

# UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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Chair of the Assembly and the Academic Council  
Faculty Representative to the Board of Regents  
University of California  
1111 Franklin Street, 12th Floor  
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March 3, 2008

## WYATT R. HUME PROVOST AND EXECUTIVE VICE PRESIDENT, ACADEMIC AFFAIRS

**Re: Systemwide Senate Review of the Report of the University of California Joint Ad Hoc Committee on International Education**

Dear Rory:

Academic Council has completed its review of the Report of the University of California Joint Ad Hoc Committee on International Education and the *Minority Report* from Professor Gayle Binion. UCB, UCD, UCI, UCLA, UCR, UCSB, UCSC, UCSD, UCSF, CCGA, UCEP, UCIE, UCOPE, UCORP reviewed the Report. UCM and UCR&J formally declined to comment. UCPB generally agrees with Council's recommendations and comments, but a comment letter from this committee is not available at this time. UCPB's specific recommendations will be forwarded under a separate cover when they become available. **Although Academic Council agrees in principle with many of the goals outlined in the Report in principle, it cannot endorse the Report as written at this time. However, many of Council's concerns mirror those found in the *Minority Report*, which it does endorse.**

### General Comments

Academic Council is struck by an apparent disconnect and/or contradictions between many of the recommendations, which would require substantial funding for implementation (e.g., the 'doubling' of student participation in international programs); the absence of an appropriate and sustainable funding model, accompanied by a full economic analysis, is also troubling. Further, Council is concerned about the process that produced the Report and agrees with the *Minority Report* when it observes that there was an "absence of the opportunity for any discussion among the members as to what ought to be in the report, a lack of clarity as to the source of some parts of the draft and only seriatim individual editing thereafter..."

Moreover, Council is concerned with the maintenance of quality of the Education Abroad Program's (EAP) academic program offerings, if many of the Report's recommendations are pursued without adequate funding and support. In fact, on a very basic level the Ad-Hoc Committee

was remiss in not attempting to assess the quality of EAP, which would have been useful as a starting point of reference [UCI, UCSB, UCEP, and UCIE]. Overly-aggressive cost-cutting measures, such as cutting Study Center Director positions, might significantly deteriorate the quality of EAP's programs, which has served as the 'gold standard' for university-based international exchange programs in the United States.

Another area of significant concern is the Report's reliance on third-party providers for a significant portion of the growth in the University's international programs going forward. On this point, Council agrees with the *Minority Report*, which correctly notes the glaring lack of quality in many of these programs. Relying on such third-party programs will not only be costly, but it will also be very difficult to oversee and vet these programs, which will only add to their high-cost (UCD, UCI, UCLA, UCR, UCSB, UCSC, UCSD, UCEP, UCIE, and UCOPE). **Therefore, Council recommends that one of the University's principal priorities be the maintenance of EAP's high quality academic programming. It should retain its position among a diverse portfolio of some campus-based and quality third party programs; the exploration of partnerships with third-party providers, especially private enterprises, should only be considered after considerable study and vetting.**

As of the drafting of this letter, Council had not received a response from UCPB, but a number of committees commented on the principals and recommendations related to budget in the Report. Predominantly, it was recognized that while restructuring the central UCEAP office in Santa Barbara is necessary, a model based entirely on student fees (e.g., the 'Kissler' model) may not be the best solution to preserve EAP's high quality academic programs (UCI, UCSB, and UCIE). That said, restructuring the organization itself, as well as changing the way that UCEAP relates to Senate agencies is needed. For example, UCIE comments that although UCEAP makes regular reports to UCIE on budget matters, this information has often been schematic and partial. This lack of full transparency has made it difficult for UCIE to make sound judgments about proposed cuts to its academic offerings. UCOP, though, has recently proposed a 15% budget reduction on UCEAP. Some campuses do not advocate such a deep cut, believing that doing so could cause irreversible harm to many of EAP's academic programs and undercut many of the Report's recommendations (UCR, UCSC, UCSD, and UCIE). **While Council agrees that in the current budgetary climate a cut of some kind is necessary, all cuts should be done carefully to minimize impact on academic quality, and in consultation with the Academic Senate.**

The Report is also largely silent on graduate students (UCI, UCLA, UCSC, UCSD, UCSF, CCGA, UCIE, and UCORP). CCGA points out that while a small percentage of EAP's enrollment are graduate students, there are few formal programs for graduate students; most of these students use EAP as a vehicle to pursue doctoral research abroad. Council also agrees with the *Minority Report* that the larger Report does not address the needs of graduate students who study abroad (UCLA, UCSC, UCSF, and CCGA). Towards improving the participation rates of graduate students, Council suggests that 1) EAP could be used to align UC educational priorities (e.g., health sciences) with EAP graduate initiatives; and 2) EAP study centers could provide a mechanism by which students learn local languages and travel to research sites, given an appropriate funding model

(CCGA). **Towards this end, Council recommends the empanelling of a faculty group, with expertise in both graduate and international education, which would focus on the particular needs of graduate students and how best to respond to them (UCLA).**

#### Specific Comments

Divisions and systemwide committees made specific comments on the following recommendations:

*Recommendation 1: That UC should set a five-year goal of doubling the participation rate at each UC campus in study abroad. While Council agrees with this recommendation in principal, this will be difficult to do while maintaining EAP's academic quality at the same time (UCB, UCI, UCR, UCSC, UCSD, UCEP, and UCIE). The lack of a realistic analysis/plan as to how could realistically double their enrollments in a five-year time frame is also troubling.*

*Recommendation 2: That the President of the University should issue a statement on international education expressing commitment both in educational and financial terms and request release annually of a major paper on international education at UC. Council unanimously agrees and supports this recommendation.*

*Recommendation 3: That EAP should continue to occupy a central position in a broad portfolio of student study opportunities that include campus and third-party programs. Council agrees with the first part of this recommendation—that EAP should continue to occupy a central position in UC's international/exchange program offerings (UCB, UCI, UCSC, and UCIE). That said, Council is not persuaded by the Report's assertion that third-party programs, or even campus programs, should take up the bulk of the growth.*

*Recommendation 4: The entire menu of choices – EAP, campus-based programs, and approved third party provider programs – must be centrally and prominently publicized so that students at all campuses can weigh all their options, study their individual features, and then seek advice from professional staff with experience and expertise in the area. Council supports this recommendation, as long as appropriate financial support is both pledged and made available.*

*Recommendation 5: Campus-based student advising must also be understood as an essential element of the study abroad experience, and services in these areas must be better supported. Every UC campus must take a careful inventory of available advising and invest sufficient funds to make this aspect of international education available to all students. Council unanimously supports this recommendation, noting that increased financial support is necessary to strengthen this function.*

*Recommendation 6: Faculty and administrative leadership of the University must articulate the goals of international education and take steps to integrate a global perspective into commonly held belief systems about higher education. Council feels that this is a logical recommendation if UC is to achieve its goal of internationalization, however the implementation of this will depend heavily on support.*

*Recommendation 7: The University should consider enrolling 300-600 degree-seeking international students each year.* Council endorses this recommendation in principle – e.g., that it is desirable to have more international students on UC campuses (UCSC, UCSF, UCEP, UCIE, and UCOPE); however, this recommendation could use some strengthening and/or elaboration. First, the Report makes no mention of fact that the current climate in the State Department under the Homeland Security Act is one of the prime reasons that there are fewer foreign students on UC campuses (UCSC). Also, if only the number of fee-paying foreign students increase, this may not increase the broad diversity of students on UC campuses; it may only result in an increase of wealthy international students (UCIE). In addition, Council makes the following recommendations: Re-examine reciprocity agreements relationships (UCSF, UCEP), and address the specific needs of reciprocity students (UCOPE).

*Recommendation 8: The University must adopt an overall financial plan for study abroad that includes a significant continued core University support, including financial aid.* Council supports this recommendation, but notes that more study is needed, including a complete economic analysis.

*Recommendations 9 and 14: [9] The academic credit process for study abroad should be reviewed by the Academic Senate with an eye towards streamlining and simplification. And [14], the prerogatives of the Academic Senate for ensuring quality control and managing the course articulation must be preserved.* Though more elaboration and justification would be helpful (UCSD), Council cautiously supports both of these recommendations, but notes that they may be difficult to implement if most of the growth in student participation in international programs comes through third party providers (UCR, UCEP, UCIE, and UCOPE). In particular, UCOPE remarks that curricula often do not align between UC and schools abroad. UCIE adds that it is probable that many students participating in third party provider programs will try to transfer their units to UC; this will significantly increase the workload on the faculty who are evaluating these courses. UCEP recommends forming a joint Senate-administrative work group that would be tasked with looking at strategies for facilitating approval for breadth or major credit for courses taken by a student at a non-home UC campus or for study abroad.

*Recommendation 10: Wherever centralized services can be provided in a more efficient and cost-effective manner, they should be performed as a system.* Council supports this recommendation in principle, but notes that its implementation will largely depend on the restructuring of UCEAP.

*Recommendation 11: The responsibilities of the campuses for study abroad will necessarily be expanded, while those conducted system-wide [will become] more sharply focused.* Council reiterates its concern that in order for the campuses to perform additional duties, they will need to be much better supported.

*Recommendations 12 and 13: [12] In order to establish an integrated framework for international education at UC, comprised of a broad portfolio of programs, an International Education Leadership Team (IELT), appointed by the Chancellors and the President, will be charged with overseeing integration of the University's various study abroad programs, including EAP. And [13], The IELT will oversee the development and implementation of a transition plan for the short term for the University-coordinated education abroad interests and will act as a governing/advisory*

group for EAP and other elements of the portfolio over the long term. Authority for oversight and direction of EAP will be vested with this body. **Council recommends that the IELT must have significant Senate representation (UCSB, UCSC, UCEP, and UCIE).** Clear oversight of EAP's academic programs lies with the Senate, and particularly UCIE. UCIE also points out that while this team seems to be an executive-level group, it is not clear from the Report whether this group has the authority to plan a long-term strategy beyond what the Ad-Hoc Review Committee has already outlined.

*Recommendations 15 and 16: [15]—‘Nine Principles for a new Funding Model for EAP’; and [16], the University should develop a detailed implementation plan for installing the new structures outlined and recommended in the report ...The plan should be finalized no later than February 2008 in order to synchronize with the 2008-09 budget cycle.* Council reiterates its observation that EAP is arguably one of the best, if not the best, education abroad programs in the nation; it is imperative that it is properly funded and not be allowed to languish. There is also a general skepticism that EAP cannot be funded by student fees alone; as an academic program (UCIE), some subsidies would seem to be required to appropriately fund its valuable academic programs (UCD, UCI, UCSB, and UCIE). The issue of a sustainable and stable funding model needs considerable more study and any restructuring should be driven by academic quality concerns, and not financial pressures, which has the potential to do substantial harm to academic programs (UCR, UCIE). Given this, the time table laid out in the recommendation 16 should be modified and/or lengthened.

If you have any questions, please let me know. For your convenience and reference, I have enclosed the comments from all responding divisions and systemwide committees.

Sincerely,



Michael T. Brown, Chair  
Academic Council

Copy: Academic Council  
María Bertero-Barceló, Executive Director

Encl: 1



February 15, 2008

MICHAEL BROWN  
Chair, Academic Council

*Subject: Report of the University of California Joint Ad Hoc Committee on International Education*

Dear Michael,

On February 11, 2008, the Divisional Council (DIVCO) of the Berkeley Division discussed the report cited above, along with the comments of the divisional committees on Academic Planning and Resource Allocation (CAPRA), Educational Policy (CEP), and International Education (CIE). Numerous concerns were expressed about the recommendations in the report. Accordingly, DIVCO declined to endorse the report.

DIVCO, as well as the divisional committees, felt that any discussion of international education should focus heavily on the academic merits and quality of the programs provided. CAPRA articulated key questions:

What constitutes a good International Education program? Across the UC system, which programs are outstanding, which are acceptable, and which should be shut down? What factors determine / drive the educational quality of these programs? ... None of these questions appears to have been asked. In short, we believe that more analysis is needed as to what exactly is required for a quality international experience.

There was broad agreement that the report fails to address these issues in a meaningful way. It lacks sufficient data and data analysis to support its recommendations.

CIE noted:

Quality advising and quality academic programs cannot be merely assumed in the face of the recommendations made in the Ad Hoc Committee Report. Yet the Report relies heavily on this very assumption ... If affordability and funding formulae are allowed to trump quality as the first principle guiding decisions about the financing of UC international education then EAP will inevitably lose the support of faculty, students, parents, and partner institutions, which is essential to its continuation.

DIVCO discussed the report's paradoxical perspective on centralization, noting that it both criticizes the current centralized system, and then recommends continued and perhaps even greater centralization. The overall sense was that the recommendations are too bureaucratic, especially absent any academic counterbalance.

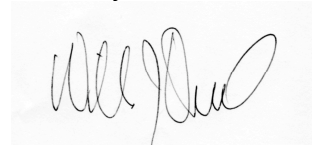
DIVCO and the divisional committees are also skeptical about the report's recommendations on advising. While the web portal may provide a useful adjunct to face-to-face advising, it should in no way be considered a substitute.

Finally, the discussion in DIVCO echoed CAPRA's concern:

... that the Report's comparison group of institutions was not appropriate (or relevant) to UC. Specifically, the starting point of the Report is the fact that a lower percentage of UC students take advantage of studying abroad than is the case in the comparison group. But the Report does not take into account the much higher number of UC undergraduates who transfer from community colleges; and the fact that because these transfers have to meet the requirements of their majors in two years they have much less flexibility than regular four-year students. Nor does the Report control for the percentage of undergraduates who are majoring in the sciences and thus who have less flexibility in course selection. Finally, the Report does not take into account (and adjust for) the fact that much higher percentages of UC undergraduates qualify for Pell Grants, and therefore are likely to come from families with lower incomes than is the case at other major state Universities.<sup>1</sup>

In sum, DIVCO recommends that the report be reconsidered, and that sufficient time be allowed to collect and analyze the data in a thoughtful manner. All of our divisional committees remarked unfavorably on the compressed timeline for review and consideration of this important issue. In conclusion, I underscore the overriding sentiment on both DIVCO and the divisional committees that the most important considerations should be academic integrity and quality, not purely financial ones.

Sincerely,



William Drummond  
Chair, Berkeley Division of the Academic Senate

Cc: John Ellwood, Chair, Committee on Academic Planning and Resource Allocation  
Clair Brown, Chair, Committee on Educational Policy  
Vincent Resh, Chair, Committee on International Education  
Diane Sprouse, Senate Analyst, Committee on Academic Planning and Resource Allocation  
Lili Vicente-Goldsmith, Senate Analyst, Committee on Educational Policy  
Sumei Quiggle, Senate Analyst, Committee on International Education

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<sup>1</sup> According to The Century Foundation, in 2000 32.4 percent of UC Berkeley undergraduates received a Pell Grant. The equivalent percentages at comparable institutions were University of Illinois at Urbana-Champaign – 15.6 percent, University of Michigan Ann Arbor – 12.5 percent, University of North Carolina at Chapel Hill – 13.2 percent, and University of Wisconsin, Madison – 11.7 percent, Data from <http://www.tcf.org/Publications/Education/pellgrant.pdf>.



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February 11, 2008

**MICHAEL BROWN, CHAIR**

Assembly of the Academic Senate  
Academic Council  
1111 Franklin Street, 12<sup>th</sup> Floor  
Oakland, CA 94607

**Re:** Report of the UC Joint Ad Hoc Committee on International Education

The subject proposal was distributed to all of the Davis Division standing committees and the Faculty Executive Committees of the schools and colleges. Comments were received from the International Studies and Exchanges and Planning and Budget Committees and College of Agricultural and Environmental Sciences Faculty Executive Committee.

We affirm strong support for the academic value of an education abroad experience as central to University of California efforts to internationalize the campus. We also support the goal of expanding participation to 40 percent over the next five years. Indeed, University of California graduates will be at a competitive disadvantage nationally and internationally without such experience. The Davis Division strongly urges that equality of opportunity be recognized as a central goal in the Education Abroad Program. As a state-supported university with the goal of promoting equality of opportunity, this is a special mission of the university.

In light of the goals to support and expand education abroad experiences for UC students, while promoting equality of access, we are skeptical of the Joint Ad Hoc Committee report that these goals can be met primarily through third party providers. The responsibility of the UC Academic Senate is to evaluate the programs and courses taken by our students while abroad ensuring credit will be transferred from courses comparable to UC counterparts. We agree with the Joint Ad Hoc Committee on the fact that the "the academic credit process for study abroad should be reviewed by the Academic Senate with an eye towards streamlining and simplification." To that end, an enormous amount of work has been done over decades on reciprocity agreements and academic integration. Making the results of this work available to the campuses and the academic community at large is a very important part of the role of the Education Abroad Program. A decentralizing effort incorporating large numbers of new and untested partnerships would require faculty time and resources that we simply do not have and cannot afford. What may appear as a cost-saving initiative on the surface in the end will likely become quite costly to the institution and potentially students/graduates.

Thus, there must be a full analysis of the costs of such programs, not only the cost to students but the indirect administrative costs to the UC system. (For example, third party provider programs provide, at best, transfer credit for enrolled students (no grades or course titles). Where fully-costed programs are competitive to systems in place, programs must be vetted for academic quality on an ongoing basis, comparable to the system that is currently in place for UC Education Abroad Program. Where UC programs have lower costs, those programs should be promoted. One mechanism to expand opportunities, without resorting to third party providers, is to expand UC-sponsored programs by partnering with other universities (consortium agreements). If the Education Abroad Program could open their doors to non-UC students, it could populate valued under-enrolled programs, while at the same time provide opportunities to our students in parts of the world not served by the Education Abroad Program. We encourage exploration of opportunities such as these to meet the anticipated growth in student participation.

While we agree that the organization of education abroad at the University of California must become more efficient and innovative in light of changing student demands and competition from other providers, we must acknowledge and continue to support the current strengths of the program. The Education Abroad Program is widely recognized



as one of the best, if not the best, education abroad program in the nation. We must also recognize that the reciprocal nature of the current Education Abroad Program in providing an additional avenue of internationalization, as it brings international students from all parts of the world and all socioeconomic backgrounds to UC as well as providing education abroad opportunities for UC students.

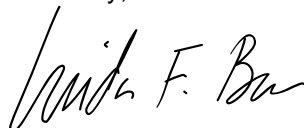
With a ten campus system, we believe that there are areas in which economies of scale can be realized through a university-wide office, and, in fact, many economies of scale are already realized. The University of California would therefore be remiss to forego the opportunities presented for efficiency gains generated by these economies of scale. We urge the central office and the campus offices to study carefully the full array of services provided in both locations, to determine the most efficient location for provision of those services, and to make additional organizational changes, as appropriate. It is important to note, however, that whatever funding model is selected, the Education Abroad Program must be supported financially for an interim period to ensure that the expertise and scale economies achieved to date are not dismantled in the interim. This is perhaps the most important issue at this point in time. The Education Abroad Program is a core academic program and issues confronting the Office of the President in terms of budgetary cuts should not overshadow the Education Abroad Program's important role in the UC curriculum.

