

INTERNATIONAL STUDIES DTF

Final Report

Mark II

22 April 1989

I. Summary [To be supplied at the Faculty Retreat]

II. The DTF's Work

Summary of the charge and how we interpreted it

This Disappearing Task Force (DTF) was charged on 13 October 1989 by the Provost, the Academic Deans, and Jeanne Hahn for the Agenda Committee of the Faculty Meeting. Our charge was complex and lengthy, and a complete copy is attached as Appendix 1.

It is important to understand that our charge was to proceed within the framework of the Strategic Plan. Specifically, the DTF was a major piece of the work to develop and implement the Strategic Plan's call for a richer curriculum in the area of international studies. The Strategic Plan itself called for more emphasis on the "Pacific Rim," which was widely interpreted to mean all areas bordering the Pacific Ocean.

Of necessity, some of our deliberations had to deal with improvement of the College's current curriculum in European cultures and languages, and no sentiment ever existed that we would diminish our current work in, e.g., French or Russian languages and culture. Nevertheless, we were charged to devote major attention for new developments to Asia and Latin America, the specific areas on the Pacific Rim mentioned in the Strategic Plan.

Limitation to the Pacific Rim also meant that we were not encouraged to consider development of work in Africa, Southwest Asia, or South Asia. DTF members recognized the importance of study of these areas, but we accepted our charge to focus most attention for new developments on the Pacific Rim.

Our charge stated that our report should be in the form of criteria and priorities for further development of international studies. We were not, in other words, asked to develop specific plans for activities, but we were to develop a philosophy and sense of general direction, which, if approved, would be developed in detail by the academic leadership and specific faculty teaching particular programs.

We extracted a series of eleven specific questions from the charge (B, "Special Foci," pp. 7-12), which are listed below. These questions occupied the majority of the DTF's time, and our report emphasizes giving answers to them.

1. How can we best enhance the international content of Evergreen's curriculum?

1. How can we best enhance the international content of Evergreen's curriculum?
2. How should we expand the Strategic Plan to give substance and meaning to Pacific Rim studies?
3. How should the teaching of foreign languages at TESC be improved?
4. Should we modify Evergreen's model of study abroad, and if so, how?
5. How should international studies be incorporated into weekend and evening college offerings?
6. How should faculty development be structured in order to enhance the College's ability to teach international studies?
7. What changes should be made in creating opportunities for Evergreen students to pursue international studies, e.g. through internships and study abroad?
8. What changes should be made in student life and the ambiance at Evergreen in order to reinforce the enhanced international dimensions of the curriculum?
9. What sorts of changes are needed and how can opportunities best be created for staff development in the area of international studies?
10. Should Evergreen pursue the idea of some sort of permanent base camp for operations abroad, and if so, how?
11. Be bold within a context that is consistent with Evergreen's mission and historical traditions.

Information and Consultation Processes Used by the DTF

The DTF met mostly on a weekly basis during all of Fall and Winter Quarters. Some meetings were devoted to hearing presentations by invited guests. At others, we considered position papers by members of the DTF or articles by others. A summary of the visitations by guests is listed in Appendix 2.

All faculty were given a questionnaire on the critical issues before the DTF. About fifty percent of the faculty responded, and the results of the survey were important in shaping our discussions. The survey and its results are in Appendix 3.

We attempted to keep a number of people informed about our progress by circulating minutes of our meeting to the President, Provost, Academic Deans, and Agenda Committee, plus to others who requested to receive them. In addition, the DTF chair gave short briefings on our progress to the Faculty Meeting, once in Fall Quarter and once in Winter Quarter.

A lengthy report of the DTF's work plus its draft report were delivered to the faculty retreat in May. Discussion there was influential in the revisions made in our final report.

III. Philosophical and pragmatic considerations for Evergreen's stance on international studies

The DTF began its work with both the title and subject of "international" studies foremost in its mind. To be sure, the charge and the Strategic Plan both contained liberal uses of the word "intercultural," but we did not at first see what our work ultimately came to mean for us: International studies must be developed within an overarching framework of intercultural studies.

Conceiving international studies within a framework of intercultural studies was in itself a major conceptual breakthrough for the DTF. As we developed our thoughts, however, we realized that we had come upon an even more significant issue: Intercultural studies for the 1990s represents an unprecedented opportunity for intellectual and educational innovation.

Evergreen, founded in the ferment of the 1960s and early 1970s, achieved its vitality and reputation by pushing the frontiers of legitimate, interdisciplinary, higher education. The DTF believes that the challenge of intercultural studies should be seen as a project that is as rejuvenating in terms of pedagogical innovation as was Evergreen's original decision to create a college devoted to interdisciplinary studies.

