Eroding Budgets Tough on Students And Professors

By Joyce Wascoe

It's getting tougher to be a College of Liberal Arts (CLA) student or professor. Eroding University budgets have caused CLA to tighten its belt and that has put the squeeze on students and faculty.

- Recitation sections designed for 20-25 students are frequently stretched to 45-50.
- Pre-major advising ratios are 489 students to 1 adviser, more than twice the national norm.
- Upper division advising ratios average 719 students to 1 adviser; the office should have a 500-1 ratio to adequately handle its load.
- Language courses fill up and close before many students register.
- Shrinking supply, equipment, and expense budgets make it harder for faculty to do their jobs.
- Faculty salaries rank below many peer institutions. Professor Lukermann said the Board of Regents in January that the College of Liberal Arts is underfunded. CLA budget declined 18 percent, from $39.4 million in the last fiscal year, Lukermann said.

The problem arises from two sources: First, the University has not received sufficient support from the state, and second, Lukermann said, CLA has not received its fair share of the University's budget.

When compared to collegiate units with responsibilities for undergraduate education, CLA provides approximately 60 percent of the instruction for students entering the University directly from high school, 47 percent of all undergraduate instruction, and 43 percent of total instruction.

When measured against these same colleges, CLA has 33 percent of the University's faculty and 30 percent of the University's printed budget. The underfunding of the college and University comes from a "chronology of recessions and inflation in the late '70s and early '80s," Lukermann said.

The situation has come to a head this year because Gov. Rudy Perpich's budget recommendation in January included almost no increase in the University operating budget and no increase for faculty salaries. The governor has since said more money may be continued on page 2

About 250 students from the University, state university, community college, vocational education, and private college systems lobbied at the Capitol Feb. 14 for increased higher education funding.

Editor's Note: Commencement speaker Regents' Professor of Psychology Ellen Berscheid told the December CLA graduates that their college experience was a "Lesson in 'True Grit.'" She admitted that despite several degrees, this was the first graduation she had ever attended. She said her mother, who calls this her "dismal record of total absenteeism," often predicted that some day she would be sorry.

Well, she was right. I was sorry the instant after I accepted this invitation to speak and realized that all I knew about graduation ceremonies came from television and the movies. But, so far, I can tell you that all it is pretty much as I had imagined—except for one thing: And that is that in the movies there usually is a choir somewhere off in the background singing that inspirational song of advice for the future—the one that says when you walk through a storm, you're supposed to keep your head up high and not be afraid of the dark. That song, I noticed, was not on the program today, and I can well understand why such advice to this graduating class would be superficial: Having spent a number of years as a College of Liberal Arts (CLA) undergraduate you, by definition, have come through a storm; and you obviously kept your head up high or you wouldn't be here.

In my view, the phrase "true grit" was coined for the students of CLA. And I am not alone in this opinion. Many of us on the faculty and staff here believe that when we finally give you your diploma, we should also be giving you a second and even larger certificate: a Certificate of Survival, one that says to prospective employers and graduate schools that the bearer is, as the Marines would put it, a lean, mean learning machine. We on the faculty frequently comment to each other how much we admire you. But it needs to be said to you for it's a mistake to assume that you fully appreciate what you've accomplished. It's a mistake because in addition to being tough, the CLA undergraduate has another prominent personal quality, and that is modesty. That's not surprising because most of you come from Minnesota and the modesty of Minnesotans is legendary. I don't doubt, in fact, that some of you are so modest that you don't know it is that if ever there was an occasion for a group of people to stand back and take pride in their accomplishment, and to ratchet up their self-esteem several notches, this is the occasion and you are the people.

So let me tell you: First of all, of course, that diploma. You now have a degree from one of the most visible and respected universities in the world. And don't worry yourself on this score—despite our recent well-publicized difficulties, you have a prestige degree. As the external advisors to the Governor's Blue Ribbon Commission observed in October: "Few public universities in the land possess the rich and deep tradition of academic excellence and the proud heritage of public service (that the University of Minnesota has)... (It) is a truly great academic enterprise, international in its impact yet its goodness is felt in every county of the commonwealth."

You also, of course, have a degree from a university virtually unique in higher education. The University of Minnesota at the Twin Cities is a "flagship" university. We are a "research" university; we are a "land-grant" univer-

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Alumni Urged to Write State Legislators

The CLA Alumni Society Board has urged CLA alumni to contact their legislators and encourage them to support the University's budget request.

