

University of Virginia

VIRGINIA 2020

# International Activities Commission Report

Section One: The Report

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# TABLE OF CONTENTS

## SECTION I: THE REPORT

|  |           |
|--|-----------|
| <b>PURPOSE AND GOALS OF INTERNATIONAL ACTIVITIES AT THE UNIVERSITY OF VIRGINIA</b> ..... | <b>1</b>  |
| <b>INTRODUCTION</b> .....  | <b>3</b>  |
| MISSION AND STRUCTURE.....   | 3         |
| IDEAS AND RECOMMENDATIONS.....   | 4         |
| <b>STRATEGIC SUMMARY</b> .....   | <b>5</b>  |
| TASKS, FINDINGS AND RECOMMENDATIONS .....  | 5         |
| COMPARISON TO OTHER UNIVERSITIES .....   | 6         |
| BASIC PRIORITIES.....  | 7         |
| IMMEDIATE NEEDS AND TASKS .....  | 8         |
| <b>IAPC TASK GROUP GENERAL SUMMARIES</b> .....   | <b>11</b> |
| MAJOR TASK GROUP RECOMMENDATIONS .....   | 12        |
| SUMMARY BY TASK GROUP .....  | 13        |
| Task Group 1: UVa students and faculty abroad.....                                       | 13        |
| Task Group 2: Internationalizing the curriculum.....                                     | 15        |
| Task Group 3: International students and scholars.....                                   | 17        |
| Task Group 4: Institutional liaisons .....   | 18        |
| Task Group 5: Appropriate organization of international activities.....                  | 20        |
| <b>CONCLUSION</b> .....  | <b>23</b> |
| <b>MEMBERS OF THE INTERNATIONAL ACTIVITIES PLANNING COMMISSION</b> .....                 | <b>25</b> |
| TASK GROUP 1: UVA STUDENTS AND FACULTY ABROAD .....                                      | 25        |
| TASK GROUP 2: INTERNATIONALIZING THE CURRICULUM .....                                    | 25        |
| TASK GROUP 3: INTERNATIONAL STUDENTS AND SCHOLARS.....                                   | 26        |
| TASK GROUP 4: INSTITUTIONAL LIAISONS .....   | 26        |
| TASK GROUP 5: APPROPRIATE ORGANIZATION OF INTERNATIONAL ACTIVITIES.....                  | 26        |
| <b>APPENDIX A: A TALE OF TWO STUDENTS IN 2020</b> .....                                  | <b>29</b> |
| <b>APPENDIX B: CRITIQUES BY CONSULTANTS</b> .....  | <b>33</b> |
| SUMMARY OF THE CRITIQUES.....  | 33        |
| STRUCTURE AND PURPOSE OF THE REPORT.....   | 34        |
| BEST IDEAS.....  | 34        |
| SPECIFIC COMMENTS AND QUESTIONS.....   | 35        |
| POSSIBLE OBJECTIONS .....  | 35        |
| SUGGESTED NEXT STEPS .....   | 36        |

## SECTION II: SUPPORTING MATERIALS (SEPARATE CONTENTS)

Further information about the International Activities Planning Commission and its activities can be found on its Website:

<http://www.virginia.edu/virginia2020/inter/inter-meetings1.htm>



# Purpose and Goals of International Activities at the University of Virginia

*You are here to enrich the world,  
and you impoverish yourself if you forget the errand.  
—Woodrow Wilson*

The purpose of international activities is to cultivate a global perspective in our students, faculty and community. More specifically, international activities situate the University in the framework of its greatest potential, challenge its students and scholars to extend their own horizons of growth and inquiry, and welcome international students and scholars.

These activities are the ultimate expression of our general purpose of enriching the mind. By including different peoples and cultural traditions and by framing our tasks in global dimensions, Thomas Jefferson's spirit of free inquiry is expanded. UVa has always made available to the world the fruits of its scholarship, the talents of its students and faculty, and the vision of its founder. Today, in a world community of scholarship that is increasingly interactive, our University's eminence depends on its intimate involvement in the global academy.

In order to make the University of Virginia a global presence, we must:

1. Encourage students across the University to include study abroad in their educational plans.
2. Encourage members of the faculty to pursue their research, teaching and service interests in a global framework.
3. Plan the curriculum so that students become familiar with a variety of cultural perspectives and are encouraged to explore subjects in a global framework.
4. Make available language and cultural programs of quality, variety, and depth, while integrating language and cultural learning with the rest of the curriculum.
5. Make available electronic informational and interactive resources, integrating these resources with opportunities for global learning.
6. Welcome international students as integral and valued members of the Academic Village, as we provide for their special needs and interests.
7. Invite international scholars to participate in research at the University and facilitate their stays.

## International Activities/Purpose and Goals

8. Join with international academic institutions in agreements that encourage free movement of students and scholars.
9. Engage in programs abroad that further the internationalization of the University's general mission.
10. Promote integration and coordination of international resources across the University, while encouraging their expansion.

# Introduction

The International Activities Planning Commission (IAPC) is one of four commissions targeted at major dimensions of university growth and development over the next twenty years. Known as Virginia 2020, this ambitious attempt to transform the University of Virginia involves students, faculty, and staff in an all-university planning effort. Our report sets out a new general mission for the University in the area of international activities. Since goals are only as meaningful as the steps taken to reach them, this report also addresses questions of priorities, sequences and, especially, what needs to be done in the next stage—making the transition to permanent arrangements.

The report is presented in two sections. The first summarizes recommendations, beginning with a strategic summary that identifies long-term and short-term objectives and prioritizes them. Then a task group summary presents some of the major ideas and goals from each of the five task groups. The second section (under separate cover) presents the full versions of the task group reports as well as research and special topic reports relevant to the recommendations.

The International Activities Planning Commission is happy to have helped initiate a major effort to internationalize the University of Virginia. If we have been successful, then the real work has only just begun.

## Mission and Structure

In order to apply Thomas Jefferson's vision of an Academical Village to the global opportunities which the new millennium presents, the University must encourage and coordinate international activities across all divisions. It must make its international dimension an essential part of its identity, a frontier of the whole range of its operations that all are encouraged to explore.

The IAPC has subdivided international activities into five categories:

1. UVa students and faculty abroad
2. Internationalization of the curriculum
3. International students and scholars at UVa
4. International liaisons
5. Appropriate organization of international activities.

These tasks can be viewed as “four fingers and a thumb”: The first four are concrete areas that provide categories for the great variety of international activities at a university of excel-

lence. The fifth task, appropriate organization, is the thumb that grasps each of the concrete tasks, coordinates them, and makes them all part of a coherent university project. The IAPC organized its activities in terms of corresponding task groups, and much of the material of the report is presented in terms of these five categories.

