

Advancing International Studies
Executive Summary

The “twin pillars” of Notre Dame’s aspirations, to be a world-class research and teaching university, and to take its place as the leading Catholic University in the world (*Notre Dame 2010: Fulfilling the Promise*), demand a major initiative with the goal of making Notre Dame one of the leading centers of international research and teaching in selected areas related to the broader mission of the university. In recent years, spurred by a bold international vision, the university has created the Kellogg, Kroc, Keough and Nanovic Institutes and the Center for Civil and Human Rights; it has attracted a renowned group of international faculty; established one of the most extensive international study programs among research universities in the U.S.; and increased the number of international undergraduates fivefold in ten years. In the next decade, internationalism must remain a central element of our university’s aspirations, and Notre Dame should continue to advance the internationality intrinsic to any genuinely Catholic university and become a leader in an increasingly interconnected world. International studies can and should become a signature of a great, international Catholic university.

Internationalization, however, should not be thought of as a priority that competes directly with other critical needs for faculty, space and infrastructure. It must be, rather, an organizing principle for true academic excellence and mission -- an overarching framework within which top-notch academic departments and world class research institutes combine forces to achieve academic leadership.

The Committee on Advancing International Programs and Research make the following recommendations:

- **Make International Studies a Signature Strength Across the Disciplines:** In the university’s evaluation of the plans of departments, colleges, and institutes, international studies across the disciplines should be given special attention, and areas in which Notre Dame is or can soon be truly superb in international studies should be vigorously supported. The international institutes and the departments with international studies interests (e.g., language departments, Political Science, History, etc.) will present their own plans, and this committee has not attempted to prioritize the goals and aspirations in those plans. As these plans are considered, however, decisions should be made with the goal of making internationality a distinctive strength of Notre Dame.
- **Further Internationalize the Student Body:** Continuing the growth in the international character of our undergraduate student body (from 1% to nearly 5% in the past five years), set a target of 8-10% for the next ten years, and provide the financial aid necessary to achieve this goal. Increase the number of international graduate students.
- **Internationalize the Curriculum:** Create international relations supplemental major. Add faculty and course development grants to provide course offerings in less studied regions of the world, such as Asia, Africa and the Middle East. Enhance language instruction initially by providing instruction in less commonly taught languages through self-instruction materials and off-campus summer study; subsequently assess the desirability of adding two or more languages to the curriculum.

- ! **International Study Programs:** While keeping the English language programs strong, increase the percentage of Notre Dame enrolled in foreign study programs for which some mastery of a foreign language is required. Create new foreign study programs in the developing world. Enhance integration of foreign study programs with academic programs on campus.

- ! **Internationalizing Faculty and Research:** Consolidate and advance those areas in which excellence has been achieved, or those in which we are positioned to make significant advances (e.g., Latin America, Ireland, Peace Studies, International Human Rights and Europe). At the same time, however, and to the extent that resources allow, expand in areas where we are weak. We propose the addition or reallocation of ten faculty lines in international studies to be divided roughly evenly between senior and junior positions. While specific appointments will necessarily be decided by opportunities to recruit faculty of distinction, we suggest that roughly 50% of these positions be allocated to consolidate areas of strength, and 50% be used to improve the university's instructional coverage in less studied regions such as Asia, Africa and the Middle East.

- ! **Build Along Thematic Strengths:** In addressing areas of geographic weakness, we should build along some of the thematic strengths the university already possesses, such as democracy, development, religion and peace, thus fortifying already existing strengths and increasing the likelihood of making appointments of high quality.

- ! **Establish Appropriate Vehicles for the Oversight and Coordination of the University's International Efforts:** Integrate the work of the University Committee on International Studies and the committee of the Directors of International Institutes. Integrate the international efforts of the Provost Office, the Admissions Office, the Development Office and the President's Office.

I. ASPIRATIONS: AN INTERNATIONAL SIGNATURE FOR NOTRE DAME

The “twin pillars” of Notre Dame’s aspirations, to be a world-class research and teaching university, and to take its place as the leading Catholic University in the world (*Notre Dame 2010: Fulfilling the Promise*), demand a major initiative in international studies. The university’s current scholarly strengths and the universal mission of the Catholic Church provide the mandate, the framework, and the opportunity to undertake such an initiative. We believe that Notre Dame is being called to build a great, truly international, Catholic university – indeed, the world’s premier Catholic University.

In the past fifty years, Notre Dame has made great strides to deepen its international character, founding distinguished international institutes; adding renowned international faculty; establishing one of the most extensive international study programs among research universities in the U.S.; and, in the past ten years, increasing the number of international undergraduates fivefold.

