

INTERNATIONAL EDUCATION AT THE UNIVERSITY OF MINNESOTA:  
ITS DIMENSIONS, STRUCTURE, AND PROBLEMS

Report of the Council on International Education

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## INTRODUCTION

The Council on International Education was created by vote of the University Senate. Its members were appointed by President Magrath in the spring of 1975, and in the fall of 1975 the Council began meeting. This report is the result of the Council's work during the academic year 1975-76, and of reactions to its draft document, which circulated in the University community from June to October 1976. (The Senate policy statement which led to the Council's formation is reproduced as Appendix 1 of this report. A copy of the draft document, circulated under the title "Report of the Council on International Education for 1975/6 and Findings and Recommendations on University Organization of International Education," is on file at Wilson Library.)

Part I of this report describes the range of international education activities at the University. In Part II the structure under which these activities take place is discussed. Part III identifies problems that have arisen under this structure, and in Part IV possible means of strengthening international education at the University are discussed.

## I. DIMENSIONS OF INTERNATIONAL EDUCATION

One of the Council's first questions was how international education should be defined. This question was difficult to answer; it proved misguided as well, because a definition of international education is irrelevant to the successful operation of international activities at the University. But as we wrestled with the question, we began to uncover some of the many dimensions of international education at the University. Since awareness of those dimensions must precede any understanding of the problems that have arisen under the present structure of international education, we will attempt in this first part of the report to provide such an awareness. We will discuss activities involving: (1) Faculty Research, (2) Resident Instruction, (3) Study Abroad, (4) Foreign Students and Faculty, (5) Community Outreach, (6) International Outreach, and (7) University Representation.

At the outset, we ask the reader to consider the following activities, all of which cross over the lines among the seven categories just mentioned (thus providing some indication of the difficulty we had in defining international education). These activities introduce the variety of concerns in the domain of international education.

The University's Immigration History Research Center organized a Duluth conference in the spring of 1974 on the Finnish experience in the Western Great Lakes region; its aim was to inform non-Finnish Americans about Finns and to lessen long held inter- and intra-group animosities. About 500 people (85% laymen) representing 12 states, Canada, and Finland attended the 3-day conference, at which 16 scholars shared their research findings (subsequently published). The conference has generated continuing interest on the part of at least 20 students, whose projects range from term papers to graduate theses; it has cemented relationships between the University of Minnesota and Turku University in Finland (Turku has proposed an international organization of emigration-immigration scholars); and it has induced the Office of Special Programs and Continuing Education and Extension in Duluth to sponsor similar programs on Norway (1975), Sweden (1976), and Yugoslavia (1977). Financial support came from the Minnesota Humanities Commission, the Paulucci Foundation, and the Finns themselves.

In 1978 NASA plans to launch a spacecraft to be landed on Venus. It is an opportunity for Physics Professors A.O.

Nier and K. Mauersberger to extend their studies on planetary atmospheres; however, because of prior commitments to other programs, their participation in the Venus Pioneer Mission is taking the indirect form of advising Dr. Ulf von Zahn (University of Bonn, West Germany) on the construction of the mass spectrometer to be used. When the hardware phase is completed, Professors Nier and Mauersberger will, with the assistance of graduate students, work actively with the University of Bonn on data analysis.

The Twin Cities International Program for Youth Leaders and Social Workers, Incorporated (TCIP), which is in its fifteenth year at the University, brings to Minnesota annually 30 professional young people from other countries. The program for these people combines University classes and lectures, visits to health and welfare agencies, a family living experience with at least 4 host families, and a full-time field work experience in a community agency providing work comparable to the person's position in his own country. Approximately 12 of the 30 people are involved with the program for 13 months; the others stay 4 months.

In the summer of 1976 7 University professors of diverse fields and 2 prominent business leaders strengthened their understanding of social and cultural institutions in The People's Republic of China by spending 3 weeks in the country visiting its schools, factories, communes, and health centers, and interviewing its citizens. The trip, funded by the Northwest Area Foundation, was preceded by a year and a half of weekly meetings by the 9 people at which individuals' expertise in a particular area as it applied to China was shared with others in the group. The professors were members of the following departments: Anthropology; East Asian Languages; the Laboratory of Physical Hygiene; Marketing and Business Law; Political Science; Social, Psychological, and Philosophical Foundations of Education; and Speech-Communication.

The Minnesota Messenia Expedition, directed by Classics Professor William A. McDonald, carried out wide-ranging surface exploration in southwest Greece from 1958-68; from 1968-73 it excavated a single habitation site discovered during regional exploration; and from 1974-75 it studied (in both Greece and Minnesota) excavated materials in preparation for a final 4-volume publication. The expedition engaged investigators from various institutions and disciplines: the University of Minnesota was represented by 2 faculty members from Classics, 4 from Geology, 1 from Geography, 1 from Civil Engineering, and 1 from Anthropology. 21 students (including 2 undergraduates) were involved in the research. The NEH and the Northwest Area Foundation were major sources of financial support.

The Minnesota-AID Tunisian project was begun in 1967 (a) to assist the Ministry of Agriculture in Tunisia in developing a

central institutional capacity for applied agricultural economic research, analysis and planning; and (b) to assist the University of Tunis by providing resident and short-term staff for assignment in Tunisia and accepting staff and students from the Faculty of Law and Economics for graduate training in economics at the University of Minnesota and other U.S. universities. Under part (a) of the project, 13 University faculty from the Department of Agricultural and Applied Economics have resided in Tunisia (for periods of 12 - 42 months); 15 Tunisian students have completed the study for the M.S. degree at the University of Minnesota and 6 others have completed study for the degree at other universities, under University of Minnesota contract administration. Under part (b) of the project, 1 member of the Department of Economics has resided in Tunisia for a period of 33 months and 3 other members have visited the University of Tunis for shorter periods; 9 Tunisian students have completed the Ph.D. in Economics under University of Minnesota contract administration, and three more are near completion.

#### (1) Faculty Research

International research is no different from domestic research in that its primary purpose is to promote scholarship, increase the competence of faculty, and improve teaching and service. Most research on international issues is undertaken by individuals in the normal course of their activities. As with other research, much of it is funded. Currently the Graduate School is providing \$22,000 to the Office of International Programs (OIP) for the Small Grants Research Program (1976-77 grants are listed in Appendix 2). Much additional funding is obtained by individual faculty and units from foundations and government agencies.

The scope of faculty research is illustrated by the following examples.

The NIH is providing \$600,000 for a 3-year study headed by Laboratory Medicine and Pathology Professor Franz Halberg of rhythmometry on Japanese and North American women of 5 different age groups. If the study detects any quantitative differences in hormone relations between Japanese women in Japan and North American women of European heritage, further tests will attempt to explain differences in breast cancer rates between the 2 groups.

An advanced 3 volume reader of classical Urdu poetry was developed by South Asian Studies Professor M.A.R. Barker, and

published in 1977 with a \$65,000 grant from HEW. The reader, which includes commentaries, glossaries, notes, and exercises, in addition to the translations, and which is accompanied by tapes and color slides, will be a major resource for teaching advanced students in Urdu. The project involved research assistance from 2 Indo-Pakistanis.

Ecology and Behavioral Biology Professor Donald B. Siniff has been directing research in the Antarctic on the Weddell seal since 1968. The research, supported by NSF grants of \$50,000 - \$100,000 per year, has included efforts of other senior faculty from this university and from other institutions, and has engaged 2 - 3 graduate students a year. 2 Ph.D. theses and 1 Master's thesis have grown out of students' involvement. The project concentrates on aspects of seals' behavior having regulatory implications; population discreteness as determined by movement and/or migration studies; activity patterns; and population modeling.

From 1968-74 a joint Yugoslav-American excavation at the Palace of Diocletian in Split, Yugoslavia took place. The Yugoslavs were concerned with urban renewal; workers from Minnesota, led by Art History Professor Sheila McNally, were interested in the origins and development of the town. 12 students from Minnesota have been involved in the research (2 doctoral theses are growing out of the work). At present, work is ongoing to publish the finds (2 volumes of excavation reports are already out); details are being worked out for presentation of finds to Yugoslav museums; and further cooperative efforts suggested by the Yugoslavs are being negotiated. Financial support has come from the Smithsonian.

## (2) Resident Instruction

The University's international curriculum includes both particular geographic focuses of disciplinary and multidisciplinary studies, and international subjects (such as international law and linguistics).

While there is universal agreement that "area studies" as fields of specialization do not make sense, it is widely recognized that specialists in many fields may profitably concentrate their discipline's tools upon a particular geographic area. To that end the University has developed programs in African Studies, East Asian Studies, and Latin American Studies; it has departments of Near and Middle Eastern Studies (which includes both Ancient Near Eastern and Jewish Studies, and Middle Eastern and Islamic Studies) and South Asian Studies. The University also houses the Center for South Asian Languages and Area Studies (within the Department of South

Asian Studies) and the Center for Northwest European Languages and Area Studies (within the Scandinavian Department). Plans are currently being made for a Center for Austrian Studies, to be located in the Department of History. Many of the 37 foreign languages the University teaches are basic parts of these programs.

Most colleges offer courses on international subjects. CLA has 2 programs whose subject matter is in the most basic sense international: Comparative Literature emphasizes interrelations of national literatures; International Relations is concerned with human activities that connect and cross national and cultural boundaries. Both these programs have their own courses, and utilize wide-ranging supplemental courses. And many CLA departments, while not devoted entirely to international topics, offer some courses in which international subject matter predominates.

Examples are:

ArtH 5-213: International Gothic Painting and Sculpture. Patronage in major centers of culture (Prague, London, Milan, Paris, and Burgundy) in relation to the artistic production of the late 14th and early 15th centuries.

Jour 5-825: World Communication Systems. Divergencies and congruencies in the world's mass communication systems. Putative issues raised by novel additions to the global telecommunications grid. Effects and import of near- and deep-future communications.

Econ 5-401: International Economics. The case for free trade. Effects of tariffs; protection of infant industries; common markets. Balancing international receipts and payments, the role of exchange rates, international monetary reform.

In addition to established courses, CLA offers experimental courses on international subjects: the Experimental Courses Program offered SSci 1-333, "Cross Cultural Perspectives on Development," winter quarter 1976, and that same quarter an honors seminar on "Global Issues: World Food and Population" was conducted. Depending upon their reception, such experimental courses can become regular offerings.

Other colleges too have curricula with an international subject matter:

AgEc 5-790, FscN 5-643, LACS 5-280, PIPa 5-220, Soc 5-675: Seminar: World Food Supply Problems. A multidisciplinary (cross-collegiate) approach examining the social, economic,



and technical problems of feeding the world's growing population. Principles are sought from social and economic sciences, plant sciences, animal sciences, and nutritional sciences for their application to food problems.

HEd 5-131: Comparative Education. European, Asiatic, and American systems and philosophies of education; possibilities of international education.

Peds 5-525: International Health. Attempts to stimulate an understanding that (a) transportation, (b) cultural norms (including acceptance or rejection of classic "western" medicine in contrast to local folk healers), (c) the availability and costs of medication and health care, and (d) communication skills, all play a crucial role in patient acceptance and are usually highlighted in an international health situation, particularly in a developing country.

The University's formal international curriculum is enhanced by the presence of faculty with strong on-going research involvements in international dimensions of their disciplines, which provide advanced undergraduates and graduates with a large number of opportunities for study outside the parameters of traditional course offerings. One reflection of these opportunities for advanced study in international aspects of disciplines is seen in the subjects of doctoral dissertations: in 1975-76, 14% of the 473 dissertations successfully defended obviously dealt with international issues. The titles of these dissertations are listed in Appendix 3. 27 fields are represented, including such diverse ones as Physical Education, Theatre Arts, and Ecology. History and English, with 9 theses each, make the strongest showing.

Students with active interests in international issues, often enhanced by their own experiences studying and traveling abroad, can also contribute significantly to discussion and direction of courses at the University.

### (3) Study Abroad

Information on study abroad opportunities comes through various channels, including faculty members, departments, and college offices. The Minneapolis campus has 4 offices which provide resources or facilities related to study abroad and attempt to extend services to coordinate campuses: the International Study and Travel Center (ISTC), the Office of Special Learning Opportunities (OSLO), OIP, and the International Student Adviser's Office (ISAO).