The Education Abroad Program is confronting simultaneously multiple challenges and multiple demands, some of which are in direct contradiction. Moreover, it has been unable to meet many of these challenges and demands by constraints imposed upon it, including enrollment caps, cost constraints (inability to charge additional fees for expensive programs), inability to market its services outside the UC community and shifting goals. The Education Abroad Program cannot simultaneously meet all demands. We believe that the University should prioritize its goals over the medium to long term and allow the Education Abroad Program to develop a program that responds to those priorities. In so doing, we reiterate that the Education Abroad Program should be supported financially as it moves to a new, financially sustainable model. In developing its long term plan, the Education Abroad Program should evaluate other successful models at comparable multi-campus public universities. The campus Education Abroad Program directors, together with Universitywide Office of the Education Abroad Program leadership, have already begun this process, and we encourage continuance of this important collaborative effort.

Finally, we are deeply concerned with the lack of adequate Academic Senate representation on the Joint Ad Hoc Committee, appointed by the Chancellors and the President, charged with overseeing integration of the University's various study abroad programs, including the Education Abroad Program. Our concerns deepen with the knowledge that a request was made to expand the membership to include additional Academic Senate representatives on the Joint Ad Hoc Committee and the request was not supported.

The Regents delegated curriculum oversight to the Academic Senate. Discussion and development of a transition plan for the University-coordinated education abroad portfolio, and the future of the Education Abroad Program as well as the campus-based programs are crucial, and we believe that the Academic Senate (faculty) should have been incorporated into the discussion at the earliest stages since these are academic programs. Therefore, before final decisions are made over budget reductions and different funding models for the Education Abroad Program and other programs, we must have the opportunity to examine the options.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda F. Bisson". The signature is fluid and cursive, with the first name "Linda" being more prominent.

Linda F. Bisson  
Professor of Viticulture & Enology  
Chair of the Davis Division of the Academic Senate



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February 12, 2008

Michael Brown, Chair, Academic Council  
1111 Franklin Street, 12<sup>th</sup> Floor  
Oakland, CA 94607-5200

**RE: Response to the *Report of the Joint Ad Hoc Committee on International Education***

At its meeting of February 12, 2008, the Irvine Division Academic Senate Cabinet reviewed the *Report of the Joint Ad Hoc Committee on International Education*. Several committees have reviewed the *Report* and provided input to the Cabinet. In addition, I have as Chair of the Senate met with faculty actively engaged in International Education. The comments provided below derive from comments provided by our Committee on International Education, the Cabinet, and these faculty.

We believe that it is important for the UC system and for each campus to articulate goals and develop strategies for internationalizing education and research activities. We agree with the *Report's* emphasis on (1) increasing the number of students who study abroad in some capacity, (2) the centrality of EAP, and (3) the need to operate in a financially sound manner.

We feel it is important to note that while in principle we support the goal of doubling the number of UC students who study abroad over the next five years, we believe that it is equally important to focus attention on the quality of the experience. In other words, the very legitimate concerns with participation rates and costs expressed in the *Report* should not be allowed to eclipse or displace program quality.

We think that while the *Report* contains many good recommendations, it is not a comprehensive analysis of international education, giving little attention, for example, to the very important issue of international education for graduate students. Representatives of graduate education should be included in the proposed International Education Leadership Team and its responsibilities should include developing and implementing policies that will facilitate international study and research by graduate students.

We share the concerns raised in the minority report about third party providers. Expanding this opportunity for students may increase the number of students who have an international experience at an affordable cost, but ensuring quality could be a

significant and costly burden on the administration, department chairs and committees of the Academic Senate. EAP currently fulfills this role to the substantial benefit of our students.

We did not feel that we had sufficient expertise to comment in a comprehensive way on the funding mechanism proposed in the Kissler report. It appears to us, however, that a model in which EAP is fully self-supporting through student fees, with no supplemental allocation from UCOP, could be detrimental to the functioning of systemwide EAP. While this model may work for many universities around the country, EAP is unique in the United States in its size and scope. Any fundamental shift in the funding model should thus occur only after detailed, professional study of all financial ramifications for UCOP and the campuses. We do not believe Mr. Kissler's report carried out the full scope of analysis necessary to implement such a drastic change.

We are concerned that budget cuts to EAP are already being made—for example, Study Center Directorships for Italy, the Netherlands and Spain have been cancelled for the next cycle—without a clear sense of what the immediate and longer term costs may be. There is an apparent tension between the very clear desire to expand international education in the UC system over the next few years that is expressed in this *Report*, and the 15% budget cut to EAP being implemented at this time.

We fully support the emphasis on the centrality of EAP and we believe that immersion programs are the most enriching experience students can have abroad. We appreciate that this is not a viable option for some students and we support a broad and growing menu of campus-based programs. We do not endorse Third Party Programs which we believe vary considerably in quality. We are not sure how quality control could be maintained over a virtually unlimited set of choices, and attempts to maintain quality would be an additional cost imposed on departments and campus administration.

The *Report* states: *Campus-based student advising must also be understood as an essential element of the study abroad experience and services in these areas must be better supported.* It is essential that campus based enterprises continue to be supported. We recommend that actions not be taken—including the 15% budget cut—until we have a clear sense of our goals for the next 5-10 years, of the strategies for pursuing these goals.

A handwritten signature in black ink, appearing to read 'Tim Bradley', with a stylized flourish at the end.

Tim Bradley, Senate Chair

C: María Bertero-Barceló, Executive Director, Academic Senate

February 20, 2008

Michael T. Brown  
Chair of the Academic Council

**RE: UCLA Response to the Report of the UC Joint Ad Hoc Committee on International Education**

Thank you for the opportunity to comment on the UC Expanded Joint Ad Hoc Committee on International Education dated November 2007. The Executive Board of the UCLA Academic Senate specifically requested that the Undergraduate Council, the Graduate Council, and the Committee on International Education (CIE) opine. The Executive Board discussed the Report at its meeting on February 19, 2008, considering the responses from the Senate Councils/Committee indicated. Although finding the three issues addressed by the Report—how to increase the number of UC students participating in study abroad, how to integrate the various international study programs UC now offers, and how to support both EAP and the expanded portfolio of study abroad programs that UC will offer—to be worthy goals, all three senate bodies were unable to support the Report as written. Furthermore, the sense of both Councils was to endorse the sentiments of the minority report written by Gayle Binion, citing insufficient information in the Report to support many of its conclusions and recommendations. The Executive Board expressed similar reservations and thus also was unable to endorse the Report.

More specifically, the Graduate Council argued that the needs of graduate students were not addressed in the Report and supports the recommendation of an empanelled faculty group, with expertise in both graduate and international education that would focus on the particular needs of graduate students and how best to respond to them.

The CIE had serious concerns regarding both the process followed in the development of the Report and the apparent haste in which its recommendations are being reviewed and possibly implemented. Given the magnitude of the proposed changes and the lack of compelling evidence that such haste is necessary, the CIE felt that more time should have been allowed for a fuller discussion of the Report. In its review, which is attached, the CIE expressed the concern that “a program that has been the flagship of UC International Education and the envy of other institutions throughout the world, that has a long and enviable history, could be seriously undermined by some of the recommendations.” Although having some concern about each recommendation, the CIE focused in his review on Recommendations 1, 2, 3, 6, and 12 of the Report, and the recommended Funding Structure, which it found to be flawed and in need of more work and opined that it would like to see a full economic analysis of the consequences of following any of the suggested funding models. In summary, the CIE had serious doubts that the construction of a more efficient, more streamlined, and fiscally robust EAP would result from the suggestions made in the Report.

The Executive Board supports the views of the Undergraduate and Graduate Councils and the CIE and endorses the request by CIE that the report on EAP and International Education be reconsidered with full faculty input as to analysis and conclusions.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink, reading "Elizabeth L. Bjork". The signature is fluid and cursive, with the first name "Elizabeth" and last name "Bjork" clearly legible.

Elizabeth Ligon Bjork

UCLA Divisional Academic Senate Chair

cc: Maria Bertero-Barcelo, Executive Director and Chief of Staff, Systemwide Academic Senate  
Jaime Balboa, Chief Administrative Officer, UCLA Academic Senate  
Jan Reiff, Chair, Graduate Council, UCLA Academic Senate  
Stuart Brown, Chair, Undergraduate Council, UCLA Academic Senate  
Ian Coulter, Chair, Committee on International Education, UCLA Academic Senate

February 5, 2008

Elizabeth Bjork  
Academic Senate Chair

**In Re: New Committee on International Education Response to the UC Joint Ad Hoc Committee on International Education**

Dear Elizabeth,

Thank you for the opportunity to opine upon UC Joint Ad Hoc Committee on International Education Report, dated November 2007. The Report attempts to address the issues of how to raise the number of UC students participating in study abroad, how to integrate the various international study programs the University now offers, and how to support both the Education Abroad Program (EAP) and the expanded portfolio of study abroad programs that the University will offer.

*The CIE discussed the Report at its regular meetings on December 4, 2007 and January 29, 2008. The CIE faculty and student member voted unanimously that they are unable to support the Report as written. The vote was five faculty members in disfavor with zero opposed and abstaining. The student vote was one in disfavor with zero opposed and abstaining. The CIE also voted unanimously in support of this response. The vote was five faculty members in favor with zero opposed and abstaining. The student vote was one in favor with zero opposed and abstaining.*

We wish to thank the Ad hoc Committee for its timely report on International Education. We share both the importance and significance accorded International Education by the Committee and the desire to reconsider how it can best be achieved within the UC system. We also share the concern about the number of UC students currently participating in International programs. Last, but not least we share some of their concerns regarding the current configuration of EAP and the relationships with individual campuses.

We do however have some grave concerns about this report, about the process which was followed in its development and what we consider unseemly haste in implementing its recommendations. Given the magnitude of the changes being proposed and the lack of any compelling evidence that such haste is necessary we believe more time should be allocated for full dissemination and discussion of the report.

There is a very real danger that a program that has been the flagship of UC International Education and the envy of other institutions throughout the world, that has a long and enviable history, could be seriously undermined by some of the recommendations. Given the time frame we are being asked to work within our response will focus on those elements of the report which give us most concern.

Our report is predicated on the following:

- 1) EAP has been the flagship program for International Education in the UC system and should continue to be so. That in this era of globalization, the UC system should be seeking the means and resources of expanding programs that offer students the

- opportunity to immerse themselves in the culture, language and institutional environment of other nations.
- 2) It is the only current program with full UC Senate oversight for both its academic quality and administration and that oversight should be the norm for all international education programs offered by UC.
  - 3) EAP currently is the most experienced in the development of bilateral agreements with credible universities and is the depository with the most knowledge and experience with international legal and technical requirements related to international programs.
  - 4) EAP is also the most experienced UC institution for evaluating international program offerings both initially and through its regular 5 year and 10 year reviews.
  - 5) The EAP exchange program has been a unique achievement and is both desired and highly regarded by our foreign partner institutions.
  - 6) That the full year programs remain the richest immersion program available and should remain as the top priority for international education. While other programs are fulfilling import niches and needs, they are in fact inferior in terms of cultural immersion which we continue to feel should be the priority objective of our programs.
  - 7) The EAP program has been built around the concept of exchanges. It is not just a program of locating UC students overseas but of locating international students (and faculty) on our campuses. It has also been a mechanism for keeping international experience affordable for our students. It should continue to be an exchange program.
  - 8) EAP is an academic program with all that implies including full Senate oversight.
  - 9) As such it should be funded in the same manner as other academic programs. We do not expect other academic program to be self sustaining nor should we expect EAP to be so.

## **Preamble**

The report documents that in a time of the global society, the number of UC students incorporating international experience as part of their program is disappointing. Out of a total of 163,000 students and 45,900 graduate students only 4,500 students annually are enrolled in EAP programs. This should be considered an unacceptable figure. The report contains many possible explanations for this and some suggested remedies. While many of these revolve around EAP itself, it should be stated that this is not a problem that can be solved by EAP itself.

It requires in the first instance, that International Education be given a priority within the President's office commensurate with its importance. Second, it requires that it be given the same priority at the level of the Chancellors of the campuses. Thirdly, it requires that at both levels it be given the resources to significantly change the number of students that go overseas. This requires both a strong central Universitywide Office of EAP (UOEAP) and strong campus EAP offices sufficiently staffed and resourced to carry out expanded functions. Fourth, it requires that academic units make it possible for students to study overseas and get credit, to list such international offerings as part of the home campus offerings, and to actively advise and recruit students for the programs. In short it will require an integrated and coordinated effort throughout the system.

## **Issues in the Ad Hoc Report**

### ***1. That UC should set a five-year goal of doubling the participation rate at each UC campus in study abroad.***

While the aim to increase participation is the correct one it cannot occur without both increased resources and a change in the way students are recruited at the level of departments and faculty. At UCLA we have

for many years operated with an informal cap on the number of students. This simply reflects the fact that the informal cap is all our EAP office and staff can handle. EAP at UCLA operates in inadequate space and is inadequately staffed and resourced. Giving the concern expressed in the report about the EAP deficit and the need to cut staff and funding it is both contradictory and naïve to suggest the numbers could be doubled. The potential to increase is clearly there but not without a system and campus wide change in how students are recruited. At UCLA, if over night the faculty all began to recruit additional students; the EAP office could not presently handle them.

**2. *That the President of the University should issue a statement on international education expressing commitment both in educational and financial terms and request release annually of a paper on international education at UC.***

While this is a laudable objective it must involve at least two different things. First it should establish clearly what the policies will be for UC in International Education. This would include such things as the purpose for which we conduct international education. If all we are concerned about is students going overseas then using third party providers or giving students directions to campus travel offices might suffice. If however UC is committed to cultural immersion and education that is the equivalent in quality to UC programs the policy should say so. If we are committed to both sending our students overseas as well as bringing foreign students to UC then the policy should clearly articulate EAP as an exchange program. The policy should also clearly state that EAP is an academic program with full Senate oversight and approval.

Second it must be matched by adequate resource allocation. More than any other factor, resources clearly indicate what priority a program has. Expressing commitment is not the same things as enacting it. We are judged by what we do not just by what we say.

**3. *The use of third party programs***

The report on International Education through the EAP seems driven almost entirely by the goal of cost containment. There is an underlying assumption that the UC-EAP as it is presently constituted is too expensive and that the presently overriding need is to undertake administrative reforms that will both reduce costs and transfer some of the cost burden (and functional responsibilities) to the level of individual campuses. In developing this point of view, the report fails to recognize the vast differences in complexity and scale between the UC Education Abroad operation and those of other major public universities where cost per student seems less. Other major public universities in this country, most especially the University of Michigan and the University of Texas, operate as single campus universities. [The University of Michigan, Ann Arbor, for example, has no operational connection to its sister campuses at Flint and Dearborn.] We operate on a different basis: the principle that a UC student from any campus can apply to enroll and be accepted at any UC Abroad location. For this reason alone, the challenge of coordinating the flow of students to overseas sites is inherently 10 times more complex.

So is the process of transferring credit into the UC system. If each UC campus were a clone of all the other campuses, the challenge of transferring credits would be a relatively simple matter: course A at the host university would become course A-prime at each of our respective campuses. But the curriculum at each of our campuses varies greatly as do major and minor requirements of departments and units that confer the BA degree. Course A at a host country university might well be course A-prime, and carry both major and graduate credit at one of our campuses but fit very differently into departmental major and graduate requirements at other campuses. Thus UC students from different campuses enrolled in the exact same course at a host country university would find that it transfers in very different ways to their home institutions, satisfying a major and unit requirement at one campus in very different ways than at another.



This greater institutional complexity of our university should be acknowledged more fully and treated as an asset of our system, not as a cost liability.

Third party providers, cited by this report as a potential cure for a costly program, are not in fact a cure at all. And it would be all too easy to find ourselves ensnared in a host of difficulties with these organizations. No evidence is produced that offers any objective evaluation of these programs. From personal, albeit limited experience, they are more expensive and in all ways inferior to the EAP programs. There has been significant press coverage to the effect that the deficiencies of many of these programs are so egregious that the programs themselves border on the fraudulent. Among their many failures are the failure to insure that host country academic credits are properly evaluated so that they can be accepted at the UC campuses, failure to transfer credits and failure to provide for adequate student security. So if we are to consider going this route it should only be after an independent assessment. This would include reviewing the costs.

At the very least it will mean that these programs do not have any Senate oversight. Furthermore if each campus pursues its own policies with regard to third party programs this will become an administrative nightmare. At the moment each campus can call on UOEAP for information about institutions, grading practices, legal requirements. Much of this is information built up over time and experience. If this is now going to be replicated on each campus it will be both wasteful and inefficient.

If the conclusion is that programs outside those offered by EAP are needed to meet student demand and needs, then the option of partnering with other universities who run credible programs is a better option.

There is also a major issue here about whether UC should be in any way supporting private enterprises and particularly whether such programs should qualify for student aid.

For our part we are not convinced that it is necessary to move to third party providers. First we would like to see the evidence that UC students want this service. Second we would want to be convinced it would be in their best interest. Most students who do the full year immersion will tell you if they had been offered the option they would have chosen a shorter program. They will also tell you they were delighted after the year that that was not an option. Should we be accommodating student demands for what are inferior programs? We would not do this in any other part of the academic program so why should we be contemplating it for international education?

***4. Faculty and administrative leadership of the university must articulate the goals of international education and take steps to integrate a global perspective into commonly held belief systems about higher education.***

It is our belief that this is the only way that we can turn around the lack of participation. EAP has been pursuing this objective with its approach to integrated curriculums. But there seems to have been little understanding of this effort in the report. In summary this would result in every EAP program being listed in the course offerings where appropriate as an integral part of the program. A student enrolling in marine biology at UCLA would know from day one that there are three international programs in marine biology that they can take and be given credit. We may even look forward to the day when some programs might make overseas experience mandatory.

At the moment there are barriers to doing this. First some departments are reluctant to credit courses taken outside of their program. Second many will not let the students take units to count for their major. Third some programs will not let students take any such programs in the third or fourth year of the program. This is where the articulation of UC policy would make a difference. Some departments have impacted programs - in effect programs that will not take exchange students. It is a time consuming effort to create

an Integrative Curriculum and without more resources and the commitments of the individual campus the Integrative Curriculum will take some time to complete.

However it does require a new mind set on the part of the faculty. It requires them to accept that other institutions can educate at the level of UC. With EAP all the institutions we sign contracts with have already been vetted as equivalent to UC (and approved by the Senate) and in fact EAP is quite selective about whom it has agreements with. In many countries this list is much shorter than those who would like an affiliation. It would also require the faculty to be more active in talking to students about the international programs and recruiting students. At the moment EAP is not well known to the faculty.

