

## **ACADEMIC OVERSIGHT OF UCEAP**

UCEAP's vision of academic excellence is best served by a comprehensive academic oversight structure and process that takes full advantage of the outstanding faculty at the University of California. Faculty involvement at all levels is therefore a key resource for the University of California Education Abroad Program. In the past, UCEAP faculty oversight has typically worked on a number of levels:

- Academic Senate oversight through UCIE and the campus CIE committees;
- Faculty appointments to the System-wide and campus EAP offices;
- Onsite UC faculty directors ("study center directors" or SCD's);
- Ad hoc Faculty Advisory Committees (FACs) structured either by region or by discipline;
- UC faculty consultants based either in California or in-country.

### **Need for Reassessment**

The recent reductions in the number of on-site UC Faculty Study Center Directors as well as other structural changes in how UCEAP relates to the campuses, partner institutions, and study centers abroad raise the need for a review of academic oversight and recommendations for modifications that will ensure or even increase faculty involvement. UCEAP's practices, combined with the formal oversight offered by UCIE, can work in partnership to ensure that faculty play a robust role at all levels, at the same time as the new academic oversight plan can ensure a uniform, consistent and coherent system for assigning UC credit and grades for coursework completed abroad. Recent focus group surveys suggest that one barrier to study abroad includes student concerns about receiving relevant academic credit for international courses. Faculty involvement at multiple levels can improve outcomes with regard to academic integration, easing the obstacles to student participation.

The critical functions of faculty in UCEAP activities include, but are not limited to:

- Originating and assisting in the development of program options
- Curriculum development and assessment
- Student recruitment
- Pre-departure advising
- Direct instruction
- Approving and signing grades
- Review of ongoing programs
- Assisting in relations with partner institutions
- Supervision of staff and administration of budgets
- Academic Integration of international coursework
- Ongoing advice and consultation
- Assisting in formal program review

In any structure for academic oversight, UCEAP commits to continued measurable assessment and monitoring of progress to ensure the continued effectiveness of mechanisms for faculty involvement, a uniform system for assigning academic credit and grades, and constant improvement regarding academic integration. Some measures will be undertaken through regular surveys conducted by the UCEAP research unit (i.e., the annually administered Academic Outcomes Survey). In other cases more qualitative measures of performance will be used (including analysis of responses from FACs, exit interviews with Study Center Directors and/or Visiting Professors, and analysis of regular program reviews.)

### **Current UCEAP Academic Oversight Structures**

Currently, academic functions are carried out in a variety of ways by UC Ladder Faculty. Some are the province of the Academic Senate and its formal agencies, including the formal oversight provided by the University Committee on International Education (UCIE). Some faculty involvement also occurs through ad hoc Faculty Advisory Committees (FACs) that have been

convened by UCEAP to provide guidance, review, and oversight to ongoing programs, programs in development, or programs that may face consolidation, suspension or cancellation. Some duties have been carried out by faculty members on appointment to EAP—including, at the system-wide office, the Associate Vice Provost and Executive Director (1.0 FTE) and the Faculty-In-Residence (0.5 FTE); on the campuses, the Campus Faculty Directors provide crucial advice and sometimes oversight for staff and students; and abroad, UC Faculty Directors and Visiting UC Professors provide oversight, advice and/or instruction.

In addition, in the past, UC Faculty Consultants have been secured as a stop-gap measure to provide oversight through a stateside faculty member who makes occasional visits to the programs they supervise.

UCEAP also benefits from the expertise of non-UC faculty in a variety of ways. In some programs, students receive primary advising and assistance from a faculty member at the partner institution. These Academic Liaisons provide invaluable entrée to local practices and academic cultures. In addition, a few study centers are headed by non-UC faculty in the employ of UCEAP. These are frequently individuals who are permanent residents in the host country, but who hold degrees from the UC or are otherwise extremely familiar with US academic culture.

### **Recommendations for Change**

Responsibility for academic functions has thus varied depending on the structures in place for a particular location. Because of the critical nature of academic oversight, particularly in regards to the assignment of UC credit, UCEAP would like to develop greater consistency and transparency in the structure of academic oversight, while still maintaining enough flexibility to meet various unique or program specific needs. As much as possible, the goal of UCEAP is to ensure that the same academic standards, policies and practices apply across all programs. At the same time, this proposed new plan incorporates faculty oversight as a regular, ongoing part of the UCEAP model, significantly increasing opportunities for faculty to be involved at all levels of program planning, development and implementation. Where possible, UCEAP would like to open opportunities for a diverse group of faculty, including non-senate continuing and senior lecturers, to participate in UCEAP faculty roles.

