with is the B.S. Professional degree in Spanish. This is a program for people who do not want to teach Spanish. They want to work in business or with some corporation that deals with Spanish-speaking countries. We have been trying to

coordinate these classes with the Business School and so far it has not worked. Dr. Satori said there is a little conflict between the business school and the College of Arts and Sciences. Is that being worked out? I don't know. What I'm hoping is that when this new Director of International Programs gets here, he or she will be instrumental in getting this going because it is very valid and important. You know there is a school in a neighboring state that has a marvelous Masters in International Business program. They actually train their students in the language and then they send them for a year-long internship to another country. So it's a combination of business and language. I was talking to the Dean of the Business School at NU and they are trying to do the same kind of thing down there. Of course, they are located in a city that has so many international business headquartered there, it's much easier for them. For many years, language departments were only concerned with training teachers or talking about literature. But now the world is different. And it's not that we have to stop those other things, but instead add. Add.

What directions for the future? More exchange. More faculty exchange. We don't have enough of that. And we're very fragmented here. Very loose. And this new Director will have to bring us all together.

Dr. Ross Fraser, English Language Academy

Tell me a little bit about your background. O.K. My name is Ross Fraser. Got my doctorate back in 1976 from Purdue in English Linguistics. I went to William and Mary and taught there initially. At William and Mary I taught a course in English especially for International students. Part of the reason I got into linguistics in the first place was because I was in the Peace Corp for two years in the Phillipines. It was there that I got very interested in second language acquisition. After William and Mary, I went to Oklahoma State University. It had an English Language Institute. When I arrived, the dean was interested in a program for training teachers for ESL. So we put together a master's degree program in ESL. This year I think they have 45 M.A. students in that program. The English Language Institute there was meant to be a training situation for our masters students. Unfortunately, it didn't work out that way. The teachers were basically spouses of faculty members at Oklahoma State. And so we had some problems with that program.

Then I came to WU. What year would that be? It was fall of 1989. My wife is also in the department. We had both been looking for several years to getting out of Oklahoma State basically because we felt the climate within the school was not conducive to good educational practices. So there were jobs that both of us could qualify for here so we

came. When I got here the former chair of the English department who is currently the dean knew of the background I had at Oklahoma State in putting together the Masters program there. He, along with the then Dean of WU, Dale Bunkers, had been wanting for a long time to get an English Language program here. So when I arrived Dr. Wren asked me to try to put something together. I should point out that my area of interest is really dialectology. I do this English language stuff because I have some experience in it but it is not really the area I have the most interest in. When I was hired here there was already a person teaching who was supposed to be putting together these programs. That person, for one reason or another, just did not get the job done. So when I came, Dr. Wren asked me to do so.

The first thing we wanted to do was to get a certification program in teaching English as A Second Language. It was felt that there was a real need within the state for those kinds of teachers. Non-English speaking populations in this part of the state are growing rapidly. So that was the first thing we tried to do. Basically there is only one school in the state that does this kind of thing and that is NU. The long and the short of it is that we have not been very successful implementing this program basically because of red tape with the State Department of Public Instruction. They don't seem to be able to make up their

minds as to what is necessary for this kind of certification. To be quite honest with you, I'm just about fed up with those people down there.

In the fall of 1990, the former dean of Arts and Sciences, Dale Bunkers became the Director of International Programs. When Dale became Director of International Programs I went to him with an idea for the English Language Academy. Let me back up a little bit. When I came here in the Fall of 1989 the university was in negotiations with a private company that wanted to establish an intensive English language program here. Anyway, Larry Rich had set up negotiations with these people. When I heard about it I went to him and told him I thought it was a bad idea to have a program like this that had no connection with an academic department on campus. We had tried it at Oklahoma State and it just had not worked. He felt that it was O.K. and so he went ahead and eventually it went to the Chancellor or Vice-Chancellor and one of the two killed it.

When Dale Bunkers became the Director of International Programs, I went over to see him with a working paper that I had developed on this subject. I told him we could tie this into our certification program and others who wanted to get certification in teaching English as a Second Language. He said let him think about it. Two or three months went by and we got a phone call from the

people in Continuing Education here saying they were about to start an intensive English program here and would we be interested in it! Well, when the Continuing Education people called and said they were doing this Dr. Wren said, "What's going on? We suggested this about a year ago." In any event, Dale Bunkers wanted an intensive English language program so this past summer Dale Bunkers, the then acting director of Continuing Education, and me all got together with Margaret Halstrom, the new Vice-Chancellor. She appointed a three-member committee to explore all this and see if we could do it. It would have to be self-supporting. She was not willing to put any money into at all. We decided that if we could attract 30 students we could make enough money to hire two full-time teachers and a part-time director to oversee the project. The only problem with all of this is that we have no students. We have the brochure, teachers ready and waiting, but we have no students.

What happened this fall in terms of the administrative deal is that the Office of Continuing Education said they would support the director of the program half-time and the department would give one-quarter release time. That's sort of what we envisioned as the permanent set-up. If we can come up with 30 students, their fees should support the program the way we have it arranged now. Maybe that's one of the things that the new Director of

International Programs will be able to deal with. My perception of things here, and I'm relatively new, is that things are just totally disorganized here. There is no central local where you look to international programs. There are people doing something over here and people doing something over here and people doing something over here. And a lot of them are duplicating what other people are doing. One of the people said that there are just an awful lot of wasted resources.

In terms of internationalizing things, I think one of the things that the higher administration here want to do is to have a universtiy that ranks higher up on the pecking order. To do that I think they have decided that they have to identify programs that are unique to this part of the state and to our university. They do not want to duplicate things that area already being done in the big schools in other parts of the state. And I think they may be seeing international education as one of the ways of doing something quite unique. One of the people who is interviewing for the new Director's position said that he thought WU's real competition within the state for bucks was going to be NU because of the fact that they're already on that road that WU is just beginning to be headed down.

Dr. Kenneth Doucet, African Area Studies.

Tell me a little bit about yourself. Well, that's a very long question. I was originally from Ethiopia. About 21 years ago I came from my graduate education at Florida State. I finished there and a friend of mine came to me and asked me if I was interested in coming up here. At that time they were interested in beginning a Planning program. They didn't make it attractive enough so I said, "No." The next year this same person called me and asked again because now they had made it a tenure track position. This was in 1979. I came here with the intention of developing this Planning program. This was in African Area Studies? No, no. This was in Planning. My major area of responsibility is Geography and Planning. Now I have an interest in African Area Studies. While I was here working on the Planning program there already was an African Area Studies program. There are currently four area studies programs on campus. As soon as I got here, of course, I was drafted to be a member of that committee. About two or three years ago, the university really started to show an interest in restructuring the area studies programs to emphasize the international programs on campus. So we started talking about a minor in international studies. About this same time, I think the University created a Director of International Programs. This was Larry Rich. He lasted for about two years and then Bunkers took over.

One of the problems with area studies is that the faculty who are involved do it because of their personal interest in these things. I mean, it takes a tremendous amount of time and my department, for example, could care less if I get involved in these things or not. My major responsibilities are to this department. I have to teach the courses, do the research, publish the articles. So that at the end of the year my chair will say, "All right, what have you been doing all year?" And he couldn't care less about these other things. Well, I shouldn't really put it that way, but you know what I mean. My chair happens to be supportive but some are not.

