

5-15-1996

Internationalizing the SDSU Campus: Globalizing the Curriculum

Donald Taylor
South Dakota State University

Follow this and additional works at: http://openprairie.sdstate.edu/econ_staffpaper



Part of the [International and Comparative Education Commons](#)

Recommended Citation

Taylor, Donald, "Internationalizing the SDSU Campus: Globalizing the Curriculum" (1996). *Department of Economics Staff Paper Series*. Paper 128.

http://openprairie.sdstate.edu/econ_staffpaper/128

This Article is brought to you for free and open access by the Economics at Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Department of Economics Staff Paper Series by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

**INTERNATIONALIZING THE SDSU CAMPUS:
GLOBALIZING THE CURRICULUM**

by

Donald C. Taylor*

Economics Staff Paper No. 96-1**

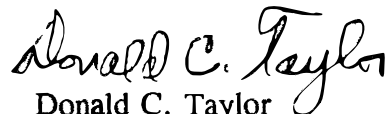
May 1996

*Professor in the Economics Department at South Dakota State University.

**Papers in this series are reproduced and distributed to encourage discussion of research, extension, teaching, and economic policy issues. Although available to anyone on request, Economics Department Staff Papers are intended primarily for peers and policy makers. Papers are normally critiqued by some colleagues prior to publication in this series. However, they are not subject to formal review requirements of South Dakota State University's Agricultural Experiment Station and Cooperative Extension Service publications.

Acknowledgement

Thank you, Dean David Bryant, for inviting me to make a presentation at the 1996 Annual Gamma Sigma Delta Banquet. I would also like to express deep appreciation to the following SDSU faculty and staff for the useful insights they shared with me as I developed ideas and marshalled some illustrations for inclusion in the talk: Eugene Arnold, international agriculture option; Darrell DeBoer, Arid Lands Consortium; Fred Cholik, international science and technology; Margot Jenkins, international student advising; and Harriet Swedlund, international programs. However, I bear complete responsibility for any errors of fact, thinking, and interpretation in the text of the final talk.


Donald C. Taylor
April 30, 1996

67 copies of this document were printed at a cost of \$.87 per document.

**INTERNATIONALIZING THE SDSU CAMPUS:
GLOBALIZING THE CURRICULUM¹**

Donald C. Taylor
SDSU Economics Department

Topic outline

Rationale for internationalizing SDSU campus	1
Improve competitiveness of South Dakota and the U.S. in world agriculture markets	1
Accelerate advances in science and technology	2
Create a climate conducive to world peace	3
Enable people to derive deep inner personal enrichment and fulfillment	4
Strategy for internationalizing SDSU campus: Increase points of contact between SDSU faculty and students and "things international" through encouraging:	6
Formal globalization of the curriculum	6
International faculty exchanges and collaboration	7
International student exchanges and study tours	7
More international students to study at SDSU	8
Internationally-oriented extracurricular activities on campus	9
More SDSU faculty and students to become host families/friends for international students	9
Constraints to internationalizing SDSU campus	10
Limited state funding	10
Limited recognition of the value of internationalization	11
Constraining university administrative framework	11
Conclusion	12

¹This is an expanded set of notes on which my presentation at the 1996 Annual Banquet of the SDSU Chapter of Gamma Sigma Delta on April 30, 1996 was based.

INTERNATIONALIZING THE SDSU CAMPUS: GLOBALIZING THE CURRICULUM

Dean Bryant asked if tonight I would address the topic, "Globalizing the curriculum." I have taken the liberty to create a super-heading for my talk, "Internationalizing the SDSU campus," and to place "Globalizing the curriculum" as a sub-heading.

While something very tangible is represented by "globalizing a curriculum," I believe that a necessary condition for a curriculum to be effectively globalized is existence of an overall mindset and atmosphere on a campus that is positively-oriented toward the concept of internationalization. Emerging from that mindset and the experiential base underlying it can be formulation and implementation of a curriculum with meaningful international content.