## Ideas and Recommendations

Many new and exciting ideas have emerged in the course of the commission's discussions, and some important ones are already in the process of implementation. The International Residential College, scheduled to open in fall 2001, will combine an internationally-focused residential unit with open international programming and services. A new building for residential language programs is planned for the same location as the successful French and Spanish houses, doubling the range and capacity of such programs and creating a "foreign language quarter." It is scheduled to open in fall 2002. The IAPC aims to have 80 percent of undergraduates participating in study abroad by 2020, and a number of new international centers and institutes are being proposed.

The variety and attractiveness of the ideas suggested in this report are the best evidence that the University needs a mechanism to sustain dynamism in international activities. International activities currently lack overall leadership and organization, and the IAPC feels that this lack of a "thumb" is the primary reason that UVa has lagged behind its peers in this area. The commission therefore has proposed that the position of vice provost for international activities be established. *[N.B. This has been done, and Bill Quandt was appointed interim vice provost (two-year term) in August 2000.]*

Since the basic objective is to encourage and coordinate international activities throughout the University, we recommend creating an Advisory Council to represent all parts of the University, with a significant incentive budget to provide seed money for new projects. Many other objectives are outlined in this report, but the success of the IAPC may itself be the best argument that sustained attention to international activities is the most important single innovation that can be made, as it will certainly lead to continued dynamism.

The major immediate task for 2000-01 is to take the ideas generated by the commission through a regular process of implementation. Many ideas require more concrete study, pilot programs, and competitive consideration of proposals. Moreover, a forum for new ideas must be sustained. It is our hope that the new vice provost for international activities will provide for unbroken progress between the ideas and goals set by the IAPC and the achievement of a new international dimension for the University of Virginia by 2020.

# Strategic Summary

## Tasks, Findings and Recommendations

The International Activities Planning Commission was asked by President Casteen to formulate long-term goals for the University of Virginia and recommend strategies and measures for achieving these goals. Its recommendations were expected to be comprehensive in their reach and to provide new, integrated targets for further University development. Since one of the basic objectives of Virginia 2020 is to improve our standing among American universities, the commission was asked to identify and study universities with leading programs in international activities (an “aspiration group”) and to discuss means to bring UVa up to their level (“gap analysis”).

The commission found that international activities should be a very diverse dimension of a university, diffused throughout all its operations. At leading institutions, international activities are not separated from other activities and exclusively administered and regulated. Rather, the international dimension is encouraged and coordinated as part of general activities, and success is measured by the fluency and degree to which geographical horizons cease to limit daily business. “International” becomes normal, and universities such as New York University or Cornell accept and encourage the international dimension as part of their basic identity. Moreover, international achievements have become a central part of their claim to academic excellence.

Given the diversity of international activities, the content of the commission’s recommendations, summarized in the Task Group Summary and detailed further in the Task Group Reports, is quite broad. Each of the ideas suggested would improve UVa’s performance and capacity. We feel that one of the major accomplishments of our commission has been to provide a forum for such a rich outpouring of creativity from the entire university community.

In contrast to the broad scope of the rest of this report, our present task is to focus on priorities. Both the immediate and longer-term priorities we will suggest are organizational. Longer-term priorities are the creation of a permanent leadership structure for international activities, consisting of a Vice Provost for International Activities with an all-university Advisory Council, and an incentive budget to encourage new international initiatives. Analogous structures exist at all of our aspiration group members. These are being implemented at other schools, such as the University of Georgia, that are presently trying to improve their international profile.

Since a vice provost cannot be hired for 2000-01 and there are many concrete projects started by the commission that should continue, our primary immediate recommendation is for transitional leadership consisting of an Interim Vice Provost for International Affairs leading an International Activities Committee. Of course, the real benefit of international activities lies in the concrete ideas and plans that these new organs should coordinate and encourage, not in institutional innovations per se.

Still, the success of the IAPC in generating a great variety of ideas and enthusiasm for specific projects demonstrates how productive the University can be when there is sustained organization and leadership in this area.

## Comparison to Other Universities

Compared to other universities, the University of Virginia is by no means inactive internationally, but neither is it a leader. There is no reliable ranking system and the data is problematic, but UVa would likely rank no higher than 40th in overall scale of international activities and, since many liberal arts colleges are very active, lower in per capita terms. We rank 37th in percentage of foreign scholars, a category that tracks very closely with overall academic reputation. We rank 66th in percentage of foreign students (including graduate students). Comparable numbers are hard to come by for study abroad, but our 16 percent of students in study abroad is well below that of Michigan State and Duke.

It was abundantly clear on every site visit—and even from a brief comparison of Web-pages—that the world is already part of many American universities to an extent not yet dreamed of at UVa. International activities are part of the core identity and leadership of Wisconsin, Duke, NYU, and many other universities. Not only is a senior officer of the university in charge, but the encouragement of international activities is also a central goal of those institutions. The president and provost are directly involved, and coordination extends throughout the university. Although UVa appears to be thirty years behind its aspiration group, the gap may be only ten years if a concentrated and well-led effort is made (as the turnaround at Duke since 1995 demonstrates).

Our staffing in essential services for international activities is not only inadequate, as we know from our internal study, but is small compared to already internationalized universities. Large and efficient study-abroad programs have a staff:student abroad ratio of roughly between 1:50 and 1:100. Our ratio is 1:500. In services to international students and scholars, most critically in visa services, both Wisconsin and Michigan State have a staff:client ratio of 1:300. Ours is 1:659. To achieve a ratio of 300, we would have to increase our staff in this area by 120 percent, or 3 persons. Moreover, the larger staffs in our aspiration groups can be more specialized and efficient than a small staff, so a comparison of ratios actually understates the increased workload at the International Studies Office (ISO).

These two comparisons get to the heart of our history of neglect in this area and our staff shortage, but they do not touch on the “opportunity cost” that international activities have suffered because of our absence of capacity for new program development, expert staff support, advertising, and so forth. If we are not to trip over our institutional shoelaces, we must think beyond percentage increases in ISO’s budget to reinvention of its function at a higher level.

Given the contrast in leadership and support services between us and our aspiration group, it is a testimony to the enterprise of the faculty and the hard work of our staff that we are not further behind our academic peers. But there are limits to the efficiencies that can be

gained despite inadequate infrastructure. Put more positively, if we begin to supply leadership and more adequate support services, we can expect to leap forward in developing the international dimension of this University.

For instance, it is not unreasonable to expect 80 percent participation in study abroad by 2020 if by then the variety and accessibility of options has become irresistible and the habit of study abroad has become part of the expected undergraduate routine. We could likely achieve 30 percent participation by 2005 if the ISO were developed into a full-service office over the next five years. Michigan State is aiming at 40 percent by 2006.

But “gap analysis” does not begin to express UVa’s potential for leadership in international activities. The commission found several important areas where the University could leap forward in international prominence if it developed those international opportunities related to its current strengths. Three especially noteworthy initiatives are: the International Institute of American Studies, the Institute of American Language and Culture, and the Center for International Medicine. Each of these is well within the power of the University to accomplish, and each would create a position of world leadership in an important area that would be unique and difficult for others to surpass.

