

**Remarks of President Myles Brand
Indiana University
At a Conference Celebrating Title VI and International Education
Washington, DC
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I am very pleased to be part of this conference celebrating the anniversary of Title VI. And we have much to celebrate.

The legislation we commemorate today is one of the great milestones in the history of higher education. It is right up there with the Land-Grant Act, the GI Bill, and the community college movement, all of which radically transformed the nature of higher education in our country.

In the face of vast changes such as these, American universities have prospered. They have proven to be unstoppable engines for knowledge creation and dissemination. Whether we measure our success by the distribution of Nobel laureates, by international applications for student admissions and faculty appointments, or by reputational surveys, the prestige of America's universities has soared since WWII.

Today, we have a system of higher education that is the envy of the rest of the world. According to the Institute of International Education, for every one American student who goes abroad to study during the academic year, 10 come here. In fact, nearly 460,000 foreign students enrolled in American colleges and universities last year.

They came to the U.S. from Asia, from Europe, and from developing countries. And we will do all we can to ensure that students can continue to come from Asia, despite the current economic crises. International students come to the U.S. for many reasons, not the least of which is the commitment we have made to multiculturalism. And last year alone, foreign students spent more than \$7 billion in the U.S., according to Commerce Department estimates. Few industries can claim as much success.

America's universities are taking seriously their obligation to open wide the doors for all students into an ever-enlarging world of intellectual discovery and social and economic well-being. And this is a synergistic relationship. Often, our alumni, who have become professors at overseas universities, send their brightest students here for graduate work, thus strengthening our international network of vital, and mutually beneficial connections.

Now, four decades after the Sputnik crisis prompted Congress to pass legislation that internationalized American higher education, we face new challenges.

Preparing our students, both culturally and in terms of their careers, for an increasingly interdependent world, is among the greatest of these.

We are faced with the task of educating our students—and ourselves—to function in an international community made smaller by telecommunications, computers, and the Internet, and soon to be made smaller still by Internet II.

Indeed, the revolution in information technology may well be the most profound strategic issue that universities will deal with in the next decade. There's an old proverb—often attributed to the Chinese—that can be read either as a curse or a blessing: “May you live in interesting times.”

When we consider what has happened in the world of higher education in the last 40 years, and what vast changes the future holds, to say we live in interesting times seems like an understatement.

The ways we approach teaching and research have changed radically in the last four decades. Both have become increasingly more interdisciplinary as the boundaries that previously defined our academic programs and disciplines have shifted and been redrawn.

We have trained ourselves and our students to routinely question the once widely held cultural paradigms that defined our conceptions of truth, freedom, duty, authority, and right action.

Old hegemonies are being challenged in so many ways—both inside and outside the classroom. Confronted with different types of libraries, with innovative teaching and learning technologies, faculty and students must develop new literacies every year, and sometimes more frequently than that.

Forty, twenty, or even ten years ago, the expository lecture and the printed page still dominated the learning process. Now the old model of the sage on the stage has given way to a classroom dynamic in which the professor serves as a facilitator and coach—a coach to whom students have more or less constant access through e-mail and Internet communication.

And the classroom itself has changed radically. Whole degree programs are now offered on the Internet, giving people access to higher education no matter where they are, no matter what their gender, nationality, socio-economic status, or religious affiliation.

In this era in which universities are beginning to seriously share library resources, we can foresee a time when we might also share instructional resources, nationally and internationally.

Why, for instance, should Indiana University offer a language course for 3 students when a faculty member at Wisconsin, for example, might be teaching the same course in an electronic classroom?

Why can't our students study Swahili with a professor at an African university and do so without ever leaving the IU campus? All of these developments offer a new dimension to international studies.

Research is also radically different. Scholars who are geographically dispersed can be linked in virtual teams that share knowledge bases and information through e-mail and web sites and interactive video.

Our current conference—in which we will shortly speak with our ambassador to Russia via satellite—provides a case in point. At least we all hope we will shortly speak with Ambassador Collins.

Certainly, all of us have occasional perplexity about how to use a new technology. Nevertheless, I would go so far as to say that technological change may equal the effect of Title IV in its potential to help us build bridges that unite us to other cultures and countries.

We do indeed live in an interesting era, an era in which the limitations posed by national boundaries and divisions of time and space are being reconceived and transcended. In the last 40 years, we have been remarkably successful in our efforts to internationalize our universities.

I think our greatest challenge in the future, given changes in commerce and technology, will be to more fully globalize our curricula, our degree programs, and our research methodologies.

Let me explain the way I am making this distinction between internationalization and globalization, which I have borrowed from Randy Tobias, CEO of Lilly Pharmaceuticals, located in Indianapolis.

Tobias says that there is no such thing any longer as a domestic market—in the way that we used to refer to it. All markets are now global. Yet there is an important difference between a company that has diversified internationally by sending employees from its headquarters to establish offices in various countries and one that has gone global.

Going global, according to Tobias, whose company is now doing business in 151 countries around the world, means rethinking the boundaries and the interactions between domestic and international markets.

Learning to swim in a global ocean is no easy task, but it is a strategic imperative, a question of fundamental survival for those of us involved in business and in higher education.

At my own institution, Indiana University, we think and talk a good deal about the new public university and its responsibilities. One of the key characteristics of our public universities is accessibility. It is for this reason that public universities have long been the backbone of economic opportunity for middle America.

In the last several decades we have extended that legacy of opportunity into the global arena. Area studies and English as a second language programs have greatly enhanced accessibility for international students.

Another key characteristic of the new public university is a keenly felt obligation and determination to serve our various constituencies beyond the walls of the university, to address problems that affect our various state, national, and international constituencies.

Universities promote quality of life through the arts, through medical research and environmental initiatives, through partnerships with industry and government that result in economic development, and through agricultural research that better enables us to feed the planet.

As we move into a new millennium, I see an expanding role for public universities in helping us address the existing and emerging problems that range across national borders to affect all the citizens of our global community.

In addition to building invaluable knowledge bases about these issues, one of the most important steps we can take are in the area of education. By even more aggressively promoting multilingualism and multiculturalism we will ensure that our students emerge from our educational institutions appreciating the importance of the global environment and ready to perform on a global stage. As we work to better understand each other and to live harmoniously in a global environment, international studies will continue to be as important in this effort as they were at the height of the Cold War.

As successful as Title IV has been in area studies, however, we must remain alert to new ways of looking at global issues. We must seek new approaches that supplement, but do not substitute for, the initiatives that have enabled us to accomplish so much.

These are indeed interesting times, times that promise great adventure and great opportunities for heightened understanding and cooperation.