But there is another problem. The university has said that they are now interested in international programs. But nobody has really figured out how that interest, on the one hand, and the responsibility of the faculty on the other, fits together. The other thing is that the director who works with these programs doesn't really have a faculty to work with. I mean he's not like a dean or department chair. He just begs and screams and pleads and that's basically how we function. And how long can this be sustained? He doesn't have a carrot and he doesn't have a stick!

Let's talk about the search for the new Director for International Programs. Well, I think, for one thing, that we have seen more commitment from the administration here

on campus and I have to give credit to the new Vice-Chancellor for Academic Affairs. In terms of funding, and changing the structure, and defining the goals of the university in changing our mission statement. Now I know that sometimes mission statements are not worth the paper they are written on, but I do believe we are seeing a new emphasis on international here that will be carried out.

There are still some things here that do not make sense in terms of international students on this campus. For example, I believe we have approximately 100 international students and that's just too few. For an institution that has about 17,000 students? That is very, very low. And this is an institution that has a medical school, and a business school. A lot of allied health. I understand part of that problem is with the director of admissions. I tell you, I'm a member of the search committee and I've learned a lot about this campus in that process. I didn't realize it was that bad. Unfortunately, it's not a problem that comes from being overworked and they just don't have time to deal with these international applications. From what I understand, that's not the problem. It's just a matter of ideology. And those are things that are very difficult to change. It will be interesting to see how the new Director handles that one.

Key turning points? Having come from a school in Florida that had a lot of international programs and international

faculty, it was a little hard to adjust to this place. Actually, we've also started quite a few new exchange programs. In fact, the concern now is are we going to go too far with these new programs. But there is still something unusual going on around here. I mean, a school like ours with a substantial number of professional school, and a school of medicine, and so forth, usually attracts a large number of international students. But we are not. And in terms of African Studies, I don't think there is single school in our state that is doing a good job in this area.

One of the other problems we have faced and learned from is the endowed chair of International Studies position which is funded through the Rivers endowment. We have a person here now from Africa who is filling that chair until January. It is a two year appointment. There has been some dissatisfaction with some on campus in terms of what this individual is doing with that job. But I really can't blame him. It was out first time experience with this kind of thing and he was basically brought on campus and told, "Go to it." But nobody really knew what he was supposed to do. But we're learning from the experience.

### Summary of faculty interviews

The following are examples of comments that I heard over and over again from faculty at Western University:

"It was politics. All politics." - Satori

"And we're very fragmented here. Very loose." - Rodriquez

"My perception of things here, and I'm relatively new, is that things are totally disorganized here." - Fraser

"He (the Director of the International Studies Center) just begs and screams and pleads and that's basically how we function. He doesn't have a carrot and he doesn't have a stick." - Doucet

The faculty of Western University seemed to be just as frustrated with the state of affairs as the administration. The perception is that nobody is in charge or, if someone is, the whole process is embroiled in politics.

# **STUDENTS**

Susan Trevino, Panama      David Tongulu, Ghana

**Trevino: I was born in Panama. I've been in the United States for almost twelve years. I've lived in New York, Virginia, and now in this state. I was in the army for three years. I've been at WU for almost two years. I'm the president of the International Student Association. I just started coming to the ISA meetings and I enjoyed meeting people from other countries. We do certain programs but because of the budget we don't do as many as we would like to. We have something at the beginning of the year. Then Halloween, Christmas, and then we try to have one big event a year.**

**I'm David Tongulu. I'm originally from Ghana. I've been here three years. I'm studying accounting. I came here because the weather is mild and a friend of my father's had been in the state several years before. So I got all the forms from several schools in the state. It was too late to get into some but WU accepted me so here I am. So far, I have not regretted coming. Are there other students from West Africa here? Yeah, there are two.**

**Think back to when you first came to the United States. What was different from what you expected? Tongulu: Well, nothing struck me as too different. I mean, everybody at home thinks America is just like Disneyland. As far as the social life, I was expecting highly sophisticated and wealthy people and so when you see the homeless and the poor in**

this country it seems strange. You think these things will not exist or not at that level. You see that the United States also has problems. The rest I kind of expected. Trevino: From Panama to New York I was shocked that everything was new to me and so big. I did have some ideas of what the United States would be like. After I moved out of New York things changed because the United States is not New York. I was going to high school in New York. Everything seemed so laid back in school and I wasn't used to that.

What was the biggest adjustment to coming to the States? Trevino: The language. I didn't speak English when I came. And when I started school they did not put me in bilingual classes. My father thought I would learn faster if I just went into the regular classroom. And I remember just sitting there and not understanding anything they were saying. Tongulu: Actually I didn't have any problem with the language but my biggest adjustment was the food. Even when I was in Europe I stayed with my parents so we still ate like home. But when I came here, you know, I had to eat all this food and it took some time for me. I know when I was in New York last year I went to a place that served African food and it felt just like home! Oh, man, I'm at home!

If you had to give some advice to friends at home who were thinking about going to school in the States, what would you tell

them? Tongulu: I would tell them to give up all their previous ideas about America. As far as academics are concerned, I would tell them to take their English very serious. And then their mathematics. Take those things very serious. As far as the culture is concerned, I would tell them how it differs so they won't come and have culture shock. And I would tell them not to give up their own culture when they come here. The social life, too, is quite different. The values are very different from at home so that will be different. Also, I would tell them to bring some of their culture with them when they come. I mean, things like clothes. Sometimes I just feel like putting on something, you know? Trevino: The thing that affected me the most was the language so I would stress the language. Prepare themselves before they come. And I would say what David said. Be prepared to work hard. You know, before you come you are very excited to get here but you don't think about three months after you get here how miserable you will be. And during the holidays when every one is going home to see their family. It's tough. The emotional stress is the hardest. It affects your studies and everything. Tongulu: I remember thinking at the time I want to go back home. In fact, I've been here for three years and I said to someone the other day, "I want to go back home." I don't have any family in the States. But sometimes you have to swallow those things.

Think of all the ways the university has helped you or not helped you in your adjustment to this country. Tongulu: It took me almost a year to apply here. I got my admission letter and my I-20 to get my visa. I got those things on the 15th of August and school started on the 18th of August. The thing is I didn't get it in enough time to prepare myself. I just had to go. Go. I got my letter late. I missed my first flight. I spent the night in Paris and got here at night from New York. No one knew I was coming. I was stranded at the airport and luckily the pilot gave me a ride to the campus. Yeah, the pilot gave me a ride. So at 12 o'clock we called Dr. Williams and she said, "Yeah, we were expecting him but we didn't know when he was coming."

I heard that they are going to close the International House to students so the new Director of International Programs can have office space. What do you think of that? Tongulu: I don't know what arrangements have been made as far as international students are concerned. But I do know that this house is very, very important as far as international students go. It's going to cause some problems so I don't know. For me, it's not a problem. But I feel for the new students who come with no place to stay. This was always the place you could sleep for a few days until you found something. I wouldn't want any new student to go through what I had to go through. Trevino: In the fall, the school does have tours and orientations for minorities but when I went over there,

to admissions, and I ask them if minorities included minorities from other countries, they said, "No. This is just for blacks." And I thought what about Native Americans, or Latin Americans, or Chinese, or whatever. International students are a minority as well. Something should be done for them, too.