Moreover, the Virginia 2020 planning process has created a historic opportunity for general university efforts. We now have the potential for integrated development across the University, for utilizing information technology in the fundamental design of new projects, and for active cooperation between academic innovations and development efforts. All four commissions can contribute to this new university dynamic. Since international activities is the least discipline-specific of them, it is quite adaptable to integrated development.

In brief, then, the University of Virginia’s international activities presently lag behind its general reputation. However, this could certainly be reversed in a twenty-year time frame, and dramatic progress could be made in five years. Moreover, there are important areas of opportunity that offer the prospect of early leaps forward to prominence.

## Basic Priorities

If international activities are to become a leading edge of our University’s aspirations for excellence over the next twenty years, the basic task is to make them part of UVa’s identity and leadership. Our actual ventures into such activities cannot prosper if they remain on the fringe of the University’s attention and organization. Since the failure of the effort to establish a Dean of International Studies a decade ago, the University has lacked an organizational “thumb” to encourage and coordinate its international efforts.

Therefore, the primary recommendation of the IAPC is to establish a tripartite university leadership in this area:

1. **A Vice Provost for International Activities.** A strong figure in the central leadership is necessary in order to coordinate the broad range of international activities and to act as spokesperson for the University in this area.

2. **An Advisory Council on International Activities.** Because of the broad spectrum of international activities, we need a university-wide body to advise the Vice Provost for International Activities and to serve as linkage to these activities throughout the University.
3. **An incentive budget for new international programs.** The capacity to encourage pilot programs and foster new international ventures is a vital part of integrated development. Routine processes of administration and budgeting cannot take the lead in areas that cross domains or reach beyond normal horizons.

Our second basic priority is to create capacity in international services that will be adequate to sustain an expanded international program. This new capacity will require:

- An expansion and reconfiguration of study abroad, to include: advising, program development, marketing, management, and quality control. A fiscal reconfiguration of study abroad could make its services self-supporting.
- Adequate visa and other services for international students and scholars. Language services would be handled by the Institute of American Language and Culture.
- Attention to the housing problems of international scholars, including remote access to information and reservations and availability of short-term housing.
- Appropriate space and physical profiling for the International Studies Office. Our services to international activities should not appear to be an afterthought.

Many other specific ideas and proposals could be added, but the success of all the rest will depend on progress on these two priorities. Without leadership, the process of internationalization will grind to a halt. Without services, increased activity will mean increased friction, headache, and crisis. Beyond these two prerequisites, choosing among concrete priorities over the long term is a task best left to the new leadership.

### **Immediate Needs and Tasks**

The immediate priority for 2000-01 is set by the need to provide an effective transition between the IAPC and more permanent arrangements. Many of our concrete suggestions and ideas need further development, and detailed plans have to be made for reconfiguring study abroad and other important areas. Most important, the momentum gained from Virginia 2020 and the activities of the commission should not be allowed to dissipate before permanent arrangements can be put into place. We recommend the following concrete task groups for the transitional leadership:

- **Study abroad organizational and fiscal task group.** A group to consider how to realize the academic goal of maximum participation in study abroad and how to achieve fiscal self-sufficiency in these efforts.

- **International initiatives task group.** This group would explore international liaisons and possible study-abroad sites. They would investigate funding opportunities for faculty proposals on a competitive basis.
- **Internationalizing the curriculum task group.** With a broad mandate this group would probably have smaller working groups to cover: development of Speaking Freely programs, interdisciplinary programs, languages across the curriculum, etc.
- **Area studies task group.** This group would study ways to raise the capacity of the University in coverage of world regions, make area resources accessible and useful across the University, and develop foundation and other support for such activities.
- **International students and scholars task group.** This group would deal with the problems of international students and scholars at UVA; it would also consider how to maximize their contribution to the quality and diversity of UVA's academic and social atmosphere.
- **International learning technology task group.**
- **International Institute of American Studies exploration team.**
- **Institute of American Language and Culture exploration team.**
- **Center for International Medicine exploration team.**

If progress were made on these tasks during the transitional period and if such momentum were maintained, the University of Virginia would be well launched toward success by 2020 in international activities.



# IAPC Task Group General Summaries

In September 1998 President John Casteen asked Brantly Womack to organize an International Activities Planning Commission (IAPC) as one of four planning commissions comprising the Virginia 2020 Initiative. The IAPC has been meeting since January 1999 to consider the University's immediate and long-term international needs and opportunities. UVa can and should become a global university of excellence within the next twenty years, but achieving that objective will require major improvements in international capacity and organization.

The IAPC divided international activities into four concrete task areas and one organizational area and then assigned a task group to each.

- Task Group 1: UVa students and faculty abroad
- Task Group 2: Internationalizing the curriculum
- Task Group 3: International students and scholars
- Task Group 4: Institutional liaisons
- Task Group 5: Appropriate university organization of international activities

The task groups investigated UVa's needs and capacities while also examining international programs of leading universities. They then formulated proposals for long-term, medium-term and short-term agendas. These were first presented in the Interim Report of December 1999 and have been further elaborated and refined for this report. We paid special attention to questions of organization and activities in 2000-01.

Besides its task group activities, the IAPC has been an active participant in several major ongoing projects. These include the proposal for an International Residential College, review of the English as a Second Language program, growth of the International Studies Office, restoration and development of international broadcasting (Satellite Communications for Learning, or SCOLA) on Grounds, and development of a Language Quarter in proximity to the existing French and Spanish houses.

The list below suggests three kinds of recommendation for next year for each of the four substantive task groups. *Basic recommendations* are essential steps toward making UVa a global university of excellence. Without significant progress in these areas, our disabilities in the international dimension will continue to constrain our accomplishments in other areas. *Breakthrough recommendations* identify important initiatives that, if taken, would rapidly create a situation of prominence and competitive advantage for UVa. If breakthrough recommendations are implemented, then international activities will help lead the University's qualitative leap forward. The *next year tasks* single out specific objectives for next year.

Please remember that international activities are by their nature diffuse. A glance at the detailed list of proposals—later in this general summary and especially in the individual task group reports—will show that what needs to be done does not easily boil down to one or two objectives or themes. Still, the objectives mentioned below are crucial to the University’s progress in international activities.

