THE UNIVERSITY OF MISSOURI CONFUCIUS INSTITUTE

REVIEW REPORT

SUBMITTED TO PROVOST LATHA RAMCHAND, APRIL 30, 2019

EXECUTIVE SUMMARY

In the report which follows, the Confucius Institute Review Committee (C.I.R.C.)*, appointed by MU Provost Latha Ramchand, is unanimous in offering strong support for the current efforts at administering the Confucius Institute (C.I.) that Sang Kim and others in the Office of International Programs are providing, and for the efforts at keeping a modest Chinese language curriculum alive at MU. Our review has confirmed that the C.I. operates within standard academic policies and protocols, and that it provides opportunities that our own resources cannot currently provide.

A concern that our review has revealed is that our limited investment in Chinese language instruction creates a dependency on the C.I. at a time when scrutiny of these by federal officials and politicians is becoming more stringent and more frequent. We have no idea if/when the feds will, in fact, mandate closure of C.I.s. But America (and Missouri) interest in Pacific Rim nations (including China) is not going to decline. Our committee recommends, therefore, that we begin the process of budget building so that we either (a) start weaning ourselves from C.I. funding; and/or (b) augment future C.I. funding with a more robust, internal curricular and administrative infrastructure.

The committee urges us to be more forceful in the possible renewal of the contract so that a few specific concerns are more clearly addressed. Doing so will allow us to demonstrate to others (including our own faculty, various politicians, and other stakeholders) our awareness of concerns about C.I.’s which have been raised and, by extension, about a broad range of Chinese social and political policies. It will also demonstrate that we are as mindful of, and firmly committed to, our own academic protocols and expectations.

C.I.R.C. Members

•Paul R. Maguffee, Deputy General Counsel, Office of the General Counsel
•Clark Peters, Associate Professor of Social Work; Chair, MU Faculty Council
•Rachel Pinnow, Associate Professor of Learning, Teaching and Curriculum, College of Education
•Mary Stegmaier, Interim Vice Provost for International Programs
•Theodore A. Tarkow, Professor of Ancient Mediterranean Studies and former (1982-2018) Associate Dean of Arts and Science (Chair)
•Bing Zhang, Professor of Biological Sciences
Prefatory Background

Since 2004, the Chinese government has provided financial support for a range of Chinese Language and Culture opportunities at “Confucius Institutes” on a number of educational institutions and communities around the world. These are administered for the Chinese government by Hanban, a central division in the Chinese Ministry of Education. The goals for each are to provide opportunities for American students and non-students to learn language and cultural traditions of one of the most highly populated countries of the world. In many locations, C.I.’s have been central to efforts at internationalization of a campus, public school systems, and their broad communities.

At one point there were approximately 100 Institutes in the United States\(^1\) and 500 worldwide. In recent months, a number of institutions have closed, or announced plans to close, their C.I.’s, citing suspicions of direct or indirect censorship of classrooms/cultural events and/or overt evangelizing of a particular way of life, and/or jeopardizing real or potential research opportunities with other US departments and agencies. Various statements from Chinese political leaders, pointing to Chinese goals over the next 25-35 years (and to the role of the Confucius Institutes in reaching them), have led some elected officials to question their value, and to assume that sophisticated espionage campaigns are underway at present. There are even some who argue that American institutions which agree to house C.I.’s are in some ways

\(^1\) Including two in Missouri: MU and Webster University
legitimizing the Chinese way of life, and/or promoting a particular cultural-historical-educational narrative sanctioned by the government. In short, the political winds, from all sides of the aisle, threaten to ensure that C.I.’s may be closed by action of the federal government. On the other hand, there is also some evidence (e.g., the letter sent to Chancellor Cartwright by Prof. Dr. Jianfei Ma, Deputy Chief Executive of the Confucius Institute Headquarters) that Hanban, mindful of these criticisms, is poised to take steps that will underscore an understanding of American education values and protocols.

MU’s Historical Connections with China and the Confucius Institute

MU’s own C.I. did not begin until 2011. And in turn it built on a long and distinguished history of involvement with China. For example, an entrance to the Journalism School on the MU campus features two Chinese Ming Dynasty Imperial guardian lions. These 5000-pound lions were presented to MU by the Chinese government in the midst of the Great Depression. These figures, typical architectural figures in China, denote a place of honor and peace and remain to this day a reminder of our important, and historical, ties. Moreover, Edgar Snow’s many contributions to the study of Chinese history and culture have an important connection with Mizzou.

