

REPORT OF THE PRESIDENT'S TASK FORCE
ON THE
INTERNATIONAL CHARACTER OF THE UNIVERSITY

and related documents

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UNIVERSITY OF MINNESOTA

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December 12, 1984

TO: Advisory Committee on International Education
Acting Dean Mahmoud Abdel-Monem, College of Pharmacy
Dean William Gardner, College of Education
Provost Robert Heller, University of Minnesota-Duluth
Dean Fred E. Lukermann, College of Liberal Arts
Professor Josef Mestenhauser, Director, International Student
Adviser's Office
Professor Carol Pazandak, Acting Director, Office of International
Programs
Associate Vice President Betty Robinett, Academic Affairs
Dean Preston Townley, School of Management
Professor Delane Welsch, Acting Assistant Dean for International
Programs, Institute of Agriculture

Dear Colleagues:

I am writing to ask you formally to serve as the University's advisory committee to me to provide advice and assistance in our efforts to enhance the international character of the University. The Task Force on the International Character of the University suggested the formation of a committee such as this one and I concur that it can serve us well. The Task Force specifically noted that such a committee could be useful in advising us on internationalizing our programs, improving our supportive services, and increasing the visibility of our international research efforts. This and other recommendations of the Task Force appear to have merit, and I am requesting that you work with the Office of International Programs not only to provide advice in the areas specifically noted in the Task Force report, but in related areas as you deem it appropriate.

I have chosen this particular group not only because of its expertise in and enthusiasm for the international dimension of the University, but for its administrative knowledge and its sensitivity to the fact that our limited resources mean that decisions to spend money in one area require retrenchments in other areas. I expect that you will want to study policy issues and make recommendations to me from time to time for action that may or may not have budgetary consequences. I would very much appreciate your explicit recognition of budgetary realities in those recommendations when appropriate.

I am asking Associate Vice President Betty Robinett to serve as my personal representative to this body, and Dr. Carol Pazandak, Acting Director of the Office of International Programs, to serve as the convenor. In addition, I believe that it is important to designate a chair of the Committee and have asked Dean Townley to serve in that capacity initially.

Page Two
December 12, 1984

I am pleased that you have all indicated your willingness to join in this important effort, but if something has occurred that precludes your participation, I would appreciate your letting me know. We all share, I am sure, pride in the international stature of the University of Minnesota, and I know that you join with me in our eagerness and enthusiasm to enhance that stature.

Sincerely yours,



Kenneth H. Keller

KHK:pln

cc: Deans and Directors
Senate Consultative Committee
Dario Menanteau, Chair, Senate Committee on International Education

Enc: Report of Task Force on International Character of the University



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
Assistant Vice President
105 Walter Library
117 Pleasant Street S.E.
Minneapolis, Minnesota 55455
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May 4, 1984

Dear Colleagues:

Please find enclosed the report presented to President Magrath on April 16, 1984 by the Task Force on the International Character of the University. The first draft of the report was presented to President Magrath in late December and was then circulated broadly for discussion within the University community. This final report represents the considered recommendations of the Task Force after its review of the written and oral comments on the first draft offered by deans, committees and individual members of the faculty.

Thank you for your interest in the Task Force Report. I know I speak for the other members of the Task Force when I say that we would welcome your comments.

Sincerely,

A handwritten signature in cursive script that reads "John Wallace".

John Wallace
Assistant Vice President
for Academic Affairs

JW:bo

Enclosure

Report of the President's Task Force
on the
International Character of the University

University of Minnesota

April 16, 1984

John R. Wallace
Carol H. Pazandak
Josef Mestenhauser
Michael F. Metcalf

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Foreword

A University has a primary obligation to be aware of and to be engaged in the creation and exchange of knowledge wherever it arises, without regard to national or continental boundaries. In the last decades of the twentieth century, the University of Minnesota has an increasing obligation to the people of this state to provide leadership in the exchange and development of knowledge of the world around us. This obligation, which is part and parcel of the land-grant mission, has a sense of urgency in view of the unprecedented integration of the U.S. economy with that of the world as a whole. The State of Minnesota is, of course, concerned and affected by these developments, as is evidenced by recent actions taken by Governor Perpich and his administration. Because of this environment of change, the University has both an obligation and an opportunity to bring its faculty resources, its knowledge, and its international contacts to bear in the further development of international linkages for Minnesota.

The objective is to enhance the international character of the University's programs of teaching, research, and public service, a need that is documented in many recent reports on the sorry state of international knowledge and understanding of American college students and of the American public in general. In keeping with the Mission and Policy Statement adopted by the Board of Regents on July 11, 1980, the University of Minnesota has identified its "international character" as one of the five planning themes for its Second Planning Cycle. Therefore, President C. Peter Magrath appointed us to serve as a Task Force on the International Character of the University in order to advise him on the current status of the University's international efforts and to recommend policy directions for the future.

After careful consideration of the present status of international education at the University, it is our firm conviction that, with modest investments of time, energy and money, the University of Minnesota can move from strength to excellence in its international programs. The recommendations put forth in this document call for measured action to bring about the improvements we feel are essential in the years to come; we hope that they will be implemented and funded over the course of the next academic year and the 1985-87 biennium.

We have been ably assisted in our work by Ms. Carol Engebretson and Ms. Mary Jane Lipinski.

Minneapolis, April 16, 1984

John Wallace, Carol Pazandak, Josef Mestenhauser, Michael Metcalf

INTRODUCTION

The charge to the President's Task Force on the International Character of the University was to advise the President on the current status of the University's international efforts and to recommend policy directions for the future. The Task Force met weekly during Fall 1983 to synthesize the recent reports addressing international education and to highlight those issues that are central to the enhancement of our international character. A first draft of this Report was presented to President Magrath in December 1983 and discussed widely throughout the University during winter 1984. The second and final draft of the Report is the result of the Task Force's consideration of written and oral comments on the first draft, but its content remains the sole responsibility of its members.

Two characteristics of this report are worth noting at the outset: 1) the Task Force sought to reflect the major ideas and suggestions in the reports of other recent committees rather than to conduct a study de novo (abstracts of those reports are presented in Appendix A); 2) the format we have adopted derives from the approach of combining past reports into one. Perhaps we assume more awareness of the issues surrounding this theme of international education than we should, but we have been reluctant to repeat the background and discussion presented in previous reports. So much has been said so well by so many, and the recurrent message has been that we must make some changes in order to move ahead. The objective of the report, then, has been to target the most important areas for our development and to set some identifiable and reasonable goals within the areas of administration, curriculum, faculty development, the student experience, and outreach.

In the interest of keeping this report succinct and readable, its format has the characteristics of a summary. We have described the issue briefly, stated the related goal, and made one or more specific recommendations for moving toward the goal. These recommendations do not constitute all that, in the end, should be done, but they are present objectives which we can pursue now. Finally, we have commented on the financial implications of these recommendations.

Internationalizing the University, which in many respects and many places is already international in character, is a developmental process affecting all of its colleges and campuses. As the effort proceeds we must review our developments and set new targets for ourselves. Like the University planning process in general, planning for its international character needs ongoing attention.

THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

To fulfill the planning theme to enhance the international character of the University, we must first understand what "international character" means in the context of a public, land-grant university, and then identify the specific essentials that together describe that character. Webster defines "character" as "...the essentials of structure, form, materials, or function that make up and usually distinguish the individual." Yet, the individual, whether a person, a legal entity, or even an entire university, is more than the sum of its parts. It is the interaction between the separate distinguishing marks, the essentials, that creates the unique personality or character. It is in this sense that we ask about the University's "international character."

How international are we in terms of our constituent parts -- teaching, research, outreach and public service; students, faculty, and staff? Recent University review committees demonstrate vividly that the University offers a host of courses with international components; many faculty are involved in research with colleagues abroad that is international in scope; our development work through the Agency for International Development (AID) and our international consulting are marks of our outreach to the world. Service units like the International Student Adviser's Office (ISAO) and the International Study and Travel Center (ISTC) stand ready and are frequently called upon to provide services for our community. Our students incorporate study abroad in to their degree programs with fair regularity, and we have one of the largest enrollments of international students in the United States. At this level of analysis, these examples clearly demonstrate our international interests and expertise. In the nooks and crannies of the University, in laboratories, libraries and classrooms, the world is our domain.

But overall, the way we perceive ourselves and are perceived by others -- what is our international character? Here, something is lacking. The whole -- surprisingly -- does not equal the sum of the parts, much less exceed it. The stamp of "international" cannot clearly be discerned. This is the source of our concern and our attention. How can we define and foster the kind of interaction among the essential components that will enhance our international character? How can we broaden activities and interests so that every part of the University is "international" in character, as every part is now "public, land-grant"; so that when we and others think about Minnesota, we think about a university totally international in scope; not a university

with some international components here and there, but rather a university that "thinks" and is international.

As put by one of the reports forming the basis for our recommendations, for a university to be "international" means that:

1. It provides international education a strong presence and voice in central administration.
2. It values international contributions in the hiring, tenuring, promoting, and salary discussions of the faculty.
3. It is permeated by international activities and projects. There is a central office which coordinates these programs and fosters cooperation among units dealing with international studies, international programs, and international students.
4. It maintains extensive and professionally developed library resources tailored to the international and intercultural needs of its faculty and students and to the international focuses of its curricular and research programs.
5. It provides students with a curriculum representative of ideas and examples from all of the world's knowledge, transcending cultures, ideologies, historical epochs, and national boundaries.
6. It develops, encourages and facilitates interdisciplinary and intercultural cooperation and approaches in teaching, research and service, thus enabling faculty and students to cooperate across departmental and collegiate lines in carrying out activities in international education.
7. It provides a wide range of opportunities for students, both undergraduate and graduate, to study and do research abroad.
8. It includes in its student body international students in substantial numbers to ensure a mix of cultures and viewpoints in the enterprise of learning.
9. It provides faculty with opportunities to be international and comparative in their research, to be universal in the realm from which data are drawn, questions are asked, and ideas are tested.

10. It provides for the presence on campus of faculty from other countries and opportunities for our faculty to do research and to teach in institutions in other countries.
11. It affords faculty opportunities to gain experience and to serve with international technical assistance projects and other kinds of international work.

To attain the level of consciousness and visibility that being international requires, we must aim for increasing the international aspects of each essential part, even as we are also conscious of the need to highlight this international character at the highest levels of the University.

FINANCING INTERNATIONAL EDUCATION

The Task Force is fully aware that many of its recommendations calling for the expansion of existing programs and the initiation of new ones require new funding in a period of fiscal constraint. Moreover, increases in international activities will give rise to further demands for new resources, as creative members of the faculty further expand their international interests and activities. While emphasizing the new, the Task Force is aware that some existing international programs at the University are grossly underfunded and that their adequate funding should receive the highest priority.

Yet, there is reason for optimism that funding the controlled and limited growth of international studies and programs as envisioned in this report can be successful. Funding from the following sources is envisioned:

1. From the Legislature, which has already shown an interest in funding educational programs of immediate interest to the State economy. If planned properly and if integrated sensitively into the holistic University context, a comprehensive and persuasively presented legislative package has an excellent opportunity of being funded.
2. From internal reallocation, as units and faculty members realize that their international interests and activities enhance the prestige and standing of their departments, colleges, and, indeed, the entire University.
3. From federal government sources. Despite fiscal hardships, several federal programs are still funded, including HEA Title VI, AID, and FIPSE.
4. From private foundations. The Rockefeller and Ford Foundations have recently announced that they will once again fund international studies programs.
5. From changes in the system of allocating overhead incomes generated by the University's international contracts. A greater percentage of overhead income might be returned to international programs and units and earmarked for faculty development or for matching funds for other grants requiring such matching.
6. From fees for services in such areas as intercultural and pre-departure training for private sector, not-for-profit sector, and

ADMINISTRATION

(Recommendations A1-A3)

Central Administration

The international character of the University should be a concern as we develop and restructure curriculum, as we make faculty appointments, and as we promote and support research, just as it is in our endeavors that are unambiguously international, such as faculty and student exchanges, foreign field research, and the attendant support structures needed to carry them out. For this to be translated into practice, concern for the international must permeate all levels of the academic decision-making process. In particular, promoting the international character of the University must be integral to the general conduct of academic affairs at the highest level. Yet, at present, the University lacks a central voice, a central place, and a central policy addressing its international education activities.

Goal: To ensure that international education will permeate all levels of the decision making process and to give it a central voice, place and policy at the University.

Recommendation A1: The University should appoint an Assistant Vice President for International Education to provide central leadership in further developing the international character of the University.

Discussion: This officer, who would report to the Vice President for Planning and Academic Support Services, should head an Office of International Education and serve as the focal point for the University's efforts in international education defined in the broadest sense of the term. It will be important for the Assistant Vice President to be "at the table" when decisions about programs and resources are made; for example, he or she might be expected to attend meetings of the Budget Executive.

In addition to reporting to their respective deans, provosts, and directors, all international units throughout the University would report to this Assistant Vice President so as to promote common knowledge about and the optimum coordination of their efforts. The Assistant Vice President should give special attention to structural mechanisms for fostering interdisciplinary cooperation.

Implementation: The University should move immediately to implement this recommendation, with the new Assistant Vice President assuming office as soon as possible after July 1, 1984. The appropriateness and effectiveness of this innovation should be reviewed during the 1988-89 academic year and a determination made at that time whether to modify the recommended assistant vice presidency.

Financial implications: The new officer would replace the current Director of the Office of International Programs. Thus, additional salary costs would be marginal. The Assistant Vice President should be provided with a substantial discretionary budget with which to encourage and support program development in the area of international education.

Recommendation A2: The Assistant Vice President for International Education should be advised by an all-University International Education Planning and Policy Review Council.

Discussion: This Council, to be chaired by the Assistant Vice President for International Education, should draw its members from the faculties and students of the various colleges and campuses of the University and should have the directors of several key international units as ex officio members. This Council would perform an oversight and policy review function and would serve as a forum for the discussion of legislative and other major requests for international education projects, thus lending the weight and prestige of the faculty to the efforts of Central Administration in presenting the needs of international studies and programs to the Legislature.

Implementation: This International Education Planning and Policy Review Council should be appointed by the Vice President for Planning and Academic Support Services in September 1984 and begin to function immediately.

Financial implications: The only costs envisioned are travel compensation for members from the coordinate campuses. Staff support will be provided by the Office of International Education and by Measurement and Planning Information Services.

Recommendation A3: The University should house selected international units in a common, centrally located facility on the East Bank Campus.

Discussion: Bringing the Office of International Education, the International Student Advisor's Office, the several study abroad offices, and other selected international units into a common

building would enhance the accessibility of these units for students and faculty and would raise the visibility of international activities at the University. Advantages include shared reception, office equipment, conference and meeting rooms, as well as consolidation of accounting, publications, and data management. Relocation to Nolte Center should be given serious consideration in view of its office space, meeting rooms, central location, and social space.

Implementation: Central Administration should consider this question as soon as possible and the relocations should take place as soon as is feasible.

Financial implications: The envisioned moves will involve some initial costs, but the savings in shared use of staff, space and office equipment over the years will be considerable.

Coordinate Campuses

The University of Minnesota coordinate campuses, Crookston, Duluth, Morris and Waseca, are an integral part of the University of Minnesota system and share in the responsibility and the opportunity to address the curricular, student, faculty, and outreach dimensions of international education. So that all campuses can benefit from the support and assistance of a central University office, and so that the University can gain from the contributions of each campus, greater coordination should be provided across the University.

Goal: To assure that the international character of the University extends to all programs and campuses.

Recommendation A4: Each coordinate campus should identify a senior staff member or faculty member to be responsible for coordinating and promoting international activities and for working closely with the Assistant Vice President for International Education.

Implementation: These officers should be designated by July 1, 1984, and a plan for informational meetings and visits and for exchange of information and general working relationships established as soon as possible.

Discussion: This proposal is designed to insure that coordinate campuses also achieve a degree of integration in their international programs, including instruction, study abroad, international students, visiting international scholars, development work, foreign languages

and outreach. Consequently, all campus units will coordinate their work with the international officer, who will work with the Assistant Vice President for International Education. In turn, the Assistant Vice President for International Education must assume responsibility for providing leadership and assistance to activities on the coordinate campuses. It is hoped that such an organizational arrangement will result in the greatest utilization of all resources within the entire system.

Financial implications: Some marginal costs will arise from likely increased communication and visits among the campuses concerning international education issues. To the extent that the International Student Adviser's Office on the Twin Cities campus assumes a larger role, there may be need for additional resources in that office, or alternatively, for reassignment of resources within it.

Fundraising

The international activities of the University of Minnesota are supported by the general legislative appropriation, as well as by grants from private foundations, from the federal government, from international development agencies, and from foreign governments. In spite of the international character of Minnesota's business and agricultural enterprises, the University has not been sufficiently aggressive in raising funds for its international activities.

Goal: To draw upon external sources of funding to provide endowments and to support the international activities of the University.

Recommendation A5: The University should assign a development officer to work with the Office of International Education to raise funds in support of specific international activities at the University.

Implementation: This officer should be assigned by January 1, 1985 for a three-year pilot period.

Discussion: Under the direction of the Assistant Vice President for International Education, the development officer's efforts would address the financial needs of international programs within the University in whatever unit they would be located. These would include seeking funds for support of research, faculty development, University exchange programs, study abroad scholarships for students, and other international programs.

Financial implications: The salary of the development officer and whatever costs are incurred in support of that officer's activities must be seen as an investment that will bring a considerable return.

Goal: To meet the need to provide University matches for outside matching grants in the area of international education.