## Major Task Group Recommendations

### Task Group 1: UVa students and faculty abroad

|                      |   |
|----------------------|---|
| <b>Basic:</b>        | 80 percent of undergraduates involved in study abroad by 2020.  |
| <b>Breakthrough:</b> | Development of fifth-year abroad programs that do not break the rhythm of the Lawn experience but add a major international experience integrated with disciplinary training and career objectives. |
| <b>Next year:</b>    | Concrete study and recommendations for the expansion and fiscal autonomy of study abroad.   |

### Task Group 2: Internationalizing the curriculum

|                      |  |
|----------------------|--|
| <b>Basic:</b>        | Globalize teaching capacity: adequate faculty resources, flexible language programming and technology appropriate to the new century.  |
| <b>Breakthrough:</b> | Initiatives that integrate international aspects of academic life with the rest of university people and activities. Examples include the International Residential College, programs for returning third-year study-abroad students, and contingent incentives for international scholars and grad students to share their experiences. |
| <b>Next year:</b>    | Plan implementation of pilot programs that go beyond the boundaries of normal language work.   |

### Task Group 3: International students and scholars

|                      |   |
|----------------------|---|
| <b>Basic:</b>        | Transformation of International Studies Office and accommodations into pleasant centerpieces reflecting UVa’s global reciprocity.                                       |
| <b>Breakthrough:</b> | Develop an Institute of American Language and Culture that would focus on advanced professional fluency in language and culture rather than on minimum language skills. |
| <b>Next year:</b>    | Begin planning an International Summer Institute in American Studies.   |

**Task Group 4: Institutional liaisons**

|                      |   |
|----------------------|---|
| <b>Basic:</b>        | Systematic worldwide development of institutional relationships   |
| <b>Breakthrough:</b> | An International Institute of American Studies.   |
| <b>Next year:</b>    | Formalize procedures and standards for international liaisons, and begin to explore specific opportunities. |

**Task Group 5: Appropriate organization of international activities**

|                      |  |
|----------------------|--|
| <b>Basic:</b>        | Creation of a Vice Provost for International Activities, an Advisory Council on International Activities, and an incentive budget for encouraging and coordinating international activities. |
| <b>Breakthrough:</b> | An all-university integrated approach to international activities.   |
| <b>Next year:</b>    | An Interim Vice-Provost for International Activities leading an International Activities Committee.  |

Both the achievements of other universities and the response of the UVa community to the IACP's activities have convinced us that international activities here could be transformed from a relatively backward aspect of the University to an interactive, global dimension of its excellence. For that to happen, however, the energy and focus on international activities that has begun with the international commission and the Virginia 2020 Project must continue, and this requires continuing leadership.

**Summary by Task Group**

Each task group was asked to present its objectives in three time frames: 2020, mid-range, and what to do now. Because no one knows what conditions will exist in 2020 and much can happen in 20 years, our long-term plans are basically those we've outlined in Purpose and Goals. Mid-term is defined by two criteria: objectives that must be gradually cumulative over time, and objectives that require significant external funding. What to do now is the category of present concerns and opportunities that should be addressed over the next one to two years.

**Task Group 1: UVa students and faculty abroad*****Vision 2020***

- 80 percent involvement of undergraduates in study-abroad programs. The objective is to have study abroad become a normal and integrated part of the undergraduate experience. Cost of participation should be comparable to on-Grounds costs, and regular financial aid as well as specific scholarships should be available.

- A full spectrum of study-abroad opportunities. The horizontal dimension would be a broad choice of UVa programs throughout the world, addressing a variety of disciplinary interests. The vertical dimension would be programs of various lengths, from a few weeks to a full year, involving all levels of language commitment. Options would range from faculty-led summer three-credit programs lasting a few weeks to special fifth-year programs (described below) for honors work.
- Facilitate study and research abroad for students in graduate programs and professional schools.
- Facilitate faculty research and teaching abroad. Without faculty engagement abroad, UVa cannot become a global university.

***Mid-range tasks: Things that take time***

- Develop and execute appropriate mid-range goals for expansion of study abroad. The four parameters would be: percentage of students in study-abroad programs; percentage of students in long-term programs; number, variety and quality of UVa programs; number, variety and quality of programs open to UVa students.
- Develop a fifth-year practicum program for health science students, probably in Mexico, that would provide professional training as well as language and cultural training.
- Integrate university study abroad with career counseling and alumni activities. Utilize the Alumni Association to develop international internships and externships.

***Mid-range tasks: Things that take money***

- An incentive fund and staff support for the development and management of study-abroad programs. Programs should be based on well-supported faculty initiatives.
- Funding to facilitate faculty and graduate student participation in international conferences and research. For instance, 50 percent of international travel expenses at Michigan State University are paid from a central fund.
- A competitive scholarship program for fifth-year international research modeled on the junior Fulbright program.

***What to do now***

- Create a planning committee to report in February 2001 on the feasible steps to make study abroad self-supporting and to develop its infrastructure to comprehensive capacity within five years.
- Utilize the integrated systems project (ISP) for a redesign and regular update of the UVa ISO Website. More specifically, develop a Website to include information on approved international programs, effects of international work on faculty benefit packages, tax implications, and information regarding funding opportunities. The University of Wisconsin can be used as a model for the latter task.

- Restructure summer session to remove barriers to international study and program development, allowing programs to become self-sufficient and allowing students to pay for summer session with financial aid.
- Initiate review of how the tenure process could be adjusted to remove disincentives for research abroad by junior faculty.

## **Task Group 2: Internationalizing the curriculum**

### ***Vision 2020***

- Create a comprehensive system of area centers. Like the South Asia Center and East Asia Center, area centers provide a regional focus for interdisciplinary faculty and student contact, and they welcome and sponsor students and scholars from the region. Area centers provide a lively interface between the University and the world. They also structure and encourage critical masses of regional expertise that can be available to the rest of the University.
- Make available faculty expertise, undergraduate and graduate courses about the history, politics and cultures of major countries and of all regions of the world.
- Encourage university-wide cooperation in international activities and the broadest possible access to international opportunities.
- Create a university-wide center for the encouragement and utilization of foreign languages across the curriculum. The center would encourage the integration of language competence with the non-language curriculum.
- Expand foreign language offerings to the variety and the depth that students demand. It should be recognized that language departments have a university-wide function, and that language instruction requires small classes and the use of educational technology.
- Create a variety of residential learning environments that are international in focus, such as the International Residential College and the Foreign Language Quarter. Integrate these environments with other residential programs and with the University's international activities and programs.
- Expand international research and teaching initiatives that use technology to join once remote parts of the world in projects of mutual benefit to partners.
- Integrate global education with high school curricula and with language availability in primary schools.

### ***Mid-range tasks: Things that take time***

- Organize area centers in regions for which sufficient expertise already exists to form a critical mass. An example would be European Studies.

- Redefine the foreign language requirement as a gateway to study abroad and as a gateway to more interesting and useful language work. The requirement provides an extended introduction to a language but not competence or fluency in it. We must create incentives and attractive paths beyond the first two years.
- Create advanced seminars modeled on the USEMs (University Seminars) for students returning from third-year abroad programs that allow them to utilize and apply their knowledge and experiences.
- Reorganize technology infrastructure to support international objectives. This effort should be closely linked to offices or individuals actively involved in academic research and curricular development, as well as to those charged with overseeing and coordinating international activities.
- Create an International Studies Honors program or certificate that would involve a yearlong international research project.
- Review and enhance the effectiveness of all levels of language teaching, including summer programs.
- Strengthen and coordinate the language-specific houses on Grounds within a “foreign language quarter” off Jefferson Park Avenue.
- Students need to be involved with international study beginning in their first year, perhaps through orientation materials and a program of activities particularly designed for them throughout the first year. They should have an “international experience” by October of the first year (i.e., an invitation to dinner or a movie at one of the language houses, the Center for International Living and Learning, The International Center, etc).

