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## EAST-WEST CENTER ORAL HISTORY PROJECT

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# Terry Bigalke Interview Narrative

8-11-2009 interview in Honolulu, Hawaii

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The **East-West Center Oral History Project** strives to capture the Center's first 50 years as seen through the eyes of staff, alumni, and supporters who have contributed to its growth.

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## Terry Bigalke

8-11-2009 interview in Honolulu, Hawaii

### **Personal Background**

My name is Terry Bigalke. I go by Terance for formal purposes and I started doing that some years ago, particularly when I realized in written exchanges, that people would often confuse my gender. They wouldn't know -- so I'd get lots of messages to Ms Terry Bigalke. So I decided that it made sense to use this name that my parents had given me for formal purposes, and one that I never particularly liked -- so I've always preferred going by Terry, but only for some purposes do I use Terance.

I grew up in Wisconsin. I was born in the north central part of the state of Wisconsin. I was born in 1948, one of three children. My parents had both served in the Second World War, my mother as a registered nurse and my father as actually in the medical corps, nursing corps. They met in France, and I was born a couple of years later. I was the oldest of three children. I have a brother who's four years younger, a sister who's two years younger, and my parents put a lot of emphasis on education and really wanted their kids to go to college. That was a big thing in our family.

So you know, the more education the better. My father was not college-educated, my mother had a two-year degree and then had to go back for her registered nursing four-year degree later in her career, in order to comply with changes in the nursing regulations. So I was the first in our family to go the conventional route through college and within my very, very large extended family of 63 cousins on my father's side -- nine kids on my father's side, and four on my mother's side -- I think I was only the third person to go to college. So for that time, it was a big deal.

I really appreciated that sort of push I got from my parents and early on, somehow, even though I grew up in a fairly homogeneous, sort of German, Scandinavian, and around the periphery Polish community in that part of Wisconsin, the Fox River valley. Kimberly-Clark Corporation, where both my parents worked, was one of the key companies there, but with lots of other paper-making and dairy farming in the periphery. My grandfather had a dairy farm just about six miles outside of Neenah, the city I grew up in. But despite that kind of relative homogeneity, somehow I became curious about getting out and traveling, and did so early in my college career.

I went to Saint Olaf College in Northfield, Minnesota, a liberal arts college, Norwegian-founded and very early into the game of study abroad, putting a lot of emphasis on students doing that. I started there in 1966 and in my second year, my sophomore year, I went on a study abroad program to Thailand and spent a semester in Thailand, semester plus one-month interim following that. And during that time, I had an opportunity to visit lots of different countries en route to Thailand -- Japan and Hong Kong on the way, and then on the way back, through Malaysia and Singapore and the Philippines.

During the three-week vacation that we had for preparing for final exams in December, a friend of mine and I decided to go to India and to Pakistan and so we traveled around during that time. So that was my first introduction to South Asia as well. That study abroad program was really transformative for me. It introduced me to a counterview of the Vietnam War, and the kind of historical context for that, taught by one of our Thai history professors, who had been educated at the Sorbonne and who was an excellent faculty member on Southeast Asian history, and particularly Indochina. That kind of perspective was extremely helpful to me and it really piqued my curiosity about

continuing to go more deeply into the study of Asia and particularly Southeast Asia.

## **Life Before EWC**

### *Visiting the Center*

That's where the stop in Honolulu on the way back became kind of the starting point of the next chapter. We stopped and visited the East-West Center during that time, and we were all really impressed with the Center, we were impressed with Hawai'i, and it began to open up some possibilities for us -- maybe entertaining the idea of coming back for graduate study.

As it turns out, I was a history major, and an Asian Studies major when I returned, and I applied to the East-West Center. I applied to some other places as well, but the East-West Center was both most interesting to me, I think, as an institution, but also it was the most generous in what it provided as far as a scholarship opportunity. I didn't come from a wealthy family, though both my parents worked and certainly could've scraped together the resources to try to help me for graduate study, but I had paid for my tuition going through my undergraduate college, and my parents paid for my room and board, and that was our deal. I might've been able to get some help for graduate study, but having that scholarship was particularly enticing.

It was very generous. It included travel and included a field study. Paid field study. I was getting married that summer and so the prospect of being able to do this, have travel for my spouse paid as well, and even though we could tell it wasn't a really lucrative stipend, it seemed sufficient and our housing was provided and so it was clear to us that we could make it as a married couple.

## **Life at EWC**

### ***The Early '70s***

We arrived August 22<sup>nd</sup> of 1970. We'd been married on the 15<sup>th</sup> of August and we were immediately met and accompanied to Ohana Nui, which was the married student housing residence, out near the airport -- actually, part of Hickam Air Force Base, but this particular housing was controlled by the Navy for some reason I didn't quite understand. It was a delightful area, as far as it was from the Center. It was delightful in that we were able to live together with a lot of interesting people and other married couples.

We had our routine of afternoon volleyball games, sort of late afternoon, just before dinner and we eventually set up a vanpooling with the help of our program officer at the East-West Center. Rose Nakamura was my program officer.

And Sumi Makey was her supervisor. So it was with their help that we set up a vanpooling, so that we could save some time taking the bus back and forth for about 12 people. I drove the van every morning and then drove back at the end of the day, at some pre-arranged time.

### ***Impact of Vietnam War***

So coming to the East-West Center at that time, I found to be particularly interesting in a number of ways. From the standpoint of what was going on around us in the world, the Vietnam War loomed very large. And I think it was the defining event for all of the American students who came and I think that in one way or another, we were shaped by that. In many respects, *[we were]* quite unhappy with the U.S. engagement. Many of us had been involved in protests of one sort or another on the campuses that we'd come from. I had helped to try to put together a peace movement in the area in Wisconsin

where I grew up and in our small way, our community tried to influence peoples' attitudes.

