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Internationalizing The University: A Transactive Model Of Exchange, Predicated On Education, Participation And Training

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Abstract

Since 1987, the College of Health and Human Services at San Diego State University has facilitated two-way exchanges of information and service with the Republic of China, a model of a newly industrialized country of the Pacific Rim. The challenges of working creatively to educate the College and University to international opportunities with the Republic of China, Taiwan, are presented in this paper as a case study. It includes a description of the elements of a global shift in relationships between the countries of the Northern Hemisphere (North America and Europe) and those of the Pacific Rim, specifically the Pacific-Asian countries that border the Pacific Ocean including Japan, Korea, Taiwan, China and Singapore. The projected population growth of the countries in the Pacific Rim, combined with their large trade surplus and increased standard of living create a great economic interest to the countries in the Northern Hemisphere. The evolution of the Republic of China from a developing country to a "newly industrialized country" is presented as a case study that illustrates the impetus of the global shift. In addition, a model of assessment of educational training, participation and exchange at the departmental, college and university levels is included as well as a developmental program with the Republic of China. Finally, implications for future international development are addressed.

Global Shift

In ten years, the year 2000 will emerge, and if all current indicators in the areas of population, technology, trade and economics prove to be accurate, the 21st Century will be a "Pacific Century." In the sense that Europe's technological, economic and political power was a primary world influence in the 19th century, it was a "European Century." In the first half of the twentieth century, this European influence gave way to Atlantic influence as North America, especially the United States, arose as a world influence in the economic and political arenas. In more recent decades of the 20th century, the balance once again shifted, this time towards the Pacific. In 1986, more than 60% of the world's population lived in countries facing the Pacific Ocean. The combined gross national products of the Pacific Nations, excluding those of the U.S., has increased to two-thirds of the U.S. Gross National Product—twice the amount produced only two decades earlier. When combined, the economies of the Pacific Rim countries were more than

three trillion U.S. dollars, this figure growing by three billion dollars a week. It is projected that in ten years, the Pacific Rim countries will become the center of a global community (Dual, 1988).

The aggregate population of Pacific Rim countries in Asia is projected to be 1.962 billion by the year 2000, as compared with 268 million for the United States in that same year. In a trend paralleling these population statistics, all evidence suggests that the relative concentration of economic, technological and human resources will continue to shift towards the newly industrialized and developing countries of the Pacific Rim (Dual, 1987). The Republic of China in Taiwan is an excellent model of a newly industrialized country in this area.

A Case Study: Republic of China

Within the span of a generation, the Republic of China in Taiwan has become one of the world's leading growth economies. Incorporating principles and philosophies drawn from 'a highly evolved cultural heritage, the Republic of China has utilized its limited available land and precious natural resources to become an acknowledged "economic miracle, often looked upon as a model for developing nations throughout the world. Taiwan has the fourth largest trade surplus in the world. And does more business than France, Italy, the Netherlands, Belgium and Luxembourg. Under the policy of liberalization and internationalization, Taiwan's economy has not only increased its trading strength, but has broadened the current year's commercial export activities as well. The GNP reached US 5.000 in the year 1987, a sign of Taiwan's prosperity and affluence (Tseng, 1987).

In the sphere of social development, the government of Taiwan has given priority to labor and agricultural benefits and rights. It has set own a comprehensive "Outline of the Current Stage of Labor Policy" and an "Outline of the Current Stage of Strengthening Farming Villages." A Labor Commission has been established to improve conditions for workers. At the same time, in the interest of preserving the ecological environment, an Environmental Protection Bureau has been set up (Tseng, 1987). Current changes such as these reflect Chinese culture and tradition which emphasizes the importance of maintaining harmony within relationships.

The Chinese culture is based heavily upon the teachings of Confucius. Five major relationships are emphasized—namely, superior and subordinate, father and son, teacher and student, husband and wife, brother and sister (Cheng, 1989). The concept of family in China is a comprehensive one. Each member of the family has a role and a position that is clearly defined through an intricate kinship system. Culturally, familial relationships are regarded as more important than any other social relationship. Moreover, the family unit is responsible for developing and cultivating proper values and work ethics which, in turn, produce the hardworking and motivated population that has enabled the Republic of China to become so successful in its modernization process.

Within the family, filial piety is highly regarded. Traditional Chinese parents sacrifice personal needs to provide for their children, but in return, expect unquestioning obedience from

them. Respect for one's elders, and hence for authority, is instilled in their children from the start. The hierarchy within a traditional Chinese family is well defined: the father is responsible for all family members; the mother is responsible for the care of the children; the older siblings are responsible for the care of the younger ones while the younger siblings are to obey the older ones.