The University’s signature themes – democracy, social justice, peace, development, religion – suggest a trademark for international studies at Notre Dame that is distinctive yet engages both the public debate and the intellectual developments at the cutting edges of our disciplines. Father Hesburgh’s vision of bringing the world to Notre Dame and Notre Dame to the world gave rise to such centers as the Kellogg and the Kroc Institutes, as well as the Center for Civil and Human Rights. Father Malloy, in turn, has also recently reaffirmed that the enduring issues of International development with social justice, the establishing of political institutions that can govern efficiently and fairly, and the lasting significance of religion for most people on this earth are of persistent salience for a Catholic University. The University therefore aspires to project itself into issues of broad domestic and international public significance. In sum, internationalism, understood within the framework of Notre Dame’s distinctive mission, must become a central element of our university’s aspirations for the next decade. International studies can and should become a signature of a great, international Catholic university.

II. ASSESSMENT

We have a historic opportunity and mission to raise the international profile of Notre Dame. Do we have in place the edifice to build the world’s leading Catholic University? There are no easy measures of excellence in international studies. A frank assessment of our current standing would paint a mixed picture. On the one hand, we have made great progress in these last ten years in internationalizing the university. We have added several new study abroad programs, and today, no major research university sends a larger percentage of its students to study abroad than Notre Dame. Two of these programs – in London and Dublin – are now based in Notre Dame-owned buildings, thus adding a visible, physical extension of the Notre Dame campus abroad. We have raised the number of international undergraduate and graduate students. We have also created two major European research institutes and raised the endowment of our existing International Studies institutes, which in turn have permitted the expansion of our teaching and research capacity in international affairs. It is hard to overstate the strategic advantage that the generous endowments of these institutes provides us vis-à-vis many of our peer institutions in recruiting distinguished faculty, students, and visitors. These institutes, which have become flagships for the university as a whole, have raised Notre Dame’s research profile, and made contributions to understanding problems of great importance to contemporary humanity. The Development Office, moreover, has increased its international contacts, and particularly through the international trips of Fr. Malloy and others, the image of Notre Dame abroad has been enhanced. Finally, as the world’s leading Catholic University, we are poised to

draw upon the connections that form part of a dense international network organized by the Roman Catholic Church.

But we also have far to go. We are a relatively small private university, without a particular advantage or reputation in technology, the natural sciences, and other areas that might attract foreign students. Other weaknesses diminish our ability to capture federal and private grants. Apart from our colleges of law and business, we have few professional schools. With the exception of the master's programs offered by the Kroc Institute and the Center for Civil and Human Rights, we offer no graduate certificates in international studies. We do not have significant resources for international research in the humanities. We have few Ph.D. programs in international history, and no graduate degrees in Anthropology (a discipline still focused on international and area studies). Moreover, our foreign language enrollments are not robust, and we offer only eleven modern languages plus ancient Classics (by contrast, Harvard University offers 60). Finally, for a faculty of our size, we have relatively few members who work on international issues, especially outside of Europe and Latin America, and in particular, we have little strength in Asian, African, and Middle-Eastern Studies.

Perhaps most disturbing is a sense that even the sanguine developments and advances in international studies in the past ten years have been ad hoc and uncoordinated, and as a result, the vast potential of the university in this area has hardly begun to be fully tapped. Our aspirations, our vision, our mission, and our present advantages as a Catholic university strongly suggest that we should remain focused on an ambitious plan, in spite of the challenges posed by the immediate constraints of our present situation. Accordingly, we strongly advocate that the development of international studies be designated a top priority in university planning over the next decade, with the ultimate goal being the emergence of Notre Dame as one of the world's leading centers of international research and teaching in selected areas related to the broader mission of the University.

We envision internationalization as a theme, focus and, where appropriate, an organizing principle cutting across several departments and units. It is less accurate, from our perspective, to view internationalization as a priority that competes directly with other critical needs of space, infrastructure, or the building of premier science and engineering departments and professional schools. As an organizing principle internationalization provides an overarching framework within which top-notch academic departments and world class research institutes combine forces to achieve academic excellence.

In order to achieve this ambitious goal, we must proceed in a deliberate and coordinated manner. Strategic investments in faculty, research, and program development on the Notre Dame campus would deepen and consolidate the gains of the past decade.

Since the achievement or further deepening of academic excellence will not occur overnight, we propose that the next five years be devoted to the steady growth of the academic foundations needed to meet our longer-term goals. Our strategies for this five-year period are detailed below. *They include the further internationalization of the student body, strategic new faculty appointments (moderate in number but decisive in impact), the development of instruction and training in foreign language study, and the continuing improvement of the academic content of our international studies programs.*

We also believe that internationalization requires a more ambitious response than the ad hoc, if sanguine, recent advances in international studies. It is time that the university work toward a coordinated and coherent strategy that will bring together our faculty and research strengths, the broad reach of our international programs, our efforts at recruiting international students for our undergraduate and graduate programs, and our international development and public relations efforts. First, the University Committee on International Studies, mandated by the Academic Articles (Article IV, Section 3.h), should play a role in this coordination. Second, the Directors of our International Institutes with the Assistant Provost for International Studies

constitute a very important group which should contribute to an integrated international strategy. Finally, we should seek an appropriate vehicle for coordination among the offices of the Associate Provost for International Studies, the Vice President for University Relations, the Assistant Provost for Admissions and others who play a role in international initiatives.