Angelina Flores, Exchange student from Costa Rica

Tell me a little bit about yourself. How did you end up at WU?

I am from Costa Rica. I originally came here as an exchange student for one year when I worked in the foreign language department. Then I went back home and graduated from Universidad Nacional. Now I have come back to get my ESL (English as a Second Language) degree. This is a brand new masters degree program at WU. Eventually I would like to do something like work with a community college and help migrant workers.

What kind of expectations did you have when you first came to the United States? Well, I came first of all because one of my best friends had been here. She told me how wonderful it was and so I wanted to come, too. But really it was the first time I had traveled by myself. My family was very close and I missed them all so much. I remember sitting in the plane and thinking, "What am I doing?"

Was the school helpful in helping you make the transition to the university? No, not really. I mean, the people in the offices were not very friendly. And then they put me in a dormitory which I had never experienced before in my life! And my roommates. They were not the best. I will say that Dr. Williams was a shoulder to lean on. She speaks Spanish so it was a big help to me. But it was difficult. I cried every day for the first three months.

What kind of advice would you give to students from your home country who might be thinking about coming to the States to go to school? Learn English! I mean it. Give your language studies all your attention. You think you know English but when you get here and you start going to classes you realize how little you know. And go and seek out your professors. Explain your situation to them. I must say that most of them have been very good.

What were some the hardest things for you to adjust to? The food. I lived in a dorm and so, of course, there was no kitchen to use. I started eating a lot of pizzas and hamburgers and I got very fat! How are you managing to pay for your education here? I'm very fortunate. I have an assistantship and I get a tuition waiver. What do you mean tuition waiver? The department pays the difference between out-of-state and in-state tuition for me. I still have to pay the in-state part but it much cheaper.

What have been the worst and best part of being the United States? I think the best for me was a trip to New York City. I stayed with a Costa Rican family so that was great. And we went to see the Statue of Liberty and Rockefeller Square. Stuff like that. It was so neat to be standing there looking at things you had only seen in the movies. The worst experience for me was not getting the Rivers Foundation Scholarship. I had been expecting that and then when I didn't get it, I was very disappointed.

What has your family thought about your experience here?  
Well, at first they were very interested in my education and they know it is the best thing for me right now. Of course, they were worried about me being all alone but Dr. Williams has been a big help and now I like it here very much.

Susan Arapi, permanent resident

I'm Susan Arapi. I'm a junior in political science with a minor in georgraphy. I was born in India. I have an Indian father and an American mother. I'm from North Carolina. Actually, I was born in India, I moved here when I was three, and then went back to India for my junior and senior year of high school. Was it a big change to go back there after growing up in the States? A very, very big change. The biggest change was getting used to being segregated. Being very reserved. I mean not talking to guys. I just wasn't brought up that way. But I adjusted and I got used to it and it was probably the best experience of my life.

Was there much of an adjustment when you came back to the States after finishing school? It was a big adjustment. Getting used to a fast paced life again. Lots of little things. Things about living in this part of the state. I was speaking way too fast. I had to really slow my language down. There were little things, religious things. In what way? Eastern religion. I had been Baptist and Presbyterian almost all of my life. Going there and seeing how similar the religions are and wondering why people actually fight over such things. I came back and I saw Christianity in a very different way.

Did you make the decision to go back on your own? I mean, why did you decide to finish high school in India? I chose to go back. My father has always lived there. My parents are

divorced. So I went back to get to know my father. What was the educational system like? Typical British system. Public school which means private. Wearing a uniform. That was difficult to get used to at first. It was very ugly but I got used to it. Compare the two systems for me. I did a speech on that for Founder's Day the second year I was there. The best thing about the American system is the atmosphere of openness and creativity where you're not confined to a certain syllabus to the point where you cannot elaborate on it. Teaching skills are more creative and not so confining. What I find lacking here is not enough rigorous application of education. It's just the opposite there. I remember seeing little kids with book bags bigger than they were and learning English even before they got to kindergarten. They had finished more by the end of the tenth grade that I would have done by the end of my freshman year in college here. So you felt behind when you got there? Very much behind. But because they took eight or ten courses a year, and in depth, there was no chance really for a kid there to feel like a young person. So by the time they graduated a lot of them really felt burned out.

What was the best and worst of your experience there? The best was learning in depth certain subjects that I couldn't get in a high school here. Political science and geography for example. Outside of school I had a life-changing experience. Here, in this country, I had everything I could

want. And even over there I had servants and more than I could ever need. But right outside my door, there were starving people. So I decided every day that I would go out with bags of rice and take it to someone I thought needed it. It really was a life-changing experience for me. The worst? I guess the lack of freedom to express yourself. I never did get used to that. I was American and they knew that. I was the only person in school allowed to wear make-up. They basically have a perception of American girls as being very loose. So I had to let them see me as I really was. My teachers were the hardest to accept me. But I ended up second in my class.

Kimberly Owen, Study Abroad participant

Let's talk about Costa Rica for a minute. Tell me how you heard about the program? Owens: I went to the International Studies Office and found out what they had to offer. I enjoyed my experience very much. There were some good things about it and there were some bad things about it. The people were very nice, very easy to get along with. I did not like the difference between the men and the women. The woman there is still basically a little housewife. They're not educated and they're very submissive. I did not like to watch that. The men walk over these women and that was pretty sad. Also, there was a lot of poverty. The people, they try to rob. I had two different people try to pickpocket me on two different occasions. They would try to sell anything. They would sell coathangers, baskets, anything. And the sanitation! I couldn't believe how they lived. In the United States we live, basically, clean. I went to the central market and the meat was hanging. Flies all over it. One day there was this old guy covered with sweat and he was carrying this slab of meat. I just didn't want to eat meat for the rest of the day. I just couldn't handle it. And another thing was the electricity. I mean, here you're not used to getting a shock when you plug in the washing machine. But there! I guess they're just used to that little tingle.

I didn't really have many problems with the program. I did have a problem with the travel agency. I wanted to kill that lady to this day. I was in New City at the time and the travel arrangements where for us to fly out of the Capial City. So I had to get to the Capital City by 9:00 A.M. from New City which is a three hour drive. I was just so mad. I asked the lady, "What do you expect me to do?" She just looked at me and said, "That's your problem." I paid \$600 for this ticket! For \$600 I expect her to say, "Yes, ma'm. I'll do it right away, ma'm." The program itself was very well organized. We went to a lot of historical sites. We went to a volcano. I received six credits for the trip.

If you were going to give some piece of advice to someone thinking about doing this, what would you tell them? Bring an umbrella. It rains every day during the summer. The lady who put all this together had us very well prepared for it. Did you stay with a host family? What was that like? It was obvious that this family was doing this just to make money. The other kids in this program had a good time but mine was very different. We had no hot water for showers in the morning. And she was always asking me how much money I brought with me. I avoided that question. I was the only student in the house. Of course, they had four kids of their own so it was kind of crowded. And another thing is they were fascinated by American products. They

don't have Crest toothpaste down there. I went through a whole big tube of toothpaste in about two weeks. I had a bottle of cologne, my favorite cologne. So a \$40 or \$50 bottle of cologne, which usually lasts me a couple of months, she used it in about a week and a half.