Interest in overseas study and travel was measured by a registration survey taken winter quarter 1976, which indicated that 17% (3,789) of those returning the questionnaire planned to go overseas while students. Data are not available on the number of students actually receiving credit for study abroad. During the 1975-76 academic year, 6,400 students had appointments (averaging 45 minutes) with ISTC advisers or used their library facilities. OSLO advisers saw 827 students; OIP estimates that 150 students sought advice from them (most of these students are included in the 6,400 who spoke with ISTC advisers). These figures do not reflect students using ISTC travel services. Since ISTC does not provide commercial travel services, there is no way to estimate the full extent of travel among University members, but approximately 3,000 members participate in ISTC-facilitated charter or group flights each year. ISTC transportation is almost entirely European in destination, so persons seeking to go elsewhere are referred. It is estimated that over 5,000 members request information about transportation which cannot be facilitated by ISTC, and a systematic attempt is made to retain information for their purposes, and to advise them on the most economical mode of travel.

Study abroad programs at the University of Minnesota include: (a) programs initiated by the University, (b) consortium programs offered in conjunction with other educational institutions, (c) exchanges, and (d) independent study.

(a) In 1976-77 the following University-initiated study abroad programs were in existence (the list may not be complete; various departments offer programs on an ad hoc basis):

German Language and Culture Program: Sponsored by Summer School and the German Department; offered each summer in Munich.

Southeast Asia Study Program: Sponsored by ISTC; orientation course for credit, but program credit is on an independent study basis. Thailand, Malaysia, Singapore, Indonesia, and Hong Kong are visited each summer.

Archaeological Excavation in Israel: Offered each summer by the Classics Department.

Western Europe and Photography Program: Offered each summer by ISTC; Germany, Switzerland, and Italy are visited. Credit options are available through Studio Arts and Journalism on an independent study basis.

Exploring the British Schools: Sponsored by the College of Education and Continuing Education and Extension (CEE) during the summer.

European Study for Foreign Language Teachers: Sponsored by the College of Education and Summer School. Three separate programs are offered each summer in France, Germany, and Spain.

SPAN: Summer programs; this year Ireland, Fiji, Peru, and Greece are being visited.

Marine Biology Program: Sponsored by the College of Biological Sciences (CBS) and ISTC for credit through CBS; held in the Yucatan Peninsula during spring break.

Mayan Architecture Program: Sponsored by ISTC for credit in Architecture through CEE; held in the Yucatan Peninsula during spring break.

Architecture Study in Europe: Sponsored by the Architecture Department each spring quarter for third year students; usually the destination is Europe.

Quarter in London: Sponsored by CEE; has a rotating focus and changing departmental involvement. This year the focus is theater.

Turkey Survey Program: A summer program sponsored by ISTC; credit for orientation is available and credit for the program is available on an independent study basis.

Excavation in Sicily: A summer program sponsored by the Classics Department.

(b) The University cooperates with other educational institutions on a number of different study abroad programs. It is involved through the Council on International Educational Exchange (CIEE) with study programs in France, the USSR, and Spain; a recent agreement with the University of Kansas allows University of Minnesota students to participate in Kansas-administered study programs in Costa Rica, England, and Germany; and the Committee for Institutional Cooperation (CIC) schools have sponsored joint overseas programs--for example, during the summer of 1976 20 students participated in an agriculture field study program in the Mediterranean countries organized by the University of Minnesota.

(c) Reciprocal exchange programs, representing the cooperative efforts of ISAO, ISTC, and OIP, are offered every year to the countries of West Germany, Morocco, Malaysia, Nigeria, Norway, The People's Republic of China,

the USSR, Uruguay, and Hungary. A scholarship one academic year in length is awarded for each of these countries.

(d) Students can enroll directly in a foreign institution and transfer credit; they can design an independent study project with the assistance of a faculty adviser; and they can take proficiency examinations in various subjects upon returning from abroad. 575 faculty members have indicated a willingness to advise students on overseas study--they are listed in the supplement to the OIP Register of International Studies and Travel of the Faculty. OSLO has developed a "Study Abroad Checklist" which serves as a specific contract between professor(s) and student for independent projects overseas, and students outside CLA may obtain checklists for independent study through OIP.

#### (4) Foreign Students and Faculty

The University of Minnesota has traditionally attracted a large number of foreign students (1500 in 1975-76)--undergraduate and graduate. While these students often come to the University to acquire skills which may be applicable to their home countries, their presence on campus benefits the University as well: they play an important role in the University's effort to reduce the homogeneity of the student body (which is a desideratum mentioned in the self-evaluation report to the North Central Accreditation Association). They also provide a valuable resource in both formal and informal international education at the University.

The visits of distinguished scholars and artists from abroad impart an additional dimension to education at Minnesota. The 75 foreign staff members on campus in the fall of 1976 were located primarily in the Institute of Technology and in the Health Sciences. Departments with sizeable numbers included Chemistry/Biophysics (5), Pediatrics (5), and Experimental Surgery, Electrical Engineering, and Geography (3 each). 28 countries were represented in this staff group; Japan (17), Canada (9), and Great Britain (5) were the countries most heavily represented. 53 of the group were involved in research activities and the others were in teaching roles with research secondary. Most of these staff members were here for temporary periods--36 of the 75 began their work in fall or summer of 1976, 19 had been on the campus

for one year, and the balance had served in their positions for 2 or more years.

Foreign nationals on campus (students, faculty, staff, and others in special programs) average about 1900 per year. Breakdowns by status and country are found in Table 1. A variety of special services must be provided to foreign nationals. ISAO assists foreign nationals in locating housing and arranging financing; summer and school-year orientation programs are offered. Staff members work in conjunction with academic advisers and Student Health Service staff in responding to mental health problems of students with severe or prolonged educational or personal problems.

ISAO also provides liaison with a number of private and public agencies, including the Institute of International Education, the Bureau of Education and Cultural Affairs of the Department of State, the Training Office of AID, the Immigration and Naturalization Service, the Clearance Office of the Department of Labor, the African American Institute, and numerous representatives of foreign governments.

Close contact is maintained by ISAO with the Minnesota International Center (MIC), a non-profit community organization which, while not supported financially by the University, is allowed to rent office space from the University due to its close cooperation with ISAO in providing services to foreign students. For example, MIC volunteers can arrange to meet incoming students at the airport and provide them with temporary housing; the Center maintains a Clothing Bank where foreign students can borrow warm winter clothing to wear during the Minnesota winter; it distributes to foreign students tickets to cultural events contributed by citizens in the community; and it provides special programs for foreign students' wives, including English classes, cooking sessions, and participation in meetings of American women's organizations.

ISAO (along with MIC and ISTC) also works closely with the Minnesota International Student Association (MISA), an organization founded to help foreign students adjust to Minnesota, and to help bridge the gap of cultural ignorance which may exist between American and foreign students. Some of the programs MISA co-sponsors include: quarterly welcome/orientation activities, monthly nationality nights, bi-quarterly newsletters, the

Table 1: Comparative Figures  
Of All Foreign Nationals, 1970 - 1976

	<u>1970-71</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>
<b>Students, Mpls. - St. Paul</b>				
Graduate	1,287	1,108	1,021	910
Undergraduate	297	523	580	553
Adult Special	<u>77</u>	<u>34</u>	<u>51</u>	<u>56</u>
Subtotal	1,661	1,665	1,652	1,519
<b>Others, Mpls. - St. Paul</b>				
Special Programs	50	22	22	24
Staff and Faculty	95	93	114	105
Practical Trainees	58	90	124	92
Vietnamese/Transition	17	7	22	15
English Institute (only)	<u>0</u>	<u>13</u>	<u>10</u>	<u>49</u>
Subtotal	220	225	292	285
<b>Other Campuses</b>				
Duluth				77
Morris				10
Crookston				2
Waseca				2
Mayo	<u>    </u>	<u>    </u>	<u>    </u>	<u>191*</u>
Subtotal	244	249	261	282
<b>Grand Total</b>	<b>2,125</b>	<b>2,139</b>	<b>2,203</b>	<b>2,086</b>

\*56 are immigrants

International Reception Center (6 weeks prior to the beginning of fall quarter), and UNICEF Christmas card sales.

One of the most vital services the University provides foreign nationals is instruction in English as a second language. The Program in English as a Second Language (ESL), begun in 1968, is part of the Department of Linguistics, and is directed by Professor Betty W. Robinett.

ESL's Program for International Students was begun to serve those already at the University who needed instruction in English as a second language; it has now grown to the point where it offers classes to the following groups of people: (a) foreign graduate or undergraduate students who have been admitted to a college of the University or an institution of higher learning in the Upper Midwest pending satisfactory completion of an intensive or supplementary course in English (85-90% of students during the school year are destined to attend the University of Minnesota); (b) refugees, resident aliens, and immigrants who reside in the Twin Cities area, meet the proficiency standards for admission to the English program, and state as their objective the eventual attainment of an academic degree (students who are absolute beginners in English are rarely admitted unless a special contractual arrangement has been made for a complete section of such students); (c) foreign students who enroll under special contractual arrangements between the University and foreign governments or supporting agencies; and (d) on a "space available" basis, non-native speakers of English who may be employed by the University or reside in the area but have no specific academic goals. The English Program for International Students serves as a laboratory for observation and supervised teaching by graduate students enrolled in the M.A. program in ESL.

#### (5) Community Outreach

One of the missions of the University is service to the local community. Broadening experiences and guidance to local groups, businesses and citizens on topics of international interest constitute a major form of community outreach. These activities involve students and faculty with international competence and are exercised either by individuals or through units such as ISAO and the World Affairs Center (WAC).

Through the MIC students can lend an international dimension to local lives. The Center places students with families for home stays; arranges other kinds of home hospitality often on a continuing basis; organizes international discussion groups; sends students as speakers to community organizations and schools; finds interpreters and translators for business and industry, and draws upon the resources of the foreign student body to arrange art exhibits, nationality nights and other cultural programs.

The WAC, a unit of CEE, was established in 1950 at the request of a number of Minnesota voluntary associations, to do continuing and adult education in world affairs. It now has as members (constituting an advisory board) 32 voluntary associations and 13 Minnesota colleges. The Center assists its member organizations in improving their programs by making available resources of the University and the community; it publishes a monthly Activities Report which helps to coordinate activities among its members and prevent duplication. The Center also presents its own programs. In 1975-76 it sponsored or co-sponsored the following major conferences, all but the first open to the public:

Dec. 12: Social Studies Teachers' Conference--  
"Passengers on the Same Planet"

Jan. 30: Foreign Policy Association's "Great Decisions"  
Conference.

Feb. 24 - 25: Pre-Habitat Conference

March 24: "Does the 21st Century Belong to Japan?"

April 28: Minnesota Foreign Policy Forum

May 12 - 13: 2nd Canadian-American Dialogue

The Conference on the Finnish Experience, the TCIP, and the China Seminar described at the beginning of this section all involve community outreach. Further examples are listed below.

The Minnesota International Agricultural Student Work-Study Program, conducted by the Office of Special Programs (OSP) in the Agricultural Extension Service, is designed to bring young men and women agriculturalists to Minnesota to learn about American agriculture, our food system, and our culture. The students are placed on Minnesota farms for a 9-month period for a practical working experience, followed by enrollment at the University for a quarter and additional



practical working experiences in other phases of agriculture (often in other states)—they spend 20 months in the U.S. Almost 900 student-trainees have participated in the program since it began in 1949. There are 53 participants in the 1975-76 program, from 13 countries; they were joined in 1976-77 by 88 participants from 15 countries.

German Professor Leonard Duroche directed an NEH Summer Seminar in 1975 on German Literary Existentialism, designed for teachers at small colleges who normally do not have access to good libraries or the chance to work with well-trained scholars in their fields.

Training of teachers of English as a second language in Adult Basic Education programs all over the state took place at workshops scheduled in September 1975 in the Twin Cities, Austin, and Detroit Lakes; follow-up workshops were held in the same locations in February 1976. The workshops were led by Linguistics Professors Bruce Downing and Betty W. Robinett and supported by federal funds administered by the Minnesota State Board of Education. 13 graduate students and about 400 workshop participants were involved in the activities.

The University of Minnesota chapter of the International Association of Students in Economics and Business Management (AISEC) provides international management experience for interested undergraduate and graduate students. Each year about 5 local businesses take foreign students as interns in programs ranging from 2 to 18 months; about the same number of businesses abroad host local AISEC members. The chapter began its operation with seed money from the Student Activities Board and now is supported by local businesses' donations and by members' earnings; it is advised by a board that includes faculty members and a Chamber of Commerce representative.