Creating a framework for intercultural studies is a first-class challenge. Intellectual definitions and synthesis, budgetary and fiscal constraints, and the expansion of intercultural/international studies to new groups of students are all involved.

For subject matter, intercultural studies must include (1) language and linguistics; (2) methods of research, communication and expression (including the arts), and decision making; (3) epistemological foundations of knowledge, science, and technology and the cultural attributes of those foundations; (4) cultural development of the natural resource base and commerce on which all human life depends; and (5) relations, often clashing, between different cultures.

Not only must the content of intercultural studies be defined, methods must be developed, both intellectually and pedagogically, for synthesizing the different elements of the field. For example, if intercultural studies is a field, how does a college go about introducing students to it? What constitutes advanced work in the field? What are the minimum foundations for an intellectual program in the area?

One might even ask, is it better to conceive of intercultural studies as a worldview rather than a field of study? If so, what are the implications for developing a curriculum to address the issues of intercultural studies?

Questions of content and synthesis are sure to be difficult to answer, but a number of considerations led us to conclude that not only must "international" be

seen as part of "intercultural," but also that "intercultural" studies is perhaps the best opportunity one could imagine for Evergreen's next major contribution to American higher education.

Our reasons for reaching this fundamental conclusion about "intercultural" providing the most important guideline for developing international studies are varied. Most important, we believe, are the following:

* The United States is a multi-cultural country. Many efforts have been made to identify American culture as a "melting pot," but we believe it more accurate to acknowledge that the American people are better defined as a conglomeration of different peoples and cultures. Distinctions between the cultures are complex as they rest on differences in language, race, religion, national heritage, other features, or mixtures of several of these. The DTF believes it is as difficult and as important to structure our educational program around this demographic fact as it is to provide opportunities for students and faculty to work on studies involving other nations and regions of the world. Moreover, no American can hope to understand people outside our national borders without also developing a framework for understanding the cultural diversity within this country.

* We are frank advocates for an educational program that is socially and politically significant as well as of high quality. It is our judgment that the most pressing problems faced by our students will increasingly center on the inabilities of different cultures to live together on a small planet. We are concerned that national educational and political leadership for intercultural harmony has been so weak for many years. The DTF believes that exercising leadership in these matters is important and that Evergreen can provide ideas and resources that will be useful elsewhere as well as here.

* Evergreen is uniquely placed to develop new models for intercultural and international studies. Washington is very much a multi-cultural state with major populations of Native Americans, European Americans, African Americans, and Asian Americans. In addition at least two languages are spoken by large numbers of people here, English and Spanish. Finally, Washington's geography is such that we border another country, Canada, and we are a major importer/exporter of goods to Asia. All of these factors combine in a way to make it reasonable that we attempt to develop international studies within a context of intercultural studies.

* Evergreen's curricular structure and traditions have many advantages for experimentation and innovation in intercultural studies. We believe the field is inherently interdisciplinary and requires faculty of different backgrounds to lead its development. We have an enormous reservoir of experience in interdisciplinary education. Furthermore, our block-plan for programs is well-adapted to use off-campus locations for study. Those places may be either in the United States and its many cultures or in another country. Institutional structure, therefore, is in our favor to take a leadership role in the development of international studies within a context of intercultural studies.

A pragmatic consideration also influenced the development of our conclusions and recommendations: We are a small, modestly-funded college that tends toward large, unmanageable, aspirations to do all things. Our size is likely to be limited to 3000 student FTEs, or perhaps slightly higher, for many years. We cannot, therefore, expect a significant infusion of new faculty hires or other new funds from the State. Our resource base, in other words, is likely to be stable, which means we must create our changes primarily within the resource base we currently have. Creativity and wit in developing new conceptions of how we develop our curriculum and deploy our faculty resources must be at the heart of any new efforts we undertake. Furthermore, if we are to move in new directions, we must not add new tasks for ourselves without ending some work we previously offered.

In the course of the DTF's discussions, we came to the conclusion that we wanted to avoid any misunderstanding that enrichment of "international" studies was in competition with Evergreen's ongoing efforts to make our curriculum more "intercultural." We believe that the unlikelihood of significant new resources from the State is sufficient to require that enhanced international studies must be conceived under the rubric of intercultural studies. The fact that intercultural studies is also the intellectual heart of an innovative international studies curriculum is simply the capstone that would lead us to the same conclusion, even if new resources were in the wing.