The new structure includes many features of the old, but offers expanded opportunities for faculty to serve critical advisory and teaching functions, particularly in the new structure of Standing Faculty Advisory Committees and an increased number of annual quarter-, semester- or year-long positions as Visiting Professors (Short-Term Instructors).

The proposed structure for academic oversight includes the following:

1. **UCIE** (Academic Senate)

UCIE is the primary oversight body for all academic aspects of UCEAP programming, as found in its charge: (<http://www.universityofcalifornia.edu/senate/committees/ucie/>). All UCEAP partner institutions and programs go through an extensive evaluative process at inception, a process that is overseen by the UCIE. When the UCIE approves a UCEAP partner university or program, it is approving the courses and curricula associated with that program. After approval, all programs undergo a full review after three years. Established programs that have completed a third-year review then undergo a further regular review every ten years. UCIE is also involved in the appointment of UC Faculty as Study Center Directors. With this proposed plan, UCEAP reaffirms its commitment to a true partnership with UCIE on all aspects of academic oversight. In addition, UCEAP reaffirms its commitment to ensuring that program reviews result in specific and useful recommendations for improvement. UCIE will appoint one member of the three member program review teams. UCEAP expects that on-site visits by at least one review committee member constitutes normal practice in program reviews, unless budgetary or other concerns as determined on a case-by-case basis make an in-person visit impossible.

## 2. UCEAP System-wide Office

### **Associate Vice-Provost and Executive Director.**

The Associate Vice-Provost and Executive Director is responsible for supervision of all aspects of UCEAP programming. The Associate Vice-Provost and Executive Director acts as the equivalent to a dean in the event of UCEAP grade disputes or reports of academic misconduct.

**UCEAP Faculty-in-Residence.** All University of California students participating in UCEAP receive UC credit and grades for their coursework taken abroad. Accordingly, the conversion of partner university units and grades to UC equivalent and the assigning of grades to students' transcripts must be overseen by UC faculty. The UCEAP Faculty-in-Residence position (see Appendix 1 for job description) oversees the implementation of academic policies and procedures in the UCEAP System-wide Office and UCEAP centers abroad to ensure that UC students are receiving accurate and appropriate UC credit and grades for the courses completed on UCEAP. The Faculty-in-Residence serves as UC instructor of record in all cases where there is not an on-site faculty member (i. e., a Study Center Director, Visiting Professor, or other Faculty Consultant). The Faculty-in-Residence also interacts with UC departments and campus staff on issues related to granting credit in the major for UCEAP courses (Academic Integration).

## 3. On-Site Faculty Directors

UCEAP currently has 6.5 FTE UC Ladder Faculty serving as Study Center Directors. (See Appendix 2 for a list of current locations and job description with duties). Under this new academic oversight model, this number is expected to grow to 8-10 FTEs.

4. **Visiting Professors (Short-term Teaching Assignments)** UCEAP sees considerable benefits in expanding the role of UC faculty in short-term assignments to existing programs and partnerships. Such professors would typically teach a course or courses, and, in most cases, provide some academic oversight functions. These could include helping with student orientation and serving as instructor of record for a pre-arranged period after the end of the teaching term, even if they complete their term remotely from the US (for example, serve as instructor of record in the spring semester, although the faculty member taught in fall only). While UCEAP already has such posts in a few locations, either as governed by existing arrangements with partner institutions, or as a response to particular local needs, we envision expanding this program to encourage more faculty involvement with education abroad experiences. These faculty members—who are expected to have considerable expertise in the culture of the host country—would provide key intellectual leadership for students abroad, helping to create intellectual community and assisting students in integrating their educational and cultural experiences, while deferring most issues of daily operations to local staff. We foresee that most of these positions would be quarter or semester assignments that would fit better with faculty professional goals and circumstances. Participation is contingent on the instructor's department being willing to release them for the UCEAP assignment.

## 5. UCEAP Campus Faculty Directors

Many of the international studies offices recruit faculty to oversee various aspects of international education on their campuses, and to assist in the process of recruiting, advising, and orienting students who are planning to go abroad. In addition, these campus faculty directors play a critical role in providing faculty advice and consultation to UCEAP through the Council of Campus Directors (CCD). Faculty on campuses are in a unique position to work with colleagues, departments and administrators to facilitate Academic Integration, ensuring that the academic work that students complete while abroad will count towards degree requirements. These appointments are at the discretion of the local campus.

