

F O R E I G N S T U D I E S C E N T E R

HISTORY

PERSPECTIVES

STRUCTURE

LIMITATIONS

PROJECTIONS

RECOMMENDATIONS

A study undertaken at the request of
the Academic Dean of the College

August, 1981

CST STUDY ABROAD: HISTORY, PERSPECTIVES AND A SURVEY OF EXISTING PROGRAMS

The pre-history of the Foreign Studies Center dates back to 1973 when Paul Schons of the foreign language department, partly due to inquiries from students, partly from the view that study abroad would be an excellent component of the foreign language sequence, began the investigation of possibilities for College of St. Thomas students to work at foreign universities. After some investigation and exchange of ideas, he was specifically instructed to abandon the concept of developing study abroad programs. After the appointment of Dr. Keffer as Academic Dean and Vice President of the College, Schons again initiated discussions on the possibility of programs abroad. Dr. Keffer was quite open to the concept and instructed Dr. Schons to begin to develop a program. The title Foreign Studies Center was established at that time and Dr. Schons began working with students in developing initial programs abroad.

The first formalization of the study abroad programs began in the fall of 1976. Dr. Schons was given one course release time per year for work in the development and directing of the Foreign Studies Center and a series of discussions were undertaken involving Msgr. Murphy, Dr. Keffer, Dr. Lambert and Dr. Schons. In a memo of September 22, 1976 the following draft objectives for the Foreign Studies Center were prepared.

1. Promote student participation in various kinds of educational experiences abroad. These experiences can range from simple travel abroad to full semester language base courses or study.
2. Develop follow up programs and activities at the College of St. Thomas that students returning from foreign study opportunities might take advantage of.
3. Consider the development of on site foreign study programs operated by the College of St. Thomas in Galway and Trier.
4. Seek to identify a wide range of foreign study programs currently offered by other institutions of higher education and develop working relationships with them. Promote student participation in these while seeking to have the student register as a continuing student at the College of St. Thomas.
5. Increase the number of students participating in semester or year long foreign study programs to 30 by 1980.
6. Develop an awareness among faculty members at the College of St. Thomas and know the value of student participation in such a foreign study program. (sic.)
7. Continue to explore the cost implications of each activity of the center and develop an annual budget which adequately provides for the needs of the center and its operation.

After discussion of the draft of objectives reprinted on the previous page with Msgr. Murphy, Dr. Charles Keffer, in a memo dated October 19, 1976 restated the objectives with an essential change in Number 5. Rather than the number 30 students proposed the number was altered to 100. The actual number of students abroad in the 1980-81 academic year was 12 students in summer semesters, 24 students in fall semester, 22 students in spring semester, 45 students during the interim, for a total of 93 students abroad. The total number of programs during the academic year, however, was 46, thus exceeding the 1976 goal proposed by the director of the Foreign Studies Center but falling short of the goal established by the president of the college.

In regard to objective Number 3, extensive work with the University of Galway was unable to lead to a regular program with that institution. As indicated later in this report, revised plans now call for attempts to establish a regular program with the university at Dublin through the contacts of the newly appointed Dean, Dr. John Nemo. The relationship with the University of Trier has continued to strengthen since the time of the 1976 memo. The University of Trier has hosted St. Thomas interim groups and will do so again in January, 1982. There is now a regular student exchange program established with the University of Trier.

As is indicated below, we have gone beyond the original objectives having established institutional relationships with Sophia University in Tokyo, Osaka Gakuin University in Osaka, the University of Trier, and St. Mary's College in London. In addition, through the ACTC consortium a regular spring semester in Vienna has been made available to our students and a St. Thomas faculty member accompanies the group as its leader every fourth year. All other objectives established in 1976 have been met and in several cases exceeded.

Due to growth in numbers of programs and numbers of students, in January of 1980 Mrs. Ruth Hennessey was appointed as administrative assistant in the Foreign Studies Center on a full time basis. In fall of 1980 several members of the department of foreign language agreed to accept advising responsibilities for specific world areas as is explained in detail in the section of this report entitled Current Structure, Operations and Responsibilities of the Foreign Studies Center.

