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The University of Chicago came into being as a result of the rather startling marriage of interests of a brilliant and highly entrepreneurial young biblical scholar—William Rainey Harper, the first President of the University—and the bequest of the then stunning $600,000—equal to $10 million today. Harper accepted the gift graciously, but immediately announced that this sum of money was insufficient to realize this grand vision both of the University of Chicago to be from the very beginning an institution of the highest rank and character. This was, of course, the problem that "will amaze the multitudes." He said, frankly, that the money raised so far was insufficient to set the stage for the campaign that he wanted to conduct "doing the rest." In the past two years, to set the stage for the campaign prospectus, development officers have been hard at work "doing the rest." In the past two years, to set the stage for the campaign, the University has raised more than half a billion dollars—more than double the amount of Rockefeller’s contributions and more than the goal of the entire 1990s Campaign for the Next Century. This campaign, which will help define the future of the University of Chicago and will continue through 2006, is both a challenge and an opportunity. As President Randel has observed:

The University’s greatest asset is its people. We must continue to recruit the kinds of faculty, staff, and students who can both make and profit from the unique institution that this University is and will remain. . . . Although it is the spirit of this University that will be most important to us, the people who want to join us, we must be prepared to compensate faculty and staff appropriately, we must support our students adequately, and we must maintain the very substantial program on which the University has embarked to improve its physical facilities.
Here is just a brief sample of some of the Faculty Publications in the nation). Many years—more than any other university in the country; three faculty members (Frank Rich- ter of Geophysical Sciences, Edwin Taylor of Molecular Genetics & Cell Biology, and Bob Wald of Physics) were elected to the National Academy of Sciences; and four members of our faculty (Douglas Diamond of the GSB, Don Randel of Music, Bob Rosner of Astronomy & Astrophysics, and Lucia Rothman-Denes of Molecular Ge- netics & Cell Biology) were elected Fellows of the American Academy of Arts and Sciences.

Among the many other achievements of our faculty in 2000–01, I would note that Hugo Sonnenschein (Economics) was elected to the American Philosophical Society; Stephen Migler (Statistics) was elected president of the International Statistical Institute; Janellen Huttenlocher (Psychology) received the Hall Award from the American Psychological Association; Sean Carroll (Biophysics) received a David and Lucile Packard Foundation Fellowship; Paolo Cherchi (Romance Languages & Lit- eratures) received Italy’s Giuseppe Desi Pizzi Prize; Alexander Worsnop, Ph.D. (Chemistry), Ka Yee Lee (Chemistry) and Sadeep Serhi (Physics) received Alfred P. Sloan Research Fellowships; Elaine Fauch (Molecular Ge- netics & Cell Biology) received the Lounsbery Award from the National Acad- emy of Sciences; and Dwight Hopkins (Bio-chemistry) was selected as a Henry Luce III fellow in theology (the fourth member of our faculty to receive this distinction in as many years—more than any other univer- sity in the nation).

Faculty Publications

Here is just a brief sample of some of the books our faculty published in 2000–01:

Andrew Abbott, Chaos of Disciplines
Lauren Bertlan, Our Monica, Ourselves
Dipesh Chakrabarty, Postcolonial Thought and Historical Difference
Richard Epstein and Cass Sunstein, Bush, Gore, and the Supreme Court
Robert Fogel, The Fourth Great Awak- ening
Daniel Garber, Descents Embodied
Thomas Holt, The Problem of Race in the Twenty-First Century
Matthew Kapstein, The Tibetan Assimi- lation Question
Jacob Levy, The Multiculturalism of Fear
James Lastra, Sound Technology and the

American Cinema
Ed Laumann and Bob Michael, Sex, Love, and Health in America
Laura Letinsky, Venus Infernus
Mark Lilla, The Legacy of Isaiah Berlin
Tanya Luhrmann, The Growing Disorder
Laurence Lynn, Improving Governance
Margaret Mitchell, The Art of Pauline Interpretation
Salkoiko Mufwene, Creolization of Lan- guage and Culture
Wendy Olmsted, Rhetorical Invention and Religious Inquiry
Dennis Pardee, Les Textes Rituels: Ras Shanaa-Ougait XII
Eric Posner, Law and Social Norms
Eric Sennet, On the Psychotherapy of Everyday Life
Morton Silverman, Suicideology
Jostel Stern, Metaphor in Context
Linda Waite, The Case for Marriage
Bryce Weir, Cellular Vasopressin
Ashish Yener, The Rise of Complex Metal Industries in Anatolia
Iris Young, Inclusion and Democracy

Other Faculty Research

Not all of our faculty’s research is embod- ied in books. For example:

• Robert Clayton (Geophysical Sciences) led an international research team that con- cluded that the Tagish Lake meteorite is the most primitive sample of the solar system yet discovered. Based on an analysis of interstellar dust grains, Clayton traced the meteorite back almost to the birth of the solar system some 4.5 billion years ago.

• McGuire Gibson (Institutional Order) led a joint Syrian-American excavation at Tell Hamoukar in the Khabur River basin of Syria, and other ancient artifacts found at the site, which was on a major ancient route between Nineveh and Aleppo, show occupa- tions as early as 4000–3500 B.C. to 700 B.C.

• Graeme Bell (Biochemistry & Molecular Biology) led a research effort that identified the cause of a rare form of diabetes that affects newborn children. In the past several years, Bell’s team has isolated four different genes that cause maturity-onset diabetes of the young.

• In partnership with the University’s North Kenwood/Oakland Charter School and the Center for School Improvement, STA has launched an innovative research project to formulate a new model of practice for school social workers to promote more effective learning environments for children in urban schools.

• Based on measurements taken at the De- gree Angular Scale Interferometer in Ant- arctica, a team of scientists led by John Carlstrom (Astronomy & Astrophysics) has confirmed evidence that ordinary matter accounts for less than 5 percent of the contents of the universe. The rest consists of mysterious dark matter (30 percent) and an even more mysterious dark energy (65 per- cent) that causes galaxies to rush apart at an ever-accelerating speed.

• Yuri Tsinov (Cinema & Media Studies) created an innovative CD, Immortal Bad- dies: A Cultural Analysis of Early Russian Films, that enables the user to explore in both Russian and English and through ten separate “pathways” more than one hun- dred films from pre-revolutionary Russian cinema, which are presented against the backdrop of the life and culture of the period.

• Judy Cho (Medicine) and Dan Nicolae (Statistics) have identified the first genetic abnormality that increases susceptibility to Crohn’s Disease. Their team determined that mutations of NOD2, a gene involved in the immune system’s initial response to bacterial infection, significantly increase the risk of Crohn’s.

• Scientists at Argonne National Laboratory’s Advanced Photon Source achieved “satura- tion” of self-amplified spontaneous emission at a wavelength more than one thousand times shorter than ever previously achieved.

• As a result of this breakthrough, free elec- tron lasers may one day provide laser-quality X-ray beams that will enable the creation of holographic images of molecules far be- yond what is now possible.

• Music composed by Shulamit Ran (Mu- sic) was presented on a new CD, entitled Preamurs for Clarinet, which was released by Gasparo Records. Ran’s composition, Scenes (3) for Clarinet, is performed by Arthur Campbell. The recording also in- cludes works of Andrew MacDonald, Chin- Chin Chen, Bruce Saylor, Pieter Snapper, and Augusta Read Thomas.

• Jack Cowan (Mathematics) led a research team that has provided new insights into the complexities of vision, the workings of the brain, and even the origins of art. The team is deducing the internal circuitry of the visual brain by mathematically reproducing the geometric hallucinations people see when they ingest mind-altering drugs, view bright lights or encounter near-death experiences.

Research Awards

The University received a record $265 mil- lion in government and foundation awards in 2000–01. Illustrative of these awards were a $5-million grant from the Air Force Office of Scientific Research to Steve Sibener (Chemistry) to support a study of the long- term viability of materials used in orbiting spacecraft. A $3.3-million grant from the Alfred P. Sloan Foundation to Linda Waite and Barbara Schneider (Sociology) to sup- port the Sloan Center on Parents, Children, and Work; a $2.5-million grant from the Burroughs Wellcome Fund to Norbert Scherer (Chemistry) and Steve Kron (Mo- lecular Genetics & Cell Biology) to support a cross-disciplinary training program in the Institute for Biophysical Dynamics; a $2.5- million grant from the Andrew W. Mellon Foundation to support a graduate fellowship sup- port in the Social Sciences and Humanities; a $1.8-million grant from the Robert Wood Johnson Foundation for the Clinical Scholar- ship Program in the BSD; and an $1.5-million award from the Doris Duke Charitable Foundation to Olufunmilayo Olopade (Medicine) to support research on the mo- lecular genetics of aggressive breast cancer.

Fund Raising

In 2000–01, the University topped $200 million in fund-raising progress—the sec- ond highest total in University history. We received thirty-three gifts of $1 million or more, including a $21-million gift from Gary Comer to name the new Comer Children’s Hospital; a $6-million challenge gift from Robert McCormack to support a new GSB residence hall; $5 million from Robert and Ruth Halperin for financial aid in the College; $5 million from Parker and Julie Hall to support a program in jazz and to help beautify the campus; and $4.4 mil- lion from Jack Miller to support a named professorship and a new Center for Periph- eral Neuropathy in the BSD. In the past two years, University Trustees have made gifts totaling $95 million—more than the entire amount given by Trustees in the seven years of the Campaign for the Next Century.

University Finances

After five consecutive years of operating surpluses, the University ended 2000–01 with a modest deficit. Due to weak market conditions and the investment markets, the University’s endowment declined in value by about 8.5 percent. The operating balance, after the purchase of changes in the endowment over a period of four years. But, depending upon eco- nomic developments in the next several years, this may present a challenge as we move towards 2002–03 and beyond.

College Admissions

College admissions was another strong year in Col- lege admissions: applications increased to 7,480 (a 36 percent increase over 1997–98 and the largest increase in at least 10 years). Early action applications increased to 1,800 (a 109 percent increase over 1997–98 and a 9 percent increase over 1999–00); the adm- it rate declined to 43 percent (down from 61 percent in 1997–98 and 44 percent in 1999–00); yield (the percentage of admit- ted students who enroll at Chicago) in- creased to 34 percent (up from 30 percent in 1997–98 and 33 percent in 1999–00); 82 percent of the entering class were in the top 10 percent of their high school class (up from 71 percent in 1997–98 and 81 percent in 1999–00); the median combined SAT score of entering students was 1395 (up from 1349 in 1997–98 and 1381 in 1999–00); 55 percent of the entering class were evaluated as academic “1’s or 2’s” by our admissions office (up from 30 percent in 1997–98 and 48 percent in 1999–00) and the number of National Merit winners in the entering class has increased from 84 in 1997 (twenty-first in the nation) to 97 in 1998 (seventeenth in the nation) to 139 in 1999 (ninth in the nation) to 151 in 2000 (fifth in the nation). Our College admissions continues to exceed Member. Of the Class of 2001, for example, this year received a Rhodes Scholarship, a Churchill, a Truman, one Gates total in Urban Studies, two Fulbrights, four Goldwater, and thirteen NSF Graduate Research Fellowships.
Progress on the Campus Master Plan

Campus Master Plan Projects
• The University of Chicago Press building, at 60th and Dorchester, opened in January 2001.
• The new parking building at 55th and Ellis, which holds more than one thousand cars and which will soon host a bowling alley/restaurant and offices for student activities and community service, opened in January 2001.
• The Max Palevsky Residential Commons, which will house more than seven hundred College students near Regenstein Library, will open in two phases: The building located along University Avenue opened in September 2001, and the buildings located along 56th Street and Ellis Avenue will open in January 2002. This project was designed by Mexican architect Rafael Legorreta, who last year received the American Institute of Architects Gold Medal Award. Legorreta joins the AIA Gold Medalists whose work is represented on our campus—Frank Lloyd Wright, Eero Saarinen, and Ludwig Mies van der Rohe.
• The renovation and conversion of Bartlett Hall into a 550-seat dining commons will be completed in January 2002.
• The Midway skating rink, a joint project of the University, the Chicago Park District, and the City, opened in March 2001. Further landscaping of the Midway Plaza, a multi-year project, will continue this year with the installation of a new winter garden.
• In August, the University began construction of the 400,000-square-foot BSD/PSD Interdivisional Research Building, which will contain an Olympic-size swimming pool, a competition gymnasium, a health club, and other facilities. The Ratner Center, which was designed by Cesar Pelli, is scheduled to open in September 2003.
• In the winter of 2002, the University will break ground on the new Graduate School of Business integrated campus, at 58th and Woodlawn. This $1 billion, which was designed by Rafael Viñoly, is scheduled to open in September 2004.
• In July, the University began construction of the 400,000-square-foot BSD/PSD Interdivisional Research Building, which will contain laboratories for the James Franck Institute, the Howard Hughes Medical Institute, the Institute for Biophysical Dynamics, the Department of Biochemistry & Molecular Biology, the Department of Chemistry, and a range of other research-related activities. This facility, which was designed by Harry Ellenwagen, is scheduled to open in September 2004.
• The University of Chicago Hospitals began construction this summer of the new Comer Children’s Hospital, which will be devoted primarily to neonatal and pediatric intensive care. The Comer Children’s Hospital, which has been designed to reflect a “child’s wonder at the process of discovery,” will open in 2004.

For updates on these projects, and an opportunity to review the architectural designs, see the Campus Plan and Construction quick link at www.ucchi.edu.

Second Phase Campus Master Plan
As we open new buildings, such as the Ratner Center, the Interdisciplinary Research Building, and the new GSB integrated campus, existing space will become available for new uses. This “second phase” of the campus master plan is a critical component of the overall evolution of the campus. One example of this process is the renovation and conversion of Bartlett Hall from a century-old gymnasium (replaced by the Ratner Center) into a new dining commons for students. Another example is the re-use of the space in the Administration Building vacated by the Press when it moved into the new Press Building to bring together the University’s Development Office and from many locations scattered across campus.

