

*Approaches to
International
Education*

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CHAPTER 5

Indiana University

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INDIANA UNIVERSITY HAS FROM ITS EARLIEST DAYS recognized its obligation to become involved in global concerns. During the 1950s and especially during the 1960s, the university began to assume a full range of international education responsibilities and to develop the philosophy of international education that guides its programs today.

Institutional Commitment to International Education

A succession of presidents, deans, and other academic officers, each with a particular outlook and philosophy of education, have shared an understanding of the university's obligation to international studies: that any university must place a high priority on the international dimension of higher education, that it must define its focus in global terms, and that it must infuse its programs and studies with the universalist outlook symbolized by its name. To articulate these goals is easy, but to achieve them is difficult. With the leadership of presidents, academic officers, and especially the faculty, Indiana University has developed a series of structures and operating procedures designed to achieve a universality of studies.

BASIC PRINCIPLES

To an outside observer, Indiana University's wide range of programs, institutes, deanships, and other international education offices often

appears chaotic and unstructured. But the appearance is misleading, for Indiana University has created its international programs and activities in accordance with a set of basic principles.

1. *Support and encourage faculty interests in international studies.* The basis for this principle is that the key to successful international studies lies with a committed and expert faculty. Rather than inventing faculty interests and then attempting to find faculty members to cooperate, the university looks for faculty members with strong interests and abilities and then helps them create the programs that will develop those interests. One consequence of this approach is that the university supports an unusually wide range of faculty interests in a broad sweep of disciplines and covering many geographic areas. Few topics or areas are regarded as forbidden or preferred.

2. *Provide incentives.* This principle operated most visibly in the developmental days of Indiana University's international programs. If faculty members find and develop external support for an international program activity, the university then assumes that the activity is valuable and useful and proceeds to build support for it into the ongoing university budget in order to sustain this faculty interest. As a result, a substantial, regular university resource base for international studies has been created.

3. *Support the development of faculty strength in international studies within established academic departments.* This principle is not meant to deny the creation of specialized interdepartmental programs or institutes but to guarantee that faculty members recruited and hired to participate in an expanding international program will have a strong disciplinary base and a substantial disciplinary reputation to bring to international studies. Thus, when a Latin American specialist or an African expert is hired, the critical evaluation of academic quality occurs in the department of history, or anthropology, or political science, or wherever the area studies specialist claims a disciplinary home. This principle of disciplinary excellence has been one of the most difficult to sustain in the short run, but clearly one of the most beneficial in the long run. External support for international studies from foundations, state governments, and the federal government is a variable commodity, but the university always defends its major disciplinary departments. In hard times, faculty members with an international specialization within a discipline are likely to receive the support of their discipline for territorial reasons unrelated to maintaining international studies. Similarly, faculty members in international fields who have been hired, tenured, and promoted by their disciplinary colleagues have an academic legitimacy difficult to achieve outside this structure.

4. *Organize and support auxiliary enterprises whose purpose is to encourage and facilitate faculty international interests.* This principle has meant that area studies programs at Indiana University are well

developed. Of the seven area studies programs, five have been awarded national resource center status by the Department of Education, all seven receive fellowship support from the federal government, and all have institutional structures supported by the university. But most of them do not have a faculty of their own. The university's area studies programs, some of which date back to the 1950s or before, came of age in the 1960s as major national centers thanks to the stimulus of several large Ford Foundation grants for the promotion of international studies. The money subsidized faculty positions in major departments, purchased extensive additions to the library and the library support staff, encouraged the training of graduate students, and supported faculty research, travel, and development. In spending this money, the university arranged to tie the "soft" foundation money into university budget money. When the soft foundation money ran out in the late sixties and early seventies, most international activities that had been supported by the grants continued to function with appropriated university funds. Of course, some faculty members and administrators saw no reason for the university to maintain international education activities, and others wanted to eliminate the support structure for international studies in favor of other activities. However, most university battles occur over maintaining faculty strength in disciplinary departments, and therefore much of the controversy that might have been directed at international studies became muted, because international studies were also in most cases disciplinary studies. The faculty members who studied African anthropology or Latin American history were, after all, entirely and thoroughly disciplinary in training, in career pattern, and in academic location. An attack on the African area studies faculty members turned out to be an attack on traditional disciplines such as anthropology, history, and political science. A retrenchment campaign focused on international studies proved difficult to sustain.