6. **UC Faculty Advisory Committees.** The new model of academic oversight opens a much-expanded role for UCEAP faculty advisory committees (FACs). Such committees have been in use for many years as ad hoc groups, formed for particular needs. In the new model of Academic oversight, the role of the FACs has been greatly expanded, and these FACs will function as standing committees, charged with assisting the appropriate regional director(s) in the ongoing issues of program development and academic functioning. Some of the new FACs will be regional or country-specific, and others will be discipline specific. FACs provide specialized guidance and expertise on local conditions and opportunities, including program origination, curriculum development (for construct programs), response to student feedback or other problems, and program consolidation/suspension. FACs may also advise or assist with the integration of UCEAP courses into the curricula of their own departments and programs. The typical FAC is envisioned as including 7 to 9 representatives drawn from a variety of backgrounds, disciplines, campuses, and ranks, and will be constituted through an open and broadly consultative process. The typical term of service will be two to three years, with a possibility of renewal for a second term. Faculty Study Center Directors and/or Visiting Professors (short-term instructors) will serve ex-officio on these committees, as a means of improving communication among faculty in the field and faculty at home. A list of FACs currently established, FACs that are proposed, and a description of the duties and responsibilities of a FAC member can be found in appendices 3, 4, and 5.
  
7. **Academic Liaison (Non-UC Faculty).** In regions where there is not currently a designated Faculty Director, an on-site Academic Liaison oversees important functions. This is a role that can be filled by a faculty member at a partner university or a resident/academic director with appropriate academic credentials. An academic liaison has been used in a number of UCEAP locations for many years. The Academic Liaison provides assistance with course selection, enrollment, and the conversion and recording of grades. The Academic Liaison then transmits those grades via My EAP, and they are reviewed and signed by the instructor of record, either a study center director located in the region with responsibility for local oversight, or by the Faculty in Residence at the system-wide office. Only UC Faculty can serve as instructor of record.

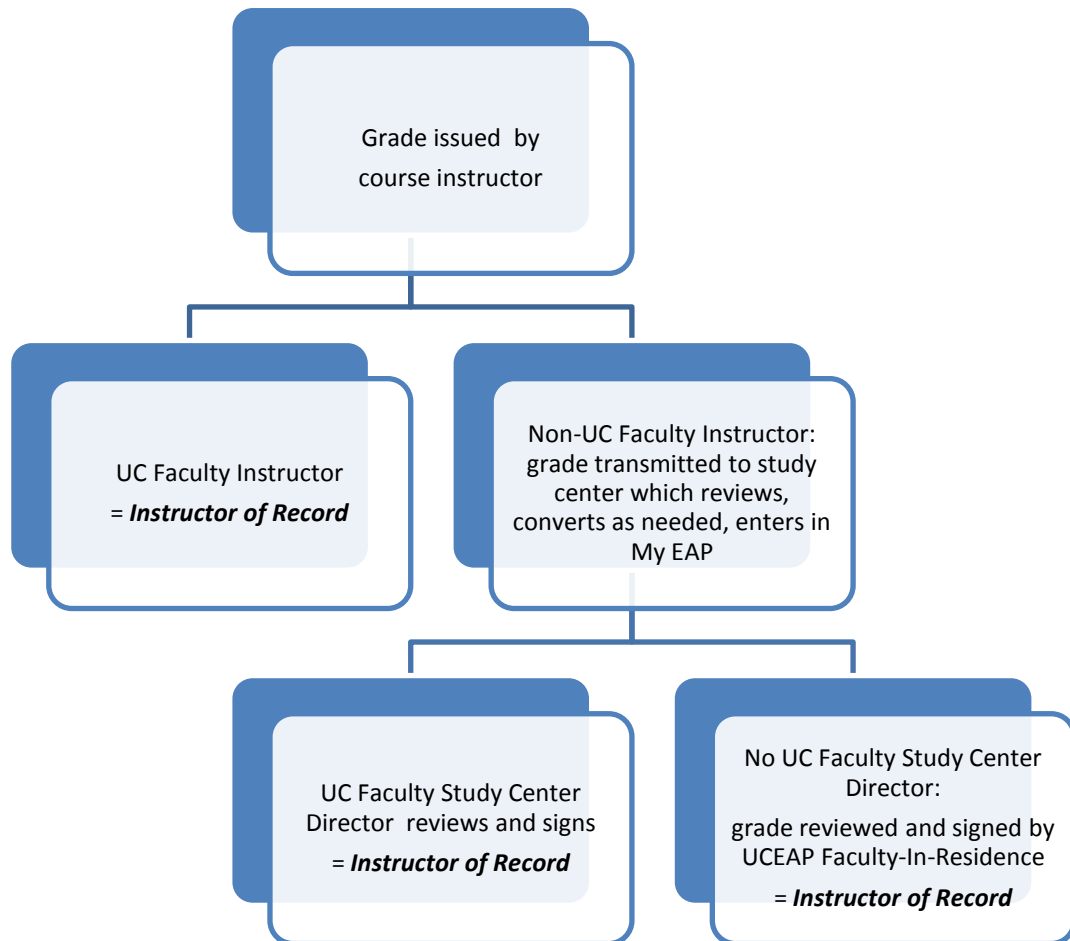
#### **Academic Oversight—A Renewed Commitment**

