

**UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION
MINUTES OF THE MEETING
MAY 12, 2005**

I. Chair's Announcements

Chair Burwick briefed members on the outline of the meeting over the two days. The second day, the committee will discuss personnel issues relating to the selection of Study Center Directors, so official minutes were not recorded for that day.

II. Report from EAP Director John MarcumTravel Warnings

Although the US State Department reworded their travel warning on Israel, the warning has not been lifted. Consistent with EAP policy, the Israel program remains suspended. There is now an EAP web page that serves as a portal to independent providers for students who still wish to study in Israel or other countries where travel warnings are in place, such as the Philippines (<http://eap.ucop.edu/eap/country/travelwarning.htm>). For students who wish to study in these countries (for which travel warnings have been issued), many UC campuses will provide transfer credit in many cases (however some campuses may not). With specific regard to Israel, he noted that some Israeli institutions do offer financial aid to international students; however their current curricula have shrunk significantly owing to diminished demand.

Casa de California, Mexico

The formal inauguration of Casa de California occurred in April with over 600 people attending. Director Marcum announced that an EAP Mexico alumni association is forming. He also noted that an advisory board for Casa de California will be chaired by the Chancellor of UC Riverside. Currently, minor seismic retrofitting is being completed on building C, where the EAP Study Center will be housed (he hopes by the fall). The main classroom is also being renovated, but that will take much longer to finish (up to a year).

California House, London

President Dynes made a recent trip to London, where he met with people from the science and business worlds. Director Marcum noted that to date, over \$20,000 in funds for scholarships/grants have been raised through the California House. He also said that California House is in the process of relocating. Although a final site has yet to be chosen, the Bloomsbury area looks likely given its convenient location near the academic center of London.

Paris

President Dynes also visited Paris on his recent trip to Europe (see above). On a separate note, an EAP France alumni association is being planned.

Utrecht, The Netherlands

Director Marcum and Vice Provost for Research Larry Coleman will be going to Utrecht University to investigate research opportunities and to create a comprehensive relationship with Utrecht University. Utrecht may play an important role in the future development of MRU's

(with possible European Community funding via the Utrecht partnership). There is also interest in an international humanities research institute.

Office of the President (OP) Realignment

A working group dedicated to the senior management of academic programs is chaired by Julius Zelmanowitz, Senior Vice Provost of Academic Initiatives. The OP realignment also means that there has been a re-delegation of functions, including functions related to Study Center Directorship appointments, excess unit fees, and the budgetary process.

Senior International Leaders Council

The Council discussed a number of issues including parochial students coming to UC, study abroad programs outside of EAP, graduate education, and the related issue of non-resident tuition.

Enrollment/Financing

Director Marcum noted that EAP enrollments have remained flat over the last year. He highlighted the factors behind the lack of enrollment growth, including the decline in the \$/Euro exchange rate, high competition from other study abroad programs, and student worries about finances and safety. The importance of establishing an EAP presence at UC Merced (as well as finding a Merced representative for UCIE) was also discussed. Associate Director Cooper had visited UC-Merced (UCM) in the fall for discussions with UCM senior administrators and will be meeting with UCM deans and faculty in June.

III. Task Force on Graduate Opportunities – Bruce Madewell

ISSUE: Consultant Bruce Madewell discussed the opportunities for graduate/professional students in EAP, and the further development of those opportunities. He noted current enthusiasm at administrative and academic levels throughout UC to expand international opportunities for graduate and professional students (as opposed to an undergraduate focus for the past couple of years at the request of the Regents). He proposed the appointment of a working group or task force to consider ways to expand opportunities and encourage graduate and professional students to study or do research abroad on EAP. The working group would consider the current status of international educational programs for graduate and professional students in UC; barriers or obstacles to effective exchange programs for graduate and professional students; and strategies to overcome the barriers or obstacles and facilitate exchange programs for graduate and professional students on EAP. The joint UCIE-UCEAP working group would consist of representation from UCIE, CCGA, one or more faculty members involved in international graduate student education, a Graduate Studies Dean from one of the campuses, a graduate student, a Regional Director from UCEAP, the Associate Dean from UCEAP, and various UCEAP staff as non-voting consultants to the committee. [Note: UCOC must approve the membership of this joint sub-committee, given the passage of the amendment to Bylaw 128 at the last Assembly meeting.]