In tonight's talk I would like to deal with three main, interrelated issues concerning internationalization of the SDSU campus: (1) rationale, (2) strategy, and (3) constraints. These three themes are developed within an awareness that we live in a world that is dramatically changing--as it becomes ever "smaller" and more interconnected through amazing advances in communication and transportation and a regulatory and economic environment increasingly favorable to international trade.

In the world panorama that unfolds as we move into the 21st Century, it is my hope and prayer that there will be many win-win situations for participating nations. But realistically, I expect there will be quite a few situations in which there will be rather clear winners and clear losers. I submit that the winners will be those who learn quickly and effectively about and respond to the new globalized world in which we are living. Those who chose to be isolated will be able to readily achieve their objective, but at great expense to them and the generations that follow them.

RATIONALE FOR INTERNATIONALIZING SDSU CAMPUS

I believe that four factors drive the demand for internationalizing a university campus. These factors involve an enhanced ability for a university's faculty and students to participate in the world of international agribusiness, pursue advances in international science and technology, live in world peace, and derive deep inner personal enrichment and fulfillment. We cover each in turn.

1. Improve competitiveness of South Dakota and the U.S. in world agriculture markets

South Dakota's political and administrative leadership greatly emphasize the importance of economic development to the improved welfare of its citizens. Economic development is closely related to ability to access expanding markets.

In South Dakota and the U.S. more generally, however, the possibilities for agricultural market expansion are near "flat." Growth in the two forces underlying increased market demand for agricultural commodities--population and per capita income--is modest.

But in rapidly developing Third World countries, the situation is much different. There, rates of population increase tend to be greater than in industrialized nations like our own and, more importantly, rates of increase in per capita income are changing much more rapidly.

For example, consider four of the six countries to which the U.S. currently exports the most agricultural products: Japan, Korea, Taiwan, and China, all four of which incidentally are in Asia. In the past 20 years, levels of per capita income in these countries have increased by 13-21 times, whereas over the past 20 years U.S. per capita incomes have increased by only 4-5 times.

These increases in per capita income in traditionally low-income countries that are now becoming middle-income countries (in the case of Japan a high-income country) are having a major effect on diets. During the past 20 years in Asia, for example, per capita meat consumption has nearly doubled and milk consumption has increased by 50%. Because several pounds of feed are required per pound of animal product produced, such dietary changes profoundly stimulate demand for feedgrains.

As a result of changes like these, the fraction of world agricultural production that moves through international markets has doubled in the past 25 years. Further major increases are projected. Currently, one-third of U.S. agricultural output is exported. In 1995, the U.S. agricultural trade surplus was \$25 billion, in striking contrast to the U.S.'s overall trade deficit of \$115 billion.

Why internationalize a university campus? One reason is to develop a new generation of employees equipped to function effectively in the growing arena of international agribusiness. What will prepare students to function well in such a world? I offer a few ideas. Ensure that students know early in their study career that multinational firms are looking for employees with knowledge about and experience in world agriculture and markets. Help students realize that their effectiveness in working in an international agribusiness environment is strongly related to their ability to be flexible and culturally sensitive. Help them understand how international commodity and financial markets operate. Help them learn about the unique business ways and culture of Asian trading partners, for example, that Asians give far more attention than Americans to cultivating personal relationships with business partners. And perhaps most challenging, help students come to recognize the importance of learning a second language.

2. Accelerate advances in science and technology

Research knows no national boundaries. I offer two examples.

China's large population relative to land resources provides intense motivation for it to maximize use of its resources. One evidence of this is represented by tightly integrated agriculture production systems. To illustrate, manure produced by hogs is commonly placed in biogas digesters; resulting products are gas for fuel and slurry; slurry substitutes for synthetic chemical fertilizer in crop production and for purchased feed in fish and animal production;

straw from small grain production is sometimes also placed in biogas digesters. Through such recycling, high rates of efficiency and low rates of wastage are achieved.