ADMINISTRATIVE ORGANIZATION

In the late 1960s and early 1970s, the university began a general effort to reorganize and restructure the institution. What had been the main campus at Bloomington with subsidiary centers throughout the state became a university system focused on Bloomington and Indianapolis with relatively autonomous campuses in six other locations throughout the state.

This system, with its structured administrative hierarchy and its mandate to operate as an integrated university system, resulted in some changes in the organization of international studies. More coordination of the university's international activities was needed, if only because they had become so complex and varied. The coordinating agency that was

devised is the Office of International Programs, headed by a dean who reports to the president of the university.

This new unit, created in 1975, combined a set of universitywide resources: the overseas study programs, open to faculty and students on all campuses; the foreign student office, which also serves all campuses; and other systemwide international activities such as faculty and student exchanges and small grant programs. The dean for international programs also oversees a clearinghouse for the international concerns of departments, schools, and campuses throughout the system. Although the seven area studies programs report to the College of Arts and Sciences (their historical home), the directors of these programs work closely with the dean of international programs to develop activities and pursue the university's international education interests.

In addition to activities that occur under the supervision of the dean of international programs, international studies and programs at Indiana University are carried out primarily by two other groups. One important block of activities takes place within the College of Arts and Sciences on the Bloomington campus, and the other group of programs occurs under the supervision of multicampus schools such as the Schools of Business, Education, Public and Environmental Affairs, and Continuing Studies.

An important determinant of the character of Indiana University's international programs has been the absence of a college of agriculture or engineering. These two specialties, frequently heavily involved in international projects at other universities, have no significant influence on Indiana University's international work. Instead, the dominant force in developing international studies at Indiana University has been the faculty of the arts and sciences disciplines, especially the humanities and the social sciences. The professional schools of Business, Education, Music, Medicine, Nursing and Public and Environmental Affairs have also shown considerable interest in and support for international education activities. For example, the Schools of Business and Public and Environmental Affairs have recently expanded their international commitment in several areas and initiated exchanges, training, and research programs abroad. Similarly, the School of Education has long supported a department of comparative and international education and provided faculty members for research and development work abroad. Nevertheless, without a college of agriculture, the university's approach to international studies and international development work has been substantially different than that of universities of comparable size with agricultural colleges.

Office of International Programs

The Office of International Programs is the general coordinating agency for the university's international activities and has direct responsibility for

supervising two other offices, the Office of International Services and the Office of Overseas Study. It also manages several programs directly. Some of these programs are operated on behalf of the Office of the President, such as the President's Council on International Programs. Others involve small grant funds supporting a variety of research and development tasks. The Office also manages many exchange relationships with foreign universities.

OFFICE OF INTERNATIONAL SERVICES

The Office of International Services has primary responsibility for advising and providing student services for the foreign students in the Indiana University system—about 2,600 students from more than 110 countries. Although the Indianapolis campus maintains its own foreign student advisor, the associate dean for international services is the university's representative for foreign student concerns.

The office holds a reception and orientation program for entering foreign students to acquaint them with the resources and structure of the university and to assist them in locating academic services throughout the Bloomington campus where almost three-quarters of the foreign students are enrolled. International Services also provides a general counseling service for foreign students experiencing financial, personal, and academic difficulties. The office is often concerned with technical, paralegal, and documentation services for foreign students and serves as the university's liaison with the Immigration and Naturalization Service. In the admissions process, the office is responsible for financial certification, improved liaison with departments and schools, improving the quality and selection of foreign students, and a general concern with the size and geographic and academic diversity of the foreign student population. The office also maintains close contacts with various referral agencies and institutions handling foreign students in the United States. International Services manages the International House, a center for foreign student programs and other international program activities.

OFFICE OF OVERSEAS STUDY

The Office of Overseas Study manages overseas educational programs that draw students from all schools and campuses of Indiana University. There are eight one-year programs, four summer programs, and one one-month program; and there are also five special programs administered for university students and three programs for qualified high school students.

About 300 students are involved in the university-level program, and

about ninety participate in the high school programs. Currently, study abroad courses are supported in France, Germany, Spain, Italy, Israel, England, China, The Netherlands, Peru, and Mexico. Some of these programs are managed through consortium arrangements with other American institutions of higher education, thereby sharing costs and pooling students. The office also cooperates with university departments and schools that have programs for overseas study, including the School of Health, Physical Education, and Recreation, the School of Business, and the School of Education.