I remember, you know, a lot of people who were much more alienated than I, at least in the way that we kind of approached the world, coming out of that conflict and so there was a whole range of attitudes and behaviors, I think, and responses.

I think because so many of the people that we interacted with were people of, you know, good will and people we respected, that that was really tempered. We grew to absolutely love the people who were working with us day to day at the Center, in housing, and in the education support staff and all of that.

I think that many of us had a kind of ambivalent relationship with the South Vietnamese students who were here. And in fact, one family that we became very close to -- a couple that we became close to -- my wife and I, we appreciated them as individuals very much, but we were really ambivalent about, you know, the government that had sent them and about what they were going to be going back into when they left the Center. And I sensed that was the case with a lot of my American peers at the Center at that time. So you know, I think that clearly was a factor for us.

### *Early Years, Hale Manoa*

Jim Castle and I were both here to do Southeast Asian history, specializing in Indonesia. We did most of our classes together. We spent a lot of time talking about, sort of the world, the Center and sort of where we were going. I felt that I had an extraordinary opportunity at the Center.

I felt that it was the most diverse community that I could ever imagine and the very close relationships that we developed with our fellow students at Ohana Nui in that first year,

and then in the second year, when that was closed down and we moved into Hale Manoa, as the first group of married students that could live in Hale Manoa.

So that enabled us to get closer to a lot of the single students as well, living so closely with them and with just an exceptional experience in learning from each other.

At that time Hale Manoa didn't have kitchens, so what we did is we'd have rice cookers in our room and electric frying pans. We used an electric frying pan as an oven as well as a fry pan, just with a cover, and it worked pretty well. We would have to wash our dishes in the sinks in the bathroom.

There was a cafeteria and it was Saga at the time, I think. So we often ate our noon meal there, but then in the evening, we would usually cook in our room. We had an Indonesian woman, a single woman, living to our left and then this Vietnamese couple living to our right. So we would share food back and forth particularly with them.

Sometimes, with the Australian and German couple that lived across the hall. There was an American couple that lived next to them. You know, that kind of thing, where we would get together and share food, but I don't think that that practice was as widespread at the time because our cooking was pretty much confined to our rooms.

Our rooms were small, and there wasn't a good place to sit in that way. The lounges on the floors were not that well used at the time. I remember, in part, I think it was because the wind was so strong going through. They were open, yeah. So it wasn't as ideal as I think it really has become and as I reflect on this now, when I hear people talking about, you know, how that time was so much better.

From the standpoint of the kind of interaction that took place over food, I think there's no better time in the Center's history than is taking place right now, with the way that

kitchens have developed and that kind of communal cooking that takes place. It really is a different and I think better chapter.

### ***Jefferson Hall***

What I did appreciate at that time was the openness of Jefferson Hall and that entryway was an important meeting place for us. So we would sit there, we would read newspapers. It was a very welcoming. We would check our mail there. We would go and sit there and meet people. There was a piano.

And in the evening, there would be things like film series that -- I remember Joe Hurley putting together an international film series, and Joe would introduce these films, providing the background to them and then we would see these really fabulous examples of film from different countries around the world. So I remember it was really the excellent Japanese films, the excellent Indian films -- Sanjit Ray and then classic American films, in particular. I think those were the three that really stood out to me -- the three country groupings of films.

### ***Life After EWC***

#### ***Field Research in Malaysia, Indonesia***

The time leading up to my departure as a student then, was one that was kind of filled with a little bit of difficulty because I wanted to do my field research in Indonesia and I was particularly interested at that point in learning more about Indonesian literature and using it as a mirror of Indonesian history. So I was interested in setting up an arrangement at the University of Pajajaran, a university in Bandung, to work with faculty through tutorials, to read Indonesian literature, to improve my Indonesian language, and to just begin to think more about how this could apply to my understanding of Indonesian



history. But I found that I was getting no response from the Indonesian authorities about my visa to go and study and do research there.

So after waiting for six months and not getting any response, I became really worried and I took a brief leave from the Center to see if that might help and I could wait for the visa while on leave. I went to work for Airborne Freight Company at the airport to make some money and then about maybe two months later, decided really, we just had to make a move.

And so I decided to go to Malaysia instead of Indonesia, and go to Kuala Lumpur and see if I could learn Malay language there in a way that was sufficient to be able to become a good research language for me and then just kind of see what might materialize after that. But after about three weeks there, both Jan, my wife and I, decided that it was a very difficult place to learn Malay because even though we would say something to people in Malay, they would respond in English.

So one day I just decided to go to the Indonesian Embassy. I went in and said I wanted to get a visa to go to Indonesia to do some language study. And within a matter of a week, I had the visa. Temporary visa, and then I had to go and convert it once I got there, but it was the key to being able to get in and start our work. So we moved to Bandung and then spent the next six months there in West Java and lived in the house of a family in Bandung, rented a room, and then we'd go back and forth, walk back and forth, to Pajajaran University to have these tutorials everyday.

I did the tutorials and my wife came a couple of times and then decided that she'd rather use her time just getting to know the city. So she developed really good day-to-day spoken Indonesian, you know, the kind that you pick up in the *pasar* and you know, she

picked up a vocabulary that was very utilitarian and I was studying this book language. So whenever we would meet friends then, they would always say, “Oh, Jan, your Indonesian is so good” (laughter). So it was really fun for us in a lot of ways to be learning these two different kinds of Indonesian.