IV. Programatic Analysis and Recommendations

A new specialty area

Our primary recommendation is that development of intercultural studies constitutes a most unique and challenging opportunity for Evergreen's next educational innovation. It is by no means a trivial exercise to engage intercultural studies, and we accordingly have taken what we regard as a bold, and perhaps controversial, step.

We recommend that a new specialty area be established, which should be called Intercultural Studies. In order to be successful and meaningful, this new specialty area must replace several current specialty areas and comprise up to one fourth of our offerings above the Core level each year.

Clearly, we are proposing a specialty area with an expanded definition (see below). Faculty membership should be solicited from all existing areas by self-nomination. Attempting the innovation of a genuinely intercultural educational program, which will include our efforts in international studies, is the agenda for the new specialty area. Faculty who are drawn to this project full-time should expect to engage in it over a period of at least several years. This agenda includes both the definition of the field in terms of content and the synthesis required to make the effort integrated.

To appreciate the magnitude of what we are proposing, we envision that about 20% (30 FTE) of the entire faculty would be engaged in the programs of the Intercultural Studies specialty area at any one time. As many as 10-15 programs

will be offered by the specialty area every year. Perhaps as many as 40 FTE faculty would be affiliated with Intercultural Studies.

For comparison purposes, consider that about 25% of our faculty are actively teaching at any given moment in Core and 17% in Science, Technology, and Health. Our proposal would put Intercultural Studies as the single biggest specialty area at the College, and only the faculty resources devoted to Core would be larger.

The remainder of the college's curriculum will be offered in four or five existing specialty areas, probably those that require specific sequences of development and skill-building and which are possibly oriented toward specific occupations or professions.

We in no way intend any invidious distinctions between those faculty who are engaged in the Intercultural Studies specialty area and those who are in an existing specialty area. The College must continue to provide curriculum that requires some of the same structures we now have. Moreover, we do not see the Intercultural Studies specialty area as having "iron borders." It must contain many faculty who view it as a major and ongoing commitment, but it will also need and want many faculty who would see it as attractive on a once every several years basis.

It should also be understood that the new specialty area, because it is envisioned as a major commitment of College resources, should expect to lead the College in the expansion of intercultural education to all parts of the curriculum as appropriate. What we are attempting to do with the recommendation for the new specialty area is create a critical mass of faculty, students, and resources so that the activities of the area will spill over for the benefit of the entire campus.

Some may ask whether the DTF has any specific recommendations about which existing specialty areas might disappear in order to allow the emergence of this new Intercultural Studies area. We do not, but it is our observation is that many existing programs from the Language and Culture Center, Political Economy and Social Change, Humanities, Native American Studies, Applied Social Theory, Expressive Arts, Environmental Studies, and Science/Technology/Health have high relevance to our proposed new specialty area.

We believe that, if the faculty embraces our proposal, a period of ferment and reorganization will occur among our faculty resources. We recognize some faculty may be delighted, others upset. It is only the importance of doing something significant in Intercultural Studies that leads us to propose such a major restructuring of our curriculum and scheme of faculty organization.

Purpose and structure of the new specialty area

Intercultural Studies must provide a full range of programs, intermediate through advanced, to study the languages, cultures, literatures, arts, economies, environmental perspectives, and governance schemes of different peoples living inside and outside the U.S. The emphasis will be on comparative studies in order

to help students understand their own cultural backgrounds; therefore, we will provide a special focus on the cultural diversity of the U.S.

Our primary goals are to develop a student's capacity to engage in intercultural communication and to understand diversity in ways of knowing. We believe that students in this area should be versed in four major subjects that define culture: personal value systems, inter-person communications, inter-nation governance, and relations between people and nature.

Entry-level programs

The size of the new specialty area is large and might involve up to 600 students and 30 faculty per year. If we assume the typical student works for two years in the area, we must imagine that up to 300 students and 15 faculty would be engaged in entry level work in the specialty area at any one time. The DTF believes that no more than 4 faculty should be on a team, so we must envision about 4 entry level programs each year.

Each of the entry-level programs will be different in terms of some of their objectives, content, and directions for probable career pathways. We would expect Intercultural Studies, therefore, to have a complexity analogous to Science, Technology, and Health, which has three entry level programs: computer science, physiological and molecular biology, and health.

Foreign language instruction is a major factor to be accommodated in the Intercultural Studies specialty area. We discuss this subject in detail later, but at this point we want to indicate that most of the entry-level programs would include language study in some way as an integral part of its format. Others, however, might include the role of language or artistic expression in the cultures being studied instead. We see linguistic and artistic expression as essential components of these entry level programs because they so clearly address the cultural ways of knowing and communicating.