***5. In order to establish an integrated framework for international education at UC, comprised of a broad portfolio of programs, an International Education Leadership Team, appointed by the Chancellors and the President, will be charged with overseeing integration of the University's various study abroad programs, including EAP.***

As a means of signaling the priority and importance being given to International Education within the President's Office, this high profile committee would be a positive step. But beyond bringing attention to this issue a committee of such high status and busy individuals will do what? What is needed is not only the articulation of a vision for International Education and particularly a vision for the future but also the establishment of policies as discussed above. It is difficult to see that this team will do that. Furthermore such policy must be developed in conjunction with the Senate which has the responsibility for ensuring the quality of all education programs at UC. It is not clear what relationship this committee will have if any, to the Senate or to EAP itself which currently reports to the Senate. We think the recommendation by Gayle Binion to create a consortium among the campuses could provide a working group of knowledgeable individuals both academically and administratively who could work with EAP on planning issues and issues surrounding the implementation of policies.

## ***6. Funding Formula***

It is difficult to know what to say here other than this needs more work. It is clear though there was consultation between consultant Dr. Jerry Kissler and EAP and with the campuses, none of the concerns expressed appear in the report. From reports it is also clear that even when Dr. Kissler was apprised of difficulties they did not result in any alteration to his report. But the whole approach to financing seems to us to be flawed and seems to have been driven by being overly concerned about the deficit.

The deficit is lamentable but it needs to be put into context. A deficit of \$2,500,000 on total revenue of \$27,886,000 is .09 of the current budget. Secondly it is stable. Thirdly EAP has come up with a plan to retire it. Fourthly it is not clear if the cause was inefficiencies and management or inadequate funding. As EAP notes they were required to cease expansion and had a cap imposed.

But more important than all of this is that until you resolve certain fundamental issues such as: should this be a cost recovery program, should it be an exchange program, should it be based on student tuition, what is EAP supposed to be doing, this type of budgeting is clearly the cart before the horse. If as we suggest this is an academic program like any other program then being tuition driven should not even be discussed or it should be established why this program is being treated this way as opposed to other academic programs. A clear articulation of the functions and tasks of EAP should precede any discussion of its budget. Given those functions, then it would be possible to construct a budget that would allow UOEAP to complete those tasks.

### ***Conclusion and Recommendation***

***Given all of the above, we think it imperative that the report on EAP and International Education be reconsidered with full faculty input as to analysis and conclusions.***

Be that as it may we would like to see a full economic analysis of the consequences of following any model being suggested. We would like to see a full economic analysis of a tuition based formula.

### **Summary**

If a more efficient, more streamlined and fiscally robust EAP can be constructed along the lines of some of the suggestions of this report, then clearly this would be a positive outcome. But we have sufficient concerns with the report to question whether this will happen.

Thank you again for the opportunity to opine. Please contact me should you have any questions.

Sincerely,

Ian Coulter  
Committee on International Education Chair

Cc: Jaime Balboa, CAO Academic Senate  
Tom Nykiel, Principal Policy Analyst

February 8, 2008

Elizabeth Bjork  
Academic Senate Chair

**In Re: Undergraduate Council Response to the UC Joint Ad Hoc Committee on International Education**

Dear Elizabeth,

Thank you for the opportunity to opine upon UC Joint Ad Hoc Committee on International Education Report, dated November 2007. The Report attempts to address the issues of how to raise the number of UC students participating in study abroad, how to integrate the various international study programs the University now offers, and how to support both the Education Abroad Program (EAP) and the expanded portfolio of study abroad programs that the University will offer. The Undergraduate Council supports these worthy goals.

The Council discussed the Report at its regular meeting on January 25, 2008. Professor Ian Coulter, Chair of the Committee on International Education (CIE), and past Country Director in the Education Abroad Program, briefed the Council on the Report and the preliminary view of the CIE.

The Council faculty and student members voted unanimously that they are unable to endorse the Report as written. The vote was zero members in favor of endorsement, ten faculty members opposed, and zero in abstention. The student vote was zero for endorsement, four opposed, and zero abstaining.

The main concern of the Council members is that there is too little information provided in the Report to support many of its conclusions and recommendations. For example, the Report recommends using third party providers as a means to increase participation in international programs without identifying, nor confronting, any complications that could arise. Further evidence for insufficient input to the Report is persuasively articulated in a minority view written by Gayle Binion. The Council is opposed to making changes that are not more thoroughly researched and vetted.

Thank you again for the opportunity to opine. Please contact me should you have any questions.

Sincerely,



Stuart Brown  
Undergraduate Council Chair

Cc: Jaime Balboa, CAO Academic Senate  
Tom Nykiel, Principal Policy Analyst

February 11, 2008

Elizabeth Ligon Bjork  
Academic Senate Chair

**Re: Graduate Council's Response on the Report on International Education**

Dear Elizabeth,

The Graduate Council reviewed the Report of the University of California Joint Ad Hoc committee on International Education currently under systemwide Academic Senate review at its meeting on January 18, 2008. Thank you for the opportunity to opine.

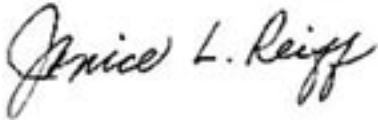
The sense of the Council was to endorse the sentiments raised by Gayle Binion in the November 7, 2007 response memo which was appended to the Report for review. Binion wrote: "While the report refers to the importance of 'graduate students' being able to study abroad, there was no attention paid to the very different needs of that cohort." The Council found itself in agreement with Binion's assessment that:

The standard immersion programs rarely work for these students, especially the more advanced post-MA level students, who need to be placed in a more precise learning environment, often in a specific department abroad with an identified mentor or research program. 'Third party providers' may even be less useful than standard EAP programs for these students. It would be advisable to recommend that a group of faculty be empanelled to explore the ways in which UC as an institution can best facilitate study abroad for graduate students. It simply needs to be noted that apart from technicalities such as visa facilitation, there is a far different set of considerations involved with respect to 'how to make the opportunities available' to graduate students at UC and the *ad hoc* committee has not explored them.

Such an empanelled faculty group would focus on the particular needs of graduate students and the ways the UC (or individual campuses) can respond to them. For example, are there models for exchanges with graduate programs and labs that exist that can be emulated or expanded? The Council believes an empanelled faculty group would be ably situated to explore models that already exist (the UCDC program) that provide ways to incorporate graduate student instructors to improve the quality of undergraduate education abroad even while providing valuable research time and cultural immersion for graduate students.

The Report acknowledges the advantage of admitting global undergraduates for creating a learning environment for the 21<sup>st</sup> century. The Council believes this is even more pronounced for graduate students. Which begs the question, 'How does this relate to the complex issue of NRTs?' This response to this question is critical, and would best be formulated by an empanelled faculty group with expertise in both graduate and international education.

Sincerely,

A handwritten signature in black ink, reading "Janice L. Reiff". The signature is written in a cursive, flowing style.

Jan Reiff  
Graduate Council Chair

Cc: Jaime Balboa, Academic Senate CAO  
Kyle Cunningham, Sr. Policy Analyst, Graduate Council



CHAIR, ACADEMIC SENATE  
RIVERSIDE DIVISION  
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February 19, 2008

Michael T. Brown  
Professor of Counseling/Clinical/ School Psychology  
Chair, UC Systemwide Academic Senate  
1111 Franklin St., 12th Floor  
Oakland, CA 94607

Dear Michael:

**RE: Systemwide Senate Review of the Report of the University of California Joint Ad Hoc Committee on International Education**

Since both the Committee of International Education [CIE] and the Committee on Educational Policy [CEP] have held multiple meetings to discuss the Report of the Joint Ad Hoc Committee on International Education, their comments were understandably detailed. Both approved the Ad Hoc Report, agreeing -- however regretfully -- on the need for further reductions in EAP's expense -- and both expressed particular anxieties about the Report.

Notwithstanding CEP's support for the Ad Hoc Report, its members nonetheless endorsed three major elements from the "Binion" Minority Report. First, while there may be great value in "the use of third party vendors in the international education program," CEP called for "more careful study" before EAP began moving in that direction. Second, its members called for "a more rational and comprehensive" analysis of the somewhat vexed topic of course articulation and credit. Lastly, CEP was anxious about the drive to double the number of education abroad students absent a "sophisticated and compelling rationale."

To these concerns, CIE added many more in the face of "significant and potentially damaging" changes currently contemplated for EAP. While its members readily appreciated the need for tighter fiscal control, they were also alarmed that:

financial pressures seem to be driving a lot of the proposed changes, while their academic implications are not thought through fully. As a consequence, there is a real danger that several of these changes will do substantial harm to an established academic program.

In particular, CIE had a host of concerns about third party providers ranging from, their potentially awkward articulation with the UC system, their wildly varying standards and above all else, their high fees. Since none of these issues had been addressed, much less answered, the university needs to study this option much more carefully. In light of these uncertainties, CIE could not help underscoring the many advantages of the status quo, which works very well, delivering an excellent educational program at a reasonably cost.

Consequently "it would be a big mistake to undercut EAP so much financially and otherwise, that it was no longer able to function properly."

Yours faithfully,

A handwritten signature in black ink, appearing to read "Thomas Cogswell". The signature is fluid and cursive, with a long horizontal stroke at the beginning.

Thomas Cogswell  
Professor of History; and  
Chair of the Riverside Division



**Academic Senate  
Santa Barbara Division**

January 31, 2008

TO: Michael T. Brown, Chair  
Academic Council

FR: Joel Michaelsen, Chair  
Santa Barbara Division



RE: Report of Ad Hoc Committee on International Education

The report of the Ad Hoc Committee on International Education was reviewed by the college executive committees, Undergraduate Council, Council on Planning and Budget, and the Committee on International Education. All reviewing agencies had somewhat different perspectives of the report, so I am including their reviews as attachments. In general, all reviewing agencies expressed cautious support for the basic objectives outlined in the report, especially the call to re-affirm the importance of international education at UC, but raised serious concerns about many aspects of it. The concerns fall into several broad categories.

1. **Educational quality.** Several reviewers suggested that it would be difficult to maintain high standards of educational quality while broadening the range of international education options. In particular, there was serious concern and considerable skepticism about any moves to increase reliance on third party programs. Carrying out careful assessments of third party programs would be challenging and potentially costly. The Committee on International Education also questioned the worth of campus-based programs that do not involve full immersion in a foreign society for extended periods of time, noting that interactions outside of the classroom are a valuable part of the international education experience.
2. **Budget.** Most of the reviewers did not feel they fully understood the UOEAP budget situation, but they were not confident about the prospects of stabilizing the situation. Several noted that proposing to expand a program that does not have a solid budgetary foundation seems unwise. They did not feel that EAP could reasonably be expected to fund its operations out of student fee revenues as a semi-self supporting unit. Council on Planning and Budget expressed disappointment that there was no meaningful evaluation of the UC Study Center model and suggested that a careful analysis of their educational merits should be undertaken, considering that they are an important cost driver for EAP. There were also concerns that moving to alternative international education models (especially third party) would not lead to significant cost savings. Furthermore, de-emphasizing the role of the central EAP office could well lead to losses in efficiency and increased costs to campuses, requiring the individual campuses to

take on more work without more resources. There are already significant unmet needs on campuses for advising and related support that would likely be increased substantially by a move toward more non-EAP programs. CIE strongly endorsed the recommendation that Offices of International Education be established on each campus, citing the added administrative burden that would result from diversifying the international education portfolio, but this would be difficult to do without additional funding. There were also budgetary concerns raised about increasing the number of foreign students enrolled at UC campuses, particularly since foreign students are often most interested in taking courses that are already impacted.

3. **Administration.** A number of concerns were raised about the proposed changes in administration. Reviewers noted that the report recommends establishing new administrative positions and structures but does not clearly delineate how the lines of authority and oversight would be defined. There is a danger that this would lead to a concentration of power and add a new layer of expensive administrative structure. Several of the reviewers also voiced concern with the lack of mention of Senate oversight in the proposed administrative structures, except for course assessment and articulation responsibilities. The relevant Senate bodies at both the campus and systemwide levels must play meaningful ongoing governance roles in the full range of issues related to international education.
4. **Process.** Some reviewers lodged objections to various aspects of the Ad Hoc Committee's process. Basically, they felt the restructuring process is being pushed to hastily. They noted that the Ad Hoc Committee does not seem to have spent sufficient time reconciling different views among its members and reaching consensus on crucial issues. There was a recommendation that the report should be withdrawn and reworked to allow the EAP leadership and committee members to reach consensus. In addition, the hurried pace of the process does not allow for the kind of careful Senate review that should be undertaken of any proposal that recommends programmatic changes of this magnitude.

**ACADEMIC SENATE**  
**SANTA BARBARA DIVISION**  
Council on Planning and Budget

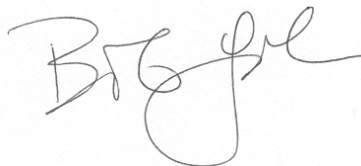
January 24,

2008

To: Joel Michaelson, Chair  
Academic Senate

From: Robert York, Chair  
Council on Planning & Budget

Re: Response to the Ad Hoc Committee Report on International Education



The Council on Planning Budget has reviewed the System-wide Ad Hoc Committee Report on International Education, including the Minority Report by Gayle Binion, the response of Michael O'Connell, Interim University wide Director of EAP, and the fiscal review of EAP by consultant Jerry Kessler.

Council generally agrees with the goals that are set forward in the report, but is not confident that the proposed budgetary steps will provide a secure foundation for the EAP program going forward. Council certainly agrees that increasing the rate of student participation in international education programs should be a priority, but also notes the basic fiscal imbalances that have and will continue to make it difficult for EAP to increase its enrollments. Council is aware of the recent anomalous budget deficit within EAP, but believes that is a manageable problem that can and should be solved independently of the larger programmatic issues. Council agrees with acting director O'Connell that simply switching the funding method from 70% of MCOI to student fees is not a viable long-term solution to the underlying budgetary imbalances at EAP. In the short run it will likely exacerbate the budget deficit during a time the program (and its budget) should be expanding, and without further analysis it is unclear whether fees will increase sufficiently in the future to stabilize the budget in the long run.

Council was disappointed with the lack of any meaningful evaluation of the academic programs run by EAP, and how these programs could realistically double their enrollment without significant structural changes. It would be useful to see the breakdown of EAP students according to division (art and humanities, social sciences, sciences and engineering) and how this has changed over time, to understand where there might be opportunities for growth. Although immersion programs form the centerpiece of the current EAP program, no critical evaluation of the role of UC Study Centers was

presented. Other universities with thriving international programs do not maintain study centers abroad, and given that the study centers are an important cost driver for EAP, council felt that a careful analysis must be made of the academic merits of these centers. Perhaps some services performed by the study centers might be offered or shared with other universities in the U.S. as a potential source of revenue to offset the costs. On the other hand, Council was opposed to an increased dependence on third-party international programs that might lack the academic rigor of UC EAP.

The present agreements between UC and its partner institutions abroad may not adequately reflect the changes that have taken place in international education in the past decades. Many of these institutions now offer services to international students and programs that EAP might take better advantage of to lower costs. Also, given the high caliber of our partner institutions, UC should be more willing to accept the courses offered at these institutions and encourage the reciprocal exchange of students. This would greatly facilitate the process of evaluating courses and make UC a truly international institution with a large and varied body of international students. The advising of UC students at their home campuses must also be improved to assure that they are provided by a plan for EAP study that does not delay their progress to a degree. These efforts could ease the administrative burden in that is currently shared by EAP, campus satellite offices, and individual departments, and may facilitate greater student participation. Council encourages a more careful investigation of opportunities for cost-sharing and streamlined program management to improve the cost-effectiveness of the EAP program.

**Academic Senate  
Santa Barbara Division**

January 15, 2008

To: Joel Michaelson, Chair  
Academic Senate

From: Peter Digeser, Chair  
Undergraduate Council



Re: Joint Ad Hoc Report on International Education

On January 10, 2008, the Undergraduate Council had a wide-ranging discussion of the Report of the University of California Joint Ad Hoc Committee on International Education. In principle, the Council believed that expanding the rates of participation and opportunities for education abroad as well as increasing the number of foreign students in UC classes are laudable goals. These goals, however, must be met without diminishing the high educational standards that UC has traditionally imposed on all of its courses. As they have been set out, the proposed recommendations raised a number of concerns.

First, it is not clear why a system that is in a deep financial crisis will be revitalized by expanding participation rates and increasing the demand for resources. The budgetary aspects of the report were particularly difficult for the Council to assess given the members' limited awareness of how EAP dollars flow. For this reason alone, some members of the Council felt inadequately informed to support the stated recommendations.

Second, the Council strongly endorsed the idea that UC make a greater effort in integrating study abroad into its curriculum and that the process of articulation be streamlined as much as possible for the students. Nevertheless, it was not quite clear how the proposed decentralized processes will help ease the articulation of courses to the various UC campuses.

Third, we shared the minority report's concerns that monitoring the quality of international courses offered through third providers needs to be a high priority. In light of the Council's recent difficulties in assessing the quality of international courses offered under the International Student Volunteer series we are not sure that such monitoring will come easily or cheaply. In addition, the question of whether financial aid should be directed toward third party providers will require more careful scrutiny.

Fourth, if UC plans to increase the size of the foreign student population, then attention needs to be given to the ability of those students to enroll in the courses they need. For many departments, the most urgent need is to insure that their own majors get first priority in order to graduate on time, leaving foreign students in a difficult situation.

Finally, the Council urges that, however the Joint Ad Hoc Committee's recommendations are treated, the process continues to be one in which there is a high level of Senate consultation and participation.

**January 18, 2008**

To: Joel Michaelson, Chair  
Academic Senate

From: Leroy Laverman, Chair  
College of Creative Studies  
Executive Committee

Re: Report on International Education

At its meeting of January 18, 2008, the College of Creative Studies Faculty Executive Committee met and discussed at length the ad hoc committee report on International Education along with the minority report from Professor Gayle Binion. It is clear that the proposed changes to the Education Abroad Program attempt to address several areas of concern and possibly point to new initiatives for the UC Education Abroad Program. However, we are deeply concerned that that this document apparently arrived at its current state with minimal consultation with the leadership of EAP at both the system-wide and campus levels. We unanimously concurred that the ad hoc committee report should be withdrawn from campus consultation until the leadership of EAP has had the opportunity to fully integrate its knowledge and insight into this report.

Furthermore, we feel that the focus of this review should be on the educational experience (in the broadest sense) for the student. For that reason we were also unanimous in our sense that third party education abroad programs need to be very carefully selected and monitored, if selected at all. Questions arose concerning the current and future funding for EAP. Some felt that it was unwise to attempt a doubling of size given the current funding deficit. We are hopeful that future reports fully address this issue and have concrete plans to expand while reducing costs.

We appreciate the opportunity to comment on this important issue.

Cc: Members of the CCS FEC

January 18, 2008

TO: Professor Joel Michealsen, Chair  
Academic Senate

FR: Professor Barbara Prezélin, Chair  
Faculty Executive Committee, College of Letters and Science

RE: Report of the UC Joint Ad Hoc Committee on International Education

Thank you for the opportunity for the College of Letters and Science Faculty Executive Committee (FEC) to discuss the "Report of the University of California Joint Ad Hoc Committee on International Education."

The FEC had a discussion of this report at its January 9, 2008 meeting that focused on the recommendations and Professor Binion's minority report. While we are hesitant to endorse or reject such a complicated report without more study, we do think it provides a good foundation for making progress on the three issues identified in the "Introduction":

- a. How can the University ensure that all UC students who wish to study abroad can do so?
- b. What is the proper mix of administrative responsibilities between the campuses and the UOEAP?
- c. What is the appropriate funding structure for placing EAP in a fiscally sound and sufficiently flexible position to meet both its short and long-term needs?