Another important component of these “second phase” issues concerns the reassignment of Rosenwald Hall, Stuart Hall, and Walker Museum, which will be vacated by the GSB when it moves into its new integrated campus in 2004. Under the leadership of Associate Provost Caren Skoulas and in collaboration with Deans Boyer, Mueller, and Saller, we have fashioned a partial program for the re-use of these buildings. The general contours of this plan are as follows:

- The Classics Department, which is now located in the Social Science Research Building, will move into Rosenwald. The area vacated by Economics will be used to expand and consolidate the space available to the History and Sociology departments.
- The Philosophy, English, and Comparative Literature departments will move from Classics to the new Interdisciplinary Research Building vacated by the Humanities Division for program growth and consolidation, and Gates-Blake will be dedicated to the College for the Harper Society and other College programs.
- The College will also gain full use of the fourth floor of Stuart Hall for student meetings, conferences, and study groups.

The College Admissions Office, which is now located in Harper Library, will move to Rosenwald, and the vacated space in Harper, which was designed and used originally as classrooms rather than offices, will be returned to its original purpose. When combined with the classrooms in Stuart, these moves will add approximately eighteen classrooms (ranging in size from twenty to eighty seats) for College and Divisional teaching.

A number of other buildings, including Edelstone, Searle, Judd, Kelly, Beecher, Grovenor, and the student center, are under review for possible “second phase” reallocations. We expect to have plans for most, if not all, of these buildings by the end of 2001-02.

Committee Reports on Advancing the Arts, International Programs, and Community Service
In last year’s annual report, I announced the appointment of three University-wide committees to make specific recommendations to strengthen our programs in the arts, in the international arena, and in computation science. Each of these reports is now complete or substantially complete, and each will be published in the University of Chicago Record and on the University’s web page (www.uschicago.edu). For now, however, I would like briefly to highlight some of the key conclusions and recommendations of each of these committees:

Advancing the Arts
The Advancing the Arts Committee was comprised of a nine-member Study Group, which included Deans, faculty members, and administrators, and an Arts Advisory Committee, which included representatives from more than fifteen professional and student arts organizations. The Study Group’s central observations and recommendations are as follows:

- A great research university should nurture the unique and powerful role of the arts in the education of the whole person and should support the practice of art not only as a recreational diversion from the rigors of academic life, but as a central activity of the “life of the mind.”
- More students, faculty, staff, and community members engage in the arts on our campus than ever before. This increased participation has parallelled a impressive growth in the excellence and diversity of our programs. But our arts-related facilities are inadequate for our needs, and the sheer number of programs and the complexities of their organizational structures often impede our ability to realize our goals.
- The Study Group therefore recommends that the University address immediate facilities needs by instituting a more collaborative and more efficient use of existing facilities and by undertaking a series of targeted renovations to enhance the quality of those facilities, including a major renovation of Mandel Hall.
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International Programs
The Committee on International Programs was chaired by Chris Faraone (Classics) and included seven other faculty members from departments and schools throughout the University. The committee’s key observations and recommendations are as follows:

- In the last decade, the University has experienced a significant growth in the number of overseas programs and internships (especially in the College and the GSB) and a 20 percent increase in the number of foreign students on campus.
- To enhance the experience of our foreign students, the University should expand and improve our English as a Second Language programs and establish several highly competitive and prestigious merit fellowships for foreign graduate students.
- Although noting the important intellectual value of our exchange programs with leading foreign universities, the committee found that the mechanics of these exchanges have often proved unwieldy. It therefore recommends that the guidelines for exchange programs promulgated by the Provost’s Office in 1997 be more widely distributed and enforced and that the Office of International Affairs be reorganized and reoriented to enable it to better support these programs.
- The University’s five area studies centers, which are the Beinecke, the Center for Middle East, Latin America, and Eastern Europe, support faculty research, conferences, exchange programs, visiting faculty, postdoctoral students, and library acquisitions. To further the work of these centers, the committee recommends that the Center for International Studies (CIS) take a more active role in promoting collaboration among the area studies centers and between these centers and the relevant schools, divisions, and departments. The committee further recommends that CIS widen its mission to include a broader range of international issues (such as international political economy and international security) as well as area studies.
- The committee recommends the appointment of an Associate Provost or Assistant Vice-President for International Affairs to oversee University-wide standards regarding exchange programs, work with the Directors of CIS and International House to help coordinate their activities, and help the University to gain additional foreign government and international programs. The committee further recommends that at least part of the Office of International Affairs should be located in International House and that International House should play a more important role in the creation and delivery of programs for foreign students.
- To enhance the development efforts of our international programs, the committee recommends the establishment of a new
Working Group on International Alumni and Development and the eventual creation of a series of University of Chicago international centers (“Chicago Houses”) in selected foreign cities to serve as bases for our overseas activities.

Computation Science
The Committee on Computation Science, chaired by Vice President for Research and Deputy Provost Bob Zimmer, is comprised of a steering committee of seven faculty members from across the University and an advisory committee of more than twenty-five faculty members and administrators. Although the committee’s report is not yet complete, it will embody the following perspectives:

• Informatics and computation are a powerful and rapidly evolving mode of inquiry and conceptualization with essential connections to many traditional disciplines and a vibrant internal intellectual framework. In many areas, informatics does or will play a decisive role in defining questions of fundamental disciplinary interest. The committee believes that there is great intellectual opportunity for the University to create a distinctive multidisciplinary academic program that builds upon and extends the recently established (though only partially realized) Computation Institute, and the University’s recently enhanced connection with Argonne National Laboratory.

• Despite these strengths, the committee believes that the long-standing inadequacy of the University’s commitment to informatics as an intellectual endeavor has produced an institutional culture, both real and perceived, that does not embrace informatics as a key intellectual activity. This has had negative effects both on research and education and on the recruitment of faculty and students.

• The committee concludes that it is essential for the long-term intellectual vitality of the University that it respond effectively to this opportunity and to this need. Later this fall, the committee will present a series of specific recommendations concerning the development of the Computation Institute and the Computer Science Department and their relationship to programs within other academic units, with an emphasis on faculty development and space requirements.

Conclusion
It was the extraordinary partnership of William Rainey Harper and John D. Rockefeller that got this remarkable University started. But, as Rockefeller himself noted, it was “but a beginning, and you will do the rest.” As you walk around this campus, you can see firsthand the legacy of those who have “done the rest.”

George Walker, a suburban real estate developer with a deep commitment to education, funded the Walker Museum, which initially housed the Department of Geological Sciences, then became part of the GSB, and in the next several years will house departments in the Humanities. Martin A. Ryerson, who served as President of the Board of Trustees for thirty years, donated Ryerson Physical Laboratory and played a critical role in securing for the University in 1896 the second largest library collection in the nation. Henrietta Snell, Elizabeth Kelly, Mary Beecher, and Nancy Foster contributed Snell, Kelly, Beecher, and Foster halls, which were all originally designed as women’s residence halls but now house such departments as Psychology and the Committee on Social Thought. Adolphus Bartlett, who started out as a lowly clerk, contributed Bartlett Gymnasium, which is now being given new life as a new dining commons for students. A university is always a work in progress. But some things remain the same. Let me close with a letter I received recently from an alumnus who received his Ph.D. from the University and is now a faculty member at another distinguished university:

I am writing to tell you that we . . . do in fact have . . . larger offices, better furniture, larger support staffs, higher quality catering, [and] better dressed students. This much said, I have been disappointed to find that [X University] is not a very serious place, speech is confined to a narrow band of acceptable and predictable views, and interdisciplinary research is more an aspiration than a reality.

The three strengths of Chicago [seriousness of purpose, rigorous intellectual discourse, and an unparalleled commitment to interdisciplinary research and education] are . . . an essential part of the University’s identity and make it the unique institution that I continue to admire. I do hope that you will continue to work to ensure that Chicago remains Chicago . . . a very serious and special place indeed.

With warmest best wishes for a serious— but joyful— academic year.

Geoffrey R. Stone is the Harry Kalven, Jr., Distinguished Service Professor in the Law School and the College, and Provost of the University.
Introduction

Scope of the Report

In the Autumn of 2000, the Provost convened this Committee on International Programs to: (i) survey the range of international initiatives at the University; (ii) examine the characteristics and impact of these initiatives; (iii) come up with a list of concrete and “doable” proposals designed to make such programs work more efficiently or to identify areas where we are missing opportunities to exploit existing synergies and overlaps. The Provost stressed at the very beginning that this committee was to design a faculty committee, whose concern was primarily with matters of education and research, including both those programs in which a student body engaged and certain areas of international exchange programs. Thebreadth of this mandate—and in particular the vagueness of the terms “international” or “international studies” themselves—have provided us with the greatest difficulties and we readily acknowledge that this report, although it is wide-ranging, is of necessity limited in scope and that we have undoubtably missed several areas of contact between the University and the world beyond our national boundaries. There are, for example, very few subjects in the humanities and social sciences that do not include the study and inquiry into non-American languages, cultures and histories. We have not been able, of course, to interview faculty from and examine the degree requirements of every department in these two divisions; nor have we been able to talk with faculty and students in every department in the physical or biological sciences. The Harris School or the Business School, all academic units that have in recent years experienced great increases in the number of foreign graduate students. Finally, from a group of national initiatives in various research institutes connected with the University, for example, Chapin Hall, that we were able to refer to only in the most general terms. Nonetheless, we feel that our year of interviews and conversations with various vice-presidents, associate provosts, deans, deans of students, departmental chairs, directors of centers, faculty, and students leaders, have provided us with enough information to make some careful observations and concrete proposals for change.

The Importance of International Programs

In the last decade or so the University has experienced great increases in both the Chicago campus and overseas; it is difficult to know whether these trends are temporary or represent a growing certainty that we will have more Chicago activities at living outside of our national borders. The body of this report is divided into five sections labeled A through E, which each offer a set of observations and recommendations. There follow four appendices and a glossary of abbreviations.

Executive Summary

A. Educational Programs

A-1. College Overseas Programs

These programs have developed quickly and are functioning well.

Recommendations: Monitor the effect of the faculty absence on international programs and try to allow faculty teaching abroad to take advantage of their travel to include research. Regular five-year reviews of overseas programs by individual units.

A-2. International Programs of the Professional Schools

The GSBS recently created two successful overseas programs. The GSBS and the Divinity School have a number of international exchange programs.

Recommendations: Reduce student isolation at GSBS overseas campuses by allowing them access to the Student Information System, issuing student identification cards and having more Chicago activities at the overseas campuses.

A-3. International Studies at the University (Degree Oriented)

The University has an undergraduate concentration in International Studies, masters in international studies, and a number of programs overseas.

Recommendations: Increase our publications on important developments in our field.

A-4. The MAH-Japan Program

Discussion of why this program failed.

Recommendations: None.

B. Research Programs

B-1. International Exchange Programs

The University is engaged in a number of programs with differing degrees of success.

Recommendations: Reaffirm and enforce the provisions of the 1997 Garber memorandum. Review all exchanges every five years; establish a list of all current exchange programs and publicize it on the web.

B-2. Area Studies Centers

The University is home to five centers funded primarily by the federal government. They provide needed resources for language teaching, student fellowships and library acquisitions and in some cases provide courses and M.A. programs. Recent moves to centralize grant writing and academic oversight for International Studies have strengthened all the centers.

Recommendations: Encourage growing cooperation between centers themselves and with divisional deans. Encourage faculty to create additional centers, for example, in African Studies.

B-3. Center For International Studies (CIS)

The Center has been thriving in its recently enhanced role as coordinator of the University’s undergraduate concentration in International Studies, and of the area studies centers.

Recommendations: Expand to include programs focused on international relations and security (e.g., PIPES and PISP) and perhaps the M.A. granting Committee on International Relations. Provide greater resources and more contiguous space.

C. Programs for International Students at the University

C-1. The Students

In the last decade there has been a significant increase in the number of foreign students at the University, especially from East Asia. They come primarily for one- and two-year M.A. programs. Problems include learning to speak and write English, and dealing with immigration and isolation.

Recommendations: Increase our publications on areas to attract even better students. Raise University-wide TOEFL scores. Expand instruction in speaking and writing English. Endow a handful of highly competitive merit scholarships for foreign graduate students.

C-2. The Office of International Affairs (OIA)

Designed primarily to advise foreign graduate students in various academic non-faculty programs on immigration, legal, and other issues. Until recently its performance was poor and counterproductive. In some areas it continues to perform poorly.

Recommendations: Change name of office to “Office for International Students and Scholars” and continue efforts to orient its culture more towards service. Make International House the primary delivery site for the office’s services. Expand its mission to include a housing office for visiting foreign scholars and professors.

C-2. The International House (I-House)

A student dormitory and cultural center for foreign graduate students. Programs include classes in spoken English,
The College has embraced overseas study as an important element of undergraduate education. The College currently offers its students a variety of overseas programs:

i. Quarter-Long Civilization Programs: Tailor-made to the College’s own core curriculum and taught by members of its own faculty, these are the most innovative and distinctive of the College’s overseas programs. They compress the College’s usual three-quarter civilization sequences into a single quarter, thus creating an intensive learning experience that is further enriched by its foreign setting. Together with language instruction at the beginning or intermediate level, the civilization sequence occupies the student’s full course schedule during the quarter that he or she is abroad. The first such civilization course was offered in Barcelona in 1997. The College currently offers these courses in seven locations, varying their content so that students can, through faculty-led excursions, take full educational advantage of the site. Five of the courses are taught in Europe: Athens (Greek Antiquity and Its Legacy); Barcelona (Western Mediterranean Civilization); Rome (Rome from Antiquity to the Baroque); Paris, formerly Tours (France in European Civilization); and Vienna (Vienna in European Civilization). One course is taught in Latin America: Buenos Aires (Latin American Civilization); one is taught in Africa: Cape Town (African Civilization). An eighth course, focusing on South Asian Civilization, will be launched in Bombay during the academic year 2001–2002.

These courses are all taught in English by members of the College faculty. They are all presently offered once each academic year: Rome and Vienna during the autumn quarter; Barcelona, Buenos Aires, Cape Town—and, from 2002 on, Bombay—during the winter quarter; and Athens and Paris during the spring. Enrollment in each is limited to twenty-four students. A team consisting of a participating University scholar and two College students handles the program in each location. Three faculty members, in residence for non-overlapping, three-week periods, teach the comprehensive civilization course. An advanced graduate student, in residence for the entire quarter, teaches the language courses (except in Cape Town and Athens, where Zulu and Modern Greek are taught by local instructors), serves as advisor to the undergraduates, and makes necessary arrangements on the ground.