During the time there, we did spend some time traveling and got introduced to a part of Indonesia, the Tana Toraja region in South Sulawesi, that I vowed to come back to do research some day and particularly on the history of the area, since it was a place that attracted a lot of interest by anthropologists because of the kind of unusual burial practices and funeral practices and ceremonies leading up to that, but little on history. It was a growing area of interest for tourism, but it was clear to me that there was a very interesting history of interaction between those people and the lowland people around them -- the Toraja highland people, and I wanted to come back and look at that.

### *Teaching in Chicago*

So in the immediate aftermath, we went back to the U.S. and I taught for a couple of years at a boarding school, just outside Chicago, Lake Forest Academy. Jan also worked as unpaid help in this boarding school. We ran a dormitory. I taught history and I started an Asian Studies program there. I coached baseball, did a number of other things -- you had to do everything as a boarding school teacher.

During that time, Jan finished her master's degree in English as a Second Language and then I decided that I wanted to go back to do my Ph.D. and I had the option of coming back to Hawai'i. But I decided that I preferred going to the University of Wisconsin, Madison because there was a historian there, John Smail, who I found to be very inspiring and kind of representative of the newer wave of how one looked at Southeast

Asian history and Indonesian history. So I went there, really on faith that somehow I'd be able to put together the resources needed to study because I had applied too late to receive more than consideration for an alternate award for what was at that time a National Defense Foreign Language scholarship. Now, it's FLAS -- Foreign Language and Area Studies. I had been put on the list for alternate status, so it meant that I had to pay for everything -- tuition and take care of our living expenses on our own. But just a week before starting, someone declined their scholarship so I was elevated to awardee status.

So our lives changed. In the meantime, my wife had also gotten a teaching job at the Madison Area Technical College, so together, with my award and Jan's teaching, we had a pretty, I think, comfortable life there and we lived in married student housing there and it was a good experience -- really excellent program and it launched me into my kind of expected career as a Southeast Asian historian.

I did go back and I did the field study in Tana Toraja. I did a year's research in the Netherlands and in Tana Toraja, toward writing a social history of Tana Toraja. As I approached the end of my program in Madison, I realized that the picture for becoming a professor of Southeast Asian history was looking a lot more bleak than it was at the time when I was starting. This was already 1980 and at that time, you know, the war in Indochina was over, and the interest in Southeast Asia had really waned, kind of a backlash of interests and so I began searching around for alternative careers.

### ***Ford Foundation in Jakarta***

So I applied for a job at the Ford Foundation in Jakarta as a cultural specialist, as the position was assistant to the representative and I think assistant program officer for

education cultural affairs. So I was selected for that, went out, and then within a year or so, I became a program officer there, which was basically doing the same thing, but just getting a little more pay.

The Jakarta office during the time that I was there became the Southeast Asia regional office. So it did have a fairly large staff. We're only talking about, probably, five expatriate hires, and then at that time, the Indonesian staff was more functioning in a kind of support staff mode, except the head accountant was an Indonesian and the head of the kind of logistic section was Indonesian. But for the most part, the other Indonesian staff were secretarial staff and that sort of support -- and then, of course, drivers and that whole thing, which was, you know, very much part of trying to do business in a place where communication was so poor in 1980.

I was there from '80 to '83, but I was responsible for the education and cultural program, for the social science research program, and the human rights and nongovernmental organization program, when I came into the Ford Foundation. And then over the next year, another person was hired to take on the NGO program. That was Ann Soetoro [*President Barack Obama's mother and an EWC alumnus*]. So Ann and I were colleagues at the Ford Foundation for the next two years.

During my time there, I was probably most proud of developing a program in ethnomusicology to try to work with Indonesian institutions to revive some of the local cultural traditions, to revitalize traditions in Central Java. Then to do this in North Sumatra at the University of North Sumatra, where there had been very little attention paid to, you know, kind of formal structures and professionally trained people, who could go out and do the research and document and then teach about these traditions and then

work with local people to make sure that they learn them and revive them. So that was a program that really became quite successful and as I look back, it still has tangible evidence.

It's still there, and still very much part of the landscape there. I did work in human rights also, particularly in the area of legal aid, providing grants to legal aid organizations. In Jakarta, I tried to expand this to working with legal aid at universities in the regions and also NGOs working in legal aid in the regions, and began giving small awards to these institutions and then wanted to give a large umbrella grant that would help to develop these capacities in the region. And at that point, I ran smack into the Indonesian government, not wanting and really being quite afraid of legal aid organizations, human rights organizations, outside the capital city.

It was the Suharto government and the Ford Foundation had to have all of its grants above a certain level approved through the State Secretariat, and prior to that, they were vetted by whatever ministry was closest to the grant type that we were doing. So if it was an environmentally oriented one it was the Ministry for the Environment. If it was human rights, it was actually -- I guess it was the Ministry of the Interior -- the section was the Justice Department. And I remember clearly meetings with the director of that department, who just at one point, said to me, "Terry, I'm not going to let you do this." You know, it just sort of came down to that -- he said, "I understand your motivation, but I'm not going to let you do this. It's too dangerous."

I think, you know, there's always that at some level, that if your institution runs too much afoul of the government that you run the risk of being sanctioned in some way. But it was clearly motivated by fear of generating the capacity to be able to really stand up to

the central government and to provincial and local governments that were involved in illegally confiscating land and lots of other things that were affecting people at the local level. So I was really quite disappointed. That came at the end of my tenure with the Foundation there, and that was one thing that I felt never was allowed to develop in the way that it needed to.

Eventually, with a change in government which came – what? -- I guess about 15 years later, a new day dawned and all of that kind of thing as well.