The associate dean for overseas study is the university's primary representative for overseas study. He heads the Committee on Overseas Study, which advises on policies for overseas study courses and approves programs designed to offer students university credit for study abroad. Each overseas program administered by the office has a faculty committee to supervise, guide, and develop its activities. The university's overseas study activities rely heavily on strong faculty support for recruiting students and managing the programs.

OTHER ACTIVITIES

President's Council on International Programs. Composed of representatives from all campuses of Indiana University, the President's Council on International Programs (PCIP) is the university's principal advisory committee on international policy. In addition to meeting annually to discuss the university's international activities, PCIP administers a modest research and development grant. The awards are made in a variety of categories, but the bulk of the fund supports research in international affairs. Because the average grant is between \$400 and \$500, PCIP traditionally gives preference to (1) projects that require only modest assistance to come to fruition, (2) projects with outstanding potential for external funding, and (3) activities that make an important contribution to international program development at one of the university's campuses.

In addition, the fund sponsors participation in the Scholar-Diplomat Seminars offered by the US Department of State, and on occasion, it sponsors international conference travel. The President's Council on International Programs also gives modest support to important international conferences that contribute to the development of programs at Indiana University.

Overseas Conference Fund. Supported by an annual grant from the Indiana University Foundation, this program contributes towards the international travel costs of faculty members attending conferences overseas. The Overseas Conference Fund helps about eighty faculty

bers each year, although the size of the grants compared with the travel costs continues to decline. The average grant in 1980/81 was \$300.

These grants have often made possible faculty members' attending important international meetings, and both the university and the faculty members gain considerably by this experience. The Overseas Conference Committee requires that faculty members be engaged in a substantial and visible activity at the conference. The reports from faculty members about their experiences at the conferences and the research and education results demonstrate the productivity of this fund.

International faculty exchange. Indiana University supports a variety of international faculty exchanges. These activities provide opportunities for university faculty members to teach and research abroad while enriching the university with the perspectives and knowledge of faculty members from other cultures. Indiana University's current major exchange programs include:

- Tenri University, Tenri, Japan. The exchange agreement with Tenri provides for Indiana University to send a professor to Japan every other year. The agreement further provides for the exchange of one graduate student each year.

- Hamburg University, Hamburg, West Germany. Under this agreement, each university sends a professor to the other university in alternating years. In addition, there is a short-term research exchange program in which each university nominates two professors to spend four weeks engaged in research activity on the campus of the partner institution.

- Strasbourg University, Strasbourg, France. This program provides each university to exchange one faculty member with the other each year.

- Warsaw University, Warsaw, Poland. The exchange between Warsaw University and Indiana University is partially supported by a grant from the International Communications Agency. The terms of the exchange provide for each university to exchange two professors with the other every year and for both professors to teach in the appropriate academic departments and carry out administrative duties in the respective study centers. Each university has agreed to establish a cultural and academic center: American Studies in Warsaw and Polish Studies in Indiana. The agreement also provides for the exchange of graduate students.

- Shandong University, Shandong, China. This agreement provides for the exchange of faculty members and students on a short-term basis. There are no restrictions on field.

- Nankai University, Nankai, China. Nankai and Indiana have agreed to exchange faculty members and students. The students generally will be

exchanged for academic-year terms and the faculty members for short-term research visits.

The university also has several other agreements in various stages of development.

International Visitors Exchange Program. The International Visitors Exchange (IVE) is a small fund that originated with a Ford Foundation grant to Indiana University for the development of international studies. Now financed with state funds, the IVE program supports speakers whose contributions form an important part of Indiana University international studies center activity. Applications for this program must come from one of the seven international studies programs based on the Bloomington campus or from the international studies coordinator on the other campuses of the university. In most cases, applicants must have cooperating sponsorship of other departments, schools or campuses. Grants average about \$200 per visitor. This program has been most productive, providing the margin of support necessary to implement a number of imaginative lecture series and conferences.

Overseas Exchange Fellowship Program. For students attending Indiana University under an exchange agreement, the Overseas Exchange Fellowship Program provides fellowship assistance. The amounts and terms of the assistance vary depending on the reciprocal arrangement between Indiana University and the foreign institution. In 1980/81, this program provided assistance to forty-two students.

