

*Manitoba University Commission
International Education*

June 18, 1976

DRAFT

Report of the Council on International Education for 1975/6
and Findings and Recommendations on University
Organization of International Education

Respectfully submitted:

Anne O. Krueger (Chair)

J. Andre

M. Gangotena

L. Koste

B. Kroll

B. Liu

V. Makdisi

M. Malter

E. Manji

B. Nord

R. Pandey

P. Porter

M. Purvis

I. Solarin

N. Spadaccini

G. Swanson

Henry Koffler

A. J. Linck

Forrest Moore

Martin Snoke

William Wright

Colleen Zarich

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I. Introduction

The Council on International Education was created by vote of the University Senate on Educational Policy. It is intended to be the body providing a reflection of faculty-student concerns with international education.

Appointment of the first members of the Council was made in the spring of 1975, and the Council began meeting in the fall of that year. The provisions with respect to the composition of the Council are given in Appendix I of this report, and the membership for the 1975-76 academic year are given in Appendix II.

In beginning to undertake its role, the Council surveyed the University community, sending a questionnaire to all deans, directors and department heads inquiring as to interests in international education within their unit. The responses to these questionnaires provided guidance in inviting interested parties to appear before the Council. During the fall and the early part of the winter, the Council held weekly hearings at which individuals were requested to inform the Council as to their unit's activities, and also to indicate the ways in which they perceived the University to facilitate their tasks. They were also asked to venture their opinions as to how international education, at the all-University level, could be improved upon.

The purpose of both the questionnaire and the hearings were two-fold: on one hand, Council members felt a strong need to educate themselves on the vast range of University activities that comprise international education; on the other hand, several imminent resignations from key posts within the offices dealing with international education meant that the time

was ideal to consider the University's structure for international education, and ways in which it might be improved upon.

This report represents a draft of the Council's recommendations with regard to international education. Because the academic year was ending, it was decided that the report should, in draft form, be circulated to interested parties in order to get their reaction. The report has been unanimously approved by the Council. It will be carefully edited, both in order to improve the presentation and in order to accommodate reactions, early in the fall. Thereafter, it will, in revised form, be presented to SCEP, with the expectation that it will go to the Senate for debate and approval.

Underlying the entire report is the Council's belief that the University of Minnesota has a surprising array of strengths in international education, but that these are less effective than they might be because of the lack of effective support and coordination. In part the need for support and coordination arises simply in order to provide information within the University about on-going activities. In part, however, the need results from policies associated with federal funding and the fact that there are a wide variety of concerns that affect many collegiate units within the University.

The essence of the Council's report is its recommendation that the old Office of International Programs be replaced by a new Office of International Education, the latter to be headed by an Associate Vice President. The Office of International Education should, the Council believes, contain within it: 1) those units currently operating at an all-University level under the Vice President for Student Affairs; 2) the units concerned with community outreach (primarily the World Affairs Center

and the Minnesota International Center); and 3) a coordinating mechanism for the research and instructional interests of faculty and students. This would enable a coordination between the academic and service functions pertaining to international education whose absence has, to date, been the major defect in international education in the eyes of the Council.

It is expected that matters of University policy - pertaining to such issues as exchange agreements with foreign universities, representation at MUCIA and other bodies, and response to Title XII - will continue to be the concern of the Council which has, as an early item of business in the fall of 1976, the question of policy toward exchange agreements. However, it is hoped that the establishment of the Office of International Education and the appointment of an Associate Vice President to head that office will provide leadership within the University that will enable far more effective utilization of the University's resources than has so far been possible.

This report consists of four sections additional to this one and four appendices. The next section defines the scope of international education. Section III contains a description of the present organization of international education at the University of Minnesota. Section IV sets forth the principles that the members of the Council believe should guide the selection of an appropriate organizational structure. The fifth section outlines the Council's recommendations. The appendices describe the composition of the Council and the charges given to it, the Mission Statement of the University as approved by the Board of Regents; the list of witnesses who appeared before the Council in the 1975-76 academic year with respect to organization and structure; and a more detailed description

of the current organization of international education at the University of Minnesota.

Comments and suggestions on the report are welcome, and can be sent to:

Professor Anne O. Krueger, Chairman
Council on International Education
954 BA Tower
West Bank

II. Definition of International Education

The Council's initial task was to educate itself on the scope and involvement of the University in international education and, indeed, to define international education. A concise and mutually understood definition, in the light of the multitude and complex nature of "things international," is well nigh impossible. From the questionnaire sent out by the Council to all units of the University, it was possible to identify a number of activities and concerns. The results of the questionnaire provide a wealth of information about the varied activities related to international education. A large number of faculty, students and administrators from the Twin Cities and coordinate campuses¹ was also invited during the year to give testimony to the Council (for list see Appendix III. Details of their testimony are available in our minutes.) These people too provided an important source of information on the University-wide involvement in international education.

Most striking of the results was the range of perceptions represented about what actually constitutes "international education." It proved difficult to draw a distinction between international (multi-national and literally international) concerns, and concerns that are more correctly defined as foreign. Foreign concerns include a one-area disciplinary focus and activities which involve an element of international travel (e.g. is the attendance of a faculty member at a conference of Molecular

¹The Council has two members from Duluth and Morris who through regular attendance provided much useful information on matters of concern to coordinate campuses as well as contributing to Council deliberation. A full day of hearings was held on the Duluth Campus.

Biologists in Warsaw "international education"? In the sense that there is no involvement of different cultural and environmental contexts the answer is no; but in the sense of providing for international exchange of ideas and information, yes.)

The Council is impressed by the richness and variety of activities in international education currently being offered by the University. The Council chooses to define international education as comprising all activities which promote and foster the world-wide intellectual and academic contact between scholars (faculty and students) - domestic and foreign - and hence enrich the quality of education at the University of Minnesota and its service to the nation, state and world.

