

UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION
MEETING MINUTES – OCTOBER 25, 2013

Present: Rick Kern (Chair, UCB), Ben Crow (UCSC-T), Bjorn Birnir (UCSB), Steve Lee (UCLA), Christina Schwenkel (UCR-T), Eduardo Macagno (UCSD-T), Virginia Adan-Lifante (UCM), Isaac Scherson (UCI), Jyu-Lin Chen (UCSF), Andres Resendez (UCD), Jean-Xavier Guinard (UCEAP), Juan Campo (CCD Chair-T), Jeff Stopple (UCEAP), Linda York (UCEAP), and Todd Giedt (analyst)

I. Executive Session

Minutes were not taken during executive sessions.

II. Consent Calendar

A. Approval of the Agenda

ACTION: Members approved the agenda.

III. Director's Report – UCEAP Associate Vice Provost & Executive Director Jean-Xavier Guinard

REPORT: UCEAP witnessed a drop in its enrollments from 4,684 in 2011-12 to 4,478 participants in 2012-13 (2,310 FTEs). There is continued growth in summer (up by 10.9%), with stable enrollments in semester/quarter programs. UCEAP continues to experience a decline in year-long enrollments, which mirrors the national trend. 1,780 reciprocity students came to UC for up to a year of non-degree study; there is a one year lag between the numbers of undergraduate UC students sent abroad and the numbers of reciprocity students. Campus enrollments were mixed, with UCD, UCR, UCSD, and UCSB registering declines; UCI, UCLA, and UCSC posted gains; and UCB remained stable. With respect to the various regions, UCEAP saw some growth in Region I (Europe) at 2%, but Region II (Asia and Africa), Region III (UK & Ireland, Australia & New Zealand, India and the Middle East), and Region IV (Latin America and Spain) experienced declines of -7%, -6%, and -9% respectively. UCEAP is currently forecasting 4,600 participants in 2013-14, which would represent an increase of 2.7% from 2012-13. UCEAP is predicting a slight increase (nearly 4%) in semester/quarter enrollments, along with a 25% drop in year-long enrollments.

With respect to its budget, UCEAP's finances have remained strong over the past three years, and UCEAP has accumulated a surplus of about \$13.5M over three years. UCEAP has also built up its contingency reserve to approximately 75% of its goal of \$4.6M. Over the long run, though, UCEAP's sustainability is challenged. After 2015-16, when UCEAP's current State subsidy falls to zero, UCEAP's revenue will be mainly based on student fees or tuition. Without any tuition increases until 2016-17, UCEAP runs a significant operating deficit of between \$1.5M and \$2.5M, thereby eating up its surplus. If tuition increases begin in 2015-16 at 6%, UCEAP would still run deficits, but the impact on its accumulated surplus would be somewhat less. UCEAP's share of last year's tuition buy-out was only \$200K. One of UCEAP's strategic initiatives is UCEAP's scholarship initiative, toward which UCEAP has invested \$1M in 2012-13. The following groups received both need- and merit-based EAP scholarships: financially needy students (91.3%), transfer students (28.4%), veterans (1%), first-generation college students (46%), and STEM majors (34.8%). Many of these categories overlap, and all campuses are represented. Offer rates mirrored application rates per campus. Scholarship awards ranged from \$1,000 to \$3,000 depending on the program. UCEAP students also competed successfully for non-EAP awards – 582 EAP students received Gilman Scholarships, which has a three-year value to

UCEAP of \$2.475M. Nine EAP students and 29 EAP students also received the Dan Wise and Duttonhaver scholarships respectively. The value of these awards from these two scholarships amounted to \$190,000 for fall 2013-14.