Recommendation A6: The University should establish a pool of \$50,000-\$100,000 to be available to the Assistant Vice President for International Education for authorizing University matches for outside matching grants in the area of international studies and programs. The success of this effort should be evaluated at the end of an initial two-year period, and the amount of money in the pool for any one academic year should be reconsidered at that time.

Discussion: There are many outside grants that go begging because the University presently has no policy on providing actual matches of new funds for outside matching grants. This recommendation would remedy that situation and open up possibilities for further fundraising in support of specific international studies projects.

Financial implications: This would require the commitment of \$50,000-\$100,000 per academic year in the initial phase. The program would be continued only insofar as it generated outside funds on the magnitude of twice the investment or more.

CURRICULUM

(Recommendations B1-B7)

Curriculum Enhancement

The University curriculum should provide students with a broad understanding, not only of our own multi-faceted culture, but of other cultures around the world. Such awareness of the world around us is, and will continue to become, more important in our increasingly inter-dependent world.

This understanding should be fostered in specially designed learning experiences, structured courses, or less formal contacts that have an explicit international focus and objective. An international perspective may also be provided by incorporating into courses and programs, ideas and examples from all of the world's knowledge -- across cultures, ideologies, historical epochs, and national boundaries.

Because curricular matters are primarily the responsibility of the faculty and the departments and the colleges, the work of internationalizing the curriculum can be furthered only through the efforts of the faculty. Some of the recommendations presented in our section on Faculty are therefore directly relevant to this section, as well.

To attain University objectives with regard to internationalizing the curriculum, impediments to internationalization must be removed and appropriate rewards given as faculty make efforts to design interdisciplinary courses or add international dimensions to their courses. Such curricular development may be inhibited by lack of attention to international perspectives in available texts, limited access for faculty to foreign resource materials, and lack of time on the part of faculty members. Libraries equipped to service needs such as these are vital.

Goal: To assure that all University students gain a broad understanding of their own diverse culture and other cultures and that our curriculum reflects throughout the awareness of the international nature of knowledge.

Recommendation B1: Each collegiate unit should address and promote international curricular development. Deans and department chairs should instruct their curriculum committees to monitor degree require-

*Conditions
Library services
time*

ments, major and minor programs, and course proposals to assure that content is appropriately broad and that interdisciplinary courses with an international focus and intercultural perspective are facilitated.

Implementation: The Assistant Vice President of International Education should monitor all ongoing developments in the international curriculum. All collegiate units will be requested to submit an annual report to the Assistant Vice President of International Education on the progress of internationalizing the curriculum.

Recommendation B2: The Assistant Vice President for International Education, working together with the Vice President for Academic Affairs, should develop or improve mechanisms to assure that faculty efforts to add international dimensions to their courses and programs be encouraged and be given appropriate consideration.

Implementation: For a period of five years, the Educational Development Program's budget should be augmented by \$50,000 annually to fund course development proposals designed to internationalize existing courses, to internationalize existing major and minor programs, or to introduce new courses or programs with strong international content.

Financial implications: This proposal would cost \$50,000 per year over the course of five years. After the initial five-year period, the program could be continued upon the recommendation of the appropriate officers and committees.

Goal: To enhance international business education at the University.

Recommendation B3: The School of Management should develop and implement ways to incorporate international aspects of business and trade into its curriculum and programs. It should also establish International Business concentrations in its undergraduate and graduate programs.

Discussion: There should be an international dimension to almost everything the School of Management does, for the community is best served if all graduates and participants in the School's programs are conversant with the realities of the global community and the global marketplace. There is also a need for concentrations in International Business for those students wishing to major in this important area.

Implementation: Financial support for these programs should be sought from the legislature, from federal agencies, from foundations, and from within the University itself. The International Business concentrations should be available as of September 1985.

Financial implications: Recurring costs would include the salary and fringe benefits of a new professor of international business, as well as a special, one-time allocation of faculty development funds on the order of \$35,000.

Recommendation B4: The College of Liberal Arts should establish an International Commerce track within its International Relations major.

Discussion: At present about 400 students are enrolled in the International Relations major program in the College of Liberal Arts. Intellectual and practical arguments point to the need for a program in which students of international relations will be exposed to the operation and management of economical, financial, and business relationships within the international arena. Such a view has been solidly endorsed by the Governor's Commission on International Business Education headed by Harold Stassen. An internship and/or study abroad experience should be an important component of this program in addition to the required foreign language training and work in economics, international relations, and intercultural communication.

Implementation: The International Commerce track should be available as of September 1984.

Financial implications: The amount needed for staff support in the International Relations major to operate an International Commerce track has been estimated at \$25,000 per year. Funding should be aggressively sought from sources on and off campus.

Language Instruction

The important and mutually reinforcing links between language instruction and international studies must be strengthened in order to better place the acquisition of foreign languages in its proper context. Indeed, language instruction should ideally be integrated with the total curriculum, including the social sciences and the natural sciences. The expected increase in demand for foreign language instruction for various clientele provides a welcome opportunity to improve language instruction and evaluation and to seek ways to deliver language instruction in innovative settings.

Goal: To provide state-of-the-art language instruction to meet the needs of students, faculty and the community at large.

new
new

Recommendation B5: All foreign language instruction [on the Twin Cities campus] should be monitored by a permanent Committee on Second Language Education based in the College of Liberal Arts and closely linked to the language departments, College of Education, and Program in English as a Second Language. [The coordinate campuses should also consider ways to improve the delivery of foreign language instruction.]

new

Discussion: The permanent Committee on Second Language Education on the Twin Cities campus should be composed of representatives from the humanities, the social sciences, education, the natural sciences, the professional schools, and English as a Second Language. The functions of the Committee should include 1) promoting the use of state-of-the-art methods of language instruction addressing the needs of students and faculty throughout the University and 2) promoting the development and use of reliable language proficiency examinations. Second language acquisition throughout the University should be measured and given credit on the basis of achieved proficiency.

Implementation: The Dean of the College of Liberal Arts should immediately appoint the Committee on Second Language Education, which should present a plan for implementation of this recommendation by December 15, 1984.

Financial implications: Revamping language instruction and reaching a much larger percentage of the student body more effectively will incur costs, but the opportunities for major outside grants appear to be very good. Thus, the immediate aim should be the preparation of a comprehensive funding proposal to facilitate more effective proficiency-measured language instruction.

Goal: To create incentives for high school students to pursue vigorously the acquisition of a second language.

Recommendation B6: Advanced placement preparation in languages should be encouraged in the high schools and the University should be more supportive of accepting advanced credits.

Implementation: Issues surrounding advanced placement are currently being attended to in various committees throughout the University. The Task Force applauds these efforts. By promoting language acquisition in the schools, and by rewarding excellence in language acquisition, the University can help to channel entering students into highly productive undergraduate programs of study and research of an international character in agriculture, business administration, the liberal arts and other fields.

Discussion: In its efforts to promote international knowledge and expertise, the University has a prime responsibility for educating and training its students. Yet, the outreach or public service dimension of the University's efforts is also very important. In its relationship with the public and other preparatory schools in the state of Minnesota, the University can pursue both these ends. Internationalizing the education experience should be encouraged at the elementary and secondary school levels, and some efforts are already underway in the form of the Global Education Minnesota Project housed in the College of Education. There are, however, other ways in which the University can stimulate international studies and language learning in the schools, while at the same time recruiting talented youth into its undergraduate body.

Financial implications: None.

Recommendation B7: The study abroad grants proposed in Recommendation C3 should be used as an incentive to students to study a foreign language, both before departure and during study abroad. Students demonstrating high proficiency in the foreign languages relevant to their overseas program, or whose proposed study abroad promises to achieve such proficiency, should receive priority in the allocation of these grants.

Discussion: See under Recommendation C3.

Implementation: See under Recommendation C3.

Financial implications: See under Recommendation C3.

THE STUDENT EXPERIENCE

(Recommendations C1-C8)

An international dimension should be an integral part of every student's experience and should encompass every component of university life. This includes international curricula and course materials, faculty with international experience and foreign faculty, interaction with international students, and wide-ranging opportunities for study abroad.

Study Abroad

A study abroad experience enables students to gain fluency in a second language, come to understand another people and culture, and learn more about themselves and their culture. Study abroad opportunities embrace not only the more traditional and popular programs in Western Europe, but also growing numbers of options in Asia, Africa, Latin America, and Eastern Europe. Many more students than at present would like, and could benefit from, a study abroad experience, but they are hampered by financial barriers, curricular inflexibility, and inadequate information and support services from many academic departments and collegiate units.

Goal: To expand the number, variety, and quality of study abroad opportunities offered in all parts of the University, to improve support services to students and programs, and to increase the number of students able to avail themselves of study abroad.

Recommendation C1: To establish an institutional policy on study abroad and to develop and maintain a wide variety of study abroad opportunities for University of Minnesota students.

Discussion: Currently, fewer than 5% of all University students avail themselves of study abroad opportunities. The University should attempt to double that percentage by 1990 with an ultimate goal of 25% of the student body incorporating a study abroad opportunity into their total University experience. An institutional policy on study abroad needs to: 1) clearly state the University's commitment to study abroad and to the necessary support services; 2) encourage integration of the study abroad experience into the curriculum; 3) outline goals and objectives; 4) define the content, coordination, and admi-

nistrative organization of support services; and 5) encourage faculty to develop study abroad programs.

Implementation: An all-University committee on study abroad should be established by December 1984. Its first task should be to work with the Assistant Vice President for International Education, in consultation with appropriate academic bodies and study abroad support units, to develop recommendations for a University-wide policy on study abroad to submit to the International Education Planning and Policy Review Council by June 1985. Coordinate campuses and individual collegiate units should report their units' plans for application of this University-wide policy to the Assistant Vice President for International Education by December 1985.

Financial implications: Seed monies to help units develop new programs to fill particularly significant gaps should be allocated in the 1985-87 biennium and administered by the Assistant Vice President for International Education.

Recommendation C2: The University should develop a systematic model for creating, administering, integrating, and adequately supporting international student exchanges and study abroad programs of an all-University nature.

Discussion: Some of the most valuable study abroad opportunities have an academic content which is not the logical property of any single college. Examples include the International Reciprocal Student Exchange Program (IRSEP), the International Student Exchange Program (ISEP), the Student Project for Amity among Nations (SPAN), and Minnesota Studies in International Development (MSID). A mechanism is required to assure central funding support for worthy ventures crossing collegiate lines.

Implementation: The new all-University committee on study abroad should review the funding needs of existing international student exchange programs and study abroad programs of an all-University nature and examine alternative models for housing them administratively. It should report its recommendations to the Assistant Vice President for International Education by June 1985.

Financial implications: Significant increases in budgets are necessary for existing programs, and, in anticipation of the review proposed above, some stopgap allocations will be necessary for the 1984-85 academic year.

Recommendation C3: The University should make its student financial aid programs available for study abroad. In addition, it should

establish a special fund of \$300,000 annually to be earmarked as study grants for students studying abroad.

C1
summary

Discussion: Significant efforts have been made at the University to increase the availability, within existing federal and state regulations, of financial aid for study abroad. Other institutions seem to have eliminated the barriers that presently make some major forms of financial aid unavailable to otherwise qualified students who desire to study abroad. In the awarding of study abroad grants, priority should be given to particular categories of students: those with high language proficiency or whose study plans promise to achieve such proficiency; those from various ethnic minorities (traditionally under-represented among students participating in study abroad); those planning study outside Western Europe; those engaged in field research or integrated study in foreign universities; and those pursuing majors in fields which have not traditionally lent themselves to study abroad. The special needs of graduate students should be considered in the allocation of study abroad grants.

C1
summary

Implementation: The Vice President for Student Affairs should be charged with identifying and implementing the necessary revisions of current financial aid policies. The Assistant Vice President for International Education should, in consultation with the International Education Planning and Policy Review Council, develop a proposal for study abroad grants by February 1, 1985.

C1
summary

Financial implications: Resources should be sought from the Legislature, from federal agencies, and from the private sector to raise the \$300,000 annual fund for study abroad grants.

old
new

Recommendation C4: To continue and expand support of the existing University student exchange programs (and to increase the number of such exchanges as the international interests of colleges and departments evolve.)

new

Discussion: The University of Minnesota has historically been a strong promoter of exchange programs. Among the best known is the International Reciprocal Student Exchange Program (IRSEP), which has been in existence since 1951 and provides reciprocal exchanges with ten foreign universities. The International Student Exchange Program (ISEP) and various departmental programs, such as that between the American Studies Program and its sister department at the University of Essex, are other examples of exchanges in which this University participates.

There is a growing trend at American universities to promote reciprocal exchanges. The advantage of these arrangements include parity

between the two institutions, more quality control over the academic program, less bureaucratic red tape, and the ease of transferring bodies instead of hard currency.

Implementation: In consultation with appropriate academic bodies, the Assistant Vice President for International Education should encourage and nurture student exchange programs with foreign universities. The key to successful expansion of existing exchange programs is often the ability to provide tuition waivers.

Financial implications: Staff time to administer student exchange programs and additional tuition waivers as needed.

International Students

Permeating the entire institution and touching virtually every department and unit, international students contribute significantly to the University's international character. As University of Minnesota alumni, and as future leaders, teachers, planners, and decision-makers, international students are important ambassadors of the University of Minnesota.

Goal: To provide adequate delivery of services to prospective and enrolled international students.

rev. C4+C5
Recommendation C5: In consultation with the International Student Adviser's Office and other relevant academic support offices in the University, the Assistant Vice President for International Education should outline a plan that will address the unique needs of international students served by the University.

10/1/83
Discussion: International students account for 2% of the undergraduate and 16% of the graduate student body at the present time; with predictions of declining enrollments of U.S. students and increasing enrollments of students from abroad in institutions of higher education in the next decade, international students will constitute an even higher percentage. At present, international students have needs for improved delivery of service in admissions, financial matters, orientation, housing and health services, and Immigration and Naturalization Service advising. The program begun during fall 1983 to test teaching assistants from abroad and to train those whose spoken English has deficiencies is to be applauded and provides an example of how the University can better meet the needs of international students. The needs of international students on the coordinate campuses should not be overlooked.

and 5 recommendations that they should be included in

Recommendation 6

Implementation: The Assistant Vice President for International Education should submit to the Vice President for Planning and Academic Support Services, by June 1985, a plan that will clearly outline the coordination of services to international students on the Twin Cities and the coordinate campuses.

Stated

Financial implications: The basic functions currently carried out by the University will not change, and thus there should be no added cost to the institution. Modest funding for special initiatives should be sought from outside sources.

Goal: To broaden the geographic and socio-economic representation of highly qualified international students.

NEW

Recommendation C6: The University should provide new sources of financial aid to qualified international students in the form of tuition waivers, international work study grants, loans, and employment.

Discussion: If increasing costs of living and higher education are hard on U.S. students, they are equally hard or harder on international students who have to manage their finances on the basis of fluctuating currency exchanges or limited access to foreign currency. One of the most severe criticisms advanced in regard to the training of international students in the United States is that it is for the rich or elite. The present number of one hundred Requests for Student Tuition waivers for the entire system is inadequate. The last time additions were made was in 1968 when the student population was less than half its present size. In order to broaden the geographic and socio-economic representation of international students, new sources of financial aid must be available to growing numbers of international students.

Implementation: A certain number of tuition waivers should be made available periodically to qualified students whose names have been submitted by their academic departments. As much as possible, scholarships should be converted to Work Study Grants and added periodically to the scholarship pool.

Financial Implications: In order to fund larger numbers of qualified students and provide more adequate support for departmental scholarship programs, the number of Regents' scholarships should be increased, with 25 for use on the Twin City campus and 25 on the coordinate campuses. The Office of Student Financial Aids should restore the loan program for international students at the level of \$100,000 per year. The Work Study Grants would require \$88,000 annually.

Goal: To create an international learning environment within the University in which U.S. and international students and faculty may interact and acquire cross-cultural competencies and global perspectives.

Recommendation C7: The University should encourage the sponsorship of events promoting interaction between U.S. and international students and faculty such as workshops, internships, training seminars, living-learning arrangements, and curricular enrichment programs.

Discussion: Experience and research indicate that meaningful interaction and learning do not occur by osmosis, but through carefully planned programs which not only produce high educational yields, but which also create among students a heightened interest in international events, conditions in other countries, foreign languages and international relations.

Implementation: The Assistant Vice President for International Education should encourage appropriate academic departments, support services, and student organizations to implement this recommendation.

Financial implications: While some of these activities could be carried out with existing resources, a substantial expansion of these activities would require additional resources. Outside funding for specific workshops, internships, training seminars, living-learning arrangements, and curricular enrichment programs can and should be sought.

Linkages with International Alumni

One of the seldom used resources of the University is its international alumni. Both foreign students who have returned to their home countries (or are now living in a third country) and U.S. alumni now living permanently abroad are included in this group, which has been estimated to number some 10,000 people.

Goal: To establish and maintain educational and scholarly linkages between international alumni and faculty and students of the University of Minnesota.

Recommendation C8: The University should establish and maintain an information network to facilitate contact between international alumni and the faculty and students of the University.

Discussion: The University should, through its Office of International Education, maintain linkages with international alumni in order 1) to provide the University opportunities to obtain recommendations about prospective international students, to create international work experiences for students, and to promote international student and faculty exchanges and study abroad opportunities; and 2) to provide opportunities for alumni to utilize University faculty and staff travelling and working in their countries.