During the first five years of this plan, we must continue to plan for ways in which the university will take its place as a leader in research in the increasingly globalized world of the twenty-first century. In the second five years of this plan, we would expect to sustain the momentum toward internationalization in ways even bolder and more ambitious than can be easily imagined today.

III. STRATEGIES AND PLANS: STUDENTS, EDUCATION, AND RESEARCH EXCELLENCE

How do we become an international center of research and learning, and how do we project Notre Dame's role abroad? In this plan, we propose stepping up the recruitment of international students, strengthening the undergraduate curriculum in international studies, enhancing language instruction on campus, strengthening the academic and foreign language content of our study abroad programs, and investing further in faculty recruitment and international research on campus. Together, we hope this package of initiatives will collectively provide the resources, talent, and energy to complete the project of building an international university. We need to have better international programs at Notre Dame not just because we need to compete with the Harvards and Berkeleys of the world but, more important, because our need for international exposure is much greater. More than they, we are isolated and sometimes parochial. We must overcome these shortcomings if we are to operate effectively and credibly in a supposedly 'global' era.

One of the great challenges facing international studies, no less than any other area of unit of the University in this strategic plan, is whether to build on strength or broaden our reach in order to ameliorate existing weaknesses. Our strategy addresses this recurring dilemma at different levels. With respect to the *undergraduate curriculum*, we come down on the side of investing *moderate* resources in order to correct for our deficiencies. We simply cannot claim to be a great international university and fail to teach our students about vast tracts of the globe. With respect to *research excellence*, we have a different answer. Here, we feel that a strategy of redressing weaknesses would stretch our resources too thinly, and make no significant impact on our scholarly reputation. Therefore, when forced to choose, we would simply respond that we need to build on research strength.

But a more complete answer would elaborate a strategy that does not merely privilege reproducing that which we already have, but uses our existing strengths as a magnet for fresh talent, and as a platform for strategic investments in faculty, departments, and our research institutes that will extend and consolidate our areas of excellence. One way to think about our research excellence is in terms of geographic strengths – Latin America, Europe, Ireland. The logic of investing in our areas of strength would be to further invest in these areas. But another, intriguing possibility, is to think about building *from* these strengths *along the lines of our greatest thematic strengths* – democracy, development, religion, social justice, and peace. Such a strategy would establish and consolidate Notre Dame's reputation as the essential crossroads for the study of these issues of paramount importance for a Catholic university. Equally importantly for this strategic plan, it would permit the investment of resources into departments that have a true chance to achieve excellence. In this way, internationalization as an overarching framework of the University's strategic plan can become an asset to faculty recruitment and vaulting our best departments into the top quartile of their disciplines, not a competing priority.

In this strategy, the role of the international institutes is vital. It is important to take advantage of the ability of institutes to help recruit distinguished faculty and support their research. Institutes have recruited members of the Academy of Arts and Sciences, who in turn have helped to recruit superb faculty in other areas in their departments. But this will only be possible if the institutes are in a position to work creatively and harmoniously with departments as they have in recent years, when those institutes with larger endowments have seeded many major appointments to the faculty, with positive consequences for the departments and for international studies at Notre Dame.¹ Our institutes, in short, are not in competition with our departments. Rather, institutes have helped to build the academic reputation of departments, and they should continue to do so.

A. *Internationalizing the student body:*

- ***Goal: to move to a foreign undergraduate student contingent that reaches 8-10 percent of our student by the year 2010.***

A university that claims to be an international university must have a significant number of both undergraduate and graduate students from abroad studying on its campus. Although much progress has been made in the past 10 years in raising the numbers of international undergraduates (from 1.5 to 4.7 percent in the last five years alone), the presence of these students on campus is still small, perhaps too small to achieve the kind of critical mass that is required to stimulate classroom exchanges, informal conversations, and the deep and lasting friendships that make a campus “feel” international. Since the goal of doubling again the percentage of international students in our undergraduate student body would not come without costs, it is worth stating here why we propose such a goal.

For decades, Notre Dame has been changing the face of its campus as its role as the leading Catholic institution of higher learning has grown and evolved. In the past three decades, the composition of the undergraduate student body has shifted to comprise first women, and then more Latinos and other minorities. Bringing more international students to campus can be seen as the third, essential piece of building the world’s leading Catholic university.