The Council has found it useful to identify eight aspects of international education to describe the complex status of international education at the University of Minnesota. These are:

- 1) Undergraduate Instruction
- 2) Graduate Instruction
- 3) Research
- 4) Foreign Students and Faculty
- 5) Study Abroad
- 6) Community Outreach
- 7) International Outreach
- 8) University Mission

These aspects are separable only as identifiable concerns; they clearly represent overlapping and mutually supportive categories. The linkages between them are in fact one of the most important reasons for the Council's belief that a unifying mechanism is needed at the University

level in order to draw maximum advantage from each activity. The following description of these eight areas is presented in order to give a flavor of the variety of activities which contribute to international education.

1. Undergraduate Instruction. Undergraduate instruction is formally focused on curriculum and course offerings of departments. However, much informal education also takes place especially by contacts with foreign students and faculty and through overseas experience. Instruction covers international subjects (international law, economic development, world history and linguistics). It also includes particular geographic focuses of disciplinary and multidisciplinary studies (e.g., Middle East, Latin America, and African studies and Foreign Studies Degree Program). A large number of faculty are competent to offer area-oriented courses in their disciplines. There are an impressive number of such courses currently being offered. In some cases these courses are not "core" courses of the faculty members' departments and subsequently tend to have lower enrollments and are frequently considered by department heads and deans as peripheral. They are nevertheless an important source of instruction in international education and service needs of various programs. For example, a course in the economics of the Middle East might be important to the Middle East Studies program. Yet the Middle East Studies Program has no power over the decisions of the Economics Department whether to offer such a course (or to hire someone who includes this interest). There is a problem, therefore, in relying on normal departmental or college mechanisms for building the course offerings which are central to undergraduate international education. The scope of course offerings could be increased, with existing resources,

if mechanisms for decisions on allocation of faculty time reflected faculty and student interests and were not left solely to the decision making of discipline-oriented departments. International education is almost invariably multidisciplinary and programs depend upon contributions from many departments and colleges.

2. Graduate Instruction. Graduate instruction, like undergraduate instruction, is primarily focused on traditional disciplines. Frequently they involve a geographical area of specialization within a single discipline (e.g., Japanese History or European Political Systems). The University of Minnesota currently offers a large number of opportunities for advanced studies in international dimensions of disciplines. Much of this is characterized by a very individual involvement of student-faculty advisor and reflects shared interests and specializations. It is also a reflection of the dedication to scholarship which surpasses national boundaries. Although no university can maintain excellence in all areas of endeavor, the University of Minnesota has developed certain areas of particular competence and resources (our library holdings in Arabic and South Asian languages are admired internationally). However, the process by which the University has acquired or developed these strengths is obscure. The University has no mechanism for determining which areas, involving many departments and units, should be promoted and encouraged.

3. Research. International research is primarily a faculty and graduate student interest, but does not exclude undergraduates. International research is no different from domestic research in that its primary purpose is to promote scholarship, increase the competence of

faculty, improve teaching and service, and foster the search for knowledge. Research in international areas requires resources (library, computer, travel, salaries); and, as with most of the University's research, it depends heavily on outside funding. Currently the Graduate School is providing \$22,000 to OIP for the small grants program for international research, but much additional fundings is obtained by individual faculty and units from foundations and government agencies. There is almost no department, unit or campus which is not involved in some research activity in the international area. The testimony presented to the Council repeatedly documented cases in which the University has been unsuccessful in attracting outside funding for international research because of a lack of University support and commitment towards international education and research.

4. Foreign Students and Faculty. The University of Minnesota has traditionally attracted a large number of foreign students (1800 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 provides benefits to 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 desideration 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.

Of further benefit to the University are the visits of distinguished scholars and artists from abroad. They impart an additional dimension to education at Minnesota.

Foreign nationals often require a variety of special services. In the case of students these include advice on admissions, help with social and psychological adjustments to study at the University, help with English proficiency, assistance in arranging housing upon arrival, assistance with visas and financial aids. Some of these services, along with assistance in dealing with granting agencies (e.g. International Institute of Education, Fulbright, OECD, etc.) are also being provided to visiting faculty. These services are currently, for the most part, being provided by International Student Advisor's Office (ISAO).

5. Study Abroad. There are a large number of study abroad activities underway at the University. These range from individually-planned summers, semesters, or years in foreign universities, to University-sponsored programs led by faculty, to exchange arrangements with foreign universities. (e.g., the German Department has a program at Bochum; The College of Education has a program at Besancon; CIEF has programs at Seville and Lenigrad, Spain; and the U of M (Morris) has a summer program of Study in Mexico.) The involvement of several thousand students and faculty each year in these programs is an important source of enrichment and development of oncampus learning. It is a further expression of the fact that the University does not and cannot confine its teaching and inquiry within the walls of its campuses -- particularly in international education.

Many services which support study abroad are being provided by International Study and Travel Center (ISTC), International Student Advisor's Office (ISAO) and by Office of International Programs (OIP). At the present time there is a lack of coordination of these activities and of institutional support for faculty and students in the planning and execution of such programs.

6. Community Outreach. One of the missions of the University is service to the local community. As a state-supported, internationally-known institution, the University is perceived, by the people of Minnesota, to be the major repository of knowledge in the state. At present a major form of community outreach consists of providing broadening experiences and, often, guidance to local groups, businesses and citizens on topics of international interest. Those activities can involve students and faculty with international competence and are exercised essentially either by individuals or, institutionally, through the World Affairs Center, ISAO/MIC and others. What has emerged from the committee's hearings is the need for a unit within the University that community groups can contact for assistance and through which international education can be extended to the citizens of the state.

7. International Outreach. The University has for many years been involved in a variety of international service and outreach activities. Most of these have been carried out by contracts with USAID, Foundations, and international agencies. Although they frequently involve some training of students and research on campus these activities principally require one or more faculty members to spend extended periods abroad. The University has (or had) such programs in Tunisia, Morocco, S. Vietnam, Chile, Indonesia (through MUCIA), Thailand, Argentine, Tanzania, Brazil, Argentina and Columbia. These activities have usually involved an institutional commitment by a department, college or unit over a period of several years. Looking to the future, land grant institutions are being called upon under Title XII to play a larger role in such activities.