Implementation: The University should develop a data base that will be accessible both to international alumni and to faculty and students of the University of Minnesota. A network that includes informative and internationally oriented newsletters should be in place by December 1985. The efficacy of this network of international alumni should be reviewed during the 1990-91 academic year to determine whether the results of its first five years in operation merit its continuation.

Financial implications: One new staff position or the reassignment of one staff person. Printing and mailing costs for an international alumni network.

FACULTY

(Recommendations D1-D6)

The faculty is the University's major resource, and its primary responsibility is to create, develop and transmit knowledge. The best data available suggest that approximately one tenth of the faculty is actively involved in international research and activities, while another tenth travel abroad occasionally to conferences. These statistics suggest that international activity among University faculty is not flourishing as it might be. If we are to infuse this University with an international dimension, the total faculty must be more fully involved in international education efforts. By strengthening the international component in their research and teaching, the faculty can better provide the tools necessary for students to have in this increasingly interdependent world.

Goal: To have University faculty become more actively involved in international activities.

Recommendation D1: Policies and practices regarding the recruiting of faculty and their tenure, promotion, and compensation should be evaluated to assure that international activities are given appropriate consideration and recognition.

*Research
opportunities
develop*

Discussion: The international character of the University depends in large part upon the composition and capabilities of its faculty. The commitment to enhancing the University's international character must be reflected in the institution's decisions on hiring, promoting and rewarding faculty if it is to have a longterm effect.

Implementation: A committee should be appointed by the Vice President for Academic Affairs to review current policies and practices and to make recommendations concerning these issues. This committee should conduct its deliberations during the 1984-85 academic year.

Financial implications: None.

Recommendation D2: The University should encourage and provide incentives for faculty to become more involved in the international dimension by offering help through seminars and workshops to internationalize the curriculum and by insuring that University support services regarding research, teaching, and consulting opportunities abroad are available, promoted and attended to adequately.

Implementation: The Assistant Vice President for International Education should assume leadership in developing these programs and services.

Financial Implications: See Recommendation B2 and the discussion of implications thereunder.

Goal: To provide positive recognition for high quality performance by faculty on international development assignments.

Recommendation D3: The University should develop and publicize an appropriate system of incentives to assure that high quality, professionally active faculty members become and remain involved in international development activities.

Discussion: Consistent with its mission and its competencies, the University of Minnesota is committed to effective participation in international development activities. Teaching, research and public service activities of the faculty at the University are enhanced by properly selected and executed international development activities followed by the appropriate integration of the experience gained from these activities into the undergraduate and graduate curriculum and into faculty research programs. Yet, difficulties remain in assuring broad faculty participation in such development programs. Disincentives to junior and mid-career faculty must be addressed and overcome. Incentives to faculty include professional recognition, professional advancement, and salary increments directly associated with overseas assignments.

Implementation: The Vice President for Academic Affairs should appoint a distinguished committee of faculty from across the institution to consider this issue and present recommendations by June 30, 1985.

Financial implications: Promotion, tenure and merit issues do not require additional budgetary allocations. Incentives in the form of direct payments for international development activities would likely be financed from outside grants for the development activity.

Goal: To assure the regular exchange of University of Minnesota faculty with foreign university faculty at institutions with which the University has regular faculty exchange agreements.

Recommendation D4: The University should develop a policy and a central fund to support departmental, collegiate, and other faculty exchange agreements. This fund should be administered by the

Assistant Vice President for International Education with the advice and counsel of an appropriately constituted all-University committee.

Discussion: The presence of international scholars as well as of University faculty with overseas experiences can contribute to a well-rounded and high quality educational experience for all students and can stimulate high quality international research and outreach programs. In addition, the intellectual breadth and vitality of the University's faculty is promoted by sustained interaction with individual scholars and scholarly communities around the world. The University has in the past established faculty exchange programs with foreign universities, but many of these exchange programs have languished because of inadequate or non-existent funding.

International faculty exchanges are currently given occasional financial support by Central Administration or by individual colleges or departments. Each instance, however, is treated in an ad hoc manner; the University as a whole lacks a coherent policy.

Implementation: The committee should be appointed and commence its activities as of fall 1984. Procedures should be in place and monies allocated as of 1985-86.

Financial implications: The scope of the financial commitment to faculty exchange programs remains to be determined.

Goal: To make available appropriate housing for international faculty exchanges.

Recommendation D5: The University of Minnesota should explore and expand housing options for visiting scholars.

Discussion: The University of Minnesota has no housing designated for the use of international or other faculty visitors. Many institutions with which the University has exchange agreements are able to provide university housing for University of Minnesota faculty. In contrast, at the University of Minnesota, the responsibility of finding housing rests either with the foreign scholar or the unit which issued the invitation. Not all foreign faculty participating in University exchange programs would need access to University housing, since in some instances -- family size, life-styles, and standards of living may dictate other alternatives such as an exchange of living quarters.

Implementation: The Assistant Vice President for International Education should work closely with a designated staff person from the Housing Office to identify housing options within and around the

University for visiting scholars. Additionally, an international center, under University auspices, should be established which would provide a few rooms for temporary accommodations for visiting faculty. One possibility to fill this need on the Twin Cities campus could be to reserve rooms at the new hotel that is being built on University property.

Recommendation D6: The University should acquire or earmark some University owned housing for international scholars. As a first step, five units in Pillsbury Court on the Twin Cities campus should be set aside for the use of foreign faculty participating in exchange programs and be furnished at University expense.

Implementation: In recognition of the need for time to acquire and refurbish the units, this recommendation should be implemented as of September 15, 1985.

Financial implications: Initial costs would include some foregone rental income from the five Pillsbury Court units, as well as the cost of furnishing and maintaining the units. Other costs on the Twin Cities and coordinate campuses remain to be determined.

OUTREACH

(Recommendations E1-E5)

The education of citizens who can participate wisely and effectively in an interdependent world cannot be the responsibility of the higher education system alone; the responsibility must be shared by the whole educational system. The learning of languages, geography, and history on a global basis should begin in the elementary grades and continue throughout elementary and secondary school programs. For this to happen in the most effective way, cooperation and the sharing of resources across the whole educational system will be necessary; in particular, partnerships between higher education and the K-12 system will be required.

Goal: To insure adequate emphasis on international aspects of curricular development in the University's present and projected partnership with the K-12 system.

Recommendation E1: The University should form partnerships with the K-12 system in the state to improve teaching and learning for participation in an interdependent world. Particular attention should be paid to [intercultural perspectives,] international studies and foreign languages.

Discussion: These partnerships may take many forms: collaboration between school and University faculty in the preparation of curricula, summer seminars for K-12 faculty in selected subject matter areas on the University campuses, collaborative exploration of innovative teaching strategies, or special courses on University campuses for high school students. The Global Education Minnesota Project in the College of Education provides resources and a model for such activities.

Implementation: This activity should be coordinated by the Academic Affairs Vice President's Office and should involve faculty members, students, deans of the several colleges as well as of Continuing Education and Extension and the Agricultural Extension Service.

Financial implications: Financial support for programs of this kind should be sought from the legislature, federal agencies and foundations.

Goal: The University should make its resources more readily available to business and industry in order to facilitate the state's ability to participate in the world economy.

Recommendation E2: The University should establish a Center for International Business, Trade and Economics to coordinate its efforts in the areas of international business research and public service. Among other things, the Center should devote its efforts to developing new research directions and to identifying and securing outside sources of funding for research in these fields.

Discussion: Keys to strengthening the export performance of the state include: expanded knowledge about the [cultures] economies and societies of the rest of the world; research on the problems faced by firms attempting to do international business; educational programs to train skilled professionals; and a delivery system to provide educational programs and technical assistance for firms seeking to improve their export performance. International knowledge and skills are vital to the success of large, small and medium-sized industrial and agricultural corporations and cooperatives in the international marketplace. With marginal investments of resources by the state, the University would be in a position to undertake the activities mentioned above and make a major contribution to the export performance and international business savvy of firms in Minnesota.

The Center should:

- o undertake research studies designed to inform public and private actors of impending trends and developments in international trade and international business
- o provide an expert staff and research unit whose activities would be "nonpartisan" as to corporate or partisan interests and which would, as a result, provide a continuous and disinterested voice on matters of policy development and strategy
- o facilitate interchange between private firms and public organizations and entities, on the one hand, and faculty members who are active in international research, on the other
- o arrange short courses, colloquia, workshops, newsletters, and other instruments for the dissemination of information and for discussion of developments on the international scene for the business, legal, and state government communities
- o coordinate access to predeparture training opportunities available through the University.

Implementation: The Assistant Vice President for International Education should assume primary responsibility for promoting this concept and securing necessary funding.

Financial implications: As envisioned, the cost of establishing a Center for International Business and Trade would require \$480,000. While current resources within the University provide the necessary talent pool, major outside funding must be secured to meet these costs.

Goal: To promote institutional, economic, and social development in less developed nations of the world through the sharing of knowledge and technical assistance, and through institution-building activities.

Recommendation E3: The University should negotiate a formal "Memorandum of Understanding" with the United States Agency for International Development (USAID) through the Institute of Agriculture, Forestry and Home Economics to provide stable funding and personal support for the University to undertake institution-building and cooperative assistance projects in developing countries.

Discussion: This is the fifth year of Title XII activities at the University. Since beginning the long-term Title XII relationship with USAID, the capability of the University to engage in international development projects has been significantly strengthened. During the 1984-85 academic year, the University will do nearly \$7 million in contract work for USAID. The next logical and desired step is a formal "Memorandum of Understanding" with USAID establishing a more stable and permanent contractual relationship, thus enhancing the University's ability to plan faculty and student involvement in international development work.

Implementation: The Deputy Vice President of the Institute of Agriculture, Forestry and Home Economics should assume primary responsibility for negotiating and implementing a "Memorandum of Understanding" with USAID in collaboration with the University Board for International Food and Agricultural Development (UBIFAD).

Financial implications: There are several types of "Memorandum of Understanding" arrangements, some of which may involve some matching funds in conjunction with continuation of some form of Title XII assistance.

Goal: To develop better channels of communication and sharing of international resources with other institutions of higher learning in the state.

Recommendation E4: The Office of International Education should establish a mechanism to facilitate communication with, and disseminate

information to, other institutions of higher learning within the state about visiting international scholars and about international activities at the University.

Discussion: The many international scholars visiting the University for longer or shorter periods of time represent a resource pool that is at present underutilized both within the University and within the broader, higher education community. The University can make much better internal use of its international visitors and can attain a great deal of goodwill in the broader higher education community by disseminating timely information about current and future international visitors.

Implementation: Departments should inform the Office of International Education in a timely fashion of all visiting international scholars and of all international programs. The Office of International Education should then disseminate this information to the coordinate campuses and other institutions of higher education in the State of Minnesota in an equally timely fashion. This system should be established during the 1984-85 academic year.

Financial implications: The burden in departments should be minimal. Costs to the Office of International Education should be modest once the routines have been established.

Goal: To maintain the University's relationship with the existing network of community and business organizations in order to carry on the University's commitment to outreach in international education.

Recommendation E5: The several academic centers, departments, institutes and programs engaged in area studies, international studies and the study of foreign languages and literatures should continue and expand their efforts to enhance the international and intercultural awareness of our state and local communities.

Discussion: The University has for thirty-four years housed the World Affairs Center within Continuing Education & Extension. As of 1984-85, however, the Center will move off-campus and its functions within the University will be assumed by the Office of International Education and the various academic units. While the Office of International Education will maintain a close informational link with the World Affairs Center, programming of the international and intercultural outreach activities of the University should become the task of the several academic programs. It should be remembered that such activities contribute not only to the well-being of the community, but also to the well-being of the participating academic units by building constituencies out in the state.

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Suggests some
duplication of effort
could go on

Implementation: The Office of International Education should provide leadership and service to the various academic units in the area of community outreach by developing model sets of promotional materials and by providing these units access to community and business organizations and to existing communications networks. Academic outreach programs should be based on interactive cooperation with community and business organizations.

Financial implications: In addition to staff support and promotional support from the Office of International Education, the cost of which should be minimal, academic units would contribute a moderate amount of staff time in connection with occasional outreach activities.

EXPECTED BENEFITS

Several tangible benefits will accrue to the University and to the State of Minnesota as a result of enhancing the international character of the University. Among other things, it is impossible to build an international reputation in a narrow parochial environment; international scholars and students contribute at least as much to the University as they benefit from it; and tangible economic benefits derive from international cooperation and collaboration.

Experience indicates that integrated programs which emphasize overall institutional rather than departmental goals will likely result in benefits individual programs cannot be expected to reach. This report suggests benefits resulting from individual recommendations. In addition, there are synergistic benefits as follows:

1) FOR STUDENTS:

- a) U.S. and international students at the University will receive substantially a better education as a larger proportion of courses have an international dimension, as opportunities for study and travel abroad are improved, and as opportunities for practical experiences in intercultural relations increase in number.
- b) Increased emphasis on foreign language competence will help to produce graduates better prepared to enter an increasingly international world of work.
- c) Increased competency in foreign languages may foster more cross-cultural research and encourage teaching in the medium of foreign languages.
- d) The University will attract an increased number of top quality international students and will integrate them more effectively into University life.
- e) Basic services for international students will be substantially improved through integrating and streamlining recruitment, admissions, orientation, and financial aids.

2) FOR FACULTY:

- a) A new emphasis on international education will encourage the faculty to experiment with new ideas in cross-cultural educa-

tion and research and to develop competencies in foreign languages and intercultural communication.]

- b) Administrative reorganization of programs and services and infusion of funds will permit more opportunities for faculty members to become substantially involved in international education activities, such as collaborative research, participation in international exchanges and attendance at conferences.

3) FOR THE UNIVERSITY:

- a) The University will be able to speak with a unified voice about matters pertaining to international education.
- b) International education will become more central to academic programs across the University.
- c) The new structure will permit integrated planning, programming, and budgeting for University-wide international units, thus saving funds and staff time. Common facilities for key international units would save resources by utilizing common receptionist facilities, a common telephone and communications system, and commonly shared office equipment.
- d) Integration of international programs will have a positive impact on all units of the University and is expected to result in improved student advising in international work, increased interaction between U.S. and international students, and new curricula designed by the departments to meet their international responsibilities.
- e) The new structure for international education will increase the potential of the University to attract grants and contracts which in turn will provide:
 - 1) Faculty development and experiences.
 - 2) New training facilities and opportunities.
 - 3) Consulting potential.
 - 4) Experimentation with new delivery systems in international education.
- f) Integration of international studies and programs into the University as a whole is likely to improve the academic and social climate of the University and enhance its international reputation.

4) FOR THE STATE OF MINNESOTA:

- a) Minnesota citizens will have better access to the University's international programs.
- b) The University will increasingly provide expert assistance and leadership on international issues to the elementary and secondary educational systems, to other colleges and universities in the state, to industry, to state government, and to the Minnesota public in general.
- c) The international posture of the University will enhance the international posture of the entire state of Minnesota, encouraging trade and tourism, as well as visits to the state by businessmen, scholars, and political leaders from abroad.
- d) The University will be better able to assist the public in understanding and dealing with the social, political, and cultural consequences of global interdependence.

Perspectives derived from the international character of the University help students and citizens understand the sometimes overwhelming conditions of the world. Various units of the University can: collaborate with the media to inform the public about the nature of our international opportunities and challenges; convey a truer picture of the life and culture of the United States to people abroad; improve conditions of living in developing countries; establish long-term linkages with universities around the world; and use these linkages to transcend continents and ideological boundaries.

APPENDIX A

Recent documents related to international education at the University of Minnesota that were used in the President's Task Force Study.

1. International Education at the University of Minnesota: Its Dimensions, Structure, and Problems, Report of the Council on International Education, Anne Krueger, Chair, May 1977

The report of the Council on International Education at the University of Minnesota describes the range of international education activities at the University, the structure under which they take place, and problems that have arisen under the structure. The committee also addresses possible means of strengthening international education at the University.

2. Report of the College of Liberal Arts (CLA) Committee on International Studies, Gary Wynia, Chair, January 1982

The committee was formed to research ways that CLA could rationalize and more closely coordinate its international studies activities. It was also requested to determine how the Quigley Center for International Studies role might be broadened to encompass a wide range of functions in international studies.

3. Space Planning for International Units at the University of Minnesota Minneapolis Campus, Philip Porter, June 19, 1982

The report, prepared by the Office of International Programs with full cooperation of other international units, analyzes the space needs and locational preferences of international units. The study was undertaken in the belief that greater prominence to the international activities of the University could be achieved by housing units in the same physical location.

4. International Students at the University of Minnesota, Carol Pazandak, Chair, November 1982

The charge of the presidentially appointed administrative committee was to review University policies, primarily administrative, and practices toward international students and to recommend needed changes.

5. University of Minnesota Policy and Guidelines Statement Relating to the University's Mission and Responsibility, Karen Olness, Chair, March 22, 1983

The Committee on International Education was asked to draw up a policy/guidelines statement regarding the University's Mission and Responsibility as it relates to its worldwide responsibilities.

6. The Office of International Programs and the Future of International Education at the University of Minnesota, Philip Porter, March 31, 1983

The report was requested by Vice President for Academic Affairs, Kenneth Keller. Its purpose was to describe the mission and work of OIP and to evaluate the idea of dismantling the office. The report also discussed recommendations to enhance the international character at the University.

7. Report of the CLA Task Force on Foreign Language Instruction, Byron Marshall, Chair, June 1983

In relation to the "growing national concern with the prevailing monolingualism of the American population" the task force was set up to make recommendations on second language learning that would insure quality education and reverse the trend of entering students unprepared for college workloads.

