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About the Institute

The Hunt Institute for Botanical Documentation, a research division of Carnegie Mellon University, specializes in the history of botany and all aspects of plant science and serves the international scientific community through research and documentation. To this end, the Institute acquires and maintains authoritative collections of books, plant images, manuscripts, portraits and data files, and provides publications and other modes of information service. The Institute meets the reference needs of botanists, biologists, historians, conservationists, librarians, bibliographers and the public at large, especially those concerned with any aspect of the North American flora.

Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

9/14/77

Department of Environmental,
Population and Organismic Biology

Dear Wilson:

In response to your recent memo concerning your decision to resign from the chair next spring, and the concerns that this brings forward, I would like first, to thank you for your considerable efforts to run this department. We are certainly far closer to a good operating department than we were before, and for that we all are grateful (though sometimes you may not believe this to be the case). That there is still lots to be done is certainly better known to you than to me. But for having taken on, successfully, an almost unmanageable task, again, I thank you.

The second matter, the choice of your successor raises a number of problems that I hope you will not feel need to be solved at the next faculty meeting. I think it would be disastrous to vote a procedure for selecting an outside replacement when we aren't all agreed that there is a necessity to do so. Certainly the use of Charley's position for that purpose is not agreeable to all, when there are other considerations to be made.

But most of all, there simply has not been enough time to do as you suggested in your memo--to speak to our colleagues about the subject before this meeting (which is particularly bad for me because I have to lead a symposium in Geneva, NY on that day, and had scheduled it before your announcement by several months). Getting the semester going this year has been pure chaos, as you know. My class in 315 was very poorly handled in the registration process, and I still haven't got the students straightened out. Then I have a new course, which takes lots of time.

For these, and other reasons, I trust that you will not force a decision at this faculty meeting. It would, I believe, be premature. But in the event there is a vote, I have asked Bill Lewis to bring my proxy.

Yours,

Dave Rogers

Sep 6, 1977

Dr. Robert Adams
Department of Botany
Colorado State University
Ft. Collins, CO 80521

Dear Bob:

This year I'm starting a new course here, and I would like to invite you to give a lecture in that course on the types, values, and problems of chemotaxonomic characters in taxonomy. Unfortunately, we cannot offer an honorarium, which I would like to do, but budget cramps prevent it. We can pay 14¢/mile travel expenses, to help a little.

I include a course outline, and assignments for the first part of the course. I hope you will feel free to comment on the topics, either for their lack, or whatever, as a suitable course to introduce the discipline. I'm teaching the course where several of us think it should be, at the undergraduate level, as an introduction to the discipline, rather than have students think they've had taxonomy when they've taken a course in local floral

As you can see, I've scheduled the chemotaxonomic discussion on Tuesday, October 11, at 2:00 PM, in Hale Hall, Rm. 104. If you make it then, I'll be pleased. Come down in time for lunch. If you can't make it on that day, is there some other that would be better? (The class meets on Tuesdays and Thursdays, for an hour and fifteen minutes.) I have limited the class size this year, and we have only 18 students. If the course is successful, then we'll open it up next year to a more candidates.

I will appreciate your acceptance of this invitation. We will really benefit from it if you can help us out. In return, I would be willing, if you like, to lecture either on taxonomy, or on Manihot esculenta and tropical agriculture, or on whatever else you think I might be useful in.

Looking forward to hearing from you.

Sincerely,

David J. Rogers

P.S. my phone is 492-7187 or
492-7687

August 31, 1977

Mr. J. J. Graham, Manager
Public Affairs
Exxon Company, USA
P.O. Box 2180
Houston, Texas 77001

Dear Mr. Graham:

Recently you sent me a copy of a speech by Mr. Slick of Exxon on Energy, Environment and the Economy, and I just got around to reading it. As a biologist with professional concern for the environment, I was naturally interested in his thoughts. I must say that I was in agreement with many of Mr. Slick's words, but unfortunately, he could not completely hide his bias!

While I agree that there is pressing need for new energy developments, it is just as important to approach environmental modification with caution, and it is clear that any move by our advanced civilization is going to have profound effects on an environment. But since we have not had the opportunity to work out the possible effects of man's work on the environment, does it not seem reasonable to go ahead as fast as we can to determine what the effects may be? Or even still more fundamental, to document that which is there before we irreversibly destroy it? I, for one, think it reasonable to put some effort into continuing to improve our knowledge about the natural environment, either onshore or offshore, to be more certain that, when we do make a decision to build a coal mine, an oil well, a power plant, a dam, or whatever else is needed, that we do not do damage to something that evolved over millions of years, and which we can never recover if we kill the last one.

For such reasons, I hope that you can put me in touch with someone in Exxon who has some responsibility to work with academics who share your concern about the environment, both for man and all the other organisms that share the earth with us. In the spirit of cooperation between education, research, and industry, I think there is much we can do to make accommodations for all living things. I feel certain that Exxon, being the forward looking company that it is, must have some way in which it provides funds for research in environmental matters.

I will appreciate hearing from you, with the information requested.

Sincerely yours,

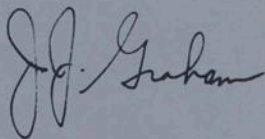
David J. Rogers
Professor of Biology

EXXON COMPANY, U.S.A.

POST OFFICE BOX 2180 • HOUSTON, TEXAS 77001

Environmentalists must hold themselves accountable for the costs and possible broader impacts of their actions on the economy and the nation, just as the public and private sectors must be held accountable for their actions on the environment. W. T. Slick, Jr., senior vice president of Exxon USA, talks about this and the relationship between energy, environment and the economy in the attached speech. I believe you will find it of interest.

J. J. Graham
Manager
Public Affairs



A DIVISION OF EXXON CORPORATION

Energy, Environment, & The Economy

Remarks by W. T. SLICK, JR.
Senior Vice President, Exxon Company, U.S.A.
at the National Municipal League Conference
Chicago, Illinois, November 18, 1975



Physical Plant, atten. Locksmith

David J. Rogers, extn. 7187 or 7687

Modification of lock on door.

Hale Hall, Rm. 114A

Aug. 26, 1977

Please modify the lock (do not change the key) on the door between room 114A and rm. 112 on the first floor of Hale Hall (lock is on 114A side of door). At present, when one uses the key, the lock catch stays off, and does not snap back to the locking position. This causes the door to be left open frequently. I would like to have the lock modified so that when one uses the key, the mechanism which causes the lock to snap open is made inoperable.

Thanks,

DJRogers



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Direct Response Department

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Additional info on California -*



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UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

June 13, 1977

Krieger Publishing Co.
P.O. Box 542
Huntington, N.Y. 11743

Gentlemen:

I have just placed an order through our bookstore for copies of the text by Davis and Heywood: Principles of Angiosperm Taxonomy, and I would be pleased to receive a desk copy.

Thank you.

Sincerely,

David J. Rogers
Professor of Biology

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

May 10, 1977

Memo to: Wilson Crumpacker, Chairman
From: Dave Rogers, Bob Bye, John Bushnell
Subject: Request for bio-medical equipment

We believe that there is a good case to be made to get a scanning electron microscope for the Department's program in ethno-economic botany. The SEM would be a powerful ally in the botany of medicinal plants, and would provide an instrument of great power in providing data of the most accurate type in the study of plants of importance in the medical field both for drugs and medicines. There is a great need today, particularly because we will have to depend more and more on medical materials from natural sources because the process of producing synthetics is becoming more and more prohibitive. But also, the need for education in the botany of medicinal plants is ever more important, and students need the latest types of equipment to get the best possible education. There are four of the department who would use the machine in their course work for such purposes.

In addition to the needs of the ethno-economic botanical endeavors, there is as critical a need for the SEM in the invertebrate program, and students in this program contribute heavily to the understanding of various types of disease or parasitic organisms injurious to man. Many of these organisms are imperfectly known, because of the lack of good equipment to observe the submicroscopic parts that produce some of the effects of the parasites. Both graduate and undergraduate students need to be prepared in the use of the instrument.

Although there are probably several good, general purpose SEMs, one that is highly recommended is the Cambridge 600, which sells for about \$32,000.00 and takes about \$1000.00 for installation (approximate current prices). We would probably have to have someone technically trained in the use of the machine to look after its maintenance, and that might cost some extra, but I don't have any figures on that.

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

May 10, 1977

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THE ACADEMY OF NATURAL SCIENCES

NINETEENTH AND THE PARKWAY, PHILADELPHIA, PENNSYLVANIA 19103

Phone 567-3700 Area Code 215

10 May 1977

Professor David J. Rogers
Department of Environmental,
Population and Organismic Biology
University of Colorado
Boulder, Colorado 80309

Dear Dave:

Many thanks for your thoughtful letter of May 2. Having received no word on the position for some time, I rather expected that you were aiming for someone else. Sorry things didn't work out better.

Thanks for doing what you could.

Best regards,



W. Wayne Moss

WWM:kb

Please keep the reprints.

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

May 18, 1977

Dr. Wayne E. Clark
Department of Entomology
Smithsonian Institution
Washington, D.C. 20560

Dear Dr. Clark:

I am sorry to have to inform you that we have selected another candidate to fill the position of entomologist on our faculty. While you were one of the top runners in the process of selection, the particular individual chosen seemed to fit the needs of our local situation more precisely.

We were all impressed with your outstanding record and level of productivity. I am certain that you will have little difficulty in finding a position that will fulfill your requirements.

Thank you kindly for applying.

Sincerely yours,

David J. Rogers
Professor of Biology

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80308

Department of Environmental,
Population and Organismic Biology

May 18, 1977

Dr. Earl McCoy
Dept. of Biology
Florida State University
Tallahassee, Florida 32306

Dear Dr. McCoy:

I am sorry that it falls to me to have to tell you that the Department selected another candidate to fill its position of Entomologist. Because of the direction being taken in the Department, another candidate with more of the particular qualifications needed locally was selected.

Your qualifications, training, and research are indeed outstanding, and both you and your department can be very proud of your work. I am certainly pleased to see the high quality you exhibited, from Florida State, an institution I and my family have known for three generations. It was a pleasure to have you visit us in our house.

I am certain that you will find employment in a suitable position to challenge your skills and knowledge. The best of luck to you.

Sincerely,

David J. Rogers
Professor of Biology

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

May 18, 1977

Dr. Ginter Ekis
Smithsonian Research Associate
National Museum of Natural History
Smithsonian Institution
Washington, D.C. 20560

Dear Dr. Ekis:

I am sorry to have to inform you that we have selected another candidate to fill the position of entomologist on our faculty. While you were one of the top runners in the process of selection, the particular individual chosen seemed to fit the needs of our local situation more precisely.

We were all impressed with your outstanding record and high level of productivity. I am certain that you will have little difficulty in finding a position that will fulfill your requirements.

Thank you kindly for applying.

Sincerely yours,

David J. Rogers
Professor of Biology

DJR:js

Return to D. Rogers for signature

Put on letterhead, and date when you get to it.

Dr. Wayne Moss
The Academy of Natural Sciences
19th & the Parkway
Philadelphia, PA 19103

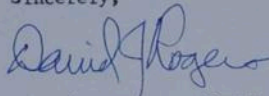
Dear Wayne:

It falls to me, a member of the search committee for the position of entomologist, to tell you that we selected another candidate for the position of entomologist in our department. ~~Our~~ This department, which is still having growing pains, is strongly oriented towards ecologists, and all ~~the~~ ^{that} was required, from a taxonomic standpoint, was someone to be able to teach an introductory course in ent. Otherwise, the candidate with the strongest position was in ~~that category~~ the ecologist/behaviorist area. We ~~interviewed over 100~~ had over 100 applications for the position, among them some of the top notch people in the field. We also were looking for a person we could start at the bottom of the scale, and you are far above that level, so that we would have felt very uneasy offering the job to someone of your stature.

I am sorry to have to write you, but said that I would because I know of your work better than the rest of the committee members. I feel that we have lost a fine opportunity by not having you as our candidate, but I obviously was a minority in the department, who want the other types more. Taxonomy, no matter how modern, is very difficult to sell to a bunch of people like we have here.

I do hope that you will find what you're looking for. I am sorry that we couldn't provide it.

Sincerely,



P.S. Would you like to have your reprints returned? Please let me know if you do want them.

UNIVERSITY OF COLORADO

BOULDER, COLORADO 80302

Department of Environmental,
Population and Organismic Biology

Apr. 13 / 77

Dear Jim:

I just read the Silver & Gold report on the recommendations of the Resource Allocation Committee, and wonder what sort of charges the committee had, and what sort of sights it had on its gun. Were there some holy cows that couldn't be touched? Were there instructions merely to find the most likely place to use the ax? The most immediate response that I have to the article in the Silver and Gold is that the committee used a sledge hammer to drive a small nail in two relatively small (but not unimportant) outfits. I grant that I don't know anything about the environmental design unit, but I have been able to see what's being done by the Office of International Education. For the set of functions performed, I don't think you can get more production. And I happen to think that the whole aspect of international education is important, provided we wish to continue thinking this is a university. And, I think that dispersing its various functions about to other administrative units might be disastrous--it will cost more and be less efficient.

I'm interested to know why the committee didn't take up the opportunity to do something about the whole College of Arts & Science. That unit is much too big to be functional, and its voice is lost when there is but one dean there, who votes the same as the dean of some other much smaller segment of the university. Your committee only went part way in suggesting a Division of Biology--why didn't you go the rest of the way and say that natural sciences should have their own college, equal to the engine or business schools. Speaking about biology, it seems that everybody on campus knows what to do about biology--it's sort of like religion--everybody's got some.

What the committee is into is much too important to get through the work
the
in/time allotted. I hope that both the committee, and those who review it will

let the report rest for some time before any kind of action is taken on it.

Yours,

April 14, 1977

McGraw Hill & Company
1221 Avenue of the Americas
New York, New York 10036

Gentlemen:

I have just placed an order with our bookstore for 30 copies of Mayr, Principles of Systematic Zoology, to use as a text in my course, Principles of Taxonomy, EPOB 375, to be offered this coming fall term.

May I please have a desk copy of this text? Thank you for your assistance.

Sincerely yours,

David J. Rogers
Professor of Biology

April 18, 1977

Dear Dr. Rogers,

Thought I'd write a thanks for your help in my pursuit of gaining acceptance to and choosing an institution at which I could study Agronomy. Seems to have taken forever. I've decided to take up residence at MSU (Bozeman, Montana).

How is the computer stuff coming. I'd really be interested in learning of any progress in the quest for a world information bank, on these food crops. That should be more than remotely similar to things I hope to be studying soon.

We should be in Boulder sometime this summer and would enjoy seeing you greatly,

Take care until then; thanks
again,

Gary Waters

17 - 5 - 77

Dear Dr. Rogers,

Thank you very much for your letter of the 12 May and the determination of the Manihot peltata. The address of Herrn Burle Marx is:

R. Burle Marx, Rua Cardoso Junior 95, Laranjeiras,
Rio de Janeiro, R. J., Brazil.

He also can give you the exact locality. If you should get seeds, I would be interested in them too, because my cuttings did not survive.

Sincerely yours

J. Bogner

(J. Bogner)



UNIVERSIDADE FEDERAL DO RIO DE JANEIRO

INSTITUTO DE BIOLOGIA

DEPARTAMENTO DE BOTÂNICA

Rio de Janeiro, 23 de maio de 1977

Ilmo. Sr.

Professor David J. Rogers
Universidade de Colorado
Bolder - Colorado - 80309
U.S.A.

Presado Professor,

Acuso o recebimento de sua carta de 12 do mês corrente e agradeço-lhe a gentileza da atenção, enviando os espécimes de Euphorbiaceae para o Dr. Webster identificá-las.

Reiterando o agradecimento, aqui no Brasil, estou a sua inteira disposição para o que lhe interessar.

Atenciosamente,

Prof. Paulo Occhioni
Chefe do Departamento de Botânica
do Instituto de Biologia da UFRJ.



Department of Botany
(501) 454-3812

UNIVERSITY OF MARYLAND
Division of Agricultural and Life Sciences
College Park 20742

February 24, 1977

Professor David Rogers
Department of Environmental, Population
and Organismic Biology
University of Colorado
Boulder, Colorado 80309

Dear Dave:

Yours is an interesting point of view relative to the supposed malnutrition brought on through a supposedly exclusive diet of cassava. I know that Oswald will be glad to have your assessment of the situation and surely we will want to have access to some of your sources of information if and when we produce a second edition.

You must realize that one of the best ways to secure accurate information is to publish something that is taken to be inaccurate by someone that we have or will ever publish anything we know to be inaccurate! We know full well that in many cases we have generalized for the sake of communication and that there will be exceptions to what we have written. Anyway, I assure you that we will take your comments seriously and that we are grateful for calling to our attention the disparate views on the nutritional aspects of the "cassava culture."

Thanks for your honest concern. We do not want to perpetuate any myths.

Cordially yours,

William Louis Stern
Professor of Botany

WLS:jw

cc: Professor Oswald Tippe

Food for Thought

by DR. JEAN MAYER
Professor of Nutrition, Harvard University
and DR. JOHANNA DWYER
Associate Professor, Yale University Medical School

Tapioca Explained

(C) 1977, by The New York News, Inc.