***Mid-range tasks: Things that take money***

- Identify gaps in our area regional studies offerings and develop plans to remedy them. For instance, coverage of Southeast Asia is extremely weak.
- Strengthen area centers that might be able to qualify for Title VI National Resource Center status. For example, help the Russian and Slavic Center regain that status, and consider what steps could be taken to raise the Middle East program to competitive levels.
- Raise the level of budgetary support for foreign language departments to the level of other departments in Arts & Sciences, perhaps with contributions from other schools.
- Support fund-raising and grant writing by faculty and centers for international activities.
- Support interdisciplinary teaching initiatives that utilize students’ knowledge of foreign languages.

- Fund “cluster hirings” –new interdisciplinary faculty positions on the University of Wisconsin model.
- Organize and fund noncredit, informal language and culture short courses on the model of “Speaking Freely” at New York University.

***Things to do now***

- Plan to develop the International Residential College into a major locus of international programming and activity.
- Improve the general international orientation of UVa’s Web-based information.
- Expand the Community of Science faculty database to include all faculty and to include international activities.
- Begin discussions and planning for fifth-year abroad programs.
- Organize a pilot “Speaking Freely” program to begin in fall 2001.

**Task Group 3: International students and scholars**

***Vision 2020***

- Transform the International Studies Office into the central and visible symbol of UVa’s commitment to international studies. This must be both a spatial and an administrative transformation of the ISO and its functions.
- Create a program for international visiting scholars, both short-term and long-term, with appropriate living arrangements and integration into the University community. Such a program could attract regular visitors, thereby creating ongoing relationships with international scholars.
- Create an Institute for American Language and Culture. This would be a first-rate program combining advanced English as a Second Language (ESL), cultural fluency, and individualized programs for specialists. The institute would operate workshops in the summer as well as during the academic year.
- Develop an international quarter in the area of the International Residential College, the proposed residential college on Sprigg Lane, by moving the International Studies Office and certain of the international programs into that area. This would provide a natural focus for programming that could involve students, faculty and visitors with academic and cultural interests in international studies.

***Mid-range tasks: Things that take time***

- As services for international students and scholars become coordinated, interaction with the University’s programming and curriculum should be encouraged. The area centers could play a major role in this.

- Investigate our present supervisory, programming, and support services provided through the ISO. Compared to peer institutions, we have a modest staff and a tiny budget.

***Mid-range tasks: Things that take money***

- Develop attractive housing dedicated to the use of international scholars and located in the International Quarter.

***Things to do now***

- Immediately increase the budget of the ISO. At critical times, for example when processing visas or during admissions when students desperately need to contact the ISO, a shortage of people and operating budget restricts the ability of the staff to respond to requests or to send materials by express mail. We have heard specific complaints of international phone calls not being returned because the telephone budget cannot cover the expense. As a result, the University seems unresponsive to and uncaring about international students with urgent needs and no one else to turn to.
- As ISO staff expands, attention will have to be paid to space problems.
- Clarify and simplify procedures for hosting international scholars. The University's cumbersome financial and residential arrangements for hosting international scholars often deter international initiatives, particularly those involving scholars from developing countries.
- Begin the restructuring and expansion of current ESL operations into an Institute for American Language and Culture, with the opening a Summer Institute for American Language and Culture in summer 2002. Targeted at university-level teachers in English and American Studies at foreign universities, the institute could include American Studies seminars, advanced ESL master classes, field trips, and guest lectures. This could be done in conjunction with the International Institute of American Studies (see below).

**Task Group 4: Institutional liaisons**

***Vision 2020***

- Develop an infrastructural capacity adequate to encourage and sustain flexible academic relationships with appropriate institutions and programs abroad.
- Establish a select number of comprehensive institutional relationships with outstanding world universities, giving due consideration to the geographic distribution of such relationships. These would provide UVa with institutional pieds à terre throughout the world, encourage a fluid set of more specific relationships among academic programs, and lower the costs of doing academic business abroad.

- Develop an appropriate international structure for UVa's strengths in American Studies. (See details below.)
- The recent agreement between MIT and Cambridge University to merge a number of their science programs into what constitutes, in effect, a single academic enterprise appears to represent the cutting edge of the internationalization of the university. Systematic thought should be given to how such internationalization with peer universities (and/or peer programs) would best advance the mission of UVa in a rapidly changing intellectual culture worldwide.

***Mid-range tasks: Things that take time***

- Create a network of academic linkages that integrates what goes on intramurally—across as much of the University as possible—with every major world region. This network will have to build upon existing ties and linkages that can be established and/or broadened. Ideally, we should want to see a program along the lines of our Valencia (Spain) program (though almost certainly not as large, i.e., 360 students per year) in every major world region.
- After establishing appropriate university-level leadership in international activities, departments and professional schools should be asked to undertake studies—on the model of the self-study process—and issue reports on their interests with respect to developing overseas institutional partnerships.

***Mid-range tasks: Things that take money***

- Establish an International Institute of American Studies (IIAS). The blessings of history, location and our current academic strengths have converged to make American Studies UVa's area of greatest international competitive advantage. The IIAS would approach its work from not only an interdisciplinary but also a global perspective. It would not simply be a place for Americans to interpret America for fellow Americans, but would provide the forum and locus for global interpretations of America for as broad an audience as possible.
- The institute should be founded in consultation with international programs in American Studies around the world, and it should remain a venue for international consultation and coordination. This omnibus institute would be fruitfully associated with (and draw upon the successful experience of the existing programs in) American Studies, the Miller Center, and the International Institute for Jefferson Studies, as well as individual schools and departments. Such an institute would go far toward establishing UVa as a world university, since no one wishing to contribute to American Studies could afford to ignore it. The ensuing synergy would create a significant "import benefit" for the University, as Americanists from around the world would come to enrich the intellectual life of the University in novel and mutually reinforcing ways.

### ***Things to do now***

- Begin exploration of specific countries or regions where program innovation appears especially promising. Examples would include France and Japan.
- Establish guidelines for the development of international liaisons, including such issues as exchanges and property acquisition, on the model of the University of Wisconsin and Michigan State University guidelines.
- Encourage proposals for other pilot programs of international cooperation.

## **Task Group 5: Appropriate organization of international activities**

The recommendations of Task Group 5 do not easily fit the categories of short-, medium-, and long-term. Instead, its recommendations are for permanent institutional innovations and for transitional arrangements to bridge from the International Activities Planning Commission to new institutions.

### **A. Appropriate Institutions to Encourage and Coordinate International Activities**

The group's major recommendation is to establish the office of Vice Provost for International Affairs. There are several essential components to this idea.