There is some question for a college the size of St. Thomas as to the preference for internally sponsored and led group programs abroad as opposed to programs available through affiliation with other institutions. Both have advantages and limitations. We currently offer a combination of the two. This pattern was established after the discussions with Dr. Keffer, Msgr. Murphy, Dr. Lambert and Dr. Schons in 1976. It is my understanding that a shift in emphasis is desired at this point. If the College of St. Thomas were to sponsor a broader spectrum of its own group programs with CST faculty leaders for a semester and/or year, it would likely require that we:

1. buy or rent facilities abroad,
2. subsidize the faculty leader,
3. restrict our number of programs to 3 or 4,
4. open the program to non-St. Thomas students to reach required numbers,
5. advertise the programs on a very broad basis, accepting participants from other institutions, and
6. establish a full study abroad staff

note:
Murphy
&
Keffer

This is the pattern among institutions which directly sponsor programs abroad. It must be stated that there is in this pattern a substantial commitment on the part of the institution financially, philosophically (broad, strong support among faculty and administration), and academically. The financial risk is great from year to year as long term advance commitments must be made and student support may vary widely from year to year, depending on domestic economy, student interest patterns and world political events. Concerns on these matters were prominent at the 1976 meeting.

Currently we work with several programs which are specifically "our own" but which are based on a structure varying somewhat from the traditional pattern as described above.

Through consortia we are able to offer several well developed programs without the significant financial and administrative risks and difficulties programs developed alone would bear:

1. The ACTC semester in Vienna has been very successful and allows one of our faculty to lead the group every fourth year. This program has been well received and supported by our students.
2. The HECUA urban studies semesters in Bogota and Oslo do not use St. Thomas leaders and, because of their rather specialized emphasis, have been attractive to very few of our students. The advantage to such a program is that with a large consortium each college is able to offer programs with specialized appeal but sustain the program because of the large base.
3. UMAIE, in a similar way because of a very large base (ten institutions), is able to offer a large number of short term programs. The UMAIE programs attract about 50 CST students each January. These programs are attractive from the point of view of faculty development in that St. Thomas professors do have an excellent possibility for leadership. These programs are often preparatory experiences for both teachers and students in leading or participating in full semester and year programs.
4. SPAN is a series of summer abroad opportunities developed through a consortium. The program involves work with a leader for an academic year prior to departure and a summer of research work abroad. This program has had rather limited appeal among students in recent years at the College of St. Thomas.

We also have "our own" arrangements with four foreign universities whereby small numbers of our students may participate in regular semester and academic year programs:

1. Sophia University in Tokyo accepts our students into its international division without prior knowledge of Japanese. The academic quality of the program has been very good. Supervision of students and care of our students have been very good.
2. Osaka Gakuin University has hosted an interim group from St. Thomas and is developing plans to offer some courses in English so that our students may study in their international division.

3. The University of Trier has hosted groups of our students for the January interim, accepts our students into their academic year program, and accepts our students into their summer term.
4. St. Mary's College (a division of the University of London) accepts our students into their academic year program. Fr. McGinley, Executive Vice Principal, supervises our students and has been very effective in working with them.

We have affiliated with three other colleges' programs to offer students a variety of programs:

1. Our affiliation with Central College, Pella, Iowa, makes available to our students excellent, well supervised programs in England, Wales, France, Austria, Mexico, and Spain.
2. Our affiliation with Loyola University offers our students a program in Rome.
3. Our loose affiliation with St. John's University has opened their programs in Salzburg and Aix-en-Provence to our students.

We are currently examining the possibility of a St. Thomas led group program in Ireland.

CURRENT STRUCTURE, OPERATIONS, AND RESPONSIBILITIES OF THE FOREIGN STUDIES CENTER

I. In 1980 Mrs. Ruth Hennessey became a full-time administrative assistant in the Foreign Studies Center. Her job description includes the following items:

1. Performs the complete secretarial duties for the director of foreign studies.
2. Acts as receptionist, receives and screens visitors, and makes appointments for the director.
3. Composes and types miscellaneous correspondence regarding inquiries and procedures for the foreign studies program.
4. Explains programs available to students and the requirements for application (transcripts, etc.).
5. Assists students returning from study-abroad programs.
6. Starts and maintains active files on all students making application to the program.
7. Maintains separate files for the various programs.
8. Provides secretarial assistance for Journalism Department and Foreign Languages Department faculty as necessary.
9. Types and send notices for the "Weekly Bulletins."
10. Types, prepares and organizes Internationalist mailings and correspondence.
11. Types all special reports.
12. Prepares expense reports.
13. Requisitions office supplies.
14. Orders and distributes international student identity cards.
15. Attends some meetings to represent the director.
16. Organizes visits by outside study-abroad groups.
17. Requisitions materials.
18. Does partial supervision of student workers.
19. Performs other miscellaneous duties and functions as necessary.