An example of an entry-level program with foreign language as an integral part might include three major areas of study: foreign language; cultural expression in the arts; and cultural manifestations of political economic, and environmental institutions. We would think of these three divisions as something like 5, 5, and 6 quarter hours, respectively. See Appendix 4.A for details.

Another example for an entry level program might include a year-long coordinated studies program for 12 hours per quarter that would integrate three themes: interpersonal relations, international relations, and relations with nature. As the year progressed, the program would move from a discussion of models to comparison or integration of models to implications for governance. Students would have to take a foreign language concurrently with this program or have a demonstrated ability in a foreign language. See Appendix 4.b for details.

In all entry level programs, the primary purpose would be to demonstrate that there are multiple perspectives knowing, communicating about, and acting upon the human experience. For example, one approach might be to examine several explanations in environmental science from a western perspective and then from a Native American perspective. In the first, we would study terminology and

examine research; in the second, we would hear stories from elders. In another approach, we may be able to find certain environmental phenomena, explained from several points of view, each valid within the context of that society.

For those programs with an integral foreign language component, we would study language with program content in order to understand other cultures' ways of knowing. An important means of understanding culturally different epistemologies is to examine verbal and nonverbal ways people express that understanding through stories, drama, art, dance, and science. More advanced language students could do some of this work in a foreign language: read, watch films, and listen to some lectures. The content would lend itself naturally to these activities and inspire other students to progress rapidly. The language component would not seem "tacked on," a problem that frequently plagues foreign language instruction.

Advanced programs

The advanced programs in the new specialty area would deal with particular questions or issues from an historical perspective or a contemporary one. These would include an advanced coordinated studies program as well as several group contracts, including programs previously offered in the Language and Culture Center. Some possibilities include:

- * Language and Culture programs with a new focus on diverse cultural groups within those cultural areas where these languages are spoken (French, Japanese, Russian, Spanish). For example, in the French Culture program we have an emphasis on francophone literature, and on French colonialism. Because we are offering a language component in the entry level program, we would hope to attract intermediate and advanced language students in these programs.

- * Timely/timeless issues such as "border zones" which treat our international borders as well as problematic borders elsewhere. (We thank Gil Salcedo for this suggestion.)

- * Advanced programs in environmental studies, which would include the study of comparative political systems and international organizations in environmental governance. Such programs could also address cultural and economic imperialism and its manifestation in environmental concerns. For example, the Indian government has settled in the Bhopal case for an extraordinarily low figure. Why is this the case?

- * Independent study of cultures and languages not covered in our other programs in the form of cluster contracts with intercultural emphasis such as what Lovern King is now providing. These might also be group contracts exploring rich cultures such as Latvia or Egypt.

- * Programs in the teacher's certification program aimed at developing intercultural sensitivities would be excellent additions to Intercultural Studies.

* Expressive arts programs dealing with comparative or non-U.S. forms of expression could be part of Intercultural Studies as well as Expressive Arts.

* Internships for students in areas where the population they encounter is culturally very different from their own, both inside and outside the borders of the U.S. We see these internships as indispensable for students wishing to focus on intercultural and international studies.

Foreign language instruction

Until 1992, we recommend developing our capacity to teach French, Japanese, Russian, and Spanish (our current strengths). This means providing 4-5 credit courses in innovative language instruction for students enrolled in Core programs, the entry level program in Intercultural Studies, and for part time students.

Inadequate resources in our current abilities to teach these four languages, however, demands that no new major institutional efforts be devoted to language instruction outside of these four. Current efforts in languages such as Italian, German, and Latvian should of course continue but at the same level of resources as we currently have.

Specific needs to improve language instruction include:

[To be completed]

For 1992-98, the College should consider expanding its foreign language offerings to include Chinese, German, and a major South Asian language. Before offering any new language, we must consider faculty hiring, library resources, language laboratory facilities, faculty development and exchange opportunities, and the potential for study abroad.

Library requirements

The DTF believes that our current library resources are inadequate for our current curriculum. It is essential that a major effort be made to upgrade the resources we have: All new curricular offerings in the area of intercultural and international, studies must be supported by adequate library resources. Additionally, current library collection and service weaknesses should be addressed before new curricular initiatives are undertaken.

Current resources include some particular strengths, including an opening day collection with a strong representation of European literature in the original language. This is a strength which will be more effectively used if there is expanded emphasis on language instruction throughout the curriculum.