8. Projects for the Enhancement of Second Language Acquisition, Proposal for Discussion, Russell Hamilton, Associate Dean, CLA, July 21, 1983

Proposal describes four project areas that are designed to promote and improve second language acquisition among elementary, high school and University students.

9. The Economy and the State, David Lilly, Chair, July 1983

The task force was set up to pursue one of five primary themes of the University's current cycle of institutional planning. The task of the committee was to make recommendations concerning steps that should be taken to achieve the objective of improving the University's contributions to the economy - to continue and possibly expand the transfer of knowledge and skills to the outside community, to become more accessible to the state, and to develop mechanisms needed to achieve these goals.

10. The University, the State and International Business, Issues and Initiatives, Brian Job, August 1983

Request for this report came after a meeting of CLA administrators and faculty with President Magrath and Vice President Keller in July 1983. The Perpich Administration had been studying the climate and potential for international business and international trade within the state. University officials requested a report outlining the potential role the University could play in these areas.

11. Report of the Task Force on International Education, Fred Lukermann, Chair, September 1983

The report is intended to give direction to international education at the University rather than solve management and operational problems. The report highlighted concerns in the curriculum, research, faculty and student exchanges, foreign students and structure.

APPENDIX B

The Task Force received responses from the following people and groups.

Jon Booth	Director, International Study/Travel Center
Martha Brogan	Chair, The Wilson Library Western European Studies Grant Committee
Bright M. Dornblaser	Professor, Public Health
R. H. Dunlop	Dean, College of Veterinary Medicine
Ed Frederick	Provost, Waseca
William E. Gardner	Dean, College of Education
Russell Hamilton	Associate Dean for Faculty Affairs, CLA
Brian Job	Associate Professor and Director, International Relations
Maurice Kreevoy	Professor, Chemistry
Keith McFarland	Dean, College of Home Economics
Frank C. Miller	Acting Director, Institute of International Studies
Harold Miller	Dean, Continuing Education & Extension
Douglas Nord	Assistant Professor, Political Science, Co-Chair, UMD International Studies Task Force
Chip Peterson	Coordinator, Foreign Studies Office
Basim Sabri	President, Minnesota International Students Association
Richard J. Sauer	Deputy Vice President, Institute of Agriculture, Forestry and Home Economics
Hernan Vidal	Professor, Chair, Spanish and Portuguese
Ray Wakefield	Assistant Professor, German, and Director of Enhancement of Second Language Acquisition (ELSA)

Lawrence C. Weaver

Dean, College of Pharmacy

Frank B. Wilderson

Vice President, Student Affairs

Committee on Foreign Study

Council on Area Studies

International Units Group

Senate Committee on International Education

UNIVERSITY OF MINNESOTA

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June 29, 1984

Dr. John Wallace
Assistant Vice President
for Academic Affairs
105 Walter Library

Dear John:

I have just read the June 14 letter sent to you by Professor Root with regard to the latest draft report of your Task Force on the International Character of the University. May I say, simply, that I flatly disagree with Professor Root's harsh comments regarding the report, its implications, and its utility to the University of Minnesota.

Although we will certainly not be able to implement all of the recommendations of all of the various task forces in the form recommended, I am confident that many of the critical recommendations from the various task forces can be implemented. And I certainly hope that this will be the case with the imaginative and practical set of recommendations you and your Task Force have made with regard to the International Character of the University of Minnesota. I know, further, that Vice President Keller shares these views of mine.

Cordially,



C. Peter Magrath
President

CPM:kb

cc: Vice President Kenneth Keller, Academic Affairs
Professor John Howe, Chair, Senate Consultative Committee
Professor Michael Metcalf, Acting Director, Office of International
Programs
Professor Michael Root, Chair, Senate Committee on Educational Policy



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TWIN CITIES

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355 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

June 14, 1984

John Wallace
Assistant Vice President
for Academic Affairs
105 Walter Library
Minneapolis Campus

Dear Vice President Wallace,

I have read the April 16, 1984 draft of the Report of the President's Task Force on the International Character of the University and discussed it with the other members of the Senate Committee on Educational Policy at one of our spring meetings. As you will remember, I wrote to you on behalf of SCEP on April 13, 1984 about the December 22, 1983 draft of the Report of the President's Task Force. In that letter, I informed you that there was much in the report that SCEP could not support or that SCEP opposed and that, in general, we questioned the central assumption that international education needs to be given the loud voice, prominent place and generous budget that the report recommended for it.

The April 16, 1984 draft flouts these objections and asks not for less but for more. The first draft was written by partisans, and they represented the interests of their constituents well. Many of us hoped that the second draft would be written by a larger and more disinterested group of people and would reflect the fact that giving the University an international character was only one of a number of improvements that students and faculty would wish for the University. Weight and prestige like dollars and administrative attention are scarce resources; to lend more of each to international education is to lend less to other University programs and interests.

The first draft of the Task Force Report was a wish list without prices, a menu for gourmets with cost no object. The second draft adds more wishes and attaches some prices. The bill for the wishes and dishes adds to over a million dollars a year. Appetites need to be scaled down. The menu needs to be appraised by people with different tastes and by people who will have to bear the cost or pay the bill. The Task Force Report is the voice of extravagant chefs; you need to hear from the poor diners.

John Wallace
June 14, 1984

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In thinking about international education at the University of Minnesota, it would be good to distinguish between support and promotion. If faculty and programs committed to international education have not been treated evenhandedly, have not been supported as well as faculty or programs with more domestic interests, the University might want to rectify the situation, but this would be less than the report calls for. The recommendations of the Task Force Report call on the University to promote the interest of international education over other University interests. Before any action is taken on these recommendations, there needs to be University-wide discussion and debate on their wisdom. The Senate Committee on Educational Policy finds little in either draft of the Task Force Report to persuade it that each of the recommendations is wise.

Sincerely yours,

Michael Root

Michael Root
Chair, Senate Committee on
Educational Policy

MR/sw

cc: ✓John Howe
Michael Metcalf
Ken Keller
Peter Magrath



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Philosophy
355 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

April 13, 1984

John Wallace
Assistant Vice President
for Academic Affairs
105 Walter Library
Minneapolis Campus

Dear Vice President Wallace,

The Senate Committee on Educational Policy has reviewed and discussed the Report of the President's Task Force on the International Character of the University and would like to offer the following comments and observations on the report to you now.

First, some general observations. A number of members of SCEP were not convinced by the Task Force report that international education needs to be given a more central voice, place and policy at the University than it has at the present time. In fact, though the report is based on the proposition that it should have a more central voice, the report does not offer much in the way of an argument for this proposition. Instead, the report proposes ways to give international education the stronger voice that it assumes it needs. Members of the Committee wondered what internationalizing the University meant for programs in the physical sciences. In these programs the significance of the distinction between national and international education or research is not very clear. In the physical sciences a high proportion of students are international students and in these programs faculty routinely travel abroad to conferences, contribute to international publications and participate in exchange programs. Members of SCEP from the physical sciences did not know what it would be in their fields to design incentives to move faculty into international activities.

Second, some comments on the recommendations of the Task Force. Because SCEP was not convinced by the Task Force report that international education should be given the prominence and priority that the recommendations propose for it, the Committee does not enthusiastically endorse any of the recommendations. However, some of the recommendations are more modest, speak more to present, pressing questions, are better defended than others, or were effectively explained and defended by you in your meetings with the Committee. These the Committee finds it easier to endorse. In particular, the recommendations of the Task Force that SCEP looks on with most favor are the recommendations that the University

- 1) appoint an Assistant Vice President for International Education,
- 2) establish an Office of International Education (to replace OIP),
- 3) establish liaison persons for the coordinate campuses to work with the new

John Wallace
April 13, 1984

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Assistant Vice President and 4) require that ISAO report to the new Assistant Vice President. Our support for these recommendations is based on your comments to the Committee that an officer who wears the title of Assistant Vice President, more likely than a person who wears the title of Director, will be invited to participate in discussions within Central Administration to which the voice that speaks for international education needs to be added and to which the ear of international education needs to be listening.

The recommendation that the Committee most strongly opposes is the recommendation of a development officer for the Office of International Programs. It is not a good idea to have development officers for particular University programs in addition to or instead of officers with University wide responsibility. The Committee also opposes charging ISAO with responsibility for recruiting international students (C5) until it is made clearer just what that responsibility includes. The Committee also opposes the recommendation of a central fund for international education (D4) without a discussion of the size or use of the fund. Why should there be a central fund for this particular purpose when other worthy educational purposes, e.g. helping students to become better writers or more active learners, do not have their own central or dedicated fund? The Committee opposes the recommendation of a Center for International, Business, Trade and Economics (E2) and the \$480,000 to be spent on it without some discussion of what it is and why it is needed. If the University is facing financially hard times, it cannot easily afford new programs and the Task Force report does not allay the fear the Center is an expensive bauble. The proposal (B4) for an international commerce track in the International Relations program carries a smaller price tag but its nature and importance is not well explained or argued for. It is not clear why, for example, IR should have a commerce track at all, whether domestic or international, since it offers a major in liberal arts and not a professional school degree.

There are other recommendations that SCEP has reservations about until they are better explained. The recommendation that there be a central mechanism for language instruction in CLA (B5) seems to call for a massive retrenchment of the foreign literature and language departments and the introduction of a new department of foreign language instruction. Given the significance of the recommendation, it is unnerving that the Task Force should so casually recommend it. The recommendation (D3) that there be incentives to move faculty to international activities is also troubling, for often to move to something requires our faculty to move away from something else. It is not clear to members of SCEP that faculty should be more highly rewarded for international activities than for activities at home or with students from home. The recommendation to develop programs for international students (CG) is fine if we know what it includes and know what it costs. There are also

John Wallace
April 13, 1984

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questions of policy here. Does the University at present contribute more to educate international students than to educate students from home? If so, how does this fit the University's policy that students across the University bear the same percentage of the costs of their education?

Though these comments are critical comments, the Committee appreciates the thought and effort that the Task Force puts into its report and offers these comments to stimulate further thought and discussion about the important issues that the Task Force report raises. The Task Force is to be commended for calling the University's attention to important matters of educational policy.

Sincerely yours,

Michael Root

Michael Root, Chair
Senate Committee on
Educational Policy

MR/sw

cc: John Howe ✓
Michael Metcalf
Peter Magrath
Ken Keller
Karen Olness

DISCUSSION OF THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

Draft

Basic Background

For more than a decade the University, through several different forums, has addressed the question of the quality of the international character of the University. The conclusion usually has been that the University has been slow to increase the international dimension of its instruction and research compared to some peer universities. This task force report -- on the International Character of the University -- like some of its predecessor reports calls for change and improvement in the integration of our global relationships as scholars and educators. A somewhat countervailing opinion has also been expressed -- that in a university as large and diverse as this one a large amount of "international activity" takes place, and always has, that goes unnoticed and unrecognized. This view seems to say that the faculty members are responsible for the internationalization of the curriculum in the courses they teach and in the research they do. No massive central effort and organization is needed nor is it appropriate.

The response to this latest task force report will take the middle ground -- some central effort and catalyst is needed, but much of the work of increasing the quality of our instruction in research, as this is related to international concerns, is a matter for faculties.

Major Points in the Report

The report calls for a highly placed central officer reporting to the Vice President for Planning and Academic Support Activities to give visibility and responsive leadership to all international activities. This officer would be the spokesperson for the University in the international area and would provide an expanded communication effort to inform the campus community as well as the larger community of the State about all aspects of international matters in which the university is engaged.

The second major point in the report focuses on the improvement of the student experience in regard to an international dimension. Changes and enrichment of the curricula that now exist and addition of new instructional programs at both graduate and undergraduate levels are recommended. More aid for students is called for both to permit them to study abroad and to bring foreign students to our campus for study.

A third major point focuses on the enrichment of the faculty experience in international areas through provision for resources for research, consulting and teaching abroad; for an expanded exchange of scholars with other countries, and for an increase in the number of visitors from abroad. Central to the improvement of the faculty experience is the recognition of faculty effort in international programs and appropriate reward through promotion, tenure and salary adjustment.

Details of the Report

We will appoint an Assistant Vice President for International Education who will report to the Vice President for Planning and Academic Support Activities. We expect this officer to give leadership and direction to a number of the activities recommended in this report which will be largely accomplished in the colleges. Responsibility for the activities of the International Student Adviser's Office will be given to this officer and transferred from the Office of the Vice President for Student Affairs. By the beginning of Fall Quarter of this year we will be able to provide a limited amount of housing for visiting scholars both from this country and from abroad. If the need for additional housing is demonstrated, this service will be expanded. We have been directed by the 1984 Legislature to explore the possibility of an international business program including a major and we are in the process of studying this for possible submission to the 1985 Legislature and to the Governor. We have earmarked \$25,000 in the 1984-85 budget on a recurring basis for faculty travel abroad.

Several recommendations have resource implications and we endorse them in principle and ask that the Budget Executive explore both costs and strategies for funding. These include central support for language instruction to be implemented in CLA with the cooperation of the College of Education; revision of the financial aid system for students studying abroad; scholarship support for study abroad; sponsor workshops, seminars and internships in international areas of scholarship; and provide support for international exchanges for faculty.

While a number of recommendations in the report will need further study and may or may not be implemented, I do not recommend that we hire a development officer for international programs. Fund raising for such programs should be handled by the development officers who are now in a number of colleges or through the central development office. I also do not recommend that the ISAO officer be charged with recruiting international students. While this officer should assist colleges, the responsibility for recruiting students should be left to individual colleges.

All of the recommendations that involve curriculum development or academic program development are referred to the respective deans for consideration and where endorsed by the faculty, for implementation. I am asking the Vice Presidents for Academic Affairs and Health Sciences to issue an appropriate memorandum to Deans and Directors in this regard and to call for a response on the part of each college or school by the end of the 1984-85 academic year. I also ask these Vice Presidents to take the necessary steps to assure the faculty that their international activities will be evaluated and appropriately rewarded.

Implementation of Task Force Recommendations

Title of Task Force Report of Task Force on the International

Character of the University

Date of Report December 22, 1983

Staff Reviewer _____

Chair John Wallace

Date May 1, 1984

Members John R. Wallace, Carol H. Pazandak, Josef Mestenhauser,

Michael F. Metcalf

Committee Appointed by President C. Peter Magrath

Date Appointed _____

How to Obtain Report Academic Affairs

Number of Pages 25

Appendices YES NO Bibliography YES YES NO

Circulation _____

Key Issues Addressed Addressing the International Character of the University--Topics covered include Administration A1-A3 Curriculum B1-B7, Students C1-C7, Faculty D1-D6, and Outreach E1-E3

Task Force Recommendations

(Link to IPS Goal

F=Faculty T=Technology

Q=Quality O=Outreach

S=Student Org=Organization)

Staff Notes

Final Decision

BE CPM/Other

Ten dimensions of international character:

- 1.) Opportunities for faculty to be international and comparative in their research
- 2.) Provides student with a curriculum representing international perspectives
- 3.) Provides faculty and _____ from other countries
- 4.) Includes international students
- 5.) Provides opportunities for students to study abroad
- 6.) Interdisciplinary cooperation in international projects
- 7.) Both centralized and decentralized presence for international character
- 8.) Values international contributions in hiring, tenuring, promoting faculty
- 9.) Offers opportunities for faculty to serve in technical assistance projects
- 10.) Provides international education a strong presence in central administration

(Link IPS F, S, Q)

Page() ()

Final Decision
BE CPM/Other

Staff Notes

#A-1 Page(4) (Org)
Appoint an assistant Vice President for
International Education

()
(Int. Ed.)
A-1 Page() ()

#A-2 Page(5) (Org)
Each coordinate campus should identify a
senior staff member responsible for inter-
national education

()
(Int. Ed.)
A-2 Page() ()

#A-3 Page(6) (Org)
A development officer should be hired to
raise funds for international programs

()
(Int. Ed.)
Page() ()

Curriculum
#B-1 Page(7) (Org)
Each collegiate unit should address and
promote international curricular development

()
(Int. Ed.)

If the office of International
Programs becomes part of the
Office of the VP for Planning
and Academic Services, then it
will be appropriate to consider

making the former OIP director-
ship into an Assistant VP's
position. No action in academic
1983-84.

Some units have a senior admini-
strator designated as the
responsible officer for inter-
national activities. All
major academic units should

have such an officer designated
by the end of the current aca-
demic year. (Directive needed
from VPs Keller and Vanselow.)

This recommendation is not
endorsed. For the present, it
is recommended that development
officers now in collegiate units
add fund raising activities in
the international area to their
work plans. For units having no
development officer, those units
should work through OIP and
thereby have access to develop-
ment officers who are in the
central development office.

This should be an item for
discussion at a meeting of the
Deans. Implementation would
have to come at each school or
college under the leadership of
the international
activities officer.

B-4 Page(8) (Org)
CLA should establish an international
commerce track within its International
relations major cost \$23,400 per year--
()
(Int. Ed.)
Page() ()

This recommendation is directed
to the Dean of CLA with the
endorsement of the President and
Central Officers. The CLA Dean
should be asked to respond before
the beginning of the 1984-85
academic year.

B-5 Page(9) (Org)
a. Create central mechanism for language
instruction through the College of Liberal
Arts
()
(Int. Ed.)
Page() ()

This recommendation is directed
to the Dean of CLA for reaction
and possible implementation. The
Dean of CLA would be asked to
involve the Dean of the College
of Education.

B-6 Page(9) (Org)
a. Advanced preparation in languages
should be encouraged in High Schools
()
(Int. Ed.)