Recently, I learned of an example here in the U.S. of hogs producing manure (a troublesome waste product) which is used in biogas generation; heat produced from the biogas generation process is used to warm water to provide an environment conducive to production of exotic fish for export to a strong Japan market; biogas replaces traditional energy sources; and so forth.

A second illustration involves parentage of the Guard wheat variety which was developed and released in South Dakota. Original genes for Hessian fly resistance were identified in Portugal; these genes were sent to Spain; they were picked up by a Purdue University plant breeder and were crossed with a winter wheat variety from Colorado; the parentage of the winter wheat variety was from the International Corn and Wheat Research Center (CYMTT) in Mexico.

These are only two of a multitude of examples in which international collaboration in research has led to improved science and technology for collaborating partners. The fact of the matter is that no one nation has a corner on all "best" scientists. Further, a certain human "hybrid vigor" is often realized as scientists from different national backgrounds enter into collaborative research with each other.

3. Create a climate conducive to world peace

The impressions of foreign countries and people often conveyed through government statements are frequently in strong contrast with what one finds when we become personally acquainted with the foreign people. The vast majority of them are warm and friendly, not the monsters they may have been portrayed to be.

I remember well my first trip to China in 1990. Although I had lived in Asia for over 15 years, I was rather fearful of what it would be like when I visited a Communist country. Those fears were soon allayed. I was able to establish warm collegial professional relationships with several scientists there. I have since revisited several of them a couple of times. I have co-authored a major journal article with one Chinese scientist. Our daughter has become a friend of his daughter.

International students who study in U.S. are amazed to find out who American people really are; the openness in our political system; and the fact that university teachers are competent, dedicated, and really care for their students. Most of these students return to their countries with fond memories of the universities in which they have studied and of our country more generally. Some are willing to become benefactors to U.S. universities. [Example: A University of Arkansas alumnus from Saudi Arabian has recently contributed \$5 million to the university.]

One dimension of particular interest to us as agriculturalists involves the issue of how the world's growing and increasingly affluent population can be fed in the future without damage being done to the environment (ecological balances). World food needs are projected to double by 2025. The scope for increasing food production through expanding the area of land well-suited for cultivation is essentially zero.

How will the world double its food production in the next 30 years? It is conceivable that major breakthroughs in aquatic food production and/or genetic engineering will be the answer. Nevertheless, insofar as we can see today, the main possible means of production increase are (a) a further intensifying of production on existing cultivated land and (b) pushing out the frontier of production into ever-more fragile soils and topographies. Either option carries with it potentially sobering environmental/ecological implications.

This is a global issue. Who is going to be asked to pay the price of achieving such major food production increases? Although until now feeding the world's population has not been a "peace" issue, in my view, it is quite conceivable it could become such an issue within the lifetime of the younger generation gathered here tonight.

4. Enable people to derive deep inner personal enrichment and fulfillment

Whenever we interact with people different from ourselves, either here or abroad, we almost inevitably become stretched. Our vision becomes opened and broadened. We see there may be many different ways of looking at things that formerly seemed single dimensional. It enables us to develop more balanced views on multi-faceted issues.

I want to interject right now the view that I consider myself fortunate to have been born an American. Whenever I return from a trip abroad and the plane lands on U.S. soil, I offer a prayer of thanks for having been born in this country with its abundant resources, personal freedoms, and extremely comfortable standard of living. We are a blessed nation; we have a lot of things figured out; in some sense you might say we are "a smart people."

But, Americans are not perfect; we have weaknesses. Whenever you and I visit foreign countries, we will very likely find certain distasteful features of living and working. But it is equally likely--if we will but look, listen, and reflect--that we will also find unique positive features in those countries.

After all, by world standards, the U.S. is a young country. Whenever I visit Europe or Asia, I am impressed with the fact that they "have been in business" for many centuries, and we for only two or three.