The overseas civilization courses are all presently taught in rented facilities. The Barcelona program, the first to be established, is situated in the facility originally secured and still utilized by the Graduate School of Business for its Executive MBA Program in Europe (see below in section A-2). The University has, however, just signed a contract to purchase a facility in Paris that will function as a multi-purpose overseas center. Beginning in 2003, the civilization course in Paris will be offered twice a year, once in the autumn quarter and once in the spring.

This model of a quarter-length intensive core civilization course, which compresses three quarters of instruction and is taught abroad at the College’s own expense, has recently been extended to courses that are not part of the College’s Core Curriculum. The first such course opened in 2000-2001. The College’s Civilization in Chinese Culture course for undergraduate concentrators in English literature and history.

ii. Year-Long Language Programs: In these more traditional “junior-year abroad” programs, students take courses of their own choosing in foreign universities designated by the University of Chicago. Their teachers are the faculty of that foreign university, but they remain affiliated with the University—or of another American university with which Chicago is in partnership for this purpose—so on the scene to supervise their studies. With the exception of the programs at some eight institutional sites in the United Kingdom and Ireland, all of these programs require foreign language proficiency—a minimum of two years in the language of instruction. The non-Anglophone sites are in Bologna, Kyoto, Paris and Seville.

iii. Quarter-Long Intensive Language Programs: College students may also take one-quarter immersion courses in Beijing, Cologne, Paris, Pisa, and Toledo (Spain) designed to advance their foreign-language proficiency beyond the intermediate level. In Paris, the University of Chicago hires its own language instructor; at the other sites, it makes use of local instructional programs.

iv. Consortial Programs: College students wishing to study in places other than those discussed above—and who would otherwise have to take a leave of absence from the College in order to do so—can frequently be accommodated by programs run by two consortia of which the University is a member: the Associated Colleges of the Midwest (ACM), which has year-long and half-year programs in Costa Rica, the Czech Republic, India, Italy, Japan, Russia, Tanzania and Zimbabwe; and the Committee on Institutional Cooperation (CIC), which has summer programs in the Dominican Republic, Mexico and Quebec.

Like our own College’s programs, consortial programs enable participating students to receive academic credit for courses taken abroad.

v. Summer Study: Language Acquisition, Internships, and B.A. Research: At present, the College sponsors no overseas programs during the summer. But to facilitate students’ use of their summer vacations for overseas study, it offers a variety of grants which are distributed through annual competition and which are variously dedicated to foreign language acquisition, to independent B.A. research abroad, or to internships with foreign businesses or governments. Most of these grants are funded by the College; some are funded by outside donors. Numerically most significant are the 75 Foreign Language Acquisition Grants (FLAGs) of $2,000 each, that the College presently offers annually.

b. Student Participation

According to the Dean of Students in the College there has been steady growth in the number of undergraduates participating in overseas study, since in 1983–4 to 260 in 2000–1. The seven Civilization Programs each currently attract their full complement of 24 students per year, or roughly half of the total population close to 1500 in 2000–1. In total 1,350 students were accounted for 152 students, or nearly 60% of the total number of undergraduates studying abroad. The popularity of these courses was fully anticipated by the College. Indeed, because these courses last only one quarter, have no language prerequisite, and fulfill a College common core requirement, they fit readily into most students’ schedules, avoiding the added benefit of exposure to a foreign culture. Among the year-long programs, the most popular are those at the London School of Economics (18 students in 2000–1 and 28 the previous year) and in Paris (12 students in 2000–1).

vi. Administrative Structure

Undergraduate overseas programs are directly administered by the College, through the Office of the Dean. This office administers the portfolio of Associate Dean for International and Second-Language Education, and through the Office of the Dean of Students, which currently includes both a Senior and an Assistant Foreign Study Advisor. The relevant personnel from these two college offices meet weekly to coordinate their efforts. In particular, they make sure that advisors are fully informed about the content and purpose of all overseas programs so that they can channel undergraduates into the programs best suited to their needs and abilities. For example, a student already proficient in German might be counselled to think about a year-long program in Berlin (the year-long programs can accommodate more students) rather than taking the civilization sequence in Vienna which is taught in English, has a limited number of places, and is intended for students with limited proficiency in German.

Given the recent expansion of our overseas programs, College administrators have been devoting a great deal of time and energy to fostering the programs. They are enthusiastic about the success of these projects and would be strongly disinclined to subsume their activities under a single university-wide office of international programs.
A-2. International Programs of the Professional Schools

a. Graduate School of Business
The Graduate School of Business (GSB) established its first international exchange program in 1965 as the International Executive MBA Program in Barcelona in 1994, and an International MBA Program in 1995. The GSB now has 30 international exchange partners, an Asian Executive MBA program, and an extensive network of alumni clubs throughout the world. Over 20% of MBA students on the Chicago campus are non-Americans as are nearly 80% of Ph.D. students. The GSB actively recruits for MBA and Ph.D. students internationally.

The International Programs Office of the GSB administers the International MBA Program (see below) and the International Business Exchange Program. These programs involve international study abroad and work-study internships. The Office also administers the MBA Enterprise Corps program, where newly minted MBAs have the opportunity to work on the development of a private business in an emerging market. The International Programs Office also works with other academic units of the University, publicizing and in some instances hosting special events and presentations that provide insights into international and global political and business developments.

The International Programs Office has developed and administered courses for the study of nine languages (Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish). These courses support the IMBA requirement of advanced conversational proficiency in a second language and the courses are open to all GSB students. Language training is emphasized by the addition of non-credit units of the course. The program begins in the summer quarter.

The International Programs Office has developed and administered courses in the following areas:

i. The International Master of Business Administration Program (IMBA): In recognition of the global nature of business—
   and the added need for language proficiency and the ability to work effectively in a cross-cultural environment—the GSB instituted the International MBA degree program in 1995. The IMBA Program has requirements above and beyond the regular MBA Program. To facilitate completion of these additional requirements, the IMBA program begins in the summer quarter. The additional requirements include:
   (i) three extra courses;
   (ii) advanced second-language proficiency;
   (iii) participation in the Global Issues Seminar and Study Tour (durations which students meet with local businesses, alumni, and other IMBA students);
   (iv) participation in a capstone course open to IMBA students only; and (v) completion of an independent study and/or one or two internships (at least one internship must be completed abroad).

GSB students interested in business careers in a specific region of the world may apply to joint MBA/MA programs. These programs combine graduate business and graduate professional training for executives in fields such as Eastern European & Russian/Eurasian, Latin American & Caribbean, Middle Eastern, and South Asian studies, as well as in international relations, although applications for joint degrees have diminished in recent years.

The IMBA program still presents some challenges. The language program, for example, is write-intensive and designed to serve a larger audience and share some instructional responsibilities with other units of the University. It is difficult to see how to reallocate these economies of scale while preserving the program’s special focus on business vocabulary and context. It has, moreover, proved difficult to process visa applications for the entering class in summer. The University’s Office of International Affairs (see section C-2) is not able to do so in a timely fashion, so the GSB does much of this work itself.

ii. Executive MBA Programs in Barcelona and Singapore: The Barcelona program is designed for experienced managers and has a modular format. Students earn the same MBA degree offered in Chicago and are taught by the faculty who teach in the full-time degree program. A class of about 80 students—mostly from or expatriate Americans—enter the program in July each year. The entire group meets for weeklong course modules held over 20 months at the Barcelona campus. The 16 course modules are identical to the Chicago-based Executive MBA Program, but offered on a different schedule. A special feature of the program is the weeklong residential sessions with our Executive MBA students in Chicago and Singapore. These exchanges are designed to broaden students’ perspectives and give them a global network of professional contacts. The program was founded in 1994 and admitted its 7th class in July 2000. The Singapore program is designed for professionals with 10 or more years of experience, and is similar in format and student body to the one in Barcelona. One class of 84 students is admitted to the program in July each year. The program began in September 2000.

These programs differ from offerings by competing schools in the following ways:
(i) the GSB assumes full responsibility for the programs (there are no local partners);
(ii) the GSB has its own dedicated facilities in Barcelona and Singapore, designed by the GSB for executive education and staffed by full-time administrators; and (iii) the program is essentially identical to the domestic Executive MBA Program and students receive the same degree.

Despite its overall success, the Executive MBA programs have encountered a few problems. It has been difficult, for example, to give the students and staff a sense of belonging to the larger GSB community and even more difficult to give them an appreciation of the University of Chicago. Students believe they are “out of sight, out of mind.” Flag waving visits from the President and the Provost would help. In addition, a number of operational issues still frustrate some students. First, there is no provision for creating ID cards at overseas sites; textbooks and other book-store merchandise are often unavailable at overseas sites; and students often have to pay full tuition at the time of registration, a situation that is reported to have improved dramatically and the sup-
port from that office now receives high praise. The Harris School relies on its inter- nal resources to handle the logistics of visiting international faculty and students. This arrangement works well. Similarly, the School offers its own language camp and a writing camp for international stu- dents. Although some cultural issues re- main, the Harris School believes it can address these issues internally. The Harris School depends critically on links to other parts of the University for its international teaching and research endeavors. It values those links and reports them to be vigorous and healthy. The School believes, however, that it would benefit directly and indirectly from an increased emphasis across the University on interna- tional programs, from better coordination across units, and from better facilities to house short-term international visitors and conduct workshops and the like. Currently, lack of space for visiting scholars and work- shops is the major constraint on the school’s ability to expand its international research efforts.

d. Pritzker School of Medicine

Only 20% of the students in the Pritzker School of Medicine have foreign origin and the Pritzker School’s interna- tional teaching and research efforts appear to be minimal.

i. Law School

i. Program: Virtually all of the students in the J.D. program are from the U.S. or Canada. On the other hand, nearly all of the approximately fifty students in the one- year master of law program (LLM) come from other countries. These students all have law degrees and almost all have previ- ous legal work experience. Until recently, their interactions with the University Of- fice of International Affairs (see section C- 2) were unsatisfactory. That situation appears to have been reversed. These stu- dents enter during the summer and participate in the first year master of law program ESL. Chicago’s main competitors are in cities (such as New York) that are better known outside the U.S.

ii. Courses: The Law School has made a conscious effort to expand its international course offerings, which have traditionally received less attention than those of its competitors. There is an important distinc- tion between comparative law (e.g., the study of family law in Sweden), which requires country-specific knowledge of for- eign law and appeals to a limited number of students, and law about international ac- tivities (e.g., the study of the laws dealing with international trade), which requires less country-specific knowledge and ap- peals to large numbers of students. The latter type of course has received increased emphasis in the Law School. There is an International Law student group in the Law School.

iii. Research: The Law School has an International Law Concentration and is a member of International Law Workshops. Both of these are thriving. The main conduits of interaction with faculty outside the Law School are with the School of Social Science faculty interested in international relations. It would be helpful to establish more formal links with other units of the University, for example, with faculty in the Economics Department or the Business School who have a strong interest in international trade.

iv. Alumni Activity: The Law School is developing activities for its international alumni. There may be some economies if these activities can be combined with other international alumni activities, use of University facilities in Paris, Barcelona and Singapore. For example, the Law School is planning an international reunion in Barcelona in the not too distant future (see section E-2c below).

v. General Observations and Recomendations

The College and the GSB have indepen- dently developed what might be called a unique Chicago style of overseas course that maintains quality by sending regular faculty abroad to teach roughly the same courses taught on the home campus. Like the faculty teaching in the overseas College programs, the GSB faculty has been dis- pointed in missed opportunities to do re- search abroad or to use their Barcelona and Singapore campuses to facilitate contacts with their overseas colleagues. In both cases the faculty fly in and quickly do not take full advantage of their overseas visits.

In general, these programs seem success- ful and the Committee does not recom- mend any changes to them. The Committee does feel, however, that given the concern in Congress for student safety in overseas programs, it might be appropriate for the University to review every five years all overseas programs to assess the University’s liability. Such reviews are, moreover, important moments of reflect- ion on the health and long-term viability of such programs, which to a great degree depend on faculty enthusiasm and commit- ment.

The isolation felt by some of the partici- pants in the Barcelona and Singapore pro- grams might be alleviated if the University follows the Committee’s suggestion that it develop an international concentration by encour-aging them jointly for different overseas pro- grams (this is already happening), as well as for faculty research, conferences, and alumni and development work, especially if these occasions coincide with a visit from the President or the Provost (see section E- 2c below).

The challenges to the Business School’s IMBA include the teaching of a wide array of non-English language courses to Ameri- can students, an area where there might be potential collaboration with the various modern language departments in the Hu- manities Division as well as with I-House.

The persistent problem of teaching both spoken and written English to foreign stu- dents in the GSB, the Law School and the Harris School is the best offered anywhere in the training is the best offered anywhere in the training of Near Eastern Languages & Civilizations and the Depart- ment of Middle Eastern Languages & Civiliza- tions), and the social sciences, which are generally organized according to cross-cul- tural topics such as Political Science or Economics. It is true that a number of Social Sciences departments remain inter- ested in developing expertise in specific courses and regions, but in the last few decades work has focused with increasing intensity on topical studies, a development that will be discussed further in connection with the area studies centers (see below section B-2).

b. The International Studies

The new undergraduate concentration in international studies is growing rapidly and expanding. The University now enrolls 250 students in spite of its rigorous require- ments (study abroad, foreign language teaching, 13 courses, and a senior thesis), perhaps because the last two years of opera- tion—one of the largest undergraduate con- centrations in either the Social Sciences Division or the Humanities Division. Col- lege students who concentrate in this area are interested in a wide array of subjects, including human rights, globalization, and international relations. The only serious weakness in the program is a need for more courses in international economics and busi- ness.

Course requirements are organized around four different sub-fields of study: international relations; international and comparative history; international business and economics; and area and civilization studies. The program is designed to allow a student to specialize in a specific region or country (by learning the language and study- ing abroad there), while at the same time insisting that they also master a sub-field concentrated on one or more more broadly topical area of interest.

This concentration attracts a larger num- ber of foreign students (perhaps 20%). Promisingly, this concentration is similar to the large number of foreign students con- centrating in economics, who seem moti- vated by the practical desire to get a job in international business or foreign govern- ments after graduation.

Currently International Studies is the...
c. The Committee on International Relations and Other M.A. Programs

The Committee on International Relations (CIR) was founded in 1931 and is the oldest program of its kind in the country. It offers a master’s degree in the Social Sciences and brings together faculty from several departments in the division (most notably Political Science and History), three of the professional schools (Business, Law, and Public Policy) and other special units such as the Human Rights Program.