II. In Fall 1980 the Foreign Studies Center requested and has received the cooperation of the following foreign language teachers for the world areas indicated:

Dr. Wolsey	France
Dr. Federico	Germany
Mr. Kramm	Rome
Mr. Hundley	Spain and South America

These people work with students after initial screening by Mrs. Hennessey and assist them in choice of program, orientation, and preparation for the study abroad term.

- III. Mrs. Vernon of the Business Office is responsible for financial arrangements, billing, and processing of financial aid.
- IV. Dr. Lambert, Assistant Academic Dean, evaluates transcripts in cooperation with Dr. Schons and forwards to the registrar.
- V. Mary Sue Schranz, student assistant:
 - 1. Assists students preparing to study abroad.
 - 2. Corresponds with students while abroad.
 - 3. Accomplishes registration for classes for students who are returning from abroad.
 - 4. Processes study abroad registration forms.
 - 5. Maintains the study abroad files in the Foreign Studies Resources Center.
 - 6. Assists the director in research.
 - 7. Provides the director with general clerical assistance.
- VI. The Director of the Foreign Studies Center:
 - 1. Oversees all operations of the Center as described above.
 - 2. Provides orientation for students preparing to study abroad.
 - 3. Is directly responsible for all aspects of established programs in England, Wales, Trier, Japan, and all individualized programs in other parts of the world. Is responsible for all summer programs.
 - 4. Coordinates the exchange student program (responsible for applications, visas, and housing).
 - 5. Coordinates with Dr. Gray on HECUA programs and Dr. Chrislock on SPAN programs.
 - 6. Corresponds with students and parents while students are abroad.
 - 7. Assists students in readjustment to St. Thomas after study abroad.
 - 8. Coordinates with Department of Foreign Languages and other academic departments.
 - 9. Works with Dr. Lambert in evaluation of foreign transcripts.
 - 10. Is responsible for the budget of the Center.
 - 11. Maintains relations with foreign universities and cooperating U.S. colleges and universities.
 - 12. Invites representatives of study abroad organizations to our campus.

13. Is campus representative of UMAIE.
14. Leads interim programs abroad.
15. Seeks, evaluates, and establishes new programs.
16. Coordinates with the Osaka-Gakuin summer program.
17. Assists students in finding appropriate transportation.
18. Is responsible for advertising and promotion of study abroad programs among students.
19. Is responsible for promotion of study abroad programs among faculty.
20. Coordinates with various administrative offices.
21. Maintains relations with alumni who have studied abroad and seeks their assistance with programs.
22. In addition to these responsibilities, the current director is also chairman of the Department of Foreign Languages and teaches German. The total compensation to the director is one course release time per year.

7/22/81

Financial Aid and Foreign Study

The College of St. Thomas wishes to encourage students to take advantage of opportunities which are available for foreign study. In line with this general principle, the following guidelines regarding financial aid have been established.

1) In general, students wishing to study overseas for a semester or a year will be eligible for the same kinds and amounts of grants and loans that they would receive if they had been a student for that same time period at the College of St. Thomas except for the items listed in 2). This principle applies to all students who have developed a program of study with Dr. Paul Schons, Foreign Study Advisor.

2) Financial aid in the form of tuition remission and work will not be available for foreign study programs.

3) In some instances, especially as relates to the Interim, students may apply for loans under the Guaranteed Student Loan (GSL) program through a bank or the Minnesota Education Assistance Foundation to help fund their study program. In this case the following rules apply:

a. Students who wish to receive loan money for Interim projects are encouraged to apply for such loans in May preceding the January period of the academic project. This will assure the monies when granted will be available early enough to make down payment for the course and to make final payments by the date due.

b. In cases where decisions cannot be made as early as the preceding May, the students must apply for a loan by August 1st and when grant of the loan is regarded as certain, the College will advance the down payment which will be repaid immediately upon receipt of the loan money.

c. In cases such as b. above, if it should happen that loan funds have not been received by the due date for the final Interim course payment and assurances have been received that the funds are forthcoming, the College of St. Thomas will advance the funds for the final course payment to be repaid immediately upon receipt of the loan funds.

