



Expanding Horizons

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New Director Settles in at Mansfield Center

Terry Weidner, who took over the reins at UM's Maureen and Mike Mansfield Center in late September, equates the Center to the house his family recently purchased in Turah: spectacular setting, great structural integrity, but in need of a bit of refurbishing. "I was attracted to this job because Montana is a great place" Weidner said, "but particularly because of what the Center stands for. As someone who grew up with a keen interest in politics, I knew of, and admired, Mike Mansfield for most of my young life. And because Mansfield began his long tenure as U.S. ambassador to Japan at virtually the same time I started my graduate study of East Asia, he remained in the forefront of my consciousness. The opportunity to be associated with a Center that not only bears the Mansfield name but reflects Mike Mansfield's values—his love of Asia and his commitment to ethics, fairness and dialogue—was very appealing." So, too, Weidner said, was the obvious pride the University takes in the Mansfield Center.

Among the Mansfield Center initiatives that Weidner found most impressive as he investigated this opportunity was the "America's Wars in Asia" project. "I got interested in Asia largely because, as a student during the Vietnam War, I wanted to get beyond the body counts that dominated our media coverage of the war, to understand the political, human, and social dynamics that led to the success of the Viet Cong. But now we've gone in the other direction. As high technology threatens to turn war into a giant video game and images of the victims of war are virtually absent in sanitized television reports, we need to remind people that war—even if justified—has very real human costs." The "America's Wars" project, he said, epitomizes how the Center can promote dialogue and learning about vital issues related to Asia.

But while noting that the "bones" of the Mansfield Center are rock solid, Weidner acknowledges that he has inherited an organization that needs rebuilding. At its peak, he noted, the Center was a booming concern that employed fourteen people full- or part-time. But as a result of some political issues and interruptions in leadership, he said, "we're sort of starting over." Weidner nevertheless remains optimistic. "I began what became a thriving Asia Center at the University of Missouri with no staff, no furniture, and no tradition. We succeeded not because I am some administrative marvel, but because I was able to build a great staff and had strong support from key faculty. Here, I've inherited a



*Terry Weidner,
the new
director at the
Mansfield
Center*

great facility and a Center that is established, respected and has even stronger support. In fact, I'm amazed by the number of people in the administration, on the faculty, and in the community who want to help the Center rebuild." The Center also received funding and other assistance from the Maureen and Mike Mansfield Foundation, he added, which was "absolutely vital to the success of the Center." "I'm a big believer in collaboration," he added, "and with that kind of support, it's hard not to be optimistic."

But to really succeed, the new director said, the Mansfield Center must attract enough additional outside funding "to allow it to make a real difference." "If I could have three wishes, I'd start with the wish for Asia-related faculty lines," Weidner said. "Unfortunately, that kind of funding is not easy to come by." Absent some unforeseen financial windfall, he said, the Center's interim goal is to stimulate funders' interest in other projects that can have a broad impact. Chief among them is what Weidner calls the "Global Perspectives" program.

Although American universities are expected to prepare students to be "global citizens," Weidner said, "it is remarkably easy for students to graduate from the UM or any other U.S. university without knowledge of global events, let alone an understanding of key forces that are shaping the world in which we live and work." At a time when the United States is affecting (and is being more deeply affected by) global forces more than any other time in its history, he added, the Mansfield Center hopes to work with other UM units to provide the broad perspective necessary to analyze and subsequently guide U.S. policy. (*contd. Mansfield Center p. 4*)

Opening Up International Education Opportunities at UM

By Robert Hausmann, Director, English Language Institute

If you have a practiced eye, you can notice changes in the international student population on campus over time. In 1993 we had 110 Malaysians, for example. Now, ten years later, we have three. Ten years ago, we had 40 Japanese students; now we have, coincidentally, 110. All kinds of factors influence these ebbs and flows of student numbers—national economies, the international exchange rates, US university reputation, US-sponsored war, UM's degree offerings, institutional and faculty support for international students, and UM recruiting, just to name a few. It turns out that turning the faucet on, getting increasing numbers of students from different countries, is no easy thing.

Take, for example, our Korean student population. Other American universities have been receiving large numbers of South Korean students for years now. And as the Korean economy improves, the numbers are rising. For 2003, the Institute of International Education reports an increase in international student enrollment in US universities of 0.6%, a drop in the increase of such students for 2001 and 2002 when the increase was an average of 6.4%. At 51,519, South Korean students this fall are the third largest number of international students in the United States in absolute numbers (behind India and China) and second in percentage increase over 2002 (at 5%).

For some comparative figures from other universities, Michigan State (with 44,542 students) has 657 Koreans, 255 undergrads and 402 graduate students. The University of Oregon (with 20,033 students) has 1272 international students with 178 Koreans (120 undergrads and 58 graduate students). The University of Wyoming, with a student body close to ours at 12,000 students, has 362 international students with six South Koreans.