Academic oversight includes particular functions of course approvals and assignment of appropriate credit for work done overseas. In this revised plan, there is a clear chain of authority for grading that extends from the local classroom to the UC instructor of record (see Figure I). However, this plan also depends upon broad faculty participation in all aspects of program design and implementation, both through formal agencies of Academic Senate review, as well as through the informal involvement of faculty to oversee the specific details of many levels of program development (see Figure II).

Thus, this new plan for faculty oversight contains several new or expanded features, as well as renewed commitments to the following items:

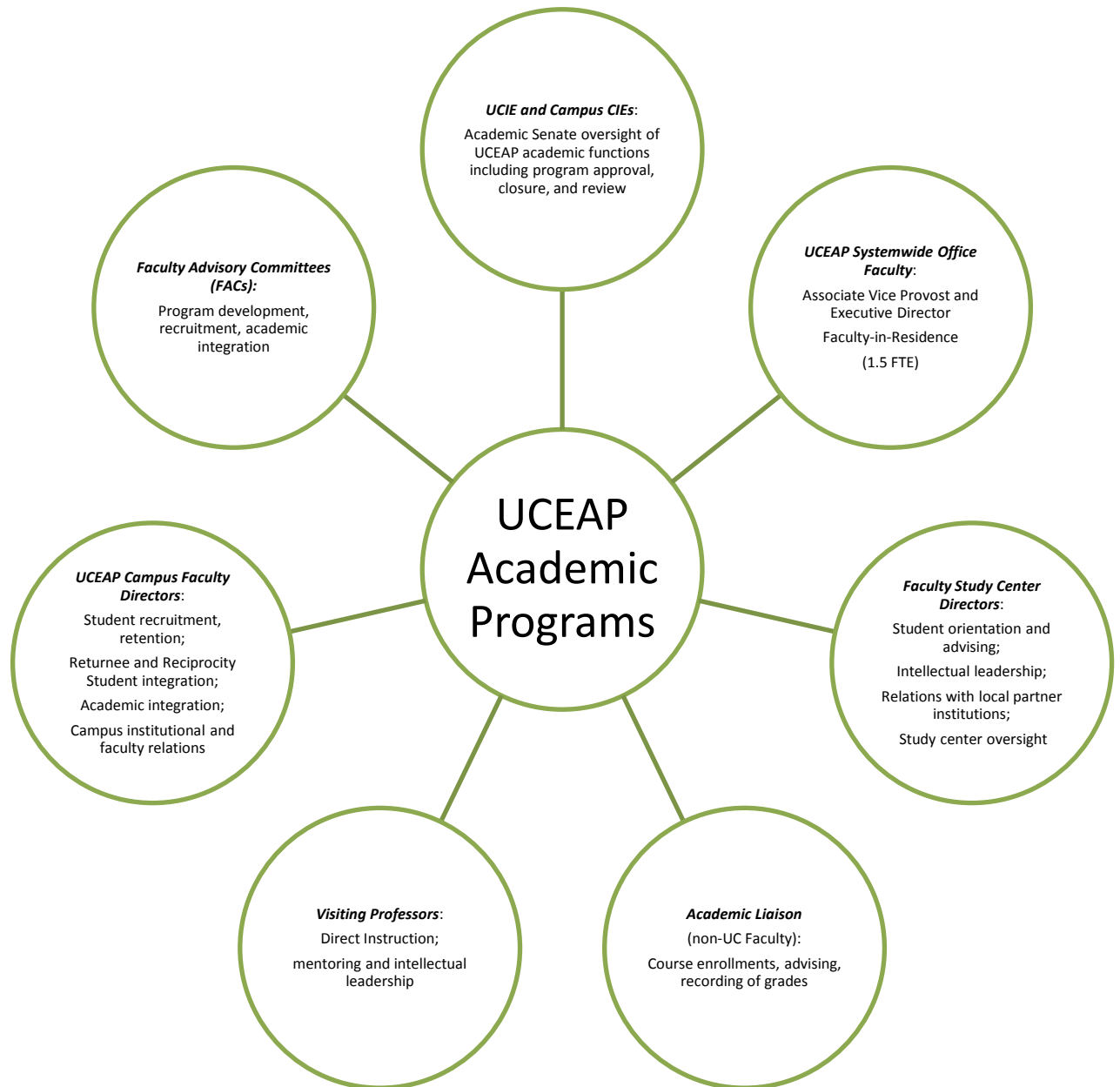
- Continued, consultative relations with UCIE and the Academic Senate
- A stable number of UC Faculty Study Center Directorships (between 8 and 10 FTE total)
- An increased number of quarter or semester-long Visiting Professorships (from the present 3, all in Asia, to approximately 7, in countries across the globe).
- The replacement of stateside Faculty Consultants with in-country Faculty Liaisons.
- Regular, stable, and robust consultation with UC faculty specialists via standing Faculty Advisory Committees organized both by discipline and by region.
- Regular review of UCEAP programs at either the 3 year or 10 year mark, involving three faculty reviewers, one of whom is selected by UCIE.
- Greater integration of faculty on campuses, including Campus Faculty Directors (where they exist) in the work of academic oversight and academic integration