#### (6) International Outreach

A variety of international service and outreach activities take place at the University. These activities may be carried out entirely by individual members of the University, or may involve institutional commitment by a department, college or unit. On-campus research and training of foreign students is often involved in the activities; frequently, too, one or more faculty members spend extended periods abroad. The University has (or had) programs involving institutional commitments in Tunisia, Morocco, South Vietnam, Chile, Indonesia (through MUCIA), Thailand, Tanzania, Brazil, and Columbia. A larger role in institutional

international outreach is likely in the future: under Title XII of the Foreign Assistance Act of 1975, land-grant and other universities are to become systematically involved in the U.S. Government's efforts to assist developing countries to expand their food production. The program is supposed to encourage universities "to integrate their overseas and domestic efforts to achieve maximum feedback of the overseas experience into their own research, teaching, and public service responsibilities."

The Minnesota-AID Tunisian project was described above; other examples of University international outreach follow.

Lawrence C. Weaver, Dean of the College of Pharmacy, was a member of a 1974-75 MUCIA team responsible for reviewing and recommending changes in programs at the University of Riyadh in Saudi Arabia. When the review was completed, Professor Weaver was asked by the University of Riyadh to return to Saudi Arabia on an independent basis each semester and continue as a consultant on health sciences programs (especially pharmacy), advising on matters ranging from necessary legal reform in controlling drug use, to continuing education programs, to faculty tenure problems. As a result of his efforts, the University of Riyadh has established one of the first clinical components of a pharmacy program outside of North America. Plans are being made for students from Riyadh to enroll at Minnesota in the Pharm D. and graduate programs; for upgrading the quality of Riyadh faculty members by training them at Minnesota; and for faculty members from the University of Minnesota to teach at Riyadh. (Professor Weaver has also helped initiate pharmacy programs in Wales, Ireland, Sweden, and Canada.)

The Mechanical Engineering Department, under a project financed by NSF, designed an undergraduate instrumentation laboratory for the National School of Engineering in Tunis. Specialized equipment fabricated at the University of Minnesota along with standard commercial equipment was shipped to Tunis; the University provided an Engineering professor to bring the lab into operation and to teach Tunisian students how to use it. The project, which began in 1973 and will end in 1977, has involved 2 professors and 3 graduate students.

The Minnesota-AID project at the National Agronomic Institute of Rabat, Morocco, has since 1970 been working to develop the Institute's capacity to offer specialized training to advanced students in certain areas. When the project ends in 1981, 9 Minnesota professors from various fields will have done development work at Rabat. The project also trains Moroccan staff and students in the U.S.: in Phase I of the project (1970-76), 14 students were trained at Minnesota and

14 were trained at other universities under University of Minnesota contract administration (the students' average stay was 15 months).

OIP has since 1968 administered a Rockefeller grant of \$575,000, originally intended to enable scholars in the humanities and social sciences to accept teaching and research assignments related to university development in selected countries in Africa, Asia, and Latin America. The grant's purposes were later expanded to encompass scholars in Agricultural and Applied Economics. 6 faculty members and 5 graduate students in Geography, Rural Sociology, and Agricultural and Applied Economics have accepted assignments in Thailand, Tanzania, Taiwan, and Chile; the grant has also supported graduate students from Thailand studying at the University of Minnesota.

#### (7) University Representation

There are a number of aspects of international education that require an official University position. They include policy statements on such matters as exchange agreements, representation of the University in various national and international groups, official visits to overseas projects, and signing of contracts and communication of University policies to state, national, and foreign institutions.

One of the major national groups to which the University belongs is the Midwest Universities Consortium for International Activities (MUCIA). MUCIA was established in 1964 through the efforts of four mid-western universities--Michigan State, Indiana, Illinois and Wisconsin--interested in developing a joint approach to the study of international development. These universities were joined in 1969 by Minnesota, and in 1975 by Ohio State and Purdue. MUCIA has been the vehicle through which various contracts with foreign countries have been arranged and through which grants of several sorts--for example, for individual research, inter-institutional research, and travel to international conventions--have been awarded to faculty at MUCIA institutions. Appendix 4 lists recipients of MUCIA grants here at the University of Minnesota (along with award amounts and project titles).

Other major national organizations intimately involved in aspects of international education are the CIC, the CIEE, and the National Association

of Foreign Student Advisers (NAFSA). University representation in these organizations is often the responsibility of OIP, ISTC, and ISAO. And much of the dissemination of information and the sharing of organizational and developmental problems and solutions in the areas of study abroad and foreign student concerns serves to establish extensive relationships between the University and domestic and foreign institutions.

In addition, there are many aspects of University policy which implicitly determine the course of international education. For example, decisions as to what sorts of proposals may be submitted to local foundations implicitly determine University priorities with regard to international education. These aspects are generally of a sort which requires someone to speak on behalf of the University as a whole. In the past these functions have been carried out primarily by the President, the head of OIP, the Director of International Agricultural Programs (a position abolished in the summer of 1976), ISAO, and individual units.

## II. THE PRESENT STRUCTURE OF INTERNATIONAL EDUCATION

Corresponding to the variety of concerns we have just seen falling under the rubric "international education" is a variety of levels in the University's organization appropriate to handling the concerns. Many research and teaching endeavors are carried out by individuals as a normal part of ongoing activities. In some cases departments or colleges are the best units for facilitating international activities. We want here to explore the rationale behind the special attention at the all-University level some international activities currently receive; later, as we discuss problems that have arisen under the present system, we will see that that rationale has not been implemented as fully as it should be.

International activities that currently receive attention at the all-University level generally do so for one or more of the following reasons: (1) there are external aspects of the activity that require an all-University response, (2) there are clear benefits to all parts of the University to be achieved through all-University information channels with respect to international education, (3) there are visible and significant economies to centralizing an operation that would otherwise be duplicated in many units, and (4) there are clear gains to be realized by administering an activity jointly carried out by several units of the University at an all-University level.

(1) There are numerous activities involving international education in which official and University-wide representation is currently being made. These are activities where single individuals, departments, and units cannot represent the interest of the entire University; the nature of the activities requires an all-University response. These activities, some of which have been mentioned in the preceding section of the report under "University Representation," include: representation of the University as University and as a member of consortia (e.g., MUCIA) to major funding agencies on University goals and objectives in support of searches for outside funding, representation of University-wide policy and decisions in regard to entering into bilateral official agreements with universities abroad (e.g., universities in Besançon, France, and Valdivia, Chile), and

official representation to visiting foreign dignitaries and representation of the University abroad.

(2) Information on international grants and scholarships and study abroad programs is important to many within the University, and on-going activities within the University pertaining to a given region are of interest to individuals in many departments and colleges outside of the ones in which the activity is taking place. There is a need for collection, organization, and dissemination of such information. OIP, ISTC, and ISAO are all-University offices currently attempting to perform this function.

(3) In the case of foreign student advising, the economies associated with having visa information, contacts with the International Institute of Education, and other specialized knowledge all located in one place are so great that there can be no question but that foreign student counselling and services require skills which, if provided in individual units of the University, would entail significant and uneconomic duplication of effort. Thus, there is a case for some special services for foreign nationals and, once that case is accepted, the economies associated with a centralized office are beyond dispute. The University recognizes this in its continuing support of ISAO (established in 1946). Another situation where visible economies accrue from centralizing an operation several units might be performing is in the administration of programs and contracts overseas, where the considerable support in logistics, contract definition, reporting, etc., make it unlikely that individual departments have the resources or expertise to efficiently perform these functions. OIP and the Institute of Agriculture, Forestry, and Home Economics (IAFHE) often give the administrative support required here.

(4) Some activities that are centrally concerned with international education fall across collegiate lines. In such a case, there is no collegiate unit which can conveniently administer them. Such is the case, for example, with the Economic Development Center, which is a joint undertaking of the Department of Economics in the College of Liberal Arts and of the Department of Agricultural and Applied Economics in the College of Agriculture. A similar consideration applied to the AID contract with the University of Minnesota for a Tunisian program. In that instance, both Economics and

units of IAFHE were involved, and an outside administering unit seemed most natural. In such cases it has proved time and time again to facilitate matters if an all-University office (such as OIP) can provide administrative support.

Of the all-University offices that have been developed to meet the four needs just outlined, ISAO and ISTC are specialized offices, and are widely recognized as such. OIP, however, is believed by many to be an all-University office with the responsibility and power to centralize and coordinate the University's international activities. A brief history of that office's development may dispel this illusion, and indicate the minimal extent to which some of the needs for all-University attention to international education are being met.

When the University realized in 1962 that it might be part of a group to receive a Ford grant for international education, it created a task force which, hoping to receive \$8 million, began elaborate planning. The planning efforts, due to the absence of an internal mechanism for coordinating international programs at the University, resulted in a grab-bag of departmental proposals unrelated to one another. The Ford staff rejected the University's bid for the \$8 million, but suggested that the University submit a request for a \$1 1/2 million capacity building program to increase competence in international education. The University submitted the request and received the money. In 1964 OIP was created to build decentralized international strength. For each college a coordinator was appointed; the appointments were made jointly by OIP and the colleges. Coordinators were charged with providing linkage between OIP and colleges.

Capacity building began with a small grants program, a series of seminars to discuss issues and problems, medium-sized grants (\$40,000 to \$75,000) for groups to launch activities, and the addition of faculty members in international education. In 1966 OIP was reorganized, withdrew its half time salary support for the coordinators and diminished its logistical support. Parallel with the reorganization, colleges began lowering their priorities for international education.

Since OIP now functions largely upon the initiative of individual units, the approach to international education that has evolved is diffuse and in

some respects decentralized. Yet despite its dispersed structure, individual students, staff and faculty have strong commitments to international education, and have expressed these commitments by developing a vast range of international programs and activities. We sampled some of this range in the preceding section. The extent of the range is indicated by the response the Council received from deans, directors, and department heads, whom it asked in the fall of 1975 to identify units and individuals under their purview "involved in aspects of international education, including teaching, research, exchange programs, service contracts, community services, foreign students, and other internationally oriented activities." 49% (318) of those receiving the questionnaire responded to it; after screening out the cross-references (where, for example, deans listed international units whose directors also received and responded to our request), there were 294 usable responses. Of these, 232 (79%) indicated on-going international activities and 62 responses (21%) indicated no such activities.

Given the extent of these international activities, it would be impractical to detail them here. But we can indicate something of their decentralization by listing the major units involved in international education that the University supports, and indicating their places in the University's organization. Information on these units' 1976-77 budgets is also given. Budgets were provided by the unit in question, unless otherwise indicated.

(Note: The General Operations and Maintenance Fund (O+M) is the 0100 fund, in which state legislative appropriations, student tuition, some student fees, indirect cost recoveries, and some types of investment income and departmental income are placed. Agency Funds are 8XXX funds which the University holds for organizations such as the Twin Cities Student Assembly.)

#### I. Vice President for Student Affairs

- A. MISA (Minnesota International Students Association). Budget: Agency Funds (student fees) = \$16,562 (estimated); foreign students contribute an additional \$4 each per quarter to a financial aid fund for needy foreign students.
- B. ISAO (International Student Adviser's Office). Director: Forrest G. Moore. Budget: O+M = \$210,657; in addition, special programs



provide approximately \$40,000 per year.

- C. ISTC (International Study and Travel Center). Director: Colleen Zarich. Budget: The operating budget this year is \$126,000; actual revenue could vary \$20,000 either way. Agency Funds (student fees) = \$22,079 (estimated); O+M = \$12,000 (approximately). The remainder of the \$126,000 is self-generated.