### Summary of student interviews

Once again the student interviews were my favorite part of the interviewing process. Some of the comment were priceless:

"When you see the homeless and poor in this country it seems strange" - Trevino

"And I would tell them not to give up their own culture when they come here" - Tongulu

"I cried every day for the first three months" - Flores

"What I find lacking here is not enough rigorous application of education" - Arapi

"I guess they're just used to that little tingle" - Owens

The students here, as at Northern University, showed tremendous courage and fortitude in overcoming difficulties associated with their experience. It was so refreshing to see the leadership of tomorrow so anxious to take a chance and risk everything for a chance at an education.

The following bits of information fall under the category of skuttle-butt. No one on campus wanted these remarks associated with them in any way but they all wanted to make sure that I heard them. I don't know if they are true or not. It doesn't really matter. People there believe them to be true and their existence does much to alter the climate of WU.

The first comments concern the search for a new Director of International Programs. A national search for this position was conducted in the spring of 1992. Advertisements were printed in the *Chronicle of Higher Education* and over 150 applicants sent in their resumes. A short list of five was developed and three of those applicants were invited to come to campus for interviews. Two of the interviews had been concluded by the time of my visit and the third candidate was scheduled to come in that following Monday. The following conversation was held with a person on campus during my visit:

I suppose you know about our search for a new Director of International Programs. We had a short list of three all picked out and then one of three got a job offer somewhere else. Instead of going back to the short list of five, do you know what they did? They went back to the long list. And do you know why? Just so they could find a woman. She's not as qualified but they must have thought they needed a woman candidate. I certainly hope they don't end up choosing her just because she's female.

The following conversation was held with someone on campus concerning a phone-tap scandal that had rocked the campus that spring:

I suppose you've heard about our famous phone-tap scandal? Well, it seems someone wanted to get rid of one of the administrators on campus but they didn't really have a good reason so guess what they decided to do? Tap the guy's phone! Can you believe that? They said it was because they thought he was dealing in drugs. But he wasn't. They just wanted to get rid of him. Now this guy is the head of communications on campus. I mean, if there's one guy you're not going to phone-tap, it's got to be the guy in charge of communications! Needless to say, he wasn't too thrilled to find out. And you know how he found out? They had students typing up the transcripts of the phone conversations! Students! So everything hit the fan. And the worst part of it is all the people who talked to this guy on the phone. When they found out they had been recorded illegally, they threatened to sue the university. So the university has been paying them off at the clip of \$10,000 a piece! Everytime a new pay-off happens it hits the front page of the Fairview Times. Now everyone is wondering who knew what and when did they know it. I tell you some pretty big heads might roll over this one.

## CHAPTER V

### Conclusions and Recommendations

An America that once dominated global trade, politics, arts, and technology could afford to be ethnocentric in training young adults for high-skill occupations. That is no longer the case. Changing political, economic, and cultural realities, and the growing ethnic diversity in the work force, call for a population equipped at all levels with an understanding of different cultures, the economic and political interdependencies among nations, a grasp of basic language skills, and an ability to tap into, as well as contribute to, global research and information networks.

Yet, nationwide, international activities on campus are typically highly fragmented, uncoordinated, and tend to benefit a self-motivated set of internationally oriented students and faculty. International courses have been available to students for many years, but an internationalized university remains a novel concept. As it currently exists on most campuses, the international effort comprises various disconnected offices, each with a different international focus, such as the study abroad program, languages, area studies, and foreign student affairs. The net result of campus programming is often a disconnected, ineffective and ultimately unsuccessful presence on campus.

Perhaps another symptom of the lack of cohesiveness and status of international programming is that the universities are not producing a "critical mass" of students with international expertise. According to U.S. Department of Education statistics, the number of degrees conferred in international fields of study is relatively insignificant. In the 1985-86 academic year, in the entire country there were just over 1000 bachelor's degrees in international business management (only 120 from southern universities); approximately 2500 bachelor's degrees in area studies (272 from the South); and only 3400 bachelor's degrees in international relations (558 in the South) (Digest of Educational Statistics, 1988).

This study was an attempt to learn about the development of international education programs on two university campuses in the South. The development of these programs proved to be quite different at each school. A "Paper Trail" of documents was followed at each institution. These documents affirmed over and over again the institution's commitment to international education. Various programs were described and in both cases the list was very impressive. A stranger, from afar, would assume that both schools were doing a good job of internationalizing their campuses. Unfortunately, that is exactly how some university programs are evaluated; from afar. I actually went to these campuses and met the people involved face-to-face. It was a fascinating and enlightening experience.

In talking about social organizations, Kanter (1983) talks about a culture of pride and a climate of success. She maintains that social

organizations promote a certain feeling or perception by the history of their responses in the past. An ethos or atmosphere is built by the record of organizational responses to situations that arise within it. By looking at the record of those responses, one can ascertain the current climate of the group and how they are likely to react in the future. This is part of what I tried to do when I made my campus visits.

The first school that I studied, Northern University, seemed to me to have a culture of team work and a climate of satisfaction. Here was a group of people totally dedicated to the idea of international education. Philosophically, they had bought into it. It formed the basic assumption from which they worked. Individually, and as a group, they valued it and they believed in it. Because of that basic commitment, they were able to pour their efforts and energies into making international education a reality on their campus.

One of the unique things about the situation at NU was the close proximity of the personnel there to one another. The Center for International Studies is located in a space equivalent to a college classroom. This small area contains six different offices and 10 different personnel. Proximity alone, of course, does not necessarily promote team work. However, in this case, there was a definite sense of everyone working together.

What are the possible explanations for this culture of teamwork and climate of satisfaction?

(1) Longevity of the staff. From its earliest beginnings, Northern University has been committed to international education. In 1966,

just one year after the founding of the institution, the new Chancellor in his first address to the school declared that internationalizing the campus would be one of his top priorities. The Center for International Studies was one of the first initiatives on the new campus and has been in operation since 1975. During that time they have only had two directors. The first came when the Center was founded and stayed for ten years. The current director has been there since 1985. In addition, two of the professional staff have been there since the inception of the Center. One of them put it this way in talking about staff who had been in the Center for many years: **There's a kind of sense about them that they're sort of permanent and they feel that. And they like that feeling. I think that's really one of our strengths- the commitment, the commitment to the program but also the length of service of the staff. For the most part the attitude among us is a positive one. We make efforts at that. A sense of community among staff members. This kind of continuity usually is a sign of a high level of job satisfaction.**

This longevity among the staff has had an additional benefit. When the first director left in 1985, there was some concern about the new man selected to take his place. He really didn't have much experience in running an operation like they had established but the old-timers stepped forward and in no time they had the new director acting like an old veteran. One of the faculty on campus said: **I guess it really helped to have a staff that was already experienced in all these things. Even the new director made it**

plain that he could not have done the job without experienced professionals who could show him the ropes. It's true, they have trained me well! We have had a few changes since I arrived, but most of them have been here a long, long, time.

The values, beliefs, and assumptions of the existing staff rubbed off on the new director and showed him what was acceptable behavior in his new role. This provided him with a context within which to operate. The old-timers basically said, "This is how we do things around here" and the new person quickly picked up on those cultural clues. Newcomers learn from old-timers but when there are no old-timers it makes it hard to know what is acceptable behavior in that setting. When you have nothing but new people, they have to establish acceptable behavior from scratch and that takes time and energy.