QUESTION: What exactly is tapioca? Is it grown naturally or is it a manufactured product?

ANSWER: Tapioca is a manufactured product. It is made from the starchy root of a shrub called manioc, or cassava, which is extensively grown in Central and South America, as well as in Africa. (Cassava root, incidentally, is the principal food of many people in the tropics. Because of its very low protein content, however, protein malnutrition is common in communities that depend heavily on it.)

To produce "pearl" tapioca, the starch is extracted from the cassava root and formed into a dough. The dough then is forced through a sieve to form the pellets or pearls, which are dried at high temperatures. "Minute tapioca, which is more popular now, is made by baking the dough in thin sheets and then pulverizing it to a granular consistency.

Tapioca itself provides little nutrition except some calories from the starch. When made with milk, a half-cup serving of tapioca pudding contains about 160 calories with all the nutrients in the milk. It's a good dessert for children and those of us who can afford the calories.

2-24

Dr. Rogers -

I cannot hear the word "passera"
without thinking of you!

How are you both? W's happy
in our house. Hope will see you
this spring.

Tom Goldhammer

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

February 23, 1977

To whom it may concern:

This letter recommends Ms Janice Sayre, who has served for several years as a "Steno Transcriber" (her official title) in the Department of Environmental, Population and Organismic Biology, at the University of Colorado, Boulder. She has been the Hale secretary for this Department, serving by herself in this building, without assistance from any other person. Her tasks include more than that defined under her job title. She not only prepared mimeographed or dittoed exams from very rough copy, but also writes letters of recommendations and many others dealing with research and teaching; she keeps up with all supplies, is a messenger for staff and faculty, keeps equipment for demonstrations, writes up research papers and grant request instruments, takes care of the mail, and answers a constant stream of questions from all levels.

In all the above, it has been my personal experience that she has carried out her duties not only willingly and well, but with good cheer. Her task is not easy, serving under the direction of professors whose work is always "of highest priority" and managing to get it out as close to on time as is humanly possible. Doing all the office work in such circumstances is not easy, and for her level, she has done better and more than the job calls for. I recommend Janice very highly.

Sincerely,

David J. Rogers
Professor of Biology
Hale Hall

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

February 18, 1977

Fred Meyer
7417 Buffalo Ave.
Washington, D.C. 20012

Dear Fred:

I enjoyed my visit with you and Gene, especially that fine meal. Connie wishes to convey her thanks to Gene for the herb cook book. This will be a great incentive for her to attempt to use more herbs in her cooking.

I neglected to ask you if you have access to the computerized Bibliography of Agriculture and whether this is a free service to you. If it is, would you have any opportunity to make a query on Vitis to see if any new taxonomic literature has been published recently (last 5 years)? I would appreciate receiving the results, provided you can have it done without a hassle. Let me know.

Sincerely,

David J. Rogers

DJR:js

UNIVERSITY OF COLORADO

Boulder, Colorado ~~XXXXX~~ 80309

Department of Environmental,
Population and Organismic Biology

12 February, 1977

Dr. Gilberto Paez
Head, Dept of Statistics and Data Processing
EMBRAPA
Brasilia, Brasil.

Dear Gilberto:

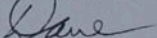
I am writing for a close friend of mine, Dr. Charles H. Norris, a colleague with me in the Department of Environmental, Population and Organismic Biology. Dr. Norris will be retiring shortly from his professorship, and wants very much to be able to continue using his considerable skills in animal physiology. He would like to continue teaching students, in which he has been eminently successful.

I mentioned to Dr. Norris recently that Brasil has a very great desire to improve its educational program, and has put a considerable amount of money and effort at all levels. Since he seemed interested, I suggested that, if he liked, I would write to you to find out if there might be some way in which he could continue his teaching there in Brasil. I play upon our great friendship to ask you to put Dr. Norris in touch with someone in the educational ministry who could find a means to use Dr. Norris' outstanding talent at the university level.

I will consider it a very great favor if you could enquire in the proper offices as to an opportunity for Dr. Norris. Dr. Norris may be reached as the same address as that on this letterhead.

With my very best wishes, and thanks for your assistance, I am,

Sincerely yours,



David J. Rogers

Professor of Biology



PIONEER.

PIONEER HI-BRED INTERNATIONAL, INC.
CENTRAL DIVISION

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January 27, 1977

David J. Rogers
Professor of Biology
UNIVERSITY OF COLORADO
Boulder, CO 80309

Dear Mr. Rogers

Your letter regarding the Pioneer movie was forwarded to me to answer.

I have shipped you today, via United Parcel Service, a copy of the Pioneer movie "Hybrid Vigor--Key to Abundance". You may use it for your course and return it when you're finished. The only charge is return postage.

I hope it proves useful.

Sincerely,

Nancy Fuller

OFFICE OF INTERNATIONAL EDUCATION
UNIVERSITY OF COLORADO
BOULDER, COLORADO 80309

DEAN, (303) 492-7741

FOREIGN STUDENT OFFICE, (303) 492-8087

STUDY ABROAD OFFICE, (303) 492-7741

January 24, 1977

TO: Members of the International Education Advisory Board

Ruth Purkale, Eugene Smith, Robert Hefling, Don Willis, Wynn Owen,
Richard Kraft, Carl McGuire, Jim Wolf, Chris Paterson, Dave Rogers,
Jose Fernandez, Yvonne Barrett, Rose-Marie Oster, Robert Williams,
W.A.E. Skurnik

FROM: R. Curtis Johnson
Curt

We didn't get around to a meeting this past fall, partly because of too many commitments, and partly because the Chancellor did not ask for an annual report. She did, however, as you know, ask each unit to produce a self-evaluation, and now her committee is presumably digesting and condensing all the campus reports in preparation for request budget time. A preliminary copy was sent to several of you, and the comments we received were carefully considered. After some more self-evaluation on our part, we completely revised it and cut it down to a more reasonable size, at the cost of many details regarding programs. The exercise was, nevertheless, worthwhile.

A copy of the final report is attached. The picture it paints is neither gray nor rosy. We hope it transmits the frustrations we feel from having to hold back on so many valuable projects on which we should be working.

We will try to schedule a meeting this spring, probably after we have prepared at least a first draft request budget. Then we can discuss both the report and the budget, as well as any other items you feel should be on the agenda. In order to schedule so we can attract the largest percentage of you (past attendance has not come close to a quorum level, if we had a quorum requirement) will you please fill out and return the enclosed schedule form.

One final question--would you be agreeable to holding a meeting at either the Denver Campus or Medical Center to accommodate representatives of those campuses and Colorado Springs? These people either can't make our meetings, or are already called on for too much travel.

RCJ:bd

AN EVALUATION OF THE
OFFICE OF INTERNATIONAL EDUCATION

January, 1977

Outline

- I. Summary of Requests and Needed Actions
 - A. Administrative
 - B. Foreign Student and Scholar Programs
 - C. Study Abroad Programs
 - D. Academic, Research, and Training Program Support
 - E. Professional Activities
 - F. Campus and/or University-Wide Problems

- II. Office Administration
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 - B. Staffing Needs
 - C. Some Indices of Activity

- III. Foreign Student and Scholar Programs
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 - B. Services to Students
 - C. Services to Foreign Faculty and Staff
 - D. Services to Short-Term Foreign Visitors
 - E. Community Programs
 - F. The Academic Curriculum
 - G. An Assessment of Our Strengths and Weaknesses
 - H. Staffing Needs

- IV. Study Abroad Programs
 - A. General Comments
 - B. Program Development
 - C. Program Administration
 - D. Program Costs
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 - F. Charts of Colorado Administered Programs and Cooperative Programs

- V. Academic, Research, and Training Program Support
 - A. General Comments
 - B. Area Studies Programs

- VI. Professional Nature of the OIE
 - A. General
 - B. Relations With Organizations
 - C. State Personnel System
 - D. Sabbatical Policy

- VII. Campus and/or University-Wide Problems
 - A. General Comments
 - B. Unbalanced Administrative Structure
 - C. Poor Management Preparation
 - D. Non-Support of Interdisciplinary Programs
 - E. Poor Sabbatical Policies
 - F. Lack of Staff Support
 - G. Inadequate Proposal Capability

- Appendix
 - A. Personnel
 - B. Letter of Support and Appreciation from Dr. Dave Rogers

I. Summary of Requests and Needed ActionsA. Administrative

The administrative part of the Office of International Education is composed of the Dean, Administrative Assistant, and Account Technician. All three of these individuals perform numerous functions and have very heavy workloads. In an attempt to solve the understaffed condition in this section of the OIE, eight work-study students were hired this year; four to directly assist the Administrative Assistant and Account Technician with their work, and four supporting personnel.

The Dean, along with his many other responsibilities, is serving as Director for Academic, Research, and Training Program Support since only two Director positions (those for Study Abroad and Foreign Student and Scholar Programs) are funded. Program Support needs its own Director, and may eventually require two or three Directors. However, recognizing that not all changes can be brought about from one budget period to the succeeding one, the immediate needs for the administrative section are:

1. Establish and fund a code 1 position of Director (or Associate Dean) of Academic, Research, and Training Program Support within the OIE.
2. Establish and fund a position for a Secretary in the administrative part of OIE to assist with Academic, Research, and Training Program Support and relieve the Administrative Assistant and Account Technician of some of their duties.
3. Begin planning for additional space.

B. Foreign Student and Scholar Programs

The objectives of the Office of Foreign Student and Scholar Programs are to provide services to foreign students, scholars, and short-term foreign visitors to insure that they have the best possible educational experience at the University and to utilize these foreign students, scholars, and visitors as educational resources for the campus and the community. At our present level of staffing, we are able to provide essential services, but we do not have the resources to offer adequate opportunities for enriched educational experiences to foreign students and scholars, and we are unable to make any substantial steps toward developing programs which will increase their impact on the University and the community.

If we are to move toward fulfilling the full role of the Office, we need to devote more staff time and resources to the following kinds of activities:

1. Substantive and continuing orientation and re-orientation programs for foreign students.
2. Expanded activities with visiting foreign faculty and staff members.
3. Expansion and refinement of the Schools Program, Speakers' Bureau, and other efforts to expose the community to foreign students.

4. Identification and development of University courses in which foreign students can have an impact as participants and/or resources.
5. Development of other academic and extra-curricular programs to promote the interaction of foreign and American students.

In order to begin to devote attention to such activities, we need additional staff. We propose to convert the present position of half-time graduate intern to a full-time permanent position as Assistant Director at the level of University Program Specialist III. An increase of \$16,000 in our code 3 budget would be necessary. The new Assistant Director would make it possible for us to expand our activities into the areas listed above. If we do not have an increase in staff, we will be forced to confine our activities to providing the present level of services to foreign students, scholars, and visitors.

C. Study Abroad Programs

The Study Abroad Section of the OIE is responsible for planning, administering, and evaluating study abroad programs for the University of Colorado. Although our present efforts are adequate in providing a variety of opportunities to a large group of students, we have defined certain areas which need immediate attention in order to improve our operations and increase international programs open to CU students:

1. Evaluation of the 13 years of CU study abroad programs to determine their effects upon individuals and the campuses involved.
2. Development of a wider variety of programs, particularly short-term programs, which would appeal to students in disciplines other than the traditional junior year abroad ones.
3. Development of opportunities for faculty exchange.
4. Increased time and effort on pre-departure and re-entry orientation for study abroad program participants.
5. Control of the rising costs of study abroad.

In order to accomplish these tasks, the Office is requesting that the administration consider placing those staff members currently salaried on monies generated through program fees onto state funds. This would relieve study abroad programs of a considerable financial burden, and allow those monies to be used for the projects outlined above.

D. Academic, Research, and Training Program Support

The University has among its faculty some of the finest international scholars in this country, yet lack of support has prevented our developing area-studies programs of quality approaching that of which we are capable. In order to strengthen these programs and to demonstrate support for these programs, the University must take the following actions:

1. Provide adequate funding to the programs.
2. Fund a Director and a Secretary in OIE to assist the programs, as discussed in the administrative section.
3. Examine carefully the administrative structure within which area-studies programs exist; consider whether they should be assigned to OIE.
4. Divide African and Middle Eastern into two programs: North Africa and Middle East, and African. Determine whether interest for both exists.
5. Carefully examine the viability of Central and East European Studies.
6. Examine carefully East Asian and Asian Studies. Consider East Asian, Southeast Asian, and South Asian as three possible programs. Support the Department of Oriental Languages and Literatures and do not force it into an unnatural association with other departments. Examine adding Sanskrit, Hindi, Urdu, and Korean languages to its offerings. Support the efforts to keep a separate East Asian collection in the library.
7. Support and encourage further development in Latin American Studies, including certificate and graduate programs.

E. Professional Activities

The OIE is a professional organization different from other staff organizations on campus. As such, the administrative attitude toward this Office and the treatment of its personnel must be different. Many of the staff in this Office should receive the same professional respect and benefits as faculty members.

1. Office personnel must be funded for, and expected to attend regularly, meetings of appropriate professional societies; to accept offices and committee assignments with these societies; to write, travel, and consult.
2. An examination of positions in this Office must be made to determine which should be exempt from the State Personnel System.
3. Sabbatical policies for staff should be established, and OIE personnel should be encouraged to participate.

F. Campus and/or University-Wide Problems

Numerous problems exist within the campus or university itself, and the existence of such problems prevents OIE and other units from doing as well as we might. Thus, while OIE has no influence over the handling of these problems, we feel it is necessary to point out in this report how their non-solution is an impediment to better performance by OIE.

II. Office Administration

A. Functions

The Office of International Education at the University of Colorado is charged with the broad assignment of carrying out any and all activities of an international nature at any of the four campuses of the University of Colorado, but primarily at the Boulder campus. The office has not been instructed concerning activities it may or may not engage in, and can determine the acceptability of various programs only in terms of level of funding and assignment of personnel by the administration.

The office is presently divided into three distinct areas of functions and responsibilities: Administration, Foreign Student and Scholar Programs, and Study Abroad Programs. The administrative section oversees the operations of the other two sections, handles the administrative matters for the office as a whole (personnel, financial, etc.), seeks outside funding, advises on international fellowships, and is involved with professional liaison. In addition, it attempts to perform the functions of what it perceives to be a fourth section, that of Academic, Research, and Training Program Support.

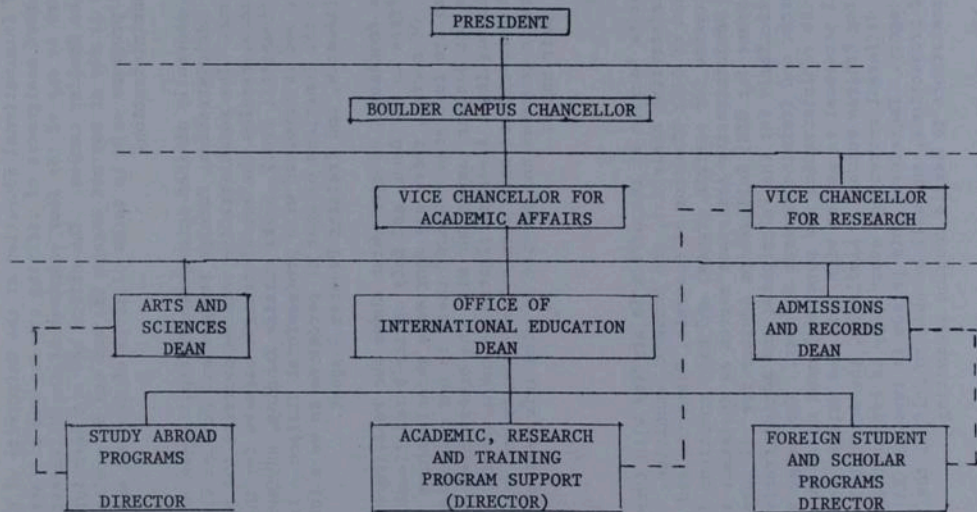
Following is a functional diagram which shows the relationship of the major functions of the office to the Dean, and this office's relationship to other units in the University. Of course, there are many more relationships between this office and other units than are indicated. One of these is our communication links with every department on the Boulder campus and with the other three campuses through the Departmental International Advisers (listed in the appendix). These individuals communicate information we send them to the faculty and students in their departments or on their campuses and provide us with information of an international nature from their units.

B. Staffing Needs

The Administrative Section of the office is staffed with three FTE positions, those of Dean, Administrative Assistant, and Account Technician. The Dean holds the positions of Dean of OIE; Director of Academic, Research, and Training Program Support; Project Director for certain grants; and many positions in professional organizations. The Administrative Assistant serves as Assistant to the Dean; Administrative Assistant for OIE; Fellowships Adviser for all international fellowships and particularly for the Fulbrights; and Administrative Assistant for Academic, Research, and Training Program Support. The large volume of paperwork demanded from the administration and personnel uses up so much time that there should be additional personnel to assist with this, as well as handle Academic, Research, and Training Program Support. Similarly, the Account Technician, who must work with many different currencies every day, is expected also to serve in a budget-officer category. Therefore, this person is involved in accounting, request budgets, and projections, and will be able to fulfill the budgeting task only if given more assistance to handle routine accounting.