Part of the strengths found in the people of other nations will be in the form of the technical expertise of their professional people. Such expertise has expanded dramatically in recent years, at least in the Asia that I know. [Example: When I first visited Indonesia in 1968 (a country now of 204 million people), fewer than five Indonesians had PhD degrees in

agricultural economics. Today there are literally thousands of PhD agricultural economists in Indonesia; two have become Ministers of Agriculture!]

Part of the strengths discovered in other people are likely to be social and cultural. I provide two examples.

In America, we are fiercely independent; self and nuclear families are supreme. In Asian Third World countries, self and nuclear families have a certain importance, but traditionally extended family and community have been at the center. In my view, having balance between self and community leads to richer and more satisfying personal lives and a definitely healthier society.

In America, many of us are on "the fast track." In traditional Asia, life moves more slowly; considerable attention is given to nurturing relationships with other people. Again, I would submit we have something to learn from the people of other nations in becoming more balanced in our life styles, and in particular in the importance that we give to nurturing personal friendships and in responding to community concerns.

In short, as Americans come to know people abroad, we often discover that have a certain natural arrogance (even if only subconscious) relative to the people of other nations. The mindset that Americans are "best" often arises simply from ignorance of isolation. Becoming internationalized can teach us that when others are different, those differences are as likely to be positive as negative.

International exposure helps us become appreciative of the personal freedoms and material blessings that Americans enjoy and of the limitations of materialism and waste that are so pervasive in our culture. It also can help us to become less self-centered. We come to realize that we can learn much from other people and, in many instances, that we can contribute to their improved welfare.

International exposure helps us come to recognize certain myths: (a) many issues are not necessarily zero-sum; they can be win-win; [Example: the U.S. can help a Third World country improve its agricultural technology; the U.S. can thereby benefit as the Third World country brings stronger purchasing power into its trading relationship with us); (b) things which in the short-run--may give the appearance of "efficiency"--in the long-run can be counter-productive; (c) that to internationalize is not to be un-American as some Populists would have us to believe.

STRATEGY FOR INTERNATIONALIZING THE SDSU CAMPUS:

INCREASE POINTS OF CONTACT BETWEEN SDSU FACULTY AND STUDENTS AND "THINGS INTERNATIONAL" THROUGH ENCOURAGING:

(1) formal globalization of the curriculum, (2) international faculty exchanges and collaboration, (3) international student exchanges and study tours, (4) more international students to study at SDSU, (5) internationally-oriented extracurricular activities on campus, and (6) more SDSU faculty and students to become host families/friends for international students.

Traditionally, South Dakota has had little international involvement. Many people here have tended to be rather inward looking, to live out their lives isolated from the rest of the nation, much less the rest of the world.

This is our legacy. The situation will not turn around over night; it's not subject to a "quick fix." I want to first address formal globalization of the curriculum, and then suggest five possible approaches for strengthening the basis that underlies increasingly effective and complete globalization of the curriculum.

1. Formal globalization of the curriculum

Globalizing the curriculum can involve developing courses with international content. The possibilities include (a) multi-disciplinary, world-oriented classes cutting across two or more departments and colleges; (b) special-purpose, world-oriented classes within individual departments; (c) international content being injected into every class in the curriculum, or a subset of the classes; and (d) internationally-oriented papers written as one-on-one tutorials with faculty members who have had international living and working experience. Such classes could be included as core requirements at the level of the university, particular colleges, and/or particular departments. Alternatively, lists could be developed of restricted elective courses which would satisfy an international option or specialization.

In globalizing a curriculum, decisions have to be made on the foreign language requirement. Compared to the people of other nations, Americans are language illiterate. The "standard" in the U.S. is one language, our mother tongue, English. In many European and Asian countries, on the other hand, individual people are commonly functional in two to four languages. [Example: On last Sunday, I saw an 11-month old boy who is destined to become functional in Japanese, Korean, Mandarin, and English!]