These activities are a legitimate part of the University commitment to service and scholarship. They have also been (through overhead) impor-

tant sources of funds to the University. However, in view of the institutional commitment involved, the size of budgets and the heavy bureaucratic load in reporting, accounting, etc., there is a need for some institutional mechanism for reviewing and coordinating these undertakings. Currently OIP is providing some of these services.

8. University Representation. The University is daily involved in official representation in international education. This includes handshaking and hosting of visiting foreign visitors, representation of the University in national and international groups to which the University belongs (e.g. MUCIA), official visits to overseas projects, signing of contracts and communication to state, national, and foreign institutions of University policy and position (e.g. Exchange Agreements). These aspects are generally of a sort which requires someone to speak for and on behalf of the University as a whole.¹ In the past these functions have been carried out primarily by the President, the head of OIP, the Director of International Agricultural Programs, ISAO and individual units. As those individuals who appeared before the Council testified, this is an important but time consuming activity. Clearly in matters which reflect the concerns which go beyond individual or unit interests, there is need for a representational mechanism. The complexity of issues and the importance of making the University accessible and responsive to the outside world requires that a senior administrator have responsibility for this task. Such an individual must not only have, but also appear to have, such a capacity, by virtue of his seniority in the University hierarchy.

¹It should be noted that representation of the University in matters concerning narrower interests -- e.g. foreign student counseling, international economics -- should be left to units and individuals with proper competence.

Conclusion

International Education is an important part of student and faculty instruction and inquiry. It involves a very large number of students and faculty. It is composed of the traditional activities of instruction research and service; but because of its multidisciplinary nature, its complexity and its unique special problems, it requires University structures other than the traditional department or units. In writing this brief description of international education the Council has drawn upon a mass of material that it has collected and which is available in its minutes. While the range and variety of activities are impressive and reflect the strength of faculty and student interest, the Council notes that nowhere in the University is it possible to find any individual or office which has compiled information to enable anyone to know with any precision what is happening in international education or how many resources are devoted to it.

III. Present Organization and Problems of International Education

The University over the last fifteen years has tried a number of approaches in organizing international education at the University level. The Council heard testimony as to the evolution of these organizations and the problems that were encountered.

The University's current approach to international education is diffuse and in some respects decentralized. Units fostering international education fall administratively under both student affairs and academic affairs (see Appendix IV). Most international activities are carried out without coordination. Communication among the many units with international concerns is limited or non-existent. To some degree the dispersed pattern is inevitable,

and even desirable, in a large university; but many opportunities for international education are lost and extra costs are incurred by the present arrangement.

Despite the dispersed structure, individual students, staff and faculty have developed strong commitments to international education and its place in the University, both in terms of providing a liberal education and of affirming our place in a world community of scholars. Many programs have developed, but those individuals who testified before our council pointed to particular weaknesses that reduce the University's effectiveness in international education. These weaknesses are summarized under the following general headings:

(1) There is little coordination of information relating to international education. This can be achieved only if there is a central collecting unit with staff active in seeing that information is gathered and then communicated to those who may be interested in it.

(2) Units dealing with various aspects of international education are administratively, budgetarily, and physically separate. Faculty, staff and student understanding and cooperation could be increased if, for example, the International Student Advisor's Office had close administrative ties and physical proximity to staff, faculty, and students dealing with academic aspects of international education.

(3) The University has a history of failure in competition for federal grants for area studies and research centers, in part because the University itself does not demonstrate sufficient commitment to international education. In declining to support proposals, AID and other officials point to a lack of structure (i.e., the absence of centers) as a reflection of failure, at upper decision levels, to support international education.

(4) Travel abroad activities have grown greatly in recent years and there are now at least thirteen separate organizations, all sponsoring or aiding study abroad. It is estimated that some 4,500 U of M students will spend part or all of 1975/6 abroad -- many on formal academic programs. Although the Council does not wish to reduce the variety of ways students (and faculty) may arrange travel and study abroad, we must observe that there is no single place at the University where expert knowledge on all phases of travel and study abroad is concentrated. In addition, there is needless and costly duplication of services relating to foreign travel.

(5) Opportunities for international outreach, especially through faculty and student exchanges both for instruction and research, are poorly developed at this university. Administration of overseas research and service contracts occurs in various units, sometimes with needless duplication. Centralization of administrative capacity for contracts in the Office of International Education could save money and be more effective.

(6) Community outreach in international education to the citizens of the State of Minnesota is carried out by a variety of agencies (e.g. World Affairs Center, Minnesota International Center, Extension, Speakers Bureaus, etc.) These activities are not coordinated and the Council believes that they are not only important but essential to the University's service to the State in international education. The World Affairs Center has a particularly important role to play and the Council believes that it should be structurally related more directly to the overall program of international education and that faculty and students should have a greater role in guiding its program.

(7) Coordinate campuses have shared in microcosm some of the larger University's problems relating to lack of coordination and communication.

The coordinate campuses at Duluth and Morris need proper integration within themselves and within the total University of Minnesota system of international education.

IV. Principles Underlying Effective Involvement of the University in International Education

It is presumed to be self-evident that the process of education within the University reaches its highest level when interaction takes place in an atmosphere of "colleagueship" among students, faculty and staff. This is an atmosphere in which all are instructors as well as students; learners as well as teachers. It is further presumed that international education is an integral dimension of education and that the possibility to study another culture (on or off campus) should be available to all. Finally those members of the student body and staff and faculty who participate in international education efforts should have the same incentives and rewards (promotions, tenure, salary increments -- credits, scholarships, educational opportunities) as those who choose to be only minimally involved in such efforts.

Following from these presumptions the principles on which the recommendations of this report are based are:

- 1) The University Mission Statement must set the tone of the commitment of the educational institution to international education. The statement approved by the Senate and Regents on international education (Appendix II) is admirable as it stands, but it now needs to be included in the mission statement of the University, the colleges and other units throughout the educational institution. It needs to be "translated" into specifics of University operating policy (e.g. admissions, promotion, liberal education).

2) International education objectives, policy formulations, and program guidelines need to reflect student, faculty and staff concerns through an appropriate governance structure of the University.