At the present time we are attempting to solve the understaffed condition by hiring work-study students. This last fall there were 12 work-studies employed by OIE, eight of whom were assigned to the administrative section and four of those (three secretaries and one account technician) directly assisted the Administrative Assistant and the Account Technician with their work. The rest handled news

OFFICE OF INTERNATIONAL
EDUCATION - FALL, 1976



II-2

coverage, research, the library, and the computer system. We hope eventually to make several of these permanent full-time rather than temporary part-time positions.

As will be discussed further in section V of this report, we feel we are not properly performing the functions of Academic, Research, and Training Program Support, due to the fact that we are trying to do so many other things as well. Our major concern has been with the area studies programs, which fall under academic program support. These programs must receive additional support if they are to survive. They presently receive almost no support from the departments to which their faculty are assigned; from the College of Arts and Sciences, under which they are administratively placed; or from the University administration. This office has attempted to assist these programs in seeking outside funding, but it has been unable to do much more than that.

To provide the support which the area studies programs need and to relieve the burden from the administrative section will require additional staff. Our immediate need is for an Academic Director or Associate Dean responsible for Academic, Research, and Training Program Support and a Secretary to handle the Director's work as well as some of the work now handled by the Administrative Assistant and Account Technician. OIE has an ultimate objective of having perhaps three academic individuals, one in each of the areas of Academic, Research, and Training Program Support activities, but only experience will determine how many can really be justified. One such person is definitely needed at this time. An examination of the positions of Director of Foreign Student and Scholar Programs and Director of Study Abroad Programs should be performed to determine if these should be Associate Dean positions as well.

Another area which has not received appropriate attention is that of intercultural communications. One of the frustrations in the OIE is that our entire business is intercultural communications, and yet there is little time to devote to the development of good programs in this field. Our orientation of foreign students, our preparation of American students for trips abroad, orientation of faculty going both ways, assistance to host families, and assistance to American professors with large numbers of foreign students could all be carried out were we funded for adequate personnel. Many problems which arise due to the inadequacy of individuals to communicate, in the true sense of intercultural communications, could be alleviated through the efforts of our office. While the need for staff in Academic, Research, and Training Program Support is much more urgent at this time, we hope eventually to have additional staff to handle intercultural communications.

C. Some Indices of Activity

Following are several tables indicating changes in levels of activity of the OIE for the past few years. Several points are brought out by these tables.

1. Table 1, Foreign Students Served, shows a fairly steady number of CU students, but the additional work with the Economics Institute and Intensive English Center has increased workloads some 50%. This increase is even greater when we consider the additional programs in which we are involved, and the ever-increasing complexity and rigidity of immigration regulations. There is a significant increase in summer workload.

2. Table 2, Study Abroad Students and Programs, shows an increase of approximately 35% in activity, as measured by both total student participants and number of programs. Both increases add to office workload. Especially significant is the summer increase, caused mainly by the Instituto Xallapam, a real service to the State of Colorado. Also significant is the fact that our numbers of students abroad continue to increase when many schools' programs are on the decrease.
3. Table 3, Proposals Submitted with OIE Assistance, is perhaps slightly incomplete but indicates a significant amount of activity. The OIE assists various programs with proposals, and students and faculty applying for Fulbrights or other fellowships. At times OIE administers grants, such as two obtained from the U.S. Office of Education for the Conflict & Peace Studies program (2 years) and for the Colorado East Asian Studies Center (1 year). As of this time no overhead or released-salary funds have come to OIE; the efforts of OIE personnel are included as University contributions.
4. Table 4, OIE Personnel, shows the increase in staff to cover the increases previously tabulated in foreign students, students abroad, study abroad programs, and proposal activity. It is especially important to note the three FTE soft-money positions, one FTE on code 4, and twelve work-study students necessary to run the office. The request to increase hard-money positions from 8 to 14 eliminates the soft-money positions and one code 4 position, but not the need for work-study students.
5. Table 5, Space, shows the significant increase in space and number of rooms, but indicates we are not able to accommodate the needed additional staff in even minimal fashion.
6. Table 6, Allocations and Expenditures, shows how the money required to operate OIE is utilized and how the total required has increased from 1973-74 to the present. Approximately 70% of total expenses is covered by the general fund allocation. The remaining 30% is covered mainly by student fees paid into our auxiliary accounts and is primarily for staff salaries. The amount which must be generated in this manner has increased from about \$40,000/year to about \$60,000/year in the last four years. In addition, Table 6 shows the amount of money OIE auxiliary accounts have contributed to the University in the form of Administrative Service Recharge.

This table does not include program accounts, other money collected and disbursed on behalf of the students, or grant money, even for projects administered by OIE.

TABLE 1
FOREIGN STUDENTS SERVED

| PERIOD | CU STUDENTS | ECONOMICS INSTITUTE | INTENSIVE ENGLISH CENTER | TOTAL |
|-------------------------------|-------------|------------------------|-----------------------------|-------|
| Fall 1973 | 409 | --- | --- | 409 |
| Spring 1974 | 412 | --- | --- | 412 |
| Summer 1974 (CU estimated) | (200) | --- | --- | 200 |
| Fall 1974 | 412 | --- | --- | 412 |
| Spring 1975 | 391 | --- | --- | 391 |
| Summer 1975 | (200) | 180 | --- | 380 |
| Fall 1975 | 424 | --- | 96 | 520 |
| Spring 1976 | 412 | 39 | 110 | 561 |
| Summer 1976 | (200) | 208 | 113 | 521 |
| Fall 1976 | 396 | 39 | 140 | 575 |

TABLE 2

STUDY ABROAD STUDENTS AND PROGRAMS

| YEAR | | ACADEMIC YEAR | SEMESTER | AD HOC SUMMER | COOPERATIVE | TOTAL |
|---------|---------------|------------------|----------|--------------------|-------------|-------|
| 1973-74 | # of students | 188 | 41 | 25 | 41 | 295 |
| | # of programs | 7 | 2 | 2 | 9 | 20 |
| 1974-75 | # of students | 208 | 36 | 53 | 36 | 333 |
| | # of programs | 8 | 2 | 4 | 10 | 24 |
| 1975-76 | # of students | 215 | 55 | 85 | 41 | 396 |
| | # of programs | 9 | 3 | 3 | 10 | 25 |
| 1976-77 | # of students | 207 | 80 | -- | 48 | -- |
| | # of programs | 8 | 4 | 4 (anticipated) | 11 | 27 |

TABLE 3
PROPOSALS SUBMITTED WITH OIE ASSISTANCE

| YEAR | AGENCY | PURPOSE | AMOUNT | OUTCOME |
|-----------------------|---|--|--|-------------------|
| 1973-74 | Office of Education | Faculty Research Abroad Fellowship | \$ 7,045 | Funded |
| | | Faculty Research Abroad Fellowship | 14,155 | Funded-not used |
| TOTAL | REQUESTED - \$21,200 | | | |
| TOTAL | FUNDED & USED - \$7,045 | | | |
| 1974-75 | Japan Foundation | Japanese films | \$ 5,000 | Funded |
| | | Kyoto program | 10,000 | Not funded |
| | | Teaching & library materials | 3,000 | Not funded |
| | Japan Expo Fund NEH | Library materials | 3,000 | Not funded |
| | | Eastern-Oriented Humanities Sequence | 160,000 | Request withdrawn |
| | Office of Education | Foreign students in Conflict and Peace Studies | 25,385 | Funded |
| | | CU-DU East Asian Studies Center | 34,439 | Funded |
| | | Faculty Research Abroad Fell. | 10,055 | Funded |
| | CU Foundation | Assoc. of Asian Studies mtg. | 300 | Funded |
| | | Visiting lecturers for IESC | 425 | Funded |
| | | East Asian Studies office | 6,000 | Not funded |
| Center for Asian Arts | | 4,000 | Not funded | |
| TOTAL | REQUESTED-\$263,604 | | | |
| TOTAL | FUNDED & USED-\$75,604 | | | |
| 1975-76 | Japan Foundation | Kyoto program | \$ 10,000 | Funded-not used |
| | | Library support | 5,000 | Not funded |
| | | Visit of Japanese musicians | 2,200 | Pending |
| | NEA NEH | Eastern-Oriented Humanities Sequence | 50,065 | Not funded |
| | | Office of Education | Doc'l. Diss. Research Abroad Fellowships | 45,418 |
| | Office of Education | Continuation of Conflict and Peace Studies program | 24,000 | Funded |
| | | Continuation of East Asian Studies Center | 317,595 (for 3 yrs) | Not funded |
| | | Foreign Language and Area Studies fellowships | 156,800 | Not funded |
| | Council for Int'l Exchange of Scholars | African Studies Consortium | 223,562 | Not funded |
| | | Asian Scholar in Residence | Maintenance & travel | Not funded |
| | Institute of Int'l Education | Fulbright-Hays Bicentennial Conference | 945 | Funded |
| | | Various businesses | Iberoamerican Literature Conference | 12,000 |
| | Colo. State Dept. of Education | Instituto Kallapam | 30,000 | Funded |
| | CU Foundation | Foreign Visitors and students | 500 | Funded |
| | TOTAL | REQUESTED-\$878,085 | | |
| TOTAL | FUNDED & USED-\$55,445 | | | |

TABLE 3 (CONTINUED)
PROPOSALS SUBMITTED WITH OIE ASSISTANCE

| YEAR | AGENCY | PURPOSE | AMOUNT | OUTCOME |
|-------------------------------|---------------------|---|----------|---------|
| 1976-77 (to Decem- ber) | Japan Foundation | Library materials | \$ 5,000 | Pending |
| | Japan Expo Fund | Library materials, films and art exhibition | 17,430 | Pending |
| | Office of Education | Study Abroad program in Taiwan | 48,371 | Pending |
| | | Fellowships for doctoral dissertation & faculty research abroad | 27,087 | Pending |
| TOTAL | REQUESTED-\$97,888 | | | |

TABLE 4
OIE* PERSONNEL

| YEAR | FULL TIME | | HALF TIME | PART-TIME STUDENTS | FTE |
|---------------------|-------------------------|----------------------|-----------|--------------------|-------|
| | Paid from General funds | Paid from Soft-money | (Code 4) | | |
| 1973-74 | 7 | 2 | 0 | 2 | 9.5 |
| 1974-75 | 8 | 2 | 1 | 3 | 11.25 |
| 1975-76 | 8 | 2 | 2 | 6 | 12.5 |
| 1976-77 | 8 | 3 | 2 | 12 | 15.0 |
| 1977-78 (needed) | 14 | 0 | 1 | 12 | 17.5 |

* This does not include at least 11 U.S. citizens or foreign nationals directing programs abroad.

TABLE 5
SPACE

| DATE | LOCATION | SQUARE FEET | NUMBER OF ROOMS |
|------------------------|---------------------------|-------------|-----------------|
| Before January 1976 | 914 Broadway 3rd floor | 1163 | 8 |
| Present | 914 Broadway Basement | 2225 | 12 |
| 1977-78 (needed) | ? | ? | 15 |

TABLE 6
ALLOCATIONS AND EXPENDITURES

| | | 1973-74 | 1974-75 | 1975-76 | 1976-77 |
|--|--------|---------|---------|---------|---------------------|
| CODE 1 | alloc. | 15,262 | 25,396 | 29,000 | 30,500 |
| | exp. | 15,262 | 25,396 | 29,000 | 30,500 |
| CODE 3 | alloc. | 55,637 | 80,606 | 89,596 | 98,838 |
| | exp. | 70,562 | 97,362 | 117,580 | 136,113 (estimated) |
| CODE 4 | alloc. | 1,149 | 5,600 | 5,600 | 5,600 |
| | exp. | 1,098 | 6,743 | 10,210 | 11,660 (estimated) |
| CODE 5 | alloc. | 4,971 | 6,659 | 8,626 | 8,626 |
| | exp. | 12,325 | 12,899 | 18,869 | 19,850 (estimated) |
| CODE 6 | alloc. | 2,750 | 3,217 | 2,750 | 2,750 |
| | exp. | 4,578 | 6,367 | 9,393 | 9,400 (estimated) |
| Total expenses of Codes 1,3,4,5,6 | | 103,825 | 148,767 | 185,052 | 207,523 |
| + Administrative Recharge | | 15,750 | 13,450 | - | - |
| = | | | | | |
| TOTAL EXPENSES of running OIE | | 119,575 | 162,217 | 185,052 | 207,523 |
| - | | | | | |
| Total Allocations | | 79,769 | 121,478 | 135,572 | 146,314 |
| = | | | | | |
| Total required to run OIE in excess of allocations | | 39,806 | 40,739 | 49,480 | 61,209 |
| ASR generated by OIE auxiliary accounts | | 16,462 | 13,669 | 21,616 | 20,834 |

III. Foreign Student and Scholar Programs

A. Objectives

The objectives of the Office of Foreign Student and Scholar Programs are (1) to provide services to foreign students, scholars and short-term visitors to insure that they have the best possible educational experience at the University and (2) to develop programs which will utilize these foreign students, scholars and visitors to a maximum extent as an educational resource for the campus and the community. The ultimate goal is the second, to derive educational benefits from the presence of foreign nationals, but it cannot be achieved unless the first is accomplished thoroughly.

At our present level of staffing and support, we are able to provide adequate services to accomplish our first objective reasonably well. Though we are making efforts in several areas toward the second objective, we fall short of success. We need additional staff to allow us to develop programs which will increase the impact of foreign nationals on the academic and cultural life of the University and the community, thereby properly utilizing the educational resource which they represent.

B. Services to Students

1. Boulder Campus Students

The Office of Foreign Student and Scholar Programs provides a wide range of services to some 400 foreign students who are regularly enrolled at the University. These services include pre-arrival information; reception and orientation; assistance in housing, registration, management of finances, transfer of funds from abroad, and maintaining immigration status; advising on personal matters, finances, academic problems, legal questions, and adjustment to a new culture and academic system; liaison with home governments, sponsoring agencies, and the Immigration and Naturalization Service; and a wide variety of miscellaneous special services needed by foreign students.

The Office works closely with many agencies and individuals on and off campus in an attempt to coordinate all activities and services related to foreign students, and serves as a focal point for these activities and services.

2. Economics Institute and Intensive English Center Students

The Office also provides advising and assistance of a more narrow scope, principally related to immigration matters, to foreign students enrolled in the Economics Institute and the Intensive English Center. The Economics Institute enrolls 25-40 students during the academic year and up to 250 during the summer months. The Intensive English Center enrolls from 110 to 140 students during the entire calendar year. Because of their lack of English proficiency and their inability to understand complex immigration regulations, the students at the Intensive English Center require special care, attention and patience. During the past year we have devoted approximately 15 hours per week of professional staff time and 10 hours per week of secretarial staff time to IEC students, and a somewhat smaller amount of staff time to Economics Institute students. We receive fees from the Economics Institute and the Intensive English Center for these services, and it is only through these fees that we have been able to employ a half-time graduate intern and a half-time student secretary. Unfortunately, the time

and effort of these two student staff members, or its equivalent in other staff time, has been entirely taken up with services to Economics Institute and Intensive English Center students, so the addition of these persons to our staff has not increased our capability of providing services or developing programs elsewhere.

In fiscal year 1977-78, the Intensive English Center plans to develop its own staff capability to provide immigration services to its students. Therefore, the Office of Foreign Student and Scholar Programs will be relieved of that task, except for consulting and advisory services to the staff there. However, we will also lose the approximately \$7,000 in fees paid to us for our services, and our code 4 budget will have to be increased by that amount if we are to continue to employ a half-time graduate intern.

C. Services to Foreign Faculty and Staff

The Office provides complete immigration services to all departments and research units on the Boulder campus, which bring approximately 50 foreign faculty and staff members to the University each year for temporary or permanent assignments. These services include advising departments regarding the appropriate immigration status for foreign faculty and staff members, preparing the necessary forms and petitions to enable the foreign faculty and staff members to obtain such status, advising and assisting the visitors in maintaining status, and, most important, keeping ourselves informed of changes in and changing interpretations of highly complex immigration laws and regulations. During the past three years, changing immigration regulations, and particularly changing interpretations of existing regulations, have imposed severe restrictions on our ability to employ foreign faculty and staff members, and this has required thorough research and the imaginative use of the existing regulations to bring some foreign faculty members to the University. The Director of the Office is a member of the Government Regulations Advisory Committee of the National Association for Foreign Student Affairs, and his work in this position has assisted him in developing a high degree of expertise in immigration matters.

In addition to providing immigration services to foreign faculty members, the Office works closely with the Boulder Council for International Visitors, a community organization, to assist in their integration into the community. We need to expand our activities with BCIV and with foreign faculty and staff members in order to increase their impact on the educational programs of the campus and the community.