Recent UCEAP hires/appointments include Jeffrey Stoppie as Associate Dean, a new Director of Alumni Engagement and Development, a new Budget & Finance Director, and an Information Technology Director. UCEAP is beginning its 2015-17 study center director (SCD) recruitment cycle; positions are available for France, Spain, Italy, Germany and Scandinavia, China, Japan, and Chile/Argentina. Visiting professorships for (2014-15 and 2015-16) are available in The Netherlands (UU, UCU, and UCM), Japan (MGU), China (Fudan), and Italy (Bologna and Milan-Bocconi). The program in Egypt is currently suspended; an Egypt and the Middle East SCD has been appointed, but that appointment is currently on hold. The SCDs in Mexico and Vietnam have also been extended.

DISCUSSION: One member inquired into how UCEAP manages the balance between raising tuition and enrollment growth. Director Guinard responded that there is a delayed impact of fee increases, which usually results in students trying to complete their degree faster. Unfortunately, this depresses student interest in studying abroad. UCEAP has a goal of enrolling 5,000 participants by the 2015-16 academic year. With 5,000 participants, UCEAP will be much more sustainable. That said, without tuition increases, UCEAP will not be sustainable in the long run. Therefore, there needs to be some combination of tuition increases (at least one tuition increase of 6%) and enrollment increases. Academic integration is quite important, as student demand for study abroad programs becomes more elastic when fewer EAP courses provide academic credit for their respective majors. Only about 20% of UC students study abroad in one form or another, so there is potential for growth for both campus-based and UCEAP programs. One member asked if UCEAP can grow more than the campus programs. Director Guinard remarked that UCEAP's disappearing subsidy makes it difficult for UCEAP to grow more than the campus programs, which still receive support in one form or another. Chair Kern asked if the Chancellors or EVCs have set goals for study abroad for their respective campuses. Director Guinard responded that many have done so, but most phrase these goals in terms of some kind of international "experience." At Berkeley, for example, there is a stated goal of tripling the number of students studying abroad.

IV. UCEAP Strategic Planning – UCEAP Executive Director Guinard

REPORT: The strategic plan(s) include not only the systemwide plan, but also the individual plans drafted by the respective regions. UCEAP is also developing strategic plans for information technology, and alumni engagement and development. The planning process began with UCEAP's Advisory Council, with the initial draft being submitted for feedback to the campuses and study center directors. UCEAP identified three goals over the next three years – enrollment growth, UC stakeholder collaboration, and technology enterprise resources management. Under enrollment growth, initiatives include program portfolio management (e.g., program review and development; profit and loss analysis, student interest, market trends, etc.), targeting of specific cohorts for both diversification and increased enrollment (e.g., under-represented groups, STEM, honors, middle class, IR & GS majors, 2nd language learners, 2.0-3.0 GPAs, etc.), and customer relations and student outreach (e.g., financial planning for students, ambassadors, "Live Chat", crowd funding, etc.). As noted above, UCEAP's primary enrollment goal is 5,000 participants by the 2015-16 academic year. UC stakeholder collaboration includes initiatives that are associated with increasing campus staff productivity, engaging the faculty, and working better with senior administrators. Maintaining UCEAP's relationships with UCIE, the campus Committees on International Education, the Governing Committee, UCSB Administration, UCOP, and alumni are also covered by this initiative. Finally, there

is a need for UCEAP to develop its technology and enterprise management, which includes the student information management system, UCEAP's website (with more mobile applications), and optimization of UCEAP's business model. Director Guinard added that not everything contained in the individual regional strategic plans are necessarily incorporated into the overall strategic plan.

