

G.V.S.U. MEMORANDUM

TO: Chair Pat Thorpe and Members, Executive Committee of the Senate
President Mark Murray
Interim Provost John Gracki
Dean Jonathan White, Social Sciences Division
Dean Jon Jellema, A&H Division
Roy Cole, Chair, SSD Curriculum Committee
James Smither, Chair, A&H Divisional Curriculum Committee
David Rathbun, Chair, University Curriculum Committee
Nancy Shontz, Chair, Faculty Salary and Budget Committee

FROM: James Goode, Coordinator, Middle Eastern Studies
George Kieh, Dean, International Education
Curtis Smith, Coordinator, East Asian Studies
Veta Tucker, Coordinator, African American Studies
Cliff Welch, Coordinator, Latin American Studies (compiler of plan)
Wendy Wenner, former acting Dean of International Affairs

DATE: 31 August 2001

RE: Intercultural Studies Center, Waiver, Prospectus and Final Plan

Please accept this memorandum and the attached document as a request for the establishment of a new center for Intercultural Studies to be located under the supervision of the George Kieh, Dean of International Education. Review and informational copies of this proposal are being submitted to you as required by the "Procedure for the Establishment Additional Units/Programs at Grand Valley State University" (Faculty Handbook 2001-2002, p. 204).

According to the procedure, the governance review process specified in Section IV. E may not be waived. However, we request a waiver for Sections IV. C and D in which the review of a prospectus is described. We respectfully request that the attached document be treated as a Final Plan for review under Section IV E and the Provost appoint the current writers as the task force responsible for composing the plan.

Although the proposal has been in composition for several years, the institutional framework for its implementation became available only this year with the appointment of a dean with a dean's portfolio in the area of international studies. We feel that the university has fallen behind on its agenda to internationalize and believe this proposal represents such a significant step forward that its fulfillment should be expedited.

We stand ready to adjust the plan in collaboration with governance and the administration and ask your patience only in the matter of completing the five year budget plan projection.

UCC LOG #

SIGNATURES OF REVIEW AND APPROVAL: PROCEDURE FOR THE ESTABLISHMENT OF ADDITIONAL UNITS/PROGRAMS AT GRAND VALLEY STATE UNIVERSITY

(Appr. University Academic Senate 12/2/94 [UAS 1994:2:07]; see Faculty Handbook)

UNIT OR PROGRAM: Intercultural Studies Center

PROSPECTUS

CHAIR, UNIVERSITY CURRICULUM COMMITTEE	RECOMMENDATION	DATE
CHAIR, EXECUTIVE COMMITTEE OF THE SENATE	RECOMMENDATION	DATE
PROVOST		DATE

FINAL PLAN

CHAIR, DIVISION / AUTONOMOUS SCHOOL CURR COMM	RECOMMENDATION	DATE
DEAN, DIVISION / AUTONOMOUS SCHOOL	RECOMMENDATION	DATE
CHAIR, FACULTY SALARY AND BUDGET COMMITTEE	RECOMMENDATION	DATE
CHAIR, UNIVERSITY CURRICULUM COMMITTEE	RECOMMENDATION	DATE
CHAIR, EXECUTIVE COMMITTEE OF THE SENATE		DATE
CHAIR, UNIVERSITY ACADEMIC SENATE		DATE
PROVOST		DATE
PRESIDENT		DATE
CHAIR, BOARD OF CONTROL		DATE

RECEIVED BY REGISTRAR	DATE
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**Prospectus and Proposed Final Plan
for Establishing a New Academic Unit at Grand Valley State University**

Intercultural Studies Center (ISC)

Submitted by

James Goode. Coordinator, Middle Eastern Studies
George Kieh, Dean, International Education
Curtis Smith. Coordinator, East Asian Studies
Veta Tucker. Coordinator, African American Studies
Cliff Welch. Coordinator, Latin American Studies
Wendy Wenner. Acting Dean of International Affairs

Date: 31 August 2001

Introduction

This prospectus seeks authorization to produce a final plan to establish a Intercultural Studies Center (ISC) at Grand Valley State University. The Center will house the current African American, East Asian, Latin American, and Middle Eastern studies programs, collaborate with existing units committed to intercultural studies, and promote additional intercultural studies programming at the university. As proposed the ISC will be managed by a steering committee composed of the coordinators of its constituent programs and report to the Dean of International Education. It will serve as an academic branch in the organizational chart of the units reporting to this new dean.

The outline below follows that requested by the "Procedure for the Establishment of Additional Units/Programs at Grand Valley State University," approved as revised by the University Academic Senate on 28 April 1995 (Faculty Handbook (2001-2002), 201-208).