The Minnesota Alumni Association at 296-2146 can provide addresses and phone numbers of legislators, as well as information about the University's budget request and how to write your legislators.

CLA Graduates Have It "True Grit"

"True Grit"
Eroding Budgets Make It Tough
continued from page 1

Trends in Students, Staffing and Budgetary Support

College of Liberal Arts
Index of Budget and Enrollment

FY 1977 - FY 1988

Index: Enrollment, Faculty and TAs

FY 1977 - FY 1988

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>PBE Enrollment</th>
<th>PBE Faculty</th>
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<td>105</td>
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<tr>
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Source: MIPS CLA Data Services

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<tr>
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<td>$31.7</td>
<td>$32.6</td>
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</tr>
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</table>

for the upcoming if the University corrects its fiscal management problems. Meanwhile, the University is left in a state of uncertainty.

In a letter to alumni donors and CLA supporters in February asking them to contact their legislators about the budget, Lukermann said that the faculty was frustrated with the events of last year, but that "students and faculty should not be penalized for past management decisions."

The uncertainty about the University's future has caused some faculty members to give serious consideration to job offers coming from other institutions. In the six years he has been associate dean and executive officer of the college, Craig Swan has said he has never seen more faculty who have received offers from other schools. Some offers are for more than $10,000 in salary and sometimes twice that for program support, graduate assistant support, and mortgage assistance.

"The magnitude of the salary and programmatic commitments that other universities are making is a measure of the quality of our faculty and the commitment of other states to their research universities," Swan said. "I fear that the situation reflects a sense that outside predators view Minnesota as vulnerable."

The college and University usually join together to retain the faculty member if at all possible. "It's not really the salary offer we can't handle," Lukermann said. Matching offers is typically not necessary if faculty have confidence
in the future of the institution and know they will receive teaching and research support, Lukermann explained.

Retrenchments and inflation have contributed to the budget used to replace faculty, causing the decline from 556 professors; now with competition from other universities we can get only one place for our students.

Question from the floor:

Faculty, causing the decline from 556 professors; now with competition from other universities we can get only one place for our students.

Lukermann said.

“Before, we could get three assistant professors; now, we can only get one. From other universities we can get only one and a fraction.

Budget retrenchments, which had become a tradition over the last decade, have eroded support, equipment, and even research travel to important archives and conferences. Departments are desperate for funding to carry them through the year. "We are like ailing," director of CLA budget planning and data services.

Chairman, of Economics, he is forced to use leave money (salary money the department keeps when a faculty member spends a single-quarter leave or a full-year sabbatical) for basic expenses that he says his budget can’t cover, instead of using the money as it was intended for visiting faculty and teaching assistants. This year is a particularly bad year, he said, because for only one professor has asked for a leave for next year. That means he must ask the college for $400,000 to hire teaching assistants for 1988-89. “I've been doing this for as long as I can remember,” he said, but he's "never had a number like this." It's a "continuing horror story," he said.

If Simler doesn't hire teaching assistants, he'll have to cut the number of recitation sections for large lecture courses or abandon them altogether and offer only large lectures.

In order to compete for the best graduate students in the country and staff their classes for the next year, Simler must make a strong appeal to them, have no idea whether more professors will go on leave or whether the college will have the money to hire teaching assistants. "What is crucial is getting in to see someone," Boyer said. During peak periods at registration time, the two premarjor advising offices can offer mini-appointments of 15 minutes. Waiting time is usually 15 minutes to a half hour.

With additional money this year, the office has been able to reinstate four mandatory adviser meetings during the freshman year for students coming from high school. It had been cut back to three meetings.

The system can be impersonal. Boyer says you "work your heart out to make it that way. The staff tries to make the offices look nice, he said, and they recruit graduate and undergraduate advisers who are close in age and experience to the students to they get a more personal effect.

The upper division has been able to add two staff members this year, but they still consider themselves very short staffed, said Kauls.

Upper division students—those who have selected a major and are usually juniors or seniors—have a faculty adviser as well as a central office adviser, so the ratio of central advising to students is expected to be higher. Combining the graduation advisers who check records for final graduation, clearance and scholastic committee representatives who pass on student problems and provide advice to one adviser. "We would find 500 to 1 acceptable," Kauls said, but the ideal ratio would be 1 to 1.

The upper division is also short on space. One adviser in the West Bank office, seated opposite the student, Kauls said. "She's there with the files, the mice, and old desks.

The advising ratios may be far from ideal, but the staff members continue to work hard to serve students.