CLA will require classes entering
as of to have quarters
of foreign language
Ways should be explored for the
means to carry out this recom-
mendation, for the encouragement
of language preparation in the
high schools. Entry level
colleges should address acceptance
of advanced credits.

B-6 Page(9) (Org)
b. University should be more supportive of
accepting advanced credits
()
(Int. Ed.)
Page() ()

B-7 Page(10) (S, P)
 "The vast majority" of study abroad
 scholarships should be reserved for students
 with a high level of foreign language
 proficiency (Cost)
 (Int. Ed.)
 # Page() ()

Students C-1--C-7
 # C-1 Page(11) (S, Q, P)
 a. Revise financial aid system so students
 can use their funds for study abroad
 ()
 (Int. Ed.)

C-1 Page(11) (S, Q, P)
 b. Provide an additional \$125,000 for study
 abroad scholarships and
 ()
 (Int. Ed.)

C-1 Page(11) (S, Q, P)
 c. Have as a goal by 1990 participation in
 study abroad by 25% of the student body
 (1984 participation below 5%)
 ()
 (Int. Ed.)

C-1 Page(11) (S, Q, P)
 d. Seek permanent funding of \$125,000 a year
 for this purpose from legislature or
 private sources
 (Costs \$125,000 per year)
 (Int. Ed.)
 Page() ()

This recommendation should be
 considered along with recommenda-
 tions from the Wallace Task Force
 on the "student environment."

#C-2 Page(11) (P)
In consultation with appropriate academic
bodies, the Assistant Vice President for
International Education should develop
a University wide policy on study abroad
(no cost anticipated)(Int. Ed.)
 # Page() ()

While study abroad should continue
 to be encouraged and curricula
 should be so constructed to
 enable credit for appropriate
 international study and experience,
 no institutional policy is
 recommended.

#C-3 Page(12) (S)
Continue and expand support of student
exchanges (Staff time as needed to assist
in the administration of these programs)
(Int. Ed.)
 # Page() ()

This is a matter for the Office
 of International Programs
 (Education) in cooperation with
 the colleges.

#C-4 Page(13) (Org)
International student advisors office
should
 a. Be clearly identified as responsible for
overseeing support services to internation-
al students

The ISAO should be made the line
 and exclusive responsibility of
 the Vice President for Planning
 and Academic Support Services
 with the immediate supervisor
 being either the Director of OIP
 or an Assistant VP if this
 position is established.

#C-4 Page(13) (Org)
 b. Should report both to the Assistant
Vice President for International Education
and the Vice President for Student Affairs
(cost associated with provision of necess-
ary student data; some additional staff

#C-4 Page(13) ()
needed)
(Int. Ed.)

C-5 Page(13) (Org, S)
ISAO director should be charged with
a. Recruiting international students
()
(Int. Ed.)

C-5 Page(13) (Org, S)
b. Recommending measures to increase efficiency
of recruiting international students
(Some modest cost increases anticipated)
()
(Int. Ed.)
Page() ()

C-6 Page(14) (Org, P)
ISAO office and other units should be
encouraged to sponsor conferences, insti-
tutes, work shops, internships, leaving
learning arrangements, and curricular

C-6 Page(14) (S, P)
enrichment programs to support the develop-
ment of International students. (Some
additional resources).
()
(Int. Ed.)

C-7 Page(15) (S, P)
University should establish or re-establish
with international alumni to
assist in recruiting students, the creation
of internship opportunities, and the

C-7 Page(15) (S, Org.)
Promotion of exchange programs
(one new staff position)
()
(Int. Ed.)

As part of the role of the
academic services unit, admission
procedures should be improved.
The Assistant Vice President for
International Education should
not recruit international students
except where this is part of a
program sponsored by a college
or school and the recruiting
is a part of a plan by the
academic unit.

These are commendable objectives
and should be a goal of the
Assistant VP for International
Education. Foundation or other
private funds will need to be
obtained and such a program
should be all-University and
for all campuses.

While the recommendation has merit,
recruiting by alumni should be
done only as a part of an explicit
program and plan of a college or
school.

D-1 Page(16) (F)
A committee should be appointed to make
recommendations that would ensure that
international activities are recognized
in recruiting, hiring, promoting, compen-

D-1 Page(16) (F)
sation and consideration for tenure

()
(Int. Ed.)
Page() ()

#D-2 Page(16) (F)
a. University should provide leadership and
support for seminars and workshops which
would help internationalize the curriculum

()
(Int. Ed.)
D-2 Page() ()

#D-2 Page(16) (F)
b. University should provide adequate
information about teaching research,
and consulting opportunities abroad

Page() ()

Efforts have been made in the past
to improve the documentation and
evaluation of international
activities of the faculty. The
special outreach memorandum could
be expanded to more explicitly
cover international activities
and/or the Koffler and Koffler/
Ibele memoranda could be revised
and updated.

Deans should be encouraged to
respond to this recommendation
but no special incentives requiring
central funds should be considered
at this time. The quarter leave and
the sabbatical leave (including
the Bush) programs and the various
grant programs offer some support
for international activities. The
consulting policy is generous and
provides all of the incentive
needed for domestic or international
activities.

#D-6 Page(18) (F)
University owned housing should be designated
for international scholars
()
(Int. Ed.)

This is a correlative to Recommendation D5 and no additional comment is needed.

Page() ()

Outreach E-1--E-3

#E-1 Page(19) (0)
University should form partnerships with
K-1--K-12
()
(Int. Ed.)

This should be explored through our role in the HEAC and the HECB and through contacts with the Superintendents of the Minneapolis and St. Paul Schools as a first step.

Page() ()

#E-2 Page(20) (0, AS)
University should establish a center for
international business trade and economics
(cost \$480,000)
(Int. Ed.)

Recommendations B3 and B4 are related to this recommendation. The actions of the School of Management and the College of Liberal Arts should be studied first in regard to B3 and B4 before any action is taken on this recommendation (E2). It seems less wise to create an all-University Center than to establish one in a college or jointly between two colleges where the need for such a coordinating body might occur.

Page() ()

#E-3 Page(21) (0, F)
Information about visiting international scholars and international activities at the University should be communicated to the University community and to other institutions of higher education in Minnesota

OIP functions to some extent in this way already and further such communication with other institutions should be encouraged.

()
4/13/84 (Int. Ed.)

(Link IPS F, S, Q)

Staff Notes

Final Decision
BE CPM/Other

Page() () _____

circ 500
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COMMENTS ON SPECIFIC RECOMMENDATIONS IN THE REPORT OF THE PRESIDENT'S TASK FORCE
ON THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

December 22, 1983

FROM THE SENATE COMMITTEE ON INTERNATIONAL EDUCATION
UNIVERSITY OF MINNESOTA
KAREN OLNESS, M.D., CHAIR

INTRODUCTION

The International Education Committee unanimously and enthusiastically supports the overall objective to enhance the international character of the University's programs of teaching, research and public service and believes that, with modest investments of time, energy and money the University of Minnesota can move from strength to excellence in its international programs. The Senate Committee on International Education supports the definition of what "international" means, and feels that it is broad based and generic.

In commenting on the task force report, the Committee takes notice of the fact that this report was intended as and is a summary of ten previously existing reports, that it was not asked to expand beyond the existing reports. Some of the comments of this Committee do go beyond the material in the existing reports.

We note that the report makes 26 recommendations in five areas and that the general area of international technical assistance and/or development projects is missing. The University of Minnesota is actively involved in MUCIA and might well be more competitively involved in international technical assistance and development projects if it were more efficiently organized to this end.

Of all 26 recommendations, those with specific information on budgets requested are those dealing with international business. The Committee wonders or not is there an excessive emphasis on business ventures rather than on University concerns? We wonder about emphasis on other programatic and academic areas such as, but not limited to, health, agriculture, the humanities, law, etc. We note also that linkages with business and industry are better specified than are relations with other colleges and universities in Minnesota or in the five state region or in the nation.

Comments on
SPECIFIC RECOMMENDATIONS IN THE REPORT OF THE PRESIDENT'S TASK FORCE
ON THE INTERNATIONAL CHARACTER OF THE UNIVERSITY
December 22, 1983

From: Senate Committee on International Education
University of Minnesota
Karen Olness, M.D., Chair

These comments summarize verbal comments from the January 9 and February 9 meetings of this committee as well as subsequent written statements from individual committee members.

A1. CENTRAL ADMINISTRATION

Providing international education with a strong voice in the central administration is a necessary step in order to improve the international character of the University. A competent, well chosen staff will assure that this office is most effective in working with faculty and students in coordinating international programs at the University. Perhaps this office can serve as a headquarters for the various international units (i.e. providing resources, meeting places, etc.).

It may be worthwhile to draw up a list of immediate and long-range goals for the Office of International Education before the new Assistant Vice President assumes office on July 1, 1984. We suggest consideration be given to develop this position at the Vice President level.

- A2. Each campus should identify a senior staff member to be responsible for coordinating and promoting international activities and for working closely with the Assistant Vice President for International Education.

This suggestion is easily implemented and essential to success if we mean "overall international character". What does senior staff mean? Faculty member would also be appropriate.

A3. FUNDRAISING

An experienced development officer who would secure funds for international activities would be an excellent investment. The hiring of such an individual (by Jan. 1, 1985) should be one of the first duties of the new office of International Education. The University of Minnesota should develop methods of more rapid response to appropriate RFP's for international research and programs.

- B1. Each collegiate unit should address and promote international curricular development.

The suggestion that this be monitored at the highest university level is essential for its having practical effects. It seems generic to the overall goal of internationalizing the curriculum.

If internationalizing the curriculum can be furthered ONLY through the efforts of the faculty, as the forward to the curriculum section on p. 14 suggests, is it possible to legislate internationalization? And if so, how effective will that be?

- B3. and B4. These recommendations related to formal International Business and Commerce tracks are most relevant to the state and world economy and should be appealing to the state legislature.
- B6. Advanced placement preparation in languages should be encouraged in the high schools and the University should be more supportive of accepting advanced credits.

Other universities and colleges do this. It would encourage students who come to the University with an already established international orientation.

What can the University do to create meaningful incentives for the study of language? Will a policy to be more liberal in support of advanced standing be sufficient?

What role must the University play to facilitate increased awareness on the part of high schools for language study and help implement restructuring of high school requirements, acceptance, willingness to change?

- C1. In addition to revising the current financial aid system in order that more students can use their financial aid for study abroad, the University should identify an additional \$125,000 to be earmarked for study abroad scholarships and aid.

This is very important to attracting students and increasing the likelihood that they will move into employment with an international viewpoint regardless of their specific jobs. The amount should be greater and that assignment of monies require some percentage of matching from the students themselves.

In terms of international study as an integral part of every student's experience, should study abroad become a course requirement for selected/appropriate curricula? Should financial aid, then, be available for the experience whether or not a student would otherwise qualify for aid?

- C4. "The ISAO should be clearly identified as the central unit responsible for overseeing support services to international students. ISAO should report to the Assistant Vice President for International Education as well as the Vice President for Student Affairs."

ISAO has an important responsibility, taking into consideration the great diversity and international perspective international students afford each University campus. Students, however, tend to feel far removed from the central decision-making body at the University. Efforts should be made to narrow this gap. Unless close ties between the Office of International Education and ISAO are established, students may not feel a part of the new "internationalization". Ideally, ISAO should be physically located within the Office of International Education.

^{additional}
An expert staff would be a great asset to ISAO.

- C5. The International Student Adviser's Office,....., should be charged with recruiting international students.

What recruitment means and its purpose should be carefully spelled out.

For the coordinate campus, tuition waivers seem to be imperative to the marketing strategy of bringing international students from developing countries to the out-state campuses. Therefore, a more equitable distribution of such waivers must be considered.

- C6. Recommendation C6 speaks to our orderly procedure of recruiting international students and easing the admissions procedure. It would be my hope that ISAO could work more closely with coordinate campuses in this process. Also, ISAO could be very helpful in suggesting/providing language acquisition/improvement opportunities for students as a condition of admission, perhaps through summer workshops, camps, etc.
- C7. The University should establish or re-establish contact with its international alumni.....

This is a very high priority and one with many benefits both to future students and faculty and also to Minnesota businesses. I suggest a computer system be established specifically for this purpose.

- D1. Should faculty development be called Faculty Issues or Concerns? This section actually says little about faculty development.
- D3. The University should develop and publicize an appropriate system of incentives to assure that high quality, professionally active faculty members become and remain involved in international development activities.

This recommendation is well stated and fairly reflects those of the international education committee made several times over the past few years.

- D5. and D6. Recommendations to expand housing options for visiting scholars and participants in exchange programs at University expense, fails to acknowledge similar coordinate campus needs. Could this be altered to include some University assistance for housing out-state, as well?
- E1. "The University should form partnerships with the K-12 system in the State to improve teaching and learning for participation in an inter-dependent world. Attention should be paid in particular to international studies and foreign languages."

Introductory language courses are high school level material; whereas the University should be a place for advanced learning. Looking to the future, it seems inevitable that American universities will someday routinely require a foreign language for admission. Their foreign counterparts already do.

Also, other aspects of international awareness (culture, geography, current world issues) are remarkably underemphasized in K-12 curricula. Perhaps the Office of International Education can work closely with the Global Education Minnesota Project to stimulate international studies and language learning in the K-12.

- E2. Establishment of a Center for International Business, Trade, and Economics.

A Center such as the one described in Recommendation E2. sounds like a fine idea, but recommendation is vague. Would the new Center be in any way affiliated with the present International Center near campus? If not, would their roles differ considerably? How closely will the Center work with the Office of International Education and/or with the International Business department? Would the Center be expected to secure enough funds for itself that it would be self-supporting?

- E3. The Office of International Education should establish a mechanism to facilitate communication with.....other institutions of higher learning within the state.

This sort of networking will win friends among other institutions of higher learning as well as among business and industry. The mechanism should surely include a person of great warmth and with excellent communication skills. A computer should not be left with this task.

K0/prf



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
Assistant Vice President
105 Walter Library
117 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 373-4537

March 26, 1984

Professor John Howe, Chairperson
Senate Consultative Committee
614 Social Sciences Building
West Bank Campus

Dear John:

I want to reply quickly to your March 20 letter about the Report of the Task Force on the International Character of the University.

I would like to respond to your question concerning which recommendations came from earlier studies and which are original with the Task Force. The recommendations under A3, B3, B4, B7, E1 and E2 were implied in earlier reports, but we presented them with a greater degree of specificity. E3 is a new recommendation that originated with the Task Force, while all others were taken from earlier reports. I would like to add that earlier studies which the committee reviewed continued a rich stock of ideas; our main problem was to select from them and not add to the stock.

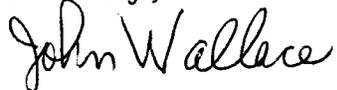
Your basic question concerns our interpretation of the charge to the Task Force. The Task Force was continuously conscious that it was a small, essentially administrative working group. We found more than once in the course of our deliberations that we were in agreement on radical reforms which we nevertheless left out of the Report, because we felt we were not the group to propose them. At the same time, the President's charge letter does ask us to make recommendations (see the third full paragraph on page two) and it does ask us, after we have reviewed the past studies and introduced some order into the subject, to consult with the University community. In short, our interpretation of our charge goes beyond simply surveying and consolidating past studies and making their proposals accessible for discussion; we interpret our charge as including the organization of that discussion and synthesis of its results.

All of this makes it sound as if there is a fundamental disagreement between us as to what the Task Force was, and is, supposed to do. I expect, however, that the situation is not so grim, and whatever disagreement or misunderstanding there is can be resolved by making adjustments in the consultation process to which our draft is now being subjected. In any event, we should certainly get together and talk these matters through. I would be especially happy to have the Task Force meet with a subcommittee of the Senate Consultative Committee

Professor John Howe
March 26, 1984
Page 2

at a mutually convenient time in the next week or two. As a start, why don't we have lunch as soon as possible to discuss this matter further.

Sincerely,

A handwritten signature in cursive script that reads "John Wallace".

John Wallace
Assistant Vice President
for Academic Affairs

pw



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
614 Social Sciences
267 19th Avenue South
Minneapolis, MN 55455
Telephone (612) 373-3226

Circ 590-7-5

March 20, 1984

President C. Peter Magrath
202 Morrill Hall

Dear Peter:

Here is the SCC's commentary on the recent work of the Task Force on the International Character of the University. Let me begin with a few comments about the Task Force itself and the direction it now seems to be heading. As the attached copy of a recent letter to John Wallace indicates, the Consultative Committee is concerned that the Task Force has gone considerably beyond what we understood its original purpose to be. That a small and purely administrative body, lacking sizable faculty membership, should be developing policy recommendations in such an important area, gives us concern. I shall be talking with John tomorrow about the matter, but we want to register our unease with you as well.

Now, some commentary on the Report itself. As we indicated when we met with you on February 2, we think it is a thorough and constructive job. Past groups have developed a good many recommendations. We now have them gathered together in ordered form.

We all agree upon the importance of international education at the University, and agree as well that we should now move vigorously but selectively to implement the proposals. As I mentioned in the first paragraph, we think the task of establishing priorities and proposing actions should be carried out by groups other than the Task Force, though it may well undertake the role of assigning different issues to specific groups. We're obviously not going to implement everything that is recommended in the Task Force Report. We need to decide carefully what we are going to do.

When last we talked with you and Ken, we understood that actual implementation would await a decision about administrative leadership arrangements. We think that's a good idea, so that we don't head off in a dozen directions with no one really in charge. Ken indicated that he would send us a proposal concerning a possible administrative structure. We look forward to receiving that.