D. Services to Short-Term Foreign Visitors

The Office of Foreign Student and Scholar Programs also arranges the programs of short-term foreign visitors to the campus. Such visitors are referred to us by the Institute of International Education, the Department of State, and many other national programming agencies. Some come on their own initiative. Professional appointments, sightseeing tours, and social activities as appropriate are arranged by the Office. Approximately 20 to 30 programs for 40 to 50 foreign visitors are arranged each year. We work closely with the Boulder Council for International Visitors in arranging such programs, but our principal contacts are individual members of the faculty and administration.

E. Community Programs

1. Boulder Friends of International Students

Two community organizations are closely linked with the Office of Foreign Student and Scholar Programs and provide means for integrating foreign students and scholars into the community and increasing their impact on the community. Boulder Friends of International Students offers a host family to each foreign student who wants one, develops social and educational programs for the spouses of foreign students, offers informal English instruction to foreign spouses, and organizes a number of other individual and group activities for foreign students and their families. Through the Schools Program (described below), BFIS involves foreign students in elementary school classrooms in Boulder. The Director of the Office of Foreign Student and Scholar Programs and the graduate intern both serve as ex officio members of the BFIS Board of Directors, and during the past two years we have devoted increasing attention to working with BFIS in recruiting and orienting host families, fund raising, and expanding the community activities of foreign students. We need to devote even more efforts to this end, as we have a very effective community organization which can further expand its activities in increasing the impact of foreign students on the community.

2. Boulder Council for International Visitors

The Boulder Council for International Visitors is another community group which provides similar programs and activities for foreign visitors other than students - visiting faculty members and researchers, foreign visitors to NCAR, NOAA, and other agencies in Boulder. The Director of the Office serves as an ex officio member of the Board of Directors of BCIV. Because of staff shortages, our work with BCIV has been limited and has been mainly concentrated on insuring that foreign faculty and staff members are aware of the services and activities of BCIV. We need to expand our work with BCIV to assist them in developing programs which will make good use of our international visitors as an educational resource for the community.

3. Schools Program

The Schools Program, now in its third year, has provided an excellent opportunity for foreign students to have an impact on young children in the elementary schools. This program is a cooperative effort of the Boulder Friends of International Students, the Office of Foreign Student and Scholar Programs, the local schools, and foreign students. Foreign students are assigned to visit the fifth and sixth grade classes of local schools on a regular and continuing basis, giving the school children the opportunity to become acquainted with persons from other countries and cultures and to learn about other parts of the world. At the same time, the foreign students are exposed to a part of our community to which they might otherwise have no access. The program has proved to be educationally valuable to foreign students and to elementary school students, teachers and principals. We now need to expand it and to introduce modifications which will make it possible for us to move into junior high schools and high schools as well as elementary schools.

4. Speakers' Bureau

The Speakers' Bureau, operated by the Office, offers opportunities for foreign students to speak to and meet with other school classes, church groups, service clubs, and other community organizations. Foreign students welcome the opportunity to speak

to such groups and are able to teach and inform a wide variety of persons in the community by this means. We need to devote more effort toward publicizing and organizing this program so that it can reach a greater number of persons in the community.

F. The Academic Curriculum

1. Goal

The presence of 400 foreign students on our campus should make a significant impact on our academic programs. We should be able to use these foreign students to enrich course content and the academic experience of the American students who share classrooms with them. Though we have made some steps in this direction, we have not been able to devote the time and effort necessary to make the best use of this valuable educational resource.

2. Conflict and Peace Studies

In cooperation with the Conflict and Peace Studies Program, and with two one-year grants from the U.S. Office of Education, we have developed a series of two courses (Political Science 429, Alternative World Futures, and Sociology 459, The Sociology of Global Systems) which are specifically aimed toward the interaction of foreign and American students. Foreign students are actively recruited for the courses, and one of the objectives of the courses is to form working groups composed of foreign and American students to carry out specific projects. In addition, the courses provide for the presentation of public colloquia featuring foreign students discussing the problems, the policies, and the futures of their own countries. These courses set an example of what might be done in other areas of the curriculum.

3. Other Interaction Courses

With the cooperation of the faculty members involved, we have also encouraged foreign students to enroll in certain other courses which provide an opportunity for intercultural and international interaction. Specifically, we have promoted Communications 427/527, Intercultural Communications; Psychology 449, Cross-Cultural Psychology; and Journalism 420, International Journalism. There are many other existing courses in the curriculum which, in their present form or in a slightly revised form, might provide equally valuable opportunities for enrichment through the use of foreign students as participants and/or resources. To do this, we need to work carefully with the faculty in developing the courses so that they will provide these opportunities, and then work aggressively with foreign students to encourage them to participate.

4. Intercultural Communications

We need to seek greater cooperation with the Communications Department faculty to develop broader programs in intercultural communications. The single course in intercultural communications is a good starting point, but we need to expand the University's efforts in this area toward the objective of increasing intercultural awareness on the part of the American student body. Foreign students can play an important role in those efforts.

5. Orientation and Re-Orientation

We also need to do a better job of orienting and re-orienting our foreign students. We should offer an orientation program which extends throughout the students' first semester and which offers new foreign students some understanding of their new surroundings and helps them to feel comfortable and secure in those surroundings. Equally important, we need to provide programs to prepare students for re-entry into their own societies and cultures as they approach the end of their studies here. We have not been able to devote any effort to such programs.

G. An Assessment of Our Strengths and Weaknesses

The Office of Foreign Student and Scholar Programs is doing a good and thorough job of providing essential services to foreign students and scholars. The staff is capable and knowledgeable, and they have the confidence and respect of the foreign students. Students know that they can get the help they need at the Office, and many students have indicated that we have one of the most sympathetic, understanding, and helpful staffs in the University. However, we are not doing as good a job as we should in providing enrichment programs and services to foreign students and scholars. We fall far short of success in developing programs which will increase the impact of foreign students and scholars on the life of the campus and the community, and thereby make the foreign student program valuable to the University. Therefore, we need to devote increasing attention in the future to the following kinds of activities:

- . Initiate and develop substantive programs for the orientation and the re-orientation of foreign students.
- . Enter into closer cooperation with the Boulder Council for International Visitors to develop more substantial programs which will increase the impact of foreign faculty and staff members on the campus and the community.
- . Expand and promote the Schools Program and the Speakers' Bureau and initiate other programs which will promote educationally valuable interactions between foreign students and people in the community.
- . Work intensively with selected faculty members to identify and develop academic courses in which foreign students can serve as valuable participants and resources, building on the example set by the two courses in the Conflict and Peace Studies Program.
- . Initiate and develop other academic and extra-curricular educational programs which promote interaction between foreign and American students, working with the residence halls, counseling center, student organizations, and other agencies and individuals on the campus.

H. Staffing Needs

The present staff of the Office of Foreign Student and Scholar Programs is working at full capacity, and no more can be expected of them. Therefore, if we are to devote attention to the activities listed above, we must have additional staff. At the very least, we must have an increase in our code 4 funds to replace the fees from the Intensive English Center which we will lose next year so that we can continue to employ a half-time graduate intern.

The only real solution to the problem is to replace the present graduate intern with an experienced professional foreign student adviser to serve as Assistant Director of the Office. Such a person should be classified at the level of University Program Specialist III. Starting salary for that classification is now \$13,896, and will probably be increased to \$14,592 next year. Including benefits, total cost would be approximately \$16,000. We need an experienced professional person in that position if he or she is to work effectively with the Director in developing and promoting academic programs with the faculty and other educational programs in the community. Knowledge, experience, self-confidence, and status are important. A willing amateur or a trainee would simply not be adequate for the major effort we foresee.

If such a solution is not possible, the minimum on which we would be able to survive would be an increase of \$7,000 in our code 4 funds to replace the lost fees from the Intensive English Center so that we could continue to employ a graduate intern half time during the academic year and full time during the summer. Since the Office will be relieved of most of its duties at the IEC, the graduate intern could devote some attention to program development. However, we consider this to be only an interim and unsatisfactory solution, as the services of a full-time professional person are needed if we are to do the job we should be doing.

We are now providing good services to foreign students and scholars, and thus we are meeting our first objective. In order to make any progress toward the second objective, we must have additional staff. We feel frustrated and uncomfortable about doing our job half way, and we are confident that the University administration is just as uncomfortable about such half-way measures. Therefore, we have high hopes that we will be authorized to add a full-time Assistant Director to the staff so that we can move toward fulfilling the full role that the Office of Foreign Student and Scholar Programs should be assigned.

IV. Study Abroad Programs

A. General Comments

The study abroad section of the OIE is responsible for planning, executing, and evaluating study abroad programs for the University of Colorado. CU students are currently studying in Europe, Asia and Latin America in programs administered by the Boulder office. Each program offers unique opportunities to the student and has special conditions and problems which require creative solutions. Every student deserves individual attention and counseling to determine the best program for his or her educational and experiences. Although many varied opportunities are now available to the qualified CU student, expansion of our offerings and an expansion and improvement of our services in support of these offerings are needed.

B. Program Development

1. Background

The first CU study abroad program began in 1963, although the concept of study abroad was not formally recognized and recommended until the McGuire Report of 1965. This initial report emphasized that students studying abroad should attend foreign universities whenever possible. Accordingly, until 1973 juniors from the College of Arts and Sciences went abroad for a full academic year at a foreign university pursuing language proficiency and cultural enrichment. Since 1973, OIE has added other types of programs. Currently the OIE administers 13 programs each year on a continuing basis. Of these, 8 are "Junior Year Abroad" programs, 4 are semester-length programs (Jalapa, Mexico actually falls under both categories), and one is a summer program. The semester and summer programs operate relatively independently of foreign institutions and offer courses designed by the accrediting CU department. The year-long programs draw students mainly from the liberal arts and humanities, and especially language majors. The semester and summer programs have broadened the traditional concept of study abroad by offering opportunities to younger students as well as students unable to attend year-long programs for either personal or academic reasons.

2. Short-term Innovative Programs

We are very aware of the fact, however, that out of the 20,000 students on the Boulder Campus each year, only about 400 go on a study abroad program, and over a four-year period less than 8% participate in any form of foreign study. We would like to expand our offerings to provide significant international opportunities for those students who, for personal or academic reasons, do not fit into the programs currently available. The OIE Travel Coordinator does provide International Student ID Cards, information on relatively inexpensive travel, youth hostel information, and other aids to the independent student traveler. With some additional creative effort and imagination, the experience of non-academic traveling could be greatly enhanced. We have been too busy to assist with the organization and promotion of many innovative vacation programs up to now. For example, last summer a program of Spanish and Anthropology in Peru for a relatively modest cost had to be canceled because of inadequate promotion. This coming summer a program concerned with population impact in three countries will be offered by the College of Environmental Design. Much more could be done to develop these types of offerings.

3. Professional School Programs

Another relatively unexplored dimension is the professional schools abroad. The College of Engineering has an affiliation with the Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico, but due to cost, the language of instruction, and the need for more research in articulating the offerings at the ITESM with those at CU, relatively few students have taken advantage of the arrangement. There is growing interest in Journalism, Music and Education in developing programs focused on the needs and interests of their students. Until top officials are willing to allocate faculty time to such development, however, or until the OIE is able to assign major time of a staff member to research, development must be slow and sporadic. Students going into professional fields are missing enriching experiences which could be significant to their future careers.

4. Instituto Xallapam

One highly successful example of the type of professional program which has been developed is the 1976 Instituto Xallapam. This program was sponsored by the OIE in cooperation with the School of Education and the Department of Spanish, and was funded by the Colorado State Department of Education. Credit in Education was given to the teachers, teacher aides, and elementary school supervisors who participated in the bilingual-bicultural experience. The OIE looks forward to sponsoring this program again in the summer of 1977.

5. Faculty Exchange

Another area in which we would like to expand our services is that of faculty exchange, particularly with those institutions where we currently have study abroad programs. The contractual agreements with most of the foreign universities where CU programs take place make reference to the promotion of faculty exchange, and there is extensive interest in many of these universities for such arrangements. During 1976-77, one faculty exchange is in effect with the University of Lancaster, England. All these arrangements take time, effort, imagination, patience, and some money, for there are many details of personal expectations that must be worked out. Such exchanges offer enrichment for the individual faculty members involved and for their students in both countries. They also enhance the prestige of the University of Colorado around the world. Development of these exchanges definitely deserves more time and effort on our part.

C. Program Administration

1. Study Abroad Office

Administration of study abroad programs is currently handled by the Study Abroad Director, Assistant Director, Latin American Program Coordinator, Secretary, Stenographer, and Account Technician. Minimal services for good study abroad programs include planning the academic programs; finding suitable locations; selecting and preparing students and directors; budgeting, collecting, transferring and accounting of students' program fees; evaluating and recording credits earned; and counseling upon the students' return to CU. In addition, constant communication between the office and overseas directors, student participants and their parents, host institutions, cooperating U.S. institutions, and CU faculty and staff constitute further administrative duties of the OIE staff.

2. Study Abroad Committee

The Study Abroad Committee, a University-wide committee of faculty and students charged with the responsibility of ensuring academic quality of CU study abroad programs, acts as a general advisory board for the OIE. Subcommittees of the main body specialize in individual programs or countries, and participate in the selection of directors and students, orientation and evaluation, budgeting, and other administrative tasks. Much of the success of study abroad at CU can be attributed to the strong support of our faculty.

3. Resident Directors

On-site administration of CU programs is handled by the resident directors, who are selected and screened by the OIE and the Study Abroad Committee. These directors, 11 of whom are currently on appointment by the OIE, handle the daily functions of the programs, but refer general policy decisions as well as new developments of the programs back to the Boulder office. In recognition of the need to economize, in 1973 the salary scale for directors was reduced. Since then, more of the directors have been advanced graduate students, as few faculty members can manage on a substantially reduced salary. This development has worked out quite well, since the young directors are willing to work hard to make a name for themselves. Our very warm and friendly relations with our host institutions are due in no small part to the devotion and enthusiasm of these graduate students. While the OIE recognizes the excellence of the work done by our recent directors, concern is increasing that faculty members, with their experience, expertise and prestige, are being lost to the study abroad programs. Ideally, the OIE would like to see a balance of faculty and graduate student directors for our programs; an alternation between the prestige of experience and enthusiasm of youth.

There are a number of ways this exclusion of faculty can be overcome. A relaxation of the sabbatical regulations would allow faculty to accept a director's position while on a sabbatical leave, receiving funding from the OIE and their college. Another possibility is to receive funding from the administration specifically for the salaries of the directors, which combined with the monies provided by the program would produce salaries comparable to campus scales. The OIE will continue to address itself to this problem in the coming year, looking for a reasonable and obtainable resolution.

4. Evaluation Project

Good and improving program administration ultimately requires a long-term evaluation of operations and results. This is the 13th year that CU has operated study abroad programs. Each year there has been a superficial evaluation of the programs to ascertain changes in attitudes on the part of the students as a result of their foreign experiences and to get their recommendations on program changes, but there has never been an in-depth study of the ultimate significance of the foreign study experience. Two years ago the Study Abroad Committee requested such a study, but the OIE staff has been too busy with program administration to initiate such a project. There should be an analysis of the impact that going abroad has on the lives of the individual participants; of the effect there has been on the host institutions that have received each year a group of CU students; of the impact there has been on the departments here at CU by virtue of their involvement in sponsoring study abroad. The cost of such research would not be astronomical, and the findings could be very important to the future. A few thousand dollars plus some time of a competent person are needed.

5. Student Counseling and Orientation

Ultimately, program administration and evaluation exist for the benefit of the student participants. Programs are designed to offer students unique and meaningful experiences which would otherwise be unavailable. To ensure this result, our contacts with students are as personalized as possible, given the present volume of participants and the number of staff. Initial counseling and screening directed to the individual student involve time and patience as well as considerable knowledge of overseas opportunities. Group orientations before departure and re-entry orientations are also vital to the overall appreciation of an international experience. Presently we are able to provide reasonably complete pre-departure information, but re-entry orientation is not organized consistently for all programs. Higher priority items currently occupy all our available time and resources. However, we intend to find more time to devote to both phases of orientation to improve the quality of the foreign study experience for our students.

6. Relations with other CU Offices

Study abroad students receive many services from other offices and individuals on campus. In particular, the Dean's Office of the College of Arts and Sciences provides excellent academic counseling and does the evaluation of overseas course work which ensures proper distribution of credit for program participants. Offices such as Financial Aid, Veteran's Affairs, and Admissions and Records also provide necessary services to study abroad students before, during, and after their participation in a program. The OIE acts as coordinator and facilitator for all these services, assuring the students going abroad of complete and accurate information on all components of their overseas experience.

7. Relations with other U.S. Institutions

Students from other U.S. institutions participate in CU study abroad programs, enlarging our area of influence and increasing the numbers of students involved in a foreign experience. Conversely, CU students may participate in programs offered by other U.S. institutions, which increases the variety of offerings which the OIE provides for Colorado students. Because of economic pressures, more attention has been given to programs which are jointly sponsored, and the OIE will continue to encourage such cooperative ventures which provide high quality education abroad.