"Despite all this stuff, most of our students like it," Kauls said. "I like it, too, but we sure make it tough."
sity; we are located in a huge urban metropolitan area in which we are the only public four-year degree granting institution, and where everyone is perched on our doorstep and peering in out the windows, including two newspapers and several TV stations, not to mention the Governor, the legislature, and also every special interest group one can imagine. And we are big! One of the biggest campuses in terms of student enrollment; a city which the University in recent memory has ended its report with that bleak fact. And within this under­funded University—CLA!—is the most seriously underfunded unit of all. At the same time, however, CLA is itself the flagship of the University, in my opinion. This is not a reflection of the majority of the departments in this University that are rated at the top ten of their disci­plines nationally are located in CLA.

What this means for the student is that every available scarce penny in the College has gone into trying to maintain that excellence—the quality of your education and the academic value of your degree—and that there are no amenities to make your life easier. “Amenities” isn’t the proper word, of course, because I’m really talking about what most of us consider necessities: about such things as study space; about a library where the book you want to read isn’t the proper word, of course, because I’m really talking about what most of us consider necessities; about such things as study space; about a library where the book you want to read isn’t in on time. The happy student, in other words, is of young college experience most of us carry around in our heads and the actual expe­rience of CLA students is sharp and it is disturbing to many. But partly, I think, it is disturbing for the wrong reason. Because, frankly, I personally found the so-called “ideal” a great deal less than ideal.

I spent my first two years at a small private liberal arts college, part of what is called the little Ivy League, and it closely fit the MGM picture of college life. As a new freshman, I was oriented and welcomed to a fare-thee-well and I was counselled to the point that my next four years were plotted down to the last detail. (I must add parenthetically that only later did I realize that the heavy counseling nicely obscured the fact that there were, so to say, a limited number of courses that could be taken to satisfy those majors.) The buildings were covered with ivy, the professors did all look like the professors in the movies (which mostly means, of course, that they were all white male); the student body was exclusively very young, very white, and very upper middle class; nobody worked; and everybody lived on campus. Moreover, virtually everyone was expected to participate fully in campus activities; as a consequence, I spent an extraordinary amount of time stuffing napkins in vast expanses of chicken wire, and endless hours standing around on the porch of the sorority house being “serenaded” by fraternity boys, who would Wallace on at length about the “girl of their dreams.” Finally, after three semesters, I simply could not stand the academic regimentation, the social constraints, and the claustropho­bic homogeneity any longer.

So I ran home—which, at the time, was Nevada, and there, of course, I ran straight to the University of Nevada. I was 19, and that’s the story. When I got in my car and went up to the Univer­sity of Nevada, of those public universities, the only one that the one I had applied to and which may be familiar to some of you: “Just the other university”—to be why I needed some size and underfunding as an excuse to reproduce an atmosphere not dissimi­lar to our own. If the school I’d left was the ‘50s MGM, then the University of Nevada was cinema verité. I got my first clue that things were going to be differ­ent when I finally found the “Student Parking Lot,” which, to my wondering eyes, was a sand pit. My second clue came when I discovered that the univer­sity’s idea of student counseling was to hand you a thick book that stated the degree requirements in very small print on the first few pages, followed by a list­ing of all the courses that might, or then again might not, be offered at the University of Nevada during one’s lifetime.

But despite these rude awakenings about where I was a student into the general scheme of things, it’s hard for me to describe now the exhilaration and freedom I felt at the university—to be my own person, to wander around and make my own mistakes, and to run my own life. Or to convey how fascinating and colorful it all seemed to me—a kind of vast academic Aladdin’s cave, with all sorts of strange people scurrying about doing all sorts of things. The professors seemed to do a lot more than go to class, for example. And that drama professor who actually wrote plays, a logic professor who had written the text, an education professor who was on the board of the local high school. I quickly discovered that they weren’t waiting around in their offices for me to grant them an audience. And the students, at least to my sheltered eyes, were a dazzlingly diverse lot. Many were much older than I, for example. I met ranchers and truck drivers; Korean war veterans still wore their medals and pins of honor in my English class. I learned more from a 65-year-old Italian countess in the midst of shuddering her fifth husband than I ever did from the professor.

In short, I left there was part of the real world, and it was a fascinating world. I found out that college and learn­ing was not something you had to closet yourself for four years in the hinterlands

Ellen Berscheid
to do. And so I began a pattern that characterized many of you: I'd go a semester, maybe get engaged to be married, quit school, get a job, quit the job and the man, go another semester, and so forth (for it was very much like here—easy to "stop out" but it was also easy to "start in")—and so much cared either way, except for Mother, of course.