Some CIR programs move into Ph.D. programs at the University and others pursue non-academic careers, for example in policy, public administration, journalism or international business. The curriculum is heavily oriented towards the topical. Among the eight suggested fields of study, only the last, “regional international relations” offers an opportunity to specialize in a specific region of the world.

Two of the University’s area studies centers (see below section B-2) offer master’s degrees in regional studies: the M.A. in Latin American Studies and the M.A. in Middle Eastern Studies. They annually attract 5 and 15 students respectively. As in the case of CIR, the better students move on to Ph.D. programs in the University.

d. Ph.D. Students

The University does not offer a Ph.D. in International Studies or International Relations, although several programs have offered Ph.D. programs in related fields such as the Ph.D. program in Political Science, which loses International Relations as one of its four primary sub-fields. There are, moreover, a number of other important programs at Chicago with an international focus. These include the Program on International Politics, Economics, and Security (PIPES), the Program on International Security Policy (PISP), the Human Rights Program, the Globalization Project, and the Council on Advanced Studies in Peace and International Cooperation (CASPIC).

PIPES and PISP are essentially work-shops directed by faculty from Political Science and the Harris School who specialize in international relations. PIPES focuses on virtually all aspects of international relations, to include political economy, security, institutions, and trans-national norms, and it has a decidedly academic bent. PISP, on the other hand, focuses more on policy, norms, and it has a decidedly academic focus in international relations. PIPES focuses the Council on Advanced Studies in Peace Security Policy (PISP), the Human Rights Program and the Centre National de la Recherche Scientifique (CNRS) in France, a popular academic (or in the area studies centers (see Appendix 1). These guidelines were created and managed in a wide variety of ways across the University. In short the same conditions that prompted the Garber memorandum still exist.

In addition, there is widespread discontent with the mechanisms of exchanges for foreign exchange students and their faculty mentors here at Chicago spend too much effort on issues such as INS matters, housing, etc. In particular, the Office of Interna.

In this case, the Committee feels that regular exchanges with top foreign universities are important to the intellectual lives of faculty and graduate students and helpful in the cultivation of top students and, for the on short, are usually at the dissertation stage and spend most of their time focused on practical issues and their primary research.

b. Faculty

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that each time a new exchange program is proposed, “the wheel must be reinvented” and that they have the sense that nobody in the central administration is aware of or in charge of these programs.

Another problem is that our own graduate students, even those in foreign institutions, but institutions abroad accept many benefits, their status as academic outreach and public relations for the University continue to increase, and the deans make all the appointments. The Office has generally limit themselves to doing research with colleagues at such smaller institutions, but institutions abroad accept many of the centers regularly bring in visiting professors, in general, who have strong faculty and programs per- tion a to the operation of the University: (i) supporting library acquisitions and personnel; (ii) by funding or seeding programs as a whole. The center directors wish to facilitate the research of graduate stu- dents and faculty. The Economics Department is per- haps the best example of this phenomenon, but Anthropology and Sociology have also alluded to ongoing conflicts over teach- ing priorities between the centers and the language departments. One departmental chair also expressed the larger and some- what troubling problem that some lan- guage faculty are beginning to feel that their units are being used more as “service departments” by the centers and social science departments.

Recent Successful Changes:

i. Recent Successful Changes: Many of the problems facing the area studies programs were identified in the 1995 Report of the Ad Hoc Committee on International Pro- grams and have subsequently been solved by strengthening the end of the Center for International Studies (see section B-3 below). For the first time in ten years, all of the area centers were awarded Title VI funding, in large part because the centers worked together to craft their proposals and because individual academic depart- ments made key appointments that strengthened the faculty in crucial areas. The five centers are also working together to craft a centralized outreach strategy (community outreach being a mandated part of the federal funding). The CIS has also been successful in intervening with the central administration on behalf of indi- vidual centers, for example, in helping shift Republic of China endowment funds to the China Committee of the Center for East Asia. Perhaps the most intractable

ii. Divisional Deans and the Centers: The Deans of Humanities and the chairs of some Humanities-language departments also alluded to ongoing conflicts over teach- ing priorities between the centers and the language departments. One departmental chair also expressed the larger and some- what troubling problem that some lan- guage faculty are beginning to feel that their units are being used more as “service departments” by the centers and social science departments. The Deans of students also complain that the variety of the institutions abroad which have exchanges with us varies enormously; whereas smaller and more obscure foreign institutions are quite advantageous at present and prestigious to have an exchange pro- gram with the University, there is no equal advantage on our side. They also feel that faculty members doing research with col- laborators or colleagues at such smaller institutions sometimes respond to the hos- pitality and unique opportunities of their hosts by agreeing to exchanges, without consider- ing the wider ramifications for the depart- ment and division involved. The deans felt that there was a real need to assess on a program-by-program basis the costs in each case, and they suggested that a standard “price list” of the costs to the University might lead to providing graduate-student fellowships at much higher levels than in many other areas, such as Southeast Asia, we have no faculty, courses, or programs— with the exception of the Business School’s new campus in Singapore—and thus the lack of a center reflects a general academic weak- eness in the University.

b. Successes and Challenges

i. Recent Successful Changes: Many of the problems facing the area studies programs were identified in the 1995 Report of the Ad Hoc Committee on International Pro- grams and have subsequently been solved by strengthening the end of the Center for International Studies (see section B-3 below). For the first time in ten years, all of the area centers were awarded Title VI funding, in large part because the centers worked together to craft their proposals and because individual academic depart- ments made key appointments that strengthened the faculty in crucial areas. The five centers are also working together to craft a centralized outreach strategy (community outreach being a mandated part of the federal funding). The CIS has also been successful in intervening with the central administration on behalf of indi- vidual centers, for example, in helping shift Republic of China endowment funds to the China Committee of the Center for East Asia. Perhaps the most intractable

ii. Divisional Deans and the Centers: As it stands now, the area studies centers re- port to different deans and get small amounts of subsidiary funding from them.

On the one hand, the center directors com- plain that the deans are insufficiently aware of the many ways in which the centers contribute substantially to the library and language teaching, which benefit their divi- sions as a whole. The center directors wish to have the areas of responsibility for the divisions. The deans, for their part, complain that the centers are unpredictable drains on scarce divisional resources and they are bothered by continual requests that the divisions match or make up deficits in monies granted by outside sources, for example: the uncontested need to pur- chase overcoats for visiting Chinese scholars brought in by an outside grant awarded to the Center for Latin American Studies. Although the individual amounts of money requested are usually quite small, the deans point to a deeper problem: they feel that the centers, unlike departments or committees, do not seem to go through regular and rigorous cost/benefit analyses of the pro- grams they propose to foundations and do not feel the pain if uncontested costs rise. Many of them have long since been fully rectified, under the new regime of the Social Sciences Local Business Center (see previous paragraph).

iii. Language Departments and the Centers: The Deans of Humanities and the chairs of some Humanities-language departments also alluded to ongoing conflicts over teach- ing priorities between the centers and the language departments. One departmental chair also expressed the larger and some- what troubling problem that some lan- guage faculty are beginning to feel that their units are being used more as “service departments” by the centers and social science departments.
to support such positions. The Center for East Asian Studies mentioned, for example, that they had had to abandon the idea of founding a MACArthur Fund to ease the weaknesses in East Asia in the social sciences and because of the disinterest in the respective departments about rectifying this deficit. On the other hand, the director of one center suggested that instead of trying to influence hiring priorities in the departments the centers should try to spearhead training programs in individual departments to produce the top-notch area specialists that these departments would in turn wish to hire. Others we interviewed suggested, however, that students who are strong both in theory and regional expertise are already out there and being hired.

v. Increasing Our Access to Federal Funds: The University is currently missing out on Title VI money in areas where we are strong in faculty resources, namely Africa and Western Europe. In the past, faculty have declined to make proposals in some of these areas because of the sacrifice of faculty effort and time involved in putting together the required proposals. But with the accumulating expertise in writing such grants at the CIS, these difficulties have diminished substantially and will continue to do so.

vi. Fundraising and Development: Various area center directors feel there is a large pool of potential individual donors, both private and corporate, who could be approached, but at present there is no suitable person for the centers to work with in the development office—a person who understands the international scene and who can bring international studies “on to the radar screen” of the President and Provost (as one director put it).

vii. Visiting Scholars: One additional problem concerns visiting scholars, who are regularly funded or sometimes simply hosted by the centers. On a practical level, these visits lead to all sorts of fruitful contacts and research projects and greatly facilitate the work of our students and faculty abroad. Our visiting scholars are typically foreigners who need considerable help getting settled here. As it stands now, each center (and each department at the University) must deal with these scholars on their own even though the problems they face (with visas, housing, a library study, etc.) are pretty uniform. The visiting scholars often have a very difficult time and the burden tends to fall unduly on our faculty and department staff.

c. Recommendations

i. Continue and increase cooperation between centers on grant writing, community outreach, web design, etc., through the Center for International Studies.

ii. Have the enhanced Center for International Studies (see next section and the discussion below) try to resolve administrative conflicts between the centers and the deans of the social sciences and humanities and between the centers and the language and area departments. Try to ease these tensions by providing the deans with more discretionary money for the centers.

iii. Encourage social science departments to take region into consideration in hiring, while maintaining high quality in theory and disciplinary strength.

iv. Encourage faculty to apply for Title VI and FLAS funding in African and Western European studies.

v. Provide some sort of clearing house or database for short term housing for visiting foreign scholars across the University. In section C-2 below, we recommend that a renamed and relocated Office of International Affairs add this service to its repertoire.

B-3. The Center for International Studies (CIS)

a. Purpose and Roles

The Center for International Studies coordinates and supervises most of the University’s international programs. Its primary mission is to oversee and facilitate the operations of the area studies centers (discussed in the previous section) and the following kinds of international programs, educational and outreach projects that are similarly funded for varying but limited time periods.

The Globalization Project, with funding from the John D. and Catherine T. MacArthur Foundation, sponsored the Regional World Programs, which brought together several of the University’s area centers to focus their attention on broad themes that were of relevance to all of them. It also sponsored a global network of researchers interested in different aspects of globalization. The Globalization Project was a dynamic program for over four years, but it has been less active recently, mainly because the funding for both of these activities has ended.

The Council on Advanced Studies in Peace and International Cooperation (CASPIC), whose funding will end in 2002, after 15 years of support from the MacArthur Foundation, also has a number of impressive achievements to its credit. These include awarding 6 to 8 generous dissertation fellowships annually over the period of the grant, aiming in the process to help all these programs maintain their excellence and grow stronger.

In addition, the Committee strongly supports the current goal of CIS to form a Council or Executive Committee, which in turn could help CIS in carrying out supporting new approaches to studying international affairs.

The Human Rights Program serves both the centers and the faculty, and pedagogical initiatives, as well as involving itself in the education of Chicago students (see section A-3.5 above). It offers annually a three-course sequence for graduate and undergraduate students. It brings the heads of the CIR, PIPES, and PISP together with the directors of the area centers, the Human Rights Program, and the Council or Executive Committee, and the chairs of some key language departments (e.g., East Asian or Slavic) providing a forum for discussing the agenda of the Working Group proposed in the previous section of this report (E-2b).

The areas where these increased resources might be used include: (1) funds for visiting faculty and shorter-term visitors; (2) office space for new and existing Endowments in the international field; (3) seminars and common rooms for graduate students and undergraduates; (4) money for language and area seminars and conferences; (5) computing resources for faculty, staff and graduate students; (6) greater support for development efforts and the operations of the area studies centers; and (7) support for collaborative research efforts by faculty and students as well as individual research grants.

There are undoubtedly programs in international studies at Chicago that corporations and foundations would be willing to support, and we believe exploring this option would require considerably more support from the Administration in the realm of development than has been available in the past.

viii. The University is currently missing out on Title VI money in areas where we are strong in faculty resources, namely Africa and Western Europe. In the past, faculty have declined to make proposals in some of these areas because of the sacrifice of faculty effort and time involved in putting together the required proposals. But with the accumulating expertise in writing such grants at the CIS, these difficulties have diminished substantially and will continue to do so.

ix. It is essential to stress that these Recommendations: (a) do not involve changing existing lines of authority to the divisions, or funding to or from these programs from the divisions or from external sources; and (b) are not meant to infringe on their autonomy in any fashion. In fact, the aim is to help all these programs maintain their excellence and grow stronger.

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the international and area programs in renovated offices "including at least as much office and meeting space as is currently taken up by these programs in different buildings, with the addition of some new common areas. The renovation and equipment of this space could well be made the subject of a major development initiative, which ought to be attractive to many potential donors." Whether housed in Pick Hall or in some other space made available by the Business School’s move out of the main quads, the CIS should ideally constitute a large, contiguous and newly-renovated area that would be home to the programs it now oversees (e.g., the areas studies centers, CASPIC and Human Rights), as well as any related programs whose addition might be appropriate to its expanded role (e.g., a new African Studies Center, PIPES, PSSP and CIR). Among the amenities the CIS should also provide are ample space for visiting faculty, teaching facilities, and common space for students and faculty (all mentioned above).

Therefore, the Committee suggests that the proposed Working Group on Overseas Development and Alumni (see E-2 below) make a top priority the creation of a large contiguous area in honor of a major donor, whose gift should also include funds to increase the CIS endowment. Ideally, this would be done while keeping the Center’s new home adjacent to, or at least in close proximity to the departments of political science, history, and anthropology, from which most of the faculty in the international field are drawn.