DISCUSSION: UCIE graduate student representative Kelly Holt raised the issue of UC graduate students wanting to study abroad. She noted that the key issue is the lack of financial resources, because graduate students' teaching or research assistantships often do not travel with them. She inquired about the teaching assistantships that have been set-up in Paris and about the

process used to select the students for these assistantships. Consultant Scott Cooper responded that it is the responsibility of participating departments on the campuses (such as language departments) to both select these students and fund these assistantships (EAP provides travel support).

ACTION:

- (1) Members voted to establish a Task Force on Graduate Opportunities.**
- (2) Fred Burwick will co-chair this joint UCIE-UCEAP sub-committee with UCEAP Consultant Bruce Madewell; other UCIE members will include UCIE graduate student representative Kelly Holt and one other 2005-06 UCIE member (possibly Christine Kennedy (UCSF) if she is confirmed by the UCOC).**
- (3) Consultant Bruce Madewell will send out an email clarifying the composition of this committee from the UOEAP side, and will provide suggestions for faculty members.**
- (4) The charge and membership for this task force that will be reviewed and approved at the fall UCIE meeting.**

IV. Study Center Task Force – Scott Cooper

ISSUE: Consultant Scott Cooper described the activities of this task force over the past year. He noted that in its first year, the task force has been primarily concerned with looking at the study centers, their leadership structures, and how they are staffed. The task force also worked on a detailed description of the various tasks and services that Study Centers provide to students. He said that next year's charge for a succeeding task force will focus on detailed policy and process decisions regarding the Study Center Director positions themselves. These include the qualifications, recruitment/selection process, conditions of service, hiring, training, compensation, spousal issues, purview, evaluation, personnel actions, and barriers to participation for faculty applying for, or acting as, Study Center Directors. He noted that the current committee would complete the first part of the task force charge (organization of Study Centers), and then proposed creating a new committee/task force to work on the second part of the charge (see above). UOEAP consultants suggested that the new membership include two UCIE representatives (later reduced to one UCIE member representative by Chair Burwick), Bruce Madewell, and Deb Karoff (Human Resources Director at UOEAP). [Note: UCOC must approve the membership of this sub-committee, given the passage of the amendment to Bylaw 128 at the last Assembly meeting.]

DISCUSSION: Members noted that in looking at Study Centers, one size does not fit all. Because countries/locations/programs are different, the services of any one particular study center should change to meet student needs in each unique environment. UOEAP consultants mentioned that enrollment numbers and the relative complexity, and newness of the Study Center's programs (especially UC-construct programs) are some of the factors that should determine the structure of a particular Study Center. There was consensus that staff professionalism needs to be maintained and even enhanced at some locations. Consultants also brought tax issues to the attention of the committee. If Study Center Directors go abroad for at least 11 months or more, they are exempt from federal taxes. Under bilateral agreements with each of the host countries, if Directors go abroad for purposes of "research" or "teaching", they have been traditionally exempt from national taxes (i.e. the taxes imposed by the country where the Study Center is located). However, tax authorities in some countries are beginning to

question if these positions are indeed “research/teaching” positions, or if they are more “administrative” in nature. In some countries (such as the UK), if they are deemed “administrative” positions, then the levied taxes could add up to 1/3 more in costs to each position. On this point, UOEAP consultants noted that there are very few institutions that still use the Study Center Director model due to the high costs associated with it.

ACTION:

(1) Members voted in favor of splitting the current Study Center Task Force’s charge, with the current Task Force focused on the organizational structure of Study Centers and job descriptions for Study Center personnel, and the new Task Forces focused on detailed policies and procedures for Study Center Directors (see above— recruitment, selection, appointment, compensation, evaluation, etc. of Study Center Faculty Directors).

(2) There was also consensus in selecting David Pion-Berlin to the new Study Center Task Force (pending his agreement). Lynda Bell will brief David on the discussions and recommendations of the current Task Force.

(3) The current Study Center Task Force will issue a report by the end of June 2005.

V. Formal Review Sub-Committee Reports (“Sub-Committee”)

A. Short-Term Programs

ISSUE/REPORT: The UCIE Review Sub-Committee (referred to as the “Sub-Committee”) reviewed the report of the EAP Formal Review Committee for short-term programs in Paris (the American University of Paris (AUP) and the UC Paris Center), London, and Italy (Siena), and presented their report. With the exception of AUP, all of the short-term programs are UC-construct programs, which typically require a lot of attention. They remarked that the short-term students are different than the year-long students in that they are often more interested in travel and less committed to a cultural experience, and therefore do not mix with students from the host country that much.