DISCUSSION: One member stressed that some kind of relative prioritization of the programs should be included within the regional strategic plans. Chair Kern praised UCEAP for the inclusion of the four regional strategic goals; it gives this committee a relational perspective. Director Guinard responded that first, the strategic plan is a work-in-progress, and second, further prioritization is needed, but this is in part decided after consultation with UCIE. The regional plans were also developed before the systemwide plan, and take a three- to five-year view. Chair Kern asked about when students learn about scholarships – it seems that the timing was off this past year. Director Guinard responded that UCEAP has developed new policies that do not penalize students if they withdraw from programs if they are not awarded scholarships. Another concern of the committee is middle-class students. Director Guinard responded that scholarship categories are combined (e.g., need-based and merit-based) to better capture middle-class students. Members also opined that there is some ambiguity over the role of the student ambassadors. Director Guinard clarified that student ambassadors simply share with their fellow students their international study abroad experiences. They are not academic advisors, nor do they duplicate the roles of the campus staff. Members also observed the dominance of female students in EAP's enrollment numbers. Director Guinard remarked that this split has remained fairly constant over the past 20 years in national statistics; UCEAP continues to target men. He added that the STEM fields continue to be dominated by men, which may be one reason for the imbalance. Men are also more risk averse in their career goals than women. Another member stressed the importance of additional program development in both N. Africa and S. Africa. This is important not only for geographical diversity, but also to better expose students to the social and economic inequalities that exist throughout the world. Director Guinard remarked that UCEAP continues to focus on both Africa (e.g., Ghana) and the Middle East (e.g., Morocco, Turkey, and Israel). Chair Kern added that, in response to a statement about UCIE's likely resistance to English-language programs in Latin America in the Region IV Strategic Plan Report, UCIE is not necessarily opposed to English-language programming in Latin American programs. Indeed, there are cases in which it would be very beneficial, especially for students in the STEM fields.

V. 2013/14 Program Reviews & Proposed Strategies for Three-Year Reviews

A. Strategies for Three-Year Reviews

BRIEFING: The current requirement calls for all new programs to be reviewed initially after three years, and all programs are reviewed on a ten-year cycle. In order to mitigate that load, UCEAP is proposing the following strategies. First, UCEAP wants to differentiate between ten- and three-year program reviews. For instance, three-year reviews would be limited in scope, and conducted by a UCEAP faculty advisory committee (including a UCIE representative); site visits would not be included. On the other hand, ten-year reviews of all programs would follow the traditional pattern, and be conducted by specially constituted faculty review committees and site visits. A second strategy would be to incorporate three-year reviews into the 10-year reviews. Still another option is clustering three-year reviews regionally. For example, this is currently being done for programs like Scandinavia (Denmark and Sweden). Other proposed examples are programs in the Middle East (Egypt, Israel, Morocco, and Turkey) and CIEE Africa programs (Botswana, Senegal, and Tanzania). Finally, for CIEE programs, UCEAP is recommending that CIEE's independent review process be utilized, which means that its independently elected 11-member Academic Consortium Board (ACB) would oversee the quality and academic integrity of each CIEE program. The ACB rigorously evaluates each program

about every five years to ensure that each program meets the high standards for which CIEE is known. Another option for the CIEE program reviews (but least preferred by UCEAP) would to allow appropriate UCEAP faculty advisory committees (including a UCIE representative) to review the independent CIEE report and UCEAP materials such as student evaluations, and academic reports.

DISCUSSION: One member asked about the cost savings related to allowing CIEE to conduct its own reviews. Director Guinard responded that any or all of these options improve UCEAP's efficiencies, but could not cite specific dollar amounts. Chair Kern inquired into whether UCIE would be able to insert its own questions and/or comments. Director Guinard responded that he is sure that CIEE would be open to accepting questions from UCIE for program reviews in which significant numbers of UC students are enrolled. The ACB also invites faculty members from its constituent programs from time-to-time, which would include UC faculty. Chair Kern summarized that UCIE would like some oversight over the reviews of the CIEE programs; the level of this oversight would depend on the nature of the dialogue. One option would be to conduct a review of all the CIEE programs (without a site visit) at once, with CIEE providing all of the data requested. One member proposed that a small UCIE subcommittee be established that would work with UCEAP on the guidelines for these reviews. For instance, there should be more statistical data involved in the reviews (e.g., numbers of courses accepted for major credit). Consultant Linda York remarked that there are already-established guidelines for these reviews. UCEAP's research department has also done some studies of the percentages of EAP courses that are accepted by majors as well. In addition to the recommendations suggested by UCEAP, members proposed combining Language and Culture program reviews as another viable option. Members asked for more details on the possible regional consolidation of reviews. Director Guinard remarked that such consolidation would depend on the numbers of partners, as opposed to an expansive geographical area. For instance, consolidating all of the Middle Eastern programs into one review is actually more feasible than doing single UK or Spain review, given the limited number of partners in the Middle East. There may also be similarities between the cohorts of students going on those programs. Chair Kern summarized that some regional consolidation would be acceptable, granted that the boundaries were not drawn too large. He added that the second aforementioned strategy – incorporating three-year reviews into the 10-year reviews – is also acceptable to UCIE.