We endorse changes that would make EAP more efficient and make study abroad accessible to a larger number of students. At the same time, EAP is an excellent example of what President Dynes has called "the power of ten," and it would be a mistake to reduce the system-wide infrastructure to the point that every campus was forced to mount a separate EAP program.

In any scenario, it is imperative that funds be provided so advising can be expanded. Students need to be fully informed about all the options available for study abroad and be helped to articulate enrollment in non-UC programs with their GE and major requirements. If this is not done, students' education could suffer, and time-to-degree could be extended for many students returning from study abroad programs.

Recommendation 12 of the report states that "... an International Education Leadership Team, appointed by the Chancellors and the President, will be charged with overseeing integration of the University's various study abroad programs, including EAP." The FEC strongly suggests that this Leadership Team include faculty, students, and academic administrative members from each campus who can provide information and insights on existing programs and processes as international educational opportunities are evaluated.

Recommendation 13 states, "In the long term, the Leadership Team will act as a governing/advisory group for EAP and other elements of the new portfolio in international education." The FEC strongly suggests that the following principles help to guide this team as they pursue their goals:

- All international programs offered through UC to UC students, even through outside vendors, must adhere to UC academic standards for instruction. The effect on average student unit loads at each campus and the integration of units into a student's academic program need to be considered when outside vendors are used.
- A complete budget for the restructuring of international educational opportunities for UC students going abroad and foreign students coming to UC should be provided to each campus – beyond the representatives on the Leadership Team – before an expectation that a campus would participate.
- The full level of administrative tasks and an expectation of which units would provide them should also be provided to each campus for review prior to its participation in a restructured international educational initiative.
- The right of a campus to retain certain campus-based programs initiated by faculty members should be preserved even within any consolidation of systemwide programs.

Please let me know if you have any questions or require additional information.

Copy: Executive Dean David Marshall  
 Acting Dean Steven Gaines  
 Dean Melvin L. Oliver  
 Dean Alan Wyner



January 11, 2008

**The UCSB Academic Senate Committee on International Education's Review of the Report of the Joint Ad Hoc Committee on International Education**

The Committee on International Education discussed the Report of the Joint Ad Hoc Committee on International Education (hereafter the Report) at the meeting on November 30, 2007. At this meeting, we formed four subcommittees, which examined four clusters of recommendation each, and reported its findings to the Chair, Tsuyoshi Hasegawa. Hasegawa received all the reports by December 23, and integrated them into a draft report. This report was circulated among the committee members, commented on, revised, and submitted to the Committee meeting on January 11. The Committee unanimously adopted this report.

Our response is divided into two parts: (1) General Overview; and (2) Response to the specific Recommendations.

**I. General Overview**

The Committee on International Education (CIE) appreciates the Joint Ad Hoc Committee's efforts to find solutions to two basic goals: (1) to expand the number of UC students who study abroad and (2) to operate UC's international education program in a fiscally responsible manner. CIE also applauds the Joint Ad Hoc Committee's initiative to call for fundamental restructuring of UC's international education program to meet the needs of the rapidly changing world of the 21<sup>st</sup> century, instead of continuing the existing system. The Committee endorses parts of its recommendations wholeheartedly, and finds itself in agreement with the thrust of many others.

Specifically, the Committee applauds the Joint Ad Hoc Committee's reaffirmation of the paramount importance of international programs, "providing leadership for international discovery, learning, and engagement," and especially of the importance of study abroad, which provides our students with the most powerful tools of global awareness. In fact, CIE enthusiastically supports the Joint Ad Hoc Committee's claim that international education should be placed at the top of UC's educational missions.

The Committee wholeheartedly supports the Joint Ad Hoc Committee's views that UC's commitment to international education must be reaffirmed by the UC President, and that the Chancellor on each campus should make sure all staff and faculty are aware of this commitment and take it seriously. We would like to stress that that this commit must be reinforced by a substantial financial commitment.

Since the Report calls for a fundamental restructuring of UC's international programs, we have many concerns as well. Our concerns, questions, and criticisms on specific recommendations will be described in Part II, but here we would like to make some general comments about the Report.

1. Quality is as important as quantity. Our first major concern is the need to maintain the quality of our study abroad programs. We are concerned with two salient traits prominent in the Report. First, the Report tends to measure the expansion of study abroad program merely quantitatively, more specifically, by the number of students who participate in study abroad programs. Second, we are concerned that many of the Joint Ad Hoc Committee's considerations are shaped by the economic concerns generated by a one time deficit in the EAP budget. We support the recommendations that call for expanded opportunities for students to have an international learning experience. There should be a major focus on quality, specifically, on how the academic experiences of students are enhanced and articulated with the requirements of their campuses and departmental majors.

The quality of study abroad programs varies widely, both in and out of class. Many EAP students live the life of a local student at an elite foreign university: full immersion with a full load of courses worthy of UC credit and grades. Some "study abroad" programs are little more than tour groups with a light academic veneer, whose students interact with locals only when receiving services. Quality depends not only on course content (which the Report considers briefly), but also on the extent to which students learn to cope with unfamiliar customs and standards (which the Report does not). UC should support only programs near the top of the range, and should value these very differently in terms of quality as well as quantitative measures.

Certainly, all education abroad programs, especially UOEAP, must be operated in a fiscally responsible manner. We must, therefore, thoroughly investigate the reasons why UOEAP incurred the \$2.2 million deficit in 2005-06, and find the remedies for UOEAP's fiscal operations. The Joint Ad Hoc Committee makes some constructive recommendations on this account. We do not support, however, the recurrent theme that insinuates itself into the Report that UOEAP should be managed as a financially self-sustaining market unit and that any financial support that UCOP provides UOEAP is, in effect, a subsidy.

2. Lines of authority and oversight should be clear. The Report recommends a new administrative structure: a Vice-Provost-International Affairs, a full-time EAP Dean and Director, an International Education Leadership Team, a Center for International Education, and a chief officer for international education on each UC campus. We are concerned with the lack of clarity of the newly proposed administrative structure. The line of authority between and among these entities/people is not clear to us. Who would actually formulate the new frameworks and plans called for in the report? Who reports to whom? Although the International Education Leadership Team would appear to represent the campuses and to have broad expertise, will it have the capacity to actually plan a long-term strategy, beyond what the Joint Ad Hoc Committee has been able to do? Does this new structure actually simplify the "excessively complex decision-making process" or add a new layer of expensive administrative structure? In this dazzling array of new administrative offices, the danger is that there will be a concentration of power within one office or person. Furthermore, we are frankly worried about the budgetary allocations for these new offices.

3. The oversight role of the Academic Senate is essential. In the Report, the role of the Academic Senate is not mentioned, except for the responsibility of campus Academic Senates to assess course quality and manage “the course articulation process.” The Academic Senate, both system-wide and on each campus, has a legitimate role to play in UC’s international educational efforts, since its curricular contents fall within the Academic Senate’s jurisdiction. The Report delegates the EAP’s oversight function solely to the newly created International Education Leadership Team. This is tantamount to abolishing the oversight function that UCIE has performed in the past. In the spirit of shared governance and in view of the legitimate jurisdictional prerogatives given to the Academic Senate, the proper role of the Academic Senate in the overall operation of UC’s international educational mission must be articulated.

4. The role of EAP should not be diminished. Although we are pleased to see that the Joint Ad Hoc Committee grants EAP a central place in UC’s international educational mission, the major thrust of the Report is about diversification. The Report envisions a major portion of the future expansion of study abroad will take place through campus-generated programs and through third-party providers. As we discuss problems associated with each option in more detail in Part II, we caution that these options will not necessarily lead to reducing costs. More importantly, as we diminish the relative weight of EAP, we must carefully balance the positive results that EAP has produced for the past 45 years against the cost of continuing to rely on it.

5. Resource allocation is not clear. The Report does not give sufficient attention to resource allocation to back up many recommendations. Advisement for non-EAP study abroad programs and granting credits for courses taken by non-EAP programs cannot be done without additional resources allocated for these tasks. Hence, outsourcing study abroad is not necessarily cost-free. Likewise, increasing the number of degree-seeking international undergraduate students at UC campuses will be impossible without allocating resources for recruitment. Shifting the financial burden to local campuses will not be a solution to the financial solvency of international programs, since, unless mandated, each campus is unlikely to allocate its scarce resources to international programs as its first priority. In fact, contrary to the expectations of the Joint Ad Hoc Committee, shifting the financial burden to local campuses and absorbing the expansion of study abroad through campus-generated programs and through third-party providers may result in substantial retrenchment of international programs.

6. The timeline for proposed change is too hasty. Given the drastic restructuring it proposes for the future direction and operations of UC’s international education and further given the need for adequate consultations and discussions, the timeline proposed in the Report seems to us too hasty. Its Recommendations are not always clear to us, and the Joint Ad Hoc Committee does not seem to have spent sufficient time in reconciling different views among its members and reaching consensus on crucial issues.

## **II. CIE’s Response to the Recommendations made by the Joint Ad Hoc Committee’s Report**

***Recommendation 1. Taking into account recent growth in UC study abroad, the importance of providing this experience to students, and the relative proportions of students studying abroad at comparable universities, UC should set a five-year goal of doubling the participation rate at each UC campus. (Campuses currently have significantly different levels of participation.)***

We applaud efforts to expand the number of UC students studying abroad. We are concerned, however, about the Report's overemphasis about quantity over quality. International education is a holistic experience, and using the quantitative indices as criteria will lead to distorted pictures of its results. EAP is such an important program in the UC system because of the quality of academic oversight and the direct involvement of UC faculty, who are among the leaders in their disciplines. Instrumentalizing the quality of education abroad as a number equation to fulfill a quota should not be the first priority. We must remember that we do not want to sacrifice quality for quantity and transform UC's education abroad program into another academically-certified tourist adventure that compromises academic quality in the name of cost-cutting. Instead, the hallmark of UC's education abroad program has been "immersion," which includes language courses, cultural and historical learning, and a sense of personal engagement that has been transformative for so many generations of students who have participated in EAP and gives meaning to international education as integral to the mission of the University of California.

We are also skeptical about the method of comparing the number of students, as shown in Table 1. One cannot simply compare UC with Georgetown, Duke, Delaware, Virginia, and North Carolina. None of them functions within a multi-campus structure, and the entire student enrollment of these universities who participate in study abroad, we assume, may be dwarfed compared with UC, if we take the aggregate numbers. Furthermore, the number of students who participate in education abroad may be a misleading indicator for the quality of their experience. If we are to use a quantitative index, then we suggest that at least we also use the number of weeks a student spends for education abroad as another method of measuring the student participation in education abroad.

We must emphasize, however, that any quantitative indices have the danger of skewing the program towards favoring the indices used to measure the success of the program. Therefore, we caution that the "five-year goal of doubling the participation rate," indicated in the Recommendation, and "40-50% of all undergraduates abroad for study" as "the educational priority of global knowledge and experience" as stated in the accompanied explanation are rife with the danger of sacrificing quality over quantity.

***Recommendation 2. The President of the University should issue a statement on international education, expressing commitment both in educational and final terms, and request release annually of a major paper on international education at UC. These statements will explore the increasing global context of knowledge advancement and the value of study abroad for preparing the next generation of leaders for private***

***and civil life. Such a central commitment to international education will strengthen the position of all study-abroad programs at UC as a core component of the overall education experience.***

We wholeheartedly agree with this recommendation as a means of promoting the significance of international education. The mandated annual report by the President of the University of California that not only affirms the importance of international education as “a core component of the overall educational experience,” but also assures its financial backing to support international education would go a long way toward UC’s commitment to international education.

The Report also reminds us that this commitment should not stop at the President, but also has to be extended to each campus. The Report’s statement given above this recommendation explains: ***“Reaching the goal, however, will require that faculty and administrators of the University reassess policies and practices that facilitate and promote study abroad and articulate and adopt this aim as their own. In addition, it will be important to reach out to students, making use of the knowledge and techniques developed around enrollment management, including better communication, analysis of student interests and concerns, and greater awareness of factors motivating students to study abroad.”***

We also wholeheartedly endorse this statement. Each level of not only the administrative structure from the Chancellor, the EVC, the deans, to the department chairs, but also of the Academic Senate must reaffirm the importance of international education. Such reaffirmation, however, has the danger of becoming a mere platitude unless it is accompanied by a more robust structure for international education on all UC campuses that would specifically establish a dean, provost, or VC, whose primary function would be to (1) coordinate international exchange, promote, implement, and articulate international programs, provide advisement, and develop means of communications to demonstrate the importance of international education to students; (2) have its own budget, and (3) report directly to the EVC. The Report cites UCSD and UC Davis as the two campuses that already have the administrative structure in place that might serve as a model for other campuses. We support the establishment of an office overseeing the entire scope of international education, but such administrative restructuring on campuses such as UCSB is a daunting task, and will not likely take place under current budgetary constraints.

***Recommendation 3. The Education Abroad program should continue to occupy a central position in a broad portfolio of student study opportunities that include campus and third-party programs. Together, this portfolio of options will accommodate a diverse range of student needs and interests as appropriate for a university with large number of students with different majors, aims, and personal circumstances.***

This recommendation proposes that EAP should retain its central position in a “broad portfolio of student opportunities” for study abroad, including those offered by individual

UC campuses and third party providers. The Report recognizes that EAP has developed “year-long, semester-long, and quarter-long immersion programs which represent a core curricular strength,” but it points out that ***“EAP alone cannot either financially or logistically offer the full range of options students are seeking, nor should it aim to do so.”*** The Report also states: ***“The University should build complementary capacity via other quality programs, especially in light of student interest in programs of different formats from those where EAP has traditionally excelled.”***

Combined with the Report’s goal to double the number of students studying abroad in the next five years, it seems to indicate that the Report envisions the future increase to come from (1) the campus-generated international programs and (2) third-party providers (TPPs). Therefore, we must conclude that although this recommendation affirms EAP’s central place in UC’s international education abroad program, the central thrust of this recommendation lies in its emphasis on diversification.

We have already expressed our concern about “doubling the number of students studying abroad” without ensuring the quality of programs. But this concern becomes more serious when we consider the two alternatives which are proposed to absorb the future increase.

Of the two supplementary roads to an international experience—campus and TPPs--, the first is acceptable while the second poses problems. The first involves faculty taking a group of students abroad in a form of Travel/Study. It allows for a relatively superficial contact with the foreign culture without “immersion, but does have the advantage of being directed by a bona fide UC faculty member. The Report envisions the expansion of these campus-led programs to UC-wide consortiums, and makes them available to UC students other than the students of the campus that developed the programs.

It is not clear to us how these UC-wide consortiums will operate. Here are some questions:

- (1) Who administers the program? Is there a UC-wide body to administer the program or is it left with the campus that developed the program? If the latter, is it possible to expand it without overtaxing the administrative duties of the local campus program office? Conversely, can we expect a substantial increase of students enrolled in campus-led programs, which are more likely to impose a cap on the maximum number of students to ensure the quality of the program?
- (2) Who ensures the quality of the program? A campus-generated international program must have gone through the approval process on each campus. Should UC as a whole accept the approval already given on each campus, or should it go through another approval process when it becomes elevated to a UC consortium? How often should such a program be reviewed and by whom?
- (3) If the Report’s intention is not to piggy-back on the existing campus programs, but rather to encourage each campus to develop campus-generated international programs, we are confronted with the issue of resources. Can UCOP provide

funds to develop such programs or does the Report expect each campus to find resources?

If we take these questions into consideration, we must express our skepticism about the prospect that the second option—campus-generated international programs—will provide a vehicle through which to absorb the large number of students that the Report envisions in the next five years.

The recommendation of third-party providers (TPP) needs closer scrutiny. Some TPPS may be reputable, but others may not enjoy the same status in terms of standards, faculty, and students, as the University of California. The review of the curriculum, courses, and faculty of such programs would be a nightmare, since there are many TPP agencies and the standards are not uniform. The de-centralized system of reviewing will result in a waste of time since each campus duplicates the similar process. In addition, due to the absence of uniform standards, different campuses may recommend different conclusions as to the admissibility of TPP's programs, courses, and curriculum.

Further, the advising of students departing for a host of different programs would be particularly onerous and would require the kind of FTE creation for which UCSB at least does not apparently have the funding, as the request of such an office made by the CELIEP last year has not been acted on. Nowhere do we see in the Report an appreciation of the true toll of reviewing non-UC programs, since, in addition to those TPPs that UC approves, there will always be programs that enterprising students find on their own that are unknown to us and whose curricula and credits campuses would have to vet.

Another problem associated with TPPs is the question of cost. Generally speaking, TPP's programs tend to be more expensive than EAP programs. It is possible to negotiate with TPPs to bring the cost down, but such negotiations are necessarily accompanied with the risk of conflict of interest. Whatever contract we conclude with TPPs in the area of cost, review of curricula, and especially on-site inspections, we must avoid any appearance of conflict of interest.

Therefore, we conclude that it would be better to not collaborate with TPPs but with programs established by top-echelon universities with whom we already have relations through departmental and college agreements.

The Committee recommends that an All-UC consortium be created to facilitate inter-campus cooperation that would allow students more easily to gather information about UC campus-based programs and to enroll in them. This mini-Erasmus vision of UC students crossing campus boundaries to explore opportunities abroad has merit and would indeed be necessary if there were a greater student cry for international experience. If there were a "central University website," which we consider an excellent idea, then the consortium might well work with the infusion of a minimum of new FTEs, one designated as the web master, and the other could be the same staff whose appointment

was to advise students who intended to study under non-EAP programs. (See the response to Recommendation 4 below)

***Recommendation 4: The entire menu of choices—EAP, campus-based programs, and approved third party provider programs—must be centrally and prominently publicized so that students at all campuses can weigh all their options, study their individual features, and then seek advice from professional staff with experience and expertise in the area.***

We consider this recommendation an excellent idea. But the question boils down to the issue of resources. Before we centrally and prominently publicize the entire menu of choices, we must have a list of TPPs and consortiums with other university programs, including the cost, the merits and demerits of each program, the list of approvals from campuses and departments, and availability of financial aid. On the last point, we should reiterate the point that Gayle Binion makes in her Minority Report that no UC aid should be extended to TPPs. In all categories, CIE considered EAP superior. Therefore, we should list EAP “the Primary Provider” of UC international education in all publicity.

Whether centrally provided or locally financed, this task requires a new FTE. If it is not provided by UCOP, then the creation of such a position has to be mandated, since it is difficult for each campus to create a staff position voluntarily under current budgetary constraints.

***Recommendation 5. Campus-based student advising must also be understood as an essential element of the study abroad experience and services in these areas must be better supported. Every UC campus must make take [sic] a careful inventory of available advising and invest sufficient funds to make this aspect of international education available to all students who need it.***

We cannot agree more about the importance of advising to make study abroad a reality for students. The key question is the source of funding. If resources for advising are to come from local campuses, as this recommendation clearly implies, some campuses may be unable and/or willing to allocate scarce resources for this advising function. CIE, when it was called CELIEP, last year recommended the creation of a staff position in charge of advising, data collection, publicity for non-EAP programs, granting credits for courses earned abroad, but neither the EVC nor the Academic Senate seems to have given our request a serious consideration.