### *Ann Soetoro*

Ann was a very impressive woman in a lot of ways. What impressed me initially about her was how engaged she was with the Indonesian community in Jakarta. My previous experience living in Indonesia had been in Bandung, Makassar and Tana Toraja, where the way you met with people, say, for an interview, was to drop by their houses. In Jakarta, I was coming into a work situation in a metropolitan center, where the people I was interacting with were highly educated, very busy professionals, whose lives were more on the kind of international schedule -- work schedule, early morning to the late afternoon into early evening working, where you didn't just drop by peoples' houses at the end of the day, as you did in Bandung or in Toraja. There you could stop by anybody's house after five, after naptime, and they would receive you in their sitting area, serve you sweet tea or sweet coffee, and then you could state your business or just have a very nice conversation. That might then lead to further interaction. In Jakarta, you couldn't do that at this time. You really had to find other ways to interact with people. So you would set up appointments at their office during the day, or you would invite them to dinner parties at night, that sort of thing.

So I admired Ann having spent so much time in Jakarta and having built these relationships with people that she did, that enabled her to more easily flow between work and those relationships than my coming to Jakarta and having to kind of build those from scratch, enabled me to do.

Ann was really quite an outspoken person. She felt it was really necessary to speak up for the little person and this motivation would characterize the kind of interest that she brought to the Ford Foundation -- characterize the portfolio that she was given, which was an NGO portfolio. She was really interested in poverty issues and issues of women and children under five and that area was the main part of her responsibility.

I see Ann as a very complex person, who came out of very basic Mid- to Near-West roots in Kansas and then grew up with a wide-eyed view of the world and a very conscious view of the world and wanting to make a difference and be open and sensitive, and to interact with people who were different than she was. I saw that approach as having been what made her so effective in the time leading up to coming to the Ford Foundation, and then also made her very effective with the organizations she dealt with when she was part of the Ford Foundation.

### ***Returning to U.S., MUCIA***

I think that I need to fill in a little gap. From the time that I left the Ford Foundation in '83 until the time that I arrived at the East-West Center in 2001, I worked for two organizations. One was the Midwest Universities Consortium for International Activities (MUCIA), which was the Big Ten consortium for international development activities. The executive office was at Ohio State University in Columbus, and so that's where my family and I relocated after leaving the Ford Foundation in September of '83.

I was involved with really large-scale, primarily university development projects, and especially in Indonesia. I was hired because of my Indonesia background and so I helped write grant proposals, competing for USAID and Asian Development Bank and World Bank proposals to take on these multi-million dollar grants and loans. As part of the consortium, so our consortial office, the secretariat -- we were responsible for developing these proposals and then implementing them when we got them and we would implement them in collaboration with a lead university from the consortium.

Then there were some that were so big, like the World Bank Second University Development Project in Indonesia, a \$65 million contract that we won to administer this massive improvement of Indonesian higher education, particularly graduate education, that involved something like 12 Indonesian institutions. And then drew from the core of the Big Ten institutions, but then also drew in specialists from around the world.

Because our Indonesian partners wanted it to include placement not only at American institutions, but also institutions in Europe and other parts of the world and also to draw in specialists from Europe and from Japan and other places.

So I was involved with MUCIA, as it was known, until 1989, when I began to get really tired of the kind of development business. I enjoyed my interactions with both American colleagues and Indonesian colleagues and learned a lot, but it was an exercise in putting so much money into developing these proposals.

### ***Beloit College World Affairs Center***

I just began to think, I would like to get more closely associated with a single institution and get into that institution. So I applied for a job at Beloit College at the time.

It was to direct what was called the World Affairs Center -- the international programs



office. And it was responsible for the study abroad programs, and international student advising, and helping with recruitment of international students, helping the admissions office, and with administering an intensive summer language program in less commonly taught languages. It came at a time in Beloit College's history, when the college had been quite international, quite early, in its life in the 1950s and then in the '60s established this World Affairs Center and developed rather vigorous and varied study abroad programs, but then fell on hard financial times in the '70s and cut back on both the types of programs and the administration of those programs, so they only had a half-time person running the office.

By 1989, financially they'd turned around and they were interested in, again, putting themselves more on the map. So that was my assignment: to come in, invigorate programs, bring the levels of percentages of students studying abroad to a much higher level, more international students, and to do it without spending much more money.

(laughter) So I really started trying to get as entrepreneurial and as creative as I could in how to do this. So one way was by doing reciprocal exchange programs, which meant that it was basically a barter relationship, where you send X number of your students abroad and you bring Y number of students from your partner institution, and this was particularly effective for developing countries, where there was a disparity in what could be paid by the students from developing countries, coming to a liberal arts college, where tuitions were high, and all of that. And since Beloit had capacity still, to be able to increase its student body, it was still kind of under-enrolled. It was possible, and I had the agreement, consent of the dean of Academic Affairs, who was the vice president for Academic Affairs and my boss, to do that.

So I had a lot of fun expanding programs to Eastern Europe, to Hungary, to Russia, to Middle East, but particularly the fringes of the Middle East -- Turkey, establishing a program in Istanbul, to Morocco in North Africa, to Senegal, starting a program in Brazil. And augmenting the one that we had in Ecuador, and then also converting the Ecuador program into having an exchange dimension as well as the straight study abroad dimension.

I started a program in Indonesia at Satya Wacana University in Central Java, Salatiga. A program in Japan and -- actually, I didn't start the one in China. The one in China preceded me. I guess there were a couple of other programs that I got going, so by the end of my tenure there, 12 years there, we had gone from somewhere around the mid-20 percentile of sending students abroad, say low to mid-20s, to sending over half of our students abroad for a semester. And mostly for a semester to a year programs. Oh yeah, there was a program in Australia too, that started, but that was a summer program.

Also Beloit at that time, had one of the highest percentages of international students studying at the college. Again, some of that was because of the reciprocal exchanges and that sort of thing and then we also had really developed our center for language studies, this intensive summer program in less commonly taught languages, into a program that had grown quite a lot and it was quite highly regarded and was also generating some funds that I could use for other purposes then at that time. So that was part of the thing that made it really fun.