Even prior to the establishment of our C.I. in 2011, MU has offered a limited amount of instruction in Chinese language and culture, together with courses in Chinese history, philosophy/religious studies, and political science. In addition, it has sponsored Study Abroad opportunities. Various visiting scholars conduct research on campus every year, both

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2 Likely at the exclusion of some significant portions of Chinese minority populations.
3 We append some of the criticisms which members of the Committee have read (attachment 1).
4 March 5, 2019 letter attached. (attachment 2).
participating in their own research programs and collaborating with MU faculty on others. And of course, MU allows Chinese undergraduate and graduate students to pursue degrees on our campus. But despite clear interest in these opportunities, MU’s investment in all of this remains modest at best, even as American interests in China have increased exponentially.

The MU C.I.

MU initiated a contractual relationship for a C.I. in 2011; the most recent contract expires in February, 2021. Since 2011, MU has received over $1.5 million USD from Hanban, much of which goes to provide wages for program coordination and expenses related to Chinese language education and cultural events and activities. In accordance with the contract, no MU funds are used to provide salary or other support for C.I. Visiting Professors and volunteers, nor do C.I. funds provide any portion of the salary for MU faculty.

MU support of the C.I. includes space on campus for administrative operations. Most important, MU has allowed a significant portion of the professional time of the Director of Asian Affairs (as well as support staff of the Center for International Programs) to be devoted to the MU C.I. Institute.

A striking and significant advantage of the MU C.I. is the fact that the MU contract with Hanban for its CI is a public document (https://confucius.missouri.edu/about/). It does not, nor could it, limit what MU faculty bring up in their classrooms about such key topics as Taiwan and Tiananmen Square. While the visiting professors and volunteers focus their classrooms on conversational, topic-driven Chinese grammar and vocabulary (e.g., going off on a holiday, food,
entertainment, etc.), our own MU and CPS instructors continue to have the academic latitude to bring up other salient topics.

For the first few years, MU’s own role in the C.I. was minimal at best, with neither faculty expertise nor internal administrative oversight encouraged or provided. While our committee did not review curricular materials or instructor backgrounds from these early years, we have learned that the lack of MU custody was pronounced, and may indeed have led to some justified concerns over the content and intent of the courses. A reorganization in November, 2015 established the Director of the MU Asian Affairs Center as the MU Director of the C.I. Thanks to the reorganization, the lead MU Chinese faculty member, Michael Volz, began at that time to serve on the MU C.I. Advisory Board. This clear MU involvement reinforces the standard academic expectations that govern curriculum while strengthening the potential for the C.I. in campus efforts with diversity and inclusion. The fact that, in its own recent Self-Assessment, the C.I. aligns itself with the MU Strategic Plan is forward-thinking and illustrative of the C.I.’s increasing role in the campus’ mission. And in turn this draws nicely upon an event from a year ago: in the summer of 2018, in response to concerns raised by politicians and the media about US Confucius Institutes, MU leaders consulted with the FBI. In their meeting with an FBI official on July 26, 2018, MU was not advised of any concerns regarding the MU C.I.

5 Incidentally, the fact that the Director of our Asian Center is also the Director of our C.I. has had multiple benefits, especially in the perception of the C.I. in China (including our relationship with Hanban and other activities of the Asian Affairs Center). On the other hand, as we point out later, this double responsibility inevitably means less attention by the one individual on other Pacific Rim projects.
6 As the MU C.I., contract stipulates, the Board consists of five members from MU (appointed by the Chancellor or his designee) and five members from Shanghai Normal University. The role of the Board is detailed in the contract.
7 See the MU Confucius Institute Self-Assessment, 2011-2018 (attachment 4)
One other related point: it is testimony to the care with which the C.I. handles its roles with MU, the CPS, and the Columbia community that a POLICY HANDBOOK is widely available, and explained in detail to visitors and internal stakeholders.

**MU C.I. Activities at MU**

The direct and immediate impact of the C.I. on MU is on our *elementary-level Chinese language courses*.

Starting this past fall, a Visiting Professor assists in the first and second level Chinese classes. Basic grammar, vocabulary, simple characters, and syntax are the focus of the class meetings. MU faculty select texts and other materials, design the syllabi, assignments, and tests, and determine final course grades.