January, 1978

CST INTERNATIONAL STUDENT PROGRAMS
ON THE ST. PAUL CAMPUS

In addition to the services offered by the Minority Students Office, directed by Ms. Beecham, and the English as a Foreign Language courses, given through the Department of Foreign Languages and taught by Dr. Willging, the Foreign Studies Center works with international programs on the St. Paul campus:

A. Student Exchange. We now offer scholarships to five foreign students each year. These students come to us for one year study programs from Malta, France, Germany, Peru, and Japan. The students from France, Germany, Peru, and Japan agree to work as tutors and classroom assistants in our foreign language program for up to ten hours per week. The student from Malta works with Dr. Hadjiyanis in the Department of Economics.

In the case of Germany, Peru, Malta, and Japan there is a direct affiliation with the home university, allowing for our students to enroll directly in the respective foreign universities.

Great contributions are made to our international programs simply by having these European, South American, and Asian students on campus and active. Our students learn much from the in-class and social interaction with foreign students. Our students' perspectives are widened greatly by knowing foreigners directly rather than knowing about foreigners. Many fears, prejudices, and intimidations are put aside by this kind of contact. (Although racial prejudice and xenophobia are problems which touch the foreign students and are matters to which additional attention will have to be given in the future of the program.)

Very often the personal contact with the foreign students leads CST students to desire and consider the possibility of study in the country and/or at the university of the foreign student. We assume that long term friendships will develop which will have educational and cultural impact long beyond the completion of the college degree.

B. The Osaka-Gakuin summer program. Each summer the College of St. Thomas hosts approximately 50 students from Japan who study English on our campus for two weeks and live with American families for one week. Although it is unfortunate that this program takes place during the summer when most of our own students are gone, increasing numbers of students return to campus while the Japanese are here to socialize with them. A number of our students who have studied in Japan gained their first spark of interest in Asia through this program.

THE STUDY ABROAD EXPERIENCE

Study abroad is a natural part of a complete liberal arts education. Classroom work in a domestic classroom, in all of its excellence, can only teach about other peoples, other cultures, other value systems, other life perspectives, other languages, or other social and economic systems. Study abroad gives students direct experience. While abroad students receive equivalent academic training along with total immersion in another culture and often in another language.

Besides the more purely academic gains of a study abroad experience, desired outcomes are the broadening of perspectives beyond locally popular conceptions and misconceptions, overcoming prejudices stemming from isolationist attitudes, xenophobia, fear of the unknown, or racial attitudes, overcoming the common American phobia for foreign languages, and giving confidence in dealing with new situations. (Our experience with students returning from study abroad programs has shown significant gains in several or all of these areas depending on the country of study.)

I believe the overall purpose of the College of St. Thomas study abroad programs ought to be the provision of a variety of means to awaken students to the reality of other peoples, life styles, and social value structures. Exposure to other languages is and should continue to be a significant part of the education gained in a foreign study program. It is most likely that the United States will continue to be involved increasingly economically, politically and socially with various other cultures around the world. It strikes me as extremely important to provide this means to elevate our students above xenophobic reactions to other peoples and, very importantly, to raise them above the ignorance and fear of language, which seems to be very basic in American attitudes. Our program should be seen as giving students direct experience in other cultures so that, in their careers they will be able to function in areas outside of the United States or in cooperation with other peoples without the inhibitions and lack of understanding which traditionally have hampered people in various professional lives in the past. The experiences, insights and greater maturity in comprehending the real world on the part of those students who study abroad should have impact on students who have not studied abroad through contact with those who have. Students should be raised above the abstractions of "book learning" and have direct experience with alternative societies, European, Asian, and Latin American history, other languages, alternative political structures, and alternative value perceptions.

Through these programs it is hoped that students will live the full liberal arts education, in addition to their more purely intellectual acquisitions. It is hoped that their perceptions of the College of St. Thomas will be those of a university encompassing the planet, rather than a small provincial college, and that their self-image as graduates will be characterized by confidence on a global scale, rather than timidity.