HEA title VI centers and fellowships in international studies. Indiana University will have federal support for five Higher Education Amendment (HEA) title VI national resource centers in 1981/82: African Studies Center, Center for East Asian Languages and Cultures, Slavic Language and Area Center, Center for Inner Asia, and West European Studies Center. The Office of International Programs serves as a coordinating and cooperating office for the area studies programs that prepare proposals for the HEA title VI competition. In addition, two other programs, Latin American Studies and Near Eastern Studies, receive allocations of Foreign Language and Area Studies Fellowship funds.

Consortium arrangements. On behalf of the university, the Office of International Programs manages three major consortium activities. The Midwest Universities Consortium for International Activities (MUCIA), founded in 1964, administers several grants and contracts in the international development field. Originally funded by a Ford Foundation grant, MUCIA currently exists on grants and contracts primarily from the US Agency for International Development (USAID). Although Indiana University was a founding member of MUCIA and participated actively in it during its first decade, the recent emphasis of this agency on development funding for agricultural extension activities and similar programs has meant less Indiana University participation.

Indiana University also belongs to the Indiana Consortium of International Programs (ICIP), a group of Indiana colleges and universities that sponsor programs and projects on developing international studies. In addition, the consortium members share information about overseas study programs and special international activities at each participating institution. In 1980/81, five Indiana University campuses participated in ICIP programs.

The university has been a member of the Universities Field Staff International (UFSI), formerly the American Universities Field Staff, since 1956. This consortium of colleges and universities maintains a staff of associates abroad who report periodically in writing and in person on developments in major world areas. In recent years the organization has expanded its activities into other areas such as teaching, media work, and consulting. The UFSI program is active on all campuses of the university, and a number of Indiana University faculty members have participated in UFSI projects.

Small Projects. Several other projects are also managed by the Office of International Programs. The *Directory of International Studies Faculty and Staff*, which is maintained in the office and updated every other year, lists some 600 faculty members and staff members with international expertise or experience on the campuses of the university. An international alumni newsletter published from two to three times a year and sent to about 350 foreign alumni has been developed by the office in collaboration with the Indiana University Foundation.

A research group, the Women in Development Committee, is sponsored through a grant to MUCIA from USAID and was formed to help create a network of persons concerned with women in international development and to generate substantive research proposals.

Area Studies Programs

Administered within the College of Arts and Sciences, area studies programs are the primary focus of international studies at the university. Because they have a mandate to be interdisciplinary collections of scholars and students from all parts of the university, these programs tend to have constituencies much wider than the College of Arts and Sciences. For a variety of historical reasons, there is no uniformity in program organization or design, although there are some common patterns.

Some of the area studies programs are interdisciplinary units that do not have tenure-track faculty positions located in the program budget, but instead draw faculty members from departments, schools, and campuses across the university. Some of the programs in this category are among the most successful in the university. African Studies, Latin American Studies,

Middle Eastern Studies, and the Russian-East European Institute belong to this category.

Two programs are virtually coterminous with academic departments. The Department of East Asian Languages and Literatures is a relatively recent creation that expanded the East Asian Language unit to include the joint appointment of faculty members in other humanities fields and the social sciences. That department also serves as an area studies center, and with its designation as a national resource center, it has begun to develop stronger ties with schools and campuses beyond its departmental confines. The Department of Uralic and Altaic Studies is a language department that also houses the Inner Asian program. Its faculty, too, is multidisciplinary.

The West European Studies Program represents the final variation. This program is principally constructed as a holding corporation for the university's exceptional resources in West European studies, but at the same time it has department status within the College of Arts and Sciences because it has several half-positions budgeted and tenured within the department.

AFRICAN STUDIES

This program has renowned language and linguistics programs offering instruction in twenty-eight African languages; it has produced almost forty African language manuals under contract with the Peace Corps or the Office of Education. It has one of the strongest programs in African humanities in the United States with faculty members in ethnomusicology, fine arts, folklore, literature, and religion. It has disciplinary strength in history, political science, and economic and social development, with regional specializations in West Africa, East Africa and the Horn, and Southern Africa. The program has been a federally funded national resource center for many years.