Another strength is the recent development done in the area of multicultural studies where we have spent \$10,000 on materials identified by consultants who looked at materials related to African Americans, Asian Americans, Hispanic Americans and Native Americans. A list of the materials purchased and processed thus far is attached (Appendix 5). Within this year we have also added a satellite dish, which can potentially be used to bring in international programming and a listening room which expands access to sound recordings.

There are, however, many current weaknesses in library support to an intercultural curriculum. One of the most consistent concerns expressed by consultants and faculty is the lack of funds for audio-visual materials. We suffered a budget cut of over \$50,000 per year in the non-print services department during the major budget reductions of 1985/86. That money was split between a librarian who selected and cataloged audio-visual materials, and the funds to buy films, sound recordings, slides, games and other audio-visual materials. Since that time we have spent only a few dollars from special one-time allocations on film and sound recordings. Film and sound media are critical to helping students get a taste of diverse cultures.

Other areas of substantial need include (a) video-based language study, and (b) our map collection. Both these areas need substantial improvement.

The second major problem is the periodicals budget. As most of the faculty know, we have a significant shortage in that budget due to inflation (\$40,000 even after \$25,000 in cuts last year). Not only do we have to cut current titles, but we cannot respond to the legitimate requests of new faculty or faculty who are hoping to expand their teaching into new emphases on intercultural issues. A list of recommended new periodicals compiled over the past year is attached (Appendix 6).

It should be noted that these are the requests that have come to us while we have actively discouraged requests; a solicitation of requests would generate a much longer list. An allocation of \$3000 per year would go a long way to responding to these needs; it would not, however, save us from the cuts that threaten currently received titles. Additionally, some requests from the scientific disciplines, as might be needed to support issues of international ecology, would likely be expensive.

Books used by individuals to learn languages are beaten to death. We have not developed those collections because the primary use seems to be within programs where students should be buying their own texts and where one copy in the library will not satisfy anyone's needs. Library staff need to consult with language faculty to learn if there is legitimate non-program use which we could satisfy with language-learning texts. If so, the outlay would be minimal, only a few hundred dollars each year, if that.

We also need to determine what sort of language laboratory facility is needed and whether that service goes most logically with the current non-print services areas. This is not a need that the library has anticipated and it would require significant unexpected remodelling and space.

The more general need for books in intercultural and international areas of study is spotty. Consistent emphasis on alternative perspectives, ethnic issues and women's studies and voices, has resulted in collections which have a stronger representation of interculturalism than would be found in a more traditional library.

New faculty and renewed intercultural emphasis in the curriculum have outpaced what we have done, however. Angela Gilliam assessed our collections in the following manner: the African American collection is large but dated; the Chicano collection is small but excellent and needs Puerto Rican representation; the Asian American collections are too limited; the Native American collection does not represent Native American authors sufficiently.

In addition, international perspectives have not been emphasized in collection development. We are very weak in many areas relating to other nations. The greatest weakness is materials in Northern Africa; other problems are Asian countries other than Japan and China (although Rose Jang has recommended some needed build up in ancient Chinese philosophy as well). Our depth of Latin American materials is growing (we started gearing up in the last area within the past few years), but the recommendations for increased activity in Latin American studies contained in this report indicate a need to enhance this effort further.

An ongoing increase of about \$10,000 would buy about 300 titles a year, a good base for building the general collection in intercultural and international studies.

Finally, if travel is to become a more significant element of our education, we need to give travelling programs the basic support they receive here at home. In the library that means that media field equipment should be available for quarter-long use if it is critical to the program's activities. Currently, on-campus demand for equipment such as Camcorders is far too heavy to allow one program to tie up a Camcorder, for the quarter yet quarter-long or other extended use is necessary if we are to support programs based on video production that go abroad. One Camcorder costs \$2000; responding to current requests for long-term use would already require purchase of three units.

Video is being used very effectively in language programs already; students are able to experience their own linguistic skills mirrored back to them via video. This support should continue and expand with any language offerings.

Strengthening intercultural and international content of all Specialty Areas, Core, and the Graduate Programs

Our discussion to this point has focused on the idea, rationale, and structure of a new specialty area, Intercultural Studies. We now address the question of the importance of intercultural and international issues for other programs in the College. Our major recommendation here is that all programs at Evergreen need to address the issues with which we have grappled.

From 1945 to 1973, Americans rested comfortably on an assumption that liberal democracy provided the standard for the development of culture on a global basis. Seemingly little need existed to question the values implicit in liberal democracy for either ourselves or for other peoples, who we encouraged to adopt our modes of cultural organization. American English was becoming the lingua franca of the world, and American college students had little need to understand any other mode of communication or explore any other way of knowing.