## II. Vice President for Academic Affairs

### A. Academic Divisions

1. IAFHE (Institute of Agriculture, Forestry, and Home Economics). The Office of International Agricultural Programs, abolished in the summer of 1976, had an annual budget of about \$73,000. That money is now allocated within the Institute to ensure continuance of the programs that operated under the Office of International Agricultural Programs. The College of Agriculture operates outreach programs in Morocco and Mauritania (directed by Pierre Antoine); the Office of Special Programs sponsors both short-term study programs and the Minnesota International Agricultural Student Work-Study Program, in cooperation with the Agricultural Extension Service, the Agricultural Experiment Station, and other units within the Institute; other programs such as scholarships and exchanges are operated in the Institute under the direction of Deans Freeh and Tammen.
2. CEE (Continuing Education and Extension)  
WAC (World Affairs Center. Director: William Rogers. Budget: About half of the \$71,696 allocated to Continuing Education in Public Policy from the O+M budget goes to the WAC. This year the Center also has a \$4,700 grant from the Humanities Endowment.
3. CLA (College of Liberal Arts)
  - (a) Area Studies Programs, Departments, and Centers. (Note: Some of these programs' budgets include teaching budgets; others do not. The chairmen of African Studies, East Asian Studies, and Latin American Studies donate their time. Their departments do not provide released time.)
    - i. African Studies Program (administered by the Afro-American

- Studies Department). Chairman: Earl Scott. Budget: \$2,500 from Temporary Allocations.
- ii. East Asian Studies Program (administered through Cross-Disciplinary Studies). Chairman: Edward Farmer. Budget: O+M = \$3,233.
  - iii. Latin American Studies Program (administered through Cross-Disciplinary Studies). Chairman: Peter Johnson. Budget: O+M = \$5,431.
  - iv. Ancient Near Eastern and Jewish Studies Program. Coordinator: Daniel Reisman. Budget: O+M = \$57,521, according to the University's printed budget; the program also has a \$4,700 grant from the Kaplan Foundation.
  - v. Middle Eastern and Islamic Studies Program. Coordinator: Iraj Bashiri. Budget: O+M = \$85,957.
  - vi. Center for Northwestern European Languages and Area Studies (Scandinavian Center). Director: Robert Kvavik. Budget: O+M = \$122,095. Much of this money supports basic instruction in Scandinavian languages in the Scandinavian Department.
  - vii. Center for South Asian Languages and Area Studies. Director: M.A.R. Barker. Budget: O+M = \$67,560. These funds to a very great extent support permanent faculty in Anthropology, Art History, and History.
  - viii. South Asian Studies Department. Director: M.A.R. Barker. Budget: O+M = \$85,154.
- (b) Department of Linguistics, Program in ESL (English as a Second Language). Director: Betty W. Robinett. Budget: The English Program for International Students is funded through an "unassigned instruction" budget which enables it to hire 1.72 full time teaching associates, and tuition paid by the foreign students for their non-credit courses (there are about 25 1/3-time teaching assistants hired with this money).

- (c) OSLO (Office of Special Learning Opportunities). Adviser for Study Abroad: Jim Fremming. Budget for Study Abroad: O+M = \$9,132, \$1,996 of which is EDP money.
- (d) Quigley Center. Director: P. Terrence Hopmann. Budget: O+M = \$21,993; Temporary Allocations = \$24,283. The Center has no outside grants this year, but since 1971 it has received \$300,164 from private and public agencies.
- (e) SPAN (Student Project for Amity Among Nations). Administrative Official: Theofanis Stavrou. This program is essentially an autonomous, student-run non-profit corporation (involving other colleges as well as the University). SPAN annually raises \$30,000 - \$32,000 to cover operating expenses and scholarships, and is subsidized by Summer Session (CLA) (approximately \$6,000 per year for advisers' salaries), and by OIP, which provides office space, some secretarial help, and telephone equipment.

4. UC (University College)

Foreign Studies Program. Coordinator: Carol Endriss. Budget: O+M = \$33,094; in addition, the Program has an HEW grant of \$11,716 and receives \$2,466 from the EDP.

B. OIP (Office of International Programs). Interim Associate to the Vice President: Donald Browne. Budget: O+M = \$145,184; the Centers listed below do not receive any of this money.

- 1. Center for Comparative Studies in Technological Development and Social Change. Director: Robert Holt.
- 2. Economic Development Center. Director: Martin Abel.
- 3. Center for Population Studies. Director: Harry Foreman.

III. Provost, University of Minnesota, Duluth

- A. Foreign Student Adviser's Office. Director: Marie Stevens.
- B. Office of Special Programs. Director: Roy Hoover.

IV. Provost, University of Minnesota, Morris

Coordinator of International Programs: Bruce Nord.

V. Provost, University of Minnesota Technical College, Crookston  
Director of International Education: Ervie Glick.

### III. PROBLEMS UNDER THE PRESENT STRUCTURE OF INTERNATIONAL EDUCATION

The Council believes that there is a pervasive lack of coordination among international activities at the University that undermines the success of the activities. Specifically, we suggest: (1) The absence of comprehensive policy that would coordinate various units operating in international education has (a) hindered the University's efforts to develop an effective response to Title XII legislation and (b) hurt the quality of area studies centers and programs and reduced their chances for federal aid. (2) The absence of a structure facilitating cooperation among the international offices has led to unnecessary complexities in their relationships, impeding the development of effective information channels and resulting in some inefficiency in the offices' operations.

Both of these problems have resulted because the current rationale for treating aspects of international education at the all-University level, which was discussed in the preceding section, has not been fully enough implemented.

(1)(a) The absence of comprehensive policy that would coordinate various units operating in international education has hindered the University's efforts to develop an effective response to Title XII legislation.

On 20 December 1975 Title XII of the Foreign Assistance Act was passed into law in order to "prevent famine and establish freedom from hunger" by strengthening "the capacities of the United States' land-grant and other eligible universities ... to provide increased and longer term support to the application of science to solving food and nutrition problems of the developing countries." Congress has appropriated \$118 million for Title XII in 1977 and anticipates spending up to \$195 million per year on it by 1988. There has been some delay at the federal level in setting up this program: the Board of International Food and Agricultural Development (BIFAD), charged with assisting in the administration of programs on food and nutrition, does not yet have an operational staff and it is unclear whether the director of the programs will come from BIFAD or AID. It may be four to ten months before the University will be able to do anything through BIFAD, though it may be possible to approach AID directly.

It seems clear that the University should not wait for these problems to disappear: best use can be made of funding opportunities that arise in the future by organizing now. Most of the response so far organized has come from the IAFHE. A faculty committee from the Institute in December 1976 circulated its report "Reaching Out to the World" (the Freeh Report), outlining plans the IAFHE might follow in responding to Title XII and to other international opportunities. Institute faculty will naturally play a prominent role in any program funded under Title XII--but faculty from colleges outside the IAFHE and from the coordinate campuses have important contributions to make to the successful operation of such a program. Members of the University who participated in the Korean and Moroccan outreach programs are well aware of the ill effects of social scientists' absence in these programs. Others have a similar awareness: Jonathan Kandell reported in the 16 March 1977 New York Times, where he surveyed outreach efforts in developing countries, that "Agronomists are quick to emphasize that the new breakthroughs can be translated into dramatic increases in productivity only if they are accompanied by political, social and economic policies beyond the control of the research institutes." Faculty from CLA, from the College of Letters and Science (Duluth), and from the Divisions of Humanities and Social Science (Morris) are necessary not only as resources from which language skills and general cultural background can be acquired; they also have specialized skills required to solve particular problems in developing countries.

But when the IAFHE chose North and West Africa as optimal focal points for effort (followed by Latin America), it chose areas where liberal arts expertise is not prominent (though some such units have strengths in these areas). Since there is no person or body at the University with the responsibility and power to formulate priorities in the conflicts that will inevitably arise in an undertaking so complex as formulating an effective all-University response to Title XII or to similar opportunities, such undertakings are unlikely to succeed.

A comprehensive position on international education, from which coordinated action on Title XII could grow, would be concerned not only with establishing priorities among the conflicting interests that have

arisen in the course of responding to Title XII: it would also have to address the question of setting priorities between (for example) the problem solving and outreach activities that Title XII, together with University money and money from local foundations, would facilitate, and the research and instruction that University resources and foundation money might otherwise be devoted to.

(1)(b) The absence of comprehensive policy that would coordinate various units operating in international education has hurt the quality of area studies centers and programs and reduced their chances for federal aid.

Area studies programs were often regarded unfavorably during the 1960's, when, in response to funding opportunities provided by the Office of Education and other agencies, these programs proliferated without depth in universities across the country. The Office of Education has sustained funding opportunities; but efforts in this university have now turned toward stopping the proliferation of the programs, and increasing their depth by building into them strong disciplinary components and organizing these components to avoid the curriculum duplication likely given the flexible boundaries of many disciplines and the size of this university. (Courses in Vedanta philosophy have been taught both under Philosophy and under South Asian Studies; courses in the Akkadian and Sumerian languages have been taught both under History and under the Program for Ancient Near Eastern and Jewish Studies.) Programs where the attention of disciplinary specialists is harmoniously directed toward particular geographical areas of the world do not dilute the disciplines involved; rather, they are vital in developing the breadth necessary for students to become specialists in various social science and humanities disciplines.

Area studies programs at the University have not always been able to build into their curricula the disciplinary components necessary for their successful operation. The lack of coordination between these programs and various departments has placed the programs at a disadvantage in competing for federal aid.

In 1967 the University was selected for funding as one of 11 national

NDEA Centers for South Asian Studies. In 1972 the University inaugurated a Department of South Asian Studies which now houses the Center. The number of federal centers was cut in 1973 to 6 (including Minnesota). The Center continued receiving money from the federal government; in 1975-76 it got \$80,000 in federal funds. In 1976-77 the federal funds stopped. The evaluating agency cited several reasons for the action taken: better coordination with CLA departments and better communication among professional schools outside of CLA were both thought necessary, and stronger University commitments to outreach program building on other campuses was thought desirable. (The evaluating agency's report is available from Professor Barker.)

The situation of the Northwestern European Languages and Area Studies Center (the Scandinavian Center) is similar. The Center was set up with NDEA funds, but received them for only one year. The evaluation report on the latest application, for 1976-77 (available from Professor Kvavik), held that among the reasons support was withdrawn was that the area program was not large enough to balance the language program and the program (under a constriction imposed by CLA) would not expand its area faculty.

Since the University has developed special strengths in the libraries that serve South Asian and Scandinavian Studies, it is especially difficult to see these centers suffer under an organizational structure that makes it difficult for them to obtain federal support. The Ames Library of South Asia contains, after the Library of Congress, the largest number of holdings on South Asia of any library in the Western Hemisphere, and the collection of Scandinavian items in the University Library may well be second in size in the U.S. only to the Library of Congress.

Although the program in East Asian Studies has never received federal support, it has repeatedly applied for such support. When it was refused aid in 1974 it was told that a major reason for the refusal was the lack of institutional commitment to further development of the program (on a scale of 1 - 10 it received a 3 for institutional commitment), and that its future prospects could not be judged in the absence of such commitment. In 1975 it was again turned down for aid, because its program was weak in the social sciences, because its administrative structure was not strong

enough, and because again institutional commitment was not indicated. In 1976 there was some question on Professor Farmer's part whether the Minnesota program was even eligible to apply for federal aid, since the Office of Education allowed only Centers to apply, and defined a Center as "an officially designated academic unit of an institution of higher education (or a combination of institutions) with its own administrative structure encompassing various academic disciplines ...." But East Asian Studies did apply; the money was again held back because the core program on the graduate level, especially the social sciences, was judged weak, and because cooperation with other programs and professional schools was not evident. (Supporting documents are available from Professor Farmer.)

Middle Eastern and Islamic Studies has a similar interest in strengthening its program through coordinating its offerings with courses in other departments. Professor Farah, director of that program, in January 1976 provided the Council with a statement in which he noted: "The highly compartmentalized nature of existing departmental operations in the CLA makes it almost impossible ... to elicit active cooperation from departments best able to offer the courses students have been asking for ... if we can show a balanced approach, namely a strong social science component to match a strong language and culture offering in the program as presently constituted, then the University will be better equipped to approach outside agencies for funding ...."

And there are cases where, although the University does not have an area studies program covering a certain region and is unlikely to develop one, some instruction in that area would be valuable. Such is the case described by the Committee for the Southeast Asian Program (chaired by Professor Farmer) in its 1973 report, "Southeast Asian Studies at the University of Minnesota." In his 11 November 1973 letter to the head of OIP, Professor Farmer wrote: "It is our conclusion that a substantial and specialized program of advanced training and research in Southeast Asian area studies is beyond the capability of the University at this time and should not be contemplated. As an important region of the world, however, Southeast Asia is too large and prominent to be left unrepresented in our curriculum. For intellectual, social and practical reasons our students should have available



at least an introductory level of instruction about the peoples, societies and cultures of Southeast Asia. We recommend, therefore, that funding be sought for at least one faculty position in either anthropology, geography or history."

