

The Future—  
International Programs  
at the  
University of Illinois,  
Urbana



A Ten-Year Glimpse

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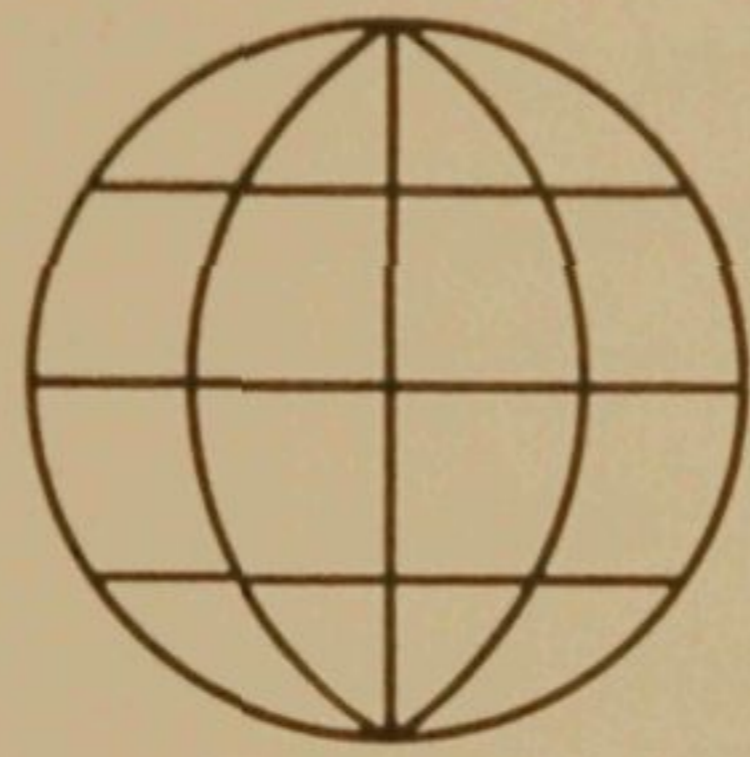
REPORT AND RECOMMENDATIONS OF THE CHANCELLOR'S  
AD HOC COMMITTEE ON INTERNATIONAL PROGRAMS

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MAY 1, 1968



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UNIVERSITY OF  
ILLINOIS LIBRARY



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## PREFACE

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The ad hoc Committee on International Programs was appointed in November, 1967. Composed of deans and directors of various colleges and international units of the Urbana-Champaign campus of the University of Illinois, the Committee was asked to survey existing and planned international programs and studies on the campus and to establish guidelines and recommendations for their development over the next ten years. The Committee's work was not to be a comprehensive study of the University's or campus' role in international affairs, but rather an inward look — an inventory and assessment of specific programs of research, instruction, and service now operational or projected for the next decade.

Each college and unit submitted a report to the Committee pertaining to its present and planned international involvement. In most cases these reports reflected faculty committee action within the college or unit. These reports then served as the basis for Committee discussion and deliberation.

The Committee's final report, which follows, was prepared and written by Dr. Barbara A. Yates, Assistant Director of International Programs and Studies and Assistant Professor of Comparative Education.

The members of the ad hoc Committee on International Programs, their chairman, and staff are to be commended for the time, thought, and perseverance which they gave to the preparation of their reports and to the general guidelines formulated.

These recommendations should be implemented as soon as possible by the relevant officers on campus. I have directed that the name of the Office of International Programs be changed to that of Office of International Programs and Studies to reflect its broadened responsibilities. I have also appointed the following two committees:

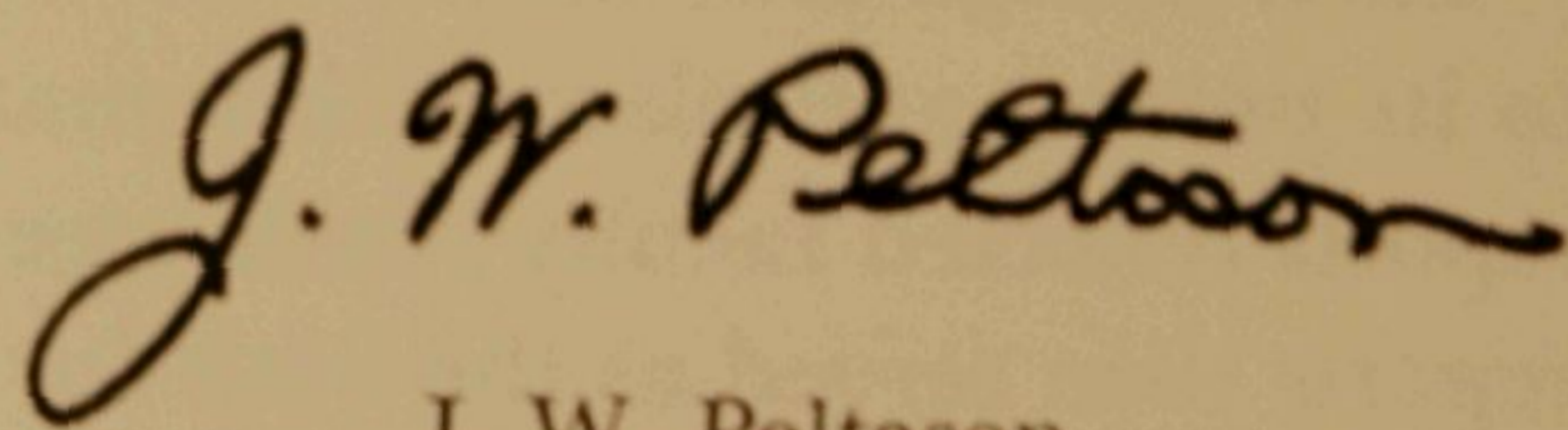
Committee of Deans on International Programs and Studies: George K. Brinegar, *Chairman*, Daniel Alpert, Orville G. Bentley, Carl A. Brandly, John E. Cribbet, Robert B. Downs, Rupert N. Evans, William L. Everitt, Mark P. Hale, King J. McCristal, Joseph W. McGuire, Theodore Peterson, Robert W. Rogers, Martin Wagner, Allen S. Weller.

Planning Committee for International Programs and Studies: Morrell



B. Russell, *Chairman*, Charles S. Alexander, George K. Brinegar, *ex officio*, Roger K. Brown, Joseph B. Casagrande, Robert B. Crawford, Royden Dangerfield, Carl W. Deal, John J. Desmond, Ralph T. Fisher, Jr., Bernard Karsh, Earl L. Leng, Alexander L. Ringer, Ralph Reisner, Adolf E. Sturmthal, Girdharilal L. Tikku, Barbara A. Yates, Vernon K. Zimmerman.

These Committees are expected to provide valuable assistance in implementing the recommendations of the ad hoc Committee on International Programs and in general guiding the future development of International activities on the Urbana-Champaign campus.



J. W. Peltason  
Chancellor

May 22, 1968



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## CONTENTS

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PREFACE	i
COMMITTEE MEMBERS	1
INTRODUCTION	3
<b>PART I. STATUS OF EXISTING INTERNATIONAL PROGRAMS AT THE UNIVERSITY OF ILLINOIS</b>	7
A. COLLEGE AND DEPARTMENTAL COURSE OFFERINGS	7
B. SPECIAL INSTRUCTIONAL PROGRAMS	8
C. INTERNATIONAL EXCHANGES	8
D. PROGRAMS OF WORK-STUDY ABROAD	9
1. Liberal Arts and Sciences	9
2. Fine and Applied Arts	10
3. Engineering	10
E. RESEARCH	11
F. AREA STUDIES CENTERS	11
G. FUNCTIONAL CENTERS	13
1. Center for International Comparative Studies	13
2. Center for Psycholinguistics	13
3. Tehran Research Unit	13
4. Center for International Education and Research in Accounting	14
5. Krannert Art Museum	14
H. GOVERNMENT AND FOUNDATION FUNDED OVERSEAS RELATED CONTRACTS	14
1. Uttar Pradesh Agricultural University	15
2. Jawaharlal Nehru Agricultural University	16
3. Njala University College	16
4. Keio-Illinois Research and Exchange Project	17
5. Agricultural Economics Project at Uttar Pradesh Agricultural University	17
6. CIC Rural Development Research Subcontract	18
7. Stanford Research Institute Farm Marketing Subcontract	18
8. Cooperation with the Midwest Universities Consortium for International Activities, Inc. (MUCIA)	18
<b>PART II. ORGANIZATION OF INTERNATIONAL PROGRAMS IN AMERICAN UNIVERSITIES</b>	21
A. CURRICULAR ORGANIZATION	21
1. Introductory Civilization Courses	21
2. Infusion Courses	21
3. Area and Comparative Studies	22
4. Language Study	22



B. ACADEMIC ORGANIZATION	22
1. Area Studies Centers	22
2. Functional Institutes	23
C. FACULTY OVERSEAS ACTIVITIES	24
D. ADMINISTRATIVE COORDINATION	25
<b>PART III. INTERNATIONAL PROGRAMS PLANNED AT THE UNIVERSITY OF ILLINOIS</b>	27
A. INSTRUCTION	27
1. International Specialization	28
2. Enrichment Courses and Programs	29
B. RESEARCH	30
C. ORGANIZED STUDY ABROAD	31
D. GEOGRAPHIC FOCUS	34
E. OVERSEAS INSTITUTION-BUILDING CONTRACTS	35
F. OTHER OVERSEAS CONTRACTS	36
G. PROPOSED CAMPUS INTERNATIONAL UNITS	37
1. Center for Comparative International Communications	37
2. Center for International Agricultural Communications Development	37
3. Center for International Engineering Education	37
4. Center for African Studies	37
5. Center for East and Southeast Asian Studies	37
6. Center for South Asian and Near Eastern Studies	37
7. Institute for International Agricultural Extension	38
8. Rurban Educational Development Laboratory	38
H. STAFF	38
I. LIBRARY RESOURCES	38
J. COOPERATION BETWEEN COLLEGES	39
<b>PART IV. COMMITTEE RECOMMENDATIONS</b>	41
A. OBJECTIVES	41
1. Undergraduates	41
2. Graduate Training, Research, and Service	41
B. IMPLEMENTING POLICIES	43
C. ORGANIZATIONAL STRUCTURE	44
D. ORGANIZATION AND RESPONSIBILITIES OF THE OFFICE OF INTERNATIONAL PROGRAMS AND STUDIES	45
1. Organization	45
2. Responsibilities	46



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## COMMITTEE MEMBERS

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DANIEL ALPERT, Dean, Graduate College

ORVILLE G. BENTLEY, Dean, College of Agriculture

GEORGE K. BRINEGAR, Director, Office of International Programs, *Chairman*

HERBERT E. CARTER, Vice Chancellor for Academic Affairs

JOSEPH B. CASAGRANDE, Director, Center for International Comparative Studies

JOHN E. CRIBBETT, Dean, College of Law

ROYDEN DANGERFIELD, Executive Director, Midwest Universities Consortium for International Activities, Inc.