D. Program Costs

Along with virtually everything else in the world today, the costs of study abroad have been rising at a rapid rate. Inflation, rising costs of transportation, higher tuition abroad, and the limited funding from the University have combined to force the prices of study abroad programs toward a level that will soon put them out of the reach of the average student. Study abroad programs have always paid for themselves. In the beginning, operational expenses of the Boulder office were covered by the University. Since 1972, however, the increased volume of work has necessitated hiring additional staff, which had to be charged directly to the study abroad programs. In 1976, program fees provide salaries for the Assistant Director, Steno-Transcriber, and one-half of the salary of the Travel Coordinator. Fees are also expected to cover a large portion of the codes 5 and 6 expenses of the Boulder office. For several years we have asked as top priority items in our request

budgets that these positions and codes be funded with state monies. At this time, the OIE is asking that the administration fund at least the position of the Assistant Director, which would remove part of the burden from the study abroad students and demonstrate the University's commitment to international education.

E. Conclusion

The Study Abroad Section of the OIE is providing a variety of excellent educational opportunities to Colorado students in many different countries and subjects. The current staff is operating at maximum effort and efficiency to maintain these programs and offer personalized attention to the participants. There are many areas which need expansion and projects which need to be initiated in order to improve the existing programs and increase participation in foreign study. Briefly, these include:

1. An evaluation of the past 13 years of CU study abroad programs to determine effects upon individuals and campuses involved.
2. The development of a wider variety of programs, particularly short-term programs, which will appeal to students other than the traditional junior year abroad participant.
3. The development of faculty exchanges.
4. The improvement of orientation, both pre-departure and re-entry, for study abroad program participants.
5. The maintenance of program costs within the reach of the average CU student.

To accomplish these tasks, the OIE requests that the administration provide state funding for the salaries of those staff members currently paid out of monies generated by program fees. This would have the two-fold benefit of reducing the financial burden currently straining study abroad program budgets, and free some monies for the implementation of the projects mentioned above.

F. Charts of Colorado Administered Programs and Cooperative Programs

COLORADO ADMINISTERED PROGRAMS - Year Long Programs

| PROGRAM | 1976-77 DIRECTOR | # STUDENTS 75-76/76-77 | | COMMENTS |
|---|--|---------------------------|----|---|
| University of East Anglia Norwich, England | | 4 | 2 | Program concentrated in Science Schools which are excellent. Good relations with Vice Chancellor, but no contract. Need more active recruitment in science departments at CU. |
| University of Lancaster Lancaster, England | Norman Peterson (also in 1975-6) | 39 | 38 | Excellent relations with administration. Students in varied disciplines. Contract. Faculty exchange started in 1976. British government raising tuition. |
| University of Bordeaux Bordeaux, France | Robert Blaney (Richard McCullough in 1975-6) | 31 | 33 | Oldest CU program open to students in almost all disciplines with sufficient French. In addition to Director, permanent French assistant a definite asset. Cost of operating in France a serious concern. |
| University of Regensburg Regensburg, Germany | Karla Kuhn-Osius (also in 1975-6) | 14 | 19 | New university with excellent facilities. Contract. Genuine exchange program in effect. Faculty exchange needs implementation. |
| Hebrew University Jerusalem, Israel | Paul Laderman (also in 1975-6) | 5 | 7 | 14-week Hebrew language training, but students primarily take courses taught in English. Contract. Recruitment of both Jewish and Gentile students should be easier with easing political tensions. |
| University of Veracruz Jalapa, Mexico | Anthony Lozano (also in 1975-6) | 86 | 82 | Combining intensive Spanish language study with opportunity for those qualified to take courses in regular curriculum. Largest U.S. program in a Mexican university. Contract recently signed. Devaluation of peso and political uncertainties in Mexico need constant vigilance. |
| Mandarin Training Center Taipei, Taiwan | Limin Chu (also in 1975-6) | 9 | 5 | Small, quality program combining language and culture with outstanding local director. University of New Mexico seeks to join program. |
| Africa | | | | Due to problems obtaining Nigerian visas for 1974-5 group only one student went in 1975-6, and none this year. However, negotiations are now underway with the University of Ghana for 1977-8. |

IV-6

| PROGRAM | 1976-77 DIRECTOR | # STUDENTS 75-76/76-77 | | COMMENTS |
|--|---|---------------------------|----|---|
| <u>Year Long Programs (cont'd):</u> | | | | |
| Kyoto | Kuniko Hasegawa & Robert Duquenne | 11 | | This very creative program combined language study and a core course of cultural interpretation with individual exploration into the art or religion of Japan. Unfortunately the program became too expensive to sustain, but its innovative format is a model that other universities have copied. |
| <u>One Semester Programs:</u> | | | | |
| University Center of Savoy Chambery, France | Janice Owen (Ruth Bleuze in 1975) | 23 | 25 | (Spring semester) Program covers French 102, 201 and 202 plus courses on French culture offered by the University Center. Contract for exchange recently signed. |
| Berlin, Germany | Rainer Dimter (also in 1975) | 16 | 21 | (Spring semester) Intensive German covering 2nd, 3rd, and 4th semester plus courses on German culture. So successful as an experiment that the one semester course will be offered each semester next year. |
| Siena, Italy | Alessandro Falassi (also in 1975) | 16 | 14 | (Spring semester) Students accepted for 2nd, 3rd, or 4th semester Italian, plus courses on Italian culture. University of Texas at Austin became a co-sponsor in 1976. Some scholarship support from community. |
| Madras, India | A. Thiruvengadathan | | 21 | A fall program with widely diversified fields of study under tutors. Serious problems of communication on the one hand, and unique opportunities for insight into a radically different culture point to the need for reorganization of the program, but underline its relevance. |
| <u>Summer Programs:</u> | | | | |
| Florence, Italy | Robert Day (John Hoag in 1975) | 10 | 26 | Taught by CU Art History professors with Florence providing the living laboratory, this has become a popular on-going program. There is some interest in the Fine Arts Department in developing similar programs elsewhere in Europe. |

| PROGRAM | 1976-77 DIRECTOR | # STUDENTS 75-76/76-77 | COMMENTS |
|----------------------------------|--|---------------------------|--|
| <u>Summer Programs (cont'd):</u> | | | |
| Instituto Xallapam | Stan Ratliff Rodolfo Garcia Jesus Luna | 68 | Designed for teachers, teacher's aides, and elementary school supervisors. Provided training in Spanish language and the crafts and folk arts of Mexico. Funded by the Colorado State Department of Education. |
| <u>Ad Hoc Programs:</u> | | | |
| Japan | Joyce Lebra Dave Paulson Kuniaka Hata M. Maxson | 17 | One month interdisciplinary program in Japan, summer of 1975. Participants focused on Environmental Design, Music, Business, Education or Status of Women. A well reviewed book, <u>Women in Changing Japan</u> , resulted from the last group's work. |
| Southeast Asia | Joyce Lebra | 7 | (Christmas Break, 1976) Several of the same women decided they wanted to do a similar study of Chinese women. The more dictatorial governments in Singapore, Malaysia, and Thailand may make their work much more difficult and less productive. |
| England, Germany and Greece | Spenser Havlick | 15 | Population Impact Study, summer of 1977: Designed by Dean Havlick, will take students for comparative study of New Towns in England, Germany and Greece. |
| Peru | | | Professor Barrett had hoped to take advantage of a group excursion rate to take a group to Peru for a month, but not enough students registered and it was cancelled. |

COOPERATIVE PROGRAMS

| PROGRAM | ADMINISTERING INSTITUTION | # STUDENTS 75-76/76-77 | | COMMENTS |
|--|------------------------------|---------------------------|----|---|
| University of Costa Rica San Jose, Costa Rica | U of Kansas | 5 | 4 | Most stable country in Central America. Best educational facilities. Small group enjoys some prestige in San Jose. |
| American University of Cairo Cairo, Egypt | AUC | 2 | - | Currently only opportunity for study in Arab Middle East. Instruction in English, strong in anthropology, economics, Arabic and Middle East Studies. |
| University of Haute Bretagne Rennes, France | CIEE | 2 | 10 | Semester opportunity in France. Well designed courses for program participants on campus of university. |
| University of Bologna Bologna, Italy | Indiana U | - | - | Change in tuition status for CU students makes program too expensive for most. |
| Konan University Kobe, Japan | U of Illinois | | 3 | New cooperative effort with the University of Illinois and Michigan State. Expensive due to the high cost of living in Japan. |
| IV-9 Sophia University Tokyo, Japan | Sophia U | 1 | - | Jesuit run school in Tokyo. Provides introduction to Japan at fairly elementary level. |
| ITESM Monterrey, Mexico | ITESM | - | 1 | The College of Engineering approved students going to the Technical Institute in Monterrey (the MIT of Latin America). |
| University of San Marcos Lima, Peru | Indiana U | 1 | - | Interesting opportunities for study of South American Indian culture as well as Spanish. Change in tuition makes it very expensive--also tentative political situation. |
| University of Seville Seville, Spain | CIEE | 21 | 28 | Popular program. CU provides the largest portion of participants. Possibly will need our own program if quotas are imposed. |
| Inter-University Center Paris, France | CIEE | - | 1 | Highly specialized course of study in film history. Requires excellent French language as well as previous study of film. |

V. Academic, Research, and Training Program Support

A. General Comments

The administrative section of the office, and particularly the Dean and his assistant, are presently responsible for providing support to international academic, research, and training programs on this campus. However, since both have numerous other responsibilities as well, they have only been able to provide minimal support to academic programs, and virtually none to research and training programs. Therefore, this office is not achieving the reputation that it should in these areas. To provide much more than very minimal support will require additional personnel, which was discussed in the Administration section of this report.

B. Area Studies Programs

There are presently five area studies programs on the Boulder campus: African and Middle Eastern, Asian, Central and East European, East Asian, and Latin American. The reasons that these programs are in need of support is that they are not departments and therefore have no stable organization; they have insultingly low budgets, if they receive budgets at all; the faculty who become involved in the committees running the programs do so on an overload basis, receiving neither financial remuneration nor released time for their efforts; administrative and departmental support for these programs is minimal or nonexistent, which forces the faculty, and particularly the untenured ones, to restrict their involvement with these programs; numbers of students in the programs are small; the programs do not have their own courses and must therefore use collections of courses given by other departments, which results in loopholes in the offerings; Arts and Sciences has not, until very recently, shown any concern for the problems these programs face.

This office has attempted to assist these programs in seeking outside funding by distributing information about funding agencies, assisting with or handling proposal preparation, and administering funds when proposals are granted. It has also attempted to demonstrate the problems to the administration, but administrative recognition that the problems even exist has not been achieved in three years' time. The OIE has also done a yearly survey of courses offered by the area studies programs and pointed out essential courses that have not been offered.

In addition to the problems which are common to all of the programs, certain programs suffer from additional problems.

1. African and Middle Eastern Studies

There has been very little noticeable activity from this program. We believe that one of its problems is the unnatural combination of Africa and the Middle East. A more logical combination would be North Africa and the Middle East, and Sub-Saharan Africa. Two separate area studies programs should be established for these areas if there is interest, or the existing programs abolished if there is not. With all the heavy world interest in both Africa and the Middle East at this time, it would be unfortunate if either African or Middle Eastern studies were abolished. However, it seems they need additional support in order to survive.

2. Asian Studies (See East Asian Studies below)

3. Central and East European Studies

This program seems to be almost nonexistent, since there is no identifiable committee. (It is composed of "anyone who is interested".) Since the chairman has not changed in several years, and has not held any committee meetings to our knowledge in at least the last three, this situation is not likely to change without a change in leadership.

4. Asian Studies and East Asian Studies

These two programs have combined their efforts and hold their meetings together. They are by far the most active and organized group. They have established bylaws, monthly meetings, and yearly elections, and they have submitted a large number of proposals in the past few years with our assistance which have resulted in some reasonable funding for some programs. It is the feeling of this office that, should interest exist among students, three separate programs should be instituted, East Asian Studies, Southeast Asian Studies, and South Asian Studies, since the geographical and political divisions of these areas are fairly well defined.

These programs have two recurring problems: 1) The Department of Oriental Languages and Literatures has an excellent faculty, but it receives poor support from the administration. Our lack of language courses is a serious problem, and Korean, Sanskrit, and an Indic (Hindi, Urdu) language should be added to our offerings, since there are language requirements for both Asian and East Asian Studies. 2) The library frequently expresses a desire to disperse the East Asian Collection. Without a separate section for books and journals which are in Chinese, Japanese, or Korean and adequate librarians to maintain this section, we cannot have a good East Asian library.

5. Latin American Studies

After the Asianists, the Latin American scholars are the next most active, and they have been the most creative of any of the groups in developing certificate programs and planning for Masters-level programs. However, lack of administrative support again causes problems in interesting faculty and students, with the result that, although we should and could have truly powerful language, area studies, and related activities associated with Latin America, we do not. Most support needs to be given to this group in their efforts to develop new programs.

6. Recommendations

None of these programs is lacking in highly qualified faculty members, and all have good language departments supporting their efforts. The problems they face are due to lack of University administrative, college administrative, and departmental administrative support, financial and otherwise. While this office attempts to provide some of the support which is lacking, these are not our programs, since they are administratively placed under the College of Arts and Sciences, and therefore there is little more we can do.

In addition to the recommendations given with the program descriptions, we recommend that:

1. These programs be given adequate budgets on which to operate.

2. A Director and Secretary of Academic, Research, and Training Program Support be funded so this office can increase the amount of support it provides.

3. An examination of the administrative structure for these programs be performed and consideration be given as to whether they should be assigned to OIE.

VI. Professional Nature of the OIE

A. General

The Office of International Education is regarded as a highly professional, competent, and innovative unit by others in the field of international education. Our two directors, Ms. Ruth Purkaple and Mr. Eugene Smith, have had long and highly-respected careers in the field. They are frequently consulted by officials from institutions all over the country, and have held important positions and offices in national organizations involved in international exchange. Their reputations as experts bring international recognition to the University of Colorado. While the rest of the staff is not as experienced, they too are professionals. New staff members hired into the office are expected to have international experience, intercultural sensitivity, and a dedication to furthering international understanding. Through close contact with the Directors, they too are developing reputations in this field.

This office is rightfully proud of its staff and the services it performs. Students frequently praise our efforts to provide them with individualized attention and meaningful educational opportunities. We are told that this is one of the few offices on campus where they are persons and not numbers.

While we do receive outside recognition and student appreciation, we do not feel that we are presently treated as professionals on the campus. We would like to receive more funding for our staff to attend and participate in professional meetings. We would also like to see staff benefits more closely resemble those granted to the faculty.

B. Relations With Organizations

1. Introductory

Professionals involved in the international exchange of persons need to participate in organizations dedicated to discussing mutual problems and searching for solutions with their colleagues. Our major nation-wide organization is NAFSA, the National Association for Foreign Student Affairs (see 2 below). Other organizations on the national level include the Institute of International Education (IIE), which administers some of the Fulbright programs and coordinates the visits of many students and scholars to this country; and the Council on International Educational Exchange (CIEE), which operates charter flights and study abroad programs in which we participate. Our state-wide organization is CAIE, the Colorado Association for International Education (see 3 below). There are organizations which are devoted to a particular component of international relations, for example SIETAR, Society for Intercultural Education Training and Research. Many organizations have international divisions, such as the American Council on Education and the American Society for Engineering Education. In addition, there are organizations like the Japan Society of New York, the Asia Society, and the Association for Asian Studies whose purposes are more "academic" and serve the needs of scholars. It is important that the staff of our office be members of, participate in, and attend meetings of these numerous professional organizations.

2. NAFSA

The National Association for Foreign Student Affairs was originally composed of admissions officers and advisers of foreign students. It has expanded since that time to include teachers of English as a second language, individuals who

send American students abroad, and community volunteers. Ms. Ruth Purkaple and Mr. Eugene Smith have been active in NAFSA for many years; both have served on the National Board of Directors and on the National Teams of their professional sections. Others newer to the field, such as Dean Johnson and Ms. Jean Delaney, are currently serving on national committees. Many of the staff have attended NAFSA meetings and have profited greatly from this attendance. Every member of this office needs to participate in this organization. Additional funding is required to allow this participation.

3. CAIE

The Colorado Association for International Education is an organization devoted primarily to the problems of international education within the boundaries of the state of Colorado, although schools such as the University of Wyoming and the University of New Mexico are or have been members. The Office of International Education has been very active in CAIE. The Dean is this year's chairperson; Ms. Purkaple has been chairperson in the past and has held other offices as well; Mr. Smith is responsible for the legislative efforts of CAIE; Ms. Fisher is the secretary of CAIE and handles its travel arrangements; Mr. Gibbons is presently working with the development of a program bringing together admissions officers and teachers of English as a second language; Mr. Acosta is involved with the proposed Latin American Center; Dean Johnson and Jim Adams, a work-study student, are responsible for the association's computerized information-retrieval system.

C. State Personnel System

Because our office is composed of professionals, it has a difficult time dealing with the State Personnel System. The only favorable comment which can be made about the system is that many members of our staff were awarded significant raises which made their incomes more reasonable.

The system, as set up by the state and as practiced on this campus, is wordy, complex, bureaucratic, time and paper wasting, dogmatic, dictatorial, unimaginative, counterproductive, and useless. Devoid of sensitivity and creativity, it tends to crush the very human elements it purports to enhance. In no way can this system provide for the needs of OIE or of any other organization which has to deal with human beings rather than mechanical and electronic objects.