C. Programs for International Students at the University

C-1. The Students

International students are enrolled in all divisions and schools of the University as well as the College (see Table 1). The College in particular has increased the number of international students by about 45% over the last 5 years (especially in the last year) to our current level of 246, about 6% of the student body. Although there is great variation among the graduate divisions and schools, there is also an overall increase in international students (a 17% increase over the last 5 years—the Medical School is the main exception where enrollments have declined by about 50%). There are also substantially more foreign graduate students than undergraduates (taken together about 20% of divisional and professional students are foreign). These trends indicate that international students are likely to be an increasingly important part of the student body.

a. Undergraduates

The College, as part of its overall effort to increase the size of its student body, has consciously tried to increase the number of international students. The Dean is enthusiastic about this development and supportive of continuing these efforts, because he feels that there is a pool out there of exceptionally bright students. Currently, the largest percentage of these students come from East Asia, a trend that is probably connected with the University’s higher profile there. Conversely, it seems that the University is less well known than some of our "peer" institutions in other parts of the world, for example in Europe. Representatives of foreign student organizations indicated several important issues:

- Efficiency in documentation and registration procedures.
- Training in English as a second language. Although learning to speak English is important, often the biggest academic hurdle is learning to write clear English prose for the College core course. While special pre-admissions programs in the summer are helpful, these are hard to implement unless admissions decisions and processing (including visas) can be accelerated.
- Social networking. Often students come to the University without any previous contacts to help them adjust to life in a new setting. Some of the foreign student organizations are eager to participate in such a role, but find that they sometimes have difficulty contacting new students early enough to help out.
- Currents programs. The Office of the Dean of the College deals with most of the issues related to documentation and registration of foreign students. And since they are encouraged to live on campus in the College housing system for at least the first year, housing does not appear to be a problem for them. As in the case of the administration of the College overseas program, the Dean of the College and our committee see no benefit in trying to centralize these functions.

b. Graduate Students

With the exception of the Medical School, every division and professional school in the University has an increasing number of foreign students. These students represent very valuable additions to the graduate programs of the University, and they are often among the strongest candidates. As is true of undergrads, most of the current foreign graduate students come from East Asia.

International graduate students are funded by different mechanisms. In general, support in the form of stipends and tuition is more generous in the Physical and Biological Sciences than in other divisions. Students in the Physical Sciences Division are usually funded by University teaching assistantships, while those in the Biological Sciences are given research assistantships (usually funded by research grants to individual faculty). Students in the Humanities and Social Sciences Divisions are generally funded by tuition fellowships and stipends that do not require a great deal of teaching. An important limitation on the support of foreign students is that they are ineligible for federally funded fellowships, including those associated with training grants. As Table 1 reveals, the Sciences Division and the Business School consistently have the largest numbers of foreign students. It is also interesting to observe that the graduate programs that draw the largest percentage of foreign students are generally those which terminate in a master’s degree: the MBA (30%), the M.A. in the Committee on International Relations (20%), the Harris School’s M.A. and MPP (20%) and the Law School’s LL.M. (100%) are relatively short graduate programs that last only a year or two. Although no precise figures are available, there seems to be a similar percent of foreign graduate students in the two M.A. programs currently run by area studies centers: the M.A. in Latin American Studies and the M.A. in Middle Eastern Studies.

Like their undergraduate counterparts, foreign students have social and linguistic needs. Perhaps most pressing are problems related to language. While the University has a fairly high English-profi ciency requirement (as evaluated by TOEFL scores), it is lower than most of our peer institutions. Insufficient knowledge of English can pose different problems, often related in different ways to different areas. For example, in the Humanities and Social Sciences Divisions, faculty seem most worried about the written English expression of foreign graduate students, whereas the science divisions are more concerned about their ability to speak English clearly, since their graduate students are far more likely to teach undergraduate courses in their first year.

There currently are two programs that help with these problems: (i) the Little Red Schoolhouse writing program is not targeted at foreign students specifically but helps train all students (whose basic language skills are good) in researching and writing papers; and (ii) programs in English as a Second Language (ESL) at the International House are designed to enhance the speaking skills of foreign students and especially those with verbal difficulties.

Additionally, foreign students often face difficult cultural issues when they move to Chicago. Because they often come with families, these can be fairly broad, ranging from the fairly simple (such as obtaining a driver’s license or finding schools for their children) to more complex issues related to immigration status and even to local legal issues. Some students have developed strong unofficial support groups (e.g., students from China or Korea tend to have a very strong local community that assists in many of these endeavors), but other groups are much more isolated. The University, in coordination with the International House, could probably do more to facilitate this kind of support.
C.2. The Office of International Affairs (OIA)

a. Mission
The Office of International Affairs serves our international students and scholars liv- ing and working in Hyde Park, as well as those in the United States (primarily graduate students) who are interested in grants for overseas research. The OIA advises international students about United States government regulations and University rules and policies. The staff helps with personal problems and concerns arising from study in a foreign country and also acts as a liaison with international groups and ac- tivities on and around campus. OIA con- ducts competitions for overseas study awards such as Fulbright grants.

Each September, the Office of Interna- tional Affairs and International House or- ganize an International Student Orientation for new students entering the University. Events range from social activi- ties to practical information to immigra- tion and other pressing issues. There is an Information Meeting which covers issues such as functioning within the academic system at the University; University Health Service and student health insurance; inter- national students and the United States government; employment in the United States; and campus and neighborhood se- curity and safety. They also sponsor a pro- gram for international spouses, which provides information about activities and services available to them in Hyde Park, such as English lessons and child care.

b. Recent History
By all accounts the OIA has functioned utilitarian until last year, when it was reorga- nized and revitalized. The Committee has had very mixed reports of its performance since then. The Law School and the Harris School Report that there has been signifi- cant change for the better, but we continue to hear cases of ineptitude and mis- understanding. The Committee wishes to under- score the fact that the OIA was the focus of the most complaints and discussion during this year of our inquiry and that we feel very strongly that it must continue to re- form itself if the lives of foreign students are to be improved.

The main problem, historically, has been the abiding culture or idea that the OIA was a “gatekeeper” designed to keep “undesir- ables” out of the University—a local branch of the INS, if you will—which in some cases attempted to over-rule admissions deci- sions by academic units. The reorganiza- tion last year and the search this year for a new director designed to change the OIA into a much more service-oriented office, which sees itself as an advocate for the students and scholars, who (since they have already been admitted to University programs) are to be treated as valued “cli- ents.”

c. Recommendations
The Committee feels very strongly that the administration should continue to monitor the OIA to see that these new changes take hold. Although we seriously considered placing the OIA under the purview of the new University President, we decided not to (see Appendix 4a), we recommend below (in section E-2a) that the director of this office report directly to a new administra- tive Associate Provost or Assistant Vice President for International Affairs. In addi- tion, we have three specific recommenda- tions designed to push the office further in the direction of a student and faculty ser- vice:

i. Change the name of the OIA to the “Office for International Students and Scholars.”

ii. House part or all of the office, if at all possible, in the International House or in one or other way make I-House the delivery site of most of its services.

iii. Add a further service to their menu: a person whose main job is to help foreign students, scholars and faculty—including those who come for short quarter-long visits—find housing.

C.3. The International House (I-House)

a. Programs
The International House is an independent dormitory and international cultural cen- ter for the University community, with a special impact on foreign students living in Hyde Park. Since the building, the organi- zation and its finances were the subject of a recent ad hoc committee report (2/24/2000), we will not de- scribe these areas in any detail, but rather we will limit our discussion to its programs, which fall under the mandate of this com- mittee. Presently I-House runs a small num- ber of very important programs, of which the most crucial are the ESL classes (see section C-3), and the new student orienta- tion each fall in partnership with the OIA (see previous section). It is also the locus of many important extra-curricular activities for international students, for example, film series, lectures, discussion groups, and dinners.

The Director of I-House currently reports directly to an independent I-House board, which in turn reports to the Presi- dent of the University. The newly appointed Director feels that this somewhat distant relationship has over the years isolated I- House from the rest of the University, an isolation that has compounded as the center of the University shifted first from Harper Library (which is just two long blocks from I-House) to the Regenstein Library and now even further west and north—the current Master Plan for the University describes Ellis Avenue as the University’s “Main Street.” To counteract this isolation, the current Director would like to see I-House and its programs more central to the lives of foreign students and therefore he plans to move and expand the offices and classrooms for the ESL program (now housed in cramped quarters in the basement) to the second floor of the building, allowing potentially more students to view that office as their “President’s Apartment.” Needless to say, this proposed upgrade and expansion of the physical space for ESL programs fits within the University’s overall plan for the International House (I-House) and makes the facilities available for international and domestic students (primarily graduate students) for whom I-House is the primary delivery site of most of its services.

b. Recommendations
In addition to confirming and supporting I- House’s very important role in the interna- tional community in Hyde Park and appre- ciating the new Director’s desire to make its mission and programs better known in our community, we make the following recommendations:

i. Given the current shortage of short- and long-term accommodations for visiting foreign faculty and lecturers, the University should encourage I-House to set aside a certain number of rentals—perhaps a separate floor—for this purpose.

ii. The University should house part or all of the Office for International Affairs at I-House and make it the primary delivery point for their services.

iii. The University should include the I- House Director in the University’s adminis- trative decision making, by inviting him to serve on: (a) the new governing board or council planned for the CIS (see section B-3), and (b) the proposed Working Group on Ad Hoc Committee (see section E-2b) on International Alumni and Fundraising.

iv. The I-House Director should confer with the CIS on ways of bringing more academic international programs to I- House, for example: regular meetings of workshops, public lectures or small confer- ences.

D. The International Focus of Campus Cultural Organizations

D-1. Overview
The University of Chicago generally prides itself in its ability to attract international cultural exhibits and performances, although historically the adjective “inter- national” has generally meant “European.” In recent decades, however, this has ex- panded to include non-European as well, especially in our offerings in cinema and at the Smart Museum.

D-2. Performances
The Music Department, in its “The University of Chicago Presents” series, regularly brings in top-notch and internationally known solo performers and small ensembles for classical music concerts, such as the “Chamber Music Series” and the “Howard M. Brown International Early Music Se- ries.” In the latter case, however, “inter- national” is limited to the music of medieval, Renaissance and baroque Europe and the moniker undoubtedly refers to the per- formers not the repertoire. The Music De- partment does, however, help sponsor two non-western student performing groups: the Central Javanese Gamelan and the Middle East Music Ensemble. In addition, foreign student cultural organizations (e.g., the South Asian Students’ Association) sometimes stage shows featuring the music and dance of non-European cultures, but these are in a formal series of consistently high quality.

The annual Folk Festival, although pri- marily focused on Anglo-American folk culture and bluegrass music, has in recent years tried to add more international art- ists, for example from Mexico and Ireland, but this has been a two-year problem: (i) since their operation is funded entirely on ticket sales, they cannot afford...
to fly in performers from overseas on a regular basis; and (ii) as an all-volunteer organization they are ill-equipped to pro-
cess the needed IRS paperwork and vis-

such for performers.

Like most American college campuses, we have a vibrant calendar of international films. Doc Films usually sets aside one day each week for films from a single foreign director or country (e.g., Kurosawa films or Cuban cinema), and there are other occasional screenings of international films around campus by various student groups.

Another important cultural institution on campus is the Court Theatre, which is dedicated to staging “classic theater,” by which they mean classical western dramas, such as those of the ancient Greeks, Shakespeare, Ibsen, Molière and Chekhov.

Last year, however, they did offer a version of a late-16th to early-17th century Japanese drama, “Fair Ladies at a Game of Poem Cards.”

D-3. Exhibitions

The University houses three important ex-
hibit spaces. The Oriental Institute is the oldest and has a large, permanent collection of art objects from the Near East-
ern and Persian art, and a single gallery for visiting exhibitions, which sometimes in-
clude art and artifacts from contemporary North Africa and the Middle East. The Renaissance Society often stages small shows from overseas, and although it has no formal links to the University as an insti-
tution, it is housed in Cobb Hall and is closely identified with the University in the minds of many artists and art lovers. Al-
though a glance at the titles of their exhib-
tions over the last 6 to 7 years reveals an occasional exhibit by Latin American or African artists, it is clear that the Society is especially interested in contemporary art from Europe. The Smart Museum, on the other hand, in addition to offering a healthy range of European exhibits (e.g., an up-
coming show on Czech Avant Garde Art) has broken new ground in recent years with a series of shows on Chinese and Korean art, most notably its recent show “Can-
lled: Exhibiting Experimental Art in China” and an upcoming show on contem-
porary Chinese artist Ma Xin.

There is another important albeit (like the Renaissance Society) unaffiliated exhi-
bition space quite near campus: the DuSable Museum of African-American History, which has a small permanent collection of African and Afro-Caribbean art and which regularly hosts small traveling exhibits of contemporary art from Africa and the Afri-
can diaspora. Our recommendation (above in section B-3b) to encourage the creation of the new France-Chicago

E. Organization, Oversight and Strategic Planning

E-1. Challenges and Opportunities

The Committee feels that increased central-
zation, better communication and a higher profile within the University are all crucial to more efficient and healthier interna-
tional activities; (ii) to increase the number of our overseas

One concrete suggestion might be to sponsor one or two international festivals each year. For example we might create an International Film Festival or encourage the Folk Festival—by providing financial help in funding and tactical help with vi-

At the present time fundraising overseas is difficult, but not impossible, especially when we consider the fact that the Univers-
ity already has a very solid base of active alumni in some areas, for example in East Asia and in Latin America. The Develop-
ment Office sees some interesting possibil-

i. fundraising from overseas alumni, who we assume will have an active interest in endowing funds for: foreign student scholar-
ships; visiting professors and lecture-
ships in regional or international studies; and international cultural shows and exhib-

ii. fundraising from American alumni who are of recent immigrant origin or who have an avid interest in international affairs or in raising the University’s profile in the international arena; and

iii. fundraising from corporations with a global or international orientation or from individual foreign countries (as was true in the creation of the new France-Chicago Center, see Appendix 3).

It is important that this group come up with a list of long-range fundraising goals and a clear agreement over precisely in what order they are to be pursued.

E-2. Recommendations

After much discussion of possible alterna-
tives (see Appendix 4), the Committee de-
cided to make three proposals regarding the organization and administration of in-
ternational programs at the University: we recommend (a) the creation of a central administrative officer, either an Associate Provost or an Assistant Vice President for International Affairs; (b) the convening of an Ad Hoc Committee or a Working Group on International Alumni and Development headed by this new administrator; and (c) the eventual creation of a series of interna-
tional centers in selected foreign cities that will serve as bases for our overseas pro-
grams, exchange programs, alumni events and fundraising.

a. Associate Provost or an Assistant Vice President for International Affairs

This position would be responsible for: (i) direct oversight of the various University-wide standards recommended above (regarding the policing of TOEFL stan-
dards), as well as the cyclical reviews of international exchange and overseas pro-
grams; (ii) direct oversight of the OAIA (iii) regular contact and coordination with the directors of CIS and I-House; and (iv) chair-

b. Ad Hoc Committee or a Working

This team should include development and alumni officers, Deans of the College and the GSB, and the Directors of the CIS and I-House, and should be chaired by the new Associate Provost or Assistant Vice Presi-
dent for International Affairs. Its primary goal would be to come up with long-range strategic plans for international fundraising, which we take to mean a number of inter-
locking areas:

i. fundraising from overseas alumni, who we assume will have an active interest in endowing funds for: foreign student scholar-
ships; visiting professors and lecture-
ships in regional or international studies; and international cultural shows and exhib-

ii. fundraising from American alumni who are of recent immigrant origin or who have an avid interest in international affairs or in raising the University’s profile in the international arena; and

iii. fundraising from corporations with a global or international orientation or from individual foreign countries (as was true in the creation of the new France-Chicago Center, see Appendix 3).