And also fun in working with faculty and helping to internationalize them and get them engaged in study abroad and the alike. But you know, I think after spending as much time as I did there, I began to think: I'm a builder and I like that part of institutional

development. I'm not as interested in the sustaining period of institutional development and maybe the more bureaucratizing aspect that tends to come in after programs are well-established and then you're kind of going back and you're sort of filling in procedurally things that maybe you didn't really have to think about that much when you were developing programs.

Reevaluating maybe, you know, crossing your Ts and dotting your Is and that kind of thing, which is always important, I think, in an institutional history.

But you don't get the same kind of creative energy or maybe sense of kind of seeing what the possibilities are. So at that point, I really felt there were too many people around me who were beginning to develop this mentality of turf-consciousness.

It was also a time at Beloit, where, and this was characteristic of a lot of higher education institutions, where the modern language faculty, which was heavily dominated by European languages, saw itself under siege by Japanese, Chinese language, by all of these programs that I was establishing in all of these non-Western countries, that they saw as drawing potential student recruits off and getting them interested in the rest of the world, instead of France and Germany. Or you know, I guess, because our Spanish department was growing, you know, that as well. So I think that really reinforced my sense that I wanted to get into an institution that was in that building phase again.

## **Return to EWC**

### ***Dean of Education Program***

I did not return to Honolulu until my wife Jan and our family started vacationing here again in the late '90s, when we said, "You know, really, we've been so sort of cut off from this really important part of our lives -- one that we really appreciated."

We wanted to get renewed and we wanted to introduce our kids to Hawai'i, so we started vacationing here. Then it was during that time that I came across this opportunity to come back to the Center and work here.

The Center appealed to me both because it was at that stage again in 2001 and they made it very clear when I went through the interviews, that they were really looking to somebody to launch this new grant that they'd gotten -- the Asia Pacific Leadership Program -- and to rebuild the student program numbers which had fallen. There was a lot of concern about that from the alumni.

And I remembered just how formative this experience had been for me and for Jan and what an extraordinary and -- by now, I could also clearly say -- unusual institution the Center was, having worked for the Ford Foundation, for this Big Ten institution, and a liberal arts college. You know, looking at the Center, very unusual, very unusual. So it seemed right and I was fortunate to have been hired and I really appreciated the care and the process that everybody took me through.

I was here for a full two days and I met with a lot of people -- lots of students interacted and I remember one of them who was here after I arrived, saying to me that night, "Why do you want to leave a degree-granting institution to come to the East-West Center -- come to this institution that doesn't do that? Will you find it satisfying enough?" I just told them about the experiences that I'd had here as a student and what I saw the Center being able to accomplish.

### ***Asia Pacific Leadership Program (APLP)***

The Asia Pacific Leadership Program (APLP) was begun by a really generous grant from the Freeman Foundation and Charles' [*EWC President Charles Morrison*] intellectual

conception of this was critical and Betty Buck and Peter Hershock's involvement in developing this proposal and the ideas around it. At that point, as I came on board, it was clear that this is something that's going to bring together the Research and Education programs in the Center in a way that hasn't been the case for a long time.

And so I think the conception when I arrived was, OK this is going to be focused on regional content, seminars that would be really giving people infusions, intensive infusions, of issues from the region, and that reflected the Research Program. And the committee that was meeting to design this then, they had continued to sort of be in a holding pattern until I arrived. They didn't want to make decisions that would really force the direction of the program. I thought that was really quite interesting, you know, how they were really kind of deferring that decision. It was very nice. So that began to absorb a lot of my energy and time, and I began to see that there was another dimension there, that needed to be taken seriously, and that was the leadership dimension, as opposed to just kind of a name, that there really was serious grappling with leadership in a regional context, that was part of what this probably needed to become.

So, then that dimension became part of the discussion, and part of what then developed as the conception, so that this would develop into a program that had essentially two seminars: One was a core issues, regional issues, seminar reflecting those primary interests, research interests, of the Center; and the other would be something that took on leadership, within the cross-cultural context and regional context, and work with people to help them become better leaders.

In that way, Nick Barker became a very important kind of collaborator. Nick had been doing work in a leadership seminar that was a certificate program, as part of the graduate

student degree program, and so he had begun to develop a kind of methodology of teaching leadership. I had met Nick during my interview, and was impressed with him, and during the weeks following I began to talk more and more to Nick about taking this element seriously within this new program that was being developed. And so then Nick became the really key part of that, and the researchers, really, the key part of the core issues seminar. *[Research Fellow]* Sheila Smith emerged as a really important part of that discussion, of the core issues seminar, and *[Research Fellow]* Peter Xenos also. And, in some ways, Peter was more of a skeptic, but that was kind of healthy. You know, kind of testing things, and Sheila was more gung-ho really. She was, a “How can we make this work?” So my years then as the dean, and I think that was a period of two years, plus maybe the third year when I was both director and dean.

### ***The APLP Student***

APLP students, as a group, now tend to be a little bit older. The average age is I think about 32. They have a lot of life experience that they bring, and they are more ready to engage with whatever's around them, instead of being a bit more passive, which I think is actually characteristic now of the degree student program overall, too. I think we tend to get, overall, somewhat older students, students who bring more life experience with them. They're not coming straight out of college, and they are really excited about being in an environment where they are interacting with so many potential resources, just to learn from.

I think a lot of people come in, feeling that, appreciating that. So, in a lot of ways, I see a convergence of that type of person coming in for APLP, except maybe there is that little bit stronger emphasis on a track record of leadership, indicating that this person's going to

be maybe somewhat more dynamic as a leader, or has a kind of self-consciousness of that.