I feel very strongly that these and other educational goals must at all times be paramount in the development of the program. One might be tempted to establish semesters which would be "play time" for very wealthy students and, for that reason, be very popular among those who are wealthy enough to afford a "jet set" education. One might be tempted to establish programs which would be "flashy", but limited in educational value. These and other "empty growth" possibilities must be avoided.

FOREIGN STUDY AND FOREIGN LANGUAGE

As the foreign study program was initiated there was anxiety among a large segment of the faculty for a number of reasons. Among the foreign language faculty too there were misgivings. The fear in this quarter was that programs abroad would reduce the numbers of foreign language students on the home campus and thus reduce the possible offerings in foreign languages. The opposite has been the case. Since the initiation of the foreign studies program the numbers of students in advanced classes in foreign languages and the number of foreign language majors has increased dramatically. Students perceive the need to study a language in preparation for a program abroad and in nearly all cases return to the home campus with a greatly intensified interest in the language of the country where they have studied showing a desire to learn more. The exceptions would be among those who study in an English speaking country. These students normally show little desire to study English at an advanced level and show relatively less desire to learn more about the country and the people where they have studied. In some cases, however, these students, having experienced the diversity of language and culture abroad and/or traveled outside of the English speaking environment, do show a desire to expand their horizons through the initiation of the study of another language and culture.

In the same way that the foreign studies program contributes to the foreign language program, the foreign language program contributes to the foreign studies program. Students who come to us having given little or no thought to the study of other languages nor to study abroad have their interests ignited in many cases through the foreign language program. As has been indicated in departmental reports many adjustments have been made in the foreign language programs during the past three years to support the foreign study program directly. With the growing success in both programs the foreign language faculty have become active promoters of the study abroad programs. Foreign language students have come more and more to regard a semester, interim, year, or summer in the country of the language studied as a natural part of their language study. In the next few years I expect that a substantial portion of the growth in the study abroad program will stem directly from the support activities of the department of foreign languages.

Anticipating this, my order of priorities during the past three years has been inclined to the growth and development of the foreign language programs. I view a strong foreign language program as an essential ingredient in a strong study abroad program. The full enthusiasm, confidence, and cooperation of faculty and students in that area is a sine-qua-non in a sound study abroad program.

Because of that ordering of priorities the rate of growth in the study abroad program has been perhaps a bit slower than might have been desired. Having completed the first phase of the cooperation and building program in the department of foreign languages, however, I feel that I can now give higher priority to the growth of the study abroad program and anticipate that support from the former sector will facilitate a more rapidly growing and sounder study abroad program.

There is a natural affinity between the two programs and a natural base of mutual support. Thus I find it a very positive factor that the same person has had the primary responsibility for the development of both. I will recommend that the future development of the foreign studies center maintain in its organization the facility for full mutual support between the two programs. I will further recommend that administrative support given to the foreign studies program be also extended to the foreign language program as a foundation and focus of continuing education after study abroad.

As has been indicated elsewhere in this report, I also feel the development of the foreign student-tutor program with Germany, Malta, Peru, Japan, and France will contribute to the more rapid growth of the foreign studies program. The direct personal contact our students have with the foreign students will make the concept of study abroad a bit less remote and knowing someone abroad prior to departure will make it a bit less frightening. Through this program our students are, further, put in direct contact with someone their own age who uses another language easily, normally, and with the same preference they feel toward their own language, thus diminishing somewhat the sense of the unreality of another language and diminishing somewhat the phobia Americans tend to feel toward foreign languages and foreign peoples.

A number of factors have inhibited the growth of the study abroad program in its formative years. At the initiation of the program the simple lack of precedent was a limiting factor. The student body, the faculty, and the administration were not at all attuned to the concept of study abroad as a part of the St. Thomas curriculum. There was in 1976, in fact, an isolationist spirit which tended to be very negative to foreign language study and foreign involvement generally. Much of the work involved in the establishment of a study abroad program was struggling with the inertia of tradition at the College of St. Thomas.

My concept of working within tradition and history is much the same as a concept of dealing with nature and the environment; as much is lost in violent attempts to confront nature and as more is accomplished by learning to work with nature, so it is also with tradition and history. It seems preferable to effect change patiently through natural growth within the confines of an existing system, gradually changing the system itself.

In the case of the foreign study program, I have desired to change the attitudes and direction of the College in regard to international programs but have wished to do so by example, patient dialogue, and experience rather than confrontation or expectations of a sudden change in direction. I have preferred organic development from within rather than attempts at radical surgery.

