

Document Analysis

**The Croft Institute for International Studies and Internationalization of the University of
Mississippi**

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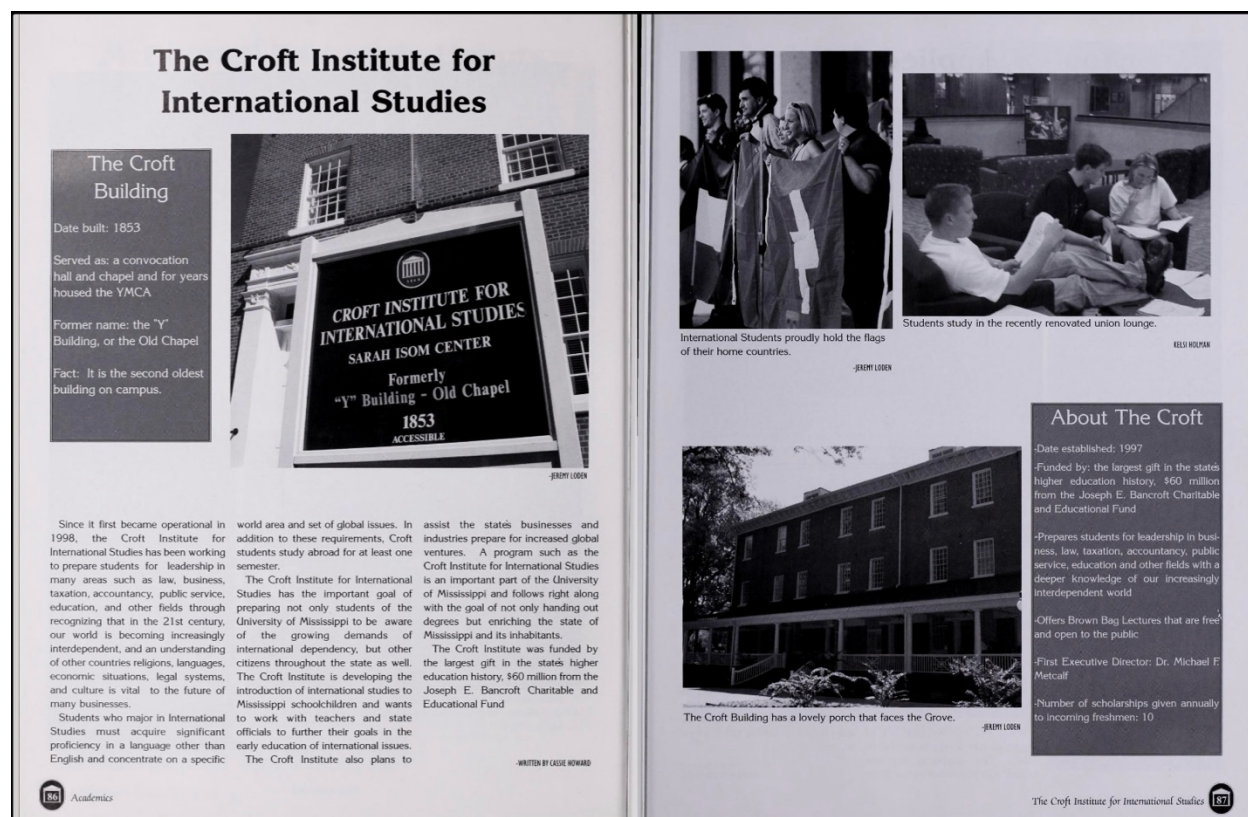
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This paper will analyze an article “The Croft Institute for International Studies” on the 2002 Year Book (see Figure 1) with reference to Thelin's (2014) Guidelines for Analyzing Historical Documents (p. xxiii), and examine whether the internationalization of U.S. higher education from late 1980 to early 2000s is aligned with the internationalization of the University of Mississippi, located in the poorest state in the southern United States, which is said to have one of the lowest qualities of education.

Figure 1



Note. Croft Institute Introduction Page. Reprinted from *The Ole Miss* (pp. 86-87), by University of Mississippi. 2002. Copyright 2002 by University of Mississippi.

In the late 1980s, the internationalization of U.S. higher education was affected by changing world conditions, including the end of the Cold War and the rise of globalization. In response to growing economic and security concerns during this period, the American Council on Education (ACE) and other higher education professional associations (HEPA) began to issue reports regarding how important the internationalization of U.S. higher education is. In this period, significant portion of the research and discourse in the field of international education was led by American scholars and institutions and the U.S. was in shaping the conversation around internationalization of higher education and the development of related policies and practices (Deuel, 2021).

The term "internationalization" gradually appeared in HEPA papers in the late 1980s and early 1990s to refer to various international elements and practices in U.S. higher education (Deuel, 2021). Dating back a little earlier than the 1980s, Title VI was enacted in 1964 and prohibited discrimination on the basis of race, color, or national origin in federally funded educational programs and activities. (Bon et al., 2019) It could be inferred that Title VI had a major impact on the rise of internationalization in the 1980s, just as the gender equality provided by Title IX had a major impact on university athletic programs (Thelin, 2000).