ROBERT B. DOWNS, Dean, Library Administration

RUPERT N. EVANS, Dean, College of Education

WILLIAM L. EVERITT, Dean, College of Engineering

RALPH T. FISHER, JR., Director, Center for Russian Language and Area Studies

ELDON L. JOHNSON, Vice President

THEODORE PETERSON, Dean, College of Communications

ROBERT W. ROGERS, Dean, College of Liberal Arts and Sciences

ALLEN S. WELLER, Dean, College of Fine and Applied Arts

VERNON K. ZIMMERMAN, Acting Dean, College of Commerce and Business Administration

JACK W. PELTASON, Chancellor, *ex officio*



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## INTRODUCTION

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Until the 1960's, the primary emphasis of internationally-related instructional and research programs at the University of Illinois was aimed at Western Europe. Although formally organized Latin-American studies were established in the early 1940's and overseas contract programs for technical assistance and institution building were undertaken in the early 1950's, it was not until the 1960's that the University began a coordinated series of efforts aimed at expanding and broadening its involvement in international programs.

A central part of these efforts was a series of President's Conferences, one segment of which was a special Faculty Conference on the Role of the University of Illinois in International Affairs, held December 2, 1961.<sup>1</sup> The Conference included approximately one hundred participants from fifteen colleges and divisions of the Urbana-Champaign campus and of both Chicago campuses. The purposes of the discussions were to assess the current status of the University's activities and resources in international programs and to discuss possible avenues of future development. The Conference concluded that University international activities "should be greatly expanded" and recommended:

1. Instruction in non-Western languages.
2. Area studies in addition to the current Russian and Latin-American centers.
3. Comparative and interdisciplinary studies concerned with problems of world significance.
4. Introduction of non-Western subject matter by revising present relevant courses or adding new ones.

Following the Conference, on May 24, 1962, the Board of Trustees approved the appointment of the first Director of International Programs,

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<sup>1</sup> A report of the Conference was contained in *Faculty Letter* No. 25, December 21, 1961, and a summary in the Almy Report, *Educational Directions at the University of Illinois*, A Statement by the University Study Committee on Future Programs, January 1963, pp. 43-45.



whose function was to provide leadership for developments in international activities. There was, however, no definition of "international programs" included in the terms of reference nor has there been an agreed upon definition since. The responsibilities assigned the Director, set forth in the *Faculty Letter* of May 28, 1962, were general in nature, including (in relation to international activities) (1) collection and dissemination of information, (2) general administrative supervision of overseas programs, (3) coordination of relations between the University and government agencies, foundations, and other universities, (4) encouragement of instruction and research, (5) coordination of University international activities, (6) leadership in seeking outside funds, and (7) continuing analysis and evaluation of these activities. This statement of responsibilities in the *Faculty Letter* has come to be a rough definition of "international programs" at Illinois.

A third step in furthering international activities at the University of Illinois was the creation of the Midwest Universities Consortium on International Activities, Inc. (MUCIA). In June 1963, the presidents of Illinois and three other midwestern state universities met with Ford Foundation representatives in Chicago, and the following year the Ford Foundation financed the newly-created Consortium.

Fourth, during the early 1960's, area studies were expanded and strengthened and various functional research centers, including the Center for International Comparative Studies (CICS), were added to the Urbana-Champaign campus.

Fifth, international programs on the Urbana-Champaign campus benefited from the receipt of several outside grants of funds. In December 1963, the Ford Foundation granted approximately \$900,000 to support international studies. Much of this grant has been used to assist the Center for Asian Studies and the Center for International Comparative Studies. Miss Doris Duke contributed the sum of \$150,000 to be used over a period of five years in support of the Center for Russian Language and Area Studies. The federal government, through the Office of Education, has provided continuing support for area studies, graduate fellowships, and various special instructional and research programs.

Sixth, during the early 1960's, the University of Illinois, particularly the College of Agriculture, undertook to negotiate and expand existing overseas contracts in cooperation with the Agency for International Development (AID).

Finally, in the fall of 1967, the newly-appointed Chancellor, Jack W. Peltason, named an ad hoc Committee on International Programs, composed of deans of colleges and directors of centers under the chairmanship of the Director of International Programs, to review existing inter-



national programs and to make recommendations for further development over the next ten years. The report of this Committee follows.<sup>2</sup>

<sup>2</sup> Each college and center prepared individual reports discussing their present programs and future plans. Part I and III are based on these college and center reports. The full college and center reports are available in the Office of International Programs and Studies. Duplicate copies of *all* college and center reports are also available in each Committee member's office.



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## PART I

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### STATUS OF EXISTING INTERNATIONAL PROGRAMS AT THE UNIVERSITY OF ILLINOIS

The following description of international programs at the University of Illinois is meant to include programs operative as of the spring of 1968. Plans for expansion or new programs will be discussed in Part III of this report.

#### A. COLLEGE AND DEPARTMENTAL COURSE OFFERINGS

The extent of instructional programs and courses, wholly or partly internationally oriented, varies between colleges and departments. The College of Fine and Applied Arts stresses that all students be familiar with the arts in developed countries of Western civilization and to a lesser extent with the Orient. The Department of Advertising stresses an international approach to the teaching and practice of communication, requiring students to take a multi-national viewpoint in as many subject areas of communications as possible. The Department of Journalism integrates knowledge of foreign media systems into undergraduate and graduate instruction programs and encourages majors to follow area study minors. The Institute for Labor and Industrial Relations reports that all courses are both interdisciplinary and cross-national.

The various social science and humanities (especially language) departments have traditionally offered, as part of their regular curricula, courses with an international component. Indeed, course offerings of some departments, such as geography, history, French, art, music, etc., are by their nature international. Other departments offer graduate majors with an international and/or comparative component, e.g., international economics, comparative education, comparative literature, etc.

The Colleges of Liberal Arts and Sciences and Commerce and Business Administration, with assistance from the area studies centers, have added special regional instruction to their social science offerings (e.g.,



History of Soviet Russia from 1917 to the Present, Economic Development in Latin America, Problems of Asian Politics and Government). Professional schools, such as the Colleges of Agriculture, Commerce and Business Administration, Communications, Education, and Law, have introduced special courses with specifically international content (e.g., International Comparative Agriculture, Special Topics on International Horticulture, History of Communications, World Broadcasting, History of Educational Ideas, Comparative Law and International Business Transactions, etc.). The Department of Political Science has for many years offered a major in International Relations for undergraduate and graduate students, and recently the Department of English established a curriculum in the Teaching of English as a Second Language. All these instructional offerings are pertinent to the development of international studies but for the most part do not in themselves represent organized international programs.

### **B. SPECIAL INSTRUCTIONAL PROGRAMS**

In 1966 the Library offered a National Defense Education Act (NDEA) Title VI Summer Institute in Latin-American Librarianship, and the Department of History in 1967 held a NDEA Title XI Summer Institute in Latin-American History and Geography for high school teachers. In a similar vein the Department of Slavic Languages and Literatures, in cooperation with counterparts at Indiana University, University of Michigan, and Ohio State University, has developed an intensive rotating summer institute in Russian Language Study which will presumably come to Illinois in 1969 and every fourth year thereafter.

Separate from the overseas contracts is the University of Illinois' "blanket" contract with AID to accept AID participants on a campus-wide basis. Under this agreement, AID may refer participants working in a variety of fields for instruction and/or training to the University. Some participants are regularly enrolled students, mainly at the graduate level, some attend specially-organized short courses, and some come for consultation with specific professors. Most of these participants are in agriculture. The programming of these AID participants, some 250 per year from more than fifty countries, is handled at the University of Illinois by the Office of Foreign Visitors, which has a budget of about \$27,000 annually.

### **C. INTERNATIONAL EXCHANGES**

Almost from its beginning, the University of Illinois has welcomed foreign students. The number rose to 1,343 from seventy-seven different countries in the 1967-1968 academic year. The University maintains, under the Dean of the Graduate College and the Dean of Students, an Office of



Foreign Student Affairs (1967 budget: \$54,070) which provides academic and administrative services to foreign students.

Many departments and colleges encourage and make financial provision for visiting faculty from abroad. Virtually every department and unit of the University has regular staff who periodically attend international conferences, conduct research, consult, or teach abroad for some period of time.

Exchanges of students and faculty provide one of the most effective means of developing sound, long-term avenues for interchange and mutual understanding between different cultural groups and provide the opportunity for cooperative work on mutual problems. However, the "exchanges" of students and faculty from the Urbana campus with overseas areas are not usually on a regular, formal, one-for-one basis, but result from individual interest and availability. Exceptions might be the University's participation in the Latin-American Scholarships Program of American Universities (LASPAU), which has brought a dozen select, advanced undergraduate students to the University of Illinois from Latin America. The College of Engineering concluded an agreement in 1968 with the Higher Technical School of Munich for a three-year experiment to exchange an undergraduate student annually beginning in 1968-1969. In addition, the University of Illinois is a chartered member of the Universities Council on Water Resources (UCOWR), which cooperates with the United States National Committee for the International Hydrological Decade (IHD) in coordinating graduate fellowships and assistantships in the United States for foreign students interested in hydrology and related fields. This UCOWR/IHD Fellowship and Assistantship Program was started at the University in the summer of 1967 and already the Department of Civil Engineering has received a large number of applications.

In 1965 the University of Illinois Symphony Orchestra toured Central and South America under State Department auspices. Other University of Illinois performing groups traveling abroad have included the Varsity Men's Glee Club which visited Europe in 1958, 1961, and 1965; the Concert Choir in 1963 and 1967, when it performed at the European Festival in Namur, Belgium; and the Contemporary Chamber Players in 1966, when they visited Poland and other European countries.

#### **D. PROGRAMS OF WORK-STUDY ABROAD**

Three colleges, Liberal Arts and Sciences, Fine and Applied Arts, and Engineering, provide regular, organized programs for students to work and/or study abroad.

##### **1. Liberal Arts and Sciences**

From 1962 to 1966 the Department of Anthropology of the College of



Liberal Arts and Sciences, in association with Harvard, Columbia, and Cornell Universities, sponsored a program of supervised field training in Latin America for undergraduates interested in social anthropology under the auspices first, of the Carnegie Corporation and then of the National Science Foundation. In 1967 the College of Liberal Arts and Sciences joined with other Committee on Institutional Cooperation (CIC) institutions in sponsoring an anthropological summer program in Mexico City; in the same year, the Department of Anthropology initiated an academic-year program in Peru. Beginning in the summer of 1968 an archaeological research and excavation project will be undertaken in Sicily in cooperation with Princeton University. The University of Illinois will nominate the field director, who will be assisted by four University of Illinois graduate students.

The Center for Latin-American Studies and the CICS also supported a graduate student training and research project in Mexico during 1966 sponsored by the Department of Geography.

## **2. Fine and Applied Arts**

The newest organized study abroad program in operation is that of the Department of Architecture at La Napoule, in southern France near Cannes. In the second semester of 1966-1967 the Department began a program for fourth year architecture students, enabling thirty of them to spend a semester in accredited study abroad. The program provided is nearly identical to the regular campus curriculum but is adapted to the opportunities available in this particular location, which is accessible to hundreds of significant examples of architecture and civic spaces, both old and new.