The traditional mindset toward the learning of foreign languages of most Americans is pretty negative. We cannot expect an immediate turn-around, but one factor that almost inevitably will enhance the demand for learning foreign languages is a person spending some time in a country in which English is not commonly used. Being on the "other end" of a language-deficiency situation can have a profound effect on how a person reacts to international students who struggle with English when they are at SDSU, and indeed can provide possible motivation for us to want to study a foreign language.

I am aware that SDSU has experimented with some of these approaches, but am not familiar with the results. I am told, however, that until now, only three or four students have pursued the ABS College's International Agriculture option. I personally have some reservations about an approach in which all instructors are expected to include international modules in all courses. Beyond this, I would simply recommend SDSU's Commission on the Internationalization of Education continue to explore options such as these.

2. International faculty exchanges and collaboration

Faculty who are able to pursue opportunities to actually live and work abroad will come to appreciate much more about "things international" than faculty who are limited to only studying or reading about international living and working.

SDSU currently has faculty exchange programs with four universities: one in each of Bolivia, China, Korea, and Mexico. Between 20 and 25 SDSU faculty members have participated in these exchanges. SDSU is also a member of the Arid Lands Consortium; several of our faculty have traveled to Israel in this connection. In 1994, a collaborative faculty exchange agreement was signed with the Institute of Soil Science and Plant Cultivation in Poland. Other SDSU faculty members participated in the Botswana inter-institutional program in the late 1970s and early 80s. In addition, several have undertaken privately-arranged international sabbaticals.

Several foreign scholars have visited SDSU. I couldn't find a way to count them, but several of us can remember various seminars provided by these foreign scholars. [Examples: Professor Beerepoot, Netherlands, 1995; Professor Zhou, China, 1996.]

As this faculty exchange experiential base builds up, the capacity for SDSU to effectively globalize its curriculum becomes enhanced, somewhat in the form of a "snow-ball" effect.

3. International student exchanges and study tours

The same argument for faculty directly experiencing living overseas applies to students. Students can pursue formal coursework while abroad or engage in shorter study tours. SDSU currently has formal student exchange arrangements with Manchester Metropolitan University in England (as of the end of 1996, nine students will have been involved in this program) and Chungnam National University in Korea. Through the Peace Fellowship Program, the Arid Lands Consortium is this year beginning to provide fellowships to American undergraduate students to work with scholars in Israel. SDSU students can also travel abroad through courses arranged by the Department of Foreign Languages, the European Studies Program, and Latin American Studies Program.

To the extent that a growing number of SDSU students are on campus who have had international living experiences, we can expect a more effective "spreading of the word" among student friends on campus. This can serve as a catalyst for a "new generation" of SDSU students with stronger desires to study foreign language and pursue study abroad.

Are such notions as these beyond the reach of SDSU? Maybe, but maybe not. [Example: Consider Purdue University (where I have a brother on faculty and a son who is a graduate student!). Between 1975 and 1990, a total of 19 agriculture students studied overseas; in 1996 alone, the number is projected to be 70-75. In the past 4 years, 52 Purdue agriculture students have completed at least one semester of Russian language study.]

4. More international students to study at SDSU

In my view, "the ideal" is for SDSU faculty and students to experience living abroad. Most of us who have had such opportunities will never be the same. But a massive migration of SDSU faculty and students abroad, at least in the near-term, is unrealistic.

A "second-best" opportunity is represented by a growing presence of international students on the SDSU campus. At present, SDSU has about 230 international students, or 3% of the total student population. Other universities with significant Colleges of Agriculture of which I am aware have student bodies with 6% to 13% (Cornell University) of international students.

What have these universities done to attract international students? I haven't had opportunity to research this area at all thoroughly, but I understand that several such universities have active recruiting efforts abroad. U.S. university people travel to the main countries of origin for their international students, either individually or, as the case in Southeast Asia, in a traveling tour of groups of U.S. universities. One university nearby South Dakota has offered resident tuition to international students who have been on campus at least one year and who have maintained GPAs of at least 3.50.