ACTION: UCIE will send a letter commenting on the options suggesting

B. Japan Review

ACTION: Bjorn Birnir was selected as the UCIE representative for the Japan review.

C. Mexico Review Questions

DISCUSSION: Statistics on the number of courses accepted for major credit would be helpful, but these data probably belongs to the individual campuses. UCIE is in favor of English-language programs in Mexico; linking these programs to heritage students is also a great idea. Doing this in summer is also productive given the lighter load of courses that many students take. Regarding outreach, safety remains an issue in Mexico. UCEAP should concentrate on finding ways to ensure an enriching experience that is also safe. Statistics on safety is also important in this review, and this should be provided to the review committee.

D. Review of the Netherlands

ACTION: Andres Resendez was selected as the UCIE representative for the review of The Netherlands.

VI. 2012/13 Program Reviews & Scandinavia One-Year Review Update

A. Costa Rica/Monteverde Review

ACTION: Virginia Adan-Lifante was selected to draft the review of the review of Costa Rica/Monteverde review.

B. United Kingdom Review

DISCUSSION: Chair Kern noted that this report contained some factual errors that should be corrected for the final report. Director Guinard objected to this portrayal of the review, noting that that it is more incomplete than factually incorrect.

ACTION: Rick Kern was selected to draft the review of the review of the United Kingdom review.

C. 2011-12 Scandinavia One-Year Review Update

BRIEFING: In response to UCIE recommendations and concerns, UCEAP featured Lund University in a special recruitment initiative for the spring 2014 term as a location for STEM majors, undergraduate research, and study abroad in English. Most of the formal review committee's recommendations focused on the better promotion of the programs in Denmark and Sweden on the UC campuses. To this end, UCEAP supported a program site visit by three UC campus advisors to Copenhagen and Lund in May, 2013. UCEAP has also added information about internships to every program page on its website where internships are available, including the University of Copenhagen.

VII. Vision Statement of International Education at the University of California

ISSUE: Chair Kern remarked that last spring, and in anticipation of a new UC President, UCIE began developing a vision statement on international education at the University. The task is two-fold – first, discussing the content and editing the draft statement; and second, considering its broader purpose (e.g., eventual submission to President Napolitano and disseminated to UC Chancellors).

DISCUSSION: Members expressed support in concept for the principle(s) of the statement. However, this statement should not be restricted to the 21st century; it should be made “timeless and universal.” It should be made clear that the bulleted list is not definitive or all-inclusive either. A clause on “knowledge of other religions and tolerance” should also be included, and could even become a central theme of the statement (“tolerance and respect” of race, religion, sexual orientation, etc.). There is also no differentiation between undergraduate and graduate students; it should be explicitly stated as “graduate and undergraduate students.” Reciprocity students, or attracting visiting scholars to UC, may also need to be added. Director Guinard expressed UCEAP's strong support for the vision statement, noting that it is consistent with UCEAP's mission and vision, and suggested that it be transmitted to President Napolitano. Members agreed that UCIE would like to request that this vision statement be adopted as a systemwide University commitment to international education.

ACTION: Chair Kern will make changes to the draft document.

VIII. Introduction and Information Items for Program Portfolio Consideration in 2013-14

General Comments: UCEAP consultants remarked that not all of these proposals will go forward; most likely no more than five will be approved. These proposals will be seen at two UCIE meetings. Comments will continue to be gathered on all these programs for inclusion at future UCIE meetings. Members commented that these programs would not increase enrollments significantly. Even though

members appreciated the popularity of the multi-site programs, they did express concerns about the relative price differences between traditional programs and the multi-site programs.