3) Instruction and inquiry is and ought to be the central focus of the University mission on international education, and that focus transcends any individual unit of the University.

4) In the last quarter of the twentieth century, no discipline can define its domain solely within national boundaries: theories need to be tested all over the world, and education on campus must be universal in nature.

5) Meaningful international education occurs at the individual, the unit, and departmental levels. For this reason budgetary control and program operation, once the program has been determined as meeting mission objectives, should be vested at these levels. The design and execution of international programs and the representation of the University should be carried out by those faculty, students (foreign and U.S. nationals), and staff who are expert in the disciplines and the culture of the country or area of the world upon which the international education program is being focussed.

6) Overseas international education requires joint planning with educational institutions and individuals in the countries concerned, and a mutuality of interests and reciprocity in benefits for students, faculty and staff of the respective institutions.

7) Recognizing that a state university such as Minnesota serves the citizens of the state, as well as national and international concerns, the University must draw its resources to support international education from

state funds as well as federal, U.S. and foreign government service, foundations and the private sector.

8) While individual initiative in international education must be preserved and enhanced, unified and high-level support for those institutional proposals given highest priority is critical to many efforts to obtain outside support, and to the development of capacity for informed and prompt response to external proposals.

9) In light of the importance of international education to the University mission and the nature of its complex and multi-disciplinary activities, there is need for a central coordinating mechanism which cannot only direct resources into priority activities but also provide for feedback and review as part of the governance process. Existing departmental, college or unit mechanisms cannot accomplish these tasks since they do not possess an all-University view of the concerns and clientele of international education.

V. Council Recommendations Concerning the Structure and Organization of International Education

Introduction

The preceding sections of the report have made an overwhelming argument for the need for an organizational structure that cuts across departmental, academic and student affairs lines in order best to implement the University's objectives in international education. The interdependence of nations and disciplines, the complexity of problems, the multiple efforts currently being deployed, the opportunities lost by lack of an integrated approach, the centrality of international education to the University's mission and

the need for strong linkages between students and faculty have all been spelled out. The Council is unanimous in its desire to see the University of Minnesota endowed with a central university-wide administrative structure which will be responsive to student and faculty needs and that will facilitate their contributions to the performance of the University's mission in international education. This final section of our report presents a proposal for the organization of international education which, after lengthy debate and consideration, the Council believes will strengthen, foster and support the development of international education at the University of Minnesota. A number of alternative models were debated hinging on the issue of "centralization vs. decentralization". The structure proposed is designed to provide necessary and desired centralization and simultaneously to retain individual student, faculty and unit initiative and accountability. The following section presents a brief summary of the conclusions of that debate and the eliciting of the principles which have guided us in designing a proposed structure.

The Desired Characteristics of an Organization for International Education

A number of organization principles are recognized in the structure proposed:

1. Some activities (e.g. study abroad and international student advising, and coordination of university representation) are so clearly and appropriately coordinated at the all-university level that it is irresponsible to suggest that they can be most effectively carried out by individual departments or units. The efficiency realized by centralizing these activities requires that these functions continue to be coordinated at the university-wide level.

2. However, it is also recognized that the strength of any university activity springs from the interest and enthusiasm of individual students and faculty. The organization should foster this individual initiative by providing services, information and clear interpretation of University policy and directions but without unnecessary "control". For this reason the Council believes that program should not be separated from budget and that the responsibility for the operation of day-to-day decisions on budget and personnel assignments should be delegated down to the level of the college, department or other appropriate unit. However, because international education is a fundamental element of the University mission that is not always implemented through college or discipline groupings, a small but visible budget should be provided by the University through a central mechanism (which can make the necessary and difficult evaluative and allocative decisions; e.g., does Middle East Studies need more University support than study-abroad programs?). This budget would be allocated to units through cross-charges with balances and budget reverting back to the central office at the end of each biennium. This centralization and visible support of international education would have important consequences for demonstrating to the University community, to the State of Minnesota and to the outside world (including funding sources) the importance attached to fulfilling and to focusing the University mission in international education. The University has, in general, been extraordinarily successful in attracting outside funds in support of the University's mission. However, in the international area it has failed on numerous occasions to obtain important additional resources because of a seeming lack of University-wide commitment and visible and regular support for implementing international education goals.

3. International education is a complex whole involving: faculty, staff, and students; service, research and teaching; and formal and non-formal learning opportunities. The organization of international education should recognize these complementarities. For example, the effective planning of travel abroad for students, staff, and faculty is often critical to the success of the study program. The service elements need strong linkages to academic program and planners and instructors (allocation of credit, guidance in course selection, and supervision of research and thesis writing). The presence of foreign students not only requires special programs and services (initial orientation, temporary housing, financial aid, and counseling), but also represents a major academic resource to the University.

At the moment those providing the central services in international education report and are accountable for different aspects of their work to more than one Vice President (i.e., to the Vice President for Academic Affairs and to the Vice President for Student Affairs). This often means that the institutional response is slow and ineffective.

4. Finally, the testimony presented to the Council during the last year repeatedly stressed the need for information sharing and coordination of effort among individuals and units engaged in teaching, research and service activities in the international area. The Office of International Programs, the International Student Adviser's Office, and the International Study and Travel Center have performed this function minimally through newsletters, directories, seminars, and special meetings. This should be continued and expanded. The structure suggested will avoid wasteful duplication.

The Proposed Organization of International Education

The proposed organization of the Office of International Education is shown in Chart 1. The organizational plan specifies the creation of an Office of International Education charged with the administration and direction of international education. The details of the organization plan are given below:

1. The Council on International Education

The Council on International Education is a council of the University Senate and reports to it through SCEP. Its membership is appointed by the Senate Committee on Committees from among faculty, staff and students with strong interest in international education, and it is representative of all major units of the University including the coordinate campuses. The Council consists of 10 faculty and 10 students. Ex officio members are named from among students, faculty and staff as appropriate.