'It is important to note that the selection of the visitors, by MU officials, originates with a list of possible candidates presented by Hanban. We have not seen a list of expectations (or contracts, if any exist) which Hanban issues to the potential visiting professors and volunteers whom they propose. Nor do we have any information about any screening. It is possible that they are expected to operate under guidelines and standards at odds with our academic codes. We suggest that the topic of initial screening is appropriate to raise when the next contract renewal is discussed. On the surface, the fact that Sang Kim interviews and ultimately selects 14 of ca. 35 candidates for the C.I. "volunteers" and that Michael Volz selects the visiting professors who come to MU is important, but how the prescreened list is determined (or which we have no information) may also be relevant. However, we also point out that Hanban has

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8 See the “Policy Handbook” (attachment #5)
9 See below, p. 11, and n. 18.
never said “no” to the individuals we select. Perhaps we may be justified in seeing this as important evidence that MU is positioned to determine its own curriculum, pedagogy, and the personnel appropriate for both.

The orientation and training, both prior to the start of the Fall semester and continuing bi-weekly throughout the year, is key to the teaching which the C.I instructors provide. Focusing on pedagogy and classroom management issues helps the visitors in their role as co-teachers whose focus on grammar, pronunciation, reading, and other language portions of the curriculum reinforces essential curricular C.I.R.C. following their visits to Professor Suling Zhang’s Chinese 1200 class point to very fine teaching. Other members of the committee interviewed Prof. Zhang at length; the conversation reinforced the observations of the class visits that she is an extremely capable and enthusiastic teacher, whose focus is exclusively language. Starting with the syllabi, everything that she does is planned by MU faculty, but her native ability gives authenticity to the classroom environment. As a visiting scholar, Professor Zhang is also able to continue her research in Chinese language and literature, taking advantage of MU library and faculty resources. In fact, each of the three visiting professors is at MU with the clear expectation of participating in the education, research, and outreach missions of the campus.

The teaching evaluations of visiting professors are carefully administered and reviewed each term, thereby assuring careful and timely attention to any issues that might arise. Beyond that, these TEQ’s attest to the benefits in learning a challenging language that native speakers can provide.

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10 We attach numerous materials from the training sessions. (attachment 6); see, too, suggestion 4.e.2.
11 Two reports on Professor Zhang’s classes are attached (attachment 7).
12 Chinese 1100 and 1200 syllabi (attachment 8)
13 Note the attached TEQ’s of Professor Zhang. (attachment 9).
MU offers each semester one or more courses in Chinese civilization; these serve both general education and undergraduate major and minor purposes, and they are taught only by MU faculty members. The C.I. instructor has no involvement with the content or the pedagogy of these courses. Our report includes sample syllabi, together with a cover memo from Professor Michael Volz, the MU lead faculty member who provides major assistance with the training of the visiting professors/volunteers, and who helps insure that MU academic policies and procedures are fully followed\(^{14}\). And MU students in Chinese civilization courses are encouraged to take advantage of various cultural events which, arranged by the C.I., inevitably add to the education of these students.

The MU C.I. and the Columbia Public Schools

In the words of Peter Stiepleman, Columbia Public Schools Superintendent, the MU C.I. is “incredibly important” for the CPS, and in particular for one of the core values of the district: *preparing students for an ever-changing world*. The close partnership between MU\(^{15}\) and the CPS has helped insure quality in all aspects of the C.I. instructional program, and has safeguarded any suggestion of politicization of the learning process.

The opportunity for Columbia students to learn Chinese language and culture in an authentic environment is among a number of distinguishing features of the Columbia Public Schools. It is a source of pride that, as time has passed, generates consistently positive comments from parents and students. If there had been any concerns about a political agenda,

\(^{14}\) We attach typical syllabi from Chinese Civilization courses, as well as an introductory cover note from Prof. Volz. (Attachment 10).

\(^{15}\) MU personnel come from the Colleges of Arts and Science and Education as from the Center for International Programs.
there would obviously be ammunition for C.I. critics both here and elsewhere. The fact that earlier this year one of the Middle School C.I. volunteers was selected for a school-wide honor is one example of the quality, its impact, and value by the community: https://confucius.missouri.edu/haiping-claire-hu-named-gentrys-teacher-of-the-week/. And as the attached reports show, the topic-driven curriculum focuses attention on materials appropriate to language classes.