A. University of Geneva: Semester Exchange Program in English with Internships

PROPOSAL: UCEAP is considering a reciprocal exchange with the University of Geneva (UNIGE), Switzerland. A new Global Studies Institute at UNIGE will be offering an undergraduate degree program with courses in English effective in fall 2014 (for students studying international relations, political science, and global and international studies). The curriculum would include global studies courses in English, a French language course, and an internship. As the UNIGE fall semester extends from mid-September to mid-February, a spring semester program would be more viable for UCEAP.

B. Third Partner in China

PROPOSAL: UCEAP is exploring new study abroad opportunities outside of existing centers and partners in Beijing or Shanghai in support of the 100,000 Strong China Initiative. Attracting students who are seeking a more immersive, less urban study or community project experience, the stagnation of China UC student enrollment, and ongoing pollution concerns in major Chinese cities has prompted this exploration. Multi-site opportunities within China will also be considered.

DISCUSSION: Members observed that most cities in China are polluted. UCEAP consultants clarified that EAP is not abandoning Beijing or Shanghai, but is looking for programs outside of the mega-cities in China. Hanjo would be one option.

C. India Program Reorganization

PROPOSAL: Over the course of the year UCEAP will explore the reestablishment of direct UC relationships with Indian institutions for UC undergraduate study.

D. Technion – Israel Institute of Technology: Summer, Semester, & Year-Long Engineering Exchange Program with Internships

PROPOSAL: In order to reach more STEM students, UCEAP proposes Technion as a new Israeli partner, which has programs in engineering, science, architecture, medicine and management. Technion is Israel's primary science-technology university, its largest center of applied research, and is one of the top ten universities outside the US. This would be UCEAP's first exchange partner in Israel at 5 FTEs.

E. Wildland Studies in New Zealand & Australia: Summer & Quarter-Long Environmental Field Program

PROPOSAL: This quarter-long and summer multi-site environmental field program offered by the provider Wildland Studies is well known by many UC students and environmental studies faculty for its unique, diverse, hands-on field study projects and experiences. The program currently attracts students from many UC campuses (UCB, UCD, UCLA, UCSC, UCSD, and UCSB have sent over 600 students over the past 15+ years). As currently envisioned, the program would offer 18 quarter/12 semester units, and would allow UC students from all campuses to access financial aid.

F. Multi-Site Fall Semester Construct Program in Istanbul, Florence, & Barcelona

PROPOSAL: A UC Construct program in English would offer two study tracks: (1) Food and Culture for all majors; and (2) the Mediterranean Diet for pre-med, nutrition, and public health majors. The curriculum will be designed in consultation with UC faculty.

G. Madrid/ACCENT Construct Program: Summer & Quarter-Long Program Taught in English

PROPOSAL: UCEAP has received a number of inquiries from students and advisors about English language programs in Spain that could be offered in both the summer and the fall semester. Similar to the UC Construct programs in London, Paris, and Rome, UCEAP is interested in developing a UC Construct program taught in English in Madrid.

DISCUSSION: Although this is not a “language” program per se, one member commented that EAP is not as competitive on its price points with its language programs as other language programs offered by other providers. One option might be working directly with universities, as opposed to the various language schools. Consultants responded that EAP’s language programs may be a little bit more expensive, but they are generally of a higher quality. Another member commented on the lack of suitability of these programs for language majors; this should be made explicit in promotion materials.

H. Multi-Site Program in Chile & Argentina: Spring Semester Program in English with a Human Rights Focus

PROPOSAL: UCEAP continues to work on developing a multi-site program provisionally titled “Human Rights and Memory: Cultural Representations and Political Conflicts in the Southern Cone.” This spring semester program would offer English-language instruction, beginning with six weeks at the Universidad Nacional Tres de Febrero in Buenos Aires, Argentina, followed by six weeks at the Universidad Alberto Hurtado, in Santiago, Chile. This program would examine recent/current society and the manner in which underserved groups have conceived of, and fought for, a different understanding of human rights and memory, highlighting the differences between Argentine and Chilean society. Spanish language study and internships may be options as well.