- **The Vice-Provost.** The major reason for establishing the office is to provide strong, university-wide leadership for continuing development of the global dimension of the University. As a leader, the vice provost would have two major functions: coordinating and encouraging the spread of international activities throughout the University, and representing the interests and mission of international activities to the central administration, alumni, and foundations.
- **Advisory Council on International Activities.** Since international activities at UVA and at the leading international universities are faculty-driven, and since successful leadership in this area requires communication and coordination across the University, an Advisory Council on International Activities seems called for. Such a council would meet regularly and serve as an official review and sounding board for international activities, chaired by the vice provost and drawn from all schools and area centers.
- **Incentive budget.** All the successful programs that we have studied—and especially that of Duke, which is in a situation most comparable to our own—have large incentive budgets for time-limited investments in program innovation. We can expect that most of the international activities begun by the vice provost will either become self-sustaining (as in the case of successful study-abroad programs) or become part of the regular budgets of schools (as in the case of incentive contributions to new lines).

In some cases, incentive funding may be necessary in order to qualify a program for Title VI or other federal funding. We can also expect that the vice provost would grant and supervise a rolling program of incentive funding, since most old programs

can stand on their own but new ideas need to be helped along. If our incentive budget (i.e., one not including operating costs) is comparable to Duke's \$500,000 a year, then we should expect a comparable rate of progress.

- **Quality senior professional staff.** Especially at the University of Wisconsin, we found that the senior staff of the International Institute, study abroad, and International Services was key to the quality of the core program and services. Of course, as we have emphasized elsewhere in this report, our services, as currently combined in the International Studies Office, need to have sufficient capacity so that they can do more than simply run ahead of a brushfire of small crises.
- **Staff of the vice provost's office.** The vice provost does not have to manage all of the University's international activities but he or she has to lead them. So the office staff—including an executive assistant, a capable office assistant and a development officer—needs to be sufficient to support leadership.
- **Endowment support for international activities.** Such support can generate targets of opportunity not only for new development initiatives but also for new donors. A vigorous development effort in international activities, supporting significant projects like those described in this report, could attract globally-minded donors of all sorts, including but not limited to international alumni. An immediate endowment target of \$20 million is not unreasonable.
- **A comprehensive International Institute.** The International Institute could coordinate ongoing programs and create synergies and efficiencies by performing useful common tasks for the area centers and other international programs. Bringing the centers together in a common physical location, as most of our aspiration group has already done, would be ideal.

## B. Transitional Arrangements

Since a Vice Provost for International Activities cannot be hired for fall 2000, it is important to make arrangements to begin further development and implementation of the suggestions of the IAPC. This will require active leadership from an interim vice provost, a university-wide International Activities Committee, an incentive budget, and some staff support.

- **Interim Vice Provost for International Activities.** The interim vice provost would provide leadership for international activities during the transition. His/her functions would involve: organizing and chairing the International Activities Committee (see below), organizing and supervising various ad hoc committees focused on specific projects, working with Development to target international projects, and representing international activities both within and outside the University.
- **International Activities Committee.** This would be a broadly representative, university-wide committee—a forum for discussion of new initiatives, a primary source for the organization of ad hoc committees, and a major channel of communication

across the University. It would advise the interim vice provost on allocation of the incentive budget.

- **Incentive budget.** Essential to the encouragement of international activities is the existence of short-term financial support. Initially, this budget could be in the \$50,000-100,000 range.
- **Development support.** International activities touch on many aspects of development that hitherto have not been explored. One of the major tasks of the Interim vice provost would be to collaborate with Development in these areas.
- **Staff support.** Since we will be moving toward permanent arrangements capable of sustaining implementation of international projects, it is important to begin developing staff support.

## Conclusion

Although our efforts are unfinished and more input from the entire university community is welcome, the IAPC has worked hard to bring together these recommendations.

We have had both positive and negative inspirations for our work. On the positive side, since each of us is personally involved in international activities, we know that the University of Virginia has the capacity for rapid globalization if it so chooses. There is no genetic defect that separates us from our aspiration group, only a present gap in leadership, resource commitment, and hard work. On the negative side, each of us has worked hard on the commission because our own international activities are chronically and sometimes acutely frustrated by the University's inattention. We work on the fringe of the University's consciousness, leadership, structures, and resources, and that fringe is known as the world. We pray for a Copernican revolution in Charlottesville.

At present, the University *is* engaged in a heartening number of international activities. The creation of the commission, our conference "Universalizing the University" in October 1999, the International Residential College, the discussion of a Foreign Language Quarter, the planned restoration of the SCOLA international news service—all contribute to a sense of dynamism and optimism about the University's future as a center of global excellence.

Our commission has been asked to provide an international dimension to UVa's vision of itself in 2020. Here it is, in embryo, in this report. Presidents do not often ask for extraordinary planning efforts from the entire academic community; nor does the community often respond in such a whole-hearted and optimistic way. However, if basic changes are not made this year in the University's view of itself, then a historic opportunity will be lost. We hope this report will help change that view from the prevailing "not now" to the anticipatory "how?" and "what's next?"



# Members of the International Activities Planning Commission

May 2000

**Brantly Womack,  
Chair** Professor of Government and Foreign Affairs;  
Chair, Division of Asian and Middle Eastern  
Languages and Cultures

## **Task Group 1: UVa Students and Faculty Abroad**

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**Gordon Burris** Special Assistant to President John Casteen

**David Larue** Associate Professor, McIntire School of Commerce

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**Theo Van Groll** Associate Professor of Architecture; Director,  
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## **Task Group 2: Internationalizing the Curriculum**

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**Herbert Braun** Associate Professor and Director of Undergraduate  
Studies, Department of History

**Daniel Ehnbohm** Director, Center for South Asian Studies

**Richard Guerrant** Professor of International Medicine; Chief,  
Division of Geographic and International Medicine

**Janet Horn** Associate Professor of French

### **Task Group 3: International Students and Scholars**

|                                   |   |
|-----------------------------------|---|
| <b>Duane Osheim,<br/>Convenor</b> | Professor of History; Associate Dean,<br>Graduate School of Arts & Sciences                             |
| <b>Julian Bivins</b>              | Director of Development Services,<br>Office of University Development                                   |
| <b>Melissa Bowles</b>             | Fourth-year student, Spanish Department,<br>College of Arts and Sciences                                |
| <b>David Martin</b>               | Professor of Law  |
| <b>Farzaneh Milani</b>            | Associate Professor, Division of Asian and Middle Eastern<br>Languages and Cultures and Women's Studies |