The fourteen student intern “volunteers” have responsibilities in many of the district’s elementary schools, all middle schools and three high schools; 1500 individual students are served. Their work is in the 6th - 12th grade classrooms. They work as “co-teachers” with CPS employees, who themselves bear primary responsibility for the curriculum and its assessment. Among other things, the co-teaching has enabled more individualized instruction when this seems appropriate. The current year is the first in which the volunteers have played a co-teaching role in these classrooms. The visitors are mentored carefully, and attend training sessions twice a month. Syllabi and course materials are prepared by CPS personnel, who serve as the co-teachers.

In a word: at no time are the student interns unsupervised in the K1 classroom, nor are they expected to lead the classroom by themselves.

After the volunteers’ one-year stay with us is complete, they return to China with skills and outlooks that have their own cross-cultural benefits.

Assessment of student learning in the Chinese language courses has been increasingly positive. Columbia students who opt to continue Chinese at MU (a decision which is itself a positive outcome), for example, tend to place at levels that point to fine preparation in the CPS.

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16 Rachel Pinnow’s report following her visit to classes on March 13 is attached. (Attachment 11).
17 Note the attached syllabi and course materials from Chinese 1-A. (Attachment 12).
There also seems to be evidence of the role that the high school opportunities (including, of course, the C.I.-sponsored summer study abroad trip\textsuperscript{18}.

We are not able to see the contracts which “volunteers” and “visiting professors” have with Hanban, and in fact have some evidence that there are none.\textsuperscript{19} Hence, we do not know whether they are given indirect or explicit directives not to discuss certain topics, nor whether they self-censor what they discuss. Nor do we have any information about the debriefing we assume is required of them when they return home to China. On the other hand, there is some evidence that volunteers/visiting professors who return to China following their stay here are held in high regard. We have no evidence that they are punished for having done what MU and the CPS expected them to do while here: teach Chinese language, and help in the presentation of Chinese culture. We recommend that if the contract is renewed, such topics as work expectations and debriefing be more explicitly addressed.

The same is true of Dr. Lan Liu, a research scholar and lead CI faculty member for the MU CI. In addition to her research projects, on comparative education and on language pedagogy and in collaboration with MU colleagues, her responsibilities include curricular development with CPS colleagues, as well as coordination and agenda preparation for staff meetings of the MU instructors and the CPS volunteers. The meetings serve the on-going training and hence include teaching skills, but also organization of various cultural events. In addition, Dr. Liu serves as the lead staff member for the Summer Camp, an important project for the MU community, and for the Study Abroad trip, a very popular (and all-expense-covered)

\textsuperscript{18}The Committee urges that more monitoring of all of this be at the heart of our activities. In this connection, taking steps, at all levels, so that the standard, nationally normed proficiency test (HSK: Hanyu Shuiping Kaoshi) is used will provide good benchmark data.

\textsuperscript{19} According to Dr. Lan Liu, the volunteers, all graduate students here on J-1 Student Intern visas, do not sign contracts with Hanban. But they do sign agreements with their universities that they will return to China and complete their (master's) degree at respective universities. Visiting professors have signed 3-party agreements to return to China, and to resume their responsibilities at Shanghai Normal University.
opportunity for CPS students who have completed one or more upper-level Chinese language courses. She also spends considerable time preparing for the arrival, in August, of the next Volunteers. We have no evidence on how visitors such as Dr. Liu are treated when they return home to China, nor have we seen the Hanban contract which she may have signed.

**The MU CI and “Mizzou Mandarin”**

“Mizzou Mandarin”, financially supported by the C.I. is an excellent example of the benefits the community of Columbia receives from the MU C.I. A lengthy roster of cultural events each year attracts hundreds of attendees, allowing MU and city residents to deepen their understanding of another culture and to strengthen intercultural communications\(^{20}\). The “volunteers” also teach, at no cost to participants, various levels of Chinese language to members of the MU and Columbia communities.

Public performances throughout the year contribute to the vibrancy of the Columbia community. They regularly feature CPS students, who use these opportunities to demonstrate their knowledge of language and culture. Under Mizzou Mandarin auspices, members of the MU and COMO communities are also allowed – at no cost – to enroll in varying levels of Chinese language instruction. Evaluations point to a positive experience\(^{21}\).

An especially popular feature of “Mizzou Mandarin” has been the Summer Session, which serves a broad base of the Mid-Missouri population, and which covers a sufficient amount

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\(^{20}\) Prof. Wenfang Yang’s Physical Education background is helpful for members of the campus and city who are interested in Tai Chi and other traditional Chinese exercises, many of which culminate in periodic public events (such as those associated with the Chinese New Year celebrations). All of her responsibilities (including the research on physical fitness indicators and physical education as central to cultural education) are coordinated by MU and CPS officials. Note attachment 13 (the appointment letters for our three visiting scholars).