***Recommendation 6. Faculty and administrative leadership of the University must articulate the goals of international education and take steps to integrate a global perspective into commonly held belief systems about higher education.***

CIE applauds the goal of integrating a global perspective into commonly held belief systems of higher education. Such integration involves work at several levels within each campus of the University. First, it would involve someone in a senior position (the Chancellor or the EVC) to engage the deans, department chairs, and the faculty in broad-



ranging discussions about the role and value of international education, and getting the faculty to agree with this goal. Second, integrating academic work completed abroad into department requirements will require a mandate that is supported with financial resources to cover the cost associated with such work. The UCSB Offices of Registrars and Admissions have been working at full capacity, and cannot take up this additional task without financial support. As we stated above (see Recommendation 5), we have sent the recommendation to the administration to create a staff position to deal with non-EAP international program, but this recommendation has not been acted on.

***Recommendation 7. As the number of UC students participating in study abroad grows and as Tidal Wave II subsides, the University should consider enrolling a much larger number of degree-seeking international students, building at the undergraduate level where numbers are very small.***

CIE welcomes the recommendation to enroll a large number of undergraduate degree-seeking international students. The Report assumes that the EAP reciprocity students constitute the largest number of international undergraduate students enrolled in UC. This is inaccurate. According to UC International Student and Scholars Services (ISSS) Directors, EAP reciprocity students constitute roughly 35% of all international undergraduate students on non-immigrant visas on UC campuses. Furthermore, it is unclear whether the Joint Ad Hoc Committee is aware of the highly competitive global market for international undergraduate students. For example, according to the Institute for International Education, the number of international undergraduate students enrolled in U.S. higher educational institutions had declined from 261,000 in 2000-01 to 238,000 in 2006-07. In light of these statistics, it is doubtful that an increase in the enrollment of international undergraduates is achievable without a significant increase in the resources that are needed to cover the additional cost associated with the recruiting, admission, and servicing of these students. Even if resources are made available for recruitment, there is an organizational question as to who will conduct recruitment, the recruitment office on each campus or study center directors.

***Recommendation 8. The University must adopt an overall financial plan for study abroad that includes significant continued core University support, including adequate financial aid. In particular, financial aid must account for expenses in high-cost areas and the impact of loss of student earnings while studying abroad.***

CIE support this recommendation. We also agree with Gayle Binion's minority opinion that the University cannot and should not extend its financial aid to outside providers. We support the Joint Ad Hoc Committee's recommendation that EAP and campus-generated education abroad programs, but not non UC programs, should include a return-to-aid component for additional financial aid. The Joint Ad Hoc Committee also recommends fund-raising from the private sector, but such fund-raising should better be conducted at the campus level.

***Recommendation 9. Implementation of new policies on the granting of academic credit for specific programs of international study should be reviewed by the Academic***

***Senate on each UC campus with an eye toward streamlining and simplification. Consistency of reviews of courses taken by students while abroad, as well as timeliness and efficiency in decisions to grant specific types of academic credit (particularly within majors), are serious problems at present.***

We agree that the procedure for ensuring that courses taken abroad satisfy requirements for the major at the home campus could be improved in terms of efficiency and consistency. Yet, our past experience indicates that these decisions can only be effectively rendered at the departmental level (as is the current state of affairs) and not at the Senate level within each campus. Courses that are available to students abroad may change from year to year even at a single institution and the content of a numerically identical course may change, just as the content and emphasis of major courses at the home institution do not remain invariant. The fluid nature of the relationship between courses taken abroad and the “equivalent” major courses means that the transfer of credit must be handled on a case-by-case basis at the departmental level. Nor does it seem likely that another organizational body, either a branch of the Academic Senate or an additional office, could circumvent the need for substantial involvement by individual departments.

We do, however, support the involvement of the Academic Senate in establishing procedures and guidelines for transferring credit, including transfer of credits toward the satisfaction of requirements for the major. In particular, these guidelines should ensure close contact between the student and the undergraduate (or graduate) advisor before, during, and after the student’s stay abroad. Wherever possible, students should provide to the academic advisor in the home department information about courses that they plan to take abroad to satisfy major requirements. Furthermore, students should be encouraged to email course syllabi to their advisors once they are available in order to determine in advance of course registration (or as soon as possible after) which courses are likely to count toward the major. Given the possibility of electronic communication from most parts of the world, students could make better course decisions even while in their country placement. Upon return to the home campus, students should promptly fill out the necessary paperwork within the department to ensure that all parties recognize the transferred credits.

One lurking issue is the relationship between the five-year goal of doubling study abroad participation and the resources available to individual departments for the evaluation of transfer of course credits. A dramatic increase in students studying abroad will increase the burden on departmental staff and faculty, potentially necessitating the allocation of additional funding to individual campuses for distribution to departments.

***Recommendation 10. Wherever centralized services can be provided in a more efficient and cost-effective manner, they should be performed as a system.***

We agree with the general principles of Recommendation #10, but have a number of considerations and questions. First, we assume that centralized services will be administered under the newly created Vice Provost. We agree with the recommendations of functions that should remain with UOEAP: maintenance of a strong health, security,

and safety system for UC students including crisis management and emergency response; establishment and maintenance of a system for travel logistics, travel support and pre-departure arrangements; estimation of the costs for students while living abroad; provisions of advice on visa and related state department regulations as well as laws and regulations in host countries that are of importance to students; and assistance to students on housing abroad.

The suggestion of consortiums “for less popular geographical areas, and for the wide range of academic disciplinary specialty programs” raises questions: will these consortiums duplicate EAP programs? What is the distinction between these consortiums and EAP? Does the Vice Provost have enough resources to investigate the quality of these programs and also to administer them?

Regarding quality review, it is our understanding that UOEAP already appoints faculty members to examine the quality of existing EAP program. Does the Joint Ad Hoc Committee see deficiencies in the current practice? The recommendation of maintenance of a web site including “databases on host institutions, consortia programs, and approved third-party providers of study abroad” raises the issue of funding. Is it UOEAP's responsibility to publicize, advise, and grant credits for courses for non-EAP programs? If so, with the envisioned expansion, including the addition of non-EAP programs, will the available budget be sufficiently increased? If not, who fulfills these functions? If these functions are to be performed by the newly created Vice-President's Office or by each campus, sufficient resources are required.

The recommendation for fundraising raises the question of the appropriate office to engage in fundraising. Has UOEAP been actively involved in fundraising to date? We believe that such fund-raising should better be conducted at the campus level. The call for “research on student program evaluations and emerging interests, additional study-abroad options, new trends in international education, etc.” should take into consideration that study center directors presently engage in some of these tasks.

Regarding the recommendation that UOEAP facilitate arrangements for multi-campus programs abroad, it is not clear whether UOEAP is to fulfill this function or that this function is to be performed by the new Vice Provost. Finally, the explanation of Recommendation #10 refers to a significant increase in participation in graduate-level study abroad. This part of the recommendation is little addressed and poorly incorporated in the larger report.

***Recommendation 11. With the envisioned expansion of participation rates by UC students, as well as a need to streamline the process currently employed by UOEAP, campus responsibilities for study abroad will necessarily be expanded, while those conducted systemwide more sharply focused.***

While we support any measures that will streamline and enhance the transparency of course transfer, receipt of financial aid, and other administrative procedures associated with study abroad, we are unclear exactly how the proposed recommendation will

achieve this result, since course transfer and financial aid is already administered at the campus level. We support the recommendation that a system of “dummy units” be universally implemented in lieu of official EAP course numbers as a means to reduce the administrative burden. If each campus were to determine the number of units for a given course taken abroad, it could easily happen that students from two different campuses who took the same course could receive a different number of units. Perhaps, as suggested by the report, this will reduce the number of requisite UOEAP personnel; yet no evidence is presented that indicate that this measure by itself will have this result. The Report is mistaken by stating that the deadlines for EAP applications are October, since some programs have the November and others have the January deadlines.

### ***LEADERSHIP AND ORGANIZATION OF UC STUDY ABROAD***

Before we move to our response to Recommendation 12, we would like to comment on the proposed administrative restructuring of international education at UC.

#### **1. Vice Provost-International Education and a Center for International Education**

We would like to note that the Joint Ad Hoc Committee’s most important proposal for UC’s administrative restructuring on international education is not made in the form of recommendation, but rather is found in a paragraph above Recommendation 12. It states:

***“The preliminary report of the Joint Ad Hoc Committee on International Education recommended appointment of a Vice-Provost, International Affairs within the Office of the President and designation of a chief officer on each UC campus charged with overall development of international education programs. In addition, EAP requires leadership from a full-time Dean and Director, who would report to the Vice Provost, International Affairs, or another appropriately placed member of the senior management team in Academic Affairs.”***

Although this paragraph is ambiguous about whether or not the Joint Ad Hoc Committee endorses the recommendation made by the preliminary report, the Joint Ad Hoc Committee makes its intention clear in Appendix II. Appendix II, 2 recommends:

***Create a position of Vice Provost-International Affairs within the Office of the President at UC to develop an integrated framework to promote centrally-driven and campus-based international education programs, to help with systemwide coordination of programs, and to oversee their progress. A proposal for a position description for this post is attached (Appendix 6).***

Certainly, if we are to expand international education by diversifying, as envisaged by the Report—a recommendation we consider questionable as we stated in our response to Recommendation 3 above--we need an office to ensure systemwide coordination of the programs and to oversee their progress. Nevertheless, it appears the newly created Vice Provost-International Affairs is expected to do much more than these tasks. Appendix II, 5 envisions the establishment of ***“a Center for International Education that monitors state, national, and international trends in international education; identifies trends for program innovation to broaden opportunities for international education; and***

*fosters intellectual dialogue to advance international education within UC and beyond”* and *“this Center would also report to the new Vice Provost.”* Appendix II, 5 further explains that *“Appendix 8 contains an analysis of future needs for International Education at UC prepared by the current Associate Provost Marcum.”*

Thus, it appears from these recommendations that the newly created Vice Provost-International Affairs functions as the highest administrative officer in charge of all aspects of international education. Before we endorse the creation of a Vice Provost-International Affairs, and a Center for International Education, however, we would like to know more about the job description of the Vice Provost, and the detailed tasks of the Center for International Education and the method by which the members of the Center for International Education are to be appointed. Neither Appendix 6 nor Appendix 8 is attached with the Report. Therefore, we are not in a position to make a judgment on the advisability of creating the Vice Provost or the Center for International Education. We requested Appendix 6 and Appendix 8, but we received the reply that the Joint Ad Hoc Committee decided not to include Appendix 6 and Appendix 8 in the Report and that the references to these two Appendices are “typographical mistakes.” But in view of the importance of the proposed post of the Vice Provost and the Center of International Education under this office, we definitely feel that these appendices should have been included. We regret the decision of the Joint Ad Hoc Committee not to include them.

The budgetary allocations for the office of the Vice-Provost-International Education and for the Center for International Education are of concern to us. Assuming that the position of the Vice Provost-International Affairs and the creation of a Center for International Education under the Vice-Provost would be rather costly, can we justify this extra budgetary allocation to the administrator and the administrative cost, when we have to reduce the operating budget for EAP?

### **(2) EAP Director as a Full-Time Dean:**

Another important proposal contained in this paragraph is the appointment of *the EAP Director as a full-time Dean, “who would report to the Vice Provost-International Affairs, or another appropriately placed member of the senior management team in Academic Affairs.”*

We have no problem accepting the EAP Director as the full-time Dean who reports to the senior management team in Academic Affairs. We also agree with the Report’s conclusion that EAP’s “decision lines must be simplified, and authority vested in a set of faculty [emphasis added by the Committee] and administrative leaders with well defined scope of responsibilities, who are held accountable for management, oversight, and outcomes reflecting campus priorities and directions.” But the actual recommendations specify an elaborate administrative structure without any identified role for faculty beyond the level of courses and requirements. Based upon the principle of “shared governance,” we recommend an articulation of the role of the Academic Senate in the newly proposed administrative system.

### **(3) International Education Leadership Team:**

We had difficulty reconciling this paragraph with the long-term function in Recommendation 13 ("Authority for oversight and direction of EAP will be vested in (the Team).") If the Team has this function, then it becomes part of the operation to be overseen by UCIE or a similar Academic Senate committee. (See our response to Recommendations 12 and 13 below).

**(4) Chief office on International Education on Campus:**

The Report also recommends *“designation of a chief office on each UC campus charged with overall development of international education programs.”* Appendix II, 4, is more specific about the chief officer on each campus: *“Encourage each UC campus to consider adopting the international education leadership model currently in place at UC Davis. Create a position of Vice Provost-International Affairs on each campus to promote international education at the campus level and to establish a close working relationship with Vice Provost-International Affairs at UCOP.”*

The proposal to create a “chief officer on each UC campus charged with overall development of international education programs” is in accord with our committee’s recommendation that there be a campus Office of International Education that administers all aspects of international education to the needs of students and scholars who participate in programs. This recommendation is consistent with the recommendation made by the Cooper/O’Connell Report and the Internal Review of the campus EAP program, a recommendation that has so far been ignored by the administration. However, the scope of responsibility of this ‘chief officer’ is not clear in the Report. Would it extend to agreements on research collaborations, faculty exchange programs, graduate student programs, as we think it should? Given the mandate to create “one consistent framework that sets benchmarks for all international programs offered under UC auspices” would there also be mandate for a consistent administrative structure modeled after the programs cited in the report, such as the one at UCSD? Where would the budget for this campus administrative structure come from? What would be the budgetary authority of the “chief officer”?

***Recommendation 12: In order to establish an integrated framework for international education at UC, comprised of a broad portfolio of programs, an International Education Leadership Team, appointed by the Chancellors and the President, will be charged with overseeing integration of the University’s various study abroad programs, including EAP.***

***Recommendation 13: The International Education Leadership Team will oversee development and implementation of a transition plan for the short term, designed to facilitate a new universitywide coordinated effort to provide expanded options for international education. In the long term, the Leadership Team will act as a governing/advisory group for EAP and other elements of the new portfolio in international education. Authority for oversight and direction of EAP will be vested in this body.***

Recommendations 12 and 13 deal with the newly created International Education

Leadership Team.

While we are in agreement with the thrust of this recommendation that streamlining and simplifying the authority structure underlying International Education at UC is desirable, several questions with regard to the International Education Leadership Team (IELT) remain unanswered.

First, we turn to the tasks of the IELT. Recommendation 12 defines its function as “overseeing integration of the University’s various study abroad programs, including EAP.” Recommendation 13 divides its function into short-term and long-term duties. IELT’s short-term duty is to “oversee development and implementation of a transition plan,” and “to facilitate a new universitywide coordinated effort to provide expanded options for international education.” This is a bit ambiguous and may imply that the “transition” means the direction for diversification of international education by diminishing the role of EAP and expanding campus-initiated programs and third-party providers. Despite its reference to its continuing support of EAP, we feel that the general thrust of the Report is to diminish the role of EAP, which we think would be a mistake. In any case, our committee feels strongly that the short-term task of the IELT needs faculty representation to ensure that the accounting tail doesn't wag the academic dog. There is no mention of faculty representation on the IELT in the Report.

We are not clear about how the IELT functions. Since it has representatives from all campuses, it is not set up for day-to-day management, which raises the question of who makes the decisions on a daily basis? Furthermore, is the IELT in charge of creating consortiums of programs, initiated by campuses? Who manages the program, and who does all the administrative work necessary to create such consortiums? Will the IELT have a staff to carry out such duties? Who negotiates with the third-party providers on behalf of the university? We believe these tasks are full-time administrative ones needing substantial faculty input, often from subject matter or country specialists. The IELT, whose members have primary administrative duties on respective campuses, seems the wrong vehicle for performing such functions.

We assume, then, that the IELT can lay out procedures for making decisions about working with other universities or third party providers, but not actually make these decisions or oversee the implementation of these programs. Who then makes these decisions and oversee the implementation of the programs? It would seem that the only entity that could make these decisions and oversee implementation of the programs is the newly created Office of the Vice Provost-International Affairs, which would have to be equipped with an enormous staff to carry out these functions. This makes the budgetary justification for the office of Vice Provost-International Education doubly crucial.

Furthermore, the Joint Ad Hoc Committee confesses its inability to “develop a complete financial model to support this new structure” (p. 14). The Kissler Report presented to the Joint Ad Hoc Committee funding models for education abroad, including decentralization of the program, cost cutting alone, or a self-sustaining enterprise model. The Report candidly admits: “The Committee does not find itself prepared to recommend

any of these three models at this time because it believes there are many questions about international education and its scale and scope that are still left unanswered” (p. 15). In other words, the Joint Ad Hoc Committee has not been able to decide on the funding model on which to base the future education abroad program at UC, which is one of the most crucial factors that determine the nature of the “transition” of the program. We are concerned that IELT will have no more success than the Joint Ad Hoc Committee in deciding on the financial basis for the new program.

The IELT’s long term function is defined as a governing/advisory group for EAP and other elements of the new portfolio in international education. Furthermore, the IELT is given sole authority for oversight and direction of EAP. Additionally, the brief description given in the text for Recommendation 13 does not yield a sufficient understanding of the team’s function, role, and relationship to other bodies that oversee international education at UC. The paragraph before the recommendation is quite vague, while the paragraph after it is more detailed, but seems to mix the short-term task of revising the current structure and mission, and the ongoing tasks of oversight, new programs, and so on. The last sentence of that paragraph is ambiguous, possibly implying that the IELT will be responsible for new programs or that it will be some kind of intermediary between the designers of new programs and the Academic Senate.

Our particular concern is that the Report is not specific about the relationship between the IELT and the Academic Senate, nor does it specify whether and/or how the Academic Senate will be represented on the IELT. For example, in the selection of a member from each campus to the IELT, will there be any consultation process with the Academic Senate on each campus, or is it purely considered an administrative matter and thus not the concern of the Academic Senate? Furthermore, will the IELT take over responsibility for EAP oversight, replacing the oversight function that has been performed by UCIE? In fact, is this an attempt to marginalize the function of the Academic Senate in international education? Furthermore, we are concerned with a potential conflict interest in the process where the IELT is to oversee the EAP while developing and promoting its competitors.

To sum up, at the system level, there would be the IELT, a new Vice Provost-International Education and a fulltime Dean/Director of EAP. Furthermore, under the Vice Provost, there will be a Center for International Education. The line of authority between and among these entities/people is not clear to us. Who would actually formulate the new frameworks and plans called for in the report? Who reports to whom? Although the team would appear to represent the campuses and to have broad expertise, will it have the capacity to actually plan a long-term strategy, beyond what the Joint Ad Hoc Committee has been able to do? Does this new structure actually simplify the “excessively complex decision-making process” or add a new layer of expensive administrative structure? The Report seems to advocate that decision-making is to become more concentrated in the office of a Vice Provost. How does this accord with other parts of the Report that recommend more campus-based administration of international learning experiences? The danger is that there will be a concentration of



power within one office or person, far from the level of the campuses where academic decisions are being made and services are administered to student participants.