Our first group came in January of 2002, and we had two cohorts in that year, because then we got onto a Fall schedule. So we had January 2002, and then August 2002, so then we stayed on the schedule of every August.

I've seen a lot of impressive results of people going back and getting engaged in their country, or taking their skills and doing it somewhere else. A lot of the American students, for instance, have gotten engaged in the region. Somebody like Justin Fong, who is in one of our first groups, and went to China not long after leaving the program here, and has just spent his time since then engaged in developing a kind of NGO in China.

There are a number of people, Americans, who after going here, go out and work for a time with an international organization in the region, somebody going in to work with UNESCO in Bangkok, for instance, or doing an internship with the U.S. embassy in Vietnam, or going out and working in Cambodia on human rights-related things. So there are the Americans who go and get engaged in the region, sometimes go into the Foreign Service, or into Brookings, as D.L. McNeal did. He became the head of the Asia-Pacific Unit in Brookings, and then he was just recently tapped by the Obama White House for a Department of Defense-related position that is Asia Pacific-focused also.

A lot of our alumni from the region go back to do work pretty similar to what they came out of, but they might get promoted in the institution that they've been working in, or they go to work for a similar kind of organization, and I find that to be really quite interesting, quite encouraging. It's not the kind of program that is creating people to get totally pulled

off trajectory of the kind of career path that they were on, but rather it is making them more effective in what they were doing, maybe helping to raise their profile, giving them better opportunity, but it's not pulling them off to join the World Bank and leave their country, although, we have had people go to work for ADB afterwards, but typically, that's not the kind of thing that's happening.

The return record is good, and kind of staying in a similar career path. I think, you know, depending on how far along they were in their careers, I think it is fairly common for people who come, let's say in their mid-'30s. Mid-level career. They're often going back with their degree.

But the APLP is kind of a transitional program, in the sense that people aren't coming in for a degree. They're coming in, because, in a way, they're kind of between things, and they realize they need something to maybe give them more credibility, give them some tools to work with, that they don't have. By the same token, you know, they're not going to go back with a degree that sort of puts them into a different category of being able to teach within their institution, or something like that.

So, what they take back with them, I think, is more the sense of the network, the ideas, that they can maybe take back and directly employ in the kind of work they're doing, and be more conscious of – “OK, how is this going to take me through what I'm doing, and make me more effective?” There is just that, that built-in part of it, of the APLP program, that is more of a conscious-planning effort, and I think people who are in degree programs, for one thing, they're way longer, and in some ways, they're more likely to have weakened their ties with their institution in the time they've been away. And, more likely, if they go back with a Ph.D., instead of an M.A., to be pulled off into



administration in their institution, as opposed to their teaching. Maybe pulled off into a ministry position. I think, it just seems to me that there's a little bit different kind of experience that follows the return for people, and maybe more for people with Ph.D.'s, than with M.A.'s.

***Ford Foundation International Fellowship Program (IFP)***

OK, this is kind of really picking up at year two to three in my work as a [EWC] dean. One of the immediate kind of transformational opportunities that I saw for the graduate degree program was tapping into the Ford Foundation International Fellowships Program, and this was a totally new direction for the Center to go. It wasn't a grant being given to us, it was us tapping into grants being given to students, but making it hospitable, making it possible for them to get placed in the University [of Hawai'i]. For us to play that role, but actually not be handling the funds, except we did wind up having to handle and needing to handle the tuition part of it, but we're building on some models: We're building on the experience with East Timor students, and that grant program, building on the South Pacific program, where some kind of a transitional year or months was needed for bringing their degree up to the level where they could enter a graduate program, or because of a three-year Pacific Island degree, or not having sufficient English background, needing to go through intensive language, and into their admission. So, by demonstrating that we had the experience in doing that kind of thing, I was able to convince Irid Agoes from the Institute for International Education Foundation, in Jakarta, which was the implementing agency for the Ford IFP program -- International Fellowships Program -- to place people at the East-West Center, and let us worry about getting people's language up to the necessary level, and let us worry about getting them

admitted into the University. Irid had gotten something like 55 grants from the International Fellowships Program and had not been able to place 45 of the 55, so they were really in crisis-mode.

They would lose those opportunities. They weren't able to place them because the TOEFL scores were too low, because they didn't have the test scores that were needed at the time they were needed, all of this kind of thing.

They took a chance on us, and so it led to what then became something duplicated by their counterparts for Thailand and Vietnam, and for the Philippines, to some degree, for India, to some degree, and China, and now increasingly from Africa and the Middle East as well. We're drawing new people from Tanzania, and from Palestine -- so, this has been one of those transforming experiences, that has brought in large numbers of students to the Center, has really put us on the map, in a way as a facilitating agency that does this kind of placement extremely well. And also provides the person-to-person supervision advising of these students, that they can't get in just about any other place around the world they're placed. So, we are the largest receiving institution in the world, for International Fellowships Program.

They place all over the world, and all over other parts of Asia, and other parts of the U.S., and we're the largest receiving institution anywhere.

They all go to UH. Well, I shouldn't say that. We have had to send some to Hawai'i Pacific University (HPU), to take advantage of their second language studies, English as a second language program, because we maxed out our placement capacity at UH. So, we've developed a nice partnership at HPU where they'll accept the resident tuition rate that we pay for University of Hawai'i.

It's a very good relationship. So, I think, that really showed the way for what has been a new direction for student programs, and where now we are working on developing the relationship with Vietnam in tapping into very large government investment in Vietnam, in building their higher education system, and so we've created a partnership with a SEAMEO office in Ho Chi Minh City to tap into those funds to place students in UH, and that's our next wave.

As IFP phases out in the next two, three, four years, we anticipate that the numbers from Vietnam, through this funding mechanism, will ramp up and help to replace those numbers. We always have to be thinking out ahead two, three, four, five years really, and try to imagine where our next streams of funding are going to come from.