DISCUSSION: One of the huge advantages of Chile (or any other country in the S. Hemisphere) is the off-cycle calendar – when UC students are on summer break, Chilean institutions are at the height of their academic year. STEM students could easily study at these institutions during this time period. The Universidad Alberto Hurtado’s religious emphasis may prove challenging for student recruitment however.

I. Consolidations: United Kingdom (1-3 partners), Japan (1-2 partners), & Hong Kong (1 partner)

PROPOSAL:

- *United Kingdom (UK) (1-3 partners):* UCEAP will work with its UK Faculty Advisory Committee to make recommendations for consolidating, simplifying, and stream-lining partners while maintaining sufficient capacity to accommodate current and future levels of UC student interest.
- *Japan (1-2 partners):* This initiative awaits commencement and completion of the UCIE Japan Review in spring 2014 for suggestions and guidance concerning a possible consolidation of the current list of ten partner institutions in Japan. UCIE will likely review recommendations in fall 2015.
- *Hong Kong (HK):* Recent changes in the HK higher education system – specifically a transition from three- to four-year bachelor’s degree programs, holds repercussions for UC’s access to housing and course enrollment, and have negatively impacted EAP enrollment in HK. Consolidation of EAP’s four HK partners will be assessed at the end of this recruitment year.

J. Changes to Existing UCEAP Programs: Korea Summer Intensive Language Option at Yonsei University & Relocation of the Japan ILP

PROPOSALS:

- *Korea Summer Intensive Language Option, Yonsei University:* Feedback from UC students and advisors suggests interest in developing options for summer language study, in particular for languages with restricted enrollment access at UC campuses. In addition, this type of programming is intended to create summer language opportunities to meet larger elective degree requirements (e.g. Global Studies). An intensive summer Korean language option would offer two quarters or more of intensive language instruction. The majority of those consulted preferred EAP's current partner Yonsei, which boasts a long-established Korean Language Institute (KLI) that has historically offered intensive Korean language courses to students, missionaries, and diplomats; its 140 instructors currently teach approximately 1,700 international students per term. The KLI program runs from late June to early August, and is a six-week/210-hour intensive language program intended for international students who wish to focus on improving their academic use of the Korean language and learn language skills required at the University. Classes are offered five days/week and seven hours/day for a total of six units; total credit would be nine UC quarter units or six UC semester units. Due to interest by UC faculty and staff in opportunities in other fields at Sogang (internships, STEM coursework, etc.) during the regular academic terms, UCEAP will keep Sogang in mind for the future should capacity be reached at Yonsei in the years ahead.
- *Japan ILP Relocation:* EAP ILPs are designed to prepare students linguistically and pedagogically for immersive study in coursework at UCEAP partner universities. Due to significant turnover in the Japanese Women's University (JWU) top administration, retirement of key language instructors, and ongoing workload for the Tokyo Study Center over the last four years, previous and current UCEAP Tokyo Study Center Directors and UCEAP staff recommend that the JWU summer intensive language program (ILP) will be moved from JWU to Senshu University beginning summer 2014. The Senshu language instruction venue has been running successfully since 1996 and meets or exceeds all UC criteria for a summer intensive language program – innovative teaching, integration of international students with local students, a key location in the Tokyo area, enrollment capacity to meet UC needs, low cost, and special activities for international students. Given other summer language partnership opportunities and differing language levels of incoming UC students, UCEAP estimates an enrollment of 10-20 UC students at Senshu.

DISCUSSION: One member cautioned that UCEAP not abandon its strong Japanese university partners. Consultants noted that UCEAP now has relationships with ten Japanese partners; this number is simply too large.

VIII. New Business

IX. Executive Session

Minutes were not taken during executive sessions.

The meeting was adjourned at 4:30 p.m.

Attest: Richard Kern, UCIE Chair
Prepared by: Todd Giedt, Committee Analyst