### **Task Group 4: Institutional Liaisons**

|                                  |   |
|----------------------------------|---|
| <b>Allen Lynch,<br/>Convenor</b> | Associate Professor, Department of Government and For-<br>eign Affairs; Director, Russian and East European Studies<br>Center |
| <b>Kandiura Drame</b>            | Associate Professor, Department of French   |
| <b>Chinh Quang Le</b>            | Second-year student, Law School; graduate of the Depart-<br>ment of Government and Foreign Affairs                            |
| <b>Robert Johnson</b>            | John Lloyd Newcomb Professor, Department of Engineer-<br>ing and Materials Science  |
| <b>Fernando Opere</b>            | Associate Professor of Spanish; Director,<br>Latin American and Hispanic Studies  |
| <b>John Woodworth</b>            | President, Charlottesville Council on Foreign Relations   |

### **Task Group 5: Appropriate University Organization of International Activities**

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|-------------------------------------|--|
| <b>William Quandt,<br/>Convenor</b> | Harry E. Byrd, Jr. Professor of Government and<br>Foreign Affairs; Director, Middle East Studies Program |
| <b>Robert Conroy</b>                | Professor of Business Administration,<br>Darden School of Business                                       |

|                         |   |
|-------------------------|---|
| <b>William Dorrill</b>  | Distinguished Visiting Scholar and<br>President Emeritus, Longwood College                                  |
| <b>Les Grayson</b>      | Professor of International Business,<br>Darden School of Business   |
| <b>Nathaniel Howell</b> | Ambassador; Director of Arabian Peninsula and Gulf Studies;<br>Director, Institute of Global Policy Studies |
| <b>David Newsom</b>     | Ambassador; Professor Emeritus, Department of Government<br>and Foreign Affairs                             |
| <b>Barbara Nolan</b>    | Vice Provost and Robert Taylor Professor,<br>Department of English  |



# Appendix A:

## A Tale of Two Students in 2020

The following is a fictional—or perhaps prophetic—account of the lives of two students at the University of Virginia in 2020 and how they might be affected by the recommendations of the International Activities Planning Commission if they are implemented. *The items in italics do not presently exist at the University of Virginia, but they are contained in the commission's recommendations, and in most cases they already exist at other universities.* Of course, not all recommendations are visible in the everyday lives of students, but infra-structural, budgetary and leadership changes behind the scenes do make possible the visible changes.

Andy Davis is an undergraduate student from Norfolk. He has taken several years of Spanish before college, but is now interested in something more exotic, perhaps *Vietnamese* or *Korean*. One of the reasons he is attracted to UVa is *the international dimension of the undergraduate curriculum and of college life*, which he has *learned about from the UVa Website and from admissions materials*. He has signed up to live in Casa Bolivar in *the Language Quarter* for his first year.

Although Andy does not end up taking any formal language courses his first year, he gets considerable exposure and language practice in Casa Bolivar, and also takes *a USEM in Spanish on the ethics of neo-colonialism* from the still-spry Tico Braun in the History Department, *a course made possible by the Languages Across the Curriculum project*. Moreover, in the fall *he takes a 5-session, non-credit, informal course, "Introducing Vietnam—Goi thieu Viet Nam," taught by a physics graduate student from Vietnam*. The course is part of *a wide variety of short courses* offered by the *"Speaking Freely" program* run by the *Center for Language*. Students enjoy taking the courses because they aren't under the same pressures that exist in a full-scale language sequence and they can try different languages before making a commitment.

In the spring, he takes *a similar course called "Eating Italian—Mangiamo Italiano!" which centers on food, cooking, menus and dinner etiquette in Italy, taught by an Italian chef*. That summer he takes *a three-week course called "Early Renaissance City-States in Northern Italy" from the indefatigable Duane Osheim in the History Department. The course is taught on location, the cost is the same as any 3-credit course (plus air fare), and Andy can use his financial aid to pay for it.*

In his second year, Andy takes *intensive Italian* although he has decided to become a math major. He stays in Casa Bolivar, but he takes advantage of the *Italian programming available a few steps away in the Language Quarter*. At the Casa, *he watches Italian television on the international SCOLA television channels that are available throughout Charlottesville*. He is familiar with the SCOLA programs because his parents used to watch the Spanish programs when they attended Norfolk State University twenty years earlier. During the year his interests tend away from math and toward pre-med, so *he takes biology summer courses using student loans*.

In his third year, Andy is in a dilemma. He would like to go to Italy *on the UVa study-abroad program at the University of Bologna*. But he cannot afford a semester away from his pre-med program.

“No problem,” says someone at *the fully staffed study-abroad center in the International Studies Office*. “Take organic chemistry at the University of Bologna in Italian! It is well taught there; it’s the chemistry that is difficult, not the language; and several of the professors have been to UVa and could help out. Since *we have a comprehensive institutional arrangement with UB, the credits will transfer automatically.*”

So Andy goes off to Bologna for spring semester. After which he spends the first half of the summer traveling around Europe and the second half recuperating.

For his fourth year, Andy moves to *the International Living and Learning Center*, where he organizes a tarantella dance club. He also meets his future wife Suzie. She is the only person he knows who stayed in Charlottesville for all four years, but then her parents are diplomats and she has never lived anywhere for four years before, so staying in Charlottesville is her adventure. She speaks Spanish and Chinese from previous lives, is a nursing student, and has been a mainstay for the lively programming at the *International Living and Learning Center*.

Andy applies for two *fifth-year programs* at UVa. One is the *Fifth-Year Scholar Abroad Program*. Students submit one-year research proposals to a committee of the University’s *International Activities Committee*, and *ten scholarships are awarded* to the most feasible proposals. The other program is the *Health Sciences Fifth-Year Honors Program in Mexico*. *This is a regular program for fifteen UVa students who live in a house owned by UVa outside of Mexico City and provide health services under the supervision of a resident staff*. Another site is *the Richard Guerrant Center in Brazil*, named after the Nobelist who discovered the cure for diarrhea (Guerrant is still a frisky participant in the program).

Both Andy and Suzie get accepted by the Mexico program, so of course they go there. Their international credentials help them get into other graduate programs, and they wind up becoming successful and rich, giving generously to the Alumni Association’s *international initiatives, especially the intern and externship programs*.

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Sharon Shanliang Guo is graduating from the American studies program at Jilin University in China, the top student at the best comprehensive university in Northeast China. She wants to go to UVa Law School. She already knows quite a bit about UVa, because two of her teachers spent a year at the *International Institute of American Studies*, and many of her English teachers have been to the *Summer Institute of American Studies* for advanced training. Moreover, she has watched *many lectures and even courses from UVa on Virginia Academic Vision, UVa’s pioneering Internet programming and archiving station*. From where she is, UVa appears to be *both the best and the most internationally accessible American university*.

Sharon's English is good enough so that she does not have to take the *summer program in legal English*, but she finds the pace of dialogue in law school classes disconcerting. Therefore she signs up for *tutorials on advanced listening skills* and for a *non-credit seminar on American interpersonal culture at the Casteen International Institute for American Language and Culture*, named after the longest-serving—and still serving—president in UVa's history. *This program is world-famous for research and teaching in advanced English as a Second Language and related cultural programs.* Sharon works off the program cost at the Casteen Center by leading a *Speaking Freely* class on Chinese martial arts.