An important limiting factor which caused difficulties early on and continues, but now at a lower level, is a negative attitude on the part of a number of faculty and administrators. In the early years of the program this took the form of overt opposition to study abroad. I am aware of a number of specific cases where individuals directly discouraged students from participating in study abroad programs. Direct attempts were made to inhibit my ability to develop the program. Objections such as the following have often been expressed:

- It won't work at a college like St. Thomas.
- It is elitist.
- Students will pick up strange ideas.
- Students will only play abroad.
- Students won't know enough of a foreign language to study seriously.
- Foreign universities aren't very good.
- Students won't come back to St. Thomas.
- It's a waste of time and money.
- St. Thomas is too small for such programs.
- The administration won't support the program.
- Students will be dissatisfied with St. Thomas when they come back.
- I just don't like it.

Racial objections were also expressed. Experience with the achievements of students who have studied abroad has quieted objections to a growing extent. In my opinion the underlying factor in the opposition was a certain fear of the unknown. Inertia is another factor. The St. Thomas community does not customarily leap readily to new ideas and procedures. In this regard, open support from the President has helped considerably!

Another limiting factor has been the attitude of the parents of students. Part of the inhibition here comes from attitudes such as those expressed above. A very important factor is the potential cost and anxiety as to the welfare of children away from home for the first time. (Recommendations will be made to deal with these concerns.) Another question is the view of study abroad as an impractical venture. St. Thomas

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parents in a large segment have chosen St. Thomas for its practical, career-oriented programs rather than its liberal arts aspect. (The emphasis on the need for international trade and the career related aspects of study abroad during the past two years have had a positive impact on this concern.) In nearly all cases an important task of the Foreign Studies Center is direct dialogue, not only with students but also with parents.

In the case of all of the concerns of parents, recommendations will be made as to means to provide parents with full information and perspectives. Further means will be recommended to seek to guarantee students' welfare while abroad.

The program has been limited in that potential and current students have not been sufficiently exposed to the availability of programs. Several steps are being undertaken to address this problem and recommendations will be made.

A very great limitation has been my ability and time. I initiated the program without experience and have had to learn to administer a study abroad program step by step. For this reason I have been happy with slower growth--each new step and new program involved creating policy and techniques. Development has been through trial and error. I have had to develop contacts abroad, learn visa procedures, learn transportation procedures, develop evaluative procedures, learn how to win the support of faculty, learn how to interest students in programs, learn how to care for students before, during and after study abroad, develop support programs, develop administrative coordination, and learn to deal with a host of details. There have been countless unforeseen difficulties and I have had to learn to deal with them as they arose.

Since the initiation of the program I have been given one course release time per year and no added salary.

Recently I have been given the services of an administrative assistant and have received assistance from members of the Department of Foreign Languages, as well as increasing assistance in technical matters from Dr. Lambert and Mrs. Vernon.

Recommendations will be made as to the administration of the program.

Generally, as I have indicated, the greatest limitations in the program have arisen through the need to overcome lack of experience and the related inertia on the part of the faculty, administration, students, parents and on my own part. A beginning has been made. Many early difficulties have been overcome. As I have indicated, I have been comfortable with the rate of growth up to this time.

I feel the time has come, however, when the program can begin to develop at a faster rate beginning in 1982-83. (We must work rather far ahead-at this point programs and registrations are essentially completed for 1981-82.) In the following section I will make a series of recommendations, propose goals, offer strategies, propose new programs, and propose budgets for the next five years.

Murphy
& Keffer

PROJECTIONS AND RECOMMENDATIONS

5

Projections

- 1981-82 Most of the programs and registrations for 1981-82 are completed at this time. I estimate 50 semesters abroad will be taken in 1981-82. I estimate 60-75 interims abroad will be taken. I estimate 10+ programs will be taken abroad in summer 1982.
- 1982-83 Depending on actions taken on the recommendations to follow, it should be quite possible to achieve 75+ semesters abroad. I estimate interims abroad have stabilized at 50-75 per year, depending on the number of St. Thomas faculty leaders each year. If it should be determined that we would wish to give greater emphasis to summer programs, the number could increase to 25-30 in summer, 1983.
- 1983-84 It should be quite possible to achieve 100 semesters abroad this year, depending on actions taken in 1981-82, the economy, student interest patterns, and world political events. If it has been determined to emphasize summer programs, that number could reach 50 by summer 1984. Interims abroad will continue at 50-75.