LATIN AMERICAN STUDIES

During its twenty years of existence, the Latin American Studies Programs has grown steadily in faculty, curriculum, students, resources, and community programs. Some seventy-six faculty members provide a distinguished record of research and publication. The curriculum spans virtually every discipline within the humanities and social sciences as well as most of the professional schools. The program is strong in the Latin American languages including Isthmus Zapotec, Nahuatl, Quechua, Haitian Creole, as well as Spanish and Portuguese. It has outstanding

resources in the library, the Latin American Music Center, the Museum, and the Archives of Traditional Music. This program has received Foreign Language and Area Studies Fellowship support for many years.

RUSSIAN AND EAST EUROPEAN INSTITUTE

This program is the oldest area studies program at Indiana University. Since its creation, its primary objective has been to develop a broad interdisciplinary curriculum offering advanced language and area training on the Soviet Union and the nations of Eastern Europe. About fifty full-time faculty members specialize in some aspect of Russian and East European studies. The program has recently expanded into the areas of journalism, government, and business and has increasingly emphasized undergraduate language and area studies training. This program has been a federally funded national resource center for many years.

MIDDLE EASTERN STUDIES

Although this program was created recently, the university's interest in Middle Eastern studies is well established. Course offerings in this area are spread among diverse academic units throughout the university, including Classical Studies, Religious Studies, Classical Archaeology, Fine Arts, Medieval Studies, History, Political Science, Geography, Anthropology, Sociology, Folklore, and Uralic and Altaic Studies. The program draws heavily on the language and culture offerings of the Department of Near Eastern Languages and Literatures, including Arabic, Hebrew, and Persian. The Middle Eastern Studies Program receives Foreign Language and Area Studies Fellowship support.

WEST EUROPEAN STUDIES

This genuinely interdisciplinary program focuses on contemporary Western Europe. It has aimed to promote faculty and student research and training. It has joint faculty appointments in the departments of Germanic Languages, History, and Political Science. The program, created in the mid-1960s, has an unusually broad base of faculty support in all departments and schools of the university. Associated foreign language programs are extensive, including a program in Catalan. West European Studies is a federally funded national resource center.

EAST ASIAN LANGUAGES AND CULTURES CENTER

Based in the Department of East Asian Languages and Cultures, this program covers a broad span of disciplines in the humanities and social sciences. The department offers some seventy-five courses in Chinese (Mandarin and Cantonese) and Japanese language and literature, in addition to thirty courses on the cultures of China, Japan, and Korea. The program has special strengths in comparative literature and draws support from the offerings of the Department of Uralic and Altaic Studies in Mongolian language and culture. The center has also begun to develop strong ties with the professional schools, especially the School of Business. This program is a federally funded national resource center.

INNER ASIAN STUDIES

This program, based in the Department of Uralic and Altaic Studies, draws on a long history of university interest in the languages and cultures of Inner Asia. From an original emphasis on linguistic studies, the program has been broadened to include the study of all aspects of the cultures and societies of Inner Asia. The program supports courses dealing with Hungarian, Finnish, Inner Asian, Ottoman, Turkic, Mongol, and Tibetan history, civilization, and literature. It also offers courses on the non-Slavic aspects of the Russian and Soviet past and present. The program supports the teaching of modern languages within this world area, specifically, Finnish, Estonian, Hungarian, Turkish, Azeri, Uzbek, Tatar, Kazakh, Chuvash, Tuvin, Yakut, Khalkha, Mongol, and Tibetan. This program has been a federally funded national resource center for many years.

OTHER INTERNATIONAL EDUCATION PROGRAMS

In addition to the programs of the Office of International Programs and the area studies programs, there are international education programs administered through special university units: The International Development Institute, the Polish Studies Center, and the Center for Global Studies.

INTERNATIONAL DEVELOPMENT INSTITUTE

The basic mission of the International Development Institute (IDI) is to help improve the design and implementation of practical development

activities. IDI's approach to achieving this mission is to draw information from theory and practice and disseminate it to carefully selected users.

Sponsored by grants from various sources, IDI has developed expertise in international development. Among its activities are materials production, including textbooks used in training and other forms of instruction, design studies of various means-ends relationships, design notes presenting specific lessons from development experiences, and training modules that combine audio, visual, and printed materials in self-instructional packages.