In 1994, around the time internationalization was becoming more and more important all over the world, Knight (1994) defined the internationalization of higher education as “the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education” (p.3). In other words, since the 1980s, the focus of internationalization shifted during this period to include not only curriculum development and exchange, but also international student mobility, recruitment of fee-paying international students, and graduate education to expand the scientific and technical workforce. As Thelin (2019) states, internationalization became one of the biggest challenges in American higher education in the 20th century: “After World War II, Academic imperialism which had placed the United States on center stage, had moved into a new international commonwealth format” (p.366), “Nowhere were the ambivalences facing American higher education in the twenty-first century more evident than in the issue of globalization”(p.364).

Based on a review of the University of Mississippi Year Books from 1980 to 2005, the first time a large page was devoted to anything related to internationalization, study abroad programs, international students, or multiculturalism was in 1996, with short interviews and

introductions of international students (see Figure 2). From the following year, the pages have been devoted to any of the above topics, as if it were a regular section.

Figure 2



Note. International students interview and introduction Page. Reprinted from Reprinted from *The Ole Miss* (pp. 26-27), by University of Mississippi. 1996. Copyright 1996 by University of Mississippi.

In the 1997 Year Book page titled "World of Difference", Takehiko Nomura wrote, "Since the late 1980s, international enrollments at Ole Miss have increased, surpassing 500,

especially more students from Malaysia and China” (University of Mississippi, 1997). The appearance of featured pages on internationalization suggests that the trends that can be read from the ACE and HEPA reports are aligned with the internationalization of the University of Mississippi and that the definition of "internationalization of higher education" has been changing since the late 1980s to 1990s.

Despite the rhetoric of meritocracy in the United States after World War II, race remained an important determinant of access to higher education and academic success (Anderson, 1993). Continuing to hold such a double standard would be a major barrier to internationalization. As a victorious nation, the U.S. brought about significant changes in international affairs. Naturally, a major theme has been the development of the discipline of international relations to understand international relations and global dynamics better.

The Croft Institute was established in 1996, right after WWII, through discussions between Mr. Gerald M. Abdalla, Sr., CEO and President of Croft LLC, and chairman of the Joseph C. Bancroft Charitable and Educational Fund, and Dr. Robert Khayat, the 15th Chancellor of the University of Mississippi (Croft Institute, 2023). The first students were enrolled in the international studies major in the fall of 1998, following the agreement on a Memorandum of Understanding between the Croft Institute and the University, which regulated

the Institute's operations from January 1st, 1998 (Croft Institute, 2023). A \$60 million donation, which was the largest in the state's history, established Croft to "emphasize global issues and better prepare students for the 21st century" (The Oxford Eagle, 1997), and the continued annual funding (Croft Institute, n.d.) made Croft a more selective private institution within a public institution. On September 19, 1997, Dr. Peter Frost —named interim director of the new Croft Institute for International Studies— made a statement in the local newspaper The Oxford Eagle "Revolutionize may be a strong word, but I think we're going to put the university on the map for international studies the way the Southern studies program has put it on the map for Southern studies. The 21st century is going to be a global century. If we do it right, this institute should bring enormous new dimensions to the school" (The Oxford Eagle, 1997).

A Year Book serves as a historical record of the intellectual and cultural life of the University, capturing the diverse academic and social landscape unique to that year. A 2002 Year Book page titled "The Croft Institute for International Studies", the subject of this analysis, is a straightforward historical record of the Croft Institute's history and accomplishments. In addition, it is also written in proud and hopeful language about its achievements in internationalization and its vision for the future. Although it was not possible to confirm whether this text has been republished in its original form, it may have become a source for introducing the Croft Institute,

since it contains the same information as the text that appears on the Croft Institute's website and in the introductory brochure (Croft Institute, n.d.). The document includes pictures of international students proudly displaying the flag of their home country and students studying in the lounge (see Figure 1), however, it would have been more useful as a resource on the internationalization of the University of Mississippi as of 2002 if it had included interviews with students at the institute about what they were studying and what their experiences and perspectives to the situations of internationalization on campus were. Also, even after the Croft Institute was established, the first mention of the Croft Institute in the Year Book did not appear until 2000 and was not featured extensively until 2002. It would have been helpful to have a record in the Year Book every year to see how this new institute was received when it was first established.

The internationalization of U.S. higher education in the early 2000s shifted more strongly to a focus on international student mobility and was increasingly seen as an economic additive for institutions (Duel, 2021), which can be seen from the Year Book since 2000. For example, study abroad programs for local students were first featured in 2001 (University of Mississippi, 2001), followed almost every year thereafter by stories of short-term study abroad

programs. In other words, it can be read that the University of Mississippi was initiating internationalization on campus without lagging behind the trend as a whole in the United States.

This paper analyzed the 2002 Year Book article with the lens of the internationalization of U.S. higher education from the late 1980s to the early 2000s and examined whether the University of Mississippi was aligned with the national trend. From the late 1980s to the early 2000s, the internationalization of U.S. higher education was affected by changes in world affairs, which shifted the focus from curriculum development and exchange to international student mobility and the recruitment of fee-paying international students. In conclusion, the University of Mississippi kept pace with the U.S. trend of internationalization, and the Croft Institute played a key role in this internationalization effort, emphasizing global issues and better preparing students for the 21st century. The 2020 Year Book article “The Croft Institute for International Studies” is a historical record of the Croft Institute and contains proud and hopeful statements about the achievements of internationalization and its vision for the future.

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