A complete program re-evaluation should be undertaken during the spring and summer of 1984. Factors such as numbers of programs, numbers of students participating, availability of financial aid, foundation support, faculty involvement, growth or decline rate of the College as a whole, transportation availability, domestic and world political climate, changes in personnel, and student interest patterns will color significantly our plans for study abroad by 1984.

- 1984-85 Stabilization, growth, or change of direction as determined by the 1984 study.
1985-86

Recommendations

1. I recommend that Msgr. Murphy, Dr. Keffer, Dr. Nemo, Dr. Lambert, Dr. Schons and Mrs. Hennessey review this report and arrive at a consensus to replace the "objectives of the Foreign Studies Center" issued in 1976.
2. I recommend that the College long range planning group give specific attention to the foreign studies program, assisting in the implementation of the 1981 objectives.
3. I recommend that the President continue to give active public support to the program and that other administrative officials join actively in public support. The negative inertia of faculty and administration can best be overcome by this means. I recommend that administrative officials also give public support to the foreign language program. As I have clarified in this report, a strong foreign language program is an essential foundation of a strong foreign studies program. I will recommend statements from time to time to be made at specific occasions.
4. I recommend that study abroad be given a specific role in the honors program.
5. I recommend that a consultant be brought to the College in Fall, 1981 to review this report, meet with college leaders, and make recommendations. (A request for a consultant has been initiated through NAFSA.)
6. I recommend that a program be established in Ireland which will educate 25+ students there each fall under the leadership of a St. Thomas professor. In this regard I recommend that:
 - a. Dr. Nemo initiate correspondence with his contacts at the University in Dublin

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at once.

- b. Funds be transferred to the Foreign Studies Center budget in the amount of \$2,000 to facilitate travel to Dublin by Dr. Nemo and Dr. Schons in January 1982 to complete arrangements there.
- c. Dr. Nemo, Dr. Keffer and Dr. Schons begin immediately to seek and identify a faculty leader for fall, 1982.
- d. Funds be made available to support the program so that the cost per student may be set at the same rate as the cost for room, board, and tuition for a semester on the St. Paul campus.
- e. The semester in Ireland be listed in the course schedule of classes for 1982-83.
- f. \$300 be transferred to the budget of the Foreign Studies Center for promotion of the program.
- g. The College consider purchase of a house(s) in Dublin if arrangements cannot be made for our students to live with families. (Decision to be made in February, 1982.)
- h. The College begin immediately to seek outside funding for the program.

If this program is implemented, the projection of numbers of students will be increased by 23 for each year of the projection on page 1 of this section.

7. I recommend that we continue with the German programs in Vienna and Trier, continuing institutional support to the St. Thomas faculty leader every fourth year.
8. I recommend that the College initiate a program similar to the Dublin program with the Catholic University in Lima, Peru, beginning in Fall, 1984.
9. I recommend that (depending on the success of the programs in Dublin, Vienna, Trier and Lima) the College initiate a program in France by 1985-86.
10. I recommend that discussions be continued with Osaka-Gakuin University, that we begin to accept their students into our undergraduate programs and our MBA program, that we begin to send our students to Osaka-Gakuin University as soon as courses are available in English, and that we give strong support to the Japanese program of ACTC to open our students to the possibility and prepare them for study in Japan.
11. I recommend that we continue our present programs and affiliations but gradually replace the Central College affiliation with our own programs as recommended above. I recommend that we consider new affiliations in other world areas. I recommend that the program with Sophia University gradually be replaced by one with Osaka-Gakuin University.
12. I recommend that the President, the Provost, and the Director of the Foreign Studies Center periodically suggest items on study abroad to the Aquin, the Memorandum, and the Public Affairs office.
13. I recommend that Msgr. Murphy, Dr. Keffer, and Dr. Nemo periodically stress the importance of study abroad programs at meetings with personnel in Admissions, Public Affairs, Counseling, Financial Aid, Registrar and Records, Dean of Students.