(2) Satisfaction also comes from a feeling of accomplishment.

Certainly the Center for International Studies at NU can boast of innumerable accomplishments in the past seventeen years. Beginning with a modest budget of \$22,000 and two part-time people, the Center has grown to the present staff of 27 and a budget approaching \$1,000,000. Study Abroad has programs going on in forty different countries. There are 550 foreign students on a campus of 14,000. There has been widespread involvement with the community including: Community Forums, Great Decisions, International Business Workshops, World Affairs Council, Host Family Program, and the highly successful International Festival. The

International Festival was rated one of the 20 top tourist attractions in the Southeast in 1988.

There is an International Business major forthcoming in the School of Business and the Director of International Studies has brought in \$90,000 in grant money recently to be invested in three different professional schools on campus. The English Language Training Institute has won high praise for the Teaching Assistants training program from the Engineering Department, SACS Accrediting Agency, and the Dean of the Graduate School. Everyone I talked to on campus seemed very upbeat and positive about developments brought about by the Center. This statement is representative of many that I heard when I visited the campus: **My sense of the Center is one of constant growth and development.** Their involvement in the various areas of international education is a testament to their commitment to the field. They are proud of their Center and rightly so.

Someone once said that perception is everything. The perception that I had of the Center for International Studies at Northern University was one of pride and satisfaction by those involved there for a job well done. Obviously, the people there valued international education and all that it stands for. They believed in the importance of their task and were almost evangelical about their commitment to the cause. They worked under the basic assumption that what they were doing was important and needed on their campus. The culture they were building was one of pride in

accomplishment. This pride led them on to even greater goals and levels of commitment.

(3) All of this is not to say that they have not had their problems. The school has experienced its share of difficulties over the years. The problems associated with the first intensive English language program is a perfect example. The first attempt was a miserable failure but that did not stop them from trying again. The culture of teamwork pulled them through the rough spots and made it possible for them to learn from their mistakes.

I heard other examples of attempts that failed or projects that almost drove everybody crazy: The World Affairs Council Coordinator telling me about the banquet speaker flying in from South Carolina who walked in literally two minutes before he was scheduled to speak; the Assistant Foreign Student Adviser questioning the International Festival and all the work that it entailed; the first Director of the Center who left the place in financial chaos; the frustration over cramped quarters; the faculty member who complained about the remoteness of the office from the everyday life of the campus. All of these were frustrations and concerns that could have been found on any college campus. The thing that was different here, though, was the attitude of those who faced these trying situations. A great deal of humor helped to smooth the way when things got rough. As one of the staff said: **Around here, you've got to be able to juggle and gargle peanut butter at the same time. To me, that's exciting!** Not everyone would find it so. But to these folks the challenge outweighed the problem.

Their basic assumption was that this thing can be worked out. We don't know how, but we'll find a way. They believed in solutions and they believed in each other.

(4) Key faculty members who have been willing to champion individual projects and ideas. The word "champion" came up in several different interviews on this campus. It seems a foregone conclusion that if a program is to succeed it must have individual faculty members who are committed to it and willing to support it for little or no reward or recognition. Northern University has such faculty champions. One of faculty members said it best: **Every project on this campus that's been successful has had a champion.** Administrators may provide the funds and motivation, students may provide the customers, but it is faculty who provide the horsepower. They make the motor run. And without their support none of it would be possible. Why do they do it? Each has his or her own unique answer to that question. Some were raised to believe in the importance of global understanding. Some were attracted initially by the extra money. Some liked the challenge and exotic nature of anything foreign. Some had their arms twisted. Some just thought it was the right thing to do.

There was a basic assumption at work on the campus of Northern University. One of the faculty members said: **Yeah, you mention anything about international education on this campus and the faculty will say, "Yeah, that's a good idea."** Individual faculty members may be hard pressed to tell you why it is a good idea but the basic assumption is that internationalizing the

campus is a worthwhile and doable project. Certainly not all the faculty believe this way, but a significant percentage do and those evangelists spread the good news to others who, in turn, convert others.

Western University, on the other hand, presented a very different picture. I would describe that institution as having a culture of fragmentation and a climate of frustration. There have been attempts on the campus to internationalize but the efforts have been disjointed and unorganized for the most part. What have been the contributing factors in this scenerio of fragmentation and frustration?

(1) One of the greatest problems that I observed at WU in terms of international education developments was the attitude of many on the campus. A prime example would be the Director of Admissions for undergraduate students. His attitude of indifference and outright hostility would have to be considered a major stumbling block in terms of foreign student enrollments. Several people on campus related their unbelief that anyone in such an influential position on campus could have such an attitude but there it was. His comments about foreign students being "more trouble than they're worth" seems almost incredible in light of his position. But his bad attitude was not the only one I found.

It is significant, I think, that four of the people that I interviewed at Western University did not want the conversation tape recorded. One faculty member did not want the tape recorder used at all and three others wanted the recorded turned off for at

least part of their response. The things that they shared with me during those times were certainly of a negative nature and reflected their basic frustration with the state of affairs on their campus.

Their statements reflect their basic beliefs and assumptions:

**It was politics. All politics.**

**That was a great idea but it fizzled.**

**So much of it is attitude and enthusiasm and being able to relay it.**

**Administrative faux-pas.**

These kinds of statements reflect a basic assumption that no matter what they might try as individuals, it wouldn't make any difference. It is safe to say that these kinds of basic assumptions would result in negative actions and reactions on a day-by-day basis.

Many of the faculty that I talked to were especially frustrated by the lack of recognition for their efforts. **When it comes down to recognition, there has not been much of it. When it comes to remuneration, it basically has cost faculty rather than being advantageous to them financially.** There was a general perception of disappointment and futility when it came to program development on the campus of Western University. **We've had an awful series of disappointments on this campus. It's sort of like, "Get ready, get set. Blah."**

(2) A second contributing factor to the climate of frustration would have to be the high turn-over rate in the position of Director of the International Studies Office. The Office was established in 1986 and will have five different Directors by the end of 1992. This kind of

short-term leadership must lend itself to a general feeling of frustration on the part of those trying to accomplish things through the Office. Comments by staff members on campus reflect this problem: **The negative turning points have been the change-overs, so many change-overs in directors.** This rapid turn-over rate in administration was perceived by many as a sign of fragmentation and impotence in the Office of International Studies. One faculty member, in describing the Director of the Office said: **He doesn't have a carrot and he doesn't have a stick!** The implication was that the Director had been powerless to implement the programs he may have wanted. The perception was that the Office of International Studies was an Office in name only and could do very little in the way of program coordination.