A comprehensive policy that would coordinate various units in international education should include a mechanism for building strong disciplinary components into area studies programs or for developing a minimal level of disciplinary involvement in areas like Southeast Asia. No such mechanism now exists. One part of such a mechanism ought to ensure that funds designated to hire international specialists but allocated directly to departments are not permanently lost to international education when the specialists leave the University or change their interests. It is fortunate for international education at the University that the majority of the 13 international specialists hired with Ford money are still here. But there have been cases where money designated to hire individuals with international focuses has been lost to international education when the individuals left the University. And if money should become available in the future for appointing international specialists, it would be desirable to have some mechanism that ensured a continuing commitment to international education by the departments making the appointments (although care would have to be taken to preserve departmental autonomy).

(2) The absence of a structure facilitating cooperation among the international offices has led to unnecessary complexities in their relationships, impeding the development of effective information channels and resulting in some inefficiency in the offices' operations.

In March of 1977 the Council asked 509 randomly selected faculty members (on and off the Minneapolis, St. Paul, Duluth, Morris, Crookston, and Waseca campuses) to help us identify the existence and evaluate the effectiveness of communication channels within the University through which information on international education flows, by answering the questions that (along with the results of the survey) are found in Table 2.

Four groups of people among those who responded to the questionnaire are of particular interest to us. (a) There is a large group of faculty

Table 2: Faculty Access to  
Information Channels Serving International Education

The Survey Questions

Where would you turn for information on:

1. Funding opportunities for a year's research while on sabbatical leave? (Answer: OIP, ISTC, Department, Collegiate Research Offices)
2. Possible financial support for travel to scholarly conventions overseas? (Answer: Graduate School, OIP, ISTC, Student Financial Aid Office)
3. Financial aid in publishing the results of your research on an international subject? (Answer: OIP, University Press, Department)
4. The most economical means of travel abroad? (Answer: ISTC)
5. Other University faculty members with interest and experience in the geographic area of your interest? (Answer: OIP, ISAO, ISTC)
6. Your legal status while conducting a study abroad program or doing research overseas? (Answer: Attorney, OIP, ISTC)
7. Conducting a study abroad program for students? (Answer: CEE, OIP, ISTC)
8. Scholarship opportunities for students interested in study abroad? (Answer: Graduate School, OIP, ISAO, ISTC, Student Financial Aid Office)
9. Possible financial support for graduate advisees who wish to conduct their dissertation research overseas? (Answer: Graduate School, OIP, ISTC, Student Financial Aid Office)
10. Guidelines for awarding credit for independent study abroad? (Answer: OIP, ISTC, OSLO, Department)
11. Funding opportunities for offering a class at the University with an international dimension? (Answer: CEE, Educational Development Center, Department)
12. Help in sponsoring conferences on international topics? (Answer: CEE, OIP, WAC, Department)
13. Foreign students and faculty at the University who are interested in speaking about some aspect of their country? (Answer: OIP, ISAO, Speakers' Bureau, Student Activities Center, WAC, Department)
14. Special problems that arise in advising foreign students? (Answer: ISAO)
15. Securing for the University teaching or research services of a foreign scholar? (Answer: OIP, ISAO, Department)

Note: The answers given here include those offices which, in the judgment of staff members of all-University international offices, are likely to have the information at issue. The offices listed in answer to a question may vary in their ability to provide the information at issue.

Table 2 (continued): Faculty Access to Information Channels Serving International Education

Results of the Survey:

	A	B	C	D	E	F	G
	%	%	%	%	Sum	Sum	%
	correct	incorrect	outside	"?"	B, D	B, C, D	"X"
	(in U.)	(in U.)	U.				
Question 1	29	19	19	43	64	83	08
Question 2	14	22	22	48	70	92	07
Question 3	14	07	10	43	50	60	24
Question 4	17	06	21	41	47	68	08
Question 5	19	14	01	38	52	53	18
Question 6	19	06	10	54	60	70	16
Question 7	12	17	01	33	47	48	39
Question 8	21	14	05	40	54	59	22
Question 9	19	09	10	39	48	58	40
Question 10	21	08	00	37	45	45	26
Question 11	13	10	01	40	50	51	32
Question 12	20	08	04	39	47	51	27
Question 13	36	05	04	28	33	37	22
Question 14	36	08	01	25	33	34	20
Question 15	20	05	08	42	47	54	19

Column A: The percentage of respondents who listed an office within the University likely to have the information at issue. Column B: The percentage of respondents who listed an office within the University unlikely to have the information at issue. Column C: The percentage of respondents who listed information sources outside of the University. Column D: The percentage of respondents who did not know where to turn for the information at issue (the questionnaire asked such persons to answer with "?"). Column G: The percentage of respondents who indicated that the information at issue was irrelevant to their research and teaching (the questionnaire asked such persons to answer with "X").

207 (41%) of the 509 randomly selected faculty members (on and off campus) to whom this questionnaire was sent responded. The percentages in Columns A, B, C, D, and G do not total 100 because many respondents listed more than one answer per question. The data on which this table is based are found in Appendix 5.

(see column E of Table 2) who appear to have some interest in international activities, but who probably have not translated that interest into action, since they do not know the best places to find information which would serve that interest: they either answer questions with "?" or they list a University office which is unlikely to have the desired information. (Note that persons who don't judge the information at issue relevant to their teaching and research interests are not included here; the questionnaire asked such persons to indicate that the information at issue was irrelevant to them.) The faculty interested but probably inactive in international activities might be much more active if the University were more supportive of international education.

(b) There is another group of people—a subset of the first group—who indicated a more intense interest in acquiring information on international education by entering multiple and starred question marks in response to the questions, and by volunteering comments over and above the standard "?", such as "Help!", "Very interested and no ideas," "I'm on sabbatical now and wish I had known this existed," and "Wow! Where were you when I needed you?".

(c) Another group of people consists of those who appear to have a strong interest and probably some experience in international education, but who have found their efforts to ferret out information in the area frustrated: they may inform us that the information at issue is "not available," or ask us for feedback with answers like "Dean's Office, Dept. Chair, apply through Education Dev. Project--I've tried all--can you give me any more suggestions?".

(d) A final group of people we must be concerned with includes those who, perhaps because of past or anticipated frustration, would turn for help to agencies outside the University. We have made no attempt to estimate the correctness of answers given by people in this group (column C of Table 2).

The existence of these last two groups of people makes it clear that although (as several respondents pointed out) it would not take a great deal of ingenuity to uncover the major channels of access to information on international education (the all-University international offices) simply by looking in the student-staff directory or by "calling around," the information does not always readily flow through these channels.

It is crucial to understand why this is so. Part of the problem is that tight resources make some of the relevant information difficult to collect, and, even if collected, difficult to disseminate. For example, while several of the University's international offices were able in 1975-76 to jointly publish a brochure listing all the study abroad opportunities known to them, no such listing is available to students this year, for lack of staff time and supplies money. And ISAO has had to radically cut back its mailings to faculty because it too is short of staff members and supplies funds.

Another reason important information is not readily available is that some of the information involved is sufficiently complex to keep secretaries and assistants in offices from mastering it. Thus when directors are out of their offices (as they must be a great deal of the time) the information is difficult to obtain. And when the complexity of information involved in a particular issue is so great that only directors of offices, with years of experience in international education, seem able to master that information, the information is in jeopardy of disappearing as the individuals who possess it move on to other endeavors. For instance, the WAC initiates projects in areas where it feels the need is greatest--areas where other University units are not planning projects that would inform the public. In discovering those areas, and in guarding against overlap, it cannot turn to centrally coordinated information; its successful operation depends on its director's familiarity with University programs.

It may be a consequence of the complexity of information on international education and its subsequent inaccessibility that some faculty members would not even try obtaining the information they need from University offices, but would instead turn to sources outside the University. According to the questionnaire response there are more faculty who would look to a travel agency to discover the most economical means of travel abroad than who would turn to ISTC, although it would almost certainly be to their benefit to contact ISTC. The provision of this information is not ISTC's main function, but it does have a travel library on low cost transportation more comprehensive than can be found at any area travel agency; it offers inexpensive

charter flights which faculty members may take; and it can advise persons on which commercial airlines or other agencies offer the services desired.

If the complexity of information were unavoidable, that would be lamentable, but would not constitute a defect we could expect to remove by reorganizing the structure of international education. Sometimes the complexity does appear unavoidable: for instance, the University's loss of sovereign immunity may have wide ranging consequences for the legal status of faculty members conducting study abroad programs, though just what those consequences will be is unclear, and the attorney's office is presently handling individual cases as they arise.

Some of the complexity of information, however, reflects complexity in the present organization of international education that might be avoided under a reorganized system. Simply put, problems arise because units within Student Affairs perform services that might be classified "academic". But to state the issue so simply is misleading if the inference drawn from such a statement is that the educational services in question should be transferred to Academic Affairs. To understand the invalidity of such an inference (and to understand the recommendations the Council made in its draft report) it is necessary to explain why these educational services are provided by units under Student Affairs.

In the first place, the expertise required to provide counselling services to foreign students equips those providing the services to undertake educational activities some feel belong under Academic Affairs. For example, in order to advise foreign students they must become familiar with foreign universities; they must also be able to solve cross-cultural communication problems. They have a useful capacity to participate in advising domestic students who want to enroll in foreign universities, in administering student exchange programs, and in preparing students for study abroad by holding seminars where cross-cultural communication problems are analyzed. (ISAO does all of these things. The student exchange program it administers is the Reciprocal Exchange Scholarship Program.) And in counselling foreign students, ISAO becomes more closely involved with academic areas than other Student Affairs offices counselling domestic students, since there are many factors (visa and work restrictions, for example, as well as cultural barriers)

influencing foreign students' academic careers that do not affect domestic students, and that the faculty advisers of foreign students are usually ill-equipped to deal with. The counselling of these students thus must be carefully coordinated with the academic aspects of their stay at the University.

In the second place, since Academic Affairs has in the area of international education traditionally been more concerned with faculty and graduate students than with undergraduates, units under Student Affairs have attempted to provide the international educational services undergraduates need and want. This is particularly evident in the growth of ISTC. In the 1960's, there were very few units facilitating study abroad for undergraduates. In 1968 a group of students asked MSA to provide funds for a travel-abroad library, and to let them sponsor charter flights; that group of students thus began the Work Study Travel Abroad Office. By 1970 the office was running study abroad programs to Russia and India (faculty were involved; credit was available if desired). In 1974 the office (by this time ISTC) began receiving some money from student fees. In 1975 they approached OIP and ISAO for support (which they obtained) for their request to central administration for additional funding. ISTC now receives, as a result of that request, approximately \$12,000 a year of O+M (0100) money, which is channeled through ISAO. ISTC currently employs the equivalent of 8 full-time advising/programming staff members, maintains the most well-developed library in the University on study, travel, and work abroad, administers several study abroad programs, offers orientation programs for study and travel abroad, and presents seminars on topics of international interest. ISTC does not administer credit allocation for any study abroad programs, though it can advise students on how to receive credit for their work. Some of these services are obviously academic, but they are being performed under Student Affairs because at the time they needed to be developed they did not receive adequate attention from Academic Affairs.

Recently, units have developed under Academic Affairs to facilitate international education for undergraduates as well as graduates and faculty. OIP has since 1972 had a half-time staff member who advises students on study abroad opportunities, administers independent study abroad projects

for non-CLA students, maintains extensive information on financial aid possibilities for study abroad (and for other activities), develops information on faculty members willing to advise students on study abroad (such faculty are listed in the supplement to the OIP Register), and administers the Hungarian Exchange Scholarship Program and the CIEE programs. OSLO, in response to student demand, has been advising students on independent study abroad since its inception in the fall of 1970. By 1973 it had a half-time study abroad adviser; by 1975 that position was full time. In addition to advising on independent study abroad, facilitating faculty contacts for such study and administering credit allocation (in conjunction with the CLA Study Abroad Committee), it administers the study abroad programs under the University of Kansas/University of Minnesota Consortium. Although it is a CLA office, OSLO's visibility attracts a good number of students from other colleges, whom it also advises on study abroad.