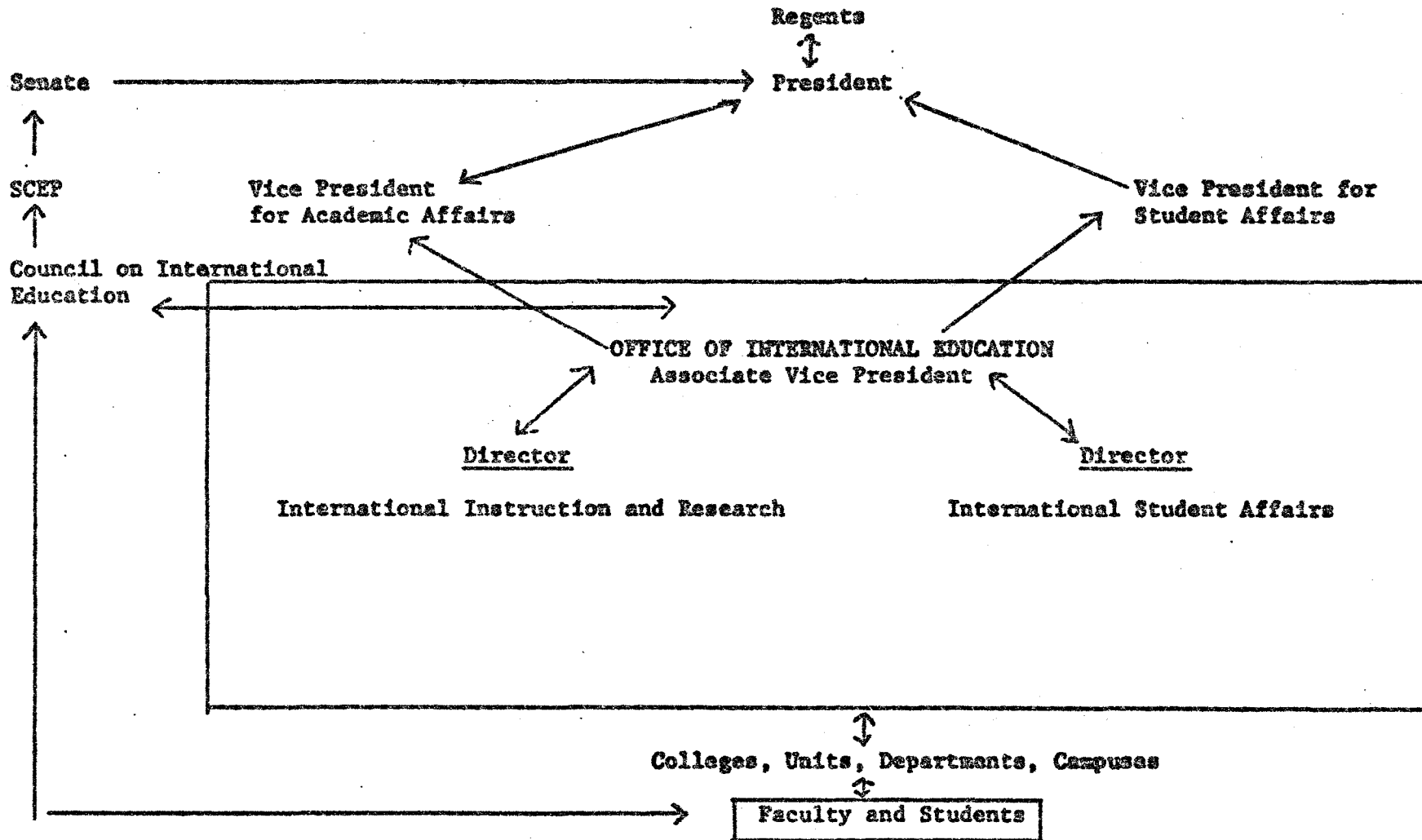
The Council is and will continue to be primarily concerned with development of University policy on international education and for review of all University program development as the implementation of policy by the Office of International Education.

The Council will continue to meet regularly in open session. Its minutes will be available at the Office of International Education which will also provide secretariat services for the Council.

2. The Office of International Education

The Office of International Education should report jointly to the Vice President of Academic and Student Affairs. The Office should be headed by an Associate Vice President appointed by the President of the University who will provide guidance as to the operation of this joint reporting.

PROPOSED ORGANIZATION OF INTERNATIONAL EDUCATION AT THE UNIVERSITY OF MINNESOTA



The Council is conscious that this mechanism may not appear "tidy" in respect to the current organization chart of the University. Nevertheless, it is a recognition of the existing state of affairs in which significant activities in international education currently report to two (or more) different Vice Presidents. The Council believes that these strong linkages to Academic Affairs and Student Affairs are appropriate and should be retained. The creation of an Associate Vice President for International Education will permit these two - and currently largely separate - components of international education to be brought together to the benefit of each.

(a) The Associate Vice President for International Education

The Associate Vice President shall be responsible for the elaboration and implementation of policies, development and review of international programs, and for the overall coordination of international education within the University. For policy development the Associate Vice President shall rely upon the Council on International Education. For program development, review and coordination the Associate Vice President shall give leadership to, and rely for operation of programs upon, provosts, deans, directors, department heads, and other chief administrative officers of the University or their representatives. Within this framework the Associate Vice President shall have the major responsibility for stimulating, interpreting and providing leadership for the execution of the University's mission(s) in international education. The Associate Vice President shall also be responsible for designating and coordinating the University's representation efforts for resource identification and generation, for overall staff direction and budget planning within the Office of International Education. The Associate Vice President will be assisted by two Directors - a Director for International

Student Affairs and a Director for International Instruction and Research (see below). The Associate Vice President shall give direction and support to the coordination of the activities of the Office of International Education and to provision for the appropriate linkages with and between University units attending to student needs and concerns and those attending to staff and faculty needs and concerns. In this latter respect, the Council notes that at present many Deans and Vice Presidents (especially Health Sciences and Agriculture) have programs and budgets in the international area. Much of these budgets is for International Outreach (contracts). Coordination of these activities,^{1/} while not implying centralization of programs and budget, does require that the Associate Vice President have authority for coordination and channels for communication and reporting - powers which the current OIP does not possess. This is in itself a compelling reason for the creation of the Office of International Education at the Associate Vice President's level.