The problem of turn-over was not limited to the Office of International Studies only. The entire campus has undergone tremendous change administratively in the past five or six years. One faculty member put it this way: **Our administration has varied a great deal. We have operated under I don't know how many different deans now. Four or five. I've written this up somewhere and did a paper on it once. We've operated under several different chancellors, several different vice-chancellors, and we have never had a stable administrative position.**

(3) The lack of a central location to handle all matters pertaining to international education on campus is a perceived short-coming mentioned by several of the faculty and administrators. Even though

there has been an Office of International Studies since 1986, it is not perceived by many to be the focus of attention for international programs on campus. This is a good example of things that look good on paper but do not function that way in reality. The Dean of the Graduate School put it this way: **We try hard to work with the departments to make all this happen but it is difficult because there really isn't sufficient expertise on campus to make all this happen.** Her perception was shared by many. One of the faculty members said: **We don't have a well-organized, well laid out, centralized location where these things can be taken care of.** Another put it this way: **My perception, and I'm relatively new, is that things are just totally disorganized here. There is no central location where you look to international programs.** The thing that is so interesting about these comments and others like them is that they are totally different from what one is led to believe about Western University from various publications about the school. Indeed, Western University is cited as an example of an exemplary program in some articles about international education. And on paper, the institution does seem to be doing the right things. However, the reality of it is that the campus is filled with feelings of frustration and bitterness over past failures and flops.

Although Western University and Northern University are fictitious names, the institutions they represent are not. Any organization as complex as a college or university cannot be explained simplistically. However, there are certain perceptions that

are shared by insiders and outsiders alike. The culture of an institution forms the framework from which the "web of significance" is spun. Cultures make it possible for certain climates to exist and these climates guide individual actions and reactions on a day-by-day basis. Cultures of pride lead to climates of success. Cultures of teamwork lead to climates of satisfaction, and cultures of fragmentation end up with climates of frustration.

### Recommendations

A paper was submitted to the Southern Growth Policies Board in June of 1989 entitled, "Internationalizing Education in Southern Universities". In this paper, a strategy was laid out for integrating international education into every facet of university life. The strategy included four basic elements: (1) a specific commitment from the administration to international education as part of the mission and goal statement of the university; (2) a central office for international programming; (3) language study requirements for all students, made feasible through innovative instruction techniques; and (4) a policy to form alliances wherever possible with international players in state and local government, the business community, alumni networks, and national associations dedicated to international education (Southern International Perspectives, 1989). These strategies form a workable backdrop for the implementation of international education programs on any campus.

(1) Administrative Leadership and Commitment: One of the key elements in the successful implementation of change in a educational

setting is commitment from top administrators. Very little of substance can be accomplished on the campus without it. A commitment to internationalize the campus needs to begin with the chancellor or president, and involve the vice chancellors as well as the deans. In the ideal situation, international efforts on campus would be headed by a vice president of international affairs who would set the international education goals for the university. Such gestures are relatively short on cost but long on impact, strengthening support and visibility for international programming on campus. These actions present a cohesive front to the public, enhance ties with the community, and act as a driving force for the entire international education effort.

(2) A Central Office of International Programs: In addition to traditional functions (study abroad, foreign student affairs, etc.), a central office of international affairs can serve as the focal point for all international activities on campus. This kind of office could lead the debate on what types of system-wide changes are needed to facilitate internationalization, arrange for tailored language programs, and champion the cause in departments where sufficient international leadership is lacking. Wes Roberts, Director of the Center for International Studies at Northern University says the central office is essential to enable "a broad majority of students to sense how important the international dimension is, no matter what their major is." Although there is a tendency among some departments to engage in turf wars, a carefully placed central office actually can serve as a liaison, smoothing over conflicts between

schools and departments. Roberts maintains that by having the Center remain non-affiliated, all interested parties can deal with it directly rather than "go through channels."

A variety of other factors will also increase the need for a central office of international programs: (1) a significant rise in student and faculty participation; (2) greater state, community, and business demand for international programs involving the campus; (3) an increase in international high-tech and computer-generated university instruction and research; and (4) increasingly complicated procedures for overseas travel. Many universities already have in place an office of international programs. Only modest revisions in structure and administrative support would be needed to make them more effective and viable.

(3) Adjusting for Language Requirements: A third element crucial for internationalizing the college campus is improved foreign language instruction. Language programs are sometimes the most difficult to bring on board in the drive for comprehensive international programming. As it now stands, most universities have classical language programs which focus on grammar, linguistics, and literature. While this approach is essential to those who will become experts in the language itself, or on the literature of a specific culture, it does not answer the needs of students interested in using a foreign language for other than chiefly academic purposes. As the demand for foreign language instruction increased, as it already has, departments need to reassess their existing programs to meet different needs among students with different goals.

The Foreign Language Department at Northern University is a good example of this approach. They offer business language courses taught in German, French, and Spanish as an alternative study track, and a series of translation courses which are meant to expose students to more modern vocabularies that are available through the study of classical literature. Dr. Tim Selver, the department's Director of Language Labs at Northern University, claims that, due to the number of booming international businesses in the New City area, the university must "confront new challenges rather than turn inward and hope they will go away. The greater diversity we have in our courses and the more options we can offer our students, the better we will be able to fulfill our role in preparing students for life in our global village."

Building Alliances with International Networks: One of the best ways to internationalize the campus is to involve the existing networks of internationally active businesses, government officials, and alumni in programs, curriculum development, and fundraising. Opening the campus to outside influence would also bolster the image of higher education in the eyes of an international business community that has scoffed at the inability of instructors to keep up with the realities of a fast-changing global economy. As more such innovative alliances gain national attention and show positive results, administrators can seriously consider institutionalizing the practice of alliance-building so that all departments can make use of them.

I agree with all the recommendations that were made in the Southern Growth Policies Board report but one very important

element was left out: faculty involvement. Faculty involvement is the key to the successful implementation of any innovation on a university campus. In the field of education, there are five pre-conditions to institutional change (Watson, 1971). They may be represented by the acronym N.N.O.T.T.

- **Not too radical.** The proposed change cannot represent a radical departure from established norms and values. For this reason, the wise director of international programs should study the history of the institution to find out what has been done there in the past in terms of international education, and develop and strengthen those initiatives. Successful development of those programs can then lead to future innovations but only after current programs are fully implemented and supported.

- **Non-threatening.** The proposed innovation must not be perceived as a threat to existing faculty and staff. People in education, like everywhere else, tend to be a little bit paranoid when it comes to their jobs and future. The new programs should not be seen as disruptive and contentious but rather complementary and positive additions to the existing situation. The new programs should be presented as worthwhile endeavors and opportunities for advancement to those involved.

- **Ownership.** All parties involved in the innovation must feel a sense of ownership in the project. This means involving faculty, students, and administrators right from their start in the design, form, function, implementation, and evaluation of such projects. Without a sense of ownership, no one involved will truly be

concerned with whether the innovation is a success or not. As someone once said, "When was the last time you saw someone washing a rental car?" People have to care about something to take pride in it and that culture of pride ultimately leads to a climate of success.

- **Top-down support.** We have already alluded to the importance of support from the top administrators on campus for any educational program to be a success. This support has to be more than mere "lip-service". In education, as elsewhere, talk is cheap. Enthusiastic faculty can only do so much without the moral and financial support of the top administrators on campus.

- **Teamwork.** Institutional change, like any other worthwhile endeavor, depends a great deal on teamwork. A sense of teamwork can take you through the rough spots and give you hope in the face of despair. Teamwork can make it possible to overcome seemingly impossible odds and come out a winner. Sports organizations know it, successful businesses know it, and now colleges and universities are beginning to realize it, too.