The variable nature of our work does not lend itself to job descriptions. Only the experienced individuals within this field can adequately judge which job applicants have the sensitivity and other non-measurable qualifications to satisfactorily fill our positions. OIE hopes that all of its personnel will be made, by one way or another, exempt from the State Personnel System. Until we are freed from this system, staff members will continue to be treated as second-class citizens compared to the faculty.

D. Sabbatical Policy

In past discussions of faculty sabbatical policies, the Dean of International Education has raised the question of sabbaticals for professional staff. He has been informed, through the Office of the Vice President, that such policies do or might exist, but either have not been properly formulated or have not been exercised. The situation is unclear. We assume that a breakthrough may have been achieved when the University Counsel was able to take a sabbatical. The professionals in OIE are just as deserving of sabbatical leave as any member of the instructional staff; this office will work toward establishing a sabbatical policy for our staff.

VII. Campus and/or University-Wide Problems

A. General Comments

Certain problems which are campus-wide or University-wide have a negative effect on the ability of OIE to carry out its mission, and it seems important to discuss some of these problems in this report. They have some common roots: lack of management capability at several levels and a conservative attitude among many members of the academic community regarding interdisciplinary and inter-departmental programs.

B. Unbalanced Administrative Structure

Many faculty members who have never held an administrative position perceive that the University is administratively top-heavy. Those in middle and upper management, who see problems unsolved and questions unanswered for months at a time, disagree. Some improvement can be seen now with changes in personnel and functions, but it may be that the efforts of the administration to remain as lean as possible are counterproductive.

The position of Vice Chancellor for Academic Affairs is an example of administrative imbalance. Whoever occupies this position finds himself forced into being a full time career budget officer rather than devoting his time and energies into what should be his function, safeguarding and enhancing the academic quality of the institution. The Dean has suggested in the past that, if the budgetary work is so extensive, there should be other persons concerned with it, perhaps a Vice Chancellor for the Budget. We recognize that this may not be the proper solution, but there should be some serious consideration given to a reorganization which will allow the Vice Chancellor for Academic Affairs to concentrate his attention and efforts on academic quality.

There is also a serious imbalance in the size of the academic units on the campus. The campus consists of the gigantic College of Arts and Sciences, several medium-sized colleges and schools such as Engineering, Business, and Education, and several very small schools such as Pharmacy and Journalism. The difference in size creates inequities in budgets, influence, and in difficulty of administration. The University should seriously consider a reorganization which would distribute students and faculty into newly constituted colleges and schools of more nearly equal size.

C. Poor Management Preparation

The University is often poorly managed at its first organizational level because many department and division chairpersons are not motivated toward or trained in the art and science of management. Typically, a faculty member will grudgingly accept the position of department chairperson for as brief a period as possible and try to survive that period by making as few waves as possible. Furthermore, department chairpersons are exploited because their management positions demand their attention twelve months of the year, whereas they are paid as faculty members on nine-month appointments. The University must recognize that department chairpersons must be properly trained, motivated, and compensated. Until that is done, the University will continue to be poorly managed at its first and basic level of organization.

Long and expensive management training courses are not necessary. This Dean has outlined an intensive one-week course which would make a significant difference in the quality of management by department chairpersons.

The problems of management extend on up the line, for most deans are ex-chairpersons and many higher administrative officers are ex-deans. Those who are willing to assume the very difficult jobs at the top have shown a motivation to be managers and, therefore, have learned from their previous successes and failures as managers. Nevertheless, the University could make a good investment by providing advanced management training and continued up-dating of that training for higher administrative officers throughout their careers.

D. Non-Support of Interdisciplinary Programs

The University contains a number of interdisciplinary programs; OIE is most concerned with the several area studies programs. We are dismayed by the fact that faculty members who engage in these interdisciplinary efforts are not only unrewarded for their efforts, but are negatively rewarded. Because of this, young, vigorous, enthusiastic, and creative faculty members have to be advised to avoid extensive interdisciplinary efforts until they have fulfilled the requirements of strictly disciplinary contributions and have been awarded tenure. It is strange that we must insist upon academic celibacy in the young untenured faculty member until such time as he is probably no longer interested in creative interdisciplinary work.

This mistreatment of young faculty members and lack of attention to interdisciplinary programs have been pointed out repeatedly over the past several years to the administration and the Council of Deans, with little result. The administration must make a clear statement of support for interdisciplinary programs and back it with enforcement to prohibit penalties for interdisciplinary activities. Until that is done, the University will not achieve quality in its area studies and other interdisciplinary programs. Only through the efforts of several strong and determined faculty members have our area studies programs survived at all.

E. Poor Sabbatical Policies

In theory, the University has a good sabbatical program, but it is not adequately funded. Departments are often forced to replace faculty members on sabbatical leave with graduate assistants because funding for proper replacements is not provided. A much more productive and interesting arrangement can be worked out through sabbatical exchanges with colleagues from abroad. A minimal amount of funding is required to supplement the salary of the foreign faculty member who comes to the higher cost environment of Colorado (or sometimes vice versa). In some individual cases, the administration has provided a small amount of funding for faculty exchanges. However, the OIE's request for an annual allocation has been ignored.

F. Lack of Staff Support

The Colorado Commission on Higher Education and the legislature have hurt the University badly by reducing the level of staff support. Faculty members are not hired to type, weld or run errands, yet many do (usually poorly) at faculty salaries. This is another example of counterproductive economies. An increase in staff support is a clear necessity.

G. Inadequate Proposal Capability

The greatest potential sources of outside support for the University are the federal agencies in Washington. The Dean has made many trips to Washington to learn about these agencies and to submit proposals to them. The cost of repeated

trips to the sources of funding, the loss of contacts between trips, the general inefficiency of such trips, and the knowledge that one has been unable to examine the possibilities thoroughly all contribute to an ineffective and frustrating system. The Dean and others have proposed in the past that the University should establish "our person in Washington" to carry on this function and to represent the University professionally and continuously to the federal agencies and to Congress. The proposal has never been acknowledged.

We suffer not only from lack of representation in Washington, but from inadequate proposal preparation facilities. There has been significant improvement in the services offered by the Office of Contracts and Grants with the appointment of Dr. Litman as Director. Cooperation has been excellent and the quality of service generally very good. However, that office, too, is understaffed, and as a result we have had to do far more proposal typing in OIE than we should.

The principal problem, however, lies in our own lack of proposal writers in OIE. Because the positions of Associate Deans for academic support, research support, and training support have not been filled, and because the directors of area studies programs are neither encouraged nor compensated, the Dean and his assistant have themselves had to write proposals, many on subjects we feel unqualified to write about. If we are to achieve any degree of quality in our proposals, and thus receive any substantial amount of funding from Washington or other outside sources, we must have adequate professional and secretarial staffing in OIE and in the area studies programs for this purpose.

APPENDIX

A. Personnel

1. Office of International Education

Administration:

R. Curtis Johnson, Dean
Jean Macaulay, Assistant to the Dean
Sue Scott, Account Technician

Work Study Students:

Jim Adams, Computer Scheduler
Kathy Ajsaka, Secretary
Marie Annick-Wilkins, Librarian
Tom Austin, Editorial Assistant
Becky Dohrn, Secretary
Lori Kwiecien, Secretary
Rebecca Morris, Editorial Assistant
Debbie Ross, Account Technician

Study Abroad:

Ruth Purkaple, Director
Jean Delaney, Assistant Director
Paul Acosta, Latin American Coordinator
Becky Sibley, Secretary
Pat Ruszczyk, Steno-transcriber
B.J. Fisher, Travel Coordinator

Work Study Students:

Chris Bernal, Counselor Aide
Julie Gamble, Travel Secretary
Felix Garcia, Media Technician
Pat Zoubovitch, Secretary

Foreign Student and Scholar Programs:

Eugene Smith, Director
Peter Gibbons, Assistant Director, half time
Audrey McConnell, Secretary
Muriel Coyle, Student Secretary

2. Advisory Board

Ruth Purkaple, Director of Study Abroad Programs
Eugene Smith, Director of Foreign Student and Scholar Programs
Robert Hefling, Foreign Student Admissions
Don Willis, Chairman, Oriental Languages and Literatures Department
Wyn Owen, Director, Economics Institute
Richard Kraft, School of Education
Carl McGuire, Economics Department
Jim Wolf, History Department, Denver Campus; Chairman, Study Abroad Committee
Chris Paterson, Medical Campus
Dave Rogers, EPO Biology
Jose Fernandez, Spanish Department, Colorado Springs Campus

Yvonne Barrett, Spanish and Portuguese Department
Rose-Marie Oster, Dean, Graduate School
Robert Williams, Engineering Design and Economic Evaluation
W.A.E. Skurnik, Political Science Department

3. Study Abroad Committee

Jim Wolf, History, Denver Campus, Chairman 1976-77
William Grupp, Spanish Department, Chairman-Elect 1977-78
John Carnes, Dean, Arts and Sciences, Ex-Officio
Peter Birkeland, Geology
Ronald Cheng, Sociology
Clifton Hall, German
Andree Kail, French
Phyllis Kenevan, Philosophy, Member-at-Large
Gottfried Lang, Anthropology
Robert Lester, Religious Studies
Jeffrey Meyers, English
Wyn Owen, Economics Institute
William Safran, Political Science
Phillip Cateora, Business School
Richard Kraft, Education
Robert Williams, Engineering
Joseph Juhasz, Environmental Design
Frank Kaplan, Journalism
Rose-Marie Oster, Graduate School
Oliver Ellsworth, Music
Kent Casper, German, Denver Campus
Jose Fernandez, Spanish, Colorado Springs Campus
Tom Napierkowski, English, Colorado Springs Campus

Members on OIE staff:

Curtis Johnson, Dean, Ex-Officio member
Ruth Purkaple, Director of Study Abroad
Jean Delaney, Assistant Director of Study Abroad
Paul Acosta, Latin American Coordinator

Student members (students who have been on programs abroad) 1976-77: Chris Bernal, Gary Emrich, Marie Fox, Ron Koike, Bill Shobe and Laura Udis.

Study Abroad Standing Committees for 1976-77

Executive Committee:

Jim Wolf, Chairman 1976-77
William Grupp, Chairman-Elect 1977-78
Phyllis Kenevan, Member-at-Large
Curtis Johnson, Dean
Ruth Purkaple, Director of Study Abroad

Special Projects Committee:

Jim Wolf, Chairman
Kent Casper
William Grupp
Frank Kaplan
Richard Kraft

Phyllis Kenevan
Gottfried Lang
Rose-Marie Oster
Robert Williams
Ruth Purkaple

Transfer Credit Committee:

Dean John Carnes
Robert Hefling
William Grupp
Andree Kail
William Safran

England Programs Committee:

Joseph Juhasz, Chairman
Peter Birkeland
Phillip Cateora
Jeffrey Meyers
Joan Lord, Visiting Professor 1976-77
David Kassoy
Peter Ainsworth, Exchange Student 1976-77
Laura Thompson, Student
Gary Emrich, Student

French Programs Committee:

Andree Kail, Chairman
Lucia Baker
Blandine Rickard, Denver Campus
Tom Napierkowski, Colorado Springs Campus
William Safran
Phyllis Kenevan
Bill Shobe, Student

German Programs Committee:

Frank Kaplan, Chairman
Kent Casper
Clifton Hall
Oliver Ellsworth
Gottfried Lang
Robert Firestone
Marie Fox, Student

Israel Program Committee:

William Safran, Chairman
Robert Lester
Berel Lang
Laura Udis, Student

Italian Program Committee:

Lynne McNamara, Chairman
Louis Tenenbaum
Judy Ramaglia
Robert Day

India Program Committee:

Robert Williams
Robert Lester
Henry Goodnow

Japan Program Committee:

Allan Grapard, Chairman
Kuniaki Hata
Don Willis
Ron Koike, Student

Latin American Programs Committee:

William Grupp, Chairman
Richard Kraft
Larry Collins
David Clough
Wyn Owen
Claude McMillan
Jose Fernandez, Colorado Springs Campus
Phil Hernandez, Denver Campus
Chris Bernal, Student

Taiwan Program Committee:

Cecilia Yang, Chairman
Noel Miner
William Doub
Ronald Cheng
Sherry Finney, Student
Ron Koike, Student

4. Departmental International Advisors:

James McGoodwin, Anthropology
Harvey Nichols, Institute of Alpine and Arctic Research
Julius London, Astro-Geophysics
Gerald McClearn, Institute of Behavioral Genetics
Meimei Pan, Institute of Behavioral Science
Wilson Crumpacker, EPO Biology
Mircea Fotino, MCD Biology
Edward Okwu, Black Studies
Richard Tolman, Biological Sciences Curriculum Study
Robert Wasley, Division of Accounting
Michael Palmer, Division of Finance
Kendrick Bangs, Division of General Business
Kenneth Reed, Division of Management and Organization
Donald Plane, Division of Management Science
Philip Cateora, Division of Marketing
Harold Walton, Chemistry
Hartmut Spetzler, CIRES
T.H. Tzavella-Evjen, Classics
Jose Fernandez, Spanish, Colorado Springs Campus
Donald Darnell, Communications
Stanley Jones, Communications
Ulrich Goldsmith, Comparative Literature
Claude McMillan, Computer Science
R.L. Schiffman, Computing Center
Carol Lipsey, Continuing Education
Jim Wolf, History, Denver Campus
Carl McGuire, Economics
Stanley Ratliff, Education

Robert McKean, Division of Educational Specialists
Peter Freymuth, Aerospace Engineering
William Krantz, Chemical Engineering
Dennis Gary, Civil and Environmental Engineering
William Waite, Electrical Engineering
Robert Williams, Engineering Design and Economic Evaluation
Ralph Koeller, Mechanical Engineering
David Benson, English
Herbert Bowes, Environmental Design
Charles Roitz, Fine Arts
Andree Kail, French
Horace Quick, Geography
John Chronic, Geological Sciences
Wesley Blomster, German
Rose-Marie Oster, Graduate School
Vincent Beach, History
Malcolm Correll, Integrated Studies
Louis Tenenbaum, Italian
John Cooper, JILA
Frank Kaplan, Journalism
Charles Hord, Laboratory for Atmospheric and Space Physics
Donald Carmichael, Law School
Allan Taylor, Linguistics
Jan Mycielski, Mathematics
Christopher Paterson, Medical Center
Ron Colton, Mountain View Center
Kuniaki Hata, Music
Donald Willis, Oriental Languages and Literatures
Gene Erwin, School of Pharmacy
Bertram Morris, Philosophy
John Fowler, Physical Education
James Scott, Physics and Astrophysics
William Safran, Political Science
Albert Ramirez, Psychology
Leo Riethmayer, Graduate School of Public Affairs
Robert Lester, Religious Studies
Earl Sampson, Slavic Languages
Martha Gimenez, Sociology
William Grupp, Spanish
Hans-H. Waengler, Communication Disorders and Speech Science
Richard Knaub, Theatre and Dance
Gilbert Wilson, Arts and Sciences
Kent Casper, German, Denver Campus
James Knopf, Environmental Design, Denver Campus
Wesley LeMasurier, Geology, Denver Campus
Robley Rhine, Arts and Humanities, Denver Campus
William Fowler, Music, Denver Campus
Eugene Koprowski, Business, Denver Campus
Joel Edelstein, Political Science, Denver Campus

5. Area Studies Chairpersons:

Richard Smith, Latin American Studies
Ragaei El Mallakh, African and Middle Eastern Studies
Gottfried Lang, African and Middle Eastern Studies
Gordon W. Hewes, Asian and East Asian Studies
Edward Rozek, Central and East European Studies

B. Letter of support and appreciation from Dr. Dave Rogers (see attached)

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

December 13, 1976

Dean R.C. Johnson
Office of International Education
Campus

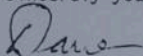
Dear Curt:

At this time of year, when annual reports are due, I feel that I owe one to the Office of International Education, and to you. I want to be certain that you know that I appreciate the continuing, outstanding assistance that you and your staff have extended to me, even though I have not had a "program" in international education.

My efforts towards an international educational program in biological information management have, unfortunately, come to a grinding halt. This was due to circumstances beyond my control, and not as a result of lack of interest and assistance on the part of OIE. Over the past few years, you have found through your own skills that the data management system that I had built was useful in a number of settings. You attempted, through various contacts, to foster continuation of this work both within the university, the state, nation, and internationally. You consistently kept information coming to me about possible opportunities for assistance, you consistently represented my interests in Washington, you spoke in my behalf at any number of offices here and elsewhere. You provided interpreter service on short notice when I had foreign guests. You provided assistance to me on my own foreign travels, making contacts in Japan that made my work there much more productive and enjoyable. You did these things with the almost certain knowledge that there would be very little opportunity for a "quid pro quo". You have been a consistent and continuing champion of interdisciplinary work, not just giving lip service to it, but actually accomplishing interdisciplinary tasks, and I appreciate that, knowing that actually doing interdisciplinary work is much harder than talking about it.