UNIVERSITY OF MINNESOTA

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Office of International Programs
3-1

February 27, 1984

To: John Howe, History
From: Michael F. Metcalf, Acting Director *M. F. Metcalf*
Re: SCC and The Task Force Report on the International Character of
the University

I noted in the Brief published on February 22 that members of the SCC "expressed concerns" about the Task Force Report. The Brief article noted that you will be passing on these concerns to Senate Committees on Educational Policy and International Education to collect reactions from these groups before the SCC recommends what, if any, action should be taken on the report. First of all, I would like to point out that the Task Force Report now circulating remains a draft report. We are eliciting comments from various parts of the university, which after March 15 will be studied by the Task Force and which will aide the Task Force in revising its report for final presentation to the President on April 15. It would seem, then, that any recommendations for action on the part of SCEPT or SCIE should wait until the final report has been prepared. In the meanwhile, of course, we welcome the comments and observations of SCC members and the members of other senate committees, and I know that the SCIE, for one, is in the process of preparing comments to be presented to the Task Force.

Secondly, I would be more than happy, as I am sure John Wallace would be as well, to speak to the SCC, or to SCEPT, concerning the Task Force Report at a time which is appropriate in your view. Unfortunately, I was in Duluth on OIP business when the SCC met on February 16.

Please let me know of anything I can do to facilitate the SCC's consideration of the Task Force Report either at this time or after April 15.

MFM:jsb

UNIVERSITY OF MINNESOTA

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DRAFT

January 26, 1984

TO: Colleagues concerned with the international character
of the University

FROM: Josef Mestenhauer
Michael Metcalf
Carol Pazandak
John Wallace, Chair

John Wallace

I write on behalf of the Task Force on the International Character of the University to share with you for your comments and suggestions the draft of the Task Force report. The Task Force plans to submit a final report to the President on April 15. We would appreciate having your comments by March 15. Please send them to me at 105 Walter Library.

The Task Force will be arranging opportunities for consultation with senate committees and faculty, student, and administrative groups. We will do our best to respond to requests for meetings in which Task Force members will respond to questions about the draft report. We look forward to receiving your comments and suggestions.

JW:bo

Enclosure

SCC office copy

Report of the President's Task Force
on the
International Character of the University

University of Minnesota

December 22, 1983

John R. Wallace
Carol H. Pazandak
Josef Mestenhauser
Michael F. Metcalf

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Foreword

A University has a primary obligation to be aware of and to be engaged in the creation and exchange of knowledge wherever it arises, without regard to national or continental boundaries. In the last decades of the twentieth century, the University of Minnesota has an increasing obligation to the people of this state to provide leadership in the exchange and development of knowledge of the world around us. This obligation, which is part and parcel of the land-grant mission, has a sense of urgency in view of the unprecedented integration of the American economy with that of the world as a whole. The State of Minnesota is, of course, concerned and affected by these developments, as is evidenced by recent actions taken by Governor Perpich and his administration. Because of this environment of change, the University has both an obligation and an opportunity to bring its faculty resources, its knowledge, and its international contacts to bear in the further development of international linkages for Minnesota.

The objective is to enhance the international character of the University's programs of teaching, research, and public service, a need that is documented in many recent reports on the sorry state of international knowledge and understanding of American college students and of the American public in general. In keeping with the Mission and Policy Statement adopted by the Board of Regents on July 11, 1980, the University of Minnesota has identified its "international character" as one of the five planning themes for its Second Planning Cycle. Therefore, President C. Peter Magrath appointed us to serve as a Task Force on the International Character of the University in order to advise him on the current status of the University's international efforts and to recommend policy directions for the future.

After careful consideration of the present status of international education at the University, it is our firm conviction that, with modest investments of time, energy and money, the University of Minnesota can move from strength to excellence in its international programs. The recommendations put forth in this document call for measured action to bring about the improvements we feel are essential in the years to come; we hope that they will elicit broad discussion and feedback. Our deliberations have been guided by several major University studies issued since 1980, as well as by the national debate on international education that has raged since 1979. We have been ably assisted in our work by Ms. Carol Engebretson.

Minneapolis

December 22, 1983

John Wallace
Carol H. Pazandak
Josef Mestenhauser
Michael Metcalf

INTRODUCTION

The charge to the President's Task Force on the International Character of the University was to advise the President on the current status of the University's international efforts and to recommend policy directions for the future. The task force met weekly during Fall Quarter 1983 to synthesize the recent reports addressing international education and to highlight those issues that are central to the enhancement of our international character. Two characteristics of this report are worth noting at the outset. Firstly, the task force sought to reflect the major ideas and suggestions in the reports of other recent committees rather than to conduct a study de novo (abstracts of those reports are presented in the appendix).

Secondly, the format we have adopted derives from the approach of combining past reports into one. Perhaps we assume more awareness of the issues surrounding this theme of international education than we should, but we have been reluctant to repeat the background and discussion presented in previous reports. So much has been said so well by so many, and the recurrent message has been that we must make some changes in order to move ahead. The objective of the report, then, has been to target the most important areas for our development and to set some identifiable and reasonable goals within the areas of administration, curriculum, faculty development, the student experience, and outreach.

In the interest of keeping this report succinct and readable, its format has the characteristics of a summary. We have described the issue briefly, stated the related goal, and made one or more specific recommendations for moving toward the goal. These recommendations do not constitute all that, in the end, should be done, but they are present objectives which we can pursue now. Finally, we have commented on the financial implications of these recommendations.

Internationalizing the University, which in many respects and many places is already international in character, is a developmental process. As the effort proceeds we must review our developments and set new targets for ourselves. Like the University planning process in general, planning for its international character needs ongoing attention.

THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

To fulfill the planning theme to enhance the international character of the University, we must first understand what "international character"

means in the context of a public, land-grant university, and then identify the specific essentials that together describe that character. Webster defines "character" as "...the essentials of structure, form, materials, or function that make up and usually distinguish the individual." Yet, the individual, whether a person, a legal entity, or even an entire university, is more than the sum of its parts. It is the interaction between the separate distinguishing marks, the essentials, that creates the unique personality or character. It is in this sense that we ask about the University's "international character."

How international are we in terms of our constituent parts -- teaching, research, outreach and public service; students, faculty, and staff? Recent University review committees demonstrate vividly that the University offers a host of courses with international components; many faculty are involved in research with colleagues abroad that is international in scope; our development work through the Agency for International Development (AID) and our international consulting are marks of our outreach to the world. Service units like the International Student Adviser's Office (ISAO) and the International Study and Travel Center (ISTC) stand ready and are frequently called upon to provide services for our community. Our students incorporate study abroad in to their degree programs with fair regularity, and we have one of the largest enrollments of international students in the United States. At this level of analysis, these examples clearly demonstrate our international interests and expertise. In the nooks and crannies of the University, in laboratories and classrooms, the world is our domain.

But overall, the way we perceive ourselves and are perceived by others -- what is our international character? Here, something is lacking. The whole -- surprisingly -- does not equal the sum of the parts, much less exceed it. The stamp of "international" cannot clearly be discerned. This is the source of our concern and our attention. How can we define and foster the kind of interaction among the essential components that will enhance our international character? How can we broaden activities and interests so that every part of the University is "international" in character, as every part is now "public, land-grant"; so that when we and others think about Minnesota, we think about a university totally international in scope; not a university with some international components here and there, but rather a university that "thinks" and is international.

As put by one of the reports forming the basis for our recommendations, for a university to be "international" means that:

1. It provides faculty with opportunities to be international and comparative in their research, to be universal in the realm from which data are drawn, questions are asked, and ideas are tested.

2. It provides students with a curriculum representative of ideas and examples from all of the world's knowledge, transcending cultures, ideologies, historical epochs, and national boundaries.
3. It provides for the presence on campus of faculty from other countries and opportunities for our faculty to do research and to teach in institutions in other countries.
4. It includes in its student body international students in substantial numbers to ensure a mix of cultures and viewpoints in the enterprise of learning.
5. It provides a wide range of opportunities for students, both undergraduate and graduate, to study and do research abroad.
6. It enables faculty and students to cooperate across departmental and collegiate lines in carrying out international projects. International activities are organized so as to facilitate the efforts of faculty who wish to approach questions in an international, comparative, and cross-disciplinary manner.
7. It is permeated by an international dimension, so that international activities and projects are found throughout the University. Thus the pattern is decentralized. Nonetheless, a certain degree of centralization is found. There is a central office which coordinates international programs and there is a close physical proximity and cooperation among units dealing with international studies, international programs, and international students. These may be joined in a single unit.
8. It values international contributions in the hiring, tenuring, promoting, and salary discussions of the faculty.
9. It affords faculty opportunities to gain experience and to serve with international technical assistance projects and other kinds of international work.
10. It provides international education a strong presence and voice in central administration.

To attain the level of consciousness and visibility that being international requires, we must aim for increasing the international aspects of each essential part, even as we are also conscious of the need to highlight this international character at the highest levels of the University.

ADMINISTRATION

(Recommendations A1-A3)

Central Administration

The international character of the University should be a concern as we develop and restructure curriculum, as we make faculty appointments, and as we promote and support research, just as it is in our endeavors that are unambiguously international, such as faculty and student exchanges, foreign field research, and the attendant support structures needed to carry them out. For this to be translated into practice, concern for the international must permeate all levels of the academic decision-making process. In particular, promoting the international character of the University must be integral to the general conduct of academic affairs at the highest level. Yet, at present, the University lacks a central voice, a central place, and a central policy addressing its international education activities.

Goal: To ensure that international education will permeate all levels of the decision making process and to give it a central voice, place and policy at the University.

✓ Recommendation A1: The University should appoint an Assistant Vice President for International Education to serve as the primary overseer of the international character of the University.

Discussion: This officer should head an Office of International Education and serve as the focal point for the University's efforts in international education defined in the broadest sense of the term. In addition to reporting to their respective deans, provosts, and directors, all international units throughout the University would report to this assistant vice president so as to promote common knowledge about and the optimum coordination of their efforts.

Implementation: The University should move immediately to implement this recommendation, with the new assistant vice president assuming office on July 1, 1984. The appropriateness and effectiveness of this innovation should be reviewed during the 1988-89 academic year and a determination made at that time whether to modify the recommended assistant vice presidency.

Financial implications: The new officer would replace the current Director of the Office of International Programs. Thus, additional salary costs would be marginal. The Assistant Vice President should be provided with a discretionary budget with which to encourage and support program development in the area of international education.

Coordinate Campuses

The University of Minnesota coordinate campuses, Crookston, Duluth, Morris and Waseca, are an integral part of the University of Minnesota system and share in the responsibility and the opportunity to address the curricular, student, faculty, and outreach dimensions of international education. So that all campuses can benefit from the support and assistance of a central University office, and so that the University can gain from the contributions of each campus, greater coordination should be provided across the University.

Goal: To assure that the international character of the University extends to all programs and campuses.

Recommendation A2: Each campus should identify a senior staff member to be responsible for coordinating and promoting international activities and for working closely with the Assistant Vice President for International Education.

Implementation: These officers should be designated by July 1, 1984, and a plan for informational meetings and visits and for exchange of information and general working relationships established as soon as possible.

Discussion: This proposal is designed to insure that coordinate campuses will also achieve a degree of integration in their international programs, including instruction, study abroad, international students, development work, foreign languages and outreach. Consequently, all campus units will coordinate their work with the international officer, who will, in turn, integrate the work of the campus in the system through the Assistant Vice President for International Education. In turn, the Assistant Vice President for International Education must assume responsibility for providing leadership and assistance to activities on the coordinate campuses. It is hoped that such an organizational arrangement will result in the least amount of centralization and the greatest utilization of all resources within the entire system.

Financial implications: Some marginal costs will arise from likely increased communication among the campuses on international education issues. To the extent that the International Student Adviser's Office on the Twin Cities campus assumes a larger role, there may be need for additional resources in that office, or alternatively, for reassignment of resources within it.

Fundraising

The international activities of the University of Minnesota are supported by the general legislative appropriation, as well as by grants from private foundations, from the federal government, from international development agencies, and from foreign governments. In spite of the international character of Minnesota's business and agricultural enterprises, the University has not been sufficiently aggressive in raising funds for its international activities.

Goal: To draw upon the private sector for endowment and other funding in support of the international activities of the University.

Recommendation A3: The University should hire a development officer for the Office of International Education to raise funds in support of international activities at the University. Funding opportunities should be explored in the private sector, in the federal government and state legislature.

Implementation: This officer should be hired by January 1, 1985 on a renewable two-year contract.

Discussion: The function of the development officer will be to provide central direction to enhance educational development at the University. The development officer's efforts would be directed to the appropriate needs of international programs within the University in whatever unit they would be located. These would include seeking funds for support of University exchange programs, study abroad scholarships for students and research.

Financial implications: The salary of the development officer and whatever costs are incurred in support of that officer's activities must be seen as an investment that will bring a considerable return.

CURRICULUM

(Recommendations B1-B7)

Curriculum Enhancement

The University curriculum should provide students with a broad understanding, not only of our own multi-faceted culture, but of other

cultures around the world. Such awareness of the world around us is, and will continue to become, more important in our increasingly inter-dependent world.

This understanding should be fostered in specially designed learning experiences, structured courses, or less formal contacts that have an explicit international focus and objective. An international perspective may also be provided by incorporating into courses and programs, ideas and examples from all of the world's knowledge -- across cultures, ideologies, historical epochs, and national boundaries.

Because curricular matters are primarily the responsibility of the faculty, their departments and colleges, the work of internationalizing the curriculum can be furthered only through the efforts of the faculty. Some of the recommendations presented in our section on Faculty are therefore directly relevant to this section, as well.

To attain University objectives with regard to internationalizing the curriculum, attention must be directed to removing the impediments to such internationalization. For specially designed courses, frequently cross-disciplinary, and for cross-cultural training programs, barriers to course development need to be removed and appropriate rewards given. Similarly, adding an international dimension to established courses or to new ones within disciplinary lines warrants attention. Such curricular development may be inhibited by lack of attention to international perspectives in available texts, limited access for faculty to foreign resource materials, and lack of time on the part of faculty members.

Goal: To assure that all University students gain a broad understanding of their own diverse culture and other cultures and that our curriculum reflects throughout the awareness of the international nature of knowledge.

Recommendation B1: Each collegiate unit should address and promote international curricular development. Deans and department chairs should instruct their curriculum committees to monitor course proposals to assure that content is appropriately broad and that interdisciplinary courses with an international focus are facilitated.

Implementation: The Assistant Vice President of International Education should monitor all ongoing developments in the international curriculum. All collegiate units will be requested to submit an annual report to the Assistant Vice President of International Education on the progress of internationalizing the curriculum.

Recommendation B2: The Assistant Vice President for International Education, working together with the Vice President for Academic Affairs, should develop or improve mechanisms to assure that faculty

efforts to add international dimensions to their courses and programs be encouraged and be given appropriate consideration.

Implementation: For a period of five years, the Educational Development Program's budget should be augmented by \$10,000 annually to fund course development proposals designed to internationalize existing courses, to internationalize existing major programs, or to introduce new courses or majors with strong international content.

Financial implications: This proposal would cost \$10,000 per year over the course of five years. After the initial five-year period, the program could be continued upon the recommendation of the appropriate officers and committees.

Goal: To enhance international business education at the University.

Recommendation B3: The School of Management should develop and implement ways to incorporate international aspects of business and trade into its curriculum and programs. It should also establish International Business concentrations in its undergraduate and graduate programs.

Discussion: There should be an international dimension to almost everything the School of Management does, for the community is best served if all graduates and participants in the School's programs are conversant with the realities of the global community and the global marketplace. There is also a need for concentrations in International Business for those students wishing to major in this important area.

Implementation: Financial support for these programs should be sought from the legislature, from federal agencies, from foundations, and from within the University itself. The International Business concentrations should be available as of September 1985.

Financial implications: Recurring costs would include the salary and fringe benefits of a new professor of international business, as well as faculty development funds on the order of \$35,000.

Recommendation B4: The College of Liberal Arts should establish an International Commerce track within its International Relations major.

Discussion: Recent surveys have shown that 27% of current International Relations majors envision a career in international business.

Implementation: The International Commerce track should be available as of September 1984.

Financial implications: The amount needed for staff support in the International Relations major to operate an International Commerce track have been estimated at \$23,400 per year.

*Recent report
in this paper
about course
work in International
Business*

Language Instruction

The important and mutually reinforcing links between language instruction and international studies must be strengthened in order to better place the acquisition of foreign languages in its proper context. Indeed, language instruction should ideally be integrated with the total curriculum, including the social sciences and the natural sciences.

Goal: To provide state-of-the-art language instruction to meet the needs of students, faculty and the community at large.

Recommendation B5: All foreign language instruction should be conducted and administered through a central mechanism for language instruction in the College of Liberal Arts, closely linked to the language departments in CLA and the College of Education and to the program in English as a Second Language.

Implementation: The University should move immediately to establish a planning advisory committee to present a plan for implementation by December 15, 1984. This committee should include faculty from the humanities, the social sciences, education, the natural sciences, the professional schools, and English as a Second Language.

Financial implications: Revamping language instruction and reaching a much larger percentage of the student body more effectively will cost money, but the opportunities for major outside grants appear to be very good. Thus, the immediate aim should be the preparation of a comprehensive funding proposal to facilitate more effective proficiency-measured language instruction.

Goal: To create incentives for high school students to pursue vigorously the acquisition of a second language.