Criteria for Establishing the Center for Intercultural Studies

A. The Desirability of the Center

1. Need

An Intercultural Studies Center is needed because the current structure generates waste and fails to integrate related programs in a sensible way. The African American, East Asian, Latin American, and Middle Eastern studies programs are currently housed in two different divisions, and only one of the divisions has provided some staff support. Because the programs share many of the same concerns, interests, and objectives, it makes sense to group them together. Positioning them together in a single unit will facilitate greater collaboration and the development of coordinated support services, such as hiring an administrative assistant.

The Center is also needed to further ensure Grand Valley students graduate well-informed about their own culture as well as that of others, as outlined in the university's "Role and Mission Statement." Among the institutional challenges set forth by the statement is one of preparing "graduates to be citizens of an increasingly global society," students well-acquainted with "the heritage, problems, and perspectives of their own and other cultures." Like the current area studies programs, which combine the study of other nations with that of their respective ethnic communities within the United States, the Center will be devoted to crossing the borders between domestic and international study.

Intercultural study is a way of approaching knowledge essential to understanding the modern world: a world of increased border-crossing by individuals, products, ideas, and media. Globalization has long been with us but recent decades have seen an unprecedented increase in the variety, quantity and intensity of movement across time and space. Few people, places, and

phenomena have gone unaffected by the challenges this movement represents yet many deep-seated political, economic, racial, ethnic, gender, and class relationships remain resistant to change. A center for Intercultural Studies, combining expertise from a wide range of fields and disciplines, can help develop programs to analyze and teach about change and continuity in the porous borderlands between domestic and foreign, national and international, traditional and modern, ethnic and mainstream. The Center is needed because no unit on campus currently pools, promotes, and provides for all those devoted to examining and teaching about the commingling of cultures.

2. Demonstrated interest

Encouraged at times by the president, a dean, or their own desires, the area studies coordinators have met irregularly since 1997 to devise ways to strengthen their programs and intercultural studies at Grand Valley. (Due to the varied pressures of their diverse divisional and disciplinary homes, regular meeting has been difficult.) Individually and cooperatively they have participated in reforming the General Education program, the Padnos International Center, and the curriculum to reflect a greater interest in international and cultural studies. They have also brought to Grand Valley a variety of cultural programming, such as guest speakers, conferences, and new study abroad programs.

These endeavors have helped create a supportive institutional environment for establishing a Center for Intercultural Studies. The recent findings of the Second Task Force on the Internationalization of the University (23 February 2001) reflect the favorable atmosphere. Recommendation 2 called on the Dean of International Education to work with faculty to “develop a proposal to move the interdisciplinary area studies programs...under” his or her

organizational umbrella (6). According to the report, such a step would help make the programs "more visible, provide them with a strong advocate, and provide the financial resources and secretarial support they need to continue to grow and develop"(6).

During their collaboration, the area studies coordinators conducted research of various institutions and found that several have recently merged their area studies programs into an umbrella unit like a center or institute. Michigan State University has a "Center for International Studies"; Yale has a "Center for International and Area Studies"; the University of Michigan has an "International Institute"; and St. Lawrence University has a "Center for International and Intercultural Studies." Thus, our proposal is consistent with recent trends in higher education.

The proposed Center will not only emulate the trend of enhanced collaboration among area studies programs but also the tendency to merge the domestic and international aspects of cultural studies. While the historic origins of area studies programs in the United States was found in national security imperatives, Grand Valley's programs came into being after the end of the Cold War, when this goal was less relevant. Our programs justified their establishment as a way of studying foreign locales *and* as a way of studying domestic diversity, creating a campus environment more welcoming of diverse ethnic groups, no matter their national origin. In recent years, this kind of approach has been encouraged by grants aimed at "reinventing area studies" from the Department of Education, Ford Foundation, and Social Science Research Council. Not incidentally, the Center will help Grand Valley compete for grants at this level, as many grants seek to improve all international and intercultural studies programs at an institution rather than just one or two.

3. a) Role and Objectives In the short term, the center will serve to strengthen the international and intercultural academic programs at Grand Valley State University by grouping together the existing area studies programs, assigning them a single dean, and housing them in close structural proximity to many of the university's other international and intercultural endeavors, such as the study abroad programs run by the Padnos International Center and the multicultural activities of the Minority Affairs Office. The Intercultural Studies Center encourage collaboration and growth by the area studies programs by providing them with an increased budget, leverage funds to attract additional faculty, staff support, office space, and a common structure to participate in. We envision regular steering committee meetings between the program coordinators and the dean of international education designed to foster the objectives of the Center.