Instruction is provided by three members of the Department at a cost which does not exceed instructional costs at Urbana so far as expenditure of State funds is concerned, although a staff position was added to the Department when the program was approved. Transportation costs of staff and operational costs of the studio facilities have been covered by private gifts and student fees. Students incur approximately the same living costs as they do at the Urbana campus, plus travel and personal expenses. Student applications for the fall semester of 1968 far exceed the thirty places available.

The Department of Landscape Architecture sponsors an annual Ryerson Traveling Fellowship for study of landscape architecture abroad.

## **3. Engineering**

A number of juniors and seniors in the College of Engineering have participated in a summer work-exchange program during which they gain technical experience in a foreign country.



Overseas Traineeships are provided through the University's cooperation with the International Association for the Exchange of Students for Technical Experience (IAESTE), a private, nonprofit organization. This group arranges for students of engineering and the sciences to obtain on-the-job training in a foreign country for eight to twelve weeks during the summer vacation. Long-term training of three to twelve months can also be arranged. Over the past four years twenty-four students (fifteen in the summer of 1967) from the College of Engineering have obtained practical experience in foreign firms in Japan, the Sudan, South Africa, and countries of Europe, South America, and the Middle East.

### **E. RESEARCH**

Most colleges and other units reported a number of individual faculty research projects with an international dimension. Area studies centers have encouraged faculty research in their respective geographic areas and the Center for International Comparative Studies (CICS) and the Midwest Universities Consortium for International Activities (MUCIA) have funded individual faculty requests for grants for international research. In addition, some colleges have made a concerted effort to support international research. For example, the College of Agriculture reported that during 1967 almost \$500,000 was expended for research projects in foreign agriculture—about half through AID contracts in India and Sierra Leone and the remainder by the University of Illinois Agricultural Experiment Station.

### **F. AREA STUDIES CENTERS**

The three area studies centers (Latin-American, Asian, Russian), administered within the College of Liberal Arts and Sciences, represent an effort to organize courses, faculty, and library resources, across departmental lines, into a coordinated internationally-oriented academic program. While a Latin-American Studies instructional program began in 1942 and offered an undergraduate major and minor beginning in 1948, the Center for Latin-American Studies and the Center for Russian Language and Area Studies date from 1959, and the Center for Asian Studies from 1964. Despite the earlier establishment of the Center for Latin-American Studies, no faculty member (outside the Department of Anthropology) with a clear research and teaching commitment to Latin America was hired in the social sciences or fine and performing arts in the decade prior to 1964. However, about this time, the College of Liberal Arts and Sciences began to make a clear commitment to the development of area studies, and in 1964-1965 the College allocated funds to the Centers for the appointment of faculty, and the Library allocated new funds for acquisitions.



Since then, the development of the Centers in terms of adding faculty, funds, courses, students, and library resources has been rapid. The existence of the Centers has made it possible for the University to qualify for federal support from the United States Office of Education in the amount of about \$675,000 since 1960. These funds have facilitated the addition of faculty members and courses and the marked improvement of library and other resources. The existence of these three centers, furthermore, has enabled the University to qualify for NDEA Title VI graduate student fellowships and Fulbright-Hays graduate and faculty fellowships amounting to a total of more than \$360,000 since 1960. The number of faculty members directly involved in the programs of the three area centers is about one hundred from nineteen different departments. Estimated 1967-1968 enrollments (as distinct from individual students) in core courses of the three area study programs were 7,000 (graduate and undergraduate). In the 1966-1967 academic year the Center for Asian Studies reported that fifty-nine candidates for advanced degrees were specializing in an Asian area, including twenty-four graduate *majors* in East Asia (seventeen Ph.D.'s; seven A.M.'s) and twelve graduate *majors* in Southeast Asia (nine Ph.D.'s; three A.M.'s), plus twenty undergraduate minors in Asian studies. In the same period, the Center for Latin-American Studies had thirty undergraduates and twenty-four graduates minoring in Latin-American studies who *completed* advanced degrees. Between 1961 and 1967 a total of 350 undergraduates obtained bachelor's degrees with a major, minor, or strong "core" in Russian language and area studies. In the same period, graduate students in the same categories received 120 A.M.'s and thirty Ph.D.'s.

In addition to the three area studies centers, an African Studies Committee was established in December, 1965, as a subcommittee of the Division of Social Sciences in the College of Liberal Arts and Sciences. Its objective is to serve as a catalyst for the development of teaching and research programs in the African field by encouraging the addition of faculty and courses, improving the library's holdings on Africa, and ultimately by developing a minor in African studies. Since the fall of 1966 the Committee has received \$2,400 annually from the College of Liberal Arts and Sciences for secretarial help. A grant of \$4,900 in February 1966, from the CICS supported, among other items, an African Studies Lecture and Colloquium Series held during the 1966-1967 academic year.

Although there are service and research commitments in Africa in the applied sciences, departments of the College of Liberal Arts and Sciences have minimal commitments in the region. Presently, courses are being offered only in the Departments of Anthropology and Geography, and in the Center for Human Ecology. Outside the College of Liberal Arts and Sciences, courses on Africa may be taken in the Departments of Agronomy



and Economics, and in the College of Education. The spring semester 1967 enrollment in these courses was 129 students. There are seven faculty members whose teaching is wholly or largely focused on Africa. Another forty-five faculty members have research experience and knowledge of Africa and a continuing interest in African studies.

## **G. FUNCTIONAL CENTERS**

Five units on the Urbana-Champaign campus are wholly or partly concerned with promoting international research, instruction, and service activities.

### **1. Center for International Comparative Studies**

The allocation of nearly half a million dollars, part of a larger grant by the Ford Foundation to the University of Illinois, made possible the establishment of the Center for International Comparative Studies (CICS) in June 1964. Established as a unit of the Graduate College, the Center was created "to provide a framework within the University for stimulating and supporting faculty research of a functional and problem-oriented nature along cross-cultural, cross-national, and cross-regional lines."<sup>1</sup>

Between 1965 and February of 1968 the CICS made forty-six grants totaling \$149,709. Of these, thirty-nine grants were for the support of individual research projects, two provided support for committee and seminar activities (African Studies Committee and the Interdisciplinary Seminar on Economic Development and Comparative Research), and five grants were for support of field training of graduate students in comparative research.

### **2. Center for Psycholinguistics**

An administrative unit within the Institute of Communications Research, the Center for Psycholinguistics has conducted a cross-cultural investigation of meaning and attitude systems for the past five years in more than twenty foreign locations. An eventual result of this project will be a semantic atlas of the world. The Center, funded by grants from the National Science Foundation and the National Institute of Mental Health, has facilitated the visits of foreign researchers associated with the project to the University of Illinois as faculty members or graduate students in several departments. A conference of the entire staff of the project was held in Tehran during August of 1967. A renewal grant for an additional five-year period is now being processed.

### **3. Tehran Research Unit**

The Tehran Research Unit (TRU), beginning as a research station for

<sup>1</sup> See *Faculty Letter*, Nos. 79 and 87, June 6, 1964, and December 18, 1964.



the cross-cultural psycholinguistics project described above, has now become formally a joint activity of the Universities of Illinois and Tehran. The aim of the Unit is to facilitate research on Iran by both Americans and Iranians and to serve as a medium for the interchange of faculty and ideas. Several University of Illinois faculty members—from the Institute of Communications Research, the Department of Psychology, and the School of Music—have completed projects with assistance from the Unit and one doctoral candidate is completing his dissertation on research done through it.

The School of Music (College of Fine and Applied Arts) is currently attempting to devise a permanent form of cooperation with the Department of Music of the University of Tehran.

At present the staff of the University of Illinois in Iran consists of one anthropologist (the Director) and one computer programmer. The Unit is supported by both universities, but additional and relatively permanent financial support is being sought from other sources. It is hoped the Unit can operate for an indefinite period.

#### **4. Center for International Education and Research in Accounting**

The Center, established in 1962, was designed to encourage the international development of accounting education, and to provide a base for the international exchange of ideas, students, faculty, and materials related to accounting education. The Center administratively is part of the Department of Accountancy (College of Commerce and Business Administration). In addition to inviting a large number of foreign professors and graduate students to visit the University, the Center, in 1965, undertook the training of thirty senior foreign accounting personnel of AID representing twenty-nine countries in an intensive eight-week program. The Center has also sponsored three seminars, in 1962, 1964, and 1967, on contemporary problems in international accounting. The Center also edits a semiannual publication and a monograph series.

#### **5. Krannert Art Museum**

The exhibition and acquisition policies of the Krannert Art Museum are international in scope. An example is the \$150,000 Fred Olsen collection of Pre-Columbian Peruvian art acquired with the support of the Center for Latin-American Studies, the University Foundation, and other interested groups in a community-wide fund raising campaign. This collection consists of six hundred artifacts and will undoubtedly be a major object of research in years to come.

#### **H. GOVERNMENT AND FOUNDATION FUNDED OVERSEAS RELATED CONTRACTS**

The University of Illinois began international contract programs overseas



in 1952 in cooperation with the International Cooperation Administration (ICA — later AID), by assisting the Allahabad Agricultural Institute in India. Since then the University has participated in some eighteen overseas contracts, including those below, under funding from the United States government. More than one hundred University of Illinois staff members have served overseas in these programs since 1952 and more than three hundred foreign participants have come to the University of Illinois for training or consultation.

While the College of Liberal Arts and Sciences and the Graduate College have been primarily responsible for the development of academic programs, participation in overseas projects has mainly involved the College of Agriculture and to a lesser extent the Colleges of Education, Veterinary Medicine, Engineering, and Commerce and Business Administration. Such contracts are administered on campus by the AID Projects Office.

The University of Illinois at Urbana currently administers three major and two smaller "overseas" contracts for the Agency for International Development. The budgets total about 1¾ million dollars per year in addition to Indian government contributions in rupees. The primary objective of the three major University of Illinois AID contracts is to assist with the development of overseas rural institutions of higher education in India and Sierra Leone. In addition, two overseas projects (Agricultural Economics Project at Uttar Pradesh Agricultural University and the Keio-Illinois Research and Exchange Project) are funded by the Ford Foundation.

#### **1. Uttar Pradesh Agricultural University (1968 budget: \$390,650)**

Under a contract with AID, the University of Illinois has been assisting the Government of the State of Uttar Pradesh and the Government of India in developing the Uttar Pradesh Agricultural University (UPAU) at Pant Nagar, India, the first land-grant type university in India. Essentially a College of Agriculture project (although the Colleges of Veterinary Medicine and Engineering have participated to a lesser degree), the contract calls for sending Illinois faculty members to UPAU to serve as advisers and consultants and to receive Indian staff members at the University of Illinois for further graduate work and practical training. Since 1959, thirty University of Illinois staff have served at UPAU and thirty Indian faculty members have studied at the University of Illinois. Curricula have been developed for the Colleges of Agriculture, Veterinary Medicine, Agricultural Engineering and Technology, and the School of Basic Sciences and Humanities; a Postgraduate College was started in 1963. Current undergraduate enrollment is more than 1,000.