Sharon arranged her housing beforehand, choosing from *a number of options available through the Housing Office*. She decided to live in *a small graduate house with a mixture of Chinese students and American students interested in China. The house is in the neighborhood of the International Living and Learning Center and is associated with its programs.*

Besides her law school classes, Sharon takes *courses associated with the International Institute of American Studies* concerning the role of common law in America compared with organic law in other cultures. Indeed, some of the courses in *her Global Law curriculum are cross-listed at the institute.*

When Sharon goes back to China, she will have her law degree, along with the benefit of cross-cultural studies, a rich language experience and a real knowledge of American culture. And it will have been fun. As a UVa alumna, she will be part of a living cultural bridge between the United States and China, something as necessary in twenty years as it is now.



## Appendix B: Critiques by Consultants

Three consultants were asked to review the International Activities Planning Commission report: Joseph M. Cronin, William F. Dorrill, and Robert M. Rosenzweig. A synthesis of their comments follows brief bios.

**Joe Cronin** is president of EDVISORS, an educational advisory service. Formerly the president of Bentley College (1991-1997) and the Massachusetts Higher Education Assistance Corporation from 1980-1991, he has been active in founding education loan companies and other loan and scholarship programs. Mr. Cronin taught at Harvard, Stanford, Boston College, and Boston University. From 1972-75 he served in the Massachusetts governor's cabinet as the first state Secretary of Educational Affairs and in Illinois as state Superintendent of Education from 1975-1980.

**Bill Dorrill** is Board of Visitors Distinguished Professor of Political Science and History, president emeritus of Longwood College, and a wide-ranging consultant and guest lecturer. As Longwood's president from 1988-1996, Mr. Dorrill led in developing the College's first strategic plan—reorganizing, enlarging, and strengthening the college. He has been very active as a consultant abroad, recently as visiting advisor to the Warsaw School of Economics and as lecturer on higher education administration at Odessa State University, Ukraine.

**Bob Rosenzweig** served from 1983-1993 as president of the Association of American Universities and in 1993 became president emeritus. He presently writes and consults with a number of universities on issues of policy and organization. At Stanford for twenty years prior to 1983, Mr. Rosenzweig held a variety of academic and administrative positions, the last of which was vice president for public affairs. In the mid-'70s, he spent five years in Washington, DC, two of them as special assistant to the commissioner, U.S. Office of Education.

### Summary of the Critiques

In general, feedback from all three consultants was positive. While they had some criticisms of format and length, they found most IAPC recommendations ambitious and thoughtful. Questions were raised about the *intended audience* for the report. If a summary version is to be circulated externally, focus should be on programs to be developed, keeping in mind potential opportunities for private funding. Detail regarding organization of administration should be kept for the internal, longer version of the report.

The short version intended for external audiences should clearly make the case for the need to internationalize the University. But in that regard, said Bob Rosenzweig, "education for international and domestic competence are not in competition. . . . The goal of education is to give students the knowledge of the world that will enable them to master the circumstances in which they will find themselves, rather than to be driven by them."

## **Structure and Purpose of the Report**

- Dorrill felt that the relationship between ISO and vice provost needed to be further defined. Considered the best ideas in the report to be reorganization of leadership at provost level and strengthening ISO to increase capacity for international services. Perhaps ISO should report to the vice provost.
- Contrary view from Rosenzweig: Less emphasis on internal organization and more on substantive program goals. Support for goals must come first, then plan for organization to accomplish those goals. This might be remedied by simply reordering some text in the strategic summary. Don't let the specific proposal for organizational structure stand in way of accomplishing greater goals. Be sure that the goals are salable.
- Cronin felt that the "next stage" needs to add business, education, engineering, and architectural initiatives.
- All found the fictional descriptions of student experiences in 2020 interesting in that they bring to life the impact of the recommendations on daily life of students. Creative thinking at work.
- Inclusion of timetables is useful.
- The full report (available in Part II) is more creative than the summary document implies.

## **Best Ideas**

- An increase to eventually 80 percent of students committed to study abroad (though there was disagreement on whether this goal was achievable).
- Unconventional approaches to increase the number of foreign languages taught and to popularize them.
- Reorganizing leadership at the provost level.
- Increasing capacity for international services by strengthening the ISO.

## Specific Comments and Questions

- Need clear argument/evidence as to whether or not study-abroad programs should have fiscal autonomy.
- Provide stronger argument for fifth-year study-abroad concept.
- Set firm targets for increased percentage of students studying abroad by 2005, 2010, 2015, to reach 80 percent by 2020. There is some question as to whether this 80 percent target is realistic—or “too timid” (Dorrill).
- Names of International Institute of American Studies and Institute of American Language and Culture are too similar. Consider renaming one—possibly the Lafayette Center. Illustrate the relationship between the two, or consider folding them together.
- Further explore uses of technology.
- The report didn’t point out that International Studies Offices elsewhere are often funded primarily through fees for visa and travel services from grantees, foreign students, etc. Suggest a review of Wisconsin’s practices to fund their ISO.
- Report indicates that increased funding of ISO is imperative, but discusses seed money more than increase in base budget. What will it really take to get ISO operating at the level needed to offer critical support services?
- Offer additional analysis of overall UVa curriculum—beyond foreign languages, history, and culture. To what extent is curriculum in other areas globalized (e.g., Darden, McIntire, Architecture)?
- Further discuss need for financing student study abroad, need for study-abroad scholarships, funded internships, corporate sponsorships.

## Possible Objections

- Report focuses on undergraduate experience and doesn’t devote enough attention to the graduate or professional schools.
- Improvement of foreign language is vital, but there should be more discussion of curriculum in other areas—international finance, government, literature, health, etc.
- Area studies have been struggling with federal funding levels. Will resources be there to expand area studies centers? Are area or regional centers Cold War relics? Federal funds haven’t increased.

- Dorrill believes that federal funds are plentiful and could be easily targeted for the revival of the Russian Center and new centers focusing on the Middle East and South-east Asia.
- Consider the impact on housing, tuition, faculty lines, athletics, etc., of greatly increased numbers of students studying abroad.
- Provide more housing for foreign scholars.

### **Suggested Next Steps**

- Encourage deans, vice presidents, and other key leaders to add to the report before presenting to the Board of Visitors and other audiences.
- Ask Brantly Womack (or Bill Quandt, since Womack will be on leave) to present to various groups next year—such as the Board of Visitors, Faculty Senate, and the Council on Foreign Relations.
- A comprehensive inventory of existing international activities would be useful. Suggest this as a task for the interim vice provost.
- Conduct an outside evaluation of the International Studies Office and advise the interim vice provost of findings and recommendations.
- Bill Quandt will make a recommendation on an overseas site (for a program similar to one in Valencia) for consideration by the Alumni Board of Trustees at their fall meeting.