The Sub-Committee made the following recommendations about these short-term programs:

- Faculty Advisory Committee: In concert with the EAP Formal Review Committee, the Sub-Committee recommended that a faculty advisory committee be established and/or maintained for these programs.
- GPA Requirement: The Sub-Committee did not agree with the EAP Formal Review Committee that the GPA requirement should be raised to 3.0. Both UOEAP and the Campus Directors did not feel that this was necessary because it has been shown that students with GPA’s between 2.5 and 3.0 successfully complete these programs. The Sub-Committee agreed with UOEAP’s assessment and recommends that the GPA requirement remain at 2.5 for those programs where it is already set at 2.5 (the Sub-Committee does **not** recommend, however, changing the GPA requirement for all short-term programs to 2.5).
- Student Evaluations: The Sub-Committee recommended that the student evaluations be revised and reformatted (UOEAP has already started this task).
- Extensions: The Sub-Committee agreed with the EAP Formal Review Committee that extensions should be allowed whenever possible. They noted that, in some cases, this meant instructing students to get a year-long visa before departure.

With regard to specific programs, the Sub-Committee made these specific recommendations:

London Fall Semester

- Upper-Division Courses: The Sub-Committee noted that although this program was originally designed for lower-division students (to complete GE requirements), many upper-division students are enrolling in this program. Therefore, they recommended that more upper-division courses should be offered. UOEAP has accepted this recommendation and is changing the relevant course designations.
- Courses at other Universities: The Formal Review Committee noted that other courses should be offered at other local universities whenever possible to increase the diversity of courses offered in this program. The Sub-Committee cautioned that this may be difficult to carry out in practice. Therefore, they recommend that UOEAP determine if appropriate upper-division course designation (see above) is sufficient to increase the needed diversity of upper-division courses.

Siena Language and Culture

- Academic Calendar: This program currently has a rather complex academic calendar with overlapping semester and quarter programs that cause a number of administrative problems. The Sub-Committee recommends (in accord with the Formal Review Committee) moving to a fall and spring semester calendar, thereby replacing the current fall/spring semester—fall/winter/spring quarter system (the summer quarter will remain). Although the Sub-Committee would like to see the new calendar instituted as soon as possible, they agree with UOEAP consultants that due to logistical considerations, the new calendar will not be in place until the 2006-07 academic year.
- Enrollment Cap: Although seriously considering the recommendation of the EAP Formal Review Committee that enrollments at Siena be capped at 90 students per semester, the Sub-Committee agrees with the current Study Center Director who thinks that the Study Center could accommodate 120 students per semester. Therefore, the Sub-Committee recommends that the cap be set at 120 students per semester.
- Second-Year Italian Program at Padua: In order to accommodate the excess students displaced by the enrollment cap in Siena, the Sub-Committee agrees with the EAP Formal Review Committee that a semester-long program be developed at Padua to handle second-year Italian students (who would have otherwise gone to the Siena language and culture program).
- UC-Siena Language Instruction Integration: The language training that is offered at Siena differs from that at UC in that the courses offered at Siena stress communicative language skills (conversation), whereas UC language instruction focuses on grammar and writing in addition to conversation skills. On their return to UC, students encounter difficulties transitioning back to the UC approach to Italian language instruction (they lack some of the grammar skills that their UC-taught classmates would have). With this in mind, the Sub-Committee recommends that EAP continue to better integrate of the language instruction that is offered at UC with that offered abroad. One UCIE member cautioned that this is only an issue at UCSB and UCSC, but suggested that a common text book might be utilized. [UOEAP Consultants noted that such integration is already underway. At UOEAP, one of the Regional Directors (who is a linguist) has been appointed as the ‘language consultant’ to develop broad initiatives for language integration.]

- Reporting Structure: The Sub-Committee agrees with the EAP Formal Review Committee's observation that there is inadequate supervision over the Siena program (which is run by an Associate Director who is not a UC ladder-ranked faculty member) by the Rome Study Center Director (who is a UC faculty member). The Sub-Committee however did not agree with the EAP Formal Review Committee's suggestion that the Rome Study Center Director spend more time in Siena. They not only said that this is unrealistic given the size of the Rome and Siena programs, but logistically difficult given the distance between the two centers. The sub-Committee noted they did not feel they had an answer to the administrative oversight issue but urged UOEAP to give it close attention, including considering the creation of a separate Study Center in Siena. Along these lines, the Sub-Committee and other UCIE members noted that it is almost impossible to hire extra temporary staff at peak times in Italy (as is done with some Asian programs such as China) due to European labor laws.