Naturally, it took longer to get my degree and, of course, I made mistakes. But I feel I owe my life to the freedom I had to go at my own pace and to make those mistakes. For example, people ask how I got into psychology. Mostly I lied and so forth (for it was very much like the Commitment to Focus plan back to the Interpersonal Perception, Extrasensory perception and Interpersonal perception, cognition? I didn't want to pass along everything we do and to those who were graduating, so guess who was the best at allowing me to use the application form of the Eastern private school that had the best degree in my area before I noticed, in tiny letters at the bottom of their application form, that soul-withering phrase: "Applicants Accepted from Men Only." And when we women got our Ph.D.s, do you think the private schools were beating on our door to employ us before Title 7 of the 1964 Civil Rights Act? Not a chance. I was one of the lucky ones. The business school here hired me; I was their first full-time "lady professor," as they put it at that time, and I've forever been grateful to them. Well, we "lady professors" who survived the dark ages are popular now—and in the discrepancy in resources between the major public institutions and the major private institutions, the private schools increasingly cook up much better deals to woo us than the publics. But, for some, there's those naggings questions: "Where were we when we needed a graduate education?" and "Where were you when we needed a job?"

So, Harvard on the Mississippi? You've got to be kidding! What we want to be is "Minnesota on the Mississippi"—as noble a mission as there has ever been in higher education.

But to fulfill that mission, we've got to make it easier for our students; we've got to make it easier for more to survive, and we've got to preserve the quality of our degree so that there is something of value for them to survive for. But that's still the hope for the future. In the meantime, you are our survivors—some of you weary from the work and the commitment on top of class deadlines, or you tattered from the bureaucratic hassles and frustrations; and a lot of you is back up to your eyeballs. But you've crossed the finish line, and I only wish we had a symphony orchestra here to play "Charms of Fire" for you before you light that your song. In lieu of that, please know that your professors admire you, the staff admires you, and I admire you—but not simply because you're tough, but because whether you know it or not, I suspect that you, too, needed to breathe the bright air of freedom, of diversity, and of noble purpose that this great university stands for.

The work of the future, the vigorous work of the future, is for you. The universities are the concrete realization of the sentiments expressed by the Statue of Liberty—we are here to take the tired and huddled masses yearning to be free, if you will. We truly are the percolator of American society, that is by which people can rise above whatever social, cultural, and financial constraints prevent them from meeting their rightful destiny. And we are here to serve, not the handful of monarch and privileged (who always will be served), but to pass along everything we do and learn, indeed "to every county in the commonwealth."

Furthermore, I told him, we are the ones who opened the way for women, for blacks and other people of color, for the handicapped, for older men and women to come back to college or to come for the first time. You don't have to think about the Kennedy and the Ivy League did that? Yes, I complain a lot but I haven't done as well as we ought to, to pass along the affirmative action score. But my complaints are tempered by the knowledge that when I received my B.A., and won in national competition a research fellowship that I could take any graduate school in the nation, I was halfway through filling out the application form of the Eastern private school that had the best degree in my area before I noticed, in tiny letters at the bottom of the application form, that soul-withering phrase: "Applicants Accepted from Men Only." And when we women got our Ph.D.s, do you think the private schools were beating on our door to employ us before Title 7 of the 1964 Civil Rights Act? Not a chance. I was one of the lucky ones. The business school here hired me; I was their first full-time "lady professor," as they put it at that time, and I've forever been grateful to them. Well, we "lady professors" who survived the dark ages are popular now—and in the discrepancy in resources between the major public institutions and the major private institutions, the private schools increasingly cook up much better deals to woo us than the publics. But, for some, there's those naggings questions: "Where were we when we needed a graduate education?" and "Where were you when we needed a job?"

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The University of Minnesota ranked first in the nation in the number of faculty who received Fulbright Awards for 1988-89. Of the 1,000 Fulbrights awarded nationally, 22 went to University instructors. In addition, 14 of the University's visiting professors received awards. Eleven awards went to CLA staff: Kent Bales, English, Jeffrey Broadbent, Sociology, Peter Firchow, English, Susan Geiger, Women's Studies, Christopher Goertzen, School of Music, Barbara Hansawalt, History, Jill Jessop, Center for Research in Human Learning, Michael Karni, Scandinavian Studies, Anatoly Liberman, German, William Brustein, Sociology, and David Knoke, Sociology.