(b) The Director for International Student Affairs

The University of Minnesota has in the current International Student Adviser's Office a well-run organization which serves foreign student needs. The ISAO has also provided a number of facilitative services to foreign faculty and to departments seeking to avail themselves of their expertise. This includes many of the same services provided to students. The ISAO would continue to function as a separate entity under the Director for International Student Affairs in such matters as counseling, orientation, financial resources and assistance with housing admission and legal problems (e.g. visas). The ISAO also operates in the area of outreach through its

^{1/} Which in dollar terms represents a sizeable proportion of total University resources to international education.

relationships with the Minnesota International Center. Through the Center, community and international student, staff and foreign visitor interaction is facilitated and strengthened. These functions should also continue to be provided by ISAO. The Director of International Student Affairs shall also have responsibility for seeing that proper coordination to the instructional component of foreign student activities is provided with the rest of OIE (e.g. English language training, admissions, student academic advising and use of foreign students as academic resources). These are matters in which faculty, as well as student, oversight are desirable.

A second major component of International Student Affairs are the functions being performed by ISTC. ISTC provides a large number of services to domestic students and faculty (study abroad opportunities, library and advising resources, facilitative services such as travel, orientation and contact with international students). It too should be retained as a separate unit under the Director. Its funding should be regularized without loosening its contacts with the student body and student organizations (see below under budgetary implications).

The Director for International Student Services shall also provide liaison with national organizations concerned with international student affairs.

There is no intention that the initiative of many programs of study abroad all be centralized. There is the intention of providing coordination and facilitative services centrally. As of now, one can find study abroad opportunities among at least eleven units of academic affairs, in University college, OIP, International Agricultural Programs, ISTC/ISAO (six reciprocal exchanges), the College of Education (two programs) and CLA (four programs), and coordinate campuses. In addition, Extension Education, Summer Session

and SPAN offer several programs, and there are others wherein students are guided to another university through which the program suiting their needs is offered. The eleven units we could identify which currently foster study abroad programs are generally poorly funded, self-supporting enterprises which depend heavily for their success on the dedication and enthusiasm of students, faculty, and staff. The Office of International Education could provide supporting services, eliminate wasted efforts and duplication, increase effectiveness as well as maintain faculty and student governance of such efforts.

The key word with regard to International Student Affairs would be coordination and facilitation: it is not proposed that the strong link of ISTC and ISAO with the Vice President of Student Affairs be broken; rather, it is hoped that a second link, equally strong, with Academic Affairs and other aspects of international education, would be forged.

(c) Director for International Instruction and Research

The Associate Vice President of International Education has a sufficiently onerous task that he will require a second full-time Director whose chief functions would be coordination and facilitation of instruction and research, the organization of external funding, and, when appropriate, provision for the administrative and logistic servicing of contracts and grants.

The Director would take initiatives in encouraging international education. He would be an identifiable person within the University community who would assist in the sharing of information throughout the University. He would encourage and facilitate student and faculty initiatives in international education.

In addition, the Office of International Education (and the Director of

of International Instruction and Research in particular) would have attached to it the various Area Studies, research centers currently in existence and, as appropriate, assist in supporting efforts to establish new "centers" or area programs. (A simple statement of University support and providing a mailbox would make some faculty and students eligible for federal funding for which they are now ineligible.) The World Affairs Center could also logically be attached to the Director's office, thereby insuring faculty and student governance and coordination of its important role in outreach to the community.^{1/}

The Director would also have the responsibility for developing funding plans including approaches to the legislature, the departments and agencies of the U.S. and foreign governments and to private donors, individuals, corporations and foundations. This staff member would also have responsibility for assisting all divisions of the Office of International Education and units of the University in developing reporting evaluation and review procedures for the purpose of making decisions regarding future funding of OIE efforts.

The Director shall also have primary responsibility for:

Support Services to contracts abroad. However, these support services shall be performed by the Director only at the request of program leaders and upon determination that other agencies within the University system are not better equipped to carry them out and within availability of resources (i.e., charges can be made to these activities for these services).

Providing secretariat services to the Council on International Education.

^{1/}The Quigley Center, now in CLA, might also consider whether it wished to be housed in the Office of International Education. It was an international relations center, and currently appears to be somewhat undecided about its future role. It might even become the counterpart of e.g., Berkeley's Institute of International Affairs.

Providing information-sharing mechanisms within the University system (newsletters, seminars, conferences and by imaginative leadership in bringing together people and information around shared interests in all of the functions of international education).

Holding information available on international grants, scholarships, funding available to faculty and students (e.g. Fulbright, NSD, etc.).

Instituting and maintaining a research and data activity on the extent, cost, involvement and impact of international education throughout the University system.

Budgetary Implications

The elements of the proposed structure can be put in place with the existing resources currently being allocated for international education. Although the Council has not fully examined the budgetary implications of the proposed changes, it is clear that the new OIE could be minimally operational with the funds currently available. (Indeed, it is almost impossible under the current system to know, or for the Council to determine with any precision, the extent of the resources or of the functions performed as the result of the funding put into international education. This is a powerful argument for pulling it all together under a central organization.) The existing budget of OIP (\$139,000 from 01 FY 76 plus soft monies) would be enough to staff the offices of the Associate Vice President and Director for International Instruction and Research. The transfer of ISAO and ISTC under the Director for International Student Affairs could be accomplished with their existing budgets unchanged, although ISTC's budget is short several thousand dollars if present staff are to be employed according to University personnel policies.

However, the Council recognizes that the practical but important details as to how this would be accomplished are matters for central administration to resolve; e.g., the student activity fees currently going to support student exchanges, ISTC and MISA, as well as the health coverage program for foreign students, involves not only the Vice President for Student Affairs, but also the Business Office. At the moment, these issues do not involve acquiring additional resources, but allocation of existing resources. The Council leaves these issues to University Administration for discussion through consultation with all parties concerned. The Council will be pleased to assist in these consultations as needed and to provide interpretation of the Council's findings and recommendations. The Council requests to be kept informed of the progress on and disposition of these matters.