Paris

- Enrollments/Courses: The Sub-Committee agreed that increased enrollments should be encouraged and accommodated at the Paris UC Center program, and that new courses should be added as necessary.
- AUP Academic Quality: The Sub-Committee agreed with the assessment of the EAP Formal Review Committee that the academic course work found at AUP is of UC-quality.

ACTION: Members voted to endorse the findings/conclusions of the Sub-Committee' report. The Sub-Committee's final report will be forwarded to UOEAP for appropriate action.

B. Hong Kong

ISSUE/REPORT: The Sub-Committee reviewed the EAP Formal Review Committee's Report and drew the following conclusions:

- Academic Quality/English Course Offerings: The Sub-Committee agrees with the EAP Formal Review Committee that academically the University of Hong Kong is of high quality, and comparable to UC. The Sub-Committee lamented that courses advertised to be offered in English (either EAP documentation or documentation elsewhere such as the CUHK website) are not always taught in English (after the students arrive on-site). Sub-Committee members rejected the recommendation of the EAP Formal Review Committee to send UC faculty to Hong Kong to evaluate local ladder-ranked faculty. They shared the opinion of UOEAP consultants, who felt that this would be very awkward.
- Fields of Study: Both Business/Economics and Marine/Environmental Sciences opportunities or options in Hong Kong could be expanded. Regarding Marine/Environmental Sciences, Sub-Committee members envisioned program(s) similar to those offered in Australia.
- Visiting Faculty/One-Year Contracts: Sub-Committee members noted that some instructors are employed on one-year contracts. The main concern of the Sub-Committee is that apparently sometimes these instructors are of lesser quality than full-time faculty according to student evaluations (students advise each other to avoid these courses). However, by the same token, retired or visiting UC faculty (who would presumably be instructors of high quality) could easily be accommodated by such one-year contracts. The Sub-Committee

noted that orientation materials should better prepare students for differences in teaching methods between UC and Hong Kong universities.

- Study Center Director/Liaison Officer: Currently, there is not a Study Center Director at the Hong Kong Study Center (a local faculty member serves as a Liaison Officer instead). The EAP Formal Review Committee believes that there should be a UC Study Center Director, however UOEAP supports the liaison officer model for Hong Kong. The Sub-Committee wished to abstain from commenting on this issue, because they felt that they did not have enough information to provide a qualified opinion.
- Student Diversity: Although Sub-Committee members were discouraged by the lack of diversity within the EAP student population (most students are Asian heritage students), they pointed out that the majority of students at European sites are of European heritage as well.
- Summer Program: Sub-Committee members agreed with the EAP Formal Review Committee and felt that this was a good idea. They noted that the development of a summer program would stimulate student interest in Hong Kong.

DISCUSSION: Members discussed the issue of whether Study Center Directors are really necessary in Hong Kong. At least one member (who has had experience in Asia) argued that the liaison officer model works best in Hong Kong (and perhaps Asia generally) for the following reasons: (1) Culture/Continuity: Many universities in Asia work better with UC if liaison officers are in place. These universities generally have very well-developed offices for international students and have many UC-trained faculty to serve as Liaison Officers. In addition, long-term relationships work better in Asia, which are not served well by having two-year Study Center Director appointments. Liaison Officers have more local connections and knowledge than Study Center Directors, contributing to the smooth functioning of the Study Center and its programs. (2) Costs: Liaison officers also keep costs down. Consultants also noted that liaison officers are certainly doing their jobs in Hong Kong (they provide grades in a timely manner, they are responsive to UOEAP, and they complete other tasks as required, etc.); therefore, UOEAP does not feel disadvantaged by the liaison officer arrangement in Hong Kong.

Members also discussed the Formal Review Committee's special mention of the fact that Hong Kong is largely a heritage program. They did not think that there was anything remarkable or alarming about this, and noted that many European programs are probably filled with heritage students as well.

ACTION: Members voted to approve the Sub-Committee's report pending two amendments: (1) a statement of support for the liaison officer model for Hong Kong and (2) a note stating that the Sub-Committee does not feel that Hong Kong's status as a "heritage student" program is a problem. Analyst Todd Giedt will forward the finalized report to the UOEAP consultants.