The School of Journalism and Mass Communication was criticized sharply and given a provisional accreditation after a recent site visit by a team from the Accrediting Council on Education in Journalism and Mass Communications. The council will issue a final report in April after the school and University respond to the virtual failure of student life within the faculty, an inadequate budget for the number of students, poor facilities, lack of computing resource, instruction, and the quality of the faculty and students received high marks.

Thomas Clayton, English, Stanford Lehmborg, History, Eva Keus, Classical and Near Eastern Studies, and Bruce Overmier, Psychology, have been named Scholars of the College. The award, which is funded by alumni contributions, carries an annual stipend of $3,000 for three years for research support.

CLA winter enrollment is 15,387, a decrease of 372 students (2.8 percent) compared with a year ago. Winter 1988 enrollment was down 0.1 percent from the previous year.

Jazz pianist Reginald Buckner, associate professor in Afro-American and African Studies and the School of Music, died of cardiac arrest Feb. 4. He was 50. The Governor's Council awarded the 1989 Martin Luther King Jr. Humanitarian Award in the Arts to Buckner. He was active in the National Association of Jazz Educators and was recognized as its Jazz Educator of the Year in 1987. In 1986, he received the Black Music Award for Outstanding Jazz Artist. A memorial service was held in his honor at the School of Music.

Benjamin Lippincott, emeritus professor of Political Science, died Nov. 10 at the age of 86. A political philosophy specialist, Lippincott taught at the University from 1929 to 1971. The Benjamin Lippincott Symposium Room in the Social Sciences building, which he and his wife Gertrude helped furnish, was named for him. The Department of Political Science held a memorial service in his honor in February. Paul M. Oberg, retired professor of Music, died of a heart attack Nov. 15 in San Diego.

At 73-years-old, Peterson is the latest of eight family members to graduate from the University. There was a time during her studies at the University when she was attending with her daughter Mary and her granddaughter Sara Williams.

Researcher Lippincott taught at the University from 1929 to 1971. She attended the commencement ceremony at the urging of her family.

The Governor's Council announced that Peterson received her degree in English last June with a 3.8 grade point average. She worked as a volunteer at the Johanna Shores Retirement Home in Arden Hills helping residents with knitting and sewing projects. While attending classes, she also swam a mile at the downtown St. Paul YMCA four days a week. She writes poetry, which has appeared in a column in the St. Paul Pioneer Press Dispatch and in the African Violet Magazine.

At commencement, Dean Craig Swan asked Peterson to stand and congratulate her on her degree. She received a round of applause from her fellow graduates, the faculty and deans on stage, and the nearly 3,000 guests in the audience.

"Circles of Tradition"

CLA tomorrow

April Lectures
19 "Crisis within a Crisis: AIDS and Health Care In Enrollement" Ronald St. John, AGS director of Pan American Health Organiza- tion, 230 p.m., Cowles Auditorium, Humphrey Center, for information call 624-4843
21 "Housing the Metrop­ olis," John Adams, Geography, 3:30 p.m., 445 Bleigan, for information call 625-6080
27 Philip Comelkus, Stu­ dio Arts visiting ceramics artist, discusses his work, 7:30 p.m., Law 65, for information call 626-5525
Conferences
10 "Human Rights in Clinical Practice: Euthana­ sia, Abortion, and Vulnera­ ble Patients," Mayo Auditorium, 7:45-5:30, sponsored by Program on Human Rights and Medi­ cine, Human Rights Cen­ ter, Philosophy, College of Liberal Arts, Continuing Medical Education, and Continuing Education and Extension, for information call 626-5525
13 "Documentary Exposed: Confronting the Image," Coffman Audito­ rium, 7-9 p.m., speaker Eugene Richards, photographer for Magnum Group. Admission is free; reception follows for exhibit of student documen­tary work in Coffman Gallery, for information call 624-2027 or 625-7033
Exhibits
Thru July 31 "Anglers All," which explores fly-fishing, and "The Net Result: Min­ nesota's Lure Great Com­ mercial Fishing Industry," Bell Museum of Natural History, West Gallery, for information call 624-3367
9-June 18 "Circles of Tra­ dition: Folk Arts in Minne­ sota," organized by guest curator Willard Moore, University Art Museum, Northrop gallery, for information call 624-9876
Performances
19-23 "An Evening of Dance," choreographed works by Dance faculty and guest artists, directed by Barbara Barkley, Dance, and produced by Robert Moult, Theatre Arts, University Theatre, 8 p.m. (8 p.m. Sunday), Proscen­ ium Theatre, Flanci Center, for information call 625-4001
22 Music in the Home Tour, featuring Music faculty performing in homes such as Eastcliff, 1:30- 4:30 p.m., benefit by Sigma Alpha lota to help fund Music's proposed performance hall. For reservations and itinerary call Pat Smith at 537-5101 or 533-4440
25-26 Alvin Alley Ameri­ can Dance Theatre, 8 p.m., Northrop Audito­ rium, for information call 624-2345