For several years, Montana's figures looked pretty close to Wyoming's. In 2000-01, UM had 415 international students, seven of whom were South Koreans. In 2001-02, we had 422 international students, seven of whom, again, were South Koreans. In post-9/11 academic year 2002-03, we dropped to 381 international students and had only four South Korean students. This fall, we had a pretty good jump—both in numbers of international students and Korean students. UM's Office of Foreign Student and Scholar Services reports 392 international students for Fall 2003, and 14 of them are South Koreans, up 100% over our South Korean student enrollment historic high.

This increase in Korean students has not just happened. Following a recommendation the International Committee made in late 1999, UM's International Programs has spent the past four years trying to develop appropriate academic partners for UM in South Korea. But bringing this off—attracting more Korean students—has turned out to be more difficult than one might guess. You can not just send out party invitations in Korean.

I first visited South Korea in February of 2000 with Prof. Eunha Jung, a Korean-born UM faculty member who had personal connections at Kangnung National University. KNU is a small public university on the East Coast of Korea located between the Sea of Japan and the mountains that were to host the 2010 Winter Olympics. Eunha convinced me to visit the university because they were eager to develop connections with American universities, it is similar in size to UM, and it is located in a resort city.

We were so well received that Mark Lusk, former Director of International Programs, and I re-visited the campus over Spring Break of that year on the way to a recruiting fair in Taiwan. Mark and I both liked the place, not just the ocean and the mountains but the support they could offer visiting scholars. Mark recommended a Sister University relationship to the International Committee—which in turn recommended that President Dennison sign a Memorandum of Understanding with Kangnung, a document which details just how we would cooperate. President Dennison visited the campus between stops on an international student alumni trip to Japan and Taiwan the following October.

Since then, two professors from KNU have spent their sabbatical years doing research at UM, Professors KiSung Chung and YongKoo Kim, both hosted by the School of Business Administration. As an example of how these things work out, both of Professor Chung's children have gone through our English Language Institute and are currently earning undergraduate degrees; Professor Kim's son is studying at Hellgate High School. But Kangnung has followed up on their end by sending students. Just last summer, they gave nine students scholarships to study for four weeks in one of our English Language and Culture Institutes, a beginning, we hope, of a chain of opportunities for students and faculty. It seems to be working, since two of the nine came back to UM this semester as English Language Institute students. As further evidence of KNU's commitment to UM, its English Department hired two of our Linguistics MA-TESOL graduate students, Brent Arbes and Katie Jensen, on one year renewable contracts—with good salaries and free housing.

KNU is not just offering our students work and study opportunities. During Professor Mehrdad Kia's and my visit to KNU this October, President Hon offered a free apartment to any UM faculty member who would like to spend a sabbatical semester or year working in Kangnung. Professor Hwang, Director of International Programs, said that he could also pay quite well for any teaching, if the faculty member would like to teach a seminar once or twice a week.

Korea offered UM other opportunities as well. As a result of negotiations this past spring and President Dennison's, Professor Kia's, and my trip this fall, we now have Sister University

relationships with Andong National University (they had hired one of Linguistics' TESOL-MA graduates in 2001–02 and another for 2003–04) and Ajou University. Both schools have summer Korean Language and Culture Institutes, and Ajou has offered UM students Free Tuition, Free Housing, and Board at \$200 (field trips will cost an additional \$300). For a total of \$500, a UM student can study at Ajou this summer for six weeks.

And other opportunities are on the horizon. The morning after we arrived, a Sunday, we visited the 'West Point' of Korea, Korea Military Academy, which may send us 30 cadets next summer for an English language and American culture institute. And at the end of the trip, we visited the Minister of Education and Seoul National University, the Minister interested in the Summer Institute we ran for the Ministry in the Summer of 2003, and SNU wanting to explore the possibility of collaborative projects between UM School of Forestry and their School of Agriculture and Life Sciences.

Beyond the institutional connections UM has established with South Korean universities, we may have accomplished more for student recruiting indirectly through a Teacher Training Institute English Language Programs offered this past summer. In April, we submitted a proposal to the Korean Ministry of Education to offer a 4-week training course for 33 in-service high school English teachers. The program is imaginative in design, the teachers being released from their teaching for six months, all salary paid. Their expenses were also paid to attend Korea National University of Education for five months—and then a US university for one month. They were in Missoula from July 28 to August 24.