Discipline is another important part of the Chinese culture. Parents use shaming, withdrawal of love, and the implication of "loss of face" when disciplining their children. They constantly remind their children that any misbehavior reflects on the entire family (Cheng, 1988). Parents teach their children to behave according to strict rules and expect them to follow the example of their older siblings. Consequently, maintaining harmony within the hierarchy of relationships is desired. Children are not to be aggressive nor to seek confrontation. Value is placed on outward calmness and control of such undesirable emotions as anger, jealousy, hostility, aggression, and self-pity.

This is a brief summary on the modernization achievement and cultural inheritance in the Republic of China. San Diego State University has been active in promoting cross-cultural understanding with all the Pacific Rim countries. The exchanges are based on the transactive model which means the transmission of knowledge and information and expertise and the interaction of knowledge, information and expertise. The following section describes our transactive model of exchange/involvement, participation and education/training which took place between San Diego State University and several institutions of the Republic of China on Taiwan.

San Diego State University Transactive Model of Education/Training, Participation and Involvement/Exchange Assessment

To build an international transactive program, an evaluation of the existing human and fiscal resources and restraints as well as the institutional policies regarding international development needed to be completed. The initial step to undertake such an endeavor was to identify those individuals who had expertise and experience in international development. The following guidelines were used to assess the human resource component.

- personal data.
- area of expertise
- international experience
- number of years in international development
- areas of international development
- leadership quality
- language background
- cultural sensitivity
- contact in host country
- pertinent projects/research activities

Using these guidelines, it was possible to identify and nurture the development of potential leaders who would be able to go beyond their domain of interests and facilitate development of their cohorts for cooperative development of expertise.

Governing institutional policies supportive of international development are essential. In the Mission and Goals of San Diego State University it states that SDSU is

....located in a large and ethnically diverse metropolitan center bordering Mexico and astride the Pacific Rim. The University uses the social, cultural, scientific and technical resources of this region to enrich its teaching and research programs. Through teaching, research and service, the University is responsive to the needs of the regional, national, and international communities it serves. Furthermore, the University seeks cooperative programs with other institutions of higher education both in the United States and abroad.

Initially, the College of Health and Human Services had a small group of individuals with expertise in Africa and Asia. The relationship among this group was characterized as having a minimal amount of cooperation and collaboration. In order to facilitate organizational change, active participation of people at various levels of leadership was important. Even more important was the capability of leadership to share opportunities for the involvement of others in the process of transactions, i.e. the President, the Vice-President, Deans, Chairs and Directors and faculty. The initial opportunity began with an invitation from the People's Republic of China. In order to respond to their request to provide lectures on 14 topics covering the continuum of public health interests in China, a meeting of all interested faculty from the College of Health and Human Services was called. Twenty- two faculty members from a variety of disciplines responded. The group was challenged with the task of writing papers on each topic with the agreement that the Dean would deliver the papers on their behalf. It was expected that if the papers were considered culturally sensitive and of excellent quality, the Chinese would reciprocate with invitations. Furthermore, in order to promote international development and provide cross-cultural sensitivity to the College of Health and Human Services personnel, two seminars on international development were offered.

Empowerment Through Education/Training of Personnel

The first education/training of personnel was initiated by a faculty member who offered two seminars on issues in international development with particular reference to developing countries. The seminars were offered to the department chairs and directors of the College of Health and Human Services. They began with an introduction to the history of international development with focuses on definitions and scope; views and approaches; the use of labels on developed and developing countries, and less developed countries; East-West, North-South geopolitical relationships; various agency and organizational contingency interest sectors in international development; and major international development issues and their importance to populations and land of a country. The following topics were included in the seminars:

- Introduction to international development
- Population issues in international development
- Current sociodemographic changes and future prospects in developing countries
- Consequences of rapid population growth
- Family planning delivery systems in the developing countries
- Contraceptive prevalence in the developing countries
- Child survival issues
- Maternal mortality issues
- Operational research in family planning, health, and social services

The same seminars were offered to motivated and interested faculty members of the College of Health and Human Services.

All of these efforts were interventions to educate the academic administrative leadership and faculty in order to create a climate that would nurture and enhance international understanding and promote interaction. Later, the focus was placed on a broader institutional goal throughout the university and its community, eventually involving university leadership in international development as a part of the mission of the university.

Participation in International Activities: Department, College, and University

International participation has occurred at all levels within the hierarchy of San Diego State University. At the university level, the President, his wife, and the Vice President visited the institutions of higher education in Taiwan and met with the Ministry of Education and other governmental officials. The greatest proportion of participation arose within the departmental level. Various faculty members from the different departments pursued a series of projects ranging from attending Sino-American conferences to providing workshops and conducting research. Furthermore, faculty members from other colleges collaborated with their counterparts in Taiwan.