They [*Ford*] have a great thing going, but they've invested a lot of money in that program, probably \$250 million or more, and the Ford Foundation has a new president now who has determined that they want to go in a different direction. So, we're trying to encourage them to give us an endowment to continue the program, so we're in dialogue with them about that.

I'm working with Kim Small, who's really a key partner for me in helping this entrepreneurial development, of trying to uncover new funding sources, floating proposals out to different agencies, or to individual donors.

### ***New Funding Sources***

We've got something going with Guam now through a private funder -- actually it's a corporation we're hoping may result in a \$1.5 to \$2 million gift -- that would start a new scholarship program for students from Guam.

So, a lot of different things like that is what we're trying to develop. It's changed the

direction substantially of where our funds come from, and it also creates the potential to use our student funds, our graduate student funds, more as matches in certain strategic areas, where we say, OK, if you're willing to dedicate this amount of resources to bringing in that number of students, we'll kick in this amount to pick up their insurance, or pick up their housing, or whatever it is, to attract that money to just give that small piece that shows our good faith in being able to help them out.

It's a kind of cost sharing, and it's using our funds in creative ways to, you know, to make the whole a lot larger.

So, it's grown.

It's gotten to be quite varied, and I think 10 years from now, it's going to look even more varied. It's just the direction that we'll go, and I expect we're going to move in that direction with Indonesia, as well, and tapping into available resources, and finding ways to partner. These governments are going to have -- and they do have already -- their own funding available, and they want to place their graduate students in programs in the U.S., and they're interested in the East-West Center.

In other cases, institutions may conclude that they want to see something different, more like the mainland, but I think Hawai'i has an allure, and I think the Center definitely has an allure.

### *New Education Initiatives*

Once I made the transition from dean into the director position, and after that one year where I had both of the positions, I hired Mary Hammond to come in as the dean to focus on the degree student programs. I wanted to continue to have a direct relationship with the APLP, and I've continued to do that, through Scott MacLeod, and Nick Barker: Nick

as the coordinator, and Scott as the regional issues, core issues guy, both running the day-to-day program. They and their staff members are running that program and I'm just staying involved in kind of the strategic direction of the program, and that kind of thing, and there's a lot of excitement there. It's going off into a whole new dimension of mini-APLPs that will be taught in the region.

And, also, of using the staff capacity to do other things, like last summer when we did an environmental institute, for Southeast Asian undergraduates. So, there's just so much potential there. There's, you know, again potential in the student program for new funding streams. I have, in the last couple of years, I think, more and more seen my role as a person going out to generate new resources, and kind of imagine new ways that we could use our programs, and engage our programs, and try to develop the pathway to get to those resources.

## **Intellectual Innovations**

### ***Engaging with ASEAN***

So, I've been working with Betty and Peter, with Namji [*Steinemann*], in taking advantage of this ASEAN interest, this mechanism the Center has been involved with, through Nathan and Associates, and USAID funding, to try to develop grant proposals that will engage the ASDP [*Asian Studies Development Program*] and AsiaPacificEd, in working with ASEAN Secretariat, and the ASEAN University network, in helping to develop ASEAN studies, and ASEAN awareness. That's become successful.

We've gotten our first grant, and we hope to get a second one for the AsiaPacificEd work, with K through 12 in ASEAN, and then we're doing our first workshop in September, with the ASEAN University network, for developing a curriculum for undergraduate

education, ASEAN studies. And we envision that getting a USAID grant that enables us to make that a much larger kind of program.

### ***Education 2020***

I'm doing a lot more with the Education 2020, we actually call it the International Education Forum on 2020. It's our educational policy research in higher education. We're working with Deane Neubauer and John Hawkins, as the key people in that in trying to put the Center on the map as a place that's thinking about the big changes taking place in higher education around the world and in the region, in the U.S., and contributing ideas to that, through publications that we do and through educational workshops that we do with administrators and ministry people. To help them better see what is taking place at a macro level in their worlds, and kind of bringing that down to figure out how to respond at a micro level in their institutions, and their countries. So, I see also funding potential for that.

At this point, the Center has been providing the funding for that. We've done more and more in the way of cost sharing, on that also, where we've partnered with institutions, and conducted our workshops or seminars in the region, where they've picked up local costs, and we've paid for travel, and honoraria and that kind of thing. I see the kinds of issues we're concerned about being things we can engage USAID in, and other funding agencies I hope.

### ***New Directions for Education Program***

So, you know, when I commented earlier about how I see myself as kind of a builder, I really appreciate that kind of creative dimension, and I'm not as interested in, you know, the sort of more routine-ized kind of administration of programs, even though I think it's

very important for that to happen, and to make sure that everything is sound in that way.

I think that what is emerging is, for me, a kind of nice evolution of this position of director, into one where I can use what I think is my most talented side, and the one that I feel most fulfilled by, and the one that I think may be most useful to the Center, overall, in that capacity.

And leave to my colleagues, my very able colleagues, their creative energy in how to implement those programs, and also how to develop them, where we can work together on the strategic thinking about where something is going, and why it ought to go in that direction, how to get there. Then, you know, they can work on taking it there, and I can continue to work on maybe new directions, and the kinds of things that I think are critical to the health of the Education Program, and I think to the Center over the long run.

The fundraising is important and often it's not fundraising in the classic sense of the development office, although, we do find ourselves working closely with Carol Fox [*director of the Development Office*], and imagining with Carol, and trying to use our programs in a way that can be mutually beneficial with development, also with the Center's capacity for funds, fundraising, without taking us off the kind of critical path of our mission, you know.