Withdrawal from Vietnam in 1973 symbolized for many people that American culture, ideals, and power were not necessarily to predominate in the future. Increasing economic competition from newly industrialized countries, Japan, and the European Economic Community similarly indicated that Americans would have to learn to compete and cooperate with other countries, cultures, and ideas. Although English still is useful as a common language in many places, it is now clear that American college students are poorly served if they do not pay attention to developing some skills in a foreign language. Moreover, they need to learn foreign language within a context that enhances their understanding of how other cultures know, organize themselves, relate to the rest of the world, and develop their natural resources.

In addition, increasing shifts of human population within the United States indicated that although America had always been a multi-cultural society, it was not necessarily a "melting pot." Major areas of the United States now have Spanish as a commonly-spoken language. Development of Native American insistence that treaty obligations be respected indicated that organized cultures persisted, despite years of efforts to extinguish them. Blacks or African-Americans continued their long-standing efforts to achieve equality and dignity within the white majority. Many other "minority" groups also sought to make their culture a vital part of American life.

As a leader in innovative education, the Faculty of The Evergreen State College must embrace the task of making "cultural literacy" a vital and living component of the Evergreen experience. All Core programs, each specialty area, and the Graduate Programs have an obligation to teach with the explicit assumption that global knowledge includes ways of knowing, communicating, and living that are different from those understood within the Anglo-American or Euro-American tradition. It must be noted, however, that heterogeneity exists even within the Euro-American culture, because Europe itself is hardly a homogeneous culture or language.

To this end, the DTF recommends that the motif of comparative intercultural and international perspective must be considered in the design of every program that is offered at this College. To be sure, the ways in which this motif is incorporated will differ depending on the subject matter and the skills of the faculty member. The goal should be to improve our offerings over time. Financial support must accompany faculty efforts to develop their intercultural and international skills. All of us must take the job as being of utmost importance.

Faculty development in service of intercultural and international studies

Faculty working with students constitutes the heart of any college. Although faculty have some obligations to expend their own resources to maintain their professional standing, the DTF believes that the college also has important responsibilities to assist and encourage faculty in their on-going development.

Intercultural studies, including international studies, is a difficult and expensive field in which to work. For this reason, it is essential that Evergreen adopt a procedure that is well-considered and efficient if it is to provide meaningful assistance to faculty development efforts.

The DTF recommends that development assistance to faculty for for improvement of intercultural studies be conceived as a "package" in which several elements are brought together:

- * Faculty exchanges within and outside the United States;
- * Provost-designated travel funds for maintaining contacts and experience essential for the curriculum;
- * Arrangements for visiting faculty from the United States and abroad;
- * Student exchanges from other parts of the United States or from abroad;
- * Recruitment of students from specific cultures within the United States or abroad;
- * Library resources;
- * Resources for student services staff to serve the special needs of students who might be recruited to assist in promoting intercultural studies; and
- * Provost-designated "short grants" of 2-5 days of work in the summer to develop intercultural themes to be used in the curriculum.

The heart of this recommendation is that the College must consider very carefully exactly how it will build a strong supporting environment for intercultural studies on the Evergreen campus. We believe our past efforts in this regard, although valuable, have not enjoyed the coordination and planning they must have in order to make our resources effectively used. The above package, we believe, has the elements needed to make our resources return benefits with the greatest strength and quality. At a later point we develop explicitly the criteria and priorities for identifying the needed packages.

Should Evergreen have a "requirement" or "strong recommendation" that every graduate should have spent at least one quarter of work in a cultural setting that is different from their own?

The DTF debated this question at some length. Our conclusion is that we should aim for the "strong recommendation" rather than pose a specific requirement. We envision the recommendation to be analogous to our advice that all entering freshmen take a Core program. That recommendation is almost universally followed. We believe a comparable set of opportunities, many of which will be available from the Intercultural Studies specialty area, will provide a similar success for this idea.

To this end, we recommend that the Deans and the Convenor of the Intercultural Studies specialty area develop the appropriate language to be included in the annual catalog. This language should appear prominently in the sections detailing what Evergreen is about, because it will be a major vehicle for informing prospective students about the College's commitments. Admissions and Academic Advising staff also should develop appropriate supporting materials to make "strong recommendation" an important element of Evergreen's program.

Opportunities for Evergreen to develop a more significant international atmosphere

A number of issues before the DTF required us to address how Evergreen could enhance the international-intercultural dimensions of the College. Our options sorted into two major categories: (1) enhance the international-intercultural aspects of the Olympia campus, or (2) expand the relationships of the College with other institutions of a different culture, either within the United States or abroad, but away from the Olympia campus.