Organizational culture has to do with a shared set of values, beliefs, and assumptions that act as the normative glue to hold the organization together and give meaning to actions that take place within it. Certainly the organizational cultures of Western and Northern Universities are quite different. The people that operate in those institutions do so under a very different set of values, beliefs, and assumptions. By seeking to understand those underlying realities, one can better understand the institutions themselves.

## REFERENCES

- Adams, W. (1984). Getting real: Santa Cruz and the crisis of liberal education. Change, 16(4), 19-27.
- Arendt, J. D. (1986). Strengthening the language requirement at the University of Minnesota: An initial report. Foreign Language Annals, 19(Apr), 149-56.
- Austin, A. E., & Gamson, Z. F. (1983). Academic workplace: New demands, heightened tensions (ASHE-ERIC Higher Education Report No. 10).
- Bailyn, B. (1961). Education in the forming of American society. Chapel Hill: University of North Carolina Press.
- Baldrige, J. V. (1971). Power and conflict in the university. New York: John Wiley and Sons.
- Baldrige, J. V., Curtis, D. V., Ecker, G., & Riley, G. L. (1978). Policy making and effective leadership: A national study of academic management. San Francisco: Jossey-Bass.
- Barnard, C. A. (1938). Functions of the executive. Boston: Harvard University Press.
- Beals, A. R., Spindler, G. D., & Spindler, L. (1973). Culture in process (2nd ed.). New York: Holt, Rinehart, and Winston.
- Becher, T. (1984). The cultural view. In B. Clark (Eds.), Perspectives in higher education. Berkeley: University of California Press.
- Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper and Row.
- Bensimon, E. M., Neumann, A., & Birnbaum, R. (1989). Making sense of administrative leadership: The "L" word in higher education No. #1). ASHE-ERIC.

- Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass Publishers.
- Bogdan, R. C., & Biklen, S. K. (1982). Qualitative research for education: An introduction to theory and methods. Boston: Allyn and Bacon.
- Bolman, L. G., & Deal, T. E. (1984). Modern approaches to understanding and managing organizations. San Francisco: Jossey-Bass.
- Bonham, G. W. (Ed.). (1980). Education and the world view. New Rochelle, N.Y.: Change Magazine Press.
- Brookover, W. B. (1978). Elementary school social climate and school achievement. American Educational Research Journal, 15, no. 2(Spring), 302-316.
- Carnegie Commission of Higher Education (1973). Governance of higher education: Six priority problems. New York: McGraw-Hill.
- Carnoy, M., & Levin, H. (1985). Schooling and work in the democratic state. Stanford, Cal.: Stanford Univ. Press.
- Clark, B. (1975). The organizational saga in higher education. In J. V. Baldridge & T. E. Deal (Eds.), Managing change in educational organizations. Berkeley, CA: McCutchan.
- Clark, B. R. (1970). The distinctive college: Antioch, Reed, and Swarthmore. Chicago: Aldine Publishing Co.
- Clark, B. R. (Ed.). (1984). Perspectives on higher education: Eight disciplinary and comparative views. Berkeley, California: University of California Press.
- Clark, B. R., & Trow, M. (1966). The organizational context. In T. M. Newcomb & E. K. Wilson (Eds.), College peer groups: Problems and prospects for research. Chicago: Aldine.

- Cole, J. (1990). International education: Broadening the base of participation. In C. o. I. E. Exchange (Ed.), 43rd International Conference on Educational Exchange, . Charleston, S.C.
- Corson, J. J. (1960). Governance of colleges and universities. New York: McGraw-Hill.
- Council of International Educational Exchange (1988). Educating for global competence: The report of the advisory council for international educational exchange. Council on International Educational Exchange.
- Council on Learning (Ed.). (1981). Education for a global century: Handbook of exemplary international programs. New Rochelle, N. Y.:Change Magazine Press.
- Cronbach, L. J. (1975). Beyond the two disciplines of scientific psychology. American Psychologist, 30(February), 116-27.
- Cyert, R. M., & March, J. G. (1963). A behavior theory of the firm. Englewood Cliffs, N.J.: Prentice-Hall.
- Deal, T. E., & Kennedy, A. A. (1982). Corporate cultures: The rites and rituals of corporate life. Reading, MA: Addison-Wesley Publishing Co.
- Deal, T. E., & Kennedy, A. A. (1983). Culture: A new look through old lenses. Journal of Applied Behavioral Science, 19, 497-505.
- Denzin, N. K. (1978). The research act: A theoretical introduction to sociological methods. Chicago: Aldine.
- Dobbert, M. L. (1982). Ethnographic research: Theory and application for modern schools and societies. New York: Praeger.
- Education and World Affairs (1965). The university looks abroad: Approaches to world affairs at six American universities. New York: Walker and Company.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Whittrock (Eds.), Handbook of research on teaching. New York: Macmillan.

- Ford fund (1990, Sept. 19). Ford fund gives \$1.6 million to 19 colleges to keep us with demographic changes. Chronicle of Higher Education, p. A39.
- Fullan, M. (1982). The meaning of educational change. New York: Teachers College Press.
- Geertz, C. (1973). The interpretation of cultures. New York: Basic Books.
- Goetz, J. P., & Hansen, J. F. (1974). The cultural analysis of schooling. Anthropology and Education Quarterly, 5(4), 1-8.
- Goodman, P. (1962). The community of scholars. New York: Random House.
- Grant, G., & Riesman, D. (1978). The perpetual dream: Reform and experiment in the American college. Chicago: Univ. of Chicago Press.
- Gross, E., & Grambsch, P. V. (1974). Changes in university organization: 1964-1971. New York: McGraw-Hill.
- Guba, E. G. (1978). Toward a methodology of naturalistic inquiry in educational evaluation. Los Angeles: University of California, Center for the Study of Evaluation.
- Guba, E. G. (1981). ERIC/ECTJ annual review paper: Criteria for assessing the trustworthiness of naturalistic inquiries. Educational Communication and Technology Journal, 29(Summer), 75-91.
- Guba, E. G., & Lincoln, Y. S. (1981). Effective evaluation. San Francisco: Jossey-Bass.
- Halpin, A. W., & Croft, D. B. (1962). The organizational climate of schools. Chicago: Midwest Administration Center, The University of Chicago.
- Herriott, R. E. (1977). Ethnographic case studies in federally funded multidisciplinary policy research: Some design and

- implementation issues. Anthropology and Education Quarterly, 8, 106-115.
- Hersey, P., & Blanchard, K. H. (1988). Management of organizational behavior: Utilizing human resources. Englewood Cliffs: Prentice Hall.
- Homans, G. C. (1950). The human group. New York: Harcourt, Brace, and World.
- Horowitz, H. L. (1987). Campus life: Undergraduate cultures from the end of the 18th century to the present. New York: Alfred A. Knopf.
- Jelinek, M., Smircich, L., & Hirsch, P. (1983). Introduction: A "code" of many colors. Administrative Science Quarterly, 28, 331-338.
- Jencks, C., & Riesman, D. (1962). Patterns of residential education: A case study of Harvard. In N. Sanford (Ed.), The American college. New York: John Wiley and Sons.
- Kanter, R. M. (1983). The change masters: Innovation and entrepreneurship in the American corporation. New York: Simon and Schuster, Inc.
- Kilmann, R. H., Saxton, M., & Serpa, R. (Ed.). (1985). Gaining control of the corporate culture. San Francisco: Jossey-Bass.
- Kuh, G. D., & Whitt, E. J. (1988). The invisible tapestry: Culture in American colleges and universities. (ASHE-ERIC Higher Education Report No. No. 1).
- Learning Resources in International Studies (1976). International/Intercultural Education in the Four-year College: A Handbook on Strategies for Change. In M. Williamsen & C. T. Morehouse (Ed.), Wingspread Workshop on Strategies for Change in International/Intercultural Education, 22. Racine, Wisconsin: Learning Resources in International Studies.
- Levine, A. (1989). Shaping higher education's future. San Francisco: Jossey-Bass.