***Recommendation 14: The prerogatives of the Academic Senate for ensuring quality control and managing the course articulation process must be preserved.***

We are pleased to see the Report explicitly recognize the important role that Academic Senate plays in international education. The Report, however, limits the role of the Academic Senate to merely “ensuring quality control and managing the course articulation process.” In other words, what is described as the proper role of the Academic Senate refers only to the role of the *local* Academic Senate on each campus, not the system-wide Academic Senate. Indeed, we wonder whether the Ad Hoc Committee seeks to marginalize the Academic Senate by relegating its role to mere quality control and course articulation. We also note that this recommendation has no supplementary description. Compared with all other recommendations that are accompanied with detailed explanations, it strikes us as odd.

The Academic Senate has a legitimate interest in many aspects of international education, especially in curricular matters. If EAP’s role is reduced and we expand education abroad with third-party providers, “ensuring quality control and managing the course articulation process” is likely to become much harder, if it is done properly. This Recommendation may increase faculty workload significantly.

**Recommendation 15:** Oddly, there is no Recommendation 15 in the Joint Ad Hoc Committee Report, as the committee appears to have skipped this number. Instead, there are nine recommendations (listed as 1-9) on page 15 of the report. We will comment on each one.

1. *Ensure that EAP programs are accessible and affordable to all UC students.*
2. *Correct the imbalance inherent in the current funding formula, which causes EAP to absorb state budget cuts but does not allow EAP to benefit from offsetting student fee increases.*
3. *Give EAP an opportunity to compete with other service providers based upon the quality of its programs.*
4. *Provide the stability for better planning and adequate resources for future growth so that EAP can help the University achieve aggressive goals for increasing the number of students who have studied abroad.*
5. *Develop a long-term funding of international education that will provide UC students access to a wide portfolio of study abroad opportunities including those offered directly through EAP, campus-based programs, and preferred third-party providers. Develop and maintain a UC systemwide online repository of information about these opportunities, as well as substantially augmented staff on each campus to advise students adequately.*
6. *Provide funding for research to ascertain student needs, selection and outcomes relating to study abroad (that is, “market information”) for use systemwide in program planning and marketing.*

7. *Encourage the development of outstanding educational programs that are responsive to student interests and based upon cost-effective management principles.*
8. *Adopt a self-sustaining budgetary model with the understanding that a subsidy from UCOP to EAP will be necessary for some of the more expensive programs.*
9. *Provide additional funds to support campus international offices.*

Our committee agrees with most of Recommendations 1-9. We wish to point out that many of the recommendations (e.g., 2, 4, 5, 6, and 9) all call for funding or increased resources to implement, but the Report is not clear where the funding that would be required to implement these recommendations would come from, as well as UC's commitment to providing the necessary funds for successful implementation.

We take issue with the wording of Recommendation 3 because we feel it implies EAP may be inferior in terms of quality to other international education service providers. It is our understanding that EAP is in fact superior in quality and cost to most other programs. Also, how is it that we can ensure the competition is based on quality and not on cost or availability? Would entry into the other, non-EAP programs require similar levels of prerequisite student achievement as EAP? There are good reasons for parity in program requirements to keep EAP competitive.

We feel Recommendation 5 is the most important part of the entire collection of recommendations here. We strongly recommend that EAP should be the center of our international education offerings (the primary provider), supplemented by campus wide programs and outside providers, but not the other way around. We also wish to know more about who decides what non-EAP programs are endorsed by UC, and how they make those decisions. And, does UC make any commitment, such as accepting courses for credit in advance?

We would like clarity on the kind of research that is called for in Recommendation 6. Is it talking about students' academic needs (e.g., beneficial courses not offered by UC), or is it student wishes and preferences more than their "needs?" Is the recommendation to be read as "research to ascertain student selection" and does this mean "how are students selected?" (e.g., by EAP or by foreign universities) or "how do students select programs, courses, or host countries?" We are wary of "marketing" since it can lead to giving higher priority to income and cost reduction than to the benefit to UC students. The best educational experiences are not necessarily the easiest, most fun, or most marketable. In the same way, Recommendation 7 seems fine but we would want the emphasis on "outstanding" more than on "cost-effective" (since benefits are not easily converted to money, or on "student interest" because if that's the main criterion, why do we have GE and structured degree programs?).

Additional clarification on Recommendation 8 is also needed. How can a program be self-sustaining if it is subsidized? What does "self-sustaining" mean in this context? Anything like EAP will have costs—administration, travel, etc. How would a self-sustaining EAP pay these? Would it be via student fees? And would these be determined

by the market, or otherwise?

***Recommendation 16: The University should develop a detailed implementation plan for installing the new structures outlined and recommended in the report. The International Leadership Team should be appointed and charged with drafting this plan. It should also assume responsibility for carrying it out. The plan should be finalized no later than February 2008 in order to synchronize with the 2008/09 budget cycle.***

Our committee feels that the timeline proposed in the Report is too hasty, given the need for adequate consultation and discussion. It is especially too quick here, since the Joint Committee Report itself seems to have been hastily written (see Gayle Binion's minority report). Moreover, its Recommendations are not always clear, and, taken as a whole, may amount to a concept of international education that is notably different from the high quality immersion model we have aimed for so far.

Please note that we drafted a resolution at our last meeting requesting that the timeline be delayed so as to allow for adequate consultation, which we feel is crucial to formulating the best plan for restructuring international education at UC. We are please to know that the appointment of the International Education Leadership Team has been postponed.

***Additional Comments:***

We are somewhat disturbed by the lack of transparency about the composition of the Joint Ad Hoc Committee and its deliberations. We requested the following information from the Joint Ad Hoc Committee through Maria Bertero-Barceló, Executive Director of the Academic Senate:

- 1) Names and affiliations of the Joint Ad Hoc Committee members;
- 2) How the three additional faculty members were selected to the Joint Ad Hoc Committee?
- 3) How often did the Joint Ad Hoc Committee meet, and how did it come to adopt recommendations?
- 4) Appendix 6, which is missing in the Report
- 5) Appendix 8, which is missing in the Report

We have received the names of co-chair of the Ad Hoc Committee, but we had to find on our own who the members of the original Ad Hoc Committee are, and who were three additional members who were later added to the committee to form the Joint Ad Hoc Committee. We feel that these pieces of information should have been given in the Report itself without our asking.

We have not received Appendix 6 and Appendix 8. The Joint Ad Hoc Committee's response to our request was that it did not intend to include these appendices in the Report, and the references to them in the Report were "typographical errors." The creation of a Vice-Provost-International Education and a Center for International Education under this office seems to constitute a pivotal piece of the entire restructuring scheme. Therefore, it is regrettable that the Joint Ad Hoc Committee decided not to

provide us with the accurate information about the task of these offices, thus keeping us unable to make our judgment as to whether such offices are warranted.

From Gayle Binion's minority report, we gather that the Ad Hoc Committee met once, and the rest of the deliberations were conducted through email, and that her minority opinion was never discussed at a meeting. In view of the seriousness and the drastic restructuring of international programs, the process in which the Joint Ad Hoc Committee adopted its Report seems to us marked by hastiness. We hope that whatever the final decisions might be, the decision-makers will give sufficient attention to our concerns.

Finally, we would like to stress that the 15% cut of the EAP budget proposed by UCOP for the fiscal year 2008-09 will have a dire negative impact on our education abroad program. According to EAP's estimate, the consequences of the cut will be lower student numbers in the next few years, leading students to seek other study abroad programs. EAP will lose partners abroad and programs that have been built by UC Faculty. The budget cut will also reduce UOEAPs resource allocations to local campuses, thus resulting in a drastic reduction of services offered by campus EAP offices. This drastic budget cut will make the proposal presented by the Joint Ad Hoc Committee's Report unrealistic, since what we face in the next few years is not the challenge to double the number of students who participate in study abroad programs, but rather the challenge to redress the inevitable retrenchment of UC's international education. This budget cut will make our serious efforts to examine the implications of the Joint Ad Hoc Committee a mere futile exercise.

This drastic cut puts UCOP's commitment to international education in question. We strongly urge UCOP to reconsider the 15% budget cut.

We look forward to hearing the response from the Joint Ad Hoc Committee to the concerns expressed in our report.



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February 13, 2008

Michael T. Brown, Chair  
Academic Council

**RE: UCSC Response to Systemwide Senate Review of the Report of the University of California Joint Ad Hoc Committee on International Education**

Dear Michael,

Five committees of the UC Santa Cruz Division commented on the Ad Hoc Committee Report on International Education (and its companion minority report). The committees were our Committees on Educational Policy (CEP), Graduate Council (GC), International Education (CIE), Planning and Budget (CPB), and Teaching (COT). Our committees naturally agreed with a fundamental assumption of the Report: namely, that study abroad in a high-quality program is a deeply influential and valuable educational experience that should be made available to as many students as possible. A number of the recommended practical measures in the report were viewed as apropos, and should help to put EAP on a more solid footing. We applaud the thoroughness and seriousness with which the Ad Hoc Committee sought to support UC's strong interest in international education, while seeking more targeted delivery to the student constituencies with greater fiscal and instructional efficiencies. However, the value of the Report would have been enhanced had a general assessment of the current EAP program's pedagogical effectiveness been included as a key piece of background information. There also was a major common theme that emerged in many comments on the peculiar dichotomy between the Report's emphasis on the importance of, and desire to expand, International Education and the present bleak budget outlook on multiple fronts (system-wide within UC, within EAP itself and, at a personal level, for many of our students).

We describe eight specific areas of concerns arising from the Report's findings and recommendations. The concerns regard:

1. Participation Levels

Recommendation #1 suggests that participation rates in study abroad programs should be doubled at each UC campus. It is disappointing that no realistic analysis was presented for how study abroad programs could realistically double their enrollments in a five-year time frame. It would also have been useful to see a breakdown of EAP students in general disciplinary areas (Arts, Humanities, Physical Sciences, etc.) and

how these have changed over time, to assess where there might be opportunities for growth. The report notes that levels of participation vary “significantly” from one UC campus to another, without giving any indication of the actual variation. Since the participation rates apparently vary significantly from campus to campus, it is not at all clear that this is the best approach. Instead, why not focus primarily on increasing the participation rates at campuses with low rates of participation? Moreover, due to the budgetary constraints on EAP, we infer that such ambitious growth would come largely from campus-based and third party programs. This points out a possible conceptual flaw in the Report—the Report’s emphasis on simple numbers of students/participation, rather than on the numbers of students in high-quality programs, leads to a loss of perspective on what is valuable in education abroad. In short, UC should not set itself up to simply “count” as many international experiences as possible with the implicit presumption that these experiences are of equal value—and we are deeply concerned that this is precisely what Recommendation #1 does.

## 2. The central role of EAP in UC international education.

UC’s EAP program has established a superlative record for offering rigorous international education programs. We believe it is important to keep in perspective the ‘gold standard’ of full-immersion, study abroad through EAP, and help make that experience possible for all qualified UC students. The full-year immersion through UC EAP is the life-changing experience many students seek in study abroad; it is the experience that leads to genuine linguistic and cultural proficiency and that cultivates the flexibility, adaptability, and intercultural perspective that mark the truly international student. Recognizing that a year abroad is neither possible nor desirable for all students, EAP currently offers an array of quarter or semester-length programs (some of which are immersion-based and some of which are taught in UC centers) that are more affordable and less demanding than the full-year immersion but that maintain the high standards of a UC education. UC should reaffirm its commitment to a strong and adequately funded EAP program, even as it embraces alternative, high-quality study abroad experiences that may suit the needs and aspirations of some students in UC. Thus, we strongly endorse recommendations #2 and #3 of the Report.

## 3. Quality Alternatives to EAP

The Report recommends significant expansion of the opportunities and types of study abroad available to students in the UC system and suggests, as alternatives to expansion of EAP, both increasing the number of campus-based programs run by UC faculty and facilitating extending UC credit for student participation in third-party sponsored programs (Recommendations #1, 4, 9, 11). While it is clear that students are seeking more options and that UC ought to find ways to meet student demand for study abroad, each of these alternatives comes at some cost and carries certain risks.

Campus-based programs run by faculty rely on faculty time, usually during precious summer research months. This time itself is one of their costs, and it is the main reason why such programs are often short-lived. Faculty may choose to offer these programs for a summer or two and then shut them down; this is not in itself a reason to discount their value, but the stability of these offerings is inferior to that of EAP. Campus-based programs too require staffing and overhead, and they do not always operate in the black. In order to make these programs more profitable and more available to greater numbers of students, we welcome the Report’s recommendation (#12) to establish an all-UC consortium of these faculty-led programs, but we also anticipate greater staffing needs to administer enrollments from multiple campuses. As with the campus-based programs, quality control for consortia will naturally require faculty oversight, advising, and administrative labor. The Report makes no comment regarding review and oversight of these

programs; they should be subject to the same processes of review as any other program. However, we note (as the process that led to the current Review demonstrates) that well-known and clearly codified review procedures for UC's education abroad programs would have been a highly desirable outcome of this review process.

Finally, the Minority Report's concern about the low quality that marks commercial third-party programs is of considerable merit. Education abroad is a big business now. Unfortunately, what passes for university-level international study in these settings is often little more than university-approved tourism, and we reiterate that the goal of incorporating a vastly larger number of students in education abroad programs should not be accomplished via avenues of low educational value. Moreover, there are significant staffing issues associated with the suggestion that campus-based advising incorporate third party program-related information (Recommendation #5 and its prelude).

#### 4. The EAP deficit.

Obviously, all reasonable efforts should be undertaken to streamline the budget and operations of EAP, and the current Report is valuable in discussing EAP's allocation of administrative resources and its overhead and its funding priorities. We do not, however, necessarily see the carry-forward deficit of 2.4 million dollars over the life of the EAP program as sufficient reason in itself for severe cutbacks and profound restructuring of the organization, particularly at a time when the University hopes to increase significantly the number of students studying abroad. Indeed, when viewed in the context of its total expenditures, or (for example) relative to the deficits generated by some of the UC Extensions, this does not appear to represent a particularly remarkable deficit. We recommend that any severe cutbacks or restructuring be delayed until at least the current review process of the Ad Hoc Report has concluded.

#### 5. Graduate role in international education.

We concur with the Minority Report's observation that there is insufficient attention paid to the need to increase study abroad opportunities for graduate students. A key problem of graduate participation in EAP and other international education possibilities remains funding. Particularly in those disciplines in which the primary mode of graduate funding consists of TShips, the need to find alternative types of funding that will allow students to spend one or more funded quarters abroad is imperative. Just as undergraduate degrees at UC must incorporate the international dimensions of politics, culture, and commerce that inflect labor and citizenship in the 21<sup>st</sup> century, so graduate students must be prepared for international collaborations within their professions. Also important for the graduate student is the presence of foreign nationals in UC doctoral and post-doctoral programs, but at UC it is exceedingly difficult to fund foreign students who apply to our programs, due to the funding formulas that favor not simply US citizens but California residents. This provincial slant of the graduate programs works against graduate participation in the goals of the Ad Hoc Report recommendations. Moreover, the specific needs of graduate students studying abroad differ from those of undergraduates in being more related to their specific research goals—which in turn are often focused on archives and libraries, field work, or working in particular labs. Accordingly, the relation of graduate students to the established international education programs must almost certainly be more flexibly defined than the usual undergraduate track. The Report says little about the different needs of graduate students, and the manner(s) in which graduate students can be incorporated within international education deserves substantially more attention.

## 6. Relative Roles of the Senate and the Proposed New Administrative Entity.

The Senate is, as part of its role in shared governance, responsible for curricular oversight at UC. The **entirely** administratively constituted International Education Leadership Team's short-term goal is to "develop and implement a strategic plan to guide the new definition, goals and operation of international education" (Report, p. 11). In this context, it is well worth recalling the charge of the Senate's University-wide Committee on International Education "The University Committee on International Education (UCIE) oversees all academic aspects of the UC Education Abroad Program, which operates in conjunction with offices on the campuses and serves all UC students. The committee is responsible for approving new programs, changes in programs, and all program courses and credits..." As it stands, the administrative committee's role relative to the Senate is reported as to "liaison with appropriate committees of the Academic Senate...to gain approvals for innovations in curriculum development at overseas locations" (Report p. 11). Therefore, the charge of the IELT may well overlap that of the UCIE, and the relationship between the authority of this committee and that of UCIE is utterly unclear—this lack of articulation and relationship is a failing of the recommendations of this report that absolutely needs to be clarified.

## 7. Consistency of Proposed Actions with Desired Goals

The report notes that EAP's administrative overhead is high, yet p. 11 restates the recommendation of the Preliminary Report of the Joint Ad Hoc Committee that new high-level administrative positions (a Vice Provost-International Affairs in the Office of the President, and designation of a senior administrator at each campus, as well as a full-time Dean and Director). It is not clear in the report how the creation of such positions aligns with a "self-sustaining enterprise model" for EAP. Indeed, we cannot discern whether the proposed "International Education Leadership Team" will actually involve a net reduction (or, for that matter, an increase) in administrative overhead, or whether it simply represents a transfer of (lesser, greater, or identical) administrative expenses to the individual campuses.

In the same vein, some of the proposals (e.g., Recommendation 11) would shift responsibilities from the central Santa Barbara EAP office to the local campuses. Obviously, when such shifts occur, the increased responsibilities that flow to the campuses must be matched by increased funding or a shift in staff positions from the center to the local campuses—and, whether such changes will produce enhanced administrative efficiencies is entirely unclear.

## 8. Bringing More International Students to UC

Recommendation #7 suggests that a marked increase in the enrollment of undergraduate international students should be considered. While in principle this is a reasonable recommendation, the Report makes no mention of the principal reasons why fewer foreign students are studying in the US: The current climate in the State Department under the Homeland Security Act makes it exceedingly difficult for foreign students to obtain US visas and to pursue their US degrees without significant disruptions and constraints on their time here. Given that the experiences of graduate students, post-doctoral fellows, and faculty visitors have repeatedly illustrated to our campuses how time-consuming and frustrating it can be for a foreigner to gain entrance to the US for study or academic exchange, the administrative obstacles to realizing this goal would surely necessitate an infusion of staff FTE for this purpose alone—as well as enhancing programs to facilitate the arrival, housing accommodation, and integration of foreign students



Sincerely,

A handwritten signature in black ink, reading "Quentin Williams". The signature is written in a cursive, flowing style. The first name "Quentin" is written with a large, stylized 'Q' and 'u'. The last name "Williams" is written with a large, stylized 'W' and 'i'.

Quentin Williams, Chair  
Academic Senate  
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February 19, 2008

Professor Michael Brown  
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Subject: Systemwide Senate Review of the Report of the UC Joint Ad Hoc Committee on International Education

Dear Michael:

In response to your request of November 8, the San Diego Division sought and received comment from the appropriate Divisional committees on the Report of the UC Joint Ad Hoc Committee on International Education. Because of its comprehensiveness, the response from the Divisional Committee on International Education is attached. The Report was discussed by the Senate Council on February 4 and the Senate-Administration Council on February 11. We also plan a discussion of the Report at the Divisional Representative Assembly meeting on February 26; I will convey the Assembly's comments directly to Academic Council at our meeting on February 27.