The international student offices in these universities are staffed at a level that permits them to go beyond meeting the basic survival needs of admissions and immigration. They can become pro-active in arranging (a) events that bring international students in contact with Americans, (b) tours for international students to visit special points of interest and witness special cultural events, and (c) other similar activities. [Example: North Dakota State University, with 300 international students, has a Student Advising Office of five full-time and four part-time staff, in strong contrast with SDSU which has two full-time and one part-time staff.]

Before I leave the topic of international students, I want to tie international students to the issue of expanding agricultural markets for U.S. products. Like foreign agricultural markets, much growth has been shown in international students studying in the U.S. In the mid-1950s, which many of us can remember well, 35 thousand international students were studying in the U.S. By the mid-70s, the number grew over four times to 155 thousand, and by the mid-90s by near 13 times to 450 thousand. It is estimated that today international students studying in the U.S. inject \$7 billion per year into the U.S. economy and are responsible for creation of 136,000 jobs.

The six countries who send the most students to the U.S. for education are Japan, China, Taiwan, Korea, India, and Canada. Of these six countries, all except India are in the top six of countries importing U.S. agricultural products. An opportunity is waiting to be grasped--to tap jointly into countries which send the largest numbers of international students in the world to the U.S. and countries which import the greatest amounts of U.S. agricultural products. In a variety of ways, international students can become a critical conduit with Americans who wish to understand how markets function in particular countries and possible means of entering those markets.

5. Internationally-oriented extracurricular activities on campus

Students can learn to appreciate international students and foreign cultures perhaps more readily through extracurricular, than formal classroom, activities. Already, SDSU has several important internationally-oriented extracurricular activities. Several international student associations share their culture through special evening events. We just experienced another Festival of Cultures last Friday. Two or three country-oriented teaching-learning style panel discussions take place each year. International speakers are occasionally invited to speak at events, such as the one now sponsored annually by Gamma Sigma Delta.

As these activities have become more widely publicized and reputations have built up around them, increasing numbers of people are attending. We have a good start. But there's much room for expansion. Two specific possibilities for international speakers and seminars occur to me. Seminars/workshops on the importance of internationalization could be arranged which would be targeted toward political and administrative leadership in Pierre, university administration and faculty, and others in the community. Summer workshops targeted to elementary and secondary teachers could be arranged which would convey the substance of particular international issues or teaching modules that could be included in elementary and secondary school curricula.

6. More SDSU faculty and students become host families/friends for international students

Becoming personally acquainted with an international student can open up a whole new era of living. As we get to know international students, we see that most of them are "real," warm, and in many ways no different from us. But in some ways they are very different from us; as we discover this, we find our lives becoming enriched.

I am amazed at the fact that only 20% of international students who study in the U.S. ever get to be in the homes of American families. I don't know the statistic for SDSU international students; somehow it seems that it might be a little higher. But, if the number of international students getting into the homes of American families were to approach 100%, I believe there would be a multitude of win-win situations.

One impediment to greater contact between (a) American faculty and students and (b) international students may be fear of the unknown. Questions like the following may occur: "What do I say?" "How should I act?" "What might I give them to eat, if they were to come to my home/room?"

With this in mind, I would like to suggest the following possibilities for encouraging more faculty and students to reach out to international students. If SDSU's International Student Advising Office would become more adequately funded, I envision there could be a big payoff from the office becoming a pro-active marriage broker (working collaboratively with U.S. Friends) between international students and American families/students. For example, they could organize opportunities for those who have never met an international student to come to the homes of Americans who are host families, and to see what's involved in befriending international students. They could invite people who might be open to becoming host families for the first time to a low-key orientation session--in which tips on what to expect with international students could be provided.

CONSTRAINTS TO INTERNATIONALIZING SDSU CAMPUS

1. Limited state funding

Reduced public funds for institutions of higher learning is a rather common fact of life today. This phenomenon is not just limited to South Dakota, although there may be a greater degree of skepticism about the value of higher education here at this time. If state political and administrative leadership could come to see the important positive link between internationalizing university campuses and achieving economic development and science/technology advances, their rational response could be to provide added funding for "things international."