The proposal for the creation of a program budget which could be cross-charged for the purpose of encouraging and strengthening international education at the University is recommended as new resources from the University budget. In part, the University is currently accomplishing this through its support of programs using soft monies; e.g. African Studies and the Foreign Studies Degree Program and the OIP small grants program. The Council believes that this small but visible budget, centralized at the Office of International Education, is essential to the success of the office and a sine qua non of the University's commitment to international education and would be more than repaid through consequential success in raising outside funds. These funds should be used as "seed" money, as support for endeavors to improve international education and should be allocated on the basis of assessment of the potential of each proposal for contributing to the accomplishment of the University mission. An initial budget of \$50,000 would be a very modest step in this direction.

The Council also feels that the proposed structure and budget will provide a feasible and realistic basis for seeking modest direct state support for international education in the University appropriation. The reluctance of the University in the past to seek state support has in part been related to the inarticulate nature of the University's mission in international education and the near impossibility of documenting the value of international education to the state and to the University. The Council is of the opinion that a properly presented case would meet with a favorable reception from the legislature and the people of the State of Minnesota - problems of population, food, and energy and the need to consider ours as an interdependent world are being widely discussed and understood in this state. The creation of the Office of International Education and its cross-charge budget would be a desirable step in institutionalizing financial support for international education and for an effort at state funding at a later date.

Reccomendations

In view of the above considerations, the Council on International Education makes the following recommendations concerning the reorganization of international educational activities and programs at the University of Minnesota.

1. Recommended that an Office of International Education be established as soon as feasible with the powers and organizational format as detailed in this report.

2. Recommended that a search committee be appointed to review candidates and submit nominations for the positions of Associate Vice President and Directors to the President as a matter of priority business next academic year (1976-77) and no later than November 30, 1976.^{1/}

3. Recommended that the President ask the Vice Presidents for Academic Affairs and Student Affairs and other vice presidents where pertinent, in consultation with existing organizations and all interested parties, to develop the necessary administrative procedures for funding, staffing and reporting to make the Office of International Education operational. They should report the actions taken to the President and the Council no later than November 30, 1976.

The Council in making these recommendations is motivated by a desire to create an adequate but flexible structure at the University to promote and encourage international education. It is aware that the re-organization suggested involves the careers and employment of many individuals in existing organizations. The Council believes that the proposed changes will strengthen, not weaken, the effectiveness of all the members of the University committed to international education. We have diligently sought information and advice from all sections of the University but are aware that the implementation of the changes will require careful and widespread administration consultation with these parties. We are willing to aid in the matter in whatever way is appropriate.

^{1/}The Council notes its willingness to serve as, or be advisory to, such search committee(s), at the President's discretion.

APPENDIX I: The Council on International Education: Composition and Charges

Membership:

Jeanne Andre (student)
Margarita Gangotena (student)
Becky Swanson Kroll (student)
Henry Koffler - Academic Affairs (ex officio)
Louise Koste (student)
Anne O. Krueger - Economics (Chairman)
A. J. Linck - Academic Affairs (ex officio)
Benjamin Liu - Mechanical Engineering
Yousef Makdisi (student)
Michael Halter (student)
Moaz Essa Manji (student)
Forrest Moore - ISAO (ex officio)
Bruce Nord - Sociology, Anthropology (Morris Campus)
Rana Pandey - Social Development (Duluth Campus)
Mallon Tayo Poroye (student)
Philip Porter - Geography
Malcolm Purvis - Agricultural & Applied Economics
Martin Snoko - Student Affairs (ex officio)
Ibiyinka Solarin (student)
Nicholas Spadaccini - Spanish & Portuguese
Gordon Swanson - Vocational & Technical Education
William Wright - OIP (ex officio)
Colleen Zarich - ISTC (ex officio)

Text of C. Peter Magrath's letter of March 24, 1975 to Council members:

Dear Colleagues:

The University Senate, at its April 18, 1974 meeting, approved the creation of the Council on International Education. I am therefore writing to ask your willingness to serve as a member of this important committee for the term indicated after your name. By way of this letter I am asking Professor Anne Krueger to chair this committee.

The Council shall have 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, United States 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 education 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, world-wide context.

The Council shall also have the responsibility for recommending the implementation of the University policy on international education which includes 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 United States 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.

The Council on International Education will report to the University Senate through the Senate Committee on Educational Policy in accordance with section U1.302.5.

Unless I hear from you to the contrary, I will assume your willingness to serve on this Council and thank you in advance for your service.

Cordially,

C. Peter Magrath
President

APPENDIX II: International Education: Statements of University Mission

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.¹

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.²

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.

¹ 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, 1960.
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.

² Examples of studies that demonstrate the effectiveness of the foreign study and teaching experience are the Useem 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 Influences*, 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, world-wide 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

APPENDIX III: Persons Appearing Before Council to Give Testimony

William Wright, Office of International Programs	November 3, 1975
Colleen Zarich, International Travel & Study Center	November 11, 1975
Kirsten Ingerson, Student Project for Amity among Nations	November 11, 1975
Martin Abel, Economic Development Center	November 20, 1975
Edward Farmer, East Asian Studies	November 20, 1975
Gordon Swanson, on the role of College Coordinators	November 26, 1975
Forrest Moore, International Student Adviser Office	November 26, 1975
Robert Holt, Center for Comparative Studies in Technological Development	December 1, 1975
Frank Sorauf, CLA	December 1, 1975
Gerhard Weiss, CLA Study Abroad Committee	December 4, 1975
Ward Barrett, Latin American Studies	December 18, 1975
Robert Kudrle, Quigley Center of International Studies	December 18, 1975
Caesar Farah, Middle Eastern & Islamic Studies	January 12, 1976
Robert Kvavik, Center for Northwestern European Languages & Area Studies	January 22, 1976
William Malandra, South Asian Studies	January 22, 1976
RE: Study Abroad - Tom Bach, Frank Barnwell, Karen Daniel, Jolene Koester, Dale Lange, Paul Peterson, Ted Campbell, Malcolm Purvis, John Rechskiner, Marilyn Sjoberg, Gerhard Weiss, George Winterowd	February 9, 1976
RE: Exchange Agreements with Chile and France - Cristian Zegers, Roy Carter, Hernan Vidal, Glen Boatman, Dale Lange	March 4, 1976