- Lightfoot, S. L. (1983). The good high school: Portraits of character and culture. New York: Basic Books, Inc.
- Likert, R. (1961). New patterns of management. New York: McGraw-Hill.
- London, H. (1978). The culture of a community college. New York: Praeger.
- March, J. G., & Olsen, J. P. (1979). Ambiguity and choice in organizations. Bergen, Norway: Universitetsforlaget.
- March, J. G., & Simon, H. A. (1958). Organizations. New York: John Wiley and Sons.
- Marrow, A. J., Bowers, D. G., & Seashore, S. E. (1967). Management by participation. New York: Harper and Row.
- Martin, J., & Meyerson, D. (1986). Organizational cultures and the denial, channeling, and acceptance of ambiguity. In American Psychological Association, (pp. 44). Washington, D.C.
- McGregor, D. (1960a). The human side of enterprise. New York: McGraw-Hill.
- McGregor, D. M. (1960b). The human side of enterprise. New York: McGraw-Hill Book Company.
- Merriam, S. B. (1988). Case study research in education: A qualitative approach. San Francisco: Jossey-Bass.
- Meyer, M. W. (Ed.). (1978). Environments and organizations. San Francisco: Jossey-Bass.
- Michigan Faculty (1990, November 7). Michigan faculty votes on required course on race. Chronicle of Higher Education, p. A24.
- Millett, J. D. (1962). An essay on organization: The academic community. New York: McGraw-Hill.

- Monaghan, P. (1990, October 31). American academics of Lithuanian descent help revive Vytautas Magnus University, shut down by Soviets in 1950. Chronicle of Higher Education, p. A3.
- Moos, R. H. (1979). Evaluating educational environments. Palo Alto, CA: Consulting Psychologists Press.
- Morrill, P. H., & Spees, E. R. (1982). The academic profession: Teaching in higher education. New York: Human Sciences Press.
- Myers, C. (1990, Nov. 7). Sweeping immigration measure could make it easier for foreign professors to teach at U.S. colleges. Chronicle of Higher Education, p. A25.
- Oregon State University (1990, October 3). Oregon State University adopts a 'baccalaureate core' requirement. Chronicle of Higher Education, p. A22.
- Ouchi, W. (1981). Theory Z: How American business can meet the Japanese challenge. Reading, MA: Addison-Wesley Publishing Co.
- Ouchi, W., & Wilkins, A. (1985). Organizational culture. Annual Review of Sociology, 11, 457-83.
- Owens, R. G. (1987). Organizational behavior in education (Third Edition). Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Parsons, T. (Ed.). (1947). The theory of social and economic organization. London: Oxford University Press.
- Patton, M. Q. (1980). Qualitative evaluations methods. Beverly Hills: Sage Publications.
- Patton, M. Q. (1987). How to use qualitative methods in evaluation. Beverly Hills: Sage Publications.
- Perkins, J. A. (Ed.). (1973). The university as an organization. New York: McGraw-Hill.

- Peters, T. J., & Waterman, R. H. (1982). In search of excellence: Lessons from America's best-run companies. New York: Harper and Row.
- Peterson, M. W., Cameron, K. S., Mets, L. A., Jones, P., & Ettington, D. (1986). The organizational context for teaching and learning: A review of the research literature. Ann Arbor, Mich.: National Center for Research to Improve Postsecondary Teaching and Learning.
- President's Commission of Foreign Language and International Studies (1979). Strength through wisdom: A critique of U.S. capability. Washington, D.C.: U.S. Government Printing Office.
- Ravitch, D. (1990, Oct. 24). Point of view. Chronicle of Higher Education, p. A44.
- Riedel, K. G. (1989). New goals for teaching language: An experience in undergraduate programs in Spain. Hispania, 72(Sept), 774-79.
- Riesman, D., & Jencks, C. (1962). The viability of the American college. In N. Sanford (Eds.), The American college New York: John Wiley and Sons.
- Rist, R. C. (1977). On the relations among educational research paradigms: From disdain to detente. Anthropology and Education, 8 no. 2(May), 42-48.
- Rist, R. C. (1980). Blitzkrieg ethnography: On the transformation of a method into a movement. Educational Researcher, 9(2), 8-10.
- Roethlisberger, F. J., & Dickson, W. J. (1939). Management and the worker. Cambridge, MA: Harvard University Press.
- Ruscio, K. P. (1987). Many sectors, many professions. In B. Clark (Ed.), The academic profession. Berkeley: Univ. of California Press.
- Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). Fifteen thousand hours: Secondary schools and their effects on children. Cambridge, MA: Harvard University Press.

- Sanders, I. T., & Ward, J. C. (1970). Bridges to understanding: International programs of American colleges and universities. New York: McGraw-Hill Book Company.
- Sanford, R. N. (1962). Higher education as a field of study. In N. Sanford (Ed.), The American college. New York: John Wiley and Sons.
- Sarason, S. (1971). The problem of change and the culture of the school. Boston: Allyn and Bacon.
- Schein, E. H. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.
- Selznick, P. (1949). TVA and the grass roots. Berkeley, CA: University of California Press.
- Smircich, L. (1983). Concepts of culture and organizational analysis. Administrative Science Quarterly, 28, 339-58.
- Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. Journal of Higher Education, 59, 2-21.
- Tonkin, H., & Edwards, J. (1981). The world in the curriculum: Curricular strategies for the 21st century. New Rochelle, N.Y.: Change Magazine Press.
- Trice, H. M., & Beyer, J. (1984). Studying organizational cultures through rites and ceremonies. Academy of Management Review, 9, 653-69.
- U.S. Education Department (1990, Oct. 24). U.S. education department eyes ways to expand its international role. Chronicle of Higher Education, p. A22.
- Van Maanen, J. (1987). Managing education better: Some thoughts on the management of student cultures in American colleges and universities. In Association for Institutional Research, Kansas City, Missouri.

- Van Maanen, J., & Barley, S. R. (1984). Occupational communities: Culture and control in organizations. Research in Organizational Behavior, 6, 287-365.
- Weiner, S. S. (1990, Oct. 10). Letter to the editor. Chronicle of Higher Education, p. B1.
- Weis, L. (1985). Between two worlds: Black students in an urban community college. Boston: Routledge and Kegan Paul.
- Whetten, D. A. (1984). Effective administrators: Good management of the college campus. Change, 16, 39-43.
- Wilkins, A. L. (1983). The cultural audit: A tool for understanding organizations. Organizational Dynamics, 12(2), 24-38.
- Worthen, B. R., & Sanders, J. R. (1987). Educational evaluation: Alternative approaches and practical guidelines. New York: Longman, Inc.