It is important that this group come up with a list of long-range fundraising goals and a clear agreement over precisely in what order they are to be pursued.
Appendix 2  

Survey of Title VI Area Studies Centers  

1. The Center for East Asian Studies (CEAS)  
   Funding: Endowment: no. Other grants:  
   Mellon Foundation, Korean Research Foundation and others.  
   Organizations:  
   - Japan: the best funded; China; and Korea (the worst funded).  
   - Located in new and renovated space in Judd Hall.  
   - Degrees Granted: None.  
   - Graduate Student Support (apart from FLAS): Funds dissertation fellowships, summer field research and extra classes taught by graduate students.  
   - Programs and Initiatives: In addition to funding at least one major conference a year supporting lectures, workshops, seminars, conferences, symposia, visiting scholars, research funds for faculty, etc., the Center is building up a sizable film library, which has also catalogued and for which it has purchased equipment. The Center’s collection is routinely used for teaching and student research and the Center’s new space and equipment is also being used for class screenings and other activities. A major success has been the establishment of cooperative programs with both Title VI money and soft money from the Korea Foundation, but such success is only temporary unless more secure funding is obtained.  
   - Other Points: CEAS is the best funded of the centers (with South Asia as a close second), but the committee structure by faculty with independent endowments (which is unique to East Asia; none of the other centers have adopted such a structure) predictably produces tensions between the various national units, between the various bodies, especially the relationship between the center and the various departments. These have been a great challenge to the Center’s director, the late Professor Rameshwar Sinha.  
   - The Center for European, Russian and Eurasian Studies (CERES)  
   Funding: Endowment: no. Other grants:  
   - Organization: This Center does not yet have its own office space on campus. It currently operates out of a faculty office, with a half-time administrative staff person. This is the first time in ten years that they have received a Title VI grant, in large part because recent faculty appointments in some social science departments have and the Humanities Division and the chair is the EALC Department, which are both under.  
   - 2. The Center for Eastern European, Russian and Eurasian Studies (CERES)  
   Funding: Endowment: no. Other grants:  
   - Organization: This Center does not yet have its own office space on campus. It currently operates out of a faculty office, with a half-time administrative staff person. This is the first time in ten years that they have received a Title VI grant, in large part because recent faculty appointments in some social science departments have and the Humanities Division and the chair is the EALC Department, which are both under.  
   - The Center for East Asian Studies (CEAS)  
   Funding: Endowment: no. Other grants:  
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fellowships and four summer FLAS fellowships.

Programs and Activites: Lectures, conferences, library acquisitions.

Other Points: As the newest and most poorly funded center, CEERES is still just getting on its feet. The funding now supports the teaching of Serbo-Croatian and Uzbek, languages which up until now the Slavic department had been unable to offer.

3. The Center for Latin American Studies (CLAS)

Funding: Endowment: no. Other grants: Hewlett Foundation grant for Mexican Studies; Rio Bravo Foundation and Tinker grants for visiting professors from Latin America, Portugal, and Spain (3 per year); and a Mellon Grant for library acquisitions.

Organization: CLAS is a joint center with University of Illinois at Chicago-Urbana. (Joint centers are apparently the norm in the case of Latin America). The money is split 50-50.

Degrees Granted: An undergraduate concentration in the Social Sciences Divi- sion (25 to 30 students) and a certificate to provide formal recognition of a College student’s knowledge in Latin American Studies; a master’s degree (two started this year; there are four current enrollments) which targets to a large degree mid-career professionals (typically in government or the military) seeking regional and language expertise; and joint degrees with the Schools of Business and Public Policy (currently one student enrolled).

Graduate Student Support: (apart from FLAS): Funds about 20 field research sum- mer fellowships for PhD dissertations and M.A. theses in different disciplines.

Programs and Activities: It is our sense that Latin America is the most active of all the centers in terms of activities and pro- grams.

Other Points: The split between B.A. and M.A. area studies programs in the social sciences and the traditional languages and literature programs in the humanities (e.g., Romance Languages) is most pro- nounced in the case of Latin America.

4. The Center for Middle Eastern Studies (CMES)

Funding: Endowment: no (though CMES, in response to a Mellon challenge grant, raised endowments for Arabic and Turkish lectureships now located in the NELC depart- ment). Other grants: no. The CMES has applied to foundations to help fund fellowships (offering partial subsidies) for the master’s programs.

Organization: No separate committees, despite covering a region that stretches from Morocco to Kazakhstan.

Degrees Granted: M.A. in Middle East- ern Studies.

Graduate Student Support: Yes. Programs and Activities: Runs a Sawyer Seminar with Franke Institute and a number of other smaller seminars.

Other Points: The Center for Middle Eastern Studies regained its Title VI fund- ing in 2000, having lost it in the previous three-year grant cycle. The funding now sup- ports the teaching of Middle Eastern languages and cultures, which up until now the Slavic department had been unable to offer.

1. The Office of International Affairs (OIA)

This office handles most of the legal, logis- tical and immigration problems that for- eign students and scholars face while living and studying in Hyde Park. As was stressed in the earlier discussion, this office func- tioned very poorly until very recently and still struggles with many problems. The Committee recommended in section C-2 above that the mission and culture of this office would be further improved by chang- ing its name to the “Office for International Students and Scholars” and by making I- House the delivery point for their services. We also felt, however, that the OIA would be more service-oriented if it were better positioned within the administrative structure of the University. The Direc- tor of the OIA currently reports to the Vice President for Community Affairs. The Susanman Committee Report (11/7/2000) proposed the creation of a University of Chicago Center of Students at the Vice Presidential level, but in the end it could not decide whether to have the OIA report to this new Dean of Students, because the OIA handles both student and non-faculty staff problems. The Committee actively explored the idea of limiting the OIA to students only and then raising the question under the jurisdiction of the new University Dean of Students—a solu- tion that was attractive because in the current scenario, the OIA controls the budget of the OIA and in fact would become a more student friendly and useful organization. In this scenario, the duties of the OIA would be separated according to rank: students would stay in the office, while the problems of foreign researchers and scholars would be handled by the Legal Office or Human Resources.

After a good deal of debate, this option was abandoned because splitting the office would duplicate the legal and other exper- tise necessary for both students and re- searchers, and because we felt that it was important to treat equally all foreign visitors to the University.

2. The Center for International Studies (CIS)

As discussed earlier, the CIS is an umbrella organization that includes among other things, the five area studies centers, the Human Rights Program, and the under- graduate University Internship Program. The Director currently has little or no control over the budgets of the area centers and its other programs, which are funded through the Center. As was discussed in section B, the CIS has been working to strengthen the CIS, making it more in- clusive and giving it more budgetary au- thority.

The Committee also discussed the prob- lems of the promotion of CBs on the adminis- trative chart of the University. Currently the Director of CIS reports directly to the Provost, who has no control over the Deans of Humanities and Social Sciences, but get their funding directly from the federal government and private founda- tions. The 1995 Report on International and Regional Programs recommended that the power of CBs be expanded to include fundraising, and that CBs be restructured and headed by a new Dean, with his or her own budget and direct access to the Pro- vest. These last mentioned proposals were ignored for a number of reasons, but our committee can understand why this earlier committee felt that something like a deanship was necessary to bring needed order and accountability to the area centers and to bring vision and leadership to the faculty and students interested in interna- tional studies.

In its discussions, the Committee con- sidered the feasibility of placing the CIS (with the area centers and all of its other constituents) into the Social Sciences Divi- sion, where a single dean would have over- sight and full budgetary responsibility (e.g., the University of Chicago Group on Modern France, the French Consulate in Chicago, the University makes decanal oversight of interna- tional studies and research impractical. We also felt that this would reduce the profile of international programs within the University, at a time when it should in fact be increased.

3. The International House

As was discussed above, the Committee feels, and the current I-House Director concurs, that steps need to be taken to bring the I-House community and its programs closer to the University, especially to fac- ulty working in the CIS and its constituent units. The Committee discussed and then rejected proposals to link the administra- tion of I-House formally with the central administration. Indeed, given I-House's constituents) into the Social Sciences Divi- sion and to bring vision and leadership to the monies of the position of CIS on the adminis- trative chart of the University. Currently the Director of CIS reports directly to the Provost, who has no control over the Deans of Humanities and Social Sciences, but get their funding directly from the federal government and private founda- tions. The 1995 Report on International and Regional Programs recommended that the power of CBs be expanded to include fundraising, and that CBs be restructured and headed by a new Dean, with his or her own budget and direct access to the Pro- vest. These last mentioned proposals were ignored for a number of reasons, but our committee can understand why this earlier committee felt that something like a deanship was necessary to bring needed order and accountability to the area centers and to bring vision and leadership to the faculty and students interested in interna- tional studies.

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crease its profile and availability to the community of foreign students. This is another way in which we can increase communication between the University and I-House without formal administrative lines.

In the end the Committee concluded that these three important units are in fact dissimilar in a way that made it impractical for them to be subsumed under a single administrative structure. The OIA and I-House are primarily service-oriented organizations that are concerned almost entirely with the lives of foreign scholars and graduate students in Hyde Park, and only very tangentially involved in questions of education or research, although they provide some very important services (e.g., ESL training or legal advice) that are crucial to the success of a foreign student or researcher at the University. The CIS, on the other hand, is essentially an academic unit directly involved in both the education of students and the research of faculty.
Introduction

Experiencing the creative arts is a fundamental part of knowing ourselves as human beings, and understanding our world from ourselves. Whether painting or poetry, film or theater, music or dance, art serves as the human condition. A great research university should nurture the unique and powerful role of the arts in the education of the whole person. University President Ernest DeWitt Burton recognized this when he wrote in 1925: “We need to supplement science and the scientific study of all branches of knowledge with the finer arts of music and painting, of sculpture and architecture. We owe it to our students, to whom it is our ambition to give the best possible education. We owe it to our professors, that they not become dry-as-dust investigators and lecturers but be similarly developed and cultivated personality. We owe it to our community.”

Today, more students, faculty, staff and general audiences engage with the arts on our campus than ever before. This participation has been paralleled by growth in the quality and diversity of our arts programs and resources. The Arts Advisory Group engaged with academic programs in music, art history, visual arts, creative writing, cinema and media studies, and theater and expanded remarkably in recent years. Among institutions, the Smart Museum, the Renais- sance Society, the Oriental Institute, Court Theatre and the University of Chicago Press, have flourished; and department-sponsored, co-curricular programs and student-organized arts groups in theater, instrumental and vocal music, dance, film, and the visual arts have created a vibrant arts community.

The growth in such activity, however, has placed increasing demands on our creative spaces. The arts have opportunities to develop joint programs and engage more faculty and students, the sheer number of programs and the local and global demand for arts organizations can impede our capacity to realize new goals. Unprecedented levels of student interest in arts-related courses and co-curricular activities, as well as burgeoning attendance at our museums, theaters and concert halls have created strong competition for resources. Currently we cannot begin to accommodate the number of students who wish to take classes in creative writing, drama, and photography. The capacity and quality of many of our arts-related facilities for the arts are inadequate for our existing needs, let alone our future ones.

Our long-standing tradition of interdisciplinary study leaves the University of Chicago well prepared to bring the practice of art and the study of art together as an essential part of our education. The Future of the Arts at the University of Chicago sought to identify and prioritize competing program needs, assess constraints on space, define opportunities for campus planning, and articulate appropriate recommendations. The Study Group regularly consulted an Arts Advisory Group consisting of faculty members and directors. (The members of the Study Group and Advisory Group are listed in Appendix 1.) The Study Group engaged an architect familiar with the campus, Rob- bert Bruckner, to advise on facilities and campus planning issues.

The Study Group set six objectives for its work:
• Clearly articulate the role of the arts at a research university, and at the University of Chicago in particular.
• Develop an informed understanding of the contributions, needs, and potential of each of the University’s arts programs.
• Define new ways to enrich the University’s arts programs.
• Identify and prioritize the short- and long-term programmatic and space needs of the arts programs.
• Initiate a comprehensive plan for meeting high-priority programmatic and space needs of the arts programs.
• Identify high-priority programmatic and space needs of the arts programs and recommend that the upcoming capital campaig

The Study Group presents the following recommendations, which will be elabo-

Study Recommendations

1. Strengthen the arts curriculum in response both to student interest and faculty initiative.
2. Respond creatively to the aspirations of our co-curricular arts programs by fos-
er student-faculty collaboration, in-
creasing access to arts events and activities, and improving arts facilities.
3. Reform and support the roles of the University’s professional arts organizations as contributors to the University’s aca-
demic mission and as vital components of formal, informal, and international arts com-

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4. Facilitate further collaboration among arts programs on campus and promote fuller interactions between the arts at the University and the arts in the city at large.
5. Appoint an Assistant Provost for the Arts and an Arts Planning Council to help foster collaborations and planning and in-

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6. Address the facilities needs posed by the arts at the University. Specifically, we recommend that the University:
• Deploy existing facilities more effi-
ciently and more creatively.
• Renovate Mandel Hall as a primary venue for performance of music, theater, and other arts-related activities. Enhance other specifically-identified facilities to meet the needs for additional and improved space for student dance, film studies, and arts lecture spaces. Increase appropriate roundhouse-style performance venue, and to reinforce the dispersed and interdisciplinary focus of the arts at the University.
• Construct a new Center for Creative and Performing Arts at 60th Street and Drexel, combining the long-awaited reno-
vation of Midway Studios with a new and larger complex of buildings to meet the immediate need for additional visual arts studios and classrooms, music practice rooms, and performance space for student theater, and to enable expansion over time to meet longer-term needs.
• Reserve the site of the Young Building at 56th Street and Ellis for future develop-
ment to enable the Smart Museum, the Renaissance Society, and the Court The-
atre to collectively fulfill the Campus Mas-
ter Plan vision of an Arts Quadrangle at this location.