Our attention on the question of what to do about the Olympia campus itself divided into four major ideas, some of which were mutually compatible, some not:

- * Obtain more faculty of non-U.S. background, either as permanent hires, visiting hires, or through exchange programs, either our own or from programs such as the Fulbright program;

- * Increase the number of international students studying at Evergreen, either as matriculated Evergreen students, exchange students here for one or more quarters, or as students on campus through other auspices (e.g. EF Language Institute);

- * Invite a foreign university to establish a presence on the Evergreen campus in a way that was mutually beneficial to them and to us; and

- * Increase the number of faculty and students of U.S. nationality but not of Euro-American origins before worrying about increasing the number of non-U.S. nationals.

When we turned to actions away from the Olympia campus, our debate sorted into four different types:

- * Establish a permanent Evergreen "base camp" or "branch campus" abroad;
- * Form a partnership with a foreign university or organization;
- * Join a consortium of other American colleges and universities that jointly undertake instruction abroad; and
- * Develop a network of contacts abroad that generate opportunities for Evergreen faculty, staff, and students to have an experience in a foreign country.

Choosing one or more of the above eight options involves a complex calculus in terms of shaping Evergreen's commitments. Our contribution to what will of necessity be a larger and longer debate is to note that three levels of considerations need to be included in the decision making:

- (1) the basic strategic commitments of the College,
- (2) the explicit criteria to be applied to a particular decision, and
- (3) the competing priorities among the mix of possible commitments and within the criteria affecting a particular option.

In this section we outline our recommendations on what the intent of our strategic commitments should be. We also indicate our sense of priorities about the possible commitments. Explicit criteria for various issues are included in Appendix 7.

* The DTF recommends that the College's current commitment to hiring U.S. nationals who are people of color remain the highest priority for the development of strength in the intercultural studies area.

* The DTF recommends that consolidation of our current strength in offering curriculum on cultures speaking French, Russian, Spanish, and Japanese be of highest priority in terms of intercultural studies that demand foreign language skills. Study abroad generally means study of a foreign language, and these are the four foreign languages we are best equipped to teach in terms of faculty strengths. We should not attempt to go beyond these four on a major basis before 1992.

* The DTF recommends that it is essential to have foreign nationals on the Evergreen faculty. We cannot speak to exact numbers, but given the probable limitations on our faculty size, we recommend an increased effort to bring foreign nationals to the faculty through exchange programs and visiting positions.

* The DTF recommends that our first priority for students of diverse cultural background must be serving U.S. nationals who are people of color.

* The DTF believes it is valuable to have foreign students at Evergreen, but we are concerned that our current Student Services staff are already stretched too thin. It is educationally unsound to bring foreign students to Evergreen without adequate support services. Recruitment of foreign nationals, therefore must occupy a lower priority unless funds are also obtained to provide support services for them. (We cover this issue in more detail in Section V.)

* The DTF notes that we cannot offer everything by ourselves. Membership in a judicious selection of consortia with other colleges and universities should be seriously explored as a major way of amplifying our offerings. At the same time, these consortial arrangements must be judiciously entered into so that we are not forced to abandon those features of our curriculum that we value highly. Consortial arrangements include relationships with both U.S. and non-U.S. institutions.

* The DTF notes that the East-West debate will continue to exert large influences on world politics, and Evergreen's curriculum should continue to offer materials that will enable our students to obtain an education about those matters. Increasingly, however, the North-South debate will come to predominate in world politics. For this reason, Evergreen should give increased attention in its curriculum to less-industrialized countries and their interactions with the heavily industrialized parts of the world. This principle is one major reason for making Latin America, rather than Spain, the focus of our efforts that involve Spanish language studies.

One of the most interesting yet vexing problems faced by the DTF centered around the question of building opportunities for our students and faculty to work abroad or in a different culture within the United States. Because our charge was to focus on "international" studies, most of our attention was directed to the issues of study abroad.

Several position papers on study abroad were made available to the DTF or were written by DTF members. Of particular importance were documents that outlined possibilities or proposals for the establishment of a "base camp" owned or managed by Evergreen in a foreign country. Belize and Japan were the two countries for which written documents were prepared, and they are included in Appendix 8.

It should be noted that severe definitional problems are associated with any proposal for a "branch campus." Just what is it supposed to do? Who are its students? Who teaches? Who pays for capital and operating costs? The DTF does not attempt to answer these questions in any more detail than provided in Appendix 8. We note, however, that it is unproductive to have a debate about the merits or lack thereof of a branch campus unless these definitional questions are answered first.