A three hundred-acre experiment station has been organized and many



research projects are underway. Land has been leveled, irrigation facilities developed, and equipment acquired. UPAU is increasing the production of hybrid corn seed and superior Mexican wheat varieties on its 16,000 acres of land, and an effective extension program is showing farmers how to increase food production.

## **2. Jawaharlal Nehru Agricultural University (1968 budget: \$406,674)**

Also primarily a College of Agriculture responsibility (with participation of the College of Veterinary Medicine), this AID-financed project seeks to accomplish in Jabalpur, India, essentially the same goals as the UPAU program. In 1964, the State of Madhya Pradesh turned over the physical facilities, staff, budget, teaching, and research of eight state colleges to Jawaharlal Nehru Agricultural University (JNAU). Approximately three hundred academic staff members carry on this vast undertaking. Twenty University of Illinois faculty members have assisted in teaching, research, and extension, and thirty JNAU staff members have come to the University of Illinois for advanced training.

The JNAU has about 1,600 undergraduate and 150 graduate students. The teachers are introducing techniques which require students to learn by thinking and doing rather than by rote memorization. The State Government has transferred all research staff and programs in agriculture and related fields to the new university. Much progress has been made in organizing research projects oriented to problem solving.

## **3. Njala University College (1968 budget: \$839,165)**

Similar to the two Indian projects in objectives, the University of Illinois has been assisting in the development of Njala University College (NUC), a new agricultural college with a teacher training component, located in Sierra Leone, West Africa. Again, it has been principally the College of Agriculture which has been most heavily involved, although the College of Education and the College of Liberal Arts and Sciences (English as a Second Language) have also supplied overseas staff and have trained or plan to train participants on campus. Senior staff includes approximately sixty persons engaged in a coordinated program of teaching, research, and extension. The University of Illinois provides a staff of thirteen advisers plus several consultants each year.

NUC has 3,060 acres with one hundred fifty classrooms, laboratories, offices, and senior staff houses with a student enrollment of more than three hundred. An Experimental Primary School serves five hundred children. Improvements include more adequate medical facilities, electrical and water supplies, and an "International School." More than \$250,000 worth of equipment, supplies, and books have been purchased under provisions of the contract.



NUC offers degree and certificate programs in agriculture, education, and home economics with supporting instruction in the basic sciences. There is a three-year program for the Higher Teacher's Certificate in Agriculture. Staff members are conducting research in such diverse areas as crops, soils, marketing, animal science, sociology, and education, and even fish flour as a protein supplement. Extension education programs have been initiated on the campus and in the countryside. These include planning and conducting conferences, seminars, and short courses; instructing and demonstrating improved agricultural methods; and establishing youth organizations.

#### **4. Keio-Illinois Research and Exchange Project (1968 budget: \$71,817)**

Financed by a five-year Ford Foundation grant of \$350,000, the Institute of Labor and Industrial Relations is cooperating with Keio University, Tokyo, Japan, in a joint program of research studies of Japanese and American industrial relations and training of young scholars from both countries. Now in its fourth year, the project also includes the exchange of archival materials between the two institutions in an effort to fill gaps in their respective collections, particularly in terms of international comparative studies of industrial relations concerning Japan, the United States, and South and Southeast Asia. In addition to several collaborative comparative research studies by senior faculty from the two institutions, the Project has provided training and research opportunities for junior faculty and graduate students.

During the 1966-1967 academic year fifteen individuals were directly involved in Project activities. Since the beginning of the Project in January, 1963, it has supported, in whole or in part, a total of twenty scholars, eleven at the senior level and nine at the junior level. Of these, seven are Americans, twelve Japanese, and one European. In addition, nine senior Japanese scholars are cooperating with the Project in producing a collaborative volume on the major characteristics of Japan's system of industrial relations.

The objective of training junior scholars was advanced recently when three graduate students completed their study programs at Illinois under Project auspices. Two additional graduate students are at the halfway mark in their studies, while at least three more have been preparing themselves in language, area, and discipline studies for consideration for support.

#### **5. Agricultural Economics Project at Uttar Pradesh Agricultural University**

The Department of Agricultural Economics (College of Agriculture), under a 1968 grant from the Ford Foundation, will complement the



UPAU contract by developing and strengthening the Department of Agricultural Economics at UPAU. This program has been funded for two years but likely will continue for ten years and will involve exchanges of both staff and graduate students between UPAU and the University of Illinois.

**6. CIC Rural Development Research Subcontract (1968 budget: \$88,289)**

The University of Illinois, under a subcontract with the Committee on Institutional Cooperation (CIC) and the Purdue Research Foundation, is making one of the studies in a larger study of AID-supported institutional building projects in agriculture. The studies seek to evaluate AID-university programs in agricultural education and their effect on developing countries and participating American institutions. The objectives (as they have been modified by experience) of the prime contract, between USAID and the Purdue Research Foundation, are to (1) derive, from an analysis of experience, principles which can serve as valid guidelines for future program planning, operations, and evaluation, (2) establish criteria of progress in institutional development, (3) assess what has been accomplished and at what cost, and (4) indicate other areas of assistance besides institution building in which the capabilities of the U.S. land-grant colleges and universities could be beneficially employed. The University of Illinois segment of the study involves examining the factors determining contract effectiveness and the effects on American universities of participation in AID overseas contracts. This project, in its final year, involves only the College of Agriculture.

**7. Stanford Research Institute Farm Marketing Subcontract (1967 budget: \$51,775)**

The Department of Agricultural Economics (College of Agriculture), under a subcontract with the Stanford Research Institute, supplied a faculty member to conduct research on farm marketing in Sierra Leone. The study was designed to (1) identify ways in which agricultural produce in tropical Africa can be marketed more effectively in order to increase its contribution to economic growth and (2) provide AID with deeper knowledge of farm marketing facilities and practices in tropical Africa as they effect certain types of policy decisions, program guidelines, and technical assistance targets and activities aimed at increasing the effectiveness of marketing agricultural products in Africa. This program was completed in November of 1967.

**8. Cooperation with the Midwest Universities Consortium for International Activities, Inc. (MUCIA)**

The MUCIA was established in 1964 for the purpose of developing pro-



grams which would help the four member universities (University of Illinois, Indiana University, Michigan State University, and the University of Wisconsin) interrelate their campus teaching and research with overseas projects, thus improving the overall quality of campus instruction and research and the capacity for service in the international field.

In 1964, the Ford Foundation made a five-year grant of \$3,500,000 to effect these goals. During the first three years of its operation, projects financed by the Consortium have directly involved some three hundred faculty members at the four universities; about three hundred more have been indirectly involved. Member institutions now operate fifty projects or research locations in twenty-five underdeveloped countries. In addition, the Consortium itself sponsors four projects, two in Brazil and one each in Peru and Thailand.

Member universities may request (1) salary guarantees to be used by departments which agree to the assignment overseas of faculty members and (2) grants of funds to finance a variety of research and instructional projects. During the initial three-year period of operation, the MUCIA made the following grants: twenty-nine salary guarantees to enable departmental overstaffing (\$425,627); orientation for seventeen faculty members going overseas (\$115,073); released time for completing research, reports, or new instructional materials for eighteen faculty members returning from overseas assignments (\$72,000); six grants for library acquisition trips abroad (\$53,122); four study grants for evaluating overseas operations (\$36,276); thirty-five graduate internships (\$255,716); and nine faculty research grants (\$23,897).



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## PART II

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# ORGANIZATION OF INTERNATIONAL PROGRAMS IN AMERICAN UNIVERSITIES

This section of the report is designed to offer some perspective on the organizational patterns and problems of international studies and programs at other American universities.

### A. CURRICULAR ORGANIZATION

American universities and undergraduate colleges have experimented with a variety of ways of injecting an international dimension into the curricula of as many students as possible. There are a number of ways this goal has been accomplished.

#### 1. Introductory Civilization Courses

Such courses provide for the study of one or more non-Western civilizations typically at the freshman or sophomore level. This method is frequently used when there are no area studies centers or specialized regional courses. Introductory civilization courses have the advantage of fitting into almost any scheme of general education, lending themselves to being required rather than elective, and are the simplest means of reaching most, if not all, students.

#### 2. Infusion Courses

Another possibility for increasing the international emphasis in curricula is to infuse non-Western material into regular existing courses. Some fields, such as history and geography, are more appropriate for separate courses than for infusion, but many general courses in art, political science, economics, literature, agriculture, and education can utilize the infusion of non-American materials. This method of infusion, together with introductory civilization courses, is used by many undergraduate colleges. For example, the Departments of Social Science and Humanities at Michigan



State University have received \$215,000 from the Ford Foundation since 1964 to develop course and instructional materials and provide faculty to infuse a greater international emphasis into the basic undergraduate curricula in the University College at that institution.

### **3. Area and Comparative Studies**

Comparative studies are a variation of the infusion method and are differentiated from area studies in terms of intensity of treatment. For example, world history as against the history of Japan, world literature as against Russian literature. Area courses demand more specialization. It is more difficult for a college or faculty member to offer a respectable course on Arab politics than it is to include a unit on the Arab-Israeli conflict within a course on international relations.

### **4. Language Study**

Some colleges and universities inject a further international culture element into the curricula by *requiring* the study of a foreign language in *all* curricula.

## **B. ACADEMIC ORGANIZATION**

### **1. Area Studies Centers**

Area studies centers play a significant role in increasing the internationalization of a university's academic program and faculty. Providing an "institutionalized symbol" of university commitment to various areas of the world, area studies centers support and reinforce faculty-student interest and university international involvement in a variety of ways: by the development of library resources, encouragement to departments to add area courses and staff, support of graduate training and faculty research, and by serving as a focal point or organizational umbrella for general academic interest in the geographic area.

#### *a. Organizational Patterns*

Organizationally, area studies centers could be attached to (1) an administrative unit, such as the Office of International Programs, the Center for International Comparative Studies, or a Vice Chancellor or Dean for International Activities, (2) an established academic unit, such as the College of Liberal Arts and Sciences or the Graduate College, or (3) a specially-established academic unit, such as a College for International Studies. Each pattern is found at some large institution.

#### *b. Some Issues and Problems*

(1) Once curriculum building and staff enlargement have been stimulated and a basic library collection established, should the most effec-



tive contribution of area studies centers be in generating and sustaining research facilities?

(2) If yes to "1" above, how can area studies centers best promote the development of research facilities for faculty and students, including possible foreign research sites?

(3) How can the area studies centers, if it is deemed desirable, contribute to the effective utilization and functioning of overseas contracts and functional institutes?

## 2. Functional Institutes

In contrast to area studies centers, functional institutes can concentrate on problems associated with a particular discipline or professional school — such as education, agriculture, business, and economics — or an interdisciplinary study of a problem — human resources development or land reform — regardless of geographic location. In this sense the institutes are said to be more adaptable to international institution-building and technical assistance. The initial emphasis of functional institutes at many American institutions of higher education was agriculture and education, although in recent years interdisciplinary institutes have become more plentiful. Typically these problem-centered institutes have been concerned with the operation of overseas projects, but increasing emphasis is now being given to research components.