Figure I: Flow chart of UC Faculty Instructor of Record authority



NB: The UCEAP Associate Vice-Provost and Executive Director acts as the equivalent to a dean in the event of UCEAP grade disputes or reports of academic misconduct.

Figure II: Continuous Faculty Involvement in Academic Oversight (an overview)



Appendix 1—Faculty-In-Residence Job Description

**UCEAP FACULTY (ADVISOR) IN RESIDENCE**  
**50% Time, 1-3 Year Administrative Appointment**

The UCEAP Faculty (Advisor) in Residence provides academic oversight and academic integration leadership for its programs.

**ELIGIBILITY**

Tenured members of the UC Santa Barbara Academic Senate

**APPOINTMENT**

- 50% time administrative appointment
- One (academic) year appointment, renewable for up to two additional (fiscal) years, subject to review of funding and need, in the spring of each year
- Location: UCEAP Systemwide Office in Goleta, CA

**OVERALL RESPONSIBILITY**

Provides leadership on academic matters for UCEAP

**SPECIFIC RESPONSIBILITIES**

- Reports to UCEAP's Associate Vice Provost & Executive Director
- Petitions and grades – works with the Academic Specialists (student affairs officers) to review petitions and approve grades
- Academic integration – works with campuses, departments and majors to facilitate the integration of study abroad into undergraduate curricula at the University of California and the crediting of courses taken abroad for graduation and major requirements
- Academic oversight – ensures the academic excellence of UCEAP programming by:
  - Liaising with the Academic Senate's University Committee on International Education (UCIE);
  - Liaising with Faculty Advisory Committees (FACs)
  - Working with UCEAP's AVP-ED, the UCIE RD Liaison and the Academic Development Specialist to prepare for UCIE meetings
  - Representing UCEAP in UCIE program review process
- Liaises with UCEAP Campus Faculty Directors
- Assists Study Centers' Academic Liaisons with academic matters

**EXPECTATIONS**

- Participates in UCEAP's weekly Program Meeting
- Participates in key UCEAP activities throughout the year, i.e., Annual Conference
- Participates in, and/or leads select Academic Excellence Strategic Areas and Projects
- Attends the meetings of systemwide international education bodies such as UCIE and UC Senior International Leaders Council (UCSILC)

## **Appendix 2—Current UC Faculty Study Center Directorships--locations and job description**

### ***Current UC Study Center Directorships:***

#### **Region I:**

France (Bordeaux)

#### **Region II:**

China (Shanghai)

Japan (Tokyo)

#### **Region III:**

Egypt and The Middle East (Cairo)

#### **Region IV:**

Spain (Barcelona)

Chile (Santiago)

Mexico (Mexico City) (.5 FTE)

### **Study Center Director, Standard Job Description (specific duties may vary by location)**

**(From the Faculty Handbook, Section One, part II; rev. April 1, 2010)**

#### **STUDY CENTER DIRECTORS**

Study Center Directors are appointed for periods ranging from several months to two years. In close collaboration with the Regional Directors in EAP's Goleta headquarters, they oversee EAP's programs abroad, represent the University of California to host universities, and at some sites work with third party providers responsible for various program elements. Directors must fulfill academic and administrative functions, including oversight of student safety, security and conduct.