In summary, during the past two years, 35 short-term visits have been made to Taiwan by San Diego State faculty and administrators, and 15 representatives from the Republic of China, including many Taiwan university presidents, have visited the San Diego State University campus. All these activities and relationships have paved the way for further involvement and exchange of information.

Empowerment Through Information Exchange

A proposal was submitted to the Pacific Cultural Foundation from the College of Health and Human Services requesting funding support. The first component of the proposal was the preparation of scholarly papers in the area of environmental protection including toxicology, wastewater treatment, air and food quality maintenance. Acknowledged authorities in these areas comprised of faculty at San Diego State University and major institutions of higher education and research presented papers that encompassed the accumulated body of knowledge in their

respective disciplines and delineated the successes, failures, and problems yet to be solved within the context of Western technological and human resources development. Concurrently, researchers and scientists in the Republic of China in these disciplines prepared papers that focused on the concrete realities in the Republic of China, describing the development and current status of health and environmental concerns and presented approaches for addressing them. These scholarly papers were then presented at a public conference in the Republic of China to promote exchange and facilitate discussion on implications for improvement in future development.

Following the conference, the second component of the project involved field visits by jointly staffed (Chinese/U.S.) professional expert teams comprised of scholars who participated in the conference. During these site visits, the teams in each discipline area examined the current concrete problems and processes in the Republic of China, identified appropriate data and mutually consulted to discuss needed changes and proposed specific recommendations for improving the quality of life in the 21st Century.

The proposal was accepted and a decision was made to hold the first 'Sino-U.S. Binational Conference on Environmental Protection and Social Development,' on August 20-25, 1989, in Taipei, Taiwan. The Conference was jointly sponsored by the Pacific Cultural Foundation, the National Taiwan University of the Republic of China and San Diego State University of the United States of America. The Conference matched U.S. specialists with Chinese counterparts who presented corresponding cultural perspectives on environmental problems, as the "best of the East met the best of the West." it was believed that through collaboration between both U.S. and R.O.C scholars currently active in professional and research activities in these interrelated fields, the conference was a useful forum for the exchange of views and experiences.

Implications

It the United States is successfully to meet the diplomatic and economic challenges of the 21st Century, a new cadre of internationally competent leaders in government, business, education, health, politics, communications and other related fields must be trained. To develop this expertise, it is essential to significantly increase the number of faculty motivated and prepared to teach in specialized studies. Our nation needs the educational infrastructure to provide such education to students in order to prepare them to work in a multicultural and increasingly global society.

At the same time, the United States needs to educate the public, resulting in a society that is better informed, more interested, and more competent to interact in our global village. The public needs to know to what extent our daily lives and our overall standard of living are affected by international events.

The changing nature of the world around us demands changes in the planning, organization and delivery of services and education. Needed is a new national attitude and commitment to education for the international 21st Century, specifically, a "Pacific Century." U.S. students must acquire vital international knowledge and skills, and the American curriculum

must reflect multiculturalism. Faculty must be educated to understand global trends and issues. languages and cultures and to infuse their expertise across cultural boundaries.

- To generate such changes, the following recommendations are offered:
- Make international development of faculty/students an institutional priority. _
- Nurture faculty development by providing opportunities for international involvement in teaching and research activities.
- Provide institutional funding to support infusion of multicultural/international information for curriculum development.
- Develop the international dimension of various academic disciplines by strengthening international linkages among the disciplines and with colleges abroad while also ensuring that the international content includes all cultures.
- Adopt foreign language competency requirements. Encourage students to pursue studies in foreign countries.
- Provide incentives such as promotion and tenure policies which do not discriminate against international opportunities for research, travel, sabbatical leave and special service programs for faculty .
- Provide financial assistance for students from diverse backgrounds to participate in study abroad programs in all parts of the world. I
- Create an intra-campus and intercampus network of scholars that are motivated in international development.
- Sponsor public lectures for citizens in order to educate the public about international awareness.
- Finally, regional universities have a responsibility to network with local and state Chamber of Commerce and business leaders for information and service exchange that may have vital economic development implications for communities.

Movement toward the multicultural university of the 21st Century compels the U.S. to embrace diversity and to promote understanding of the global village. It is only through commitment, vision, and collaboration that appreciation of humanity can be advanced.

There is a need for institutions of higher education to redefine themselves as culturally diverse, in keeping with the true fabric of the American tapestry (Cheng, 1990). Furthermore, institutions must understand the interdependencies of nations and peoples and make a concerted effort in promoting mutual understanding and exchange programs so that we collectively can ensure world peace and prosperity.

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