This ambitious goal is justified – despite the fact that the 10 percent target exceeds current levels of the international undergraduate student population at several prominent U.S. institutions of higher education. Although Duke and Stanford Universities and Dartmouth College enroll 5 percent of their undergraduates from abroad, Amherst College 6 percent, and Harvard University 7 percent, Georgetown University (8 percent); and Yale University and the University of Chicago (9 percent) are already at these levels (i.e., 8-9 percent). Moreover, we have special reasons for at least matching these levels. First, an international Catholic student body will enhance campus diversity and compensate in part for our relatively homogeneous U.S. undergraduate population. If our campus does not provide a sufficiently diverse experience for the Catholic leaders we wish to develop, more international students might also help us to provide the sorts of diverse experiences that our U.S. students need. A second reason why we should feel confident about exceeding the percentage of international students of our competitors is because of the special, universal mission of Notre Dame. Moreover, the rising interest in internationalization at many of our peer institutions and the rising levels of international students suggest that the 10 percent target will not –ten years hence – be substantially out of line with our most distinguished peer institutions.

We should also aim to recruit more international graduate students, particularly in Arts and Letters (Science and Engineering already enroll substantial numbers of foreign graduate students), and the graduate student body can and should go higher, as it easily does at many other

¹ See *Final Report of the Committee on Institutes, Departments, and Collective Resources in Arts and Letters*, May 15, 2001.

fine universities. Unlike many other proposals, this one does not seem to involve tradeoffs. One challenge in building outstanding graduate programs is that it is difficult to attract top U.S. graduate students to matriculate in programs that are not currently highly ranked, given that they are understandably concerned about their job prospects upon completion. Foreign students who intend to return to their own countries do not face the same constraint. Top-notch foreign graduate students, who might be attracted to areas of special strength, especially with supplemental fellowship support, can actually help to build top-notch graduate programs. Some external support might be available for this. Many Latin American students are funded through organizations such as the Organization of American States and LASPAU; perhaps there are parallel opportunities for African, Asian, and European students.

We need imaginative strategies, at least initially, to recruit more qualified undergraduate students. Proactive recruitment measures, including visits to Catholic preparatory schools by current students and recent alumni of the University might help achieve this goal. To attract more graduate students from abroad, we should seek more graduate fellowships along the lines of the Coca-Cola awards for Latin American students. These fellowships provide supplemental awards each year for five years on top of whatever regular support offered by the admitting department and the graduate school.

B. Internationalizing the Curriculum

- ***Goals: to create a new undergraduate major, enhance the undergraduate and graduate curriculum, strengthen foreign language instruction on the Notre Dame campus as well as foreign language study abroad programs, and enrich international cultural activities on campus***

1. Opportunities for Undergraduate Education

a. Create an International Relations supplemental major

At the present time, each institute engages students in its own way, and there is little coordination of the curriculum in international studies. The Kroc Institute administers an undergraduate supplemental major and an interdisciplinary minor in peace studies and a master's degree in international peace studies. The Kellogg, Nanovic, and Keough Institutes sponsor the Latin American, European, and Irish Studies minors, respectively. Other area studies programs are organized autonomously to report to the Dean of Undergraduate Education in the College of Arts and Letters. Kellogg and Nanovic also provide research awards for undergraduates, and the Kellogg and Nanovic Institutes and the Center for Asian Studies sponsor undergraduate internships. The Kellogg, Kroc, and Nanovic Institutes also offer a rich program of current events panels, international films, and other cultural events of interest to undergraduates.

But our curriculum in international studies is not as rich as one might expect of a University that purports to be truly international, and these shortcomings clearly have a negative impact on our efforts to compete in the recruitment of top undergraduates with other prominent International programs, such as Georgetown, Yale, Stanford, and Tufts. We should consider a number of opportunities to expand our international studies curriculum both in the social sciences and the humanities. We might think of ways to stimulate student interest in our area studies programs and enhance their rigor. A more ambitious plan would be to create an International Relations supplemental major. In either case, such a course of study would serve to advance interdisciplinary education on campus.

We would expect robust student demand for an International Relations supplemental major. Once established, it could serve as a magnet to attract international students, and it would add considerable prestige to Notre Dame's position as an international university, and certainly credibility to its claim to already be one. This initiative requires coordination with contributing departments in order to most effectively deploy resources and faculty in ways that serve both the

new supplemental major and departmental priorities. Ideally, such an initiative would enrich cross-regional, theoretical, and methodologically advanced areas of study.

A supplemental major in international relations would energize international studies. It would create an incentive for our students to study foreign languages. It would serve as a recruitment tool for students to study abroad in non-English speaking programs. At Notre Dame, such a program would have to be very carefully designed to (1) make some sense of our existing strengths; (2) to contribute to our aspirations for our evolving and future strengths; and (3) to take into consideration our other priorities.