\(^{21}\) See reports from Mary Stegmaier and Ted Tarkow. (attachment 14).
of content so that participants are ready to take the appropriate Hanyu Shuiping Kaoshi (HSK) proficiency exams: https://confucius.missouri.edu/mizzou-mandarin-summer-session/.

Conclusions and Suggestions

The Committee has attempted to focus on the following questions in the course of its review:

1. **Is the curriculum which is offered reflective of appropriate faculty governance and safeguards?**
   
a. The committee believes that the curriculum offered students both in the Columbia Public Schools and at MU is based solely on academic decisions and outcomes, and proceeds in accordance with standard academic policies and protocols. Since we have a good sense of what our own faculty teach, we believe that we are making the most of the C.I. without jeopardizing academic freedom and without succumbing to the implied political agenda of Hanban support.

b. The Committee believes that including C.I. instructors in language courses has many advantages for our students; and that these individuals are carefully selected, mentored, monitored, and evaluated, thereby adhering to standard academic practices and protocols.

c. The restriction of the C.I. Visiting Professor at MU to language courses is cautious but appropriate.
2. Are the in-kind resources provided by MU for the C.I. a reasonable financial commitment in light of the benefits gained? Is there effective overall administration of the MU C.I.?
   a. As noted above, MU provides space and dedicated staff time to the C.I. The Committee believes that attaching the Confucius Institute to the International Programs Office ensures that appropriate administrative oversight, in line with MU policies and procedures, is always demonstrated. The professionalism of Sang Kim is central to the credibility which the reorganized C.I. has merited.
   b. In fact, our Committee is concerned that too much of the operation of our C.I. relies on one individual. While this is not at present a major issue, it is not difficult to foresee a potential negative impact on his other responsibilities, especially ones with a bearing on other Pacific Rim countries and/or other MU opportunities on/with either the Chinese Mainland or Taiwan. Beyond that, there is no apparent plan for succession if and when the one individual is no longer here or involved.

3. Some institutions have cancelled their C.I.’s because of implications on the research missions of these campuses. Is this a major issue at MU?
   a. Our review has disclosed no negative impacts on the research mission of our campus, nor on our receipt of various federal grants.
   b. MU does not have at present a DOD-funded Chinese Language Flagship program whose “existence” would be questioned, as it has been, for example, at Minnesota, by a C.I. unless a special waiver were sought and approved. On the other hand, in the context of possible renewal of the contract, we should be more forceful in outlining possible negative implications for a range of federal funding opportunities
which continuation of our C.I. might raise. This is especially true given the impact of our C.I. on only one of the state’s 500 school districts.

4. **What steps might better prepare us for the future?**

a. At present, MU’s programmatic investment in Chinese is limited and fragile. The administrative infrastructure rests on the shoulders of a single colleague who is also the primary leader for other MU initiatives with the Pacific Rim nations. And while there has been some expansion over the past several years, the instructional program remains centered primarily around a limited number of colleagues in a modest number of core disciplines. The C.I. Visiting Professor has expanded our ability to make instruction in Chinese language more available at MU than it otherwise would be.

   We are pleased to note a recent development that may prove positive: just last year, MU initiated a Teaching Certificate that will allow recipients to teach Chinese in Missouri public schools, thus potentially reducing the need for C.I. volunteers to teach these courses. But it will take time before there is any evidence that such a Certificate will graduate sufficient numbers so as to make a difference. We thus recommend development of a plan to augment our present investments in the curriculum and infrastructure so that we participate more obviously in 21st century realities and prepare for possible termination of C.I. support.

b. While we recommend taking steps to prepare for the future, we also recommend renewing our Confucius Institute when the time comes to do so. Sudden termination will yield a major blow to MU instructional programs, and
will jeopardize the partnership between MU and CPS, a model of K-12/Higher Ed cooperation. Because of the safeguards in place, the obvious concern of the Public Schools is not the politicization of the classroom, or other non-academic issues that might be raised. Rather, it is the impact on hundreds of Columbia Public School students were the C.I. to be discontinued and/or significant funding reduced. In short: we recommend outlining a budget process so that, by the time the next renewal comes up (and/or the federal government ends C.I.’s), we have begun to augment our own investments in these important topics.