The Center's founding objectives are:

- 1) To provide intercultural education to the university community through courses, seminars, visiting scholars, guest speakers, and special events, such as film series and performances.
- 2) To promote intercultural study by enhancing existing programs and adding new ones, such as European and Canadian Studies.
- 3) To encourage intercultural study by supporting the scholarly and instructional development of existing faculty and attracting new faculty in all units.
- 4) To strengthen the university's relationship with intercultural communities and institutions in Grand Valley's service area and abroad.

The long term role and objectives of the Center are an elaboration of the goals listed above. One is to encourage the formation of projects and programs to serve all of west Michigan's ethnic communities, including Europeans, Canadians, and Caribbeans. Another is to design a major in Global Studies that would offer students a common set of core courses and ask them to develop a concentration in one or two intercultural areas. Gaining "teachable" major or minor status for intercultural studies with the Michigan Department of Education is another goal. Pooling our resources to apply for major international and intercultural studies grants is also a long term goal. Finally, the growth to institute or department status of each unit within the center will be encouraged.

Our thoughts about the future of the Center extend to using it to identify areas of need in the curriculum where funds provided the Dean of International Education could be used as incentives for departments to hire specialists. We also imagine having faculty appointed exclusively to the programs housed in the Center. The Center will seek to raise funds to support intercultural research and teaching initiatives and will additionally support faculty by creating a system of rewards for their work in intercultural studies. A status of Faculty Associate will be created to help acknowledge professors who teach courses for the Center, while Faculty Fellows will be the recipients of grants to develop their knowledge or pursue scholarly endeavors of intercultural studies.

b) Relationships: The Center will provide a new home for the area studies programs under the Dean of International Education, thus removing them from their current divisions. However, the faculty of these programs will remain in their current units for the time being. The

Center will complement the other services provided under the Dean of International Education, such as the Study Abroad Programs, sister universities, and faculty and student exchanges. The Center will act as an academic consultant for these functions.

4. Contribution to Quality of Offerings

The Center serves as a focus point for the intercultural studies programs on campus. It will improve the programs' visibility and accessibility to both students and units throughout the GVSU community. These improvements will foster the potential of the individual programs, and allow them to expand their interdisciplinary efforts, enhancing relationships across campus, among the divisions and departments.

The Center itself will act as a conduit of inter-cultural information and resources for the GVSU community. For example, individuals planning Study Abroad programs may consult with the Center on topics concerning the target country's culture, political situation, and other questions. The Center will also provide a convenient starting point for the west Michigan community to obtain further information on domestic and international cultural matters.

B. The Feasibility of the Center

1. Staffing

Initially, the Intercultural Studies Center's staff will include an administrative assistant (COT-3) and the chair of the Intercultural Studies Center Steering committee. The administrative assistant will report to the chair of the Steering committee. The Steering committee chair will be nominated for a two year term by the Area Studies coordinators and appointed by the Dean of International Education. The administrative assistant will serve as the Center's first contact for students and community residents interested in participating in the

Center's domestic and international programs and for students and faculty who want to use the Center's print, media and on-line resources.

The other area studies program coordinators will also staff the Center at scheduled times. So long as the Area Studies coordinators remain in their home departments, they will staff the Intercultural Studies Center as release time permits. Establishing the Center will not change current faculty teaching commitments, including course release time for the area studies program coordinators. However, the Steering committee chair should receive additional release time for supervising the Intercultural Studies Center's staff.

2. Physical Resources

The Intercultural Studies Center will require designated space for offices for the administrative assistant and for the Center's chair. Common office space for the Area Studies Coordinators will be necessary, and adequate space for a cultural resource area is desirable.

The cultural resource area will be a lively place where social and intellectual exchange transpires among faculty, students, and guests. It will be a multipurpose space where the chair and coordinators meet in conference and where particular program coordinators meet with representatives of domestic and international groups, faculty, students and staff for advising and planning purposes. It will also be available to related collaborative organizations such as the African Coalition, which was organized on campus in 1999 "to enhance and facilitate departmental and interdisciplinary education, service learning and scholarly efforts in the African experience." The cultural resource area will also serve as a meeting place for international students and house cultural displays and student projects. It will become a space known across

campus as the location for on-going academic events and seminars such as the monthly LAS Forum and the lecture series inaugurated by the African Coalition.

The cultural resource area will also provide a place where students can access cultural resources in print as well as communicate with domestic and international groups on-line. The Center's offices should be equipped with computer hardware and other supportive technologies, such as satellite TV for receiving a complete array of international programs.