### a. *Organizational Patterns*

Functional institutes are typically located within colleges, but relationships between the dean, department heads, and faculty members differ. Some colleges use an assistant or associate dean as a coordinator of all international involvement within the college, whereas others operate on an advisory committee basis with individual faculty members directing separate projects with an overall college advisory committee. When functional institutes are interdisciplinary, i.e., usually involving more than one college, some form of shared line or committee responsibility is typically used.

### b. *Some Issues and Problems*

(1) What is (are) the primary role(s) of functional institutes? Technical assistance? Development of curricula and training programs? Contributions to fundamental knowledge? Provision of administrative and professional backstopping for faculty engaged in research? Exploration of new research and program possibilities? Seeking of outside funds? Convening of interest groups? If there are multiple roles, what priority, if any, in fund allocation should exist between them?

(2) How does an institution avoid an unfavorable balance of



“academic trade” between exports of faculty expertise compared to imports of feedback into teaching and research?

(3) In regard to “2” above, how best should functional institutes build into overseas contracts long-term locations and opportunities for study and research abroad for graduate students and faculty?

(4) Should there be guidelines established for overseas contracts and technical assistance? Would this mean that faculty members with proposals for funding would be “required” to seek at the college level the guidance and support of their colleagues through a functional institute advisory committee or associate dean? Would this advisory committee or dean also make an evaluation of support and priority in terms of college objectives and resources before “approving” such proposals to proceed to a campus-level faculty advisory group or administrative officer?

(5) Should functional institutes be an integral part of the regular academic and fiscal responsibility of departments and colleges? Michigan State University, after some twenty years’ experience, has recently recommended this procedure<sup>1</sup> on the basis that such an organization provides closer line support, continued visibility, and professional recognition. This procedure, they state, does not deny the essential contribution of the campus-wide Dean for International Programs, but rather highlights his staff functions.

(6) Since functional institutes cannot pursue all problems within a discipline or problem area due to limitations of faculty interest and financial resources, should there be early identification of the foci of international research interest and concentration upon those problem areas of greatest faculty interest and competence?

### C. FACULTY OVERSEAS ACTIVITIES

It might be well to comment upon international programs from the standpoint of the individual faculty member. Frequently repeated problems and issues in published reports include:

1. Lack of systematic cultivation of research opportunities for faculty and graduate students within overseas contracts.
2. Insufficient attention given to funding for smaller individually conceived projects of an overseas research and/or training nature.
3. Lack of systematic, planned minimizing of the risks to professional advancement and tenure due to participation in overseas assignments.
4. Insufficient attention to the needs of faculty members for professional

<sup>1</sup> *The International Focus at MSU*, Report from the International Programs Review Committee, 1967, p. 48.



Syracuse, N. Y.  
Stacking Cell.

advice and guidance in the development of internationally-related proposals and in procuring financial support.

5. Insufficient attention to the development of systematic procurement of primary documents relating to foreign nations, especially in the developing countries and particularly from areas where overseas contracts are held.

#### D. ADMINISTRATIVE COORDINATION

While opportunity and responsibility for international programs is ultimately that of the faculty, most large American universities reporting on the organization of their international programs found considerable administrative support and action were necessary to initiate and assist the faculty in international program efforts, particularly in the early stages. This raises the question as to the pattern of administrative coordination necessary. Should essentially decentralized administration prevail with a central integrating and coordinating system to provide cohesion and leadership? Or should more centralized planning be undertaken at the top administrative level, at least during the initial stages? In any case there are a variety of functions which need to be taken care of, somehow: academic programs at home and abroad, research, overseas project administration, relations with foreign visitors and students, and developmental and representational activities in the international field.

There are various possibilities for administrative organization and coordination of these. Vice President Eldon L. Johnson has summarized these in a recent memorandum as follows:<sup>2</sup>

1. These functions may be left to existing units — the ones with first-line responsibility — without effort at coordination.
2. They may have a coordinating officer for any, all, or any combination of them at the *college* level (e.g., as in the University of Illinois College of Agriculture).
3. They may have a *campus-wide* coordinating officer for any, all, or any combination of them. (If other colleges were to follow Agriculture's model, as some propose, the campus coordinator might become largely a coordinator of coordinators.)

A strong case can be made for campus-wide administration on all functional fronts except instructional programs and research efforts, and even these might benefit from stimulation, outside evaluative attention, and independent representation for promotion and special funding.

This, in other words, raises the next question: *Is an overall administrative officer needed?* The very proliferation of offices, programs, and contracts, administered at a lower level, argues for a central officer in the interest of coherence and representation, both internally and externally. . . . Such centralized attention may not call for a full-time officer . . . for some time to come. Also,

<sup>2</sup> Memorandum by Vice President Eldon L. Johnson entitled "Chief Problems in International Education," July 26, 1967, pp. 7-9.



such an officer might have administrative power, delegated by the Chancellor, in all these areas (academic, contracts, research, development, and relations with foreign visitors and students) *or* in some of them and not in others; *or* he might merely be the Chancellor's staff officer for coordination. . . . But in all cases, the essence will be a clear understanding, officially announced, of *what* the relationship is, including what authority the campus officer has in dealing with functionally related officers in the colleges, institutes, centers, etc.

*What academic organization would strengthen academic programs?* For Urbana-Champaign, an overriding question becomes, Has the time come to introduce some new catalytic agent or some propellant for a second or third firing (deliberately to mix metaphors)? Or if this is not a valid primary objective, is it a valid secondary and facilitative objective?

In this context, we are thrown back to the proper ordering of all academic programs in administrative and developmental terms. Columbia University offers one model: a Graduate School of International Studies, as a kind of overall administrative entity combining its own degree programs and a holding company function for eight area centers. Another model, partly represented by California (Berkeley), works through interdisciplinary area committees and centers (eight areas), stimulated and coordinated by an overall Institute of International Studies, with an executive officer. The Institute also dispenses research funds both to well-defined research programs and to individuals. All kinds of variations are possible on, and between, these models. The University of Illinois is closer to the second pattern, and would be still closer if the Center for International Comparative Studies were strengthened. Therefore, a bit more program cohesion, administrative direction, and organizational unity — closer to the Columbia model — will be required to introduce an obvious or pronounced change, if that is desired.

While whatever change introduced should rest strictly on educational merit, and not grantsmanship, it is true that all known policy considerations yet evolved for the administration of the new International Education Act put a premium on a bold, consolidated, institutional thrust in international education. Quite apart from grantsmanship, this represents the 'best thinking' on the subject among the nation's leading scholars. This is worthy of attention.



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## PART III

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### INTERNATIONAL PROGRAMS PLANNED AT THE UNIVERSITY OF ILLINOIS

Primary attention in the colleges' ten-year plans for future international involvement center upon research and/or graduate instruction. Service obligations are in general viewed as a means to these ends. Undergraduate instruction is a concern to all, but in many respects involves less complexity in program development and therefore received less attention than other matters in most college reports.

Considerable attention was given by the Committee in its deliberations to the question of thematic or problem-oriented research and to the need and desirability of establishing overseas research/instructional platforms or bases. Throughout the individual college reports, of which Part III is a summary, is an emphasis upon inter-college cooperation where it is possible and appropriate.

#### A. INSTRUCTION

New instructional programs center first on the development of graduate specialization and second on general enrichment of existing undergraduate and graduate programs.

Most instruction with an international orientation takes place in the College of Liberal Arts and Sciences with the support and encouragement of the area studies centers. Perhaps the report to the Committee of the Center for Asian Studies reflects the general situation in terms of future plans when it states (p. 2): ". . . present faculty teaching loads already at a maximum, coupled with departmental duties and research prevent any new instructional ventures." All area studies center reports reflect the limitations placed on new instructional programs by the lack of faculty. Not only is it necessary to cancel courses when faculty leave for field research, but many departments still lack staff with area interest and expertise, a critical situation in the development of broad interdisciplinary



area studies. This is particularly true of the African and Near Eastern regions.

### **1. International Specialization**

The Center for Asian Studies plans hopefully by 1971 to develop a Department of Asian Languages and Literatures (or Oriental Languages and Literatures), initially with degree programs leading to the Ph.D. degree in Chinese and Japanese.

Professional colleges also report activity in increasing international specialization in instructional programs. Almost all units of the College of Agriculture are planning international agricultural instructional options. These include Agricultural Communications, Agricultural Economics, Agricultural Engineering (Minimum-Cost Housing), Animal Science, Food Science (non-degree program in Applied Food Technology), Home Economics, Horticulture (International Ornamental Horticulture), Agronomy (Food Crop Production, Soil Chemistry, Plant Breeding and Exploration, Soil-Plant-Water Relations, International Pedology), Dairy Science, and Home Economics (Patterns of Family Living in India and World Production and Marketing of Textiles and Clothing). The emphasis in the programs is on the students' professional specialization, including its international dimension, complemented by a group of courses, chosen in consultation with the various area studies centers, exposing students to other cultures of the world. An example is the minor in International Studies proposed by the Department of Home Economics. While specific details of new instructional programs have not yet been developed, they could be provided as an additional option under existing departmental curricula, as another major in the Core Curriculum in Agriculture, or as a new curriculum.

The College of Education is planning an interdepartmental master's degree in intercultural and overseas teaching with initial subject emphasis on science education, agricultural education, and teaching of English as a second language (TESL) (in cooperation with the Department of English). This will include an overseas internship of six to twelve months. Preliminary negotiations have been undertaken with the Department of Education in Puerto Rico, with Njala University College in Sierra Leone, and with the Tehran Research Unit in Iran. An Intercultural Summer Field School in Ecuador or Puerto Rico is also in the proposal stage. It would involve graduate students in social studies education and comparative education.

The College of Engineering proposes to develop, possibly in cooperation with other colleges, an international training program for American engineering students who want to work for companies with foreign operations. The College states that it may be time to recognize that the characteristics



of these engineers are unique enough to require a special kind of training and preparation.

The College of Law plans a program for specialization and intensive training in international and foreign law, both at the J.D. and post-graduate levels. Particular emphasis will be placed on comparative and regional legal problems (e.g., European and Latin-American regional development, as well as the complex problems of East-West commercial relations), rather than the law of specific national legal systems. The program encompasses both the expansion of instruction and research in the College of Law in both international and foreign law, and the establishment of overseas centers in Europe and Latin America.