### **Education Program's Mission**

I think the education mission is to evolve fast enough that we remain an asset to the region and to the U.S. I think that it's very easy to, because things are changing so fast, become staid and not very attractive in what we're offering, because it's not all that different from what other institutions, perhaps better endowed, can offer. So, that means being aware of, institutionally, what's going on in U.S. higher-education, what's going on

in the Asia Pacific region since that's such a critical area of focus for us, and enabling our programs to evolve in a way that is responsive to what we see are the emerging needs in the region, which are very different now than they were 20 years ago, or even 10 years ago.

And then really engage much more as partners, with institutions in the region, than in the past when that capacity was not there as sufficiently. There's still a lack of capacity in many countries, or the quality of the capacity may not be what countries want it to be, but there is a growing capacity, and there is a lot of ability, and there's a lot of interest in shaping their own system, and then looking for partners to help them.

That's what I see is the mission of the Education Program: working to identify good partners, and then working to identify the ways that we can help those partners to succeed in making themselves better institutions, more regionally conscious, and reflecting the kinds of sensitivities that we do as a Center.

## **Best Memories**

### ***Ohana Nui, Hale Manoa***

I have just such wonderful memories coming out of the two years that I was a student here, and I think probably my most indelible memories are those interactions at Ohana Nui in that first year, you know, when we did get together a lot with families, and we did cook in each other's kitchens, because we had our own kitchens out there. And, we had those volleyball games together, and we exchanged those ideas together, and then also, in that second year, in Hale Manoa, when our circle kind of expanded because we were surrounded by married students and single students, and students without their families. I remember so many late night conversations, and these were conversations, washing



dishes in the bathroom, or being on your way somewhere and stopping in the hall, you know, running into somebody, and just talking, engaging, around whatever was the event of the day, or just beginning to explore what somebody was worried about, or thinking about, or learning more about what they'd come from, or where they were going. There was so much learning that took place in that way, that really was as important for me, as any of the classroom learning that went on, and that's what I recognize is the particular value of our emphasis on community, the East-West Center.

We're really a facilitating organization. We help to bring people together, we help to engage around whatever issue it is that we take as our starting point. But, we're a facilitator, we're a broker, we help create the pathways, the nexuses, and then to stay in touch with people.

That networking afterwards, that engagement afterwards, is such an important part of what we do, and that's what I remember. It's still very much a part of my life also, that I continue to connect with people who I studied with, and who remain a critical part of my network, and my friendships, and my professional engagements. So, that is the single most, I think for me, important part of what the Center is, and the memories that I have of it.

I think my only negatives, I guess, would be realizing that I could've been more mature as a student when I was here.

I was 22 years old and straight out of college.

When I look back, I think that students now are a lot more mature than we were when we came in. As smart as we all thought we were, and worldly-wise, I think that I realized that, in a way that I think is not as much the case now, that a lot of us were too worried

and whiny about the stipends, and all those kinds of things. We had it so good, really, in that everything was covered and I think, in a way, there was a kind of dependent mentality around all of that, where everything was covered, and so your only comments were on, why didn't you get more?

## **EWC's Impact**

### *On Today's Students*

But, when I look at students now, I think there's a level of appreciation for what people get from the institution, materially an appreciation, but I think more than material, I think perhaps more consciousness, of how special this institution is. Maybe part of that is because the Center's doing a better job of setting the context for people when they arrive. Helping to explain to them, how they connect to this whole network, and all the people who came before, and those who are going to come after, and their responsibility in all of that. We never heard any talk about responsibility when we were here, and it was all a little bit unclear about sort of how we fit into this whole thing. It's not unclear anymore with the Center going on 50, I think our message -- the message that we're sending out, and that I think that people are picking up on when they come in here and decide to come -- really conditions them in a way that just makes them, maybe, more productive in what they get out of the Center, what they put into it.

## **Personal Legacy/EWC's Future**

Well, I'd like people to remember me for being creative and flexible, and I hope for being a good colleague, being a supportive colleague. I'm interested in being engaged with what's going on, I hope that I am not known as a micro-manager. I don't intend to be, and I don't think that that's the way I'm viewed by people. I think it's very important not to

be. I think people need to be empowered, and to get excited about what they're doing and not feel constrained.

By the same token, to feel that there is a direction, that there is an overall sense of where we're headed and why we're headed there. In certain ways, it allows people to kind of construct their own parameters a little more carefully, and be moving in the same general direction. I hope that people remember me, or think of me, as genuinely caring about people. I do, and I think it's important to connect with people in that way, and I think it just makes an institution a better place to work, when people are connected in that way. I really, really value my colleagues here at the Center. I think it's a very talented staff, and it's very interesting to me. I think that Charles has done a really marvelous job as president, and I find myself amazed at his ability to have his finger on the pulse on where the institution is going, and to be a very constructive part of that direction. Setting the direction, but also not constraining people, and I also think, just the sense of good will and appreciation that he has for what goes on here, very genuine, and I find that very inspiring. It's something that I can always come back to.

For me, I don't like cynicism in an institution and I don't see that in this institution. I see really positive energy, and so that's, I think, part of the key to it. Just before Charles took off on his last trip, I stopped by his office and asked how he was doing, because we had just come back from Indonesia, a very intense visit of U.S. education leaders, and Charles was sick with dengue fever through that whole visit. But he just really soldiered through, did a really great job.

I asked him how he was doing and how he was feeling, and he said, "Well, you know, I'm feeling better, and I just can't believe the opportunities we have as an institution." And he

said, "There is just so much that we can do." And that's what I sense. And, I think that's maybe the best testament to this institution, and where we are at this time, and where I hope we'll be in the future. It really is that kind of place. There is so much we can do, and we aren't constrained, really, by very much, and so I expect we're going to be around a very long time.