APPENDIX III

page 2

RE: Meeting with the Coordinate Campuses - Dean Gordon Bopp and Mary Moony (Morris Campus); Provost Raymond Darland, Associate Provost Robert Heller, Roy Hoover (Office of Special Programs), Val Plumb (Subcommittee on International Activities), Richard Morris, Dean John Jones, Marie Stevens, Harriet Viksna (Foreign Student Advisory Committee), A. Neil Pearson, Ajit Das, Neale Roth, Robin Poyner, Brooks Anderson, David Hollister (Duluth Campus)

March 8, 1976

RE: Exchange Agreement with Finland - Rudolph Vecoli, Immigration History Research Center

April 15, 1976

Joel Tierney, University Attorney

April 23, 1976

APPENDIX IV: Current Organization of International Education

Summary of Administrative Location of Units Concerned with International Education, with Notes on Their Activities and Budgets, University of Minnesota

VP for Student Affairs

Minnesota International Student Association

No special affiliation, former UBOG

International Study and Travel Center

Colleen Zarich, Jolene Koester

Budget of \$107,000, of which \$12,000 from Central Administration and \$17,000 from student activity fees

International Student Advisor

Forrest G. Moore, Joe Mestenhauser

English Language program, counselling, immigration and visa problems for foreign students and faculty, financial aid, housing aid, orientation programs, student organizations, reciprocal exchange program.

Budget of \$200,000

VP for Academic Affairs

Continuing Education and Extension

World Affairs Center

William Rogers

Budget of \$37,000

Minnesota International Center

(Mrs. Frances Paulu)

Foreign Study Program and Services

(David Ordas)

Self-supporting; uses no Ol monies. Sends 3 or 4 groups abroad each summer.

University College

Foreign Studies Degree Program

Jeanne Andre, Margarita Gangotena

Budget all soft monies: \$16,450, 7,150 from EIP grant, 9,300 Univ. Coll.

Summer Session

SPAN (Student Project for Amity among Nations)

Budget, about \$6,000+ from summer session; SPAN must raise the remainder of its budget of about \$32,000 to \$35,000 each time.

VP for Academic Affairs (continued)

Office of International Programs

William Wright, Millard Gieske, Martha Lampland

Budget of \$139,000 from OI budget

Many other sources of budget - AID, Rockefeller Foundation, etc.

Listing of main activities and sub-units:

Center for Comparative Studies in Technological and Social Change

Robert Holt (interdisciplinary with IT, CLA and IA)

Center for Population Studies

(Harry Foreman)

Contracts (with various countries and universities)

Tunisia (IA), Morocco (IA), Concepcion, Tanzania

Economic Development Center

Martin Abel (interdisciplinary with Ag Econ and Econ, IA and CIA)

IRE - International Research and Exchanges Board

Enables Eastern European and USSR scholars to come to U.S.

Council for International Educational Exchange

OIP has Univ. membership. Sends faculty to France, Spain and USSR

MUCIA - Midwest Universities Consortium for International Activities, I

OIP has administered MUCIA contracts - Activities have occurred in

Ethiopia, Indonesia, Thailand, Nepal

OTS - Organization of Tropical Studies

Consortium membership, facilities in Costa Rica

Small Grants Program

Annual competition; other small grants given on ad hoc basis from time to time

Institute of Agriculture

Office of Special Programs (?)

(LaVern A. Fresh)

International Agricultural Programs

(John Blackmore)

Budget of \$73,000; contract research and service through OIP

Youth Development Center (?)

(Gisela Konopka)

Agricultural Extension Service

Minnesota 4-H International Programs (probably not for UofM students)

College of Education

Field Experiences

(Eugene A. Anderson)

Besancon Exchange (through summer session)

Dale Lang

VP for Academic Affairs (continued)

Graduate School

Graduate Fellowship Office - Fulbright Program Advisor

E. W. McDiarmid

No budget involved; annual evaluation of candidates from U of M and forwarding of recommendations to Fulbright Committee

College of Liberal Arts

Area Studies Programs

African Studies Program (in Department of Afro-American Studies)
(Allan Isaacman)

Budget: soft monies from Temporary Allocations Committee to African Studies Council, about \$1,000 to \$1,500 each year.

East Asian Studies Program

(Mei-Ling Hsu), Edward Farmer

Latin American Studies Program (in Cross-Disciplinary Studies Program)

Ward Barrett

Budget of \$1,000 from CDS

Middle Eastern and Islamic Studies

Caesar Farah

Northwest European Language and Area Studies, Center for

Robert Kvavik

Budget of \$110,000, NIEA funds?

South Asian Language and Area Studies, Center for

(M.A.R. Barker), William Malandra

Budget for South Asian Studies Department is \$80,000 from U.S. Office of Education, and \$118,293 from Ol budget

CIA Committee on Study Abroad

Gerhard Weiss

Linked with consortium of universities - U. of Kansas, U. of Colorado

English as a Second Language

(Betty Robinett) Department of Linguistics

Budget from FSA?

Office of Special Learning Opportunities (OSLO)

(Don Myrvik)

Quigley Center of International Studies

Robert Kurdle

Budget total \$45,964, of which \$20,872 is from Ol budget, and \$25,092 is from temporary allocations

VP for Academic Affairs (continued)

College of Liberal Arts (continued)

Twin Cities International Program for Youth Leaders and Social Workers, Inc
(Merrilyn Belgium), School of Social Work

Provost Duluth Campus

Student Affairs - Foreign Student Advisor
Marie F. Stevens

Provost Morris Campus

International Travel Coordinator
Bruce Nord

Note: Individuals named without parentheses have provided testimony for the Council. Individuals whose names are enclosed by parentheses are responsible officers for the unit named.

Phil Porter