##### **Directors' basic academic duties**

The Director ensures that the academic standards of the University of California are met in the EAP programs under his/her oversight. Key to this academic role are the Director's detailed knowledge of the UC academic rules and regulations within which EAP's programs operate; the Director's understanding and regular monitoring of the academic strengths, standards, culture, and structure of the host universities and other organizations with which his/her Study Center works; the Director's ability to work effectively with the administrative leadership of the partner universities; and the Director's ability to be accepted as a professional colleague by people in her/his field in the host country.

Directors must remain available to UC students enrolled in the programs under her/his oversight. Most of his/her interactions with them will be via the internet, which the Director must use regularly and creatively to promote students' effective educational use of their study abroad. Specific duties include prompt submission of annual report; approving students' study lists; timely preparation of information needed to facilitate the cataloging of their courses as UC courses; developing and implementing the academic and cultural programs of the Study Center; ensuring that students are oriented to the host culture, country, and institution; advising students on academic and related



matters; reviewing student petitions; assigning final grades in consultation with the students' instructors; overseeing independent study projects or internships; assisting with procedures for embedding EAP in the UC curriculum; encouraging students to complete and submit program evaluations; and ensuring that reciprocity students are screened effectively.. Directors should provide guidance to UCEAP on ways to improve the academic quality of their programs and the educational experience of the EAP students under their charge. In some centers, the Director places EAP applicants into appropriate host institutions and programs. In a few programs the Director teaches in the host university, either voluntarily or as a provision of his/her contract. When requested by UCEAP, Directors also provide information needed to develop new programs or review ongoing programs, advise host faculty exchange scholars coming to UC, and submit information or materials needed to develop marketing or outreach materials. When requested by UCEAP, Directors will work with UCEAP to develop strategies to increase student enrollments.

**Directors' basic administrative duties:**

In close collaboration with the Regional Directors at UCEAP, Directors supervise study center personnel (administrative and instructional); monitor contractual commitments and, if requested by the Regional Director, assist with contractual negotiations; acquire pre-approval from UCEAP for office equipment, fixtures, and other specified expenditures; assist with student housing and IT issues and needs; and implement changes as needed in the administrative organization and financial operation of the study center. Directors assume overall responsibility for managing, accounting for, and reporting on, funds allocated to the study center, and for managing disbursements, in conjunction with the approved Study Center budget as well as UC policy. Directors uphold UC's principles of community at the Study Center. As ambassadors of the University of California, Directors provides liaison with the faculty and administration of the partner institutions, the United States Embassy, and other appropriate agencies. Directors may be asked to welcome and host visitors from UC, and outreach to alumni supporters. Directors will maintain regular contact with the Regional Director and promptly inform the Regional Director of any significant events and issues impinging on the effectiveness of the Study Center's operations and the quality of EAP's programs.

**The Directors' Role in Student Health, Safety and Conduct**

To ensure student health, safety and general welfare, the Director is on call 24 hours per day, seven days per week. The Director must ensure that students with mental and physical health issues and concerns are dealt with timely and effectively and counsel students on social, personal, and academic problems; and, where appropriate, direct students to appropriate parties who can help them deal with such problems. The Director is required to continuously obtain current and reliable information concerning health and safety risks in the local environment, including program-sponsored accommodations, events, excursions and other activities; provide appropriate advice and warning to participants during orientation and regularly during the program to help them understand local conditions and customs that may present health or safety risks so they can minimize personal risk and enhance their individual safety; secure appropriate medical and professional services and help participants obtain the services they need; and inform the UCEAP Regional staff in the event of health problems, injury and/or other significant health and safety concerns.