* The DTF is frankly divided over the wisdom of whether the College should have a base camp or a branch campus abroad. A strong majority believes such a set up is unneeded in terms of providing a good opportunity for matriculated Evergreen students. In addition, the majority believes such a venture is an unwise expenditure of money. This majority is not persuaded of the wisdom of a

branch campus, even if funds to build and operate such an institution came from abroad and generated a surplus that could be used by Evergreen, as has been suggested for Japan. The majority fears that such an operation could distort deeply held Evergreen values and traditions.

An articulate minority opinion, however, holds that a branch campus abroad would provide exciting opportunities for Evergreen students and faculty. If it could be run entirely on funds not coming from the State of Washington, the minority believes the branch campus would be worthwhile; if a surplus could be generated, so much the better.

An alternative to establishing a branch campus abroad would be to invite a foreign university, probably Japanese, to establish a base of their own on the Evergreen campus. We have land, and a foreign university's presence here could have a high, positive impact on the intercultural-international diversity of Evergreen. The DTF also notes that if non-U.S. nationals want to learn English language and American culture, they are advised to do it here, not in their native land.

Student clientele and the financing of study abroad

One of the most striking pieces of information that emerged in our deliberations was the fact that nationally a rather limited spectrum of American students have studied abroad. Approximately two-thirds of them are women, but only one-third are men. Well over one-half are in the liberal arts, with only small representations from the sciences, business, and education. Four-fifths or more go to Europe with only small contingents going to Asia, Latin America, or elsewhere. (Council for International Educational Exchange, 1988)

We do not have comparable figures for Evergreen, but we have no reason to expect our statistics would be much different with the exception that we send substantial numbers of students to Latin America and Asia as well as Europe.

It is the implications of these figures that give us pause, however. It is refreshing to learn that study abroad nationally seems to be an opportunity that is taken more by women than men. Nevertheless, the proportion may be explained by the idea that men see themselves on faster career tracks than women and thus avoid the "wasting of time" that study abroad may seem to them. If so, it is a deplorable situation and reflects poorly on the messages American higher education has given to men students and their preparation for future life and work.

Our sentiment is that Evergreen must move to tell both its men and women students that they need education in understanding other cultures and languages. Moreover, our strong message must be that students in education, business, and science need such educational opportunities as much as or more than students in general liberal arts programs. Appendix 9 contains a description of how MPI, for example, currently approaches intercultural and international issues.

It is also abundantly clear that opportunities must be available in areas other than Europe. Perhaps only on the latter point is Evergreen "ahead" of national norms.

We also have a strong suspicion that study abroad is seen primarily as a "white ethnic enclave." Expenses of going abroad may partially explain the paucity of people of color who enjoy such an experience, but we fear that other messages may also be discouraging students of color from participation.

Accordingly, the DTF recommends that a major task of the Intercultural Studies specialty area is to make its programs fit the needs of all students, both genders, and all areas of study. In addition, the specialty area, in collaboration with the Faculty, Deans, Provost, Vice President for Development, and President, must work to remove all financial barriers to participation in studies which take a program to live and work in another culture, either here or abroad.

V. Issues in student services and administration [to be completed]

A. Registration, advising, and international/intercultural studies

1. Choosing a curricular pathway at Evergreen
2. Selecting among options for study abroad
3. Coop Ed and internships for international studies students
4. The question of financial aid
5. Registration problems

B. Enhancing the attractiveness of international studies for American people of color

1. Advising
2. Financial aid

C. Foreign students at Evergreen

1. Recruitment efforts
2. Advising and support services
3. Encouraging foreign students to enrich the campus atmosphere
4. Foreign students and foreign language instruction

D. Foreign students at Evergreen under other auspices

1. The issues briefly reviewed
2. Conclusion and recommendation

APPENDICES

1. Complete charge to the DTF
2. Summary of invited visitors to the DTF meetings
3. Complete results of the faculty survey
4. Proposals for entry-level programs in Intercultural Studies
 - a. Entry program with integral foreign language component (Fiksdal)
 - b. Entry program with foreign language external to program (Perkins)
5. Library resources in intercultural area
6. New periodicals needed
7. Explicit criteria recommended for problems
 - a. Criteria for establishing consortial relationships
 - b. Criteria for creating opportunities for students to go abroad
 - c. Criteria for library resource development
 - d. Criteria for expanding language instruction beyond French, Spanish, Japanese, and Russian
8. Proposals for sites abroad