But such prospects in the near-term do not seem particularly likely. I would advocate exploring other potential sources of monies.

Before suggesting some possible sources, I would like to make clear that a lot of money is not necessarily required. Expensive pieces of equipment do not need to be purchased; high-paid staff positions do not need to be funded. The needs I envision are more in the form of modest incentive grants and scholarships

I would recommend exploring possible funding with multinational corporations. After all, it is in their self-interest to promote education of a new generation of international agribusiness entrepreneurs. The U.S. Information Agency and U.S. Department of Education are currently providing grant funds to facilitate internationalization of university campuses. [Example: Purdue University currently has a 4-year grant of over \$800,000 for this purpose.]

What are some possible uses that could be made of such added monies to enhance internationalization of the SDSU campus? I would recommend provision of added funding to the Offices of International Programs and International Student Advising who, in turn, would be responsible for developing and administering added activities such as the following:

- * Travel scholarships and grants to facilitate faculty and students exchanges--to both Americans and foreign scholars and students [without travel scholarships for students, student exchanges can be expected to be economically elitist];

* Competitive grants for SDSU faculty in developing (a) new international courses and/or (b) international modules for inclusion in their courses;

* Fund SDSU Alumni Associations in main countries of origin for international students, which would enable SDSU alumni to be kept abreast on what's happening at SDSU (e.g., newsletters, visits of SDSU faculty and administrators) and which could become instruments of future student recruitment;

* Offer 9-month (rather than 6-month) full-pay sabbaticals to faculty willing to take international assignments;

* Provide "seed grants" for developing proposals and undertaking collaborative international research;

* Fund foreign language training for faculty and students; and

* Fund travel for international students to historical and cultural sites.

2. Limited recognition of the value of internationalization

There is definite talk of internationalization on the SDSU campus and occasionally in the state. We have a definite beginning. But, in my judgment, the "real" demand of SDSU administration, faculty, and students; state political and administration leadership; and South Dakota citizens at-large for internationalization is still pretty subdued. Until people come to understand the importance of internationalization, we are not likely to see major steps forward.

What are possible ways of stimulating the demand for "things international?" I would propose undertaking educational efforts regarding the rationale for internationalization, pursuing strategies of implementation such as those outlined above, and securing additional monies to fund small incentive grants such as those just outlined.

3. Constraining university administrative framework

Americans generally live in an era of accountability to a degree today that we never have before. South Dakotans are especially subject to this line of thinking. Institutions of higher learning in this state must follow a rigid accounting system for faculty. Workloads are defined in terms of "tenths of units" of time that are supposed to be devoted to teaching, research, extension, and general service.

Such a system leaves little room for innovation. It takes time to develop new courses, new teaching modules, work with co-teachers on multi-disciplinary oriented courses, and otherwise to plan and introduce new elements into a curriculum. I submit that a touch of administrative grace in regard to detailed accounting for every unit of faculty time would facilitate, indeed is essential, if significant innovations are to be introduced into a curriculum or a research/extension program.

CONCLUSION

These constraints are rather imposing. If they are not overcome, however, I do not view the prospects for SDSU and the state of South Dakota to be very bright.

The question, in a nutshell, is "What if our university and state fail to catch an international vision for the future?"

What I say may sound a little melodramatic, but I have a strong belief that failure to catch such a vision will leave the people of this state with a definite second-best future. By not actively entering the international arena, opportunities in world trade and world science/technology will be foregone. Such a choice will leave South Dakota isolated from the rapidly changing ever-smaller and more interconnected world in which we live.

On the other hand, if the seeds of change toward internationalization on the SDSU campus that have been sown during the past 20 years can be watered and nurtured through a renewed commitment of attitude and resources toward "things international," I believe that the citizens of this state will show themselves to be productive international participants, and as a result their and our lives will be enriched both materially and personally.