ISAO, ISTC, OIP, and OSLO all attempt to coordinate services so that although the ad hoc nature of international programs' growth often makes the administration of a program in one unit rather than another purely arbitrary, these offices do not routinely duplicate services. And the cooperation among these offices is not limited to organizing their separate efforts to avoid duplication: it also involves joint efforts, such as developing a student peer advising network (including foreign students and domestic students who have travelled abroad), and systematically evaluating the study abroad experiences of Minnesota students.

But the cooperation that goes on among these offices goes on in spite of the present organizational system: lines of communication among units under different vice presidents do not exist ready-made; they must be created by the units involved, and require a considerable expenditure of time.

At times there are breakdowns in communication: units or persons in Academic Affairs involved in activities such as setting up a study abroad program or advising foreign students fail to consult ISTC or ISAO when they should; units in Student Affairs fail to get the academic input they need to make the services they provide most effective.



And at times duplication of effort is inevitable, if not because of breakdowns in communication, then simply because of the number of units involved. Separate libraries must be maintained, for instance, by all of the units doing study abroad advising. Duplication of study abroad services is not always undesirable--in a University of this size, students may benefit from having study abroad information available at different locations; different people will find the approaches of different offices appealing. But sometimes duplication of effort seems obviously wasteful. For instance, in 1975 there was a conference in Chicago of CIC schools. Most of the schools were represented by one individual each. Four representatives from Minnesota attended: one (from ISTC) was an organizer of the conference and had expenses paid by CIC; the University absorbed the costs of two representatives from OIP and one from ISAO.

Coordinate campuses are directly affected by the complexity of relationships among the all-University international offices. Although these campuses are in their own ways moving ahead in international education, they require the support of the all-University international offices, and have indicated a desire to receive more information serving international interests.

A structure that facilitated cooperation among units in Academic and Student Affairs and eliminated some of the inefficiency generated by having similar tasks performed by the various units might eliminate some of the complexity in providing international services, and by making the information about such services easier to master could make it easier to disseminate. Further, the increased efficiency of such a structure might provide the additional resources we saw were desirable to improve the collection and dissemination of information.

#### IV. RECOMMENDATIONS

In the draft report the Council circulated in June 1976, we recommended specific changes in the organization of international education, which we believed would have enabled the University to successfully address the problems we saw under the present system.

The specific changes we recommended involved the establishment of an Office of International Education, headed by an Associate Vice President reporting jointly to the Vice Presidents of Academic and Student Affairs. The head of the office would have been responsible for the elaboration and implementation of policies (broad guidance on which he would have received from the Council), and for the development, review, and coordination of international programs on all of the University's campuses. We suggested that he/she be assisted by a Director for International Instruction and Research, who would have been responsible for the various area studies centers and programs and international research centers currently in existence (and perhaps for international community outreach programs), and who would have provided support services to contracts abroad, and mechanisms (newsletters, seminars, conferences) for sharing information on international education. We also suggested that the head of the Office of International Education be assisted by a Director for International Student Affairs, who, in addition to supervising ISAO and ISTC, would have coordinated their services with the educational activities of other units. We hoped these units involved in international education might share the same building.

The Council also proposed that a program budget (perhaps \$50,000 to begin with) be created which could be cross-charged to individual departments to encourage and strengthen international education, suggested that modest direct state support for international education in the University appropriation might be sought, and urged that the University more actively seek financial assistance for international education from federal agencies (agencies which, due to the value international education has to the nation, provide more opportunities for financial aid than individual states are able to provide).

We believed this new organization of international education could succeed where the present organization has failed. By specifically charging

a high-level administrator (advised by a council of interested and informed faculty and students) with developing comprehensive policy that would guide the University's international endeavors and seeing to it that the myriad and diverse activities which contribute to those endeavors complement one another, a means for effectively responding to Title XII and to similar opportunities would exist for the first time in the University's history. That same comprehensive policy would enable a systematic response to the needs of area studies centers and programs, and put the University in a better competitive position for federal money that supports area studies centers. The quality of area studies centers and programs, and their ability to compete for money, would also be advanced by the cross-charge budget which could build a stronger disciplinary component into the programs. And the central administrative support that could be given these programs would allow them to expand community outreach activities (a factor the Office of Education appears increasingly concerned with when it awards grants).

The Council also believed that the structure it proposed, which would bring units in Academic and Student Affairs in much closer contact both physically and ideologically, would develop more effective lines of communication among those units and would allow a reallocation of some tasks, thus reducing the complexity of the administration of current activities, improving the flow of information about these activities to members of the University community, and saving money by reducing inefficient duplication of effort.

The Council no longer wishes to recommend the specific structure we originally approved. We remain convinced that the structure we proposed could deal with the problems requiring attention. But as a result of the extensive feedback we have received on our draft report, we realize the proposed structure is unlikely to be adopted. It might be possible, however, to achieve substantially the same ends we believed the original structure could achieve by changing its form in ways that would increase its chances for adoption.

For instance, if an Office of International Education similar to the one just described, headed by an administrator who, though not an Associate

Vice President, had the competence, power, and responsibility to guide the direction of international education, that office might be able to realize most (if not all) of the desired ends.

And if a mechanism other than the cross-charge budget discussed could be found to encourage increased emphasis on international education-- e.g., a mechanism under which appointments with money designated as "international" were line items in specific departments, but which kept track of appointments made with such money and ensured that it was not lost to international education if the person appointed with it left the University or changed interests--international education could be strengthened in the ways outlined as desirable. In fact, the Council now believes that some such mechanism would probably be superior to the original cross-charge budget it suggested, since if departmental rights were properly guarded, there could be benefits to the individual departments involved beyond the benefits they would receive from a cross-charge budget. We recognize that problems might arise under such a mechanism. For instance, a department that received money to appoint an individual with international competence in the discipline could subvert the money's purposes by failing to replace internationally competent persons already in the department who resign with similarly competent individuals. We hope such problems could be worked out.

A more fundamental change in the original structure may be required: it does not appear feasible for the head of an Office of International Education to report to two vice presidents. But it may be possible to find some other means by which international activities under Academic and Student Affairs could achieve the integration we believe necessary. One serious possibility would involve investing OIP with the increased power and responsibility and with the program budget that would be required by the Director of Instruction and Research originally proposed, and establishing a coordinating board for international education, which had as members the Vice Presidents for Academic and Student Affairs and the directors of international offices (including directors on coordinate campuses), and which could in meetings once or twice a quarter develop policy that would coordinate various units working in international education. It might be important to include some Council members on this board, just as it seems desirable

to have some overlap between members of the Council and constituent University bodies that work with international education. The composition of the Council is a matter that requires (and is receiving) attention regardless of whether the coordinating board mentioned here is established.

The problems this Council has described urgently require solution. We believe the problems are an inherent part of the present uncoordinated organization of international education, and can be solved only if international activities are reorganized. We leave the specific details of such reorganization to be developed by central administration.

## Appendix 1: The 1974 SCEP Statement of Purpose on International Education

### VII. SENATE COMMITTEE ON EDUCATIONAL POLICY

Reported for Action (20 minutes)

#### INTERNATIONAL EDUCATION: A STATEMENT OF PURPOSE

##### A Rationale for International Education in the University

Encouraging the enrollment of foreign students in the University, U.S. student enrollment in universities overseas and the interchange of Minnesota and foreign university faculty is based on the enlightened self interest of the University in meeting its objectives in their broadest and fullest sense.<sup>1</sup>

Basic and applied research studies of the effects of international education, especially when that education is the result of personal experience in a culture other than one's own, demonstrate both the unique results of a foreign sojourn and its motivating effect.<sup>2</sup>

Learning about one's country and self in the context of a broader, more diverse world, while learning about another people and culture, is a liberal education in its fullest meaning. The motivation to put this learning into practice is high and long-lasting. The sojourn abroad truly has life-long effect on the individual, his family and his society.

##### Policy Statement

The University of Minnesota recognizes that a great university ideally builds and extends its service, its potential for research, its scholarly standing, and enhances its contribution to the education of students and citizens of the state by providing an international dimension in its educational programs. This is true in all fields of study: in the professions, the sciences, the arts, the humanities, and in all periods of history in which the university serves.

The University recognizes that in this interdependent world, the welfare of the state and the well-being of its citizens are linked to the welfare of all mankind. Thus, it is urgent that the teaching, research, and service of the state university support the economic and social development of the state, the nation, and other countries, protect the world environment, lead individuals and groups to better understanding of themselves and others, and contribute toward international understanding, world peace, and community self-awareness.

The University, in serving the community, recognizes that its major responsibility is to educate students from Minnesota in a manner that provides them with the understanding, skills, and knowledge that will allow them to be creative and useful citizens of the state, the nation, and the world. In this process of education, students from other countries and Minnesota students who have studied overseas play an essential role.

<sup>1</sup> Seven documents are used as the major basis of support for the rationale that international education is an integral dimension of the University's mission. Three of these are external reports and four are local University reports. The external reports are:

1. *Higher Education in a Democracy*; The President's Commission; New York: Harper Brothers, 1947.
2. *The University and World Affairs*; The Committee on the University and World Affairs; New York: The Ford Foundation, 1980.
3. *The College and World Affairs*; The Committee on the College and World Affairs; New York: Education and World Affairs, 1964.

The local University reports are:

1. *The Development of International Programs at the University of Minnesota*; Office of International Programs, 1968.
2. *Report of the Study Committee on International Student Programs*; Minnesota University Study Committee on International Student Programs, 1968.
3. *Foreign Students at the University in the Seventies*; Educational Planning for Recruitment, Selection, and Financial Aids for Foreign Students for 1970-80; Minnesota: International Student Advisers Office, 1970.
4. *Report of the SCEP Subcommittee on International Education*; Minnesota, 1973.

These documents, particularly the external ones, make it abundantly clear that the mission of a 20th century university includes international education as a dominant and pervading emphasis in its teaching, research and service components.

<sup>2</sup> Examples of studies that demonstrate the effectiveness of the foreign study and teaching experience are the Useems study of returned Indians and the Deutsch study of educational exchanges in general. A study of Minnesota's foreign alumni demonstrated that almost all the participants were effective in the back-home setting. The returns to both the individual and the society were high, and the learning experience was often crucial to success in terms of career and country needs and objectives. Citations:

1. USEEM, John and Ruth Hill. *The Western-Educated Man in India: A Study of the Social Roles and Influence*, New York Dryden Press, 1955, 237 pp.
2. DEUTSCH, Steven. *International Education and Exchange: A Sociological Analysis*, Case Western University Press, Cleveland, 1970.

To accomplish these goals, the University of Minnesota encourages and seeks to have students from abroad in its enrollment in undergraduate, professional and graduate colleges, in such numbers and with such geographic origins as to have an impact on the achievement of the University's educational goals. It also seeks to provide opportunities for study abroad for Minnesota students and to afford them guidance and assistance in integrating these experiences with regular university study and experience in meeting their educational objectives at the University of Minnesota. Finally, the University of Minnesota encourages the development of an international dimension in the teaching, research, and service of its faculty through the exchange of persons, ideas, and materials with other countries.

The University of Minnesota seeks to accomplish these objectives through evaluation of existing and proposed international programs and services by both short- and long-range planning for continued improvement and innovation to further the goals of international education in the University. Consistent with these goals, the University resolves to make available its facilities and resources to offer diversified international educational programs of quality and usefulness for all Minnesota students. The financial support needed for the accomplishment of these goals will be provided from University resources, and will be actively sought from state, federal and foreign governments, as well as from foundations, private organizations and individual donors.

#### **Establishment of a University Council on International Education:**

##### **Purpose and Charge**

A Council on International Education should be established to ensure that the international role and commitments of the University are clearly defined, that policies and procedures are agreed upon, and that a periodic review of policies and programs is made. Appropriate campus committees should also be maintained or established. The Council would be charged with the following responsibilities:

1) To provide for the exchange of information regarding international programs within the University among Deans and Program Directors regarding unit involvement in international education, including: curricular developments, U.S. student involvement in overseas study, foreign student presence and involvement in the program of the unit, faculty research and teaching assignments overseas, and foreign faculty involvement in the programs of the unit.

2) To evaluate the objectives, programs and services of units involved in international education.

3) To encourage the implementation of relationships of depth and continuity between the University and educational institutions abroad.

4) To devise means at each level of education available at the University of Minnesota to ensure the preparation of the individual to function in an international, worldwide context.