While the details of such a supplemental major need to be worked out, we can here briefly outline its central objectives and elements. Students would study a set of common core courses that could draw from, for example, political science, economics, history, and social anthropology or comparative sociology. Second, students should strive toward acquiring proficiency in a foreign language and literature, typically by studying it for the equivalent of six semesters. Third, students would be asked to take a set of courses that would form a thematic cluster within the concentration. A cluster could be the study of a particular area of the world (Latin America, Europe, East Asia, Ireland), or a particular subject area (such as International Finance or International Trade, International Peace Studies). These courses need not be taken in a single discipline. A Latin American Studies cluster, for instance, could combine Latin American history, politics, anthropology, and literature. Even an economics cluster should include a political economy course. Finally, students would enroll in a senior research seminar, or write a senior honors thesis.

b. The international curriculum: lesser studied areas and languages

Deleted: ¶

The future of international studies at Notre Dame will rest very substantially on the quality and number of faculty who teach courses under this broad rubric. At this time, notwithstanding the high visibility that several institutes have acquired for their research, our curricular weakness related to many parts of the world is significant. Although it is possible to speak of such gaps in our course offerings on sub-Saharan Africa and the modern Middle East, it is perhaps the area of Asian Studies that needs most attention. Although we have strong faculty members in Asian Studies, a number of whom have come to Notre Dame recently, we are still weak in our coverage of this vast and important region. This deficiency is all the more consequential when one takes into account the sheer size of the populations of East, South-East, Central, and South Asia; the long histories and rich cultural traditions of these areas; and the contemporary economic weight and geopolitical importance of the region. We should attempt to fill these gaps with some strategically targeted appointments.

Left to their own resources, few departments are likely to invest sufficiently in international studies—whether by devoting new positions or reallocating existing positions to international appointments—to have the needed impact on the University’s international goals. Also, unlike the institutes, they are not positioned in the university to see as readily how the investment of resources in one university unit can be combined strategically with investments in another, and they may not have the incentives to explore such strategic combinations. For this reason, we urge the earmarking of several additional positions for international studies.

Although every discipline can make a reasonable claim for more resources for international studies, there is a special issue of foreign language study as an integral component of any plan to internationalize the university. Certainly, to claim to be an international university, we need to do better with foreign language study. While our enrollments in Spanish are strong, and our teaching of Italian on the undergraduate level is already nationally recognized for its curricular innovations, we should continue to seek ways to strengthen the study of languages that are not well covered. In the last few years, we have hired specialists in foreign language pedagogy for Spanish, German and French whose presence is only starting to be felt. But we need to do more. In the next few years, the new Ph.D. in Literature program should allow us to

attract major scholar-teachers in the languages who will also help their respective departments reshape the undergraduate curriculum and bring it to the cutting edge. We must also create incentives for students to study foreign languages and study abroad in challenging programs with foreign language instruction. Having friends down the hall from other countries provides one incentive. An International Relations supplemental major could be a second, and exciting study abroad opportunities are certainly another. These programs should offer two semesters abroad for the language/literature/film majors. But for students in other majors in the College of Arts and Letters or in other colleges, a one-semester option for study abroad should be available wherever feasible.

In the years ahead, we should support efforts to enhance language instruction and the Language Resource Center. We also might think about expanding selectively the breadth of our language offerings. A very successful model of this is the recent seeding of a position in Portuguese. Other languages that could be introduced would be Polish, the language of a country with which the university has numerous exchanges and strong ethnic and religious ties, Swahili, Turkish, Korean and a South Asian language (presumably Urdu or Hindi). But given that demand will be limited for many languages in a university of our size, we propose a two-step strategy. In the first five years, while we build up our curricular offerings and student interest in African and Asian studies, we might provide software for instruction in less commonly taught languages, and should also plan to make available greater fellowship support to our students to do intensive language study elsewhere. In the second five years, we might consider adding two or more of these languages to the curriculum depending on the development of these programs, available resources, and competing priorities.

We must also strengthen English language training for foreign students. Our English as a Second Language Program should provide not only intensive English language instruction but also ongoing tutoring, writing, and other course support. Such a program is critical to our ability to attract international students and to assure their success at Notre Dame.

c. Expanding and Integrating Study (and Service) Abroad

Our study abroad programs do not have the spillover effect on international studies that befits a university ranked first among major research universities by the *Chronicle of Higher Education* in the percentage of undergraduate students who study abroad. There simply does not seem to be much of a linkage between this sort of study and the campus curriculum; returning juniors and seniors by and large do not bring their study abroad experience back to the classroom. For one reason or another, students have inadequate time and/or inclination in their freshman and sophomore years of college to prepare for the study abroad experience through coursework, and by the time they return, it is far too late to integrate a program and study that amounts to a coherent international study experience.

Yet another reason for this “study abroad gap” may be that about 450 students per year study in London, Dublin, or Freemantle, as opposed to 150 or so that study in Innsbruck, Angers, Toledo, and Mexico. Students in Rome, Athens, and Cairo take courses in English. The programs in Japan, China, and Russia are tiny; the one in Chile is larger but still not substantial; the Brazilian program is brand new, and the Indian program appears to be up in the air. One could read these figures to suggest that our inflated numbers of students studying abroad mask the reality that most are in English speaking environments that are culturally as close to the U.S. as can be achieved outside of North America.