Recommendation B6: Advanced placement preparation in languages should be encouraged in the high schools and the University should be more supportive of accepting advanced credits.

Implementation: Issues surrounding advanced placement are currently being attended to in various committees throughout the University. The task force applauds these efforts. By promoting language acquisition in the schools, and by rewarding excellence in language acquisition, the University can help to channel entering students into highly productive undergraduate programs of study and research of an international character in agriculture, business administration, the liberal arts and other fields.

Discussion: In its efforts to promote international knowledge and expertise, the University has a prime responsibility for educating and

training its students. Yet, the outreach or public service dimension of the University's efforts is also very important. In its relationship with the public and other preparatory schools in the state of Minnesota, the University can pursue both these ends. Internationalizing the education experience should be encouraged at the elementary and secondary school levels, and some efforts are already underway in the form of the Global Education Minnesota Project housed in the College of Education. There are, however, other ways in which the University can stimulate international studies and language learning in the schools, while at the same time recruiting talented youth into its undergraduate body.

Financial implications: None

Goal: To create incentives for all University students to pursue vigorously the acquisition of a second language.

Recommendation B7: The vast majority of the study abroad scholarships proposed in Recommendation C1 should be reserved for students demonstrating high levels of proficiency in the foreign language relevant to the program in question.

Discussion: See under Recommendation C1.

Implementation: See under Recommendation C1.

Financial implications: See under Recommendation C1.

STUDENTS

(Recommendations C1-C7)

The Student Experience

An international dimension should be an integral part of every student's experience and should encompass every component of university life. This includes international curricula and course materials, faculty with international experience and foreign faculty, interaction with international students, and wide-ranging opportunities for study abroad.

Unique among these is the opportunity for study abroad, not only in the more traditional and popular programs in Europe, but also in Asia, Africa, South America and other non-Western countries. A study abroad experience enables students to gain fluency in a second language, come

to understand another people and culture, and learn more about themselves and their culture. Many more students than at present would like and could benefit from a study abroad experience, but financial barriers and curricular inflexibility hamper them.

Goal: To better support quality study abroad opportunities at the University and to increase the number of students able to avail themselves of study abroad.

✓ Recommendation C1: In addition to revising the current financial aid system in order that more students can use their financial aid for study abroad, the University should identify an additional \$125,000 to be earmarked for study abroad scholarships and aid.

Discussion: Currently, fewer than 5% of all University students avail themselves of study abroad opportunities. The University should attempt to double that percentage by 1990 with an ultimate goal of 25% of the student body incorporating a study abroad opportunity into their total University experience. Special encouragement should be given to University students from various ethnic minorities, since minority students have been traditionally underrepresented among students participating in study abroad programs. Likewise, the University should use these financial incentives to encourage students to study in the non-Western world which has traditionally been neglected by most study abroad programs.

Implementation: The University should create this pool of study abroad scholarship and financial aid monies so that they may be utilized during the 1985-86 academic year. The Assistant Vice President for International Education should be charged with overseeing this program.

Financial implications: Funds should be sought from the legislature, from the federal agencies, and from the private sector to create a fund of \$125,000 per year for scholarships and aid.

✓ Recommendation C2: To establish an institutional policy on study abroad. This would be done by continued support of University services that support study abroad, encouragement of integration of the study abroad experience into the curriculum and greater control of study abroad programs.

Discussion: Although the University is nationally recognized as providing some of the finest support services and resources to aid study abroad, this potential falls short in the absence of clearly stated institutional policies on the objectives of study abroad.

There is a need for greater support of the study abroad experience in the curriculum through support from faculty, departments and colleges. The task force applauds the work of the College of Education's

Committee on Study Abroad, which has explored ways of incorporating the study abroad experience into the curriculum, and encourages other colleges to follow its example.

Implementation: In consultation with appropriate academic bodies, the Assistant Vice President for International Education should develop recommendations for a University-wide policy on study abroad by June 1985.

Financial implications: None

Recommendation C3: To continue and expand support of University student exchanges.

Discussion: The University of Minnesota has historically been a strong promoter of exchange programs. Among the best known is the International Reciprocal Student Exchange Program, which has been in existence since 1951 and provides reciprocal exchanges with twelve foreign universities. The International Student Exchange Program (ISEP) and various departmental programs are other examples of exchanges in which this University participates.

There is a growing trend at American universities to promote reciprocal exchanges, in particular. There are many advantages to these arrangements, including parity between the two institutions, more quality control over the academic program, less bureaucratic red tape, and the ease of transferring bodies instead of hard currency.

Implementation: In consultation with appropriate academic bodies, the Assistant Vice President for International Education should encourage and nurture student exchange programs with foreign universities. The key to successful expansion of existing exchange programs is often the ability to provide tuition waivers.

Financial implications: Staff time to administer student exchange programs and additional tuition waivers as needed.

International Students

The place of international students in the University of Minnesota is defined by the Regents in their Policy on Foreign Students (July 12, 1974 and September 14, 1976). Noting our global interdependence and the consequent responsibility of the University to educate Minnesota students for citizenship in the state, the nation, and the world, the policy asserts that we should enroll students from abroad "in such numbers and with such geographic origins as to have an impact on the achievement of the University's educational goals." International students permeate the entire institution and touch virtually every department and unit.

Goal: To insure that all administrative and support units of the University accept responsibility for the conditions which make successful educational exchange programs possible, and that these units conduct their activities within the framework of an integrated and coordinated institutional policy.

✓ Recommendation C4: The International Student Adviser's Office (ISAO) should be clearly identified as the central unit responsible for overseeing support services to international students. ISAO should report to the Assistant Vice President for International Education as well as to the Vice President for Student Affairs.

Discussion: This responsibility makes ISAO a central participant in all activities related to incoming international students. That includes fostering recruiting, admissions, financial aid, awards, orientation, evaluation of English competency, housing and health services. Additionally ISAO serves as the University's official liaison with respect to Immigration and Naturalization Services, and so must be involved in the monitoring of students' academic progress. ISAO should be charged with responsibility for working with identified international student advisers in each collegiate unit and on the coordinate campuses to increase their knowledge and understanding of international students and cross-cultural issues.

Implementation: Under the direction of the Assistant Vice President for International Education, ISAO and the units and agencies of the University performing the functions mentioned in this recommendation should develop a series of working plans. These plans should identify what new materials and coordinating mechanisms are needed, and how the new functions will be performed.

Financial implications: There are budgetary considerations in carrying out the mandate to monitor and be involved more integrally in bringing international students into the University. These include costs of providing ISAO with the necessary student data. Further, either additional staff or reassignment of current staff will be needed to work more closely with other campus units.

Goal: To encourage enrollment of international students through a more efficient admissions process and to make it easier for international students, offices and agencies both here and abroad to contact the University and to gain needed information in a consistent and timely fashion.

✓ Recommendation C5: The International Student Adviser's Office, under the supervision of the Assistant Vice President for International Education, should be charged with recruiting international students and with recommending measures to increase the efficiency of the admissions process for international students.

Discussion: Assigning this responsibility to ISAO establishes contact with prospective students at an early point, facilitates getting information to the student, and allows a central office with expertise in this field to monitor the process of admission and to recommend improvements if needed.

Implementation: By December 1984, a plan should be in place, developed by the Admissions and Records office, the Graduate School, and the ISAO, working with the new Assistant Vice President for International Education, for lodging this responsibility to ISAO.

Financial implications: Overall, the costs for implementing this recommendation are undeterminable at present. Since the functions currently carried out by the University will not change, there should be no added cost to the institution. However, the shift in responsibility suggests that a reassignment of some resources should occur. Further, to the degree that greater coordination increases the level of staff contact within the University, there will be at least a modest increase in staff time required.

Goal: To create an international learning community outside the classroom in which U.S. students and faculty will have opportunities to acquire cross-cultural competencies and global perspectives.

✓ Recommendation C6: The University should encourage the development of international students through conferences, institutes, workshops, internships, training seminars, living-learning arrangements, and curricular enrichment programs.

Discussion: Experience and research indicates that meaningful interaction and learning do not occur by osmosis but through carefully structured educational experiences which not only produce high educational yield, but which also create among students a heightened interest in international events, conditions in other countries, foreign languages and international relations.

Implementation: Although ISAO can assist in this effort, it will be successful only if other units and, of course, U.S. and international students themselves, become involved in an ongoing effort to provide these learning experiences.

Financial implications: While some of these activities could be carried out with existing resources, a substantial expansion of these activities would require additional resources.

Linkages with International Alumni

One of the seldom used resources of the University is its international alumni. Both foreign students who have returned to their home countries (or are now living in a third country) and U.S. alumni now living permanently abroad are included in this group, which has been estimated to number some 10,000 people. A former student (alumni), present student, faculty linkage could prove extremely useful in the areas of recruiting foreign students and creating internship opportunities for current University students.

Goal: To attract a broad selection of highly qualified foreign students and to create international internships for current University students.

✓ Recommendation C7: The University should establish or re-establish contact with its international alumni for the express purpose of soliciting its support in the recruitment of international students, the creation of internship opportunities for University students, and the promotion of exchange programs.

Discussion: As a quid pro quo, the University, through its Office of International Education, should keep alumni apprised of University faculty and staff travelling and working in their countries so that international alumni groups might have the opportunity to schedule lectures and presentations by such faculty and staff as may be considered appropriate.

Implementation: The University should implement this recommendation by June 30, 1985. The efficacy of this network of international alumni should be reviewed during the 1990-91 academic year to determine whether the results of its first five years in operation merit its continuation.

Financial implications: One new staff position or the reassignment of one staff person. Printing and mailing costs for an international alumni network.

FACULTY

(Recommendations D1-D6)

Faculty Development

The faculty is the University's major resource, and its primary responsibility is to create, develop and transmit knowledge. The best data available suggest that approximately one tenth of the faculty is actively involved in international research and activities, while another tenth travel abroad occasionally to conferences. These statistics suggest that international activity among University faculty is not flourishing as it might be. If we are to infuse this University with an international dimension, the total faculty must be more fully involved in international education efforts. By strengthening the international component in their research and teaching, the faculty can better provide the tools necessary for students to have in this increasingly interdependent world.

Goal: To have University faculty become more actively involved in international activities.

✓
7
Recommendation D1: Policies and practices regarding recruiting, tenure, promotion, compensation and research opportunities for faculty should be evaluated to assure that international activities are given appropriate recognition.

Implementation: A committee should be appointed by the Vice President for Academic Affairs to review current policies and practices and to make recommendations concerning these issues. This committee should conduct its deliberations during the 1984-85 academic year.

✓
Recommendation D2: The University should encourage and provide incentives for faculty to become more involved in the international dimension by offering help through seminars and workshops to internationalize the curriculum; and by insuring that University support services regarding research, teaching, and consulting opportunities abroad are available, promoted and attended to adequately.

Implementation: The Assistant Vice President for International Education should assume leadership in developing these programs and services.

Goal: To provide positive recognition for high quality performance by faculty on international development assignments.

✓ Recommendation D3: The University should develop and publicize an appropriate system of incentives to assure that high quality, professionally active faculty members become and remain involved in international development activities.

Discussion: Consistent with its mission and its competencies, the University of Minnesota is committed to effective participation in international development activities. Teaching, research and public service activities of the faculty at the University are enhanced by properly selected and executed international development activities followed by the appropriate integration of the experience gained from these activities into the undergraduate and graduate curriculum and into faculty research programs. Yet, difficulties remain in assuring broad faculty participation in such development programs. Disincentives to junior and mid-career faculty must be addressed and overcome. Incentives to faculty include professional recognition, professional advancement, and salary increments directly associated with overseas assignments.

Implementation: The Vice President for Academic Affairs should appoint a distinguished committee of senior faculty from across the institution to consider this issue and present recommendations by June 30, 1985.

Financial implications: Promotion, tenure and merit issues do not require additional budgetary allocations. Incentives in the form of direct payments for international development activities would likely be financed from outside grants for the development activity.

Goal: To assure the regular exchange of University of Minnesota faculty with foreign university faculty at institutions with which the University has regular faculty exchange agreements.

✓ Recommendation D4: The University should create a mechanism and a central fund to be administered by the Assistant Vice President for International Education with the advice and counsel of an appropriately constituted committee in support of departmental, collegiate, and other exchange agreements.

Discussion: The integration of an international dimension, as reflected by the presence of international scholars as well as by University faculty with overseas experiences, is important to provide a rounded and high quality education experience to all students and to stimulate high quality research and outreach programs. In addition, the intellectual breadth and vitality of the University's faculty is promoted by sustained interaction with individual scholars and with scholarly communities around the world. The University has in the past established faculty exchange programs with foreign universities, but many of these exchange programs have languished because of inadequate or non-existent funding.

Presently, international faculty exchanges are on occasion given financial support by central administration. Each instance, however, is treated in an ad hoc manner and there is no clear procedure for dealing with these cases. Departments and colleges, too, sometimes subsidize exchange agreements, but the University as a whole lacks a coherent policy.

Implementation: The committee should be appointed and commence its activities as of Fall 1984. Procedures should be in place and monies should be allocated as of 1985-86.

Financial implications: The scope of the financial commitment to faculty exchange programs remains to be determined.

Goal: To make available appropriate housing for international faculty exchanges.

✓ | Recommendation D5: The University of Minnesota should take an active role to explore and expand housing options for visiting scholars.

Discussion: One of the central issues in international faculty exchange programs concerns housing. Many institutions with which the University has exchange agreements are able to provide university housing for our faculty. In contrast, at the University of Minnesota, the responsibility of finding housing rests either with the foreign scholar or the unit which issued the invitation. Not all foreign faculty participating in the University exchange programs would need access to University housing, since in some instances -- family size, life-styles, and standards of living may dictate other alternatives such as exchange of living quarters. The University of Minnesota has no housing designated for the use of international or other faculty visitors.

Implementation: The Assistant Vice President for International Education should work closely with a designated staff person from the Housing Office to identify housing options within and around the University for visiting scholars. Additionally, an international center, under University auspices, should be established which would provide a few rooms for temporary accommodations for visiting faculty. One possibility to fill this need could be to reserve rooms at the new hotel that is being built on University property.

Recommendation D6: The University should acquire or earmark some University owned housing for international scholars. As a first step, five units in Pillsbury Court should be set aside for the use of foreign faculty participating in exchange programs and be furnished at University expense.

Implementation: In recognition of the need for time to acquire and refurbish the units, this recommendation should be implemented as of July 1, 1985.

Financial implications: Initial costs would include some foregone rental income from the five Pillsbury Court units, as well as the cost of furnishing and maintaining the units.

OUTREACH

(Recommendations E1-E3)

The education of citizens who can participate wisely and effectively in an interdependent world cannot be the responsibility of the higher education system alone; the responsibility must be shared by the whole educational system. Learning of languages, geography, and history on a global basis should begin in the elementary grades and progress throughout elementary and secondary education. For this to happen in the most effective way will require cooperation and sharing of resources across the whole educational system; in particular, it will require partnerships between higher education and the K-12 system.

Goal: To insure adequate emphasis on international aspects of curricular development in the University's present and projected partnership with the K-12 system.

Recommendation E1: The University should form partnerships with the K-12 system in the state to improve teaching and learning for participation in an interdependent world. Attention should be paid in particular to international studies and foreign languages.

Discussion: These partnerships may take many forms: collaborations between school and University faculty in the preparation of curricula, summer seminars for faculty in selected subject matter areas on the University campuses, collaborative exploration of innovative teaching strategies, or special courses on University campuses for high school students. The Global Education Minnesota Project in the College of Education provides resources and a model for such activities.

Implementation: This activity should be coordinated by the Academic Affairs Vice President's Office and should involve faculty members, students, deans of the several colleges as well as of Continuing Education and Extension and the Agricultural Extension Service.

Financial implications: Financial support for programs of this kind should be sought from the legislature, federal agencies and foundations.

Goal: The University should make its resources more readily available to business and industry in order to facilitate the state's participation in the world economy.

World Trade Center

Recommendation E2: The University should establish a Center for International Business, Trade and Economics to coordinate its efforts in the areas of international business research and public service. Among other things, the Center should devote its efforts to developing new research directions and to identifying and securing outside sources of funding for research in these fields.

Discussion: The key to strengthening the export performance of the state is expanded knowledge about the economies and societies of the rest of the world, research on the problems faced by firms attempting to do international business, educational programs to train skilled professionals, and a delivery system to provide educational programs and technical assistance for firms seeking to improve their export performance. In the increasingly transnational business environment, international skills and knowledge will be of strategic value to large, small and medium-sized industrial and agricultural corporations and cooperatives. With marginal investments of resources by the state, the University would be in a position to undertake the activities mentioned above and make a major contribution to the export performance and international business savvy of firms in Minnesota.

The Center should:

- o undertake research studies designed to inform public and private actors of impending trends and developments in international trade and international business
- o provide an expert staff and research unit whose activities would be "nonpartisan" as to corporate or partisan interests and which would, as a result, provide a continuous and disinterested voice on matters of policy development and strategy
- o facilitate interchange between private firms and public organizations and entities, on the one hand, and faculty members who are active in international research, on the other
- o arrange short courses, colloquia, workshops, newsletters, and other instruments for the dissemination of information and for discussion of developments on the international scene for the business, legal, and state government communities

Implementation: The Assistant Vice President for International Education should assume primary responsibility for promoting this concept and securing necessary funding.

Financial implications: As envisioned, the cost of establishing a Center for International Business and Trade would require \$480,000.

While current resources within the University provide the necessary talent pool, major outside funding must be secured to meet these costs.