#### **Implications of a Fully Implemented University**

##### **Policy on International Education**

The proposed Council will have the responsibility for recommending the implementation of the University policy on international education. Policy recommendations would deal with at least the following:

- 1) Admission policies that provide for diversity of origin among foreign students.
- 2) Provision of financial aids to enable foreign students from low income families to continue to have the opportunity for education at Minnesota.
- 3) Increase in study abroad opportunities for Minnesota students.

4) More effective utilization of foreign and returned U.S. students in the educational process.

5) Increased opportunity for Minnesota faculty to become involved in research, teaching, and consulting services abroad and increased opportunity for foreign scholars to participate in University programs.

**WILLARD HARTUP**  
Chairman  
Approved

Approved by Senate: 18 April 1974; approved by Regents: 12 July 1974.

Appendix 2: Small Grant Awards, 1976 - 1977

The 19 awards total \$22,725.00.

Jacob Bearman (Biometry): "Survey of Latin American Universities: The Integration of Biostatistics in Health Sciences Education," \$1,300.

Robert Eyestone (Political Science): "An Assessment of Scotland's New Regionalism," \$650.

Peter Firchow (English): "Germany as Reflected in British Literature, 1890 - 1930," \$1,100.

Roland Gertjejansen (Forest Products): "An Evaluation of Soviet and Scandinavian Progress in the Utilization of Agricultural and Forest Residues for the Manufacture of Fiber and Particle Panel Products," \$1,100.

Patrick V.J. Hegarty (Food Science and Nutrition): "Effect of Dietary Rehabilitation of Humans Suffering From Undernutrition in Jamaica," \$600.

George S. Hoshino (Social Work): "Justice in the Welfare State: An Analysis of Administrative Discretion and its Control in the British Social Services," \$1,400.

William S. Howell (Speech-Communication): "The Ethical Dimension of Task-Oriented Intercultural Communication," \$1,400.

Allen Isaacman (History): "A Social and Economic History of Pre-Colonial South-Central Africa," \$1,400.

Klaus P. Jankofsky (English): "Religious and Political Sentiment in the Middle of the 15th Century: The Role of Alice dela Pole, Duchess of Suffolk," \$1,400.

Onwuchekwa Jemie (English and Afro-American Studies): "IGBO (Nigerian) Oral Poetry," \$1,400.

Samuel Kernell (Political Science): "A Model of Short-Term Partisan Change in British Parliamentary Elections," \$1,400.

Iftikhar Khan (Humanities): "The World of Romance: Eastern and Western," \$1,400.

Chun-Jo Liu (East Asian Languages): "Buddhist Tradition and the Oral Performing Literature in China: A Project to Record Chinese Regional Theater and Buddhist Chanting," \$1,400.

Sheila McNally (Art History): "Archaeological Recording in Diocletian's Palace, Split," \$1,400.



Burton Paulu (Media Resources): "A Study of Radio and Television Broadcasting in the United Kingdom," \$1,400.

Dennis E. Puleston (Anthropology): "Maintenance of a Reconstructed Prehistoric Swamp Fishery and Fish Manuring System," \$1,000.

Betty W. Robinett (Linguistics): "An Investigation of Syntactic Features Characteristic of Scientific and Technical English," \$1,200.

Robert F. Spencer (Anthropology): "Industrialization in South Korea: A Study in Socio-Cultural Change," \$1,300.

Romeyn Taylor (History): "Essays on the Ideology of Ming T'ai-tsu," \$475.

Appendix 3: Ph.D. Theses With Obvious International Dimensions, 1975 - 1976

July 1975

Catherine Nai-Jean Chen (Chinese): The Art of Satire in the Han-Tan Meng Chi.

Janine Suzanne Chery-Aynesworth (French): The World of the Senses, Rhetoric and Structure in Georges Bernanos.

York S. Febrew (Spanish): Peruvianisms and Other Origins of the Poetic Vocabulary of Cesar Vallejo.

Michael Joseph Fiordano (French): The Delie of Maurice Sceve and the Meditative Treatise of the 16th and 17th Centuries.

Frances Claire Hardy Harris (Music): Jean-Claude Gilliers: Theatre Musician of the Early Eighteenth Century.

Ian Johnstone Kerr (History): The Punjab Province and the Lahore District, 1849-1872: A Case Study of British Colonial Rule and Social Change in India.

Warren Whalmin Kim (Political Science): The Legal Significance of Resolutions Adopted by the General Assembly of the United Nations.

Judith Mattenberger Unteregger (Sociology): The Roots of a Social Movement-- An Exploratory Study of Women's Self-Conception and Changing Sex Roles in Switzerland.

August 1975

Getaneh Assefa (Geology): The Stratigraphy and Sedimentology of the Mesozoic Sequence in the Upper Abbay River Valley Region, Ethiopia.

Stephen Kalmar Batalden (History): Eugenios Voulgaris in Russia 1771-1806: A Chapter in Greco-Slavic Ties of the Eighteenth Century.

Peter John Christensen (English): Argument and Structure in the Trollopian Comedy of Manners: A Study of the Basset Novels.

Susan Guettel Cole (Greek): The Samothracian Mysteries and the Samothracian Gods: Initiates, Theoroi, and Worshipers.

Alexandra Freya Cromwell (English): The Decline of the British Empire in Some British Novels of the Twentieth Century.

Salem Gafsi (Agricultural Economics): Green Revolution: The Tunisian Experience

Edgar Shiley Harvey, Jr. (English): Pageants of Virtue: Common Strategies of Moral Persuasion in Edmund Spenser's Faerie Queene and Ben Jonson's Masques.

Polofeū Viavia Manumā (Educational Administration): Organizational Climate in Elementary Schools of American Samoa.

Jostein I. Mykletun (Political Science): Only Through A Function: A Case Study of Norwegian Policy Elites' Attitudes Toward the United Nations.

Chong Hyun Nam (Economics): Economies of Scale and Production Functions in South Korean Manufacturing.

Sang-Woo Park (Agricultural and Applied Economics): Fertilizer Distribution System in Korea.

Roland Joseph Reichmuth (Greek): Typology in the Genuine Kontakia of Romanos the Methodist.

Esfandiar Sattari (Physical Education): The Development of a Model Graduate Program in Physical Education for the Colleges and Universities of Iran.

John Andrew Skonnord (Comparative Literature): Richardson, Rousseau, Goethe and Laclos: A Study of Four Epistolary Novelists.

Achara Panichapat Wangsotorn (Education): Relationships of Attitude and Aptitude to the Achievement in English of Thai First Year College Students.

December 1975

Matthew Buford Canzoneri (Economics): An Econometric Model of Canada, Incorporating Rational Expectations and Designed for Control Theory Applications.

Roman V. de la Campa (Spanish): The Creole Theatre of Jose Triana: Ritual and Cuban Society

Vivian Doche (Sociology): A Generational Study of Assimilation Among the Lebanese in the Twin Cities.

Lina M. Fruzzetti (Anthropology): Conch-Shell Bangles, Iron-Bangles: An Analysis of Women, Marriage and Ritual in Bengali Society.

Darwis Suharman Gani (Educational Administration): Higher Education in Indonesia: A Case for Functional Analysis.

Robert Joseph Hofman (Ecology): Distribution Patterns and Population Structure of Antarctic Seals.

Richard Lawrence Homan (Theatre Arts): T.S. Eliot as a Dramatic Realist.

Michael Gary Karni (American Studies): Yhteishyvä--Or, For the Common Good: Finnish Radicalism in the Great Lakes Region, 1900-1940.

Christine Metzschel Kraus (German Literature): Peter Handke as a Prose Writer.

Robert Patric Latham (Forestry): The Economics of Forestry Information: Case Studies in Central America.

Duane Rodell Lindbert (American Studies): "Men of the Cloth and the Social-Cultural Fabric of the Norwegian Ethnic Community in North Dakota": A Study of the Ideology of Norwegian Immigrant Clergy in Relation to the American Environment, Their Role in the Processes of Acculturation and Ethnic Cultural Maintenance, and Their Influence on the Institutional Structure of Upper Plains Society.

Frederic Huntington Miller (History): The Inscriptions of Diocletian Part One: The Governors of Africa Proconsularis, A.D. 284-337.

Dale Lawrence Nelson (History): Konstantin Leontiev and the Orthodox East.

Frederick Scott Regan (Theatre Arts): The History of the International Children's Theatre Association From Its Founding to 1975.

Christine Marie Roman (English): Patterns of Recurrence in the Long Poems of William Carlos Williams and T.S. Eliot.

Robert Noel Ronken (Education): Norwegian Educational Evolution (1959-1969) and Its Implications for Teacher Education.

Linda Walker Rutland (Classics): Fortuna Ludens: The Relationship Between Public and Private Imperial Fortune in Tacitus.

Gerald Raymond St. Martin (French): A Study of the Images of Fire and Light in Illusions Perdues and Splendeurs et Miseres des Courtisanes.

Winfried Seelig (History): From Nassau to the German Reich; the Ideological and Political Development of Karl Braum (1822-1871).

Arthur Eugene Walzer (English): 'Invention Highest Wrought': The Rhetorical Art of Henry King's Poems.

Ronald George Watt (History): Parties and Politics in Mid-Victorian Britain, 1857 to 1859, a Study in Quantification.

#### March 1976

Rudolph Paul Almasy (English): Richard Hooker and Elizabethan Polemics.

Richard Lee Auld (Scandinavian): Syllabification Processes and Old Icelandic I-Mutation.

Siddanaik Bisaliah (Agricultural Economics): Effects of Technological Change on Output, Employment and Functional Income Distribution in Indian Agriculture: A Case Study of the Punjab Wheat Economy.

Arnoldo Contreras (Forestry) : U.S. Investment in the Forest-Based Sector in Latin America.

Fletcher Graves Driscoll (Hydrogeology): Formation and Wastage of Neoglacial Surge Moraines of the Klutlan Glacier, Yukon Territory, Canada.

Alvin Kienetz (Geography): Nineteenth Century South West Africa as a German Settlement Colony.

Richard Carroll Nelson (History): Pisan-Dub-Ba Texts From the Sumerian Ur III Dynasty.

Thomas Elwood Postlewait (English): The Design of the Past: Uses of Memory in the Drama of Henrik Ibsen, Samuel Beckett, and Harold Pinter.

Francis Okwuadigbo Ugboajah (Mass Communication): Communication of Development Issues in the Nigerian Mass Media: A Sociological Perspective.

Thandalai R. Venkatesan (Physics): Systematics of Potassium-Argon and Argon<sup>40</sup>-Argon<sup>39</sup> Dating of the Terrestrial Sample 132022 From the Fiskenaesset Complex in West Greenland, Lunar Soils 75081, 71501, 12033 and a Lunar Rock Sample 67915.

#### June 1976

Donato Baraquia Antiporta (Agricultural Economics): The Structure of Regional Rice Production in the Philippines.

Francine Ann Dempsey (American Studies): Afro-American Perspectives on Africa: The Image of Africa Among Afro-American Leaders, Artists, and Scholars, 1915-1940.

David Reinhardt Docter (Music): Choral Music in Denmark 1900-1960.

Dorrel Thomas Hanks, Jr. (English): Social Satire in the Medieval English Cycle Plays.

Stephen Anthony Hartgen (American Studies): The Interpretation of the Chinese Communist Revolution 1945-1949 by Four American Daily Newspapers.

Yun-yi Ho (History): The Organization and Functions of the Ministry of Rites in the Early Ming Period (1368-1398).

Robert William Jolly (Agricultural Economics): An Econometric Analysis of the Grain-Livestock Economy in Canada With a Special Emphasis on Commercial Agricultural Policy.

Tyna Claire Thall Orren (English): True and False Accounts by Defoe.

Walter William Sawatsky (History): Prince Alexander N. Golitsyn (1773-1844): Tsarist Minister of Piety.

Joan Garner Sheeran (German): Women and the Freedom-To-Be in Selected Works of Schiller and the Romantics.

Malathi Somaiah (Educational Administration): A Study of the Unit Cost of Higher Education in Bangalore University, India, by Using Educational Production Function Model.

Appendix 4: University Recipients of MUCIA Grants, 1970 - 1976

Total spent on MUCIA grants to University members, 1970 - 1976: \$875,951.33

1970 (total spent on 1970 grants: \$49,438.00)

Willard Cochran (Agricultural and Applied Economics): Travel to Nepal, never used.

Raymond W. Darland (Administration, UMD): Orientation to Philippines, India, Nepal, Finland, \$2,366.00.