All of this suggests that we should not be complacent about our preeminent position among research universities in the number of students who study abroad and even the number of fine programs we have at present, which has been achieved in the past 10 years. Here, we make four suggestions. First, without undermining English language programs, strive to increase the

number of students in programs that involve the study of a foreign language. Second, create new study abroad opportunities in the developing world. Where possible, and where the curriculum is sufficiently strong, mainstream our students into foreign universities.

In order to gain maximum educational benefit from these programs, we make two additional suggestions. Third, these programs should be connected to some academic program of study on campus. A course integrating the experiences of students returning from studying abroad is certainly a welcome idea. But it does not alone solve the larger challenge of getting more mileage out of our study abroad programs with respect to the backward and forward linkages we should be seeing in our international studies curriculum on campus. To meet this goal, our fourth recommendation is to insure that adequate resources are made available on campus to establish curricular linkages with international programs and to strengthen existing ones.

We also have international service programs, through the seminars sponsored by the Center for Social Concerns seminars, the Holy Cross Missions in Chile and Uganda, among others. We need to think creatively about how to bring these programs into the international studies tent.

Finally, we can create and administer more international summer internships for undergraduate students.

2. Opportunities for Graduate Education

We must improve graduate education in international studies and our professional programs across the board. The existence and coordination of such programs often enhances the opportunities for capturing federal support from such agencies as the Department of Education that can, in turn, further enhance international graduate education.

We propose expanding non-degree graduate educational opportunities. One specific example would be to offer graduate certificates in international or area studies (e.g. International Human Rights, International Peace Studies) to complement graduate professional or even academic degrees. More generally, we should structure programs offering language, social science, and cultural training for engineering, law, or even architecture students who wish to practice their craft in foreign countries. We should also create international summer internships for law and other graduate students that would bring international experience back to Notre Dame and serve to whet our students' appetites for international careers.

We should also develop more short-term graduate student exchanges at partner institutions (parallel to proposed faculty exchanges). The logic of this would be that students in other countries might wish to spend most of their graduate careers at home, but come to the U.S. for technical or methodological training. This might particularly be true in some countries where graduate students are typically trained with public funding, and a five-year fellowship for study abroad is prohibitively expensive. In some countries, there is a tradition of a "sandwich scholarship;" a year in the U.S. is "sandwiched" between coursework and dissertation research and write-up at home. Such students would not necessarily need international coursework here.

A longer-term goal might be to expand our degree programs at the master's level in international studies. The Center for Civil and Human Rights schools law students in international human rights. The Kroc Institute currently offers a master's degree in peace studies. In time, the University might consider creating an advanced degree program in International Studies and Public Affairs. We might think of ways to create economies of scale in international education. A development economist that could teach students in the Kroc, hired through the Economics Department, could also service students in environmental studies and urban policy. A Master's Degree in International Affairs could certainly offer a track in international peace studies, but it could also offer coursework and training in a variety of skills, from public policy analysis to foreign language study to comparative area studies, and it could draw from faculty not

only associated with the Kroc (and Kellogg and Nanovic and Keough Institutes), but from the broader Notre Dame faculty.

3. *An international faculty*

We also propose recruiting more international faculty. In addition to adding new lines for permanent faculty from abroad, we can and should recruit more foreign scholars to serve as visiting faculty. One avenue could be to recruit visiting professors via the Fulbright and similar scholarly exchange programs. A second could be to expand our visiting fellowships for international scholars, and earmark a number of visiting fellowships for scholars who would teach one or two courses while in residence. A third might be to create (one to two semester) faculty exchanges at partner institutions.

4. *Expanding International Cultural (Enrichment) Activities on Campus.*

We should seek ways to bring more international art exhibits to the Snite Museum, as well as more international theatrical and musical performances to campus (especially after the opening of the new Performing Arts Center). We expect enhanced language instruction and an internationalized student body will bring their own creative ideas and plans to internationalize campus culture.

C. *International Research*

- **Goals: to make research in international studies a signature strength of the University, to consolidate existing centers of research excellence, and to build in areas of geographic weakness along the lines of our thematic strengths**

At the moment, we have an uneven pattern of promoting international research, which is undoubtedly the product of seizing available opportunities and building upon our strategic advantages and our Catholic mission. Thus, we have an Institute for Irish Studies, but no Institute for East Asian Studies. We have an International Peace Institute but not an International Relations Institute. But perhaps most oddly, we have an International Studies Institute that is best known for Latin American Studies.

International institutes play a central role in fostering research at Notre Dame. They provide resources for faculty development and faculty and student research, they make possible international conferences and workshops, and they serve as magnets to recruit distinguished visitors to campus. Our international institute endowments, moreover, give us the flexibility to provide matching funds for federal dollars that can support valuable new initiatives. In 2000-01, 70 percent of research-grant funding in the College of Arts and Letters came from Institute projects. It is virtually impossible to think of research excellence without thinking of these Institutes.

Because each Institute has its own unique mission and goals, thematic foci, research agendas, sponsored programs, fellowship programs, panoply of activities, and governing structures, there may well be limits to what we can coordinate under the rubric of international research. Each Institute will, appropriately, prepare its own strategic plan for the future. Yet, some coordination in promoting international studies would be desirable.