14. I recommend that Mrs. Hennessey's role be expanded. She has had a full year to learn various aspects of the study abroad process and has taken on progressively more responsibility. She is capable of handling still more. I recommend that her salary increases reflect the increasing responsibility she assumes.
15. I recommend that Dr. Wolsey, Dr. Federico, Mr. Kramm, and Mr. Hundley be paid \$500 annually to compensate their additional work in dealing with programs in France, Germany, Rome, and Spain and South America, or that they be given release time to reflect this work.
16. I recommend that the Director of the Foreign Studies Center be given one additional course release time during the academic year and payment equal to three courses during the summer. This would compensate the Director for full time work in foreign studies during the summer. An alternative would be change to a twelve month contract, but this I think would reduce flexibility as the program develops.
17. I recommend that as the program grows an assistant director be hired to begin to learn the process. Progressively this would become a full time position. As the position of the assistant director grows, that of the director will diminish. (The amount of compensation for the Director will also diminish with responsibility.)
18. I recommend that the travel budget be adjusted as indicated above and maintained at a level of \$2,500 annually to allow visits to existing programs and to develop new programs.
19. I recommend that Mrs. Hennessey attend a training session on study abroad programs in fall, 1981. (Application has been initiated.)
20. I recommend consideration of Representative Paul Simon of Illinois or Senator Paul Tsongas of Massachusetts as graduation speaker in May, 1982 to speak on the importance of international scope to American education.
21. I recommend that Msgr. Murphy attend spring graduation at Osaka-Gakuin University in 1982.
22. I will recommend awarding an honorary degree to Professor Arnd Morkel, President of the University of Trier if discussions with the staff at the University of Trier in January, 1982 so warrant.
23. I recommend that by Fall, 1982 specific scholarships or grants be made available to students who study abroad.
24. I recommend that beginning in Fall, 1982 the German film series be expanded to an international film series. The purpose will be to aid in recruiting students for study abroad to supplement the foreign language programs, and to provide continuing education to students who have studied abroad and to the Twin Cities community.
25. I recommend that Dr. Schons be directed to undertake discussion with the International Studies Office at the College of St. Catherine to examine cooperative programs.
26. I recommend that the exclusion from the foreign language requirement now given transfer students be removed. Experience has shown that transfer students from

junior and community colleges are most unlikely to study abroad due primarily to a lack of exposure to international concepts. If it is seen that a reduction in requirements are necessary for transfer students, we may wish to try exclusion in another area for a time.

27. I recommend that it be announced at graduation as students receive diplomas in which country the student has studied as a part of the St. Thomas education.
28. I recommend that Mrs. Hennessey be given training in use of the computer typewriter and that time with that machine be given the Foreign Studies Center to enable us to provide personalized mailings to parents of students while their children are abroad. It could also be used to provide personalized mailings to students while abroad.
29. I recommend consideration of a small bonus to faculty who lead interims abroad, both to stimulate interest in leadership and to offset the expenses involved. Currently leadership of interims abroad involves up to a \$200 shortfall.
30. I recommend that the director of faculty development be encouraged to consider leadership of programs abroad a significant avenue of faculty development and to work in cooperation with the Foreign Studies Center.
31. I recommend that the tuition remission for faculty and staff children be extended to include programs abroad.
32. I recommend that possibilities of faculty exchange with foreign universities be pursued actively. This could be an assignment for the Faculty Development Office, the Foreign Studies Center or the two in cooperation.
33. I recommend that the cooperative education office be urged to develop internships abroad by fall, 1982.
34. I recommend that the Department of Philosophy be urged to consider acceptance of courses in fulfillment of the Philosophy requirement from foreign Catholic universities.
35. I recommend that the graduate programs consider establishment of programs abroad in cooperation with the Foreign Studies Center.
36. I recommend expansion of the alumni internationalist association during the coming five years. Assignment to Dr. Schons. Specific recommendations and requests will follow.
37. I recommend that the Memorandum consider a series of feature articles on alumni who work abroad with international corporations.
38. I recommend that funds be provided for a professionally produced booklet on study abroad programs with color pictures to be prepared for and used by the Admissions Office and the Foreign Studies Center by fall, 1982.
39. I recommend that the Aquinas be urged to include a section on students abroad starting in spring, 1982.
40. I recommend that a complete re-evaluation of study abroad programs be undertaken in spring and summer of 1984.

If all of these recommendations are undertaken, the projections on page 1 of this report will be achieved easily and the numbers projected for 1983-84 can probably be doubled.