David Dent (Graduate Student, Political Science): "Functional Elites and the Politics of Modernization: Intra-Systematic Comparisons of Two Colombian Cities," never used.

Harry Foreman (Population Studies): "Feasibility Study of a Family Training Program at the Rural Health Center at IGBO-ORA, Ibarapa District, Nigeria," \$5,723.48.

Stephen Frantzich (Graduate Student, Political Science): "A Comparative Study of Legislative Loyalty," \$9,967.00.

Henry Scholberg (Ames Library): Library acquisition trip to Afghanistan, Pakistan, Ceylon and India, \$3,742.66.

Charles Sederberg (Bureau of Field Studies and Surveys): Korean Technical Assistance, \$5,172.33.

George W. England (Psychology and Industrial Relations): "Personal Value Systems, Personal Data and Management Practices of Indian Managers," \$22,466.53.

1971 (total spent on 1971 grants: \$213,696.42)

Richard N. Blue (Political Science), and Darrell A. Frohib (Mechanical Engineering): Financing a planning conference on collaborative research in international development, \$3,750.00.

Richard N. Blue (Political Science): "Modeling Regional Development: A Calibrated Systems Analysis of Irrigation Projects in India," \$18,129.59.

John Dettman (Accounting, UMD): Personal services agreement--Centre for Economic Development and Administration in Nepal, \$9,137.50.

John Dettman (Accounting, UMD): Financing returning faculty, \$12,000.00.

George Farland (Psychology and Industrial Relations): Description not available, never used.

Michael Hay (Graduate Student, Agricultural and Applied Economics): "Rural-Urban Migration in Tunisia," \$9,738.07.

Robert Holt (Political Science): Financing operating costs for the steering committee for MUCIA program for advanced study in institutional development and technical assistance, \$6,376.32.

Pramod Kale (East Asian Languages), and Guy Welbon (South Asian Studies): Exploratory Travel to India to do research on innovative techniques in India, \$1,582.35.

Robert Keller (Higher Education): Travel to Taiwan on the invitation of the Republic of China, \$1,829.06.

Robert Keller (Higher Education): Consultant on Higher Education for USAID/Korea and the ROKG's Ministry of Education, \$94,767.59.

Thomas King (Plant Pathology): Short-term consultant in Indonesia, \$7,751.59.

Frank Miller (Anthropology): "A Comparative Study of Rapid Urbanization," \$6,222.63.

Raymond Owens (Anthropology): Research on small scale entrepreneurship in the engineering industry in Nowrath, West Bengal, India, \$1,698.63.

Betty Robinett (Linguistics): Establishing a council in the area of English language proficiency, \$345.65.

Richard Rust (Soil Science): Studies in the Mediterranean area, never used.

Donald K. Smith (Vice President), and William Wright (OIP): Trip to inspect MUCIA projects and consult with Ford, Rockefeller and AID officials of those projects, \$2,823.46.

Robert Stucker (Agronomy): Short-term consultant in Indonesia, \$7,976.00.

Irving Tallman (Sociology): "Family Problem Solving and Socialization for Change," \$4,496.41.

Roy Wilcoxson (Plant Pathology): "Wheat Rust Diseases in India," \$8,119.03.

Gary Wynia (Political Science): "Economic Policy Making Under Stress: Conflict and Exchange in Argentina," \$6,608.06.

Mary Zimmerman (Graduate Student, Sociology): "The Effects of Family Problem Solving on Adaptation for Change in Early Stages of Industrialization," never used.

Population Council, \$7,083.97.



International Communication Council Meeting, \$2,295.24.

International Communication Director, \$965.15.

1972 (total spent on 1972 grants: \$147,525.67)

Evan Allred (Agricultural Engineering): Short-term consultant in Indonesia, \$8,282.00.

Davis Bobrow (Quigley Center): Salary guarantee, \$16,526.19.

Vernon Cardwell (Agronomy): Short-term consultant in Indonesia, \$6,568.00.

John Schlotthauer (Veterinary Biology): Short-term consultant in Indonesia, \$6,738.00.

Donald Smith (Vice President): Regular staff in Indonesia, \$80,966.11.

International Rural Development Council, \$680.25.

Quigley Center, \$27,765.12.

Wheat Production in Tunisia, never used.

1973 (total spent on 1973 grants: \$215,508.34)

Sherwood O. Berg (Agricultural and Applied Economics): Director of program in Indonesia, \$133,749.11.

Richard Blue (Political Science): "Institutionalization and the Administration of Agrarian Development: An Exchange of the Case and Project Report Literature," \$19,492.36.

Davis Bobrow (Quigley Center): "Monitoring and Modeling Development Performance and the Impact of External Assistance," \$20,170.62.

Kenneth Egertson (Agricultural and Applied Economics): Short-term consultant in Indonesia, \$7,993.61.

Robert Kennedy (Sociology): CEVEPOV Project, \$19,247.08.

Chester Miroche (Plant Pathology): Mycotoxicology (Mexico), never used.

Jerry B. Stevens (Veterinary Biology): Short-term consultant in Indonesia, \$9,173.51.

NIDA/CEDA Task Force, \$1,262.89.

Population Council, \$3,167.98.

1976 (total spent on 1976 grants: \$30,121.00)

Duane Ebnet (Journalism and Mass Communications): Family planning project in Thailand, \$4,715.00.

Terry Roe and Matthew Shane (Agricultural and Applied Economics): "The Effect of Foreign Trade on Technical Change in a Small Developing Economy: The Malaysian Case," \$19,656.00\*.

Task Force on Higher Education Projects in Communication, \$2,250.00.

Task Force on Higher Education Projects in Communication, \$1,000.00\*.

Travel to International Conferences, \$2,500.00\*.

\*Amount of award, not yet completely spent.

Rural Development Council, \$616.80.

Rural Development Council, \$634.38.

1974 (total spent on 1974 grants: \$176,188.39)

Martin Abel (Economic Development Center), and Leonid Hurwicz (Economics):  
"Public Enterprise as an Institutional Form of Development Purposes: Factors  
Affecting the Rational and Socially Meaningful Design and Use of the  
Arrangements," \$15,387.03.

Raymond Arthaud (Animal Science): Short-term consultant in Indonesia,  
\$8,885.01.

C.C. Hsiao (Aerospace and Mechanical Engineering), and C.Y. Hsiao (Biochemistry):  
Exploratory travel to the People's Republic of China, \$5,434.00.

Brian Job (Political Science): "Application of Experimental Method to the  
Design and Evaluation of Technical Assistance Projects," \$7,477.28.

Ted Peck (Library): Library at HSIU (Ethiopia), \$54,209.85.

Dale Sorenson (Veterinary Clinical Sciences): Short-term consultant in  
Indonesia, \$16,841.06.

R. Paul Marvin, Lee Martin and Jay Sautter: Thailand study project,  
\$12,019.72.

Edward Sucoff (Forestry): Short-term consultant in Indonesia, \$20,063.55.

Norris Weaver: Math at HSIU, \$34,890.61.

HSIU Rated Activities, \$5,000.00.

International Conference Travel: \$8,000.00

1975 (total spent on 1975 grants: \$43,473.51)

Lawrence Weaver (Pharmacy): University of Rijad - Self Study Project,  
\$3,855.65.

Mahmood Zaidi (Industrial Relations): "Urban Labor Absorption, Occupational  
Mobility and Economic Growth," \$35,781.00\*.

Task Force on Small Farms, \$2,530.00

Indonesian Seminar, \$1,306.86.

Appendix 5: Data for Table 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<u>Inside Univ.</u>															
Attorney	00	00	00	00	00	16	00	00	00	00	00	00	00	00	00
Dept. Conf.	00	00	00	00	00	00	00	00	00	00	00	07	00	00	00
CEE	01	00	00	00	00	01	03	01	00	02	07	07	01	00	00
CRD	10	04	03	00	01	00	00	01	00	00	00	00	00	00	00
CIE	02	02	03	01	05	04	04	06	04	01	02	02	03	02	02
CED	00	00	03	00	01	00	01	00	00	00	05	00	00	00	00
EPDO	03	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Grad. School	14	04	01	00	02	00	00	03	17	07	02	02	00	01	06
OIP	22	21	00	02	23	14	13	17	16	08	09	21	10	04	20
OIP Newsletter	01	00	00	00	01	00	01	02	01	00	00	00	00	00	00
OIP Register	00	00	01	00	13	00	00	00	00	00	00	00	01	00	00
ISAO	00	00	00	01	00	01	06	09	03	02	01	00	45	74	03
ISTC	00	02	16	36	02	04	07	10	05	02	00	00	00	00	00
Quigley Center	01	02	02	00	03	00	02	01	02	00	03	01	02	00	01
ORA	13	04	00	00	01	02	00	01	00	00	00	00	00	00	00
Speakers' Bur.	00	00	00	00	00	00	00	00	00	00	00	00	06	00	00
OSLO	00	00	00	00	00	00	02	02	00	09	00	00	00	01	00
OSP	02	02	00	00	00	00	03	02	02	01	02	06	03	01	00
SAC	00	00	00	00	00	00	00	00	00	00	00	00	07	00	00
SFAO	00	00	00	00	00	00	00	02	01	00	00	00	00	00	00
SPAN	00	00	00	00	01	01	11	06	02	03	00	00	00	00	01
WAC	00	00	00	00	01	00	01	00	00	01	00	05	01	00	00
Colleagues	02	00	00	00	05	02	02	01	01	01	00	00	00	01	00
Dept., Dean, VP	23	29	13	08	04	05	03	06	06	25	15	08	05	05	17
Other Acad. Dept.	01	00	00	00	05	01	00	01	00	00	02	00	00	01	01
Library	04	02	01	00	01	00	00	01	01	00	00	00	00	00	00
<u>Outside Univ.</u>															
MIC	00	00	00	00	00	00	00	00	00	00	00	00	08	01	00
Agency, Prof. Soc.	40	45	21	01	01	17	02	15	21	00	02	09	00	00	08
Attorney	00	00	00	00	00	03	00	00	00	00	00	00	00	00	00
Foreign Inst.	00	00	00	00	00	00	00	00	00	00	00	00	00	00	02
Foreign Scholar	00	00	00	00	00	00	00	00	00	00	00	00	00	00	06
Travel Agency	00	00	00	42	00	00	00	00	00	00	00	00	00	00	00
<u>Other</u>	07	04	08	17	14	00	11	11	06	09	07	06	05	06	12
<u>Don't Know</u>	89	100	90	84	78	111	69	82	80	77	83	79	58	51	87
<u>Not Relevant</u>	17	15	49	17	38	33	80	46	63	53	66	56	46	41	40
<u>Blank</u>	10	07	13	11	21	08	11	15	12	17	14	15	23	21	15

207 (41%) of 509 randomly selected faculty members on and off campus responded to the questionnaire that was explained in Table 2 of this report. This appendix gives the number of respondents per question who listed selected sources of information. Respondents often listed more than one source of information per question. Appendix 6 spells out the abbreviations.

Appendix 6: Abbreviations Used in Report

AID--Agency for International Development  
BIFAD--Board for International Food and Agriculture Development  
CBS--College of Biological Sciences  
CEE--Continuing Education and Extension  
CED--Center for Educational Development  
CIC--Committee for Institutional Cooperation  
CIE--Council on International Education  
CIEE--Council on International Educational Exchange  
CLA--College of Liberal Arts  
CRD--Coordinator for Research Development (Bob Holt)  
ESL--English as a Second Language  
EPDO--Education Planning and Development Office  
HEW--Health, Education, and Welfare  
IAFHE--Institute of Agriculture, Forestry, and Home Economics  
ISAO--International Student Adviser's Office  
ISTC--International Study and Travel Center  
MIC-- Minnesota International Center  
MISA--Minnesota International Students Association  
MUCIA--Midwest Universities Consortium for International Activities  
NASA--National Aeronautics and Space Administration  
NDEA--National Defense and Education Act  
NEH--National Endowment for Humanities  
NIH--National Institute of Health  
NSF--National Science Foundation  
OIAP--Office of International Agricultural Programs  
OIP--Office of International Programs  
ORA--Office of Research Administration  
OSLO--Office of Special Learning Opportunities  
OSP--Office of Special Programs  
SAC--Student Activities Center  
SPAN--Student Project for Amity Among Nations  
TCIP--Twin Cities International Program, Inc.  
UC--University College  
WAC--World Affairs Center