There are, moreover, areas of possible overlap, and broad objectives that all (or most of) the institutes might wish to pursue. For instance, what sorts of relationships should we be establishing with foreign universities and scholarly communities, particularly in countries with strong Catholic identities? Our study abroad programs already suggest some institutional partners for scholarly activities. Consortial arrangements, such as the type that Kellogg has arranged with two prestigious Brazilian universities, are another. Where there is no regional overlap among our Institutes, there may be no need to coordinate these partnerships. But where there may be

regional, but not disciplinary, overlap, some coordination of these relationships might make sense.

Scholarly exchanges are critical to establishing an international reputation. Senior visiting fellows from abroad not only bring exciting international research to our doorstep, but they also bring a piece of Notre Dame back with them to the most prestigious universities in their home countries. This type of scholarly exchange is also important for developing dense networks through which our faculty, graduate students, and even our most serious undergraduates doing thesis research abroad, can travel. When our young and veteran scholars go abroad, they will find a ready institutional home and scholars to guide them in their research. An added benefit is that such universities, wisely chosen, could become recruiting grounds for bringing foreign graduate students to Notre Dame.

But we return to the reality that in order to enable more distinguished international research as befits a great international University, we need to identify and reinforce our areas of strength, and recognize and work to remedy our areas of weakness in international research. We need to seize appropriate opportunities to achieve excellence by building upon existing strengths in Irish Studies, European Studies, International Human Rights, International Peace Studies, and Latin American Studies – and many of these opportunities are identified in the strategic plans of the international institutes. These plans should be carefully considered, and although we do not prioritize them here, we urge that they be supported to the fullest extent possible.

Investments in our areas of strength make sense for the coming decade, as we continue to consolidate our centers of excellence. But we need not think of potential areas of strength only in regional terms. Rather, even single positions in African, Middle Eastern, or Asian studies could help to consolidate centers of excellence in the study of particular Notre Dame signature strengths, such as democracy, development, religion, social justice, and peace. In addition, we must make appointments of faculty with expertise in regions that are currently relatively understudied at Notre Dame. Some such regions are too crucial to our mission and Notre Dame's place in the world to ignore. We also need to think strategically about the vehicles by which we can move to redress these weaknesses, and we should specifically weigh the relative merits of raising significant new endowments for new institutes or expanding the resources for one or more of the existing institutes in order to enable it/them to do more.

Two understudied regions at Notre Dame are Sub-Saharan Africa and the Middle East. Africa is a continent that wrestles with such issues of human significance as political instability, conflicts of unimaginable horror, and grinding poverty, and significant regions of it are Christian and Catholic. The Middle East is home to three great religious traditions as well as the world's most dangerous, potentially destabilizing violence. Notre Dame enjoys there the resource of the Tantur Ecumenical Institute in Jerusalem. We believe there is an opportunity to improve our research capacity in both these regions without a major commitment of university resources. With a few strategically placed hires and some endowed funds for lectures, conferences, and other academic events, Notre Dame can significantly raise its profile in these areas. We might even imagine that a modest investment could position the University to earn designation as a Title VI National Resource Center in one or both of these areas (perhaps in consortium with other Midwest universities such as Northwestern in African studies). Institutionally, these programs and initiatives can be housed in existing International Institutes, primarily the Kellogg and Kroc Institutes.

The question of how to improve our research capacity on Asia is a difficult one. Notre Dame has no obvious comparative advantages in Asian Studies, and does not have a strong tradition in this area. A major initiative to make Asian Studies a special strength of the university in the next ten years does not seem the best use of our resources. However, it is clear that we cannot claim that international studies is one of our strengths and ignore such a massive region of the world. We recommend, then, that the university seek incremental improvements in its capacity for research on Asia. Separate

pieces of an Asian Initiative could be funded that would fall under existing institutional arrangements that, taken together, would significantly advance research on the Asian continent at Notre Dame. Such an initiative should begin with faculty hiring, preferably at the senior level. Endowments should also be raised specifically for faculty research, lectures and workshops, and visiting fellowships for distinguished and promising young scholars. It would make sense to think about coordinating research on Asia's literary, artistic, and cultural traditions in the College of Arts and Letters (with the participation of the Department of East Asian Languages and Literatures and the Center for Asian Studies); human rights at the Center for Civil and Human Rights; Asian politics, economies, and societies at the Kellogg Institute; and regional, religious and ethnic conflicts and the opportunities for peace, at the Kroc Institute.

Of course, if the university can identify a major donor, it might be desirable to endow an Institute for Asian Studies. Such an Institute would necessarily need to identify its own special themes and the unique identity upon which it would base its reputation, but it would at least hold the potential to provide an intellectual base from which faculty and visitors could engage in research across a wide array of disciplines.