The Director may be required to mediate student complaints or concerns. The Director will stress applicable codes of conduct, the responsibility for students' personal behavior, and the consequences of non-compliance with such codes. In consultation with the Regional staff, the Directors take appropriate action when participants are in violation of student conduct codes and he Director will work with appropriate UO administrators to ensure that appropriate action is taken in cases of academic misconduct.

Although the students do not have an unlimited claim on the Director's time, a Directorship may, during complex student incidents, health or safety crises, disciplinary problems, or other emergencies, become a 24/7 responsibility. Such emergency issues are managed by Directors in close coordination and consultation with the appropriate UCEAP Regional Team and the UCEAP Health/Safety Analyst. Directors are provided with information and policies concerning all Directorship responsibilities during the required Director's orientation conducted at UCEAP prior to the Director's departure for her or his post, and continuously throughout their tenure as new situations present themselves.

The Director's pursuit of his/her own research in the host country will facilitate professional relationships with colleagues as well as the Director's own professional advancement. However,

Directors must understand that time available for research will be limited and that such research must not interfere with the Director's performance of his/her EAP duties.

### **Appendix 3 – Faculty Advisory Committees (Current, Ad Hoc and Standing Committees)**

#### **Current UCEAP Faculty Advisory Committees (Standing) as of December 2011**

##### **By Program**

- Italy (UC programs: *Rome through the Ages* and *Florence Language and Culture*)
- UC Paris: French and European Studies
- London Fall Semester Program

##### **By Region**

- Southeast Asia (Singapore, Thailand, Vietnam)
- China / Hong Kong / Taiwan
- Africa

##### **By Discipline**

- Public Health
- Business/Economics/Management
- Spanish Language and Culture

Appendix 4 – Faculty Advisory Committees (Proposed, Standing Committees)

**Proposed New Faculty Advisory Committee Structure**

**By Region:**

**Region I:**

*Europe*

(Oversight for the UK, France, Italy, Spain, Germany and northern Europe, and Eastern/Central Europe)

**Country-Specific (Region I):**

*France*

*Italy*

*Russia—Language and Culture*

**Region II:**

*East Asia*

(oversight for Japan and Korea)

*China/Hong Kong/Taiwan*

*Southeast Asia*

(oversight for Vietnam, Thailand, Singapore)

*Africa (Sub-Saharan)*

**Region III:**

*Ireland and the United Kingdom*

*The Middle East*

*South Asia*

*Australia, New Zealand, and the Pacific*

**Region IV:**

*Latin America*

**Discipline-Specific (Region IV):**

*Spanish Language Programs*

**By Discipline:**

*Public Health*

*Business/Economics/Management*

*STEM (Science, Technology, Engineering, Mathematics)*

*Environmental Studies*

## **Appendix 5 – Position Description for Faculty Advisory Committee Members**

### **Faculty Advisory Committee Member (Job Description)**

Faculty Advisory Committees (FACs) are unremunerated committees charged with assisting the appropriate regional director(s) in the ongoing issues of program development and academic functioning. FAC membership constitutes an important piece of university service for the purposes of merit and promotion reviews. Some FACs are organized by region or country, and others are discipline-specific or targeted towards specific types of programs. FACs provide specialized guidance and expertise on local conditions and opportunities, including program origination, curriculum development (for UC and third-party provider construct programs), review of student feedback, and program consolidation/suspension. FAC members may also advise or assist with the integration of UCEAP courses into the curricula of their own departments and programs. Members play an important role publicizing UC EAP programs and opportunities in their areas of specialization to both colleagues and students.

The typical FAC includes 7 to 9 representatives drawn from a variety of backgrounds, disciplines, campuses, and ranks, and will be constituted through an open and broadly consultative process. The typical term of service will be two to three years, with a possibility of renewal for a second term, to result, over time, in a gradual and regular rotation of FAC service among a larger pool of UC faculty specialists. FACs typically conduct their work over email, with an annual teleconference meeting sometime during the course of the academic year. The workload is typically moderate to light.

#### *FAC-Member Job Description:*

##### Duties include:

- Read and respond in a timely fashion to email requests from the Regional Director
- Review course syllabi;
- Review information drawn from student evaluations and/or formal program reviews
- Provide expert guidance on opportunities to enhance Education Abroad Experiences in host countries or with partner institutions
- Assist with discipline- or region-specific Academic Integration initiatives
- Help to promote study abroad in their department, on their campus, or among other UC colleagues

##### Term of Service:

2 or 3 years, dependent on FAC and availability; serves at the invitation of UCEAP or designated representative.