## 2. Enrichment Courses and Programs

Enrichment of undergraduate and graduate instruction programs does or could take several forms in college planning:

a. As part of the general education component, undergraduates, especially in professional schools, could concentrate in depth upon a problem (e.g., health, resource use) or a culture (e.g., East Asia, Latin America). The latter might take the form of a minor in area studies.

b. Undergraduate students, especially in the College of Liberal Arts and Sciences, might take internationally-oriented courses in a professional school (e.g., International Agricultural Development, Education and International Relations).

c. A series of comparative, cross-disciplinary courses might be developed for freshmen and sophomores, such as Great Ideas or Great Cities.

d. Sections of some existing courses might be taught in languages other than English.

e. Professional colleges might increase the international dimension of their field by introducing new courses built upon an international approach to the area of specialization. Such courses are in various stages of planning (as indicated by the presence or absence of course numbers) in several colleges and include:

Advertising 389

Agricultural Economics  
(300 level)

Agricultural Engineering  
(300 level)

Animal Science  
(300 level)

International Advertising  
and Promotion

Economics of Agricultural  
Development in India

Agricultural Engineering Inter-  
national Seminar

World Animal Agriculture



Architecture	Housing for Lesser-Developed Countries
Forestry (200 level)	World Forestry
History and Philosophy of Education 386	Education and International Relations
History and Philosophy of Education 484	Education and Developing Countries
History and Philosophy of Education 485	Education and Industrialized Nations
Home Economics (300 level)	Cultural Foundations of Child Rearing Attitudes and Family Life
Law	Comparative Family Law (and other such comparative courses)
Law	International Taxation
Physical Education 303	International Physical Education and Sport
Urban Planning	Seminar in Comparative Urban and Regional Planning
Urban Planning	Seminar on International Regional Planning

## B. RESEARCH

All colleges indicated new and continuing international research projects. Committee discussion concentrated on interdepartmental and intercollege cooperation in research. The Center for International Comparative Studies (CICS) views itself as playing an active role in campus-wide international research. In order to aid its own planning, the CICS has undertaken a survey of existing and planned international comparative studies. The next contemplated move is to develop generalized themes which grow naturally out of existing faculty interests. While one future direction of CICS operations would entail the continuing funding of individual faculty requests, the CICS contemplates an active role in formulating and encouraging interdisciplinary or problem-related research projects.

Indeed, one of the continuing themes of the discussion of the college and center reports concerned the need to consider the desirability of encouraging thematic research. While tremendous progress in the creation of international programs has occurred over the past ten years due to individual interest and effort (reflected in the college reports), perhaps, in the next decade, campus international studies would best be served



by programmatic planning. This would not only clarify thinking but also help in the establishment of priorities. While a monolithic structure is neither necessary nor desired, perhaps the *laissez faire* model is no longer sufficiently efficient for our stage of development. If such concentration on research was undertaken through the choice of one or several general themes, the question arises as to whether the research should be built around disciplines, problems, or geographic areas. Which unit would make the choice and maintain the priorities? The availability of government and foundation funds in the past has served this function, but may not do so in the future. For example, since 1965, the Center for Latin-American Studies has been considering the desirability of concentrating on urban problems and/or migration and land settlement.

Committee discussion also centered upon the role that area studies centers should or could play in research. In the past, research activities of the area studies centers have not been as extensive as hoped. Reports to the Committee from these centers attribute this to the small number of faculty concerned, to a general shortage of funds, and to the time-consuming difficulties of language proficiency and field research.

In the future, should area studies centers limit their functions to bringing people together, indicating research needs, and representing area interest within and outside the University, while leaving the initiative for research to individual faculty? Or should centers take decisive leadership in formulating an action program, designating research goals, and marshalling resources and dispensing them to faculty in line with pre-stated priorities? The question is whether one concept should be followed exclusively (and, if so, which) or whether both approaches could be utilized. They are not mutually exclusive, although they might compete for the same funds.

On the other hand, in the future, should the promotion of research become the function of a graduate school of international studies with its dean being responsible for campus coordination, or should this be the function of the CICS or the Office of International Programs? Whatever administrative organization or programmatic theme is chosen, Committee members stressed in their discussion that it should make the campus more attractive in recruiting and retaining faculty.

### **C. ORGANIZED STUDY ABROAD**

For decades most colleges have exchanged students and faculty — primarily with countries of Western Europe. The number of exchanges has mounted in recent years and now includes a small but increasing number of programs with Japan and developing countries. In their reports, almost all colleges indicated the desire to expand exchanges of faculty and students.



Several colleges, however, plan more organized programs of study abroad including the establishment in some cases of research/instruction centers or platforms. These include:

#### Communications

The Department of Advertising of the College of Communications has recommended the establishment of a series of international communications centers in several major cities of the world (e.g., Paris, Athens, Tokyo, Mexico City). These might be tied in with research facilities at a major university in these cities and serve other departments and divisions of the University of Illinois. Such research centers might study the comparative effectiveness of communications on different cultures or on different audiences within cultures.

#### Education

Inter-Cultural Summer Field School in Ecuador or Puerto Rico.

Master's degree option in intercultural and overseas teaching with a six- to twelve-month internship abroad. The first group of students under this option will go to Puerto Rico in September of 1968.

#### Engineering

Possible expansion of the exchange program, such as that experimentally established between the University of Illinois and the Higher Technical School of Munich, to include more students and other countries.

#### Fine and Applied Arts

Establishment of a Department of Art instructional program in Europe (e.g., France, Italy, Switzerland, or Belgium) and later in the Far East. This would involve instruction in both art and art history. The art program might be developed separately or in collaboration with the Department of Architecture, using that Department's operation at La Napoule, France, as a model.

The Department of Landscape Architecture also contemplates a platform abroad either similar to the current La Napoule experiment or in collaboration with it.



	Provision for several architectural students to study at a Japanese university.
	A six-week summer study-travel program for students in landscape architecture.
	A junior year abroad at a European university for theatre arts majors.
Institute of Labor and Industrial Relations	A five-year inter-institutional arrangement for cooperation in research on industrial relations and modernization and exchange of graduate students and faculty between four Asian institutions (Keio University, Tokyo; University of Singapore; University of The Philippines; and the Shri Ram Centre for Industrial Relations, Delhi, India), and the Universities of Illinois and Wisconsin.
Liberal Arts and Sciences	A junior year abroad beginning in 1968-1969 at the University of Rouen, France, in cooperation with the Department of French of the University of Iowa. If this is successful, other departments will follow suit.
Law	J.D. degree and graduate specialization in international and foreign law involving supervised training and research at centers to be established in Europe and Latin America. The instructional program at these centers will be closely integrated with and serve as a component of the expanded program at the College of Law.

Both the College of Liberal Arts and Sciences and the CICS reports indicate a desire to assist in the establishment of field/research training sites. Several colleges suggest that more utilization for research and training be made of existing overseas installations in India, Sierra Leone, and Tehran. In this context the Colleges of Education and Veterinary Medicine propose to use existing University of Illinois Agency for International Development (AID) contract sites for graduate training. The College of Education is pursuing plans to send six to eight post-baccalaureate interns to Njala University College, and the College of Veterinary Medicine proposes to use Jawaharlal Nehru Agricultural University and Uttar Pradesh Agricultural University as sites for training of some eight American and Indian graduate students. The School of Music of the College of Fine and Applied Arts also proposes to work through the Tehran Research Unit.



The complementarity of research and training in overseas centers is illustrated by the relationship of the Institute of Labor and Industrial Relations with Keio University in Tokyo. Now in its fourth year of a five-year Ford Foundation grant, the project involves the training at the University of Illinois of both American graduate students and two to three Japanese graduate students annually. In addition, senior staff at both institutions have a network of Japanese University of Illinois alumni scattered throughout Japanese industry who can facilitate and participate in further research endeavors.

#### D. GEOGRAPHIC FOCUS

Existing area studies centers at the University cover three large geographic regions: the Soviet Union and Eastern Europe, Asia, and Latin America. Africa is served by a committee within the College of Liberal Arts and Sciences. While enrollments, library resources, and faculty have been augmented, progress has not been as much as was originally hoped. Lack of resources has been a continuing problem and development of strength in the various geographic areas has been uneven. To improve the latter situation two moves are planned: (1) division of the Center for Asian studies into two centers — East and Southeast Asian Studies, and South Asian and Near Eastern Studies, and (2) establishment of a Center for African Studies.

In terms of priorities the basic needs of the existing centers would be serviced first, including the split of the Asian group. Within Asia, emphasis would continue to be given to the building up of strength in East Asia. Then attention would be given to the establishment of the African Studies Center. Finally, the centers might think of increasing overseas programs for students, such as a platform in Japan. In any case, because of limited financial resources, it appears best to strengthen these existing and planned programs before contemplating expansion into other regional areas.

College reports indicated the following geographical emphasis in present programs and future planning:

<i>College or Unit</i>	<i>First Priority</i>	<i>Second Priority</i>
Agriculture	India	West Africa
Commerce and Business Administration	Europe	Africa
Communications	None	None
Education	Africa, Latin America	South Asia, Russia
Engineering	Europe and Japan	None
Institute of Government and Public Affairs	None	None



Fine and Applied Arts	Europe	East Asia
Institute of Labor and Industrial Relations	Europe, East Asia	South and Southeast Asia
Law	Europe	Latin America
Library	Subject to faculty and college interests	
Physical Education	Not yet stated	Not yet stated
Jane Addams Graduate School of Social Work	None	None
Veterinary Medicine	India	Latin America

The Colleges of Engineering and Fine and Applied Arts spoke of the difficulties of interesting significant proportions of their faculty in developing countries. A possible exception for the College of Fine and Applied Arts was stated as the application of industrial design to the improvement of the marketability and construction of indigenous arts and crafts in less developed countries and the techniques of teaching art. The College of Engineering spoke of considering, in the future, a program to train American professional engineers specifically for service in developing countries.

In comparing area studies center activities with overseas involvement of other units of the campus, it was generally agreed that the social sciences and humanities have not developed strengths in relation to the University's commitment in South Asia. For example, the College of Agriculture is saying South Asia is most important — whether AID funding continues or not, the College has a long-term interest in Indian agriculture — while the College of Liberal Arts and Sciences emphasizes East Asia.

#### **E. OVERSEAS INSTITUTION-BUILDING CONTRACTS**

Five colleges (Commerce and Business Administration, Veterinary Medicine, Education, Engineering, and Fine and Applied Arts) mention the possible establishment of new overseas institution-building projects.

The College of Commerce and Business Administration expects to complete negotiations in June 1968, with the Agency for International Development and the Government of Tunisia to set up management education and executive development programs in cooperation with the Tunisian National Institute for Productivity and Management of Enterprises. A University of Illinois faculty member would then depart for assignment in Tunisia and, in the fall semester of 1968, approximately twelve Tunisian students would begin graduate work in the United States under University of Illinois supervision. The College has also held preliminary discussions with the Free University of the Congo, Kisangani (Stanleyville),



to train graduate students at the master's level for business administration. The Center for International Education and Research in Accounting is considering a project to provide consultation and detailed guidance for the reorganization of the business school at the University of São Paulo, Brazil. The College has also encouraged faculty members who are interested to participate in the Midwest Consortium for International Activities, Inc.-National Institute for Development Administration project in Thailand.

The College of Veterinary Medicine plans an expansion of its United States Agency for International Development contract with UPAU and JNAU in India to continue the work of providing technical advisers in veterinary medicine. In addition it is proposed to establish a veterinary public health and medicine program in Latin America (Peru and Venezuela) which, like the India projects, would involve graduate training.

The College of Education is presently discussing with the Government of Bolivia, AID, and the Ford Foundation the possibilities of establishing an Institute for the Study of Education in Bolivia. The proposed Institute would engage in instruction, research, and dissemination of information activities as a practical experiment in institution building.