Role of the Arts

What is the role of the arts at a research university? In part, the answer is simple. The study of the arts, in such areas as art history, music and literature, differs little from other research and teaching activities at the University. Here, the focus is on history, analysis and theory. The Univer-
sity has always been committed to the historical and formal analysis of visual, musical and literary texts. The question that requires deeper consideration is the role of the creative and performing arts.

This question arises because the University of Chicago’s preeminent reputation in the study of the arts is not consistently mirrored in the practice of the arts. We may value the arts in the abstract, have in his mind the artist or the writer or the composer. But where are the arts in the curriculum? What are the infra-
cubation or practice of art to the core of the University’s mission. The University must maintain intellectual and creative leadership, and build faculty, archival, and curricular strength in the study of the arts. The arts programs do not necessarily imply the determination or the resources to cultivate the creative and per-
forming arts. Is the English Department willing to hire a poet rather than a Renais-
sance scholar? Is the Humanities Division willing to hire a composer rather than a c
classist? Is the University willing to ap-
point a dance instructor rather than a chem-
is? Should the University of Chicago teach poetics, and creative writing at the gradu-
ate level?

Historically, many members of the Uni-
versity community have, however, expressed the view that the arts contribute to the University’s educational mission.

We need to offer an arts center on campus. The Arts Curriculum

Although the role of the arts in the intellec-
tual life of the University can be clearly articulated, it is less obvious what ought to be part of the curriculum. This problem is hardly unique to the arts. Participation in workshops and conferences forms an inte-
gral part of the professional experience of many of us, but what one sees. The act of translating (not transcribing) an object into aich or photographic representation alters one’s engagement with that object, as well as the material world in general. Learning to act transforms a novice into a master of the local culture and practices. Learning to write provides a unique access to the inner lives of artists. Arts programs in the creative and performing arts offer an education of the senses. Taken seriously, acts of performance and composition re-
quire extensive research, analysis, reflec-
tion, and revision. These are all problem-solving tasks that can expand and refine a student’s creativity far beyond the studio or stage. The point of the second model, then, is not that the practice of art provides relief from the analytical and ex-
perimental work we ask of our students within traditional disciplines of knowledge.

The point is that the practice of art en-
hances the creativity with which our stu-
dents pursue all of their work.

Of course, the two models are not mutu-
ally exclusive. But the commonly held view that links the practice of art at the Univer-
sity of Chicago primarily with research.

The Future of the Arts at the University of Chicago

serves to bring the practice of the arts into the life of the University of Chicago. Advancing the arts at the University will require overcoming what John Dewey described as “the odd notion that the artist does not think and [that] the scientific inquirer does nothing else.” Ad-
vancing the arts at the University of Chi-

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biochemist who needs a break from her studies, and a role in a play may be a welcome diversion for the economist. Beyond recreation, however, the arts are often an essential part of the intellectual life of our students, even when they are not a formal part of the curriculum. For an English concentrator, the experience of directing, acting, or producing The Winter's Tale may be more important in shaping his understanding of Shakespeare than a literary course.

Our undergraduates are eager to pursue the practice of art within their general education, concentration, and elective course of study. But we do not now offer sufficient opportunities for our students to enhance their academic experience and fill out their liberal education with these pursuits. Many students are turned away from the Visual Language courses in the Common Core, and non-arts majors have few or no opportunities to take courses in poetry-writings or photography. There are often three times as many applicants for our beginning photography and drama courses as there are “seats.” Given the role that the practice of art can play within an undergraduate’s intellectual life, and the desire of our students to pursue these opportunities, we should energetically expand our curricular offerings in the arts.

In the graduate programs in the Humanities and the Social Sciences, the rationale for enhancing the production, exhibiting, and performance of art is easier to specify. There are well established precedents. In addition to the Music Department’s leading graduate program in composition, the department’s extensive co-curricular performance program has a long history of collaboration with the graduate programs in composition, ethnomusicology, and interdisciplinary studies. In recent years, the Smart Museum and the Art History Department have built a productive relationship in which faculty and graduate students can contribute, much more can be accomplished through internships and professional appointments, and organized symposia. COVA’s M.F.A. program has established its own niche; in interdisciplinary and multimedia emphases distinguish it as the most conceptually ambitious program in the Chicago area. The newly formed faculty Committee on Theater & Performance is committed to the study of performance at both the undergraduate and graduate levels. Our internationally prominent Committee on Cinema & Media Studies has not offered work in film or video production, but such work is an imminent prospect in conjunction with COVA. Faculty in Art History and COVA have expressed interest in developing a program in which prominent artists receive visiting appointments at Midway Studios to teach in studio workshops and conduct seminars on contemporary art.

The resources of the University must be used effectively. We must recognize that not all education is formally part of the curriculum. A commitment to the arts quite independent of course credit is part of an undergraduate’s intellectual life, and of the mind. Whether specific courses in dance or creative writing or theater should be a formal part of the curriculum requires a judgment about the University’s general intellectual disciplines. Meaningful faculty attention and involvement are essential. These decisions should not be made by administrators or part-time members of the teaching staff. The responsibility to appoint high-quality instructors and assess their performance properly resides with the faculty. In these regards, the arts do not differ from other subjects of instruction.

**Student Arts**

The student arts at the University of Chicago are thriving. Over 75 student groups and ensembles currently engage more than 2,000 students in the arts. (See Appendix 2 for a list of current student arts organizations.) From a wide variety of fields, students come together to participate in the creative and performing arts. Student arts organizations range from the oldest continuous film society in America, to swing dance classes that draw over 250 students each week, to the numerous productions of University Theater. The catalog of student-led arts activities is ever growing. This past spring, for example, students re-established the Festival of the Arts (dormant since the seventies), a firey, bold event, wide even in a collection, or collaborator with a visiting artist, or participate in a seminar organized around a subject of instruction.

**Professional Arts Organizations**

The responsibility to appoint high-quality instructors and assess their performance properly resides with the faculty. In these regards, the arts do not differ from other subjects of instruction.

In recent years, local professionals have been engaged to offer courses, workshops, and master classes in the arts, significantly raising the level of student engagement and presentation. Because the University does not have a significant number of department faculty, or degree programs devoted to training in performance and the creation of art, student involvement does not regularly come within the purview of the faculty as a whole. But, given the personal interest that many faculty have in the arts, there should be additional opportunities for faculty and students to interact outside the classroom as they participate in the arts. This has been accomplished by some of the performance groups sponsored by the Music Department (notably the Chorus and Symphony Orchestra) and should be expanded. Moreover, while activity levels are high, the current lack of facilities for the creative and performing arts severely limits the University’s accommodation of student arts needs. Ambitious students presenting their work have been faced with facilities inadequate for the ones they used in the high school or the college they attended. With enhanced collaboration, better facilities, and expanded access to arts clubs, student arts can be made more central to a liberal arts education at the University of Chicago.

Arts in the City

In recent years, the University has recognized the importance of offering our students greater opportunities to experience the arts in the city of Chicago, which is one of the most vibrant and dynamic arts scenes in the nation. Broadening the University’s connections to the arts will benefit both the individual members of our community and the University itself. The arts organizations in the city offer “laboratories” where our students can apply what they have learned, and our faculty can further engage what they research and teach. They also represent an important opportunity for the University to deepen its relationship with the city.

Peer institutions have undertaken novel initiatives to connect their students and faculty with high-quality artistic activity and to promote the institution’s standing in the community. For example, in the fall of 1997, Columbia University announced a three-year art initiative featuring agreements that give student free entrance to the Metropolitan Museum of Art. The University’s professional arts institutions draw new people to our campus. Many supporters and friends of the University make their first contact with the University through the arts. The Hyde Park Kenwood community derives special benefits from such artistic attractions. Family-directed programs such as matinees and youth-friendly presentations—theater events enhance neighborhood life. Programming partnerships with other cultural institutions—including the Museum of Science and Industry, the Hyde Park Art Center, Robie House, and the DuSable Museum of African-American History—deepen and enrich the reputations of the University of Chicago as a center for the study and practice of the arts.
Midway and the recent University of Chicago's partnership with the Chicago Park District for the development of Chicago's North Side Parks, has been done in the last several years to alter this reputation, such as the joint plan for the University's 50-acre campus borders—a misperception that has traditionally been less inviting than those in Chicago, our students arguably have less need for a formal “passport” program that “breaks through” barriers. These passageways are already open. But there is room for improvement, for there is little formal support for substantive intellectual and co-curricular exchange between our students and the city’s arts institutions.

This lack of structure is all the more noteworthy, given the recently increased interest in the arts on campus. The Cultural Policy Program and the Committee on Theatre & Performance exemplify this interest. The Committee’s faculty have begun to explore the intersection of interdisciplinary research in performance studies with the practice of performance on campus. The Committee plans to build on the success of its recent symposium, held in conjunction with Court Theatre’s production of “In the Penal Colony,” by developing symposia in cooperation with the city’s cultural institutions, particularly the organizations in the city such as Steppenwolf Theatre and the Museum of Contemporary Art. Additionally, our students continue to seek real-world engagements for their academic interests. A growing number of B.A. projects have explored the resources of the city for independent, original research. One of our greatest assets in the recruitment of students, staff, and faculty is the city of Chicago. With the recent addition of the downtown bus service and the creation of a variety of internship programs, increasing numbers of students are exploring the city’s arts offerings. Each year, College students have the opportunity to participate in innovative, creative internships at institutions from the Joffrey Ballet to the Art Institute. Beyond their creative contributions, our students benefit from the professional organizations and exhibits. Despite these successes, students say that they would take greater advantage of these opportunities if they had more information and better access, including reduced ticket prices. In recent years, students have formed an organization, Carbon Copy, to promote student access to the city and its arts organizations. Along similar lines, the Office of the Reynolds Club and Student Activities has begun a program that promotes events and offers discounted tickets. Ensuring that these opportunities are well publicized will increase students’ participation in what we already have to offer. Additional opportunities can be developed by building on our relationships with Visiting Committee members and Trustees involved in the arts, as well as with the arts colleagues of our professional arts organizations and faculty. For example, to strengthen our partnerships with the city’s cultural institutions, we can enhance the University’s visibility. For many years, some believed the University was too far away from the city, and many believed our campus borders—a misperception that may still persist in some quarters. Much has been done in the last several years to alter this perception. Collaborating with the Chicago Park District for the Midway and the recent University of Chicago evening at the MCA. By collaborating with other cultural institutions, we can better position the University as a partner in the life of the city.

Organization and Process

The following recommendations address operating and organizational issues that span unit and constituent boundaries. These can be addressed in the near term, usually with modest space and budget investments. Our organization and process recommendations fall into two categories: enhancing collaboration across the arts, and publicizing and promoting the University’s arts resources.

Enhancing Collaboration

The desire to improve communication, planning, and collaboration among the individual arts programs is widely shared. There are many opportunities to create or strengthen connections among academic and co-curricular programs; among student, staff, and faculty participants; and among the University’s professional arts organizations and their city counterparts. Steps for promoting these collaborations are outlined below.

1. Appoint an Assistant Provost for the Arts. This individual will report to the Provost, as an expression of the importance the University ascribes to the creative arts; of the centrality of the arts in our academic mission; and of the Assistant Provost’s responsibility to foster collaboration among the University’s academic, extra-curricular, and professional constituencies. Need to do this:

   • A specific name and title for the Assistant Provost should be named to the Provost’s Office, Recognized Student Organizations, and Student Affairs;

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riously limited the potential of University Theater and compromised the growth of course instruction in theater and performance. Although a comprehensive renovation could address technical deficiencies, the need for additional space cannot be met in the Reynolds Club. Moreover, a comprehensive renovation of the theaters, shops and storage spaces would probably trigger an expensive set of building repairs.

Objective
• Provide adequate performance, rehearsal, office, shop, and storage space for course offerings in theater and performance and co-curricular student theater and performance activities.

Goodspeed Hall and Music Practice Facilities
Goodspeed Hall currently houses space for music practice. The dedicated music practice rooms are too few; they are unable to accommodate the size and range of practice groups; and their HVAC systems are inadequate to maintain the temperature and humidity control essential for the preservation of musical instruments. Besides individual practice rooms, large rehearsal and ensemble rooms are needed for the sectional rehearsals of a variety of orchestras, chamber groups and choruses. The current facilities do not adequately serve the needs of undergraduate concentrators and graduate students. They are often unavailable for the general use of performance groups sponsored by the Music Department, for recognized student activities, and for individual musicians and performers.

Objective
• Provide adequate music practice facilities for students, faculty, and staff.

Mandel Hall
Mandel Hall, constructed in 1903, has served as the University’s primary large (985-seat) performance hall for music, dance, and theater. Mandel Hall is a superb acoustical setting for musical performance, with the largest stage on campus. In addition to its use as a music practice and performance hall, notably as the primary venue for University of Chicago Presents, it is frequently scheduled for student assemblies, lectures, and theatrical performances. To optimize its use, a number of technical and functional improvements are required: installing an HVAC system for patron comfort and the preservation of musical instruments, updating the lighting and acoustical control systems, and renovating the dressing rooms and green room.

Objective
• Make much-needed functional, technical, and aesthetic improvements to this acoustically exceptional performance hall.

Five-Hundred–Seat, Multi-purpose Performance Hall
The campus currently has an exceptional small music performance space in Fulton Recital Hall in Classics (150-seat) and a potentially superb large performance space.
in Mandel Hall (985-seat), but the campus lacks an intermediate-sized performance space to seat approximately 500. Such a space could provide a more intimate atmosphere with acoustics appropriate for the presentation of chamber music, early music, and contemporary music. Beyond being a venue for musical performances, including opera and musical theater, this space could serve the broader needs of the arts, including the presentation of theater, film, dance, and other multimedia events. Such a facility would require a flexible stage and pit configuration, backstage and technical support spaces, dressing rooms, green room, and front-of-the-house facilities including a lobby, rest rooms, and reception space. This facility would relieve scheduling pressure on Mandel Hall and Fulton Recital Hall.

**Objective**
- Provide a viable multi-purpose facility for performances in music, theater, dance, film screening, large lectures and University special events with anticipated audiences of 500.