"Circles of Tradition"

"Confronting the Image"
Medieval Unit Established; History Prof Named Head

The College of Liberal Arts has announced the establishment of the Center for Medieval Studies to encourage faculty and students who are interested in the medieval era to collaborate through conferences, colloquia, workshops, and courses.

Located in Walter Library, the center plans to offer medieval studies undergraduate major and minor, an M.A. degree, and a supporting program field for Ph.D. students, according to History professor Kathryn Reyerson, director of the new unit.

Prof. John Leyerle, creator of the University of Toronto Centre for Medieval Studies and consultant on the formation of the studies center here, said Minnesota's center has the potential to be "among the best five graduate programs in Medieval Studies in North America" for three primary reasons:

* the University has a century-long tradition of teaching and researching medieval topics;
* the University library has one of the top 20 research collections of medieval items in North America;
* more than 70 current faculty members from several CLA units have research and teaching interests in the Middle Ages.

Sixteen departments and programs offered more than 40 courses dealing with the Middle Ages in winter quarter; a comparable number will be taught in the spring. Both graduate and undergraduate students have formed groups for those interested in the Middle Ages.

For further information, call 626-0805.

Kathryn Reyerson

Music Tour to Benefit Performance Hall

A benefit "Music in the Home Tour," featuring Music faculty performers in six elegant Twin Cities homes, will be presented Saturday, April 22, 1:30-4:30 p.m.

The Minneapolis/St. Paul Alumni Chapter of Sigma Alpha Iota will sponsor the benefit to help fund the proposed performance hall addition to the School of Music's new Ferguson Hall. Sigma Alpha Iota is an international honorary women's music fraternity involved in philanthropic projects to support music education.

In the homes, music will be performed by top faculty performers including cellist Tanya Remnikova, guitarist Jeffrey Var, and tenor Clifton Wanst."
International Studies Gets $1 Million MacArthur Grant

The Institute of International Studies in the College of Liberal Arts has received a five-year, $1 million grant from the John D. and Catherine T. MacArthur Foundation to establish a program focusing on developing countries in South and East Asia, Latin America, Africa, and the Caribbean. The program’s cornerstone is a fellowship program designed to attract graduate and professional school students to the University, particularly women, minorities, and residents of developing areas. Named the MacArthur Interdisciplinary Program on Peace and International Cooperation, the program, which began in January, will give support to students in CLA as well as the College of Agriculture, the Hubert H. Humphrey Institute of Public Affairs, and the Law School.

The program focuses on:
- economic, political, and social change and conflict in developing societies;
- the capacity of institutions in such societies to undergo redesign and reform brought about by political, economic, and technological change;
- enhancing human rights and freedoms in developing regions;
- the role of disaffected and disadvantaged groups in developing countries.

Brian Job, director of the Institute of International Studies, said the grant recognizes “the national and international strength of the faculty at Minnesota.” He added that there are fewer than two dozen such programs in the world. Expected to be in full operation by fall, the program will work in cooperation with the Law School’s new Human Rights Center and the new Stassen Center for International Peace in the Humphrey Institute.

Craig Swan, associate dean of CLA, said the grant “offers significant opportunity for students and faculty and enables the University to make a contribution to addressing important real-world concerns about international issues.” Swan called the program the social science equivalent of new industrial technology or medical advances.

The Institute of International Studies, established in 1982, is the central international unit in CLA. More than 550 undergraduate students are majoring in international relations, one of the fastest growing areas of study in the college. In addition, the institute was recently designated an undergraduate national resource center in international studies by the U.S. Department of Education—the only one of its kind in the nation. The center will receive $300,000 for curriculum development and library acquisitions over the next three years.

The Chicago-based MacArthur Foundation is a private, independent organization. It authorized more than $127 million in grants in 1987, $20 million of which went toward its program in peace and international cooperation.