The College of Engineering has proposed project STRIDE (Social and Technological Realization by International Development of Education) in collaboration with the University of the Andes. University of Illinois faculty and graduate students would combine with counterparts from the host institution to utilize the study and solution of current engineering problems of the host country as a pedagogical tool. In this manner it is planned to build a graduate engineering educational program in the host institution and a competence among the participating American students to approach problems in a new and initially unfamiliar environment. The solution of these engineering problems is not the end objective. The purpose is the development of professionals and professionally oriented graduate engineering programs at the master's level.

The Bureau of Community Planning of the College of Fine and Applied Arts is exploring the possibility of a joint training/research project with the National University of the Northeast, Resistencia, Argentina. This project would involve the cooperation of the Departments of Geography (College of Liberal Arts and Sciences) and Urban Planning (College of Fine and Applied Arts).

## **F. OTHER OVERSEAS CONTRACTS**

The College of Education plans to send four faculty members to Njala University College during the summer of 1968 to conduct an experimental training program for 150 Peace Corps volunteers who expect to become primary and secondary school teachers in Sierra Leone for two years. The



Syracuse, N. Y.

program is experimental in the sense (1) that all pre-service training will take place on location rather than at the Urbana campus and (2) that the University will not perform the training under contract, but instead will supply, through direct hire, the necessary faculty to complement the staff at NUC.

## **G. PROPOSED CAMPUS INTERNATIONAL UNITS**

Several colleges plan to establish internationally-oriented units for research/instruction on campus. The units listed below are suggested programs but should not be considered as necessarily having high priority in either the college concerned or the campus in general.

### **1. Center for Comparative International Communications**

This proposed project of the Department of Advertising of the College of Communications would provide central apparatus for soliciting and administering international communications projects for the Colleges of Communications, Commerce and Business Administration, and Agriculture in an effort to encourage research.

### **2. Center for International Agricultural Communications Development**

The Center would assist participating countries in establishing functioning agricultural communications systems as a component of their agricultural development programs. The purpose of such systems would be to speed up the adoption of improved agricultural production and marketing practices in developing countries. Activities would include research, consultation, development of graduate degree programs in this field at Illinois, buildup of library resources and short-term noncredit courses, seminars, and workshops both at the University of Illinois and in selected participating countries.

### **3. Center for International Engineering Education**

The Center would work with technical institutions abroad in the codification of known techniques and experimentation with new ones. Later functions would include research, seminars, and student exchanges.

### **4. Center for African Studies**

To cover sub-Saharan Africa.

### **5. Center for East and Southeast Asian Studies**

To cover the Far East and Southeast Asia.

### **6. Center for South Asian and Near Eastern Studies**

To cover Istanbul to Calcutta.



### **7. Institute for International Agricultural Extension**

The Cooperative Extension Service of the College of Agriculture proposes to train extension workers from other countries and to exchange knowledge and skills in extension methods. The objective would be to accelerate the rate at which food producers use new methods.

### **8. Rurban Educational Development Laboratory**

This new unit of the Department of Vocational and Technical Education in the College of Education was established in 1967. It provides opportunities for research related to education in rural and small town areas. While activities are currently limited to Illinois communities, Laboratory staff plan similar work in connection with planned College of Education projects abroad.

## **H. STAFF**

One of the major functions of the area studies centers, it was pointed out, is their encouragement and assistance to departments, especially in the social sciences, in obtaining staff with international interests. Their reports specify in detail the various departments in the College of Liberal Arts and Sciences and professional colleges where appointments need to be made if there is to be adequate breadth and expansion of existing area studies programs. Several professional colleges (e.g., Agriculture, Education) report that new emphasis is being placed on international experience and interest as a criteria in staff selection.

## **I. LIBRARY RESOURCES**

A decade ago Library acquisition policy was geared primarily to Western Europe in terms of overseas areas, although Latin-American interests had received some attention. Since then the Library has pursued an active acquisitions program in other areas of the world with the encouragement and support of the area studies centers. This change in policy represents shifts in University interests, since the Library considers itself a service organization supporting and reacting to faculty interests and needs. Library participation in such cooperative plans as the Latin-American Cooperative Acquisition Plan, the Farmington Plan, Public Law 480, and other national acquisition schemes helps to make the University Library a "national resource." While this gives the University strength in attracting federal funds and outstanding scholars, it also adds to its vulnerability in that acquisitions and staff depend upon the precarious financial base of "soft money."

Three colleges (Communications, Education, and Law), in addition to the area studies centers and the African Studies Committee, specifically mention making special efforts to aid the Library in increasing the acqui-



sition of international materials in their professional field. But the main emphasis on improvement of Library resources is being undertaken by the area studies centers.

#### **J. COOPERATION BETWEEN COLLEGES**

The Committee generally agreed that cooperation across college lines, where appropriate, was both needed and desirable. Some colleges, both in their reports as well as in Committee deliberations, outlined *specific* ways in which they could assist others and areas in which they would like to receive help. For example, the College of Education is currently cooperating on internationally-related programs with the African Studies Committee, the Institute of Labor and Industrial Relations, and the Colleges of Liberal Arts and Sciences and Agriculture. Two faculty members of the College of Education serve on the African Studies Committee. The program in Comparative Education of the Department of History and Philosophy of Education will offer, with the support of the African Studies Committee, a special seminar on Education and Social Change in Africa in the fall semester of 1968-1969. In return, the College of Education relies substantially upon courses in the several social science and language departments for the instructional program in comparative education and will do so also for the proposed master's degree in intercultural and overseas teaching. In addition, the Department of Vocational and Technical Education is cooperating with the Institute of Labor and Industrial Relations on manpower problems.

The College of Engineering suggested interdisciplinary cooperation in research with the Institute of Labor and Industrial Relations in analyzing institutional development and technical aspects of the process of industrialization. The Institute of Labor and Industrial Relations, in turn, envisioned the possibilities of cooperation at the College of Law's proposed center in Europe in the study of conflict and conflict resolution in industrial relations.

The Departments of Advertising and Journalism in the College of Communications plan to cooperate with the Center for Asian Studies in a training program and with other units interested in international communications. When the law center is established in Latin America, the College of Law would want help from the Romance language departments. The Department of Advertising also envisions the development of its Center for Comparative International Communications in cooperation with the Colleges of Agriculture and Commerce and Business Administration. The proposed contract in Argentina of the Bureau of Community Planning would also involve collaboration with the Departments of Geography and Urban Planning.



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## PART IV

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### COMMITTEE RECOMMENDATIONS

Part IV of this report represents the revised version of a subcommittee report, *Campus Priorities in Program and Organization*, prepared under the chairmanship of Vice President Eldon L. Johnson. Other subcommittee members were Daniel Alpert, George K. Brinegar, Herbert E. Carter, and Royden Dangerfield. The revisions also include points raised during the Committee deliberations at the meetings of March 4 and March 25, 1968.

#### A. OBJECTIVES

##### 1. Undergraduates

a. Every undergraduate should have a curricular opportunity, strongly supported by appropriate advisement, to include an international cross-cultural component in his education, with some coherence and continuity in such exposure. This opportunity should be assured by suitable action of colleges and departments, with techniques of encouragement from the central administration.

b. A special effort should be made to broaden the international dimension of appropriate courses, both general and professional, wherever qualified staff is available or can be obtained.

c. Colleges should seriously consider building an overseas study opportunity into the undergraduate curriculum for selective student use wherever the achievement of specific educational goals can be greatly facilitated thereby (with campus-wide or University-wide coordination of resulting overseas facilities).

##### 2. Graduate Training, Research, and Service

a. As an overriding campus objective, the determination and impetus in international education should be graphically embodied in (1) one



or more broad new programs based on integrating concepts or clusters of interests, and (2) an organizational structure within which both the present scattered international activities and the new programs can be administered in a mutually supportive relationship.

b. To supplement the conventional methods, strong emphasis should be put on a problem-oriented approach, direct student and faculty involvement, and action as well as understanding — as a generator and guarantor of the relevance of both instruction and research to cross-cultural education.

c. Appropriate curricular tracks or options should be made available in all fields for graduate students having an international interest or desiring to prepare for an international career in the discipline or profession. Each college and department should carefully assess its response to such needs, giving special attention to what is required for the non-teaching careers.

d. Research opportunities which concentrate on the international aspects of the discipline should be provided, to round out or supplement the above curricula for students, and to strengthen faculty involvement.

Colleges and departments should endeavor to provide overseas research opportunities for the student who plans an international career or who is pursuing a project calling for familiarity with foreign materials.

Such research opportunities should also optimize the supervising professor's participation in the overseas program. Research opportunities should also be provided to fit the special needs of foreign students who will return to their own countries.

e. To facilitate such research both for faculty and graduate students, the Director of International Programs and college representatives should consider the advantages and feasibility of creating a small number of functional centers or institutes (tied directly to the Director's office or fitted into the appropriate college organization) for the effective joining of the University's interests and selected international problems (e.g., the modernization process, technological adaptation overseas, international communications, supranational organization and administration).

f. Some means of direct involvement overseas should be sought by colleges and departments, so as to organize and develop service programs to facilitate the training of graduate students and the conduct of research.

g. The primary role of the area studies centers should be (1) graduate



training and research, with emphasis on interdisciplinary, problem-oriented research, and (2) promotion of recruitment of staff and provision for curricular coverage at the undergraduate level.

h. Cooperative relations and special programs in cross-cultural matters should be established with the high schools and colleges, to strengthen their faculties and to improve their curricula and the preparation of graduates who will eventually enter the University.

## **B. IMPLEMENTING POLICIES**

1. In accord with faculty-derived recommendations, the topmost administrative officers at the University-wide and campus level should articulate the goals and strengths to be derived from the international emphasis, leaving no doubt about institutional policy and commitment as viewed both internally and externally.

2. Admissions, budgets, provision for graduate assistants, faculty personnel policies, and other practices and procedures should be so administered as to facilitate the attainment of these international objectives.

a. Faculty members when supported, in whole or in part, through the Office of International Programs should be so identified in the budget.

b. Each area study or functional center which is dependent on tapping the various disciplines, and using personnel from several departments, should seek a sufficient budget of its own, with the authority to (1) develop a nucleus staff of its own, (2) effect the employment of the necessary departmental personnel, normally with joint appointment, and (3) guarantee such functional interdependence of center and departments as will avoid both continuing veto and continuing inactivity.

c. The Director of International Programs, being a line officer, should have at his disposal central funds that can be reallocated to foster programmatic research, to start meritorious projects to be funded elsewhere if successful, to facilitate relevant activities in the colleges and departments, and to elicit and encourage greater international interest and activity at all campus levels.

d. The Director of International Programs should have direct responsibility for the administration of grants made to the University (Urbana campus) by foundations and government agencies for international purposes.

3. Special effort should be made to recruit faculty members who have an international interest and competence, with due regard to degree of relevance to their field of specialization, but without failure to recognize some measure of relevance for all members of the academic community.