Thank you for yours, and your assistants' help. The Office of International Education is a vital, important function on this campus and abroad.

Sincerely yours,



David J. Rogers
Professor of Biology

DJR:js

RECEIVED

DEC 13 1976

INTERNATIONAL EDUCATION
UNIVERSITY OF COLORADO



Asgrow Seed Company

subsidiary of The Upjohn Company

January 5, 1977

Dr. David J. Rogers
Director
Tiximetrics Laboratory
University of Colorado
Boulder, Colorado 80302

Dear Dr. Rogers:

Mike Goodrich, of Asgrow's Information Services, visited your center at Colorado last year and passed on to me information about your work. I am interested in keeping up to date with your activities and will be happy to contribute if I can.

Firstly, you may be interested in my background. I am an active Soybean Plant Breeder with Asgrow Seed Company and have my Ph.D. from Iowa State University. My responsibilities mainly involve variety development for the Midwestern States east of the Mississippi but they also include some Southern work. I am particularly interested in applications of the computer that increase the efficiency of plant breeding operations. I have been using Upjohn's (Upjohn is Asgrow's parent company) computer facilities and will shortly have a computer terminal at my research office at Oxford, Indiana that will be able to use the computers' at Kalamazoo. Upjohn's research computer is an IBM 370-155. I have developed most of my own programs for data analysis and fieldbook printing and I am in the preliminary stages of developing programs for inventory and data base management.

I read with interest your booklet entitled 'Genetic Resources, Communication Information Documentation Systems Project' and was struck by the similarity of many of your objectives with my own. At present, Asgrow's computerized information systems for its plant breeding operations is in its infancy but there is a great need for many of the objectives that you describe. Although I am working on soybeans much of my work could also be applied later to Asgrow's other crop interests which include two other field crops plus most vegetable crops. Asgrow has world wide operations.

January 5, 1977

Page Two

I am particularly interested in any information or programs that you might be able to supply concerning computerized information storage and retrieval systems.

Sincerely yours,

A handwritten signature in cursive script that reads "Brian Moraghan".

Brian J. Moraghan, Ph. D.
Soybean Project Leader

BJM/bev

cc: Mike Goodrich

Jan 77

Dr. Richard Klein
Department of Botany
University of Vermont
Burlington, VT. 05401 zip

Dear Dick:

I am sending 16 pictures of M. esculenta that you asked for in your recent newsy letter, which we were glad to get. The pictures or the negatives therefor are better than the proof picture that accompanies each. That is, the negative is usually very sharp, having been taken with an old Rollie that had a very good lens. You can do good things with cropping, dodging, etc., where needed. But you make up your mind which one suits your purpose best, if any.

I've provided pictures for 5 or 6 different people now, and I'm trying to keep from duplicating them. I hope you don't get one that has already been used by somebody else. You might run into copyright problems. Whatever, that's yours, and your publisher's problem.

Wathh out for the photos and the negatives--they may come loose, having been stuck down with rubber cement, which has a way of loosing its grip after a while. Most of the photos are labelled, as to at least the country they come from. There are a few, however, labelled only as "Bodles". This is an experiment station about 30 miles west of Kingston, Jamaica.

Please let me have the photos back when you've finished--I intend to give them as a set to the National Arboretum, Washington, which already has the full set of herbarium specimens that were collected at the same time the photos were made.

From the sounds of things, if you went to Vermont to ski, amongst other things, you sure are having plenty of the frozen white stuff. We aren't doing very well in that direction in Colorado, but that just suits me fine, being an old southern boy. Incidentally, my southern accent is coming back real good now that we've got one of our boys in the White House.

Regards to both of you.

Sincerely,

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80509

Department of Environmental,
Population and Organismic Biology

January 25, 1977

Dr. Willard R. Schmehl
Department of Agronomy
Colorado State University
Fort Collins, Co. 80523

Dear Dr. Schmehl:

I write to support the application of Mr. Gerhard Weber, who is applying to you for entrance as a graduate student in your Department.

Mr. Weber was a student of mine in a graduate level course that was open to selected undergraduates as well. The course, Quantitative Biology, was offered to those who wanted to become familiar with various applications of computing machines for biological studies. The students, who had many different motivations for entrance into the course, were required to produce some independent study that applied the computer methods. It was, therefore, a course in which the student-professor relationship was closer than in more "formal" settings, and I was able to observe that Gerry was always one of the most innovative, understanding, and willing students. His work indicated a very great interest in plants that man depends upon most heavily for their livelihood, and I recommended that he should follow up with an advanced degree that more directly spoke to such matters. He has taken up this advice, and I am pleased that he is now following on by applying to you for admission.

Mr. Weber's background in liberal arts biology should stand him in good stead for entrance into agronomy, and I think, from my observations, that you will find him well prepared. I recommend him highly.

Sincerely,

David J. Rogers
Professor

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental
Population and Organismic Biology

January 25, 1977

Dr. E.G. Rodgers
Agronomy Department
2183 McCarty Hall
University of Florida
Gainesville, Florida 32611

Dear Dr. Rodgers:

I write to support the application of Mr. Gerhard Weber, who is applying to you for entrance as a graduate student in your Department.

Mr. Weber was a student of mine in a graduate level course that was open to selected undergraduates as well. The course, Quantitative Biology, was offered to those who wanted to become familiar with various applications of computing machines for biological studies. The students, who had many different motivations for entrance into the course, were required to produce some independent study that applied the computer methods. It was, therefore, a course in which the student-professor relationship was closer than in more "formal" settings, and I was able to observe that Gerry was always one of the most innovative, understanding, and willing students. His work indicated a very great interest in plants that man depends upon most heavily for their livelihood, and I recommended that he should follow up with an advanced degree that more directly spoke to such matters. He has taken up this advice, and I am pleased that he is now following on by applying to you for admission.

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Sincerely,

David J. Rogers
Professor

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

January 25, 1977

Dr. James L. Starling, Head
Department of Agronomy
117 Tyson Bldg.
Pennsylvania State University
University Park, Pa. 16802

Dear Dr. Starling:

I write to support the application of Mr. Gerhard Weber, who is applying to you for entrance as a graduate student in your Department.

Mr. Weber was a student of mine in a graduate level course that was open to selected undergraduates as well. The course, Quantitative Biology, was offered to those who wanted to become familiar with various applications of computing machines for biological studies. The students, who had many different motivations for entrance into the course, were required to produce some independent study that applied the computer methods. It was, therefore, a course in which the student-professor relationship was closer than in more "formal" settings, and I was able to observe that Gerry was always one of the most innovative, understanding, and willing students. His work indicated a very great interest in plants that man depends upon most heavily for their livelihood, and I recommended that he should follow up with an advanced degree that more directly spoke to such matters. He has taken up this advice, and I am pleased that he is now following on by applying to you for admission.

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Sincerely,

David J. Rogers
Professor

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

January 25, 1977

Dr. Johnny W. Pendleton, Chairman
Department of Agronomy
1575 Linden Drive
University of Wisconsin
Madison, Wisconsin 53706

Dear Dr. Pendleton:

I write to support the application of Mr. Gerhard Weber, who is applying to you for entrance as a graduate student in your Department.

Mr. Weber was a student of mine in a graduate level course that was open to selected undergraduates as well. The course, Quantitative Biology, was offered to those who wanted to become familiar with various applications of computing machines for biological studies. The students, who had many different motivations for entrance into the course, were required to produce some independent study that applied the computer methods. It was, therefore, a course in which the student-professor relationship was closer than in more "formal" settings, and I was able to observe that Gerry was always one of the most innovative, understanding, and willing students. His work indicated a very great interest in plants that man depends upon most heavily for their livelihood, and I recommended that he should follow up with an advanced degree that more directly spoke to such matters. He has taken up this advice, and I am pleased that he is now following on by applying to you for admission.

Mr. Weber's background in liberal arts biology should stand him in good stead for entrance into agronomy, and I think, from my observations, that you will find him well prepared. I recommend him highly.

Sincerely,

David J. Rogers
Professor

DJR:js



WAYNE STATE UNIVERSITY

COLLEGE OF LIBERAL ARTS

DETROIT, MICHIGAN 48202

DEPARTMENT OF BIOLOGY

January 20, 1977

Dr. David Rogers
Department of Environmental,
Population and Organismic Biology
University of Colorado
Boulder, Colorado 80309

Dear Dr. Rogers:

Thank you very much for your letter of reference for David Zegers who is applying for a position in the Department of Biology of Wayne State University. Your letter will be very helpful to us in making our decision.

Sincerely yours,

William L. Thompson
Professor and Chairman,
Division of Environmental,
Evolutionary and Systematic Biology

WLT/mj

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

January 20, 1977

Dr. Richard Klein
Department of Botany
University of Vermont
Burlington, Vermont 05401

Dear Dick:

I am sending 16 picture of *M. esculenta* that you asked for in your recent newsy letter, which we were glad to get. The pictures or the negatives therefor are better than the proof picture that accompanies each. That is, the negative is usually very sharp, having been taken with an old Rollie that had a very good lens. You can do good things with cropping, dodging, etc., where needed. But you make up your mind which one suits your purpose best, if any.

I've provided pictures for 5 or 6 different people now, and I'm trying to keep from duplicating them. I hope you don't get one that has already been used by somebody else. You might run into copyright problems. Whatever, that's yours, and your publisher's problem.

Watch out for the photos and the negatives--they may come loose, having been stuck down with rubber cement, which has a way of loosing its grip after a while. Most of the photos are labelled, as to at least the country they come from. There are a few, however, labelled only as "Bodies". This is an experiment station about 30 miles west of Kingston, Jamaica.

Please let me have the photos back when you've finished--I intend to give them as a set to the National Arboretum, Washington, which already has the full set of herbarium specimens that were collected at the same time the photos were made.

From the sounds of things, if you went to Vermont to ski, amongst other things, you sure are having plenty of the frozen white stuff. We aren't doing very well in that direction in Colorado, but that just suits me fine, being an old southern boy. Incidentally, my southern accent is coming back real good now that we've got one of our boys in the White House.

Regards to both of you.

Sincerely,

David J. Rogers
Professor

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

January 20, 1977

Mr. Gordon Mc Cleary
Advertising Mgr.
Pioneer Hybrid Corn Co.
1206 Mulberry St.
Des Moines, Iowa 50308

Dear Mr. McCleary:

I just spoke to Don Davick, an old friend of mine, about the chance to borrow from you a film on methods of breeding. Don called the film the "Pioneer Advertising Film", and didn't have the exact title. I would like to show the film to my undergraduate students who have very small acquaintance with the whole subject, in a course called "Plants and Man". If possible, I would like to show the film preferably the week starting February 28, or if that time is not convenient, the following week in March.

Please let me know if it is possible to borrow the film, and what the conditions would be for its use, including charges. Thank you for your assistance.

Sincerely yours,

David J. Rogers
Professor of Biology

DJR:js

Jan. 18, 1977

Dear Janet:

Connie and I really were pleased to get your lovely Christmas card, and particularly the long newsy letter you sent with it. I am ~~very~~ pleased to know about your continuing (and growing) interest in things botanical. I'm also very happy that you've collected some grapes. I would be very pleased to have them. Bill Weber in the museum here tells me that the cheapest and best rate to send the specimens is the Library Rate. Apparently all you do is write that on the outside of the package, and it then costs 9¢ the first pound, and 6¢ each additional. If you can send them, I would, of course, be glad to reimburse you for them. It would be very good to have the material, and doubly appreciated because you collected them.

Your trip to Australia sounds just delightful! If you have any chance to do so, you should try to see the largest living plants in the world, the Eucalyptus trees. I forget which species (there are more than 700!) are the largest, and I don't know precisely where they grow, but if you can find out, and they fit your itinerary, it might be something you'd enjoy. Do let us hear about the trip on your return.

You may not have heard that I have resigned from the international work. I did so last fall, for a variety of reasons, some of them local and some of them elsewhere, but you can probably understand that part of the problem was that things were getting to be too business oriented, and not sufficiently scientific. It was too bad that things didn't go as I wanted, because there could have been a very good thing, but things didn't go right, so as the French say c'est la vie! But this resignation does give me more time to pursue research interests rather than be an administrator.

Best regards to you and husband, good trip, and thanks for the grapes!
Yours,

January 3, 1977

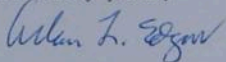
Dr. David Rogers
Department of Environmental Population and Organismic Biology
University of Colorado
Boulder, Colorado 80309

Dear Dr. Rogers,

Your letter of recommendation for Mr. David Zegers has been received by my department. Applicant selection is not yet finalized, but your evaluative comments will be very helpful.

Thank you for your time and effort in sharing your recommendation with us.

Sincerely yours,



Arlan L. Edgar, Chairman
Dana Professor of Biology

rm

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

December 23, 1976

Dr. Arlan L. Edgar
Chairman, Biology Department
Alma College
Alma, Michigan 48801

Dear Dr. Edgar:

David Zegers, who is applying for your position as Assistant Professor, has asked me to supply a letter of reference for him. I am pleased to do so. I have known Mr. Zegers for two years, in one graduate level course (data management for biology) and in one special project undertaken under the direction of one of my assistants. In the latter, Dave worked with another graduate student to develop a computer-aided instruction program for one segment of undergraduate ecology. This program was tested by a number of students and professors and judged to be outstanding. It was also considered by several local computer experts to be of sufficient merit to be submitted for a prize from the Association for Computing Machines. I do not know whether they carried it out or not.

Dave is an excellent teacher. He was a teaching assistant for me in our general introductory principles of ecology course. In that capacity he demonstrated a good grasp of the subject matter, a pleasing method of delivery, and innovative methods to explain the subject matter. He was prompt, completed his work on time, and beat all deadlines well in advance. He was fair and even handed with students, and I never has a student complain (150 students in class).

Zegers also rates well with his fellow graduate students. He was a leader among them, in a large group of students. He served as a graduate student representative on several departmental committees that I chaired, and in this capacity, his contributions were well conceived, reasonable, and useful. He has good "presence" and does not get flustered in his presentations, either formally or informally.

In addition, I like Dave as a person. He has a good sense of humor, and a pleasant, easy, personality. I recommend him highly.

Sincerely,

David J. Rogers
Professor

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80509

Department of Environmental,
Population and Organismic Biology

January 6, 1977

Dr. B. Collier, Chairman Search Committee
Department of Biology
San Diego State University
San Diego, California 92182

Dear Dr. Collier:

David Zegers, who is applying for your position as mammalian ecologist, assistant professor, has asked me to supply a letter of reference for him. I am pleased to do so. I have known Mr. Zegers for two years, in one graduate level course (data management for biology) and in one special project undertaken under the direction of one of my assistants. In the latter, Dave worked with another graduate student to develop a computer-aided instruction program for one segment of undergraduate ecology. This program was tested by a number of students and professors and judged to be outstanding. It was also considered by several local computer experts to be of sufficient merit to be submitted for a prize from the Association for Computing Machines. I do not know whether they carried it out or not.

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In addition, I like Dave as a person. He has a good sense of humor, and a pleasant, easy, personality. I recommend him highly.

Sincerely,

David J. Rogers
Professor

DJR:js

UNIVERSITY OF COLORADO
AT
BOULDER, COLORADO 80309

Department of Environmental,
Population and Organismic Biology

January 6, 1977

Dr. William L. Thompson
Department of Biology
Wayne State University
Detroit, Michigan 48202

Dear Dr. Thompson

David Zegers, who is applying for your position as ecologist, has asked me to supply a letter of reference for him. I am pleased to do so. I have known Mr. Zegers for two years, in one graduate level course (data management for biology) and in one special project undertaken under the direction of one of my assistants. In the latter, Dave worked with another graduate student to develop a computer-aided instruction program for one segment of undergraduate ecology. This program was tested by a number of students and professors and judged to be outstanding. It was also considered by several local computer experts to be of sufficient merit to be submitted for a prize from the Association for Computing Machines. I do not know whether they carried it out or not.

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Sincerely,

David J. Rogers
Professor

DJR:js



COLORADO NATIVE PLANT SOCIETY NEWSLETTER

"DEDICATED TO THE APPRECIATION AND CONSERVATION
OF THE COLORADO NATIVE FLORA"

Volume I Number 1

January-February 1977

MAILING ADDRESS

c/o Dr. Dieter H. Wilken
Department of Botany and Plant Pathology
Colorado State University
Fort Collins, Colorado 80523

OFFICERS

President: William A. Weber
Vice President: Hugo A. Ferchau
Secretary: Dieter H. Wilken
Treasurer: Kimery C. Vories

BOARD OF DIRECTORS

| | |
|-------------------------|-------------------|
| Steven Bissell | William Harmon |
| Genevieve Bryant | John Marr |
| Charles Feddema | J. Scott Peterson |
| Hugo Ferchau | Kim Vories |
| William G. Gambill, Jr. | Dieter Wilken |
| Jon Halverson | William Weber |

SOCIETY COMMITTEES

| | |
|-------------------------------|-------------------|
| Endangered Species | |
| Education | |
| Environmental Documents | Hugo Ferchau |
| Field Trips | |
| Horticulture & Rehabilitation | |
| Legislative | |
| Membership | Sue Martin |
| Publications | J. Scott Peterson |
| Publicity | Steven Bissell |
| Funding | Kim Vories |

SCHEDULE OF MEMBERSHIP DUES

| | |
|-------------------|-----------|
| Life | \$ 250.00 |
| Supporting | 50.00 |
| Society | 25.00 |
| Family | 12.00 |
| Individual | 8.00 |
| Student & Retired | 4.00 |

MEMBERSHIP APPLICATION

Name: _____
Address: _____
City: _____
State: _____ ZIP: _____

Please make checks or money orders payable to
Colorado Native Plant Society

MINUTES OF THE BOARD OF DIRECTORS MEETING

Monday, November 1, 1976, at the Faculty Club,
University of Colorado, Boulder.