Goal: To develop better channels of communication and sharing of international resources with other institutions of higher learning in the state.

Recommendation E3: The Office of International Education should establish a mechanism to facilitate communication with, and disseminate information to, other institutions of higher learning within the state about visiting international scholars and about international activities at the University.

Discussion: The many international scholars visiting the University for longer or shorter periods of time represent a resource pool that is at present underutilized both within the University and within the broader, higher education community. The University can make much better internal use of its international visitors and can attain a great deal of goodwill in the broader higher education community by disseminating timely information about current and future international visitors.

Implementation: Departments should inform the Office of International Education in a timely fashion of all visiting international scholars and of all international programs. The Office of International Education should then disseminate information to coordinate campuses and other institutions of higher education, in a timely fashion. This system should be established during the 1984-85 academic year.

Financial implications: The burden in departments should be minimal. Costs to the Office of International Education should be modest once the routines have been established.

EXPECTED BENEFITS

Experience indicates that integrated programs which emphasize overall institutional rather than departmental goals will likely result in benefits individual programs cannot be expected to reach. This report suggests benefits resulting from individual recommendations. In addition, there are synergistic benefits as follows:

1) FOR STUDENTS:

- a) Students of the University, American and foreign, will receive substantially better education as a larger proportion of courses have an international dimension, as opportunities

are improved for study and travel abroad, and as opportunities for practical experiences in intercultural relations increase in number.

- b) Increased emphasis on foreign language competence will help to produce graduates better prepared to enter an increasingly international world of work.
- c) Increased competency in foreign languages may foster more cross-cultural research and encourage teaching in the medium of foreign languages.
- d) The University will attract an increased number of top quality international students and will integrate them more effectively into University life.
- e) Basic services for international students will be substantially improved through integrating and streamlining recruitment, admissions, orientation, and financial aids.

2) FOR FACULTY:

- a) New emphasis on international education will encourage the faculty to experiment with new ideas in cross-cultural education and research and to develop competencies in foreign languages and in intercultural skills.
- b) Administrative reorganization of programs and services and infusion of funds will permit more opportunities for faculty members to become substantially involved in international education activities, such as collaborative research, participation in international exchanges and attendance at conferences.

3) FOR THE UNIVERSITY:

- a) The University will be able to speak with a unified voice about matters pertaining to international education.
- b) International education will become more central to academic programs across the University.
- c) The new structure will encourage and permit integrated planning, programming, and budgeting for University-level international units, thus saving funds and staff time. If common facilities could be found for key units, additional resources could be saved through common receptionist facilities, a common telephone and communication system, and joint utilization of office equipment.

- d) Integration of international programs will have a positive impact on all units of the University and is expected to result in improved student advising in international work, increased interaction between U.S. and international students, and new curriculums designed by the departments to meet their international responsibilities.
 - e) The new structure for international education will increase the potential of the University to attract grants and contracts which in turn will provide:
 - 1) Faculty development and experiences.
 - 2) New training facilities and opportunities.
 - 3) Consulting potential.
 - 4) Experimentation with new delivery systems in international education.
 - f) Integration of international programs and emphasis on international education are likely to improve the academic and social climate of the University and enhance its international reputation.
- 4) FOR THE STATE OF MINNESOTA:
- a) Minnesota citizens will have better access to the University's international programs.
 - b) The University will provide more expert assistance and leadership on international issues to the elementary and secondary educational systems, to other colleges and universities in the state, to industry, to state government, and to the Minnesota public in general.
 - c) The international posture of the University will enhance the international posture of the entire state of Minnesota, encouraging trade and tourism, as well as visits to the state by businessmen, scholars, and political leaders from abroad.
 - d) The University will be better able to assist the public in understanding and dealing with the social, political, and cultural consequences of global interdependence.

The international dimension of the University helps the society to understand the sometimes overwhelming conditions of the world. Various units of the University can collaborate with the media in informing the public about the nature of our international opportunities and challenges; convey a truer picture of life and culture of the United States to people abroad; improve conditions of living in developing countries; establish long-term linkages with universities around the world; and use these linkages to transcend continents and ideological boundaries.

APPENDIX

Recent documents related to international education at the University of Minnesota that were used in the President's Task Force Study.

1. International Education at the University of Minnesota: Its Dimensions, Structure, and Problems, Report of the Council on International Education, Anne Krueger, Chair, May 1977

The report of the Council on International Education at the University of Minnesota describes the range of international education activities at the University, the structure under which they take place, and problems that have arisen under the structure. The committee also addresses possible means of strengthening international education at the University.

2. Report of the College of Liberal Arts (CLA) Committee on International Studies, Gary Wynia, Chair, January 1982

The committee was formed to research ways that CLA could rationalize and more closely coordinate its international studies activities. It was also requested to determine how the Quigley Center for International Studies role might be broadened to encompass a wide range of functions in international studies.

3. International Students at the University of Minnesota, Carol Pazandak, Chair, November 1982

The charge of the presidentially appointed administrative committee was to review University policies, primarily administrative, and practices toward international students and to recommend needed changes.

4. University of Minnesota Policy and Guidelines Statement Relating to the University's Mission and Responsibility, Karen Olness, Chair, March 22, 1983

The Committee on International Education was asked to draw up a policy/guidelines statement regarding the University's Mission and Responsibility as it relates to its worldwide responsibilities.

5. The Office of International Programs and the Future of International Education at the University of Minnesota, Philip Porter, March 31, 1983

The report was requested by Vice President for Academic Affairs, Kenneth Keller. Its purpose was to describe the mission and work of OIP and to evaluate the idea of dismantling the office. The report also discussed recommendations to enhance the international character at the University.

6. Report of the CLA Task Force on Foreign Language Instruction, Byron Marshall, Chair, June 1983

In relation to the "growing national concern with the prevailing monolingualism of the American population" the task force was set up to make recommendations on second language learning that would insure quality education and reverse the trend of entering students unprepared for college workloads.

7. Projects for the Enhancement of Second Language Acquisition, Proposal for Discussion, Russell Hamilton, Associate Dean, CLA, July 21, 1983

Proposal describes four project areas that are designed to promote and improve second language acquisition among elementary, high school and University students.

8. The Economy and the State, David Lilly, Chair, July 1983

The task force was set up to pursue one of five primary themes of the University's current cycle of institutional planning. The task of the committee was to make recommendations concerning steps that should be taken to achieve the objective of improving the University's contributions to the economy - to continue and possibly expand the transfer of knowledge and skills to the outside community, to become more accessible to the state, and to develop mechanisms needed to achieve these goals.

9. The University, the State and International Business, Issues and Initiatives, Brian Job, August 1983

Request for this report came after a meeting of CLA administrators and faculty with President Magrath and Vice President Keller in July 1983. The Perpich Administration had been studying the climate and potential for international business and international trade within the state. University officials requested a report outlining the potential role the University could play in these areas.

10. Report of the Task Force on International Education, Fred Lukermann, Chair, September 1983

The report is intended to give direction to international education at the University rather than solve management and operational problems. The report highlighted concerns in the curriculum, research, faculty and student exchanges, foreign students and structure.



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
164 Food Science and Nutrition
1334 Eckles Avenue
St. Paul, Minnesota 55108
Telephone (612)373-3226

June 20, 1983

President C. Peter Magrath
202 Morrill Hall
Minneapolis Campus

Dear Peter:

On June 16th the Senate Consultative Committee held a brief discussion on the International Education planning theme. I am writing to pass on to you specific suggestions endorsed by the Committee during that discussion. You will recognize that some of the suggestions are similar to ones made when you talked with the Committee in May.

1. We suggest that the planning theme should be divided into several discernably separate subjects. In order to do this, we suggest a four-member steering committee, including Dr. Pazandak, to oversee the division of the theme and to coordinate efforts undertaken by different groups. The steering committee should include people who have a relation to international education, but whose primary focus is elsewhere, such as on graduate education and research. The official action of SCC reads as follows:

"To request the President to name a four-person steering committee (consulting with the chair of the SCC in establishing the group) to identify areas for study groups within the theme of international education."

2. We agree with the Senate Committee on Educational Policy that they are the logical group to work on University-wide educational policy issues. They may wish to create certain sub-committees of SCEP to handle specific issues. Policy recommendations flowing out of this study should go to the Senate.

3. We believe that the special steering committee could get work underway this summer on the issues surrounding International Students. There is already considerable information available about the current status in this area. Further, the report made to you last winter delineates several issues that should be explored. Some of these are organizational and administrative in nature, others are policy matters.

4. Other areas that might be investigated include (but certainly are not limited to) evaluation of faculty members who provide service in other countries, and the whole business of foreign language training.

C. Peter Magrath
June 20, 1983
page 2

5. The Consultative Committee also passed the following recommendation:

"That we identify to the Committee on International Education a concern about foreign exchange agreements, with the proviso that they request information from central administration and make a report to the Senate Consultative Committee."

We hope that we can proceed on this planning theme as well as on the other two that are yet to be implemented. Professor Howe and the Consultative Committee stand ready to help or provide advice as requested.

Sincerely,



Patricia B. Swan, Chair,
Senate Consultative Committee

PBS:mbp

c: Nils Hasselmo
John Howe
Carol Pazandak



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

June 24, 1983

Professor Patricia B. Swan
166 Food Science and Nutrition
St. Paul Campus

Dear Pat:

I like the recommendation of the Senate Consultative Committee concerning the international education planning theme. This theme does encompass a very wide-ranging and complex set of issues, and some facets have been given fuller and more recent attention than others. A small steering committee to set the agenda and to coordinate consideration of the theme by various other groups seems quite appropriate to me. I think this kind of coordination is also essential in order to address the international theme with the kind of visibility and coherence it warrants.

I will be in touch with John Howe shortly to discuss the composition and specific charge to the steering committee so that we can get started to work this summer on the various issues.

Thank you for your help with this, as with all of the other matters you and your colleagues have given such thoughtful attention over the past year. I do expect that the other two planning themes will also be moving ahead in the next few months.

Cordially,

C. Peter Magrath
President

CPM:pln

cc: Vice President Nils Hasselmo, Administration and Planning
Professor John Howe, Chair-Designate, Senate Consultative Committee
Dr. Carol Pazandak, Assistant to the President



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

August 9, 1983

TO: John Wallace, Assistant Vice President, Academic Affairs
Josef Mestenhauser, Director, International Student Adviser's Office
and Coordinator, Office of Student Affairs
Carol Pazandak, Assistant to the President
Michael Metcalf, Director of Western European Area Studies Center,
and Associate Professor, History

Dear Colleagues:

One of the five planning themes identified for review and special attention in this year's planning process is the international character of the University. I am writing to ask you to serve as a small steering committee and Task Force to address this theme, and asking John Wallace to be the committee convenor. It was the suggestion of the Senate Consultative Committee that we might proceed most expeditiously by calling on such a small group of knowledgeable University members who, in turn, would tap others as needed.

Two Task Forces are already at work, one addressing Higher Education and the Economy of the State and the other dealing with the Quality of Graduate Education and Research. Other committees will be appointed shortly to consider the student experience, with focus on undergraduate education, and the impact of computation, communication, and information technology.

The international theme is broad and diverse; and various aspects of it have been considered within the University in recent months. You will want to capitalize on these efforts as you proceed. Your charge is to coordinate development of needed policy statements, and to select objectives for implementation from previous special reports by assigning these various issues for consideration or action to appropriate existing bodies -- as for example, the Senate Committee on Educational Policy, collegiate units, individuals, or to specifically constituted ad hoc committees. You may, of course, wish to serve as such a special purpose committee yourselves for certain aspects.

Recent University documents relating to international education that serve as useful starting points include the International Student Report, and the report from the Office of International Programs, "The Future of International Education at the University of Minnesota." The former suggests a number of steps for early implementation, and might be assigned for consideration by a special group to begin almost immediately. In addition, the Senate Committee

On International Education has drafted a proposed policy concerning international education which it will be forwarding for consideration to the Senate Committee on Educational Policy.

The College of Liberal Arts has produced two recent reports with import for international activities, one addressing foreign language instruction (Byron Marshall of History chaired this effort), and the other discussing international studies (Gary Wynia of Political Science chaired this committee).

The international education theme directly relates to an institutional goal stated in the University's Mission and Policy Statement. It says, in part, that the University "...in the broadest sense is an institution of worldwide responsibility, scope, and impact..." (Adopted by the Board of Regents, July 11, 1980.) The proposed institutional objective described in the current planning cycle declares:

Objective: "To enhance the international character of the University's programs of teaching, research and service by means of a set of carefully targeted projects related to curricular development, faculty development, student exchange, physical consolidation of international service units, and governance structures and policies related to international and cross-cultural study. The University will demonstrate that an international perspective is an integral part of the education of students throughout the University."

Your recommendations might well be a mixture of steps, either for immediate action or for further consideration, concerning University policies by addressing such matters as support for educational activities, nature of services, and the most effective structure for enhancing the international character of the University.

I fully realize that the proposed structure for addressing the international education theme, which includes other University groups, could take somewhat longer than a single committee structure might require. But I believe that the current attention already being given to this theme, as indicated above, will facilitate your consideration of these issues. I would appreciate, if possible, receiving the recommendations of the Task Force by December 1, 1983.

In order to ensure coordination of various aspects of our planning effort, I am asking the various task forces to coordinate with the President's Planning Council. I expect that staff support for the Task Force will be provided by my office and that it can be arranged by Carol Pazandak.

These themes -- important as they are -- in no way detract from other and equally or even more important aspects of our overall mission and objectives. But focusing on a limited number of themes at a time allows us, as an institution, to concentrate energy and attention for a short period in a way which is not possible under our general planning process. This procedure has been thoughtfully suggested by the All-University Senate Consultative Committee.

Through selected but broadly representative committees a University view and recommendations for addressing an important set of issues, as an institution, can be discovered. Plans and guidelines can be developed to facilitate our

moving as a whole toward fuller realization of the related objectives. Such focus can also help us see more clearly the common goals we share as well as the diverse ways in which the various parts of the University participate in meeting these goals. I expect that such sequential review of various aspects of our mission will help to assure that we build into our planning process an ongoing review of our total mission over time. In this fashion we can continue to try to look at planning from the overall perspective of our multiple missions as a total institution rather than simply a sum of separate parts.

Thank you for considering this important assignment. If for some reason you find that you cannot accept appointment to the Task Force, please let me know as soon as possible.

Cordially,



C. Peter Magrath
President

CPM:pln

Enc: Second Planning Cycle

cc: University Vice Presidents

University Provosts

Professor John Howe, Chair, Senate Consultative Committee

Professor Jerry Kline, Co-Chairman, Senate Committee on Educational Policy

Professor Michael Root, Co-Chairman, Senate Committee on Educational Policy

Professor Karen Olness, Chairman, Senate Committee on International Education

Professor Philip Porter, Director, Office of International Programs

THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

INSTITUTIONAL GOALS:

- To maintain and wherever possible strengthen research activities of the University.
- To maintain and improve the University's arts and science core.
- To capitalize on opportunities to improve programs that address important societal needs.

OBJECTIVE: TO ENHANCE THE INTERNATIONAL CHARACTER OF THE UNIVERSITY'S PROGRAMS OF TEACHING, RESEARCH, AND SERVICE.

DISCUSSION: The objective relates directly to a characteristic of the institution as stated in the University's Mission and Policy Statement, which says that the University "...in the broadest sense is an institution of worldwide responsibility, scope and impact..." (Adopted by the Board of Regents, 11 July 1980). The objective is supported by public statements and writings of President Magrath, and the need to achieve the objective is documented in many recently published reports: 1) on the sorry state of international knowledge, awareness and understanding among U.S. college students, and 2) on serious global problems facing us. The creation of knowledge and training of students needs increasingly to be international in scope. Specifically, we need to promote curricular development, faculty development, and student exchange that improve the international character of the University; we need to improve the administrative structure related to international education; and we need to introduce policies and incentives that support activities related to international and cross-cultural study.

PROPOSED STEPS:

- 1.) Formulating a strategy for dealing systematically with questions related to the international character of the University, taking into consideration the recommendations of the recent report on "International Students at the University of Minnesota."
- 2.) Ensuring that proper emphasis is given to international education in collegiate and departmental planning.
- 3.) Implementing a proposal for the physical consolidation of major units concerned with international education.
- 4.) Exploring the feasibility of acquiring additional resources for selected research and exchange programs.

THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

-2-

- 5.) Amending, or seeking to have amended, policies, rules, and regulations that hinder the development of international education; formulation of new policies.

OUTCOMES AND TIMING:

Outcomes

Timing

Strategy paper

Unit planning

Physical consolidation

Policy amendments; new policies

Additional resources

Tasks in the Pursuit of the Planning Theme of

"International Character of the University"

Type of activity	Evaluation of what we are doing; proposals	Existing and/or new goals and objectives	Policies	Organization, support services
International curriculum	See reports by, e.g., Pazandak, Porter, Wynia, Krueger et al; also proposals developed by colleges (CLA, SOM, others). Are any additional evaluations needed?	SCIE, SCEP, and/or other groups may want to review existing statements and propose revisions and/or development of new statements on goals and objectives. Goals and objectives may be submitted to colleges for comment and/or implementation as part of unit planning.	SCIE, SCEP, and/or other groups may want to review existing policies and propose revisions and/or development of new policies for consideration by Senate and possibly other bodies.	The Vice President for Academic Affairs will establish appropriate organization and support services in cooperation with colleges.
International experience for students				
International students				
International dimension of research				
Faculty exchange				
Faculty participation in development, technical assistance				
Cooperation within University on international issues				
Organization				