4. Library acquisitions in relevant areas should be closely related to, and supportive of, the international programs.
5. The development of languages as tools and as avenues to understanding other cultures should closely parallel the needs created by area studies, by graduate career preparation, and by the University's research and overseas service interests, with study opportunities also made available on an intensive and summer-time basis. This parallelism, as an implementing device, is proposed as a tight-fitting, restrained, closely relevant relationship — quite unrelated to language development and emphasis in any other context.
6. A special committee, drawn from colleges with large foreign student enrollment and from appropriate administrative offices, should:
  - a. Make a study of the educational significance of the presence of foreign students on the campus and the unrealized potentialities both for foreign students and for other students.
  - b. Recommend desirable new means, both in the formal educational process and outside it, of making sure (1) that foreign students derive maximum benefit personally, professionally, and in terms of the needs of their own countries, and (2) that other students derive maximum benefit from the presence of the foreign students.
7. The coordination of offices, programs, centers, and activities in the international field should be further encouraged by housing their officers in close proximity, wherever colleges and central administration agree on the merits of such an arrangement, with the eventual possibility of the construction of an appropriate building identified with international programs.

### **C. ORGANIZATIONAL STRUCTURE**

1. Each college should consider the explicit designation of a single officer (whether present or new, full-time or part-time), aided by an appropriate committee, for the planning and development of international programs and, as appropriate, either the administration or the coordination of such programs.
2. A campus-wide officer (to be called the Director of International Programs and Studies), to be assisted and advised by an appropriate committee of deans (and other appropriate committees), should be named by the Chancellor to exercise responsibility for campus-wide coordination of the planning and promotion of international programs and for assistance in seeking funds (from state, foundation, the federal government, and private sources) to finance such programs and such other matters as the Director or committee deem appropriate.



3. A University-wide officer should be designated by the President to serve as his deputy in all matters relating to international programs, to assist in seeking funds for such programs, and to serve as chairman of a University-wide Council on International Education (also to be named by the President), the purpose of which shall be to stimulate the development of international programs on the three campuses, to facilitate inter-campus communication, and to advise the President on policy with respect to international education.

4. The campus approach to international education through the language and area method should be rounded out with these changes, recognizing existing scholarly interests and the campus direct overseas involvement, both present and hoped for:

a. The addition of a Center for African Studies.

b. The reorganization of the Center for Asian Studies, to provide sharper focus for activities relative to (1) East and Southeast Asian Studies and (2) South Asian and Near Eastern Studies.

5. The relationships shown below and on the accompanying chart (page 47) appear to offer optimum promise at the present time. This pattern is chosen after careful examination of alternative models, experience at other universities, and past experience at the University of Illinois.

a. The Director of International Programs and Studies will serve the Chancellor on all international matters and will stand in a line relationship between the Chancellor and other units.

b. The Director will have direct responsibility for an office designed to facilitate the operation of overseas programs, for the Tehran Research Unit, the AID Projects Office, and for whatever centers or other units the Chancellor may wish to attach directly to his office.

c. The area and functional centers and other units will report to both the relevant deans and the Director of International Programs and Studies unless otherwise assigned.

#### **D. ORGANIZATION AND RESPONSIBILITIES OF THE OFFICE OF INTERNATIONAL PROGRAMS AND STUDIES**

##### **1. Organization**

a. The name of the Office of International Programs should be changed to the Office of International Programs and Studies.

b. The person heading this office should bear the title of Director of International Programs and Studies.

c. The office will have such associate and assistant directors as required.



d. A Committee of Deans on International Programs and Studies, appointed by the Chancellor, will be charged with developing recommendations on (1) program development policies, (2) budget, (3) selection of a limited number of programs for all-out intensive cultivation, and (4) such other matters as it deems appropriate to advise on or has referred to it by the Director of International Programs and Studies.

e. Other committees on program and operations in international programs and studies, appointed as needed by the Chancellor, will be charged with developing recommendations on items such as (1) development of new international programs and studies, (2) coordination and operations of the several centers and other units concerned with international activities, (3) selection of a limited number of programs for all-out intensive cultivation, and (4) such other matters as may be appropriate.

f. The relationships among the offices of the Chancellor, Director of International Programs and Studies, Deans, Centers, Departments, and other units are shown on the chart on page 47. Budget and line responsibility will flow from the Office of the Chancellor to the Office of International Programs and Studies, and then to the offices of individual staff members, either directly through a department or a center, or through a dean or other appropriate unit or combination thereof. For example, CICS now usually makes grants directly to staff members without going through a dean or department. MUCIA grants may go directly to a staff member or through a department and/or dean. Funds to support graduate students normally go through a staff member and/or some other office. Any variation of these patterns, consistent with the purposes for which the funds were obtained, that promises to be most effective will be used.

## **2. Responsibilities**

The responsibilities of the Office of International Programs and Studies fall into the following five classes:

### *a. Development, Analysis, and Evaluation of Programs and Studies*

This responsibility is shared by the entire university community. The role of the Director's Office involves on-campus and off-campus components. Perhaps the most important role is the development and maintenance of effective linkage between and among the geographically separated projects and staff members, when overseas activities are conducted.

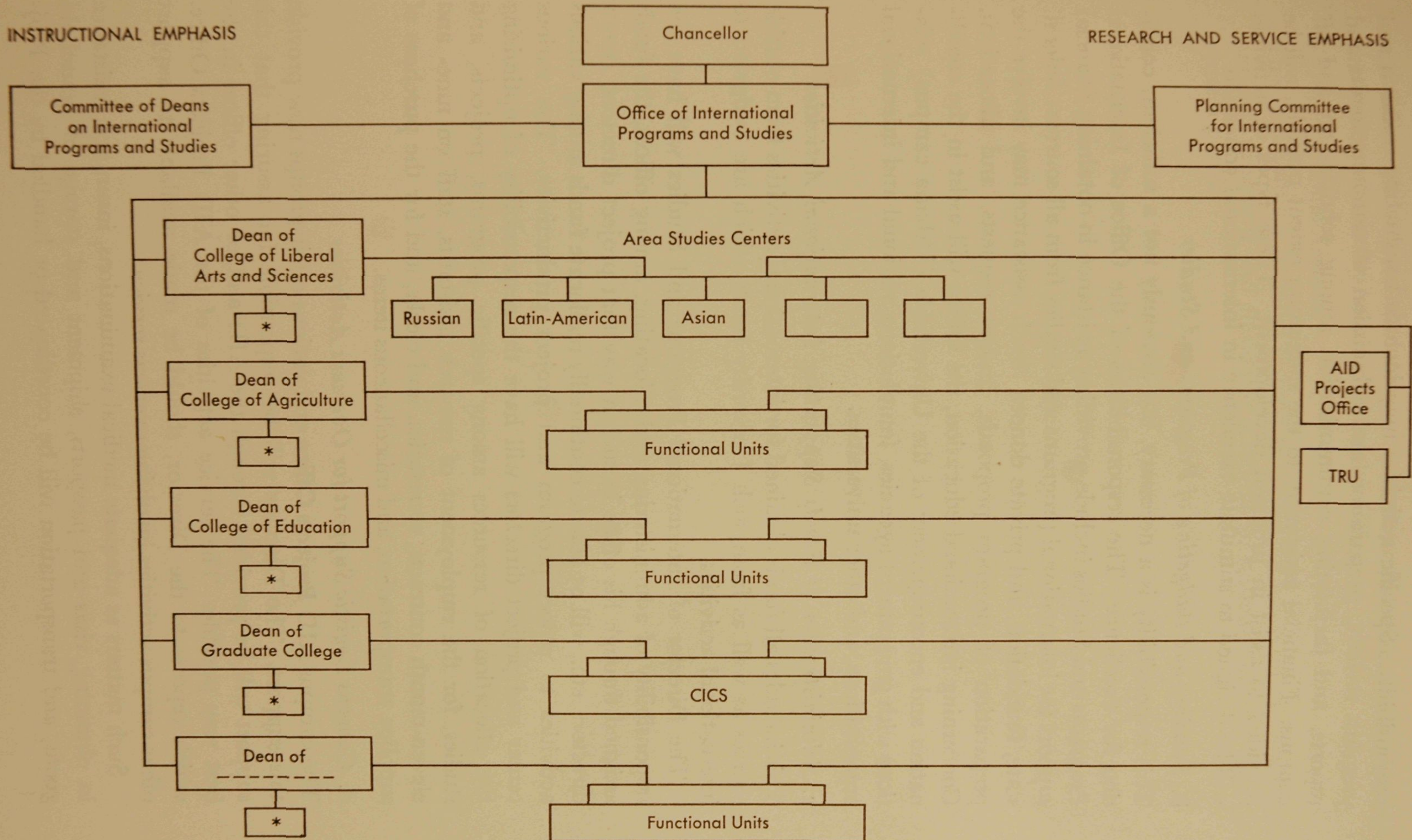
Program analysis and development, whether it is redirection, expansion, or a new program, is a process over which the Director has direct



RECOMMENDED ORGANIZATION OF INTERNATIONAL PROGRAMS AND STUDIES

INSTRUCTIONAL EMPHASIS

RESEARCH AND SERVICE EMPHASIS



\* Departments and Other Units



responsibility. Specific activities may include conducting research and program reviews, preparation and submission of announcements and reports, and facilitating communication among scholars on and off campus. Financial assistance, to the maximum extent possible, will be provided to assist in program development. These types of activities will be designed to stimulate excellence in international education.

b. *Funding and Budgeting of Programs and Studies*

This responsibility is a necessary, but obviously not a sufficient, condition for excellence. The responsibilities of the Office of International Programs and Studies include providing assistance in obtaining financial support for international programs and studies from all sources: federal, state, foundation, and private donors. Such assistance may involve the preparation of program proposals, budget requests, and allocations. Concerning international education, the Office will assist in the coordination and encouragement of the University's (Urbana campus) relations with government agencies, foundations, national and international organizations, and other universities.

c. *Administration of Funds Supporting International Activities*

This includes all funds obtained for international activities from outside sources as well as from such University funds which are budgeted to international activities.

The Director of International Programs and Studies will have the responsibility of administering and allocating, among offices, the funds assigned through his office in such a way that project directors, center directors, etc., will be able to continually reallocate funds among various activities to reflect program and project productivity. The various center and project directors will have the responsibility of optimizing the allocation of resources among specific programs, projects, and studies, for the employment of research assistants, staff on nine- and eleven-month contracts, secretaries, and clerks, and for the purchase of supplies, transportation, and miscellaneous items.

d. *Campus Logistic Support for Overseas Activities*

The campus AID Projects Office and various other groups now provide this support. The Director will be responsible for assuring that this support will be provided through the AID and/or other offices in the best way possible. The service activities of the AID Projects Office, which reports to the Director, should be made available to support other campus activities involving overseas service.

Such matters as adequate medical examinations, insurance, assistance in obtaining visas and passports, shipment and storage of household goods, and transportation will be coordinated or handled by the Proj-



ects Office. Additionally, matters of budget preparation and other non-academic matters may be handled by this Office.

e. *Informational Services*

This responsibility includes serving as a clearing house on campus international programs and studies as a service to students, faculty, and the general public.