The teachers, most visiting the United States for the first time, were full of curiosity about small-city Missoula, scenic Montana, and the At-War United States, and among their requests was one that they get a chance to talk with some high school students. For two afternoons, they interviewed a total of twelve students, six each from Hellgate and Big Sky. The teachers fully enjoyed these young people and learned more than they bargained for about American youth culture—their dating practices ("my friends and I think high school guys are stupid"), their relationships to their parents ("my mom is my best friend"), their schools ("I study less than an hour a day"), and their experiences with part-time jobs ("I work 15 hours a week and earn all of my spending money"). Apparently, Montana students are quite different from South Korean students. The teachers were especially taken aback by a couple of things they learned: one, that the female students dressed so well—and, often, so skimpily (high school students in Korea wear uniforms), and two, that some

Missoula students did not know much about South Korea, not even that the United States had fought a war in the country.

That Missoula's students did not know much about South Korea is a little less surprising, however, when you realize that the South Koreans, too, had not heard much about us—The University of Montana, at least. The 100 Korean teachers chosen to study in the United States had three universities to choose from: Michigan State University, the University of British Columbia, and The University of Montana. One teacher (that's *one* folks) chose Montana as her first choice, she choosing Montana not because she had heard of the quality of our school or the beauty of Big Sky Country but because she thought that she might get a chance to travel to Michigan or British Columbia some time later in her life but not to Montana.

Despite the smoke, the heat, and the fires this summer, our instructors, the Missoula community, and University of Montana facilities did us all proud. The teachers learned more about teaching, they said, in four weeks here

than they had learned in all of their training in Korea. Because they were so well received, the Korean teachers unanimously recommended that the Ministry send teachers back to Montana for training next summer, our evaluations being dramatically higher than MSU's and UBC's. As they have recommended UM to their government, there is no doubt that these 33 teachers, each teaching each year 100 students, will think of UM when their students and their parents ask where they can find a high quality university in the United States which is safe and welcoming to Koreans.

Summer and Fall 2004 Opportunities in South Korea for UM Faculty and Students

- Free Sabbatical Apartments and Part-time Teaching at Ajou University and Kangnung National University
- 6-week Korean Language and Culture Summer Institute at Ajou University—\$500 for tuition, room, and board
- Exchange Student Opportunities at Ajou, Andong, and Kangnung Universities
- English Language Teaching Positions at Ajou, Andong, and Kangnung Universities

We have learned something about trying to attract Koreans to the UM campus. Going to educational fairs is not enough. What seems to work better to draw students to us is faculty-to-faculty connections, collaborative research and collaborative academic service. We will also be helped by UM graduates teaching in Korea. But the best recruitment of all, our Korean students tell us, is word of mouth. Because the South Korean students are well treated at UM, because they are learning and because they feel comfortable both on campus and in Missoula, they recommend UM to their friends and relatives.

With the welcome UM faculty and administrators have received in Korea and with the welcome that we have shown Korean faculty and students, I predict that the numbers will double each year for the foreseeable future. And if the University can offer classes in Korean language and culture, we ought to see increasing numbers of UM students heading in the other direction, going to the Korean peninsula to supplement their on-campus education.

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The University of
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(Mansfield Center contd.)

Specifically, Weidner said, the Mansfield Center hopes to initiate a program that enables a significant number of UM students confront vital global issues by the time they graduate – while also helping K-12 teachers and students in the region as well as the citizens of Missoula receive much greater exposure to such issues. “We will do this” he said, “by coordinating a broad spectrum of courses; university, school, and community programs; teacher training; a major conference, and other projects that focus on a single vital global theme on an annual basis.” As an organization devoted to enhancing understanding of Asia and its peoples, Weidner noted, the Mansfield Center will focus its resources on programs that reveal how the global issue in question affects – and is perceived in – that part of the world. However, he said, “these perspectives will be discussed in a context that compares Asian, U.S., and other national and regional views. Moreover, we hope to be joined by other campus and community units that can offer their own perspectives.” In time, he said, he hopes the Mansfield initiative will expand campus-wide and become a national model in global education.

A Ph.D. in Chinese history, Weidner began his career as a university professor before working for six years as a Chinese political and economic analyst (using Chinese media) for the Foreign Broadcast Information Service in Washington, D.C. He also served as a political officer at the U.S. Embassy in Beijing. After leaving government, he served for seven years as a faculty member and associate director of International Programs at the University of Kansas before moving to the University of Missouri, where, as noted, he directed the Asian Affairs Center and the Missouri International Training Institute from 1998 to 2003. His current academic interests include Chinese political economy, business, and U.S.-China political and trade relations. Weidner and his wife, Kari Harris (a research professor in the Department of Psychology at The University of Montana), have a three year old daughter, Ming, adopted from China.

We welcome items of international or intercultural interest for the next newsletter. Please send them to International Programs, International Center, or email us (goabroad@mso.umt.edu).

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