A meeting of the BOD was convened at approximately 7:30 PM. The following board members were in attendance: Steve Bissell, Charles Feddema, Hugo Ferchau, Jon Halverson, John Marr, J. Scott Peterson, William Weber, Kim Vories, Dieter Wilken.

"Agenda"

1. The need for definition of the terms threatened, endangered, and critical habitat was briefly discussed as was the formulation of a list of plant species for Colorado. The BOD resolved that a committee of the Society be organized to draft proposals regarding term definition and plant lists for Colorado. Committee members designated were: Barry Johnston, William Weber, Charles Feddema, Steve Bissell, William Harmon, and Genevieve Bryant. Initial results of the committee's work will be presented at the next general membership meeting, tentatively scheduled for January, 1977.

2. Scott Peterson reported on recent activities of the Publications Committee. Research into publication costs has indicated that present finances will support a regular newsletter at a rate of about 6 issues per year. The possibility of producing a single annual issue of a journal-type publication was also discussed. The first official newsletter of the Society will be prepared by November 15, 1976.*
* Editorial staff note: Oops missed!

3. Steve Bissell suggested the possibility of utilizing post cards with native plant motifs for publicity and income purposes. Steve will provide data regarding costs, based on similar cards presently used by the Colo. Div. of Wildlife, at a later meeting of the BOD.

4. The BOD considered and approved constituencies of Society Committees organized at the October 9 general meeting. Chairpersons were designated pending their acceptance.

5. The BOD resolved to hold a general membership meeting on Saturday, January 29, 1977 at Colorado State University, Fort Collins.

6. Meeting adjourned at ca. 9:30 PM.

SOCIETY COMMITTEES

Nine Society committees were established by the Board of Directors at their October 9 meeting, as reported in the first issue of this newsletter. At its November 1 meeting in Boulder, the following accepted the Board's invitation to chair these committees:

| | |
|-------------------------|------------------------------|
| Environmental Documents | Hugo Ferchau 641-0573 |
| Funding | Kim Vories 491-6542 |
| Membership | Sue Martin 484-8844 |
| Publications | J.Scott Peterson 234-2394 |
| Publicity | Steve Bissell 277-1747 |

Anyone who wants to work with one of these committees, or who has any questions about their work, may call the committee chairperson. Chairpersons of the other committees will be reported as soon as confirmed.

ENDANGERED SPECIES COMMITTEE

At the November 1 meeting in Boulder, the Board of Directors appointed a committee to draft proposals regarding a list of threatened and endangered plant species for Colorado, and to develop definitions for such terms as threatened, endangered, and critical habitat. The Board selected members of this committee on the basis of their technical qualifications and their familiarity with the problems of endangered species. Committee members recommended are:

| | |
|------------------|-----------------|
| Barry Johnston | Steve Bissell |
| Genevieve Bryant | Charles Feddema |
| William Harmon | William Weber |

FINANCIAL REPORT

To date the Society has taken in \$965.36 and spent \$155.05, leaving a balance of \$810.31. The cost of this issue of the newsletter should reduce this balance by another 40 to 50 dollars. We have been able to function at such low costs because of generous contributions of time, labor, and materials by Colorado Native Plant Society members.

We have before us enormous opportunities in public education, natural resource conservation, and botanical and horticultural research concerning Colorado's native plants and vegetation. But all of these activities require financial as well as human resources.

Any suggestions of possible sources of funding for the Society as a whole or for specific projects would be very helpful. If you have any ideas, or any ways you could help find such funding please contact Kim Vories (P.O. Box 89, Fort Collins, Colorado 80522; telephone 491-6542).

THE NEWSLETTER

The Colorado Native Plant Society Newsletter will be published on a bimonthly basis. The contents will consist primarily of a calendar of events, notes of interest, editorials, listings of new members and conservation news. Until there is a Society journal, the Newsletter will include short articles also. The deadline for the Newsletter is one month prior to its release. For the March-April issue, that would be February 1, 1977. Items should be sent to J.Scott Peterson c/o Colorado Native Plant Society, BLM Building 50, Denver Federal Center, Denver 80226. Any comments concerning this newsletter would be greatly appreciated.

PEOPLE MAKE IT GO

Organizing a society like this one takes a lot of good work by a great many people, and that has certainly been true of the first months of the Colorado Native Plant Society. The true reward for such work, of course, is the sense of a job well done for a worthy cause, but in the name of all who have contributed, we would like to recognize some few who have made notable contributions to our progress.

John Marr, who served as our charter president, has provided encouragement and direction, patience and wisdom in the critical early stages of the organization. He continues to serve the Society as a member of the Board of Directors.

Jon Halverson has generously contributed his legal expertise in the drafting of the Society's articles of incorporation and in securing for the Society the status in Colorado of a non-profit corporation. He has also helped materially in the preparation of the By-laws.

Robert Turner was a prime mover in organizing the first meeting of the Society, in mailing information to potential members, and in setting up subsequent meetings.

Jerry Martinez initiated the idea of the first meeting and made preliminary proposals about the establishment of the Society.

Donna Nye did much of the essential and arduous secretarial work involved in the organization of the Society.

NEW CHAPTER IN FORT COLLINS

On November 16, 1976 CNPS members in the Fort Collins area met at the city library to initiate the formation of a local chapter. The meeting was organized by Gail Evans and Mary Ann Varanke, both of Fort Collins. Local Members were contacted and the public was notified by fliers around town and on the CSU campus.

Mr. Richard Walter gave an excellent, entertaining, and educational talk and slide show on "Native Edible Plants with a Gourmet's Touch". Kim Vories addressed the meeting concerning the goals and accomplishments of the Society emphasizing the enthusiasm and dedication of the Society's founders and their "can do" approach to addressing these goals.

The officers elected were, Gail Evans (President), Ann Morrison (Program Chairwoman) and Mary Ann Varanka (Secretary-Treasurer). A formal petition for recognition as an official chapter will be presented at the December Board Meeting.

From all of the Publications Committee "Congratulations and we will be expecting to hear great things from your corner of the state soon and often!"

TO GET READY FOR THE NEXT MEETING

The following article has been submitted by Dieter Wilken in order to provide you with background information prior to the January meeting.

The Endangered Species Act of 1973 and Colorado

The Endangered Species Act of 1973 (Public Law 93-205) is important to the goals of the Colorado Native Plant Society. Quoting the Act: "The purposes of this Act are to provide means whereby the ecosystems upon which endangered species and threatened species depend may be conserved, to provide a program for the conservation of such endangered species and threatened species...."

The principal responsibility for the enforcement and operation of the Act is with the U.S. Fish & Wildlife Service, through its Office of Endangered Species. Other agencies of the federal government involved in the implementation of the Act are the U.S. Department of Commerce, U.S. Dept. of Agriculture and the Smithsonian Institution. Several lists have been published in the Federal Register, Dept. of Interior, Vol. 40(5), July 1, 1975. An amended list, giving only endangered plants and including 32 found in Colorado, was published in the Federal Register, Vol. 41(117), June 16, 1976.

Note that these lists contain only proposed plants for protective status under the Act. These lists are not final nor binding. Before consideration for a final listing, the Office of Endangered Species must have data regarding such items as demography of plant populations, known localities and status of the land upon which these plants occur.

The Act has been implemented with regard to 170 animals native to the U.S.. In Colorado, these include the peregrine falcon, blackfooted ferret and the greenback cutthroat trout. The State of Colorado recently received \$100,000 in federal assistance under the State's cooperative agreement with the Endangered Species Program. These funds have been earmarked for studies of critical habitats (falcon, ferret) and propagation programs (trout). During fiscal year 1977, the Endangered Species Program has also planned an expenditure of \$ 7.1 million for land acquisition throughout the U.S.. Funds for land acquisition come from the Land and Water Conservation Fund, which is financed by receipts from Outer Continental Shelf mineral leases and the tax on outboard motor fuel.

As proposed plants are finally recognized under the program, funds will become available for conservation and critical habitat acquisitions. The State of Colorado apparently has not legislated any programs regarding the conservation of native plants. It also appears that federal assistance to Colorado will depend upon the recognition of threatened or endangered plants in the State's cooperative agreements. Clearly, the Society and its members should make every effort to educate the general public and our representatives in Denver regarding the need for native plant conservation. Members are encouraged to attend the next general meeting in January at CSU for an informative presentation on the threatened and endangered plants of Colorado.

Dieter Wilken
Colorado State University

NEW MEMBERS

The strength and the value of the Colorado Native Plant Society lies in a large, active membership. We encourage you to invite others to join us. A membership application is attached to the newsletter. Please pass it along to an interested friend.

Following is a list of new members of the Society, with their home towns. You might wish to check this list to see if there are new members in your area. If there are, perhaps you should get together to organize a local chapter.

David C. Alquist
Boulder

Barbara Anderson
Littleton

Paul Anderson
Estes Park

Ann B. Armstrong
Boulder

William Arp
Golden

W. Richard Bankhead
Denver

- Charles Lester Beck
Greeley
- Virginia Bleck
Denver
- David A. Boyce
Boulder
- Richard Brune
Arveda
- Paul T. Bryant
Fort Collins
- Judy L. Capra
Wheat Ridge
- Miriam F. Colson
Boulder
- Nelson H. Davis
Boulder
- Kirby DeMott
Denver
- Bertha M. Durfee
Denver
- George Ek
Denver
- Charles Feddema
Fort Collins
- Dr. William Gambill, Jr.
Denver
- Mrs. Aldena Goodwine
Denver
- Jon Halverson
Denver
- William and Mary Harmon
Greeley
- Lloyd Hayes
Ft. Collins
- Dr. Dexter Hess
La Junta
- Karen Hollweg
Boulder
- Douglas Johnson
Ft. Collins
- Walt and Jan Kelley
Ft. Collins
- Edna and Robert Kiley
Estes Park
- Mary Lederer
Denver
- Mrs. C. S. McClintock
Boulder
- Jerry Martinez
Lakewood
- Joyce Metcalf
Arveda
- Louise Mounsey
Evergreen
- H. E. Owen
Durango
- Mr. & Mrs. J. L. Pecka
Boulder
- Mark Phillips
Ft. Collins
- Denise Rodosevich
Boulder
- Richard B. Schweindinger
Denver
- Ken Slump
Lakewood
- Frances Silverman
Boulder
- Steven J. Bissell
Golden
- Anne Bliss
Boulder
- Mrs. W.W. Brockner
Evergreen
- Dr. E.H. Brunquist
Denver
- Robert F. Buttery
Lakewood
- Jack L. Carter
Colorado Springs
- Janet Cuneo
Arveda
- Denis and Elaine Davis
Golden
- Dale and Miriam Denham
Boulder
- David and Gail Ebel
Littleton
- Wayne Robert Erickson
Fort Collins
- Hugo and Mary Ferchau
Gunnison
- Carolyn Glider
Westminster
- Alice Gordon
Denver
- Sherry Hamann
Boulder
- Richard F. Harner
Littleton
- Robert and Anette Heapes
Parker
- Linda M. Hoffman
Denver
- Anthony J. Horstman
Golden
- Claudia L. Jolls
Boulder
- Frank A. Keppelmann
Arveda
- Jeannine E. Lanier
Denver
- Ivo E. Lindauer, Ph.D.
Greeley
- John W. Marr
Boulder
- Dick & Beth Mekkelsen
Boulder
- Peter Mogielnicki
Denver
- Aliene M. Munger
Boulder
- Bill & Raylene Owen
Denver
- J. Scott Peterson
Denver
- James E. Ratzloff
Austin
- David J. Rogers
Boulder
- Mrs. Marjorie L. Shepherd
Denver
- Myrna P. Steinkamp
Ft. Collins
- Kareen Sturgeon
Boulder
- Chris A. Blakeslee
Evergreen
- Jane and Carl Bock
Boulder
- Dr. Martin Brown
Colorado Springs
- Genevieve Bryant
Fort Collins
- Robert A. Bye
Boulder
- William A. Campbell
Denver
- Colorado Division of Parks
Littleton
- Steven J. Day
Fort Collins
- Ralph L. Dix
Fort Collins
- Mary and Page Edwards
Lakewood
- Gail Evans
Fort Collins
- Jacqueline Forsyth
Lakewood
- Libby Goodwin
Boulder
- Ada T. Gorman
Denver
- R. D. Harden
Loveland
- Harold Harrington
Ft. Collins
- Mr. and Mrs. John Henson
Denver
- Dale Lee Hoffman
Ft. Collins
- Barry and Joanne Johnston
Boulder
- Warren & Deborah Keammerer
Boulder
- Jean E. Kiel
Ft. Collins
- Larry D. Latta
Denver
- J. Ron McConnell
Denver
- Sue Martin
Ft. Collins
- Sue Merrick
Denver
- Ann Morrison
Ft. Collins
- Charles E. Olmstead
Boulder
- Beth Painter
Ft. Collins
- Karen Phillips
Denver
- Lynn Reynolds
Ft. Collins
- Dr. Holmes Rolston
Fort Collins
- Moras and Erne Shubert
Denver
- Thelma Stevenson
Ft. Collins
- Susan Tabar
Ft. Collins

| | | |
|--|--------------------------------------|-------------------------------------|
| Stuart W. Teubner Littleton | Budd Titlow Golden | Mr. & Mrs. Garland Truitt Denver |
| Mr. & Mrs. Robert K. Turner Boulder | Mary Ann Varanka Ft. Collins | Eleanor Von Bargaen Denver |
| Kim Vories Ft. Collins | Richard Walter Ft. Collins | Richard T. Ward Ft. Collins |
| Mrs. John Ward Denver | Patrick Webber Boulder | William A. Weber Boulder |
| Lois E. Webster Aurora | Harold & Margaret Weissler Golden | Exie P. White Denver |
| Jean Widman Denver | Dieter H. Wilken Ft. Collins | David G. Wilson Lakewood |
| Esther L. Witte Denver | Treva L. Yang Ft. Collins | Donna Nye Boulder |

ILLUSIVE AND UNUSUAL COLORADO RESIDENTS
by Dr. Charles Feddema



SENECIO PORTERI. This ragwort, which could be christened Porter's senecio, has been included in the Fish and Wildlife Services proposed list of endangered plants. It belongs to the family of composites or Asteraceae, and has a cluster of small yellow flowers resembling a small dandelion.

It is a perennial, having underground stems or rhizomes from which upright flowering shoots arise forming clusters. The plant is completely hairless with one or two broad, purplish, basal leaves with very shallow teeth and rather long stalks or petioles. The upright stem, about 2 to 4 inches tall, has a few smaller, more rounded leaves and ends in a single bell-shaped head of yellow-orange flowers.

This senecio has been observed a few times in areas near Gothic in northern Gunnison County and perhaps once in southern Pitkin County. Some botanists also believe that a single plant once collected in northeastern Oregon should be considered the same species.

Much more needs to be known about this plants and perhaps a search will indicate that it is not as rare as thought to be.

PREVIEW OF COMING ATTRACTIONS
(January-February 1977)

Saturday, January 29: General Membership meeting.

The Society's new year will begin with a meeting of the general membership at Colorado State University in Fort Collins. The Board's policy is to hold general membership meetings at various points throughout the state to give everyone interested in the Society a chance to participate.

The CSU meeting will be held on the campus in the Plant Sciences Building, room C-146, at 6:30 p.m. The program theme will be "Threatened and Endangered Plants of Colorado." It will be presented by the members of the newly created Endangered Species committee. The meeting will include a general business meeting and reports by the chairperson of the other Society committees. (Plant Sciences Bldg. near center of map)

Any Society committees desiring to meet during the afternoon should notify Dieter Wilken (491-6036) for meeting room assignments. He would like to know at least one week before the meeting. Preceding the business meeting, from 1:00 to 4:00 p.m., the CSU Herbarium will hold open house. Demonstration of the RAPIC (Rapid Access Plant Information Center) will be presented at 1:30, 2:30, and 3:30. You are invited to visit these facilities and to learn of their functions in relation to the activities and goals of our Society.

The following information about accommodations is provided for those persons from outlying areas. These are mentioned specifically because of their proximity to campus or their special rates:

Sunset Motel
112 Stuart
Single and Double rate: \$10, no discount

University Motor Inn*
914 S. College
Single: \$15; double: \$20.

Travelodge*
2612 S. College
Single: \$15; double: \$20.

*Gives special rates when a CSU meeting attendance is mentioned when making reservations.