Reviewers expressed strong support for the principle that students should be encouraged to participate in international education opportunities, and for the goal of expanding those opportunities for UC students. A commitment to international education should be coupled to the University's commitment to intellectual and ethnic diversity and should be implemented with commensurate financial resources from the University and the campuses such that all students are provided access to opportunities for international education.

That said, reviewers also expressed considerable dissatisfaction with the report. The most prevalent and significant criticism was the apparent contradiction between the recommendations, many of which would require additional funding, and the absence of viable budget models for funding those recommendations. The lofty goals of doubling UC student participation in study abroad programs, and of doing so without increasing costs to students, are coupled with budgetary recommendations that imply program expansion while UCOP funding contributions are reduced or eliminated. No obvious resolution to this contradiction is offered by the report.

The report clearly anticipates an administrative intent to fundamentally restructure the existing EAP model to make it less costly to the University. A great deal of attention was devoted to problems in UOEAP, with a concomitant lack of attention to where funding would come from for the workload associated with the anticipated "decentralization" of international education to the campuses (let alone increased student participation) and for the development of other programmatic models on the campuses. Recommendations about how to reorganize UOEAP, how to divide and redistribute responsibilities and functions among UOEAP and the campuses were few, insufficiently precise, and heavily contested. Immersion programs such as those that UOEAP supports are bound to be less effectively managed through decentralization; a centralized office is necessary to make a variety of arrangements that enable the smooth functioning of the EAP centers. The suggestion of moving these responsibilities to local campuses is misplaced and would result in duplication of effort. In the absence of broader systemwide direction, defined campus priorities may reinforce intellectual provincialism and result in a restricted range of international education opportunities.

Similarly, reviewers were very concerned about proposed cuts to study center directors because of the potentially negative effects on academic issues. Skepticism was expressed that third party vendors could, or should, handle those aspects. The worldwide network of academic contacts and relationships established by UOEAP give UC a significant and visible presence in host countries. The faculty-based study center director's role as diplomatic liaison and facilitator is crucial in dealing with undergraduate students and graduate, postdoctoral, and faculty exchanges, research, and reciprocity agreements with institutions in the host countries.

Moreover, this major reorganization of study abroad programs would be embarked upon without a careful analysis of best practices in the field. Nor is it reassuring to note that major budget cuts seriously impacting the future academic direction of international education for UC have already been imposed on UOEAP, prior to informed participation or response by the faculty. The apparent lack of student input into the Report and its recommendations is also a major flaw; changes in the array of available study abroad programs should at least be informed by a knowledge of the types of experiences UC students are seeking.

The statistics chosen by the Ad Hoc Committee may be misleading. The Divisional Committee on Educational Policy expressed another view:

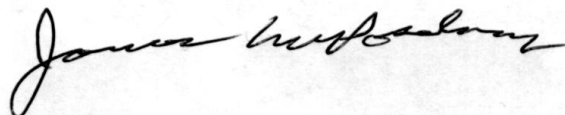
“According to the Institute for International Education Network, which compiles data for all of its member schools, UCSD ranked #2 in the U.S. among doctoral institutions for study abroad of long-term duration. Only Yeshiva University ranked higher, and seven of the UC campuses were among the top 20 schools. This is clearly a measure of what EAP does for us, since they are the purveyors of our year-long programs. The systemwide committee compared UC unfavorably to Georgetown University, which is ranked behind UCSD as number eight on this list. (Note that some places may have higher total participation, but for a shorter time abroad.)”

Reviewers were also disappointed that the report did not consider issues related to graduate international education. In some disciplines and specialized research areas, studying abroad with experts may be essential, but such research placement depends upon a mentor's contacts. There is no infrastructure to systematically provide information about research opportunities abroad for graduate students. Our graduate students need a global perspective; we are not serving them well if we do not provide opportunities to graduate students equal to those provided to undergraduate students.

Recommendation 14 states that “the prerogative of the Academic Senate for ensuring quality control and managing the course articulation process must be preserved.” This recommendation, however, is the only recommendation with no elaboration, justification, or comment.

If UC's efforts to improve and expand international education offerings are to be taken seriously, the contradictions in the report need to be addressed before any of the recommendations are implemented, especially given the current budgetary climate. The effects the administrative restructuring of UOEAP will have on the academic aspects of EAP need to be recognized, as do the ramifications of handing the campuses marginally funded, or unfunded, mandates. Faculty involvement in all aspects of the possible restructuring process is important, and faculty oversight of the academic aspects needs to be recognized and respected as fundamental and unavoidable.

Sincerely,



James W. Posakony, Chair  
Academic Senate, San Diego Division

UNIVERSITY OF CALIFORNIA, SAN DIEGO

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SANTA BARBARA • SANTA CRUZ

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February 1, 2008

To: Jim Posakony, Senate chair  
 From: John Haviland, CIE chair  
 Re: CIE response to joint Ad Hoc Committee report on international education

The CIE has been asked to respond to the report of the expanded joint ad hoc committee on international education, dated October 2007. This was apparently a long standing committee, reorganized on the fly (to judge by the minority report's description of the process), which issued both an original report and the current document, which has 16 recommendations under 4 rubrics (1. expanding student participation in study abroad, 2. reorganization of UC education abroad, 3. funding EAP and the "new study abroad consortium", and 4. transitional planning). In addition, there is a minority report expressing certain disagreements, and an appendix—the "Kissler report"—which contains dramatic financial restructuring proposals for UOEAP, not endorsed by the Ad Hoc report as a whole. Our response considered the documents mentioned, as well as responses from other campus CIEs, the UCIE, and from UCSD's own experts, most notably the Faculty Campus Directors and our Dean of International Education—the only such Dean, as far as we know, on any UC campus.

First, we discerned a fundamental lack of clarity about what the Ad Hoc Committee understood as its purview and intended the report to be. It purports to present a set of general guidelines for international education at UC, but we remain uncertain about (i) how much the committee actually accomplished or learned, either about UC education abroad programs as a whole or about such programs at other institutions; (ii) the specificity of its recommendations; (iii) where there are specific recommendations, what they would cost and how they might be funded; (iv) the seeming over-emphasis on UOEAP despite (v) the reluctance to recommend any budgetary or restructuring plan for it. The report has the ambitious title of "Ad Hoc Report on International Education" and yet devotes almost no time to international student issues, nor to international education on the campuses in general, nor to campus-based programs and Opportunities Abroad Programs. EAP and the year-long immersion programs it supports, important as they are, are not the sum total of international education (at UCSD or elsewhere).

1. CIE emphatically endorses the overall aim to expand international education for UC students. As part of our mission of educating students for the 21st century, UCSD and the UC system should make a significant effort to increase our students' exposure to other peoples, countries, cultures, and in particular to their academic achievements and

traditions. UC needs to send more students abroad, and doubling the current number would bring us closer to peer institutions. The university must find ways to provide all students with access to international education, regardless of their major, minor, ethnicity, socio-economic status, family commitments, developmental stage, or second language ability. CIE is thus in general agreement with recommendations 1-9 of the Ad Hoc report related to "expanding student participation in study abroad." UCSD in fact provides a good model here, since we currently advise and support students who wish to participate in EAP, OAP, Global Seminars, or other UC campus-based programs. It is crucial that we retain these options and expand them as needed. CIE also believes that commitment to international education should be coupled to the University's commitment to intellectual and ethnic diversity and implemented with commensurate financial resources from the University and the campuses.

2. CIE thus supports genuine and adequate local and multicampus commitment to international education, but we feel such commitment must be expressed in specific terms with concrete financial support. Here the Ad Hoc report appears to involve a glaring contradiction. On the one hand there is the lofty goal of doubling UC student participation in study abroad. On the other hand this goal is coupled with budgetary recommendations that imply that this expansion will be possible (and suggesting new bureaucratic positions to oversee it) while UCOP contributions to education abroad are reduced or eliminated. The report offers no obvious resolution to this internal contradiction.

3. Members of CIE remark with trepidation that UC seems to be about to embark on a major reorganization of its study abroad programs as a result of a temporary budget crisis without any careful analysis of best practices in the field. If, as the report says, 59% of Georgetown students and 53% of Duke students study abroad, how this is accomplished? How does the University of Minnesota, a public institution noted as a model, achieve its high participation rates? With respect to principles of faculty governance, we do not find it reassuring that major budget cuts which could seriously impact future directions of international education are about to be taken (or apparently have already been imposed) with minimal informed participation of faculty. Despite evident administrative determination to slash the UOEAP budget, the report actually gives remarkably little guidance about specific budget models.

Recommendations in the report about how to reorganize UOEAP, how to divide and redistribute responsibilities, functions, and funds between UOEAP and the campuses are few, insufficiently precise--especially with respect to budgetary matters--and also heavily contested, as subsequent reactions from UOEAP itself have shown. We are thus unable to venture an informed response to proposals for restructuring UOEAP. The report clearly anticipates that the existing EAP model is going to be fundamentally restructured to make it less costly to the system and more costly to the students. This result hardly seems consistent with the report's principle that "Price should not be a barrier to studying abroad..." Moreover, since the budgetary picture of the university has changed dramatically since the report was issued, it is doubly necessary that faculty play a major role in the restructuring of international education in general and the EAP program in

particular. To do so requires more information not only about how EAP functions and is structured across the system, in Santa Barbara, and abroad, but also about how well other programs work in providing the quality of experience to the socio-economic spectrum of the student body that UC should offer. There is considerable expertise on the UCSD campus about how greater efficiency could be achieved in EAP programs which might be brought to bear on a considered solution.

4. In fact, the Ad Hoc report, inexplicably and in our view unfortunately, devotes inordinate attention to problems in UOEAP, with concomitant lack of attention to how the anticipated “decentralization” of international education to the campuses would be supported. As the minority report points out, for example, there is little in the report about internationalizing graduate education. There is no specific attention to a radically revised set of functions for UOEAP in the service of such decentralization. Moreover, the proposal to create new VP positions and new centers within the UCOP and at each campus runs counter to the overall concept of simplifying decision-making processes and reducing costs to the university of administering study abroad programs. There is much discussion (especially in the Kissler report, not endorsed by the Ad Hoc report) about how cost cutting could be achieved at UOEAP but no discussion of where the funding would come from to support the increased workload at the campus level resulting from decentralization, let alone increased student participation.

5. Members of CIE also caution against imagining that UC can do without certain functions that UOEAP provides. There are unquestioned advantages to the immersion programs that UOEAP supports, which are bound to be less effectively managed though decentralization. Integration into foreign universities requires year-long programs, while summer and semester programs offer a preliminary immersion that will not involve students in the same level of cultural and linguistic integration. If year-long programs are cut back or reduced for financial reasons, there will be academic, cultural, and intellectual consequences of those cuts. Campus-generated programs may reinforce intellectual provincialism, a by-product of growth strategies premised on regional and intellectual specializations. In the absence of broader system-wide oversight, defined campus priorities may result in the restriction of the range of international education opportunities available to students on individual campuses. Similarly CIE—and especially those members with EAP Study Center experience—recognizes aspects of central importance in the worldwide network of academic contacts and relationships established by EAP, which give UC a significant and visible presence in host countries. The faculty-based Study Center Director's role is sometimes crucial as a diplomatic liaison and facilitator in these programs, dealing not only with beginning and advanced undergraduate students, but also addressing graduate, postdoctoral, and faculty exchanges and research and reciprocity agreements with various institutions abroad.

6. CIE wishes to underline specific areas of Faculty competence and interest in regard to international education that should be made priorities in any Senate response to the Ad Hoc report. Resolution #14 of the report states that “the prerogative of the Academic Senate for ensuring quality control and managing the course articulation process must be preserved.” This is, however, the only recommendation in the entire report to receive

absolutely no elaboration, justification, or comment. We need to insure that there be faculty oversight over the entire process, including institutional reorganization, rather than letting it fall by default to administrators and budget planners. Specific areas where faculty oversight and expressions of interest are essential seem to us to include at least the following:

a. Academic integration. Our own campus specialists and experts on international education stress the importance of curricular and more general academic integration of IE with departments, programs, and academic requirements. Faculty oversight is crucial to the academic integrity and viability of education abroad, and UCSD's Dean of Education has argued for increasing the level of support for fostering academic integration (despite the fact that UOEAP appears to imagine cutting funds for campus-based academic integration as part of their financial restructuring). In her view, articulating study abroad with majors, minors, and general education requirements "addresses one of the two most important barriers to study abroad (finances and academic fit)."

b. Oversight, quality control, and liability: CIE recognizes that a wide range of international learning experiences can contribute to the global education of our graduates, but all require institutional oversight when facilitated, endorsed, or sponsored by the UC. Maintaining quality in study abroad programs must remain a top priority alongside the goal of increasing student participation. Increasing use of third party provider programs raises questions about how to determine the quality of diverse programs and how to ensure a rigorous academic experience, something in the end only faculty can judge.

c. Credit evaluation. CEP will no doubt speak to the report's recommendation #9, but it seems that the issue of what kinds of course credit can be granted for education abroad, raised directly in the minority report, cannot easily be solved extra-departmentally. One CIE member with experience as a Study Center director phrase the issues here in terms of "the reintegration of students after they return from study abroad programs," that is, how departments and Area Studies Majors and Minors count courses for credit when the students return to UCSD.

d. CIE is also concerned that the report says little about internationalization on campus. A limited presence of international students on campus represents a serious handicap in the realization of UC's stated internationalization objectives. The system-wide administration must take an active role in augmenting the number of international undergraduates and graduate students by implementing more flexible admission requirements and other incentives. The campuses cannot negotiate political constraints and financial exigencies on their own.

e. Finally, a central and perhaps overlooked issue that lurks in the background of many problems with international education (and which is unaddressed in the Ad Hoc report) is adequate foreign language training for our students. CIE still awaits a Senate reply (and action) on our response to last year's report on the heavily Balkanized implementation of language instruction at UCSD. We need to build up our students' language and cross-cultural preparation for study and research abroad, and we need to do it more efficiently

to make our students more competitive internationally and to improve the quality and depth of their learning experiences





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David Gardner, MD, Chair  
Elena Fuentes-Afflick, MD, MPH, Vice Chair  
Mary J. Malloy, MD, Secretary  
Jean Olson, MD, Parliamentarian

February 6, 2008

Michael T. Brown  
Professor and Chair, Academic Council  
University of California Academic Senate  
1111 Franklin Street, 12th Floor  
Oakland, CA 94607-5200

**RE: UCSF Divisional Response to the Report of the University of California Joint Ad Hoc Committee on International Education**

Dear Chair Brown:

I am in receipt of the attached communication from the UCSF Committee on Educational Policy regarding the Report of the University of California Joint Ad Hoc Committee on International Education. With input from UCSF colleagues with experience in international education the Committee on Educational Policy carefully reviewed the report and raised the following points:

1. Support for the creation of a Vice Provost for International Education
2. Planning for international education at the University of California must include all aspects of international education, not only the Education Abroad Program.
3. International education at the University of California should address the needs of graduate students and professional school students, particularly in the health sciences.
4. International education at the University of California should increase planning for reciprocity in its relationships with institutions outside the United States.
5. Costs and fees associated with international education should be reduced to reduce the burden on students.

I support and concur with the Task Force's recommendations and forward them to you so that you may take it under consideration.

Please contact me should you have any questions or need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "David Gardner", is written over a horizontal line.

David Gardner, MD  
Professor and Chair, San Francisco Division of the Academic Senate

Enclosure: Committee on Educational Policy Recommendation for the UCSF Divisional Response to the Report of the University of California Joint Ad Hoc Committee on International Education – February 6, 2008

cc: Maria Bertero-Barcelo, Executive Director, UC Academic Senate  
UCSF Committee on Educational Policy



## COMMUNICATION FROM THE CHAIR OF THE COMMITTEE ON EDUCATIONAL POLICY

**Linda Chafetz, RN, DNS, Chair**

February 6, 2008

David Gardner, MD  
Chair, Academic Senate  
Box 0764

**RE: Committee on Educational Policy Recommendation for the UCSF Divisional Response to the Report of the University of California Joint Ad Hoc Committee on International Education**

Dear Chair Gardner:

Upon your request to the Committee on Educational Policy (CEP) to review the Report of the University of California Joint Ad Hoc Committee on International Education, CEP sought feedback from UCSF faculty and staff with expertise in international education. They included:

- **Pilar Bernal de Pheils, RN, MS, FNP, CNM**  
*Mexico-UCSF nursing program; Professor of Family Health Care Nursing*
- **William Holzemer, RN, PhD, FAAN**  
*Associate Dean for International Programs, UCSF; Professor of Nursing*
- **Steven Kayser, PharmD**  
*Director, UCSF/Tokyo University of Pharmacy and Life Science (TUPLS) Clinical Pharmacy Education and Practice Program; Professor of Clinical Pharmacy*
- **Tom Novotny, MD, MPH**  
*Global Health Sciences Education Coordinator; Professor of Epidemiology & Biostatistics*
- **Dorothy Perry, RDH, PhD**  
*Assistant Dean for Curricular Affairs, School of Dentistry; Associate Professor, Preventive & Restorative Dental Sciences*
- **George Rutherford, MD**  
*Director of the Institute for Global Health; Professor of Preventive Medicine*
- **Janet Thelen-Lockwood**  
*Director of Services to International Students and Scholars, UCSF*

Their responses were compiled and discussed at the January 9, 2008 CEP meeting, with most of the listed invitees in attendance to participate in the conversation.

Overall, the Committee and invitees recognize and support the importance of international education for the University of California. In response to the report, the Committee and invitees make the following recommendations:

1. Support for Vice Provost for International Education.
  - **Any effort to better coordinate international education at the University of California, including the creation of a Vice Provost for International Education, must include thoughtfully planned participation from faculty, students and staff,**

**including international education program directors at individual campuses and Registrars. To facilitate this collaborative effort, support should be increased for existing programs on individual campuses**

2. International education in the University of California system includes many more aspects than EAP alone.
  - **International education is not confined to study abroad programs; it is comprised of many principles, programs and functions which are not addressed in the report. These components should be included in any future planning for international education for the University of California.**
3. International education for graduate students and professional school students, particularly in the health sciences.
  - **UCSF and other campuses have active international education programs for graduate and professional school students. Graduate and professional school students have needs distinct from those of undergraduates in international education. Furthermore, issues of international exchanges for health professions education students are not addressed in the report. The next stages of evaluation of international education should address the international education needs of graduate students and professional students.**
4. Reciprocity and mutuality in international education.
  - **Future planning for international education should address the importance of establishing reciprocal exchanges with education programs outside the United States.**
5. Program costs for students.
  - **Currently students pay the costs associated with international education in addition to the University of California tuition and fees. To address this cost burden for students seeking international education, the Committee and invitees recommend a thorough resource and cost analysis of the existing programs and planned programs.**

The Committee and invitees are grateful for the opportunity to provide feedback on this report, and look forward to continuing to participate in the dialogue on international education at the University of California.