IV. PRIORITIES AND RESOURCE IMPLICATIONS

We have strongly advocated that internationalization of Notre Dame, and advancing international studies, be accorded a top priority in the University's strategic plan. What would be the resource implications of implementing the strategy and recommendations set forth above? The answer, to a greater degree than is typical, is, "it depends."

One way to answer this question is to say that very little can be accomplished with no new resources, a great deal of significance can be accomplished in five years with the investment of modest new resources in international studies, and that a truly spectacular splash in international studies, more appropriate for the second five years of the plan, would require significant new resources. We present these three resource scenarios below, with the general recommendation that scenario I is undesirable for the internationalization of Notre Dame and its evolution as the world's leading international Catholic research university, scenario II as most appropriate for the first five years of the plan, and scenario III as appropriate for the second five years of the plan.

But another way to approach this question is to consider the possibility of the reallocation of existing resources. As existing lines in numerous departments are vacated, department chairs, college deans, and the Office of the Provost should weigh the relative gains of the goals served by their renewal against the signature goal of internationalization of the University. If we are willing to be bold and truly prioritize international studies, we can advance this goal even in a resource-constrained environment. It should go without saying that internationalization of the University demands that existing lines in international studies be protected.

Scenario 1: No New Resources

Although it is difficult to imagine making substantial progress toward the goal of creating an international signature at Notre Dame without any new resources, we make the following recommendations:

1) *Foreign students:* We would add more undergraduate students from abroad. Top candidates should be able to afford to pay their full way, (and these resources will help to defray the cost of tuition for those who cannot).

2) *Institute programs:* We might expand our visiting fellows programs, visiting faculty programs, and support for undergraduate and graduate research as well as undergraduate internships within the operating budgets of the institutes.

3) *Undergraduate curriculum*: We should also be able to advance some curricular innovations, such as the proposed International Relations (supplemental) major (though this may require the reallocation of a position or two here and there). It is most important that areas of strength in faculty and research that the university has already achieved be sustained.

Deleted: ¶

Scenario II: Moderate New Resources

There are several initiatives proposed in this plan that require the investment of moderate new resources. These fall into four broad categories: faculty lines, student aid, support services, and educational and cultural infrastructure.

Deleted:

1. *Faculty lines*. While the university consolidates and advances those areas in which excellence has been achieved, or those in which we are positioned to make significant advances, it must also seek expansion in areas where we are weak. We propose the addition of ten new or newly reallocated faculty lines in international studies to be divided roughly evenly between senior and junior positions. While specific appointments will necessarily be decided by opportunities to recruit faculty of distinction, we suggest that roughly 50% of these positions be allocated to consolidate areas of strength, and 50% be used to improve the university's instructional coverage in less studied regions such as Asia, Africa and the Middle East.

2. *Undergraduate and graduate student aid*. **With modest new resources, we can expect to recruit more foreign students. If donors can be found, we might invest modest new resources in partial aid scholarships for qualified undergraduates. Additional stipend support may be necessary to attract graduate students from abroad, but this is also the type of expenditure for which it is probably not all that difficult to raise money (along the lines of our Coca-Cola graduate fellowships).**

3. *Staff support*. Adding more international undergraduate and graduate students to the University, however, will realistically require that we be prepared to invest more in support services for these students. Many of these services are identified in this report, and they include more resources in the office for international students, and in English as a Second Language. Enhancing our Study Abroad Programs, especially starting up and expanding programs outside of London, will also require more resources for the Study Abroad Office, as well as for adding necessary staff and a budget to compensate professionals in other countries to help arrange housing and orient our students. And although more international internships can be created through existing institute endowments, more resources would have to be allocated to the Career Center (to monitor overseas interns).

4. *Acquisitions*. A fourth category of resources for which new endowments will probably be required is acquisitions (library, research materials, archives, art) and international cultural performances.

Scenario III: Significant New Resources

Here we make three proposals, should significant new resources become available. We expect that these fresh resources would be most fruitfully invested in the latter part of this plan period.

1. Building on the *faculty* hired in the first five years, invest substantial new resources in recruiting faculty of distinction that can conceptualize an international curriculum and anchor collaborative research projects.

2. If a donor or donors can be identified and recruited, create a new *Institute for Asian Studies*.

3. Plan for an **International Studies Center** that would house core faculty and administrators as well as classrooms.

Respectfully submitted,

Rev. John I. Jenkins, C.S.C., Associate Provost for International Studies, Chair

R. Scott Appleby, Director, Kroc Institute for International Peace Studies

Christopher Fox, Director, Keough Institute for Irish Studies

Michael Francis, Assistant Provost, Director, International Studies Programs

Frances Hagopian, Director, Kellogg Institute for International Studies

Scott Mainwaring, past Director, Kellogg Institute for International Studies

A. James McAdams, Director, Nanovic Institute for European Studies

Juan Méndez, Director, Center for Civil and Human Rights

Robert Wegs, past Director, Nanovic Institute for European Studies

Deleted: ¶

Inserted: ¶

Deleted: ¶