**Film and Video**
Increased interest in film and video courses offered by Cinema & Media Studies and Visual Arts in Cobb Hall has placed considerable stress on the auditorium and the video- and film-editing functions of the Film Studies Center. Additional facilities are required to meet the expanded teaching needs of film and video studies and to offer another venue for the screening of films, supplementing the Max Palevsky Cinema in Ida Noyes Hall. More space for film editing and a film sound studio is also needed to accommodate the growing interest in Fire Escape Productions and other film-related student organizations, which currently share a room in the basement of Ida Noyes Hall, below the Max Palevsky Cinema.

**Objectives**
- Provide 35mm screen capability to support the curriculum of Cinema & Media Studies and Visual Arts as well as student-sponsored film studies.
- Accommodate the increased demand for video/film editing and film sound studios.

**Student Dance**
The current dance rooms in Ida Noyes Hall and Woodward Court do not meet the needs of dance-related student organizations. Additional space is required. Any future rehearsal space should be suitable for dance performance as well, because many of the current performance venues on campus are too large for audiences that patronize dance.

**Objective**
- Provide appropriate student dance rehearsal and performance space.

**The Smart Museum**
The Smart Museum, located at 56th Street and Greenwood Avenue, was renovated in the spring of 1999, improving the gallery...
spaces, updating the mechanical systems, and adding much needed study, classroom, preparation, and storage areas. To improve and enlarge its activities, the Smart Museum envisions a further expansion of exhibition, program, office, and storage space. The museum also desires convenient access to a lecture hall with 200 to 250 seats. Such a facility would also provide teaching space for the Department of Art History, which is located adjacent to the Smart Museum in the Cochrane-Woods Art Center.

Objective
- Ensure the feasibility of longer-term growth at 56th Street and Ellis Avenue.

The Renaissance Society
The Renaissance Society is housed on the fourth floor of Cobb Hall. To overcome existing functional constraints, improve visibility, and enhance access, the Renaissance Society envisions the long-term expansion of exhibition, office, support, and storage space; the addition of a video viewing room; and convenient access to a 250-seat lecture hall.

Objective
- Ensure the possibility of long-term growth and enhanced function and visibility.

The Oriental Institute Museum
The Oriental Institute is at the intersection of 58th and University. Constructed in 1931, the Oriental Museum forms a portion of what was originally conceived as the chapel block. Like Rockefeller Chapel, the building, designed by the same architect, Bertram Goodhue, represents one of the finest adaptations of the campus’s gothic architecture to more recent stylistic influences—in this case, Art Deco and Art Moderne. In an effort to preserve the Oriental Institute’s building and collection, the University recently completed a comprehensive renovation and addition to the museum. This renovation improved the galleries while adding significant archival, preparation, and storage areas. The renovation also updated the climate control system to ensure the preservation of the vast collection of antiquities housed at the museum. This renovation addressed the current and the longer-term facilities needs of the Oriental Institute.

Objective
- Appropriately maintain this splendid facility to ensure its continuing service to the University and the larger community.

Court Theatre
Although the Court’s present home, Abelson Auditorium (251 seats), is widely admired for its intimacy, the stage, wings, backstage shops for set and costume construction, dressing rooms, and green rooms are undersized for Court’s production requirements. Moreover, the lobby, box office, restrooms, and concession areas are inadequate for patron comfort. Court currently uses space elsewhere on campus and in the neighborhood for its administrative offices and for rehearsal, costume and property storage, resulting in significant ineffi-

Figure 3. New Arts Sites

New Arts Sites Key
- Current Arts Location
- New Arts Site at 58th and Ellis Avenue
- New Arts Site at 60th and Drexel Avenue
ciencies. Court envisions a significant ex-

Figure 4. 60th and Drexel: Center for Creative and Performing Arts

expansion, housing all performance, produc-

tion support, and administrative functions in

one complex. This expansion might in-
duce a new 400- to 500-seat theater with

shops and storage for scenery, property

and costume construction; a more spacious

lobby and reception area; rehearsal space

and costume construction; a more spacious

and administrative offices.

Objective

• Provide improved functioning for the short
term and ensure the possibility of longer-
term growth.

Facilities Recommendations

The following facilities recommendations, which build upon the principles set forth in the University’s Campus Master Plan and its South of the Midway Study, outline general concepts to meet near-term and long-term needs. The Study Group consid-
er these recommendations as the founda-
tion on which the arts at Chicago can thrive
and evolve, at both curricular and co-cur-
rricular levels, and with respect to both the
University audience and the wider Hyde
Park and Chicago communities. Indeed,
without these renovations and new facili-
ties, the arts at the University will be seri-
ously, if not irreparably, constrained.

We present our recommendations under
four broad categories: (1) enhancing use of
existing facilities; (2) improving Mandel
Hall; (3) creating a new center for the arts
at 66th and Drexel, next to Midway Stu-
dios; (4) reserving the site of the Young
building at 56th and Ellis for the future
development of the Court Theatre, the Re-
naisance Society, and the Smart Museum.

1. Enhancing Use of Existing Facilities

The University should make a set of specific investments to enhance its use of existing facilities, addressing both near-term and long-term needs. Figure 2 identifies the facilities we propose to enhance. By focus-
ing first on existing facilities, the need for
more expensive new building can be re-
duced, though not eliminated. It is essential
that we use existing facilities more cre-
atively, cooperatively, and efficiently. The
habit of claiming “ownership” of space by
specific departments or organizations of-
ten prevents the broadest group of arts
participants from gaining access to the most
appropriate facilities. Opportunities exist
to improve the allocation of our resources
across organizational boundaries to sup-
port a broader array of arts organizations
more effectively. One step toward the en-
hanced utilization of space is to better
inform prospective users about what is
available. Too often, prospective arts users
are not even aware of the facilities that
already exist on campus, and too often,
even when they are aware of their exist-
ence, they are denied access. Where issues
of rental income or financial support for
operating expenses preclude full utilization
of our arts facilities, these constraints should
be reviewed through the University’s bud-
get process to ensure that our facilities are
being used well. The enhanced use of exist-
ing facilities will not only address many
unmet needs, but it will also help to dis-
perform arts activities across the campus, reaff-
...
culture. Building on the long tradition of Midway Studios as a historic site for the visual arts on campus, the new center for the arts will both benefit from and stimulate the continued development of the South Campus and the ongoing improvements of the Midway Plaisance, including the new Children’s Garden directly across 60th Street. The increase in activity will have a positive impact as the new center for the arts becomes a magnet for students, faculty, and the wider community. Importantly, this location offers a large site for new construction that will allow the University to implement an ambitious concept with few site constraints.

We recommend developing this site in two phases, reflecting the priorities of needed facilities for the arts. (Figure 4 illustrates the programs included at the end of both phases of development.) The University should undertake a formal space programming study to outline the size, number, and adjacent uses of space for each activity and to provide a detailed and accurate description of the components of the complex. However, our preliminary assessment of needs suggests that the new Arts Center should incorporate the following, broad program elements.

The first component of this proposal is the renovation of Midway Studios. One possibility would be to renovate the entire facility, including the additions of 1977 and 1991. Another possibility would be to renovate only the historic components of the facility, replacing the more recent additions, which are not historically significant, with new, more serviceable construction.

A comprehensive renovation of Midway Studios will markedly improve the capacity of the current facility to meet the need for individual studios, and shared studio and classroom spaces. Beyond the renovation, the needs in the visual arts call for constructing additional painting, sculpture, film, and other visual arts studios, darkrooms, technical shops, offices, and storage areas. These new spaces will enhance the programs of COVA and provide much needed studio and technical facilities for student organizations that currently do not have access to the facilities at Midway Studios. The new visual arts space should be adjacent to the renovated Midway Studios, achieving efficiency in the teaching, research, and investigation of the visual arts. Significantly, the placement of these new facilities could complete Lorado Taft’s historic sculpture courtyard. The choice of a design for this component of the project should be governed by a careful balance between renovation and the efficiencies of new construction.

The new Center for Creative and Performing Arts should also include new theater spaces adjacent to the new visual arts studios, providing space for performance-related teaching, University Theater, and other student organizations associated with theater. This location will enable services such as restrooms, mechanical rooms, and storage areas to be shared. These new facilities would replace the existing facilities in the Reynolds Club. Although a comprehensive program study is yet to be undertaken, the theater and performance facilities are likely to include two new theaters, of differing configuration, each seating 150, with adjacent rehearsal space, scenery and costume shops, dressing rooms, green room, and offices for student theater groups. The space is also likely to include a common lobby that can accommodate simultaneous performances. The theaters can be served by ample parking on the Midway Plaisance and by the future parking envisioned in the South of the Midway Study.

To complete the early-initiative version of the new Arts Center, we recommend that the University locate new music practice rooms and ancillary facilities next to the new theaters and the visual arts studios. As much as a threefold increase in the number of individual music practice rooms currently available on campus may be needed. In addition to individual practice rooms, larger rehearsal and ensemble rooms are envisioned for string quartets, percussion, and the Javanese Gamelan. The common location of these programs will enable services and storage areas to be shared.

The size and flexibility of the Arts Center will make it possible to add programs in the future. For example, although the Center in the near term should encourage informal exhibition of student work in the lobbies, reception areas, and lounges, in the long term it should be possible to add a dedicated space for student exhibitions. In the long term, moreover, the University will be able to add a new, 500-seat, multipurpose performance hall at the new Arts Center. Such a facility should be sufficient to accommodate musical, theatrical, and film presentations.

4. Reserving the 56th and Ellis Site for Professional Arts Programs

The site at 56th and Ellis was identified in the Campus Master Plan as a location for the arts. Given its more limited size, its contiguity to the Smart Museum, Cochrane Woods Art Center, and Court Theatre, and its proximity to the new parking structure, we recommend that the University reserve this site for the long-term growth of professional arts organizations: Court Theatre, the Smart Museum and the Renaissance Society. It is critical that these organizations work together to assure that the long-term needs of each are met to the greatest extent possible and in a coherent plan. (See figure 5.) Above all, the development of this location should maximize the ability of these professional arts organizations to collaborate with one another and with curricular and co-curricular programs.

Development at this site is not likely to occur in the near term, since it depends on relocating University services currently housed in the Young Building. Although the University has no immediate plans to replace that building, a planning and feasibility study for the new arts facilities on this site should begin soon. The diverse needs for performance and exhibition at this site pose a considerable design challenge, and the University should plan for a dynamic, accessible environment that will meet and accommodate the many needs of the arts.

Conclusion

Although many of the arts organizations and programs on campus were previously familiar to members of the Study Group, we were all surprised by the sheer number of student arts groups, the intensity of the work taking place within our professional arts organizations, and the excellence of the limited arts curriculum we currently offer. There is no doubt that the arts serve a critical function at the University of Chicago—they vitally enrich the life of the campus, and beyond.

There is also no doubt, however, that the arts at the University of Chicago confront a pivotal moment. Faculty and students bring forward exciting ideas for new programs and projects while contending to function in facilities that inadequately serve their existing programs. If the arts are to attain and confirm the innovation and effectiveness that we associate with work done at this University, then the University will need to devote new resources to these initiatives. Recognizing the challenges the University faces in securing additional re-

Appendix 1

Arts Study Group

Douglas Baird
John W. Boyer
William L. Brown
Mary J. Harvey
David J. Levin
William J. Michel
Janel M. Mueller
Caren F. Skoulas
Geoffrey R. Stone

Arts Advisory Group

Charles Cohen
Richard L. Cohn
Susanne Ghent
Randy L. Holgate
Kineret Jaffe
Appendix 2

Students' Co-Curricular Participation

Creative Writing
Student creative writing has found an increasing number of outlets in student-edited publications, from *Euphony*, a new literary journal to the *Chicago Literary Review*. Publications include:

- Aubade Literary Magazine
- Chicago Literary Review
- Euphony
- Kilmok
- Moim

Dance
The number of dance organizations on campus has significantly expanded in the past three years, bringing a new variety of styles and genres to campus. Groups include:

- Ballroom Dancing
- Experimental Movement
- Fusion Performance Group
- Jazz Alive!
- Middle Eastern Dance Workshop
- Modern Ballet Workshop
- Swing Dance Society
- UC Dancers
- Underground Tap Movement
- UT Dance Studio
- Workshops in Dance

Film
Students have come together to form a vibrant filmmaking community that features student film festivals and the oldest continuous film society in the country. Groups include:

- Documentary Film Group (DOC)
- Experimental Film
- Fire Escape Productions
- Hey Guys, Let’s Make a TV Show!
- Hindi Film Society
- Icarus Productions
- Japanese Animation Society

Music
The Department of Music supports eleven ensembles that together present ninety concerts per year on campus. Student conceived and led organizations involve many more in nine a cappella groups, numerous bands and other musical organizations. Groups include:

- Ad Astra
- African Music Ensemble
- Chamber Music Program
- Folklore Society
- Golosa Russian Choir
- Grassroots
- Harmony 8
- Jazz and Jamband Advocates and Musicians
- Jazz X-Tet
- Loose Roots
- Maj’N (Make A Joyful Noise)
- Men in Drag
- Middle East Music Ensemble
- Modern Musicians Network
- Motet Choir
- Music Students Association
- New Music Ensemble
- Pep Band
- Rockefelder Chapel Choir
- Shape-note Singing Association
- Shircago
- Soul Umoja
- Unaccompanied Women
- University Chamber Orchestra
- University of Chicago Central Javanese Gamelan
- University Chorus
- University Symphony Orchestra
- University Wind Ensemble
- Vivace
- Voices In Your Head
- Whistling Choir

Theater
University Theater presents over 30 productions annually as well as numerous staged readings, workshops and student volunteer programs in the community. Students are reaching into local schools with theater, music and other performance programs. Groups include:

- Occam’s Razor
- University Theater (including Off-Off-Campus and the Blackfriars)

Visual Arts
In addition to student artists who practice on their own, several co-curricular arts clubs have been created in the last few years. They include:

- Glass Eyeball, the Photography Club
- Kefernenot
- Midway Arts Club
- Outside the Lines, The University of Chicago Art Club

In addition to the organizations dedicated to the arts, a number of organizations present annual cultural shows that highlight our students’ talent in music, dance and theater as expressed through a variety of different cultures. Each year hundreds of students present through groups such as the Chinese Undergraduate Students Association (CUSA), Organization of Black Students (OBS), Samahan, and the South Asian Students Association (SASA).