Should you have any questions or need further information, please contact me ([Linda.Chafetz@nursing.ucsf.edu](mailto:Linda.Chafetz@nursing.ucsf.edu) 476-2726).

Sincerely,



Linda Chafetz, RN, DNS

Professor, Community Health Systems and Chair, Committee on Educational Policy

CC: Committee on Educational Policy  
Pilar Bernal de Pheils, RN, MS, FNP, CNM  
William Holzemer, RN, PhD, FAAN  
Steven Kayser, PharmD

Tom Novotny, MD, MPH  
Dorothy Perry, RDH, PhD  
George Rutherford, MD  
Janet Thelen-Lockwood



COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)  
Bruce Schumm, Chair  
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February 15, 2008

**MICHAEL T. BROWN, CHAIR  
ACADEMIC COUNCIL**

**RE: Report of the University of California Joint Ad Hoc Committee on International Education**

Dear Michael,

The Coordinating Committee on Graduate Affairs (CCGA) recently reviewed the Report of the University of California Joint Ad Hoc Committee on International Education, along with Professor Gayle Binion's Minority Report. Overall, members agreed that the promotion of formal opportunities for graduate students to pursue international research is a positive development and should be promulgated.

With specific attention to the Education Abroad Program (EAP), the committee acknowledged that EAP has traditionally been viewed as an undergraduate enterprise. That said, EAP should be applauded for developing a small, but significant, graduate student cadre at EAP sites in Paris and Mexico City, where students not only conduct research but also participate in teaching assistantships. EAP also offers opportunities for independent graduate research elsewhere; CCGA encourages the development of this capacity further. Opportunities may also exist to align UC educational priorities, such as the health sciences, with EAP graduate initiatives. For example, in the field of Global Health, EAP could provide a mechanism by which students learn local languages and travel to research sites, given an appropriate funding model.

As graduate students usually work closely with faculty members in the execution of their research, CCGA recommends expanding research opportunities abroad for UC faculty as well. Eligibility for faculty sabbatical leave should be considered as a model for such opportunities, especially for faculty in the liberal arts and social sciences who typically do not have access to large grants that can support these kinds of activities.

Members also acknowledged that the minority report correctly observes that the review does not pay attention to the particular needs of graduate students. The University needs to think carefully about what it takes to adequately support graduate students who are conducting research abroad, which is not limited to only archival research. Indeed, EAP Study Centers could be used as points of access for such research activities. The 'in-absentia' policy may also need to be reconsidered as an option for graduate students conducting research through EAP.

If you have any questions regarding these comments, please let me know.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read 'Bruce Schumm', with a stylized, cursive script.

Bruce Schumm  
Chair, CCGA

cc: Executive Director Bertero-Barcelo



UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)  
KEITH WILLIAMS, CHAIR  
[krwilliams@ucdavis.edu](mailto:krwilliams@ucdavis.edu)

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February 14, 2008

MICHAEL BROWN, CHAIR  
ACADEMIC COUNCIL

**Re: Joint Ad Hoc Committee Report on International Education**

Dear Michael,

The University Committee on Educational Policy (UCEP) has reviewed the report of the Joint ad hoc Committee on International Education. Our primary concern with the report is whether the recommendation to double the number of UC students studying abroad from 9,000 per year (20% of undergraduates) to 18,000 (40%) is consistent with maintaining the UC Education Abroad Program's (UCEAP) current level of quality. We support increasing the numbers of students studying abroad *so long as current levels of quality can be maintained*. We fear, however, that increasing access to international education in the ways outlined in the report could be inconsistent with maintaining quality if UCEAP's immersion model is diluted and/or the use of third party providers increases.

First, UCEP strongly supports the general principle of international education and the mission of UCEAP. For tens of thousands of UC students, going abroad through EAP has been a life-changing academic and cultural experience. UCEP supports the goal of encouraging the participation of a larger and broader population of UC students in study abroad. We believe that more science and engineering students in particular should be encouraged to go abroad, perhaps earlier in their careers when they could take fundamental courses that might be easier to find than more advanced or specialized courses that come later in a program of study. More graduate and professional students could also be steered to specialized study abroad programs.

We note, however, that while the quality of EAP's academic programs is presumably very high, the ad hoc committee's report does not include a quality assessment of EAP. Such an assessment would have been useful as a point of reference. In addition, some UCEP members were troubled that the first goal of international education articulated in the report was to increase the *quantity* of study abroad students, not to maintain or increase *quality*. We feel strongly that the quality of the student experience, rather than the numbers of students having that experience, should be UC's primary goal. While we assume this was probably an inherent assumption in the report, it would have been appropriate to make a fundamental commitment to quality more explicit. Further, we note that EAP was founded on the idea of the immersion experience, which has been and continues to be key to the academic excellence of the program. UCEP recognizes that many

students are opting for shorter study abroad experiences due to constraints of time and resources, and we support the perspective provided in the minority report by Gayle Binion, who urged that EAP further explore one-quarter immersion with the intent of trying to maintain the traditional EAP quality in a shorter term program. We are concerned, though, that some of the strategies proposed in the report to increase the numbers of students studying abroad may result in more short-term experiences of limited quality and less immersion.

The report also recommends expanding the use of campus programs and third party providers for UC students studying abroad. While we believe that carefully planned campus programs have the potential to develop in ways that are complementary to EAP, we have more concerns about third party providers. Many UC students are already using third party providers for a variety of reasons, including the ability to have experiences in countries not covered by EAP or for the flexibility of shorter-term experiences. UCEP members felt that broadening student options would certainly help increase the number of students studying abroad and add value to the educational experience of many students, but UCEP is also reluctant to endorse that recommendation outright. We are concerned that some third party providers, particularly private, for-profit organizations, will be unable to match EAP's quality and depth. In addition, third party study abroad programs do not include UC quality control or UC faculty vetting. It has been suggested that by creating more formalized relationships with these programs, UC could also vet their quality more closely. UCEP agrees, but we also note that providing oversight of those providers is likely to be difficult as well as costly.

Another way for UC to expand study abroad opportunities without expanding UCEAP *per se* is to join with other universities we trust in consortia, which would also take advantage of economies of scale. In any case, decisions about the formal integration of third party and other university study abroad programs into UC's overall international education strategy should be made carefully on a case-by-case basis. UCEP is also generally opposed to using publicly funded financial aid to support participation with third party providers, and we remain concerned about potential conflicts of interest for faculty or administrators relative to the benefits of participation in those programs. If specific collaborative agreements could be formed with third parties where UC quality control and faculty oversight were also assured, the appropriateness of using financial aid could be explored on a case-by-case basis.

UCEP believes there is a substantial benefit to the presence of international students on UC campuses, consistent with the ideas expressed in Recommendation #6, and also supports the ad hoc committee's recommendation to re-examine reciprocity agreements and other ways to increase the number of foreign students in UC classrooms (Recommendation #7). We also support the recommendations to strengthen the study abroad advising function (#5). Advising in particular is essential and must be better supported. UCEP suggests that efforts be made to develop a framework for a better EAP advising function, which could be available as a model for departments to follow. Care should also be taken to ensure that advising support is not further degraded in response to the targeted reductions in state funding for UC.

UCEP also endorses Recommendation #9, which calls upon UC to review and streamline the processes used on campuses to grant students academic credit toward breadth and major requirements for courses taken abroad. Even though they are asked to get approval prior to studying abroad, many EAP students for a variety of reasons do not, and upon returning to UC have difficulty articulating courses with their major. We suspect that more students would choose to study abroad if they knew with more certainty in advance the kind of major and

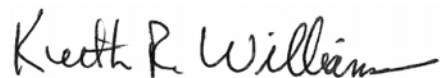
breadth credit they could expect to receive. We agree with Recommendation 11 that curricular responsibilities for study abroad should primarily be campus based. Problems with the breadth and major course approval process for courses taken elsewhere is not limited to EAP and is also likely to grow as UC facilitates more multi-campus enrollment in programs such as UCDC and language consortium courses such as “Arabic Without Walls.” While SR544 C and D put the responsibility on the student to obtain approval for a non-home campus course for breadth or major credit, we believe it is worth investigating whether there is a new framework that might be suggested to facilitate approval by home departments. We suggest that a work group be formed, including appropriate administrative and Senate representation, to look at strategies for facilitating approval for breadth or major credit for courses taken by a student at a non-home UC campus or for study abroad.

UCEP did not feel qualified to evaluate or endorse the list of functions proposed to remain as systemwide responsibility, but we would like to comment on a few issues. The mechanisms for creating and maintaining “exchange” or other agreements with foreign universities seem to be an appropriate systemwide function based on the potential to create economies of scale. We agree that these should be re-examined based on student demand and evaluated with Senate participation to ensure that the quality, nature, and variety of the academic offerings is appropriate. We support maintenance of strong health, security, and safety systems for UC students, but also encourage a broadly based consideration of these issues. For example, a “safe” country according to the US State Department may still have local environmental health conditions that do not meet US standards. It is important to make sure students understand potential dangers and take appropriate safeguards to insure their continued health.

We also note that the report’s recommendations for cost reductions and streamlining are admirable, particularly in the current budget environment. But these recommendations seem to conflict with simultaneous proposals for the establishment of a new bureaucracy. UCEP is concerned that a new administrative structure and vice provost will cost a lot but add little value. We also feel the lines of authority and the role of the Senate going forward is unclear. As the recommendations go forward, the Senate must be involved in a substantial way. Recommendation 12 suggests the formation of an “International Education Leadership Team.” Although the report does not address specific membership, we urge that such a group should include Senate membership to ensure that the quality control and management of course articulation endorsed in Recommendation 14 be an integral part of the Team’s functions.

Finally, UCEP would like to commend former Academic Council Chair Gayle Binion, whose minority report criticized some aspects of the ad hoc committee review process, for remaining a genuinely independent voice on that committee.

Sincerely,



Keith Williams  
Chair, UCEP

cc: UCEP members  
Executive Director Bertero-Barceló





UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION (UCIE)  
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February 20, 2008

MICHAEL T. BROWN, CHAIR  
ACADEMIC COUNCIL

**RE: Systemwide Senate Review of the of the University of California Joint Ad Hoc  
Committee on International Education**

Dear Michael,

The University Committee on International Education (UCIE) has completed its review of the University of California Joint Ad Hoc Committee Report on International Education. While members appreciate the attention that is being paid to international education with this timely document and agree that the UC Education Abroad Program (EAP) should remain the centerpiece of UC's international education strategy going forward, UCIE cannot endorse the Report as written. Although the Committee acknowledges that UCEAP, along with the network of campus international education offices, needs significant restructuring, the Report does not seem to provide a good road map for such restructuring.

UCIE's paramount concern, and its Senate mandate, is the academic quality of EAP's programs, as well as EAP's own status as an academic program. While the Report acknowledges the value and importance of study abroad experiences for UC students, it does not fully appreciate the quality of the 'immersion' experience that EAP has traditionally provided students. While the Committee supports in theory the ambitious goal of doubling the number of UC students engaged in international exchanges, members are cautious of making direct comparisons to other university systems, which boast participation rates as high as 59%, simply because the funding and operational differences between these university systems and the UC system are both complex and substantial. It is also skeptical of the Report's reliance on third-party providers to facilitate this growth. It is the considered opinion of this Committee that third-party providers do not provide the academic quality or the level of safety that EAP has traditionally provided UC students. Of particular concern is the fact that the Academic Senate does not have academic oversight over third-party providers. Members also felt that the Ad-Hoc Review Committee did not grasp the full implications of using third-party providers for course credit transfers. To its credit, UCEAP has worked diligently on academic integration over the recent past to make credit transfer as seamless as possible; this would certainly not be the case with third-party providers. Members anticipate that many UC students studying abroad on third-party providers will try to transfer their course credit once they return. If one were to expand this pattern to the entire system, course credit integration would become a very daunting proposition.

Not only would faculty be swamped with the task of course evaluation, but there could even be a backlash whereby departments and faculty might discourage their students from participating in such programs.

The Report is also silent about graduate students, foreign students (besides noting that their numbers should increase), and graduate foreign students. In fact, the Report is largely about EAP, with little attention paid to the larger picture of international education. It is also silent about enriching UC campuses through the presence of foreign students. The heart of EAP immersion programs is their character as exchange programs whose intent is not only to locate UC students in foreign institutions, but also to reciprocally place foreign students at UC campuses. Although the Report advocates increasing the number of foreign students on UC campuses by recruiting non-reciprocity students who would pay full UC fees, UCIE recognizes that such an increased presence will not necessarily increase diversity and international perspectives on the campuses. The most likely outcome would be an increase in the number of wealthy foreign students on campuses. There is also no mention in the Report of homeland security issues, which have the potential to significantly curtail any plans for more foreign students studying on UC campuses, and which would in any case necessitate increased staff support to process foreign student applications to UC.

While budget per se lies outside the direct purview of this Committee, UCEAP's budget impacts its quality academic programs. Indeed, due to EAP's budget woes and its deficit, UCIE has recently cut a number of programs and eliminated several study center director positions: both measures will impact the quality of the UCEAP experience. There is a strong sense among Committee members that UCEAP has traditionally been a 'black box' when it comes to its finances. Although UCEAP makes regular reports to UCIE, the budget information provided has often been schematic and partial. This lack of full transparency has made it difficult for UCIE to make sound judgments about proposed cuts to its academic offerings. That said, the Committee does not agree that a Kissler-like model, or one that would manage UCEAP as a financially self-supporting unit, as the Report suggests, is either feasible or desirable. Not only would additional academic programs need to be cut, but a greater number of study center director positions, which play a significant role in maintaining the academic quality of EAP's programs, would eventually be eliminated. Above all, UCIE emphasizes EAP's status as an *academic* program; some parts of the Report seem to suggest that it is more of a service provider to students. As an academic program, EAP should continue to receive General Fund subsidies. The Committee also applauds and recognizes the cost-cutting measures UCEAP has put into place at the Santa Barbara headquarters since its deficit became known; while these measures will certainly allow UCEAP to be subsidized at lower levels, they will not eliminate the need for subsidies altogether.

The Report also recommends a new administrative structure for international education, along with an "International Education Leadership Team." Although this team seems to be an executive-level group, it is not clear from the Report whether this group has the authority to plan a long-term strategy beyond what the Ad-Hoc Review Committee has already outlined. Members are also concerned that this team may not have Senate representation. UCIE recommends that the Senate be represented on that team. The confusion surrounding the future administrative structure seems to extend to recent administrative proposals as well. On the one hand, the Ad-Hoc Report clearly advocates doubling the number of UC students studying abroad over the next five years, yet on the other hand, it is unclear how such growth will be funded. Indeed, far from increasing or even maintaining funding alongside a restructuring effort to

increase efficiencies at UCEAP, a proposal that mandates a 15% immediate budget cut to EAP has recently emerged. The damage that will be done to campuses through such a budget cut will also be substantial, and should not be under-estimated. Whatever else its impact, this cut will certainly not contribute to an expansion in the numbers of students studying abroad. Its most immediate effect on the campuses will likely be a cut in services to students pursuing the possibility of studying overseas. We know this to be the case, since some campuses already operate with a de facto cap because they lack the resources to process larger numbers of students. UCIE feels that for now, a 10% cut in the UCEAP budget would be more acceptable than a 15% cut, and would prevent the irreversible damage to its study abroad programs while preserving its high academic standards that are consistent with the mission of the University of California.

Finally, UCIE members agreed with the Minority Report in its assertion that the process by which the Ad-Hoc Committee produced its recommendations was somewhat flawed. For example, it was reported to UCIE that the Ad-Hoc Committee met only once along with a single conference call with Jerry Kissler, followed by subcommittee meetings, without subsequent review and discussion in full committee. The names of the ad hoc Committee participants have not all been revealed either. UCIE feels that the final Ad-Hoc Report reflects the somewhat chaotic process that produced it, and more study may be required to develop sound strategies as well as academic and financial models for international education going forward.

Thank you for the opportunity to comment on this important Report. If you have any questions, please let me know.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Errol Lobo', with a stylized, cursive flourish at the end.

Errol Lobo  
Chair, UCIE

cc: UCIE  
Executive Director Bertero-Barcelo



UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION (UCOPE)  
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February 11, 2008

**MICHAEL T. BROWN, CHAIR  
ACADEMIC SENATE**

**RE: Report of the Joint Ad Hoc Committee on International Education**

Dear Michael,

The University Committee on Preparatory Education (UCOPE) has discussed the report of the joint ad hoc committee on international education, and we have some concerns with both what the report discussed and what it did not.

Regarding the report, members noted that curricula often do not align between UC and schools abroad, causing those in highly structured programs to forego studying abroad or to lose a year of undergraduate credit. We also believe that outsourcing the administration of study abroad programs to third parties needs more vetting and explanation. And if the goal is to double the number of participants in the program, members wondered how additional advisors would be hired, especially in this difficult budget time.

Concerns not addressed by the report included assessing and addressing the needs of reciprocity students, those that UC hosts: some incoming students whose native language is not English need ESL support; TOEFL scores for acceptance are inconsistent across the campuses, and often within a campus; and many campuses do not afford reciprocal students the opportunity to receive tutoring. Also, incoming students have sometimes received inadequate counseling, have not met prerequisites, and thus experience exacerbated difficulty registering for classes.

While we appreciate the need for broad reform in UC's education abroad programs and generally support the findings of the report, we must caution that specificity not be overlooked. Finally, we would like to reiterate: We find disquieting the absence of meaningful discussion of addressing the needs of international students who come to UC.

Sincerely,

Jan Frodesen, Chair  
UCOPE

cc: UCOPE  
María Bertero-Barceló, Executive Director, Systemwide Academic Senate



UNIVERSITY COMMITTEE ON RESEARCH POLICY (UCORP)  
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January 15, 2008

**MICHAEL BROWN, CHAIR  
ACADEMIC SENATE**

**RE: Report of the Joint Ad Hoc Committee on International Education Program**

Dear Michael,

The University Committee on Research Policy (UCORP) reviewed the UC Expanded Joint Ad Hoc Committee (UCEJAHC) report and supports the various recommendations presented therein. In the opinion of UCORP, however, there is an omission in the report recommendations that, if remedied, would improve the International Education Program (IEP) and benefit the University and the State: the importance of research in all educational opportunities.

It is remarkable that the report of the UCEJAHC makes no mention of the desirability of fostering student participation in research-oriented programs. Though this is might not be within the original goals of the IEP, the program would clearly benefit from this broadening of scope. At the undergraduate level, it will expose students to different research environments, broaden their experience and spur their creativity. At the graduate level, it would allow students to collaborate with other research groups which would widen students' view of their field and of research in general.

UCORP therefore respectfully suggests that the report be modified to include a recommendation that the University encourage and facilitate student participation in research-oriented programs, making all reasonable efforts to insure that such opportunities are made available as a part of the IEP whenever appropriate to the student's discipline.

In addition, we believe that the report of the UCEJAHC underemphasizes the participation of graduate students in the programs described. In the view of UCORP, a more balanced approach would provide another mechanism for attracting high-quality graduate students, a high University priority.

Sincerely,

Jose Wudka, Chair  
UCORP

cc: UCORP  
María Bertero-Barceló, Executive Director, Systemwide Academic Senate