In addition, IDI conducts two-week analytical skills workshops three or four times a year. Designed for persons engaged in problem analysis and program or project design, these workshops cover systems analysis, organizational and managerial analysis, economic and financial analysis, and other principles and methods for dealing with development problems. Participants are AID staff members and host-country personnel involved in practical planning, analysis, and implementation. In conducting workshops in Afghanistan, Kenya, Panama, the Philippines, and Thailand, as well as in the United States, the Institute has made innovative use of audio-visual and computer technology. It has demonstrated that intellectually powerful materials can be fitted to practical uses in ways that do not dilute quality.

IDI also administers a variety of other projects related to development. For example, the Venezuelan Migration Project is an interdisciplinary research group at Indiana University interested in a wide range of issues related to migration. Under another project, a prospectus is being developed for a program called Abstracts on the Integration of Latin America, designed to provide a comprehensive guide to scholarly articles and books about the social, political, economic, and cultural aspects of Latin American integration. The first step in this process, completed in 1981, was a feasibility study sponsored by the Fundación Bicentenario de Simón Bolívar (Caracas, Venezuela).

POLISH STUDIES CENTER

The Polish Studies Center handles the exchange program between Indiana University and Warsaw University. Its counterpart, the American Studies Center, was established at Warsaw University during the 1975/76 academic year and formally opened in October 1976. The Polish Studies Center was established during the 1976/77 academic year and formally opened in November 1977.

Under the terms of the agreement, two professors and two graduate students or research associates are sent by each university to the other each year. The senior professor in each instance serves as associate director

of the center and teaches. The junior professor is mostly involved in teaching.

In cooperation with the Office of International Programs, the Polish Studies Center assists all Indiana University professors and students going to Poland. In the area of community relations, the center is in close contact with the Polish Cultural Society of Indiana, which is centered in Indianapolis. The center's monthly newsletter is sent all over the United States and to Poland.

The Polish Studies Center also sponsors an active program of cultural and academic events. These programs are cosponsored by the Office of International Programs, the Russian and East European Institute, and by appropriate departments and programs in the university.

Under the terms of the Indiana-Warsaw agreement, the two universities alternate hosting an international conference each year. The topic of the 1981/82 conference at Indiana University was the Polish Renaissance.

CENTER FOR GLOBAL STUDIES

The Indiana University Center for Global Studies has three main objectives. First, the center works to strengthen undergraduate instruction in global studies on all eight Indiana University campuses. The means for accomplishing this objective include drawing attention to the importance of global studies; mobilizing talent and resources behind global studies; encouraging the infusion of global perspectives into existing core courses; helping to establish new courses; facilitating cross-disciplinary cooperation among faculty members who share an interest in global studies; acquiring new library resources to support global studies; and acquiring fugitive materials such as syllabi and bibliographies that further global studies.

Second, the center is interested in developing graduate education in global studies at the master's degree level in the professional schools of Business, Education, and Public and Environmental Affairs.

Third, the center provides services to the state and region on behalf of global studies. The center has provided services to schools that are trying to strengthen international studies instruction.

A major activity of the center has been the Project on Indiana in the World Economy, which seeks to improve and expand ties between the university and the local community of each of the regional campuses of Indiana University so that public awareness and understanding of international economic issues may be expanded. The project involves academics, businessmen, and community leaders in the collection and exchange of information. The project has sponsored conferences designed to create greater public awareness of the impact of international trade.

investment, and politics on the quality of life in Indiana and the nation. This project is sponsored by the center with the support of a grant from the Metropolitan Life Insurance Company and the International Communications Agency.

The Future of International Studies

Given its strong institutional commitment to excellence in international studies and the wide base of faculty support, Indiana University expects to continue the development of its international programs with vigor and enthusiasm in the next decades. Although the prospects for expanded foundation and government assistance for international studies are somewhat reduced compared with the extravagant days of the 1960s and the early 1970s, the university's resource base has achieved the critical mass needed to continue development on its own.

Nonetheless, the difficulties of maintaining and continuing international program development should not be minimized. With the prospect of declining enrollments and declining state budgets for higher education, faculty members and administrators interested in international studies have no grounds for complacency and will have to be sure that programs in this area are of high academic quality, command strong faculty support, and have aggressive representation throughout the institution.

These programs will not survive merely on the belief that international concerns deserve attention but they will prosper if the faculty members and the students who participate are of the highest quality the institution has to offer.