3. Accreditation Not applicable at this time.

4. Financial Implications The financial implications of the proposed Center are limited to the establishment of offices to house the Center, compensation for the chair, and an expanded CSSM budget. The first requirement is space: two faculty offices, one support staff station, and a Cultural Resource/Conference Room. These offices will require an investment in space, three telephones, four computers and one printer, three desks and filing cabinets, and a satellite television hook up. The C-3 support staff will be transferred from the division of Social Sciences budget to the new Center. The Center's chair will receive a negotiated bonus during his or her period of service. The existing CSSM budgets of the current area studies programs total \$19,000 and an increased expenditure of around \$60,000 is anticipated in the requested budget plan (See Appendix A).

5. Implementation Timetable

We propose the following implementation timetable

- a) 31 August 2001: Submit a Waiver and the Prospectus and Final Plan, as one.
- b) Fall 2002: Grand opening of Center.

C. Center's Impact on Existing Units or Program

The short-term impact on existing units and programs will not be great. Placing the existing area studies programs under the Dean of International Education will lessen the budgetary demands both on divisions where the programs are currently housed and on departments where the coordinators hold their appointments. As total resources for area studies programs have been exceedingly small, there will be little noticeable change in divisions or departments.

Faculty coordinators will remain housed in their respective units. Their annual assessments both for salary adjustments, contract renewal, tenure and promotion, however, will be the subject of a new and improved process, combining input from both their home units and the Dean of International Education (modeled on the Honors Program). This system, it is hoped, will help eliminate difficulties that have arisen when departmental peers have had difficulty assessing the coordinators efforts outside their departments. Such problems, the result of often informal and haphazard coordinator reviews, sometimes produced inequities, which the new system is designed to rectify. (The above advantages apply to all faculty teaching intercultural studies courses outside their home units.)

The Dean of International Education will use his or her budgetary resources to leverage departmental hiring in ways that will benefit existing area studies programs under his purview. The history department, for example, might receive a financial inducement from the dean to hire a US historian, who focuses on African-American history or the economics department to hire someone who focuses on Japan. Presently, job descriptions take into account only the needs of

the respective units, leaving area studies programs with unfortunate gaps in key disciplines, where they need to be able to offer courses for a comprehensive program of greatest benefit to students.

Presuming more active and effective area studies programs within the Intercultural Studies Center, including outside speakers, seminars and so forth, it will be incumbent upon representatives of the center to coordinate activities with the Van Andel Global Trade Center, the international nursing program and the office for international programs within the business school, none of which will become the direct responsibility of the Dean of International Education.

B. Long-term Impact:

Two long-term factors will be of greater concern to existing units, but not of significant impact. It is expected that the area studies programs will develop new courses with the support of the center. These courses will aim to merge the domestic and international aspects of cultural studies, which is the particular domain of the areas studies programs. This development may impact some of the existing units, depending on the nature of these new courses. A course entitled, "The Arab-American Community in Michigan" (MES 210), for example, might include content drawn from several disciplines, including anthropology, health science, history, literature, political science and sociology, but focusing, throughout, on this particular community, which is not presently represented holistically in any of the above-mentioned departments' offerings. (Such courses would be similar to LAS 475 "Latinos in Western Michigan," which is already in the catalog.)

Secondly, it is conceivable that as the list of new courses grows, those faculty whose teaching responsibilities come to lie chiefly within area studies will take full-time appointments within the center. This would become especially likely and appropriate once a Global Intercultural Studies major is established. This does not mean the area studies programs would cease to use courses from other disciplines and units but only that the long-range plan calls for the development of more interdisciplinary course with AAA, EAS, LAS, and MES designations. As these grow in number, the center will need full time regular faculty lines.

We do not anticipate the center seeking full unit status for another five years. Thus, the five year projected budget does not include regular faculty lines. These long-term developments will require careful discussion and coordination among departments, the Center, the area studies programs, and administrators.

Appendix A

Budget Plan

Intercultural Studies Center

Annual Budget

Expenditure	Estimated Cost
Compensation for Chair	\$5,000
Director stipends	\$16,000
Office Supplies	\$5,000
Travel Budget	\$5,000
Printing, Mail, Postage	\$5,000
Telephone/Service	\$8,000
Copying/Miniprint	\$5,000
Conferences	\$20,000
C-3 Staff Support	\$13,000
Total	\$82,000

Dean's ISC Related Budget

Honoraria & Activities	\$40,000
Visitors & Adjuncts	\$20,000
Recruiting	\$20,000
Directors' Released time	\$16,000
Faculty Fellow/Associates	\$10,000
Total	\$106,000

Start-up Costs

Computer Equipment	\$8,000
Office Furniture	
Telephones	
Total	