c. We have no reason to question the gist of Dr. Ma’s letter to Chancellor Cartwright (attachment #2), and suggest that a response, in kind, be sent to him. We believe that copies of the correspondence from and to Dr. Ma should be sent to Congresswoman Hartzler, President Choi, and Superintendent Stiepleman.

d. As time has passed, the largest impact of our C.I. has been on K-12 education. While the advantages of such a focus are many, the J-1 exchange visitor program requires a greater focus on post-secondary teaching and research in both degree and non-degree programs. While we have been allowed to use our “volunteers” for CPS purposes, any renewal of the C.I. should be more mindful of the overall intent.

e. We offer a few specific suggestions that would reinforce outcomes of our C.I. that are already positive:

1. While we understand the concerns about too much publicity for our C.I., we are also convinced that there are real advantages in showcasing the positive and demonstrable impact of our C.I. and the safeguards we have
in place. Modest publicity can help our case; non-publicity makes it appear that we have something to hide. *We don’t.*

2. The Committee does not know the extent to which the talents of various MU colleagues (in Education, Chinese, and History, for example) are used for initial and/or on-going training/retraining of Visiting Professors and Volunteers. But more deliberate involvement of Michael Volz and other members of the MU faculty can only buttress the quality of what our visitors do, and of the safeguards we have.

3. In this connection, taking more deliberate advantage of various members of the Public Intellectuals Program (sponsored by the National Committee on US-China Relations) will strengthen our campus’ involvement in all aspects of a broader China curriculum. These individuals (including our own Dr. Sheena Greatens) are members of the group trained in bringing academic expertise to bear on policy discussions relating to US-China Relations. The group’s recent discussions with the AAU’s Mary Ann Coleman focus on topics which AAU institutions, mindful of their own missions and policies and of academic freedom, should keep in mind as they craft appropriate engagement with China.

4. The Committee believes that, as time passes, we should attempt to use our C.I. Visiting Professors and Volunteers so that more advanced opportunities in Chinese language become possible for students, especially from MU, who return to Columbia following a Study Abroad experience; further, a broader range of courses in Chinese culture and history would be
a significant addition to the MU general education curriculum. “Co-
teaching” would remain the norm, but with care it could be present in a
larger number of courses and levels. Such expansion would require
approval by Hanban, and agreement by MU faculty. But securing such
approval (including the reinforcements of necessary safeguards) might
have added benefits as we move forward.

5. The Committee shares the concern that ignoring the realities of Chinese
handling of human rights is as much a mistake as assuming that every
Chinese instructor has an ulterior motive for wanting to teach in America.
Taking steps so that there are periodic events that focus attention on
human rights, economic, and other social issues would be an appropriate
contribution to the MU community by the International Center and
appropriate MU faculty and departments. We understand, of course, that
there may be consequences for doing so, and the University would need to
insure these colleagues of steps that will protect their research agendas and
other academic freedoms.

CONCLUSION

This report has attempted to give MU officials useful information as it gives
consideration to the future of our own Confucius Institute. The Committee is very mindful of the
criticism about C.I.’s that have surfaced at some (but not all) C.I.s, and is as mindful of increased
federal interest in C.I.’s and in concerns about them.
As important, the Committee is impressed with the safeguards which MU officials have in place so as to ensure that standard academic policies and protocols govern the curriculum, its pedagogy, and the personnel appropriate for both.

But the Committee is also concerned about the modest scope of our enterprise, as well as its fragility. Additionally, the focus on K-12 activities means that special permission has to be sought each year from the State Department for the use of the J-1 student intern category to invite the “volunteer” teachers.

And the Committee offers a number of specific suggestions that we believe will shore up our present efforts, both from the standpoint of both curriculum and administrative infrastructure.

Attachments:

(1) Compendium of selected C.I. criticisms which have recently circulated
(2) March 5 letter from Prof. Dr. Jianfei Ma to Chancellor Alexander Cartwright
(3) Present contract
(4) Self-Assessment
(5) Policy Handbook
(6) Training materials
(7) Bing Zhang and Rachel Pinnow class visit reports
(8) Chinese 1100 and 1200 syllabi
(9) Professor Zhang TEQ’s
(10) Chinese Civilization syllabi, and the accompanying note from Michael Volz
(11) Rachel Pinnow class visit report
(12) Chinese 1-A materials
(13) The appointment letters for our three visiting scholars
(14) Mary Stegmaier and Ted Tarkow class visit reports