C. Ghana

ISSUE/REPORT: The Sub-Committee commented on the report of the EAP Formal Committee and made the following observations and recommendations:

- Lack of Resources: The Sub-Committee agreed with the EAP Formal Review Committee that the Ghanaian universities suffer from a lack of resources.

- **Independent Study:** Sub-Committee members applauded the programs' use of independent study projects for EAP students, noting that the independent study requirement helped to overcome the problem of limited Ghanaian resources by enabling students to do independent work and individualized research. They did note however that semester-only students were at a disadvantage when it came to independent study because one semester is inadequate time to develop and complete a typical independent study project. The Sub-Committee suggested that the guidelines for independent study for semester-only students be modified to accommodate limited time frames by stipulating a narrower research focus.
- **Courses/UC Faculty Involvement:** The liaison officer, Dr. Irene Odotei, may be overburdened by both the supervision of many of the independent study projects and the administration of the program. The Sub-Committee felt that any effort to encourage UC faculty members/graduate students to become involved with the Ghana program should be applauded, in part to reduce Dr. Odotei's heavy work load (but also as a way of facilitating UC faculty engagement in the program). Hiring retired faculty from local institutions might be another way to shift some of the supervision of independent projects from Dr. Odotei to other faculty.
- **Partner Institution(s):** There currently is interest from a private institution in Ghana (Asheshi University) to establish a relationship with UC. The Sub-Committee recommends exploring such potential partnerships.
- **Natural/Environmental Science:** The Sub-Committee recommended promoting opportunities to study the natural and environmental sciences in Ghana (often overshadowed by music/dance).

DISCUSSION: One member suggested that UOEAP direct UC faculty/graduate students, who are interested in teaching, and/or doing research in Ghana, to appropriate grant programs which will fund visits or stays in Ghana (given that UOEAP does not have the financial resources for this purpose). UOEAP consultants noted that UOEAP is already working on a number of the Sub-Committee's recommendations, including the exploration of potential partnerships with a private Ghanaian university, a review of the independent study program, and the promotion of opportunities in the natural and environmental sciences in Ghana. Associate Director Scott Cooper also will be visiting Ghana in the fall to investigate opportunities in the natural/environmental sciences and to deal with a variety of academic and operational issues. Finally, UCIE members encouraged UOEAP to develop the Ghana programs to make them more intellectually challenging while incorporating cultural/historical and African Diaspora aspects (with linkages to the U.S.). Such changes would make Ghana more appealing to a broader base of UC faculty/students.

ACTION: Members voted to approve the Sub-Committee's report. Analyst Todd Giedt will forward the final report to the UOEAP consultants.

D. Spain

ISSUE/REPORT/DISCUSSION: The Spain Sub-Committee reviewed the EAP Formal Review Committee's report and made the following observations and recommendations:

- **Academic Quality/Course Work:** Although the academic quality for EAP programs in Spain seemed solid, the Sub-Committee members noted that some core course syllabi did not contain the criteria for evaluating student performance.

- **Language Levels:** The Sub-Committee observed that host-institution language instructors, as well as study center staff, were dissatisfied with the level of language proficiency of incoming EAP students. Members wondered if the regular assessment of student performance in UC language courses was adequate to remedy this problem. Other members/consultants noted that language grades at UC are not always directly related to language performance at Spanish institutions. One member also reminded the Sub-Committee that the number of instruction hours per week in language courses varies from campus to campus. The possibility of conducting interviews to assess student language proficiency was also mentioned; however, committee members were also sympathetic to the workload argument(s) for discontinuing EAP language interviews for students applying to many of the programs from a couple of years ago.
- **Curricular Issues:** Sub-Committee members raised the issue of a curricular balance between immersion programs and stand-alone programs. Although not listed as a specific recommendation, the report from the Formal Review Committee suggested better integration of these two types of programs.
- **Catalan Language Issues:** Due to the Catalan movement in Spain, Catalan is being used more and more as the language of instruction in some classes that are taught at Barcelona universities. For some students, this limits their course enrollment choices.
- **Expansion:**
 - Spain seems to be ripe for expansion, given that enrollments of Latinos at UC will increase in the coming years. The Sub-Committee felt that the suggestions offered by the Formal Review Committee for expansion should be explored. That said, careful study should be undertaken before implementing new programs.
 - Arabic Instruction & Middle Eastern/Jewish Studies: The Sub-Committee noted that Arabic instruction may be possible at some sites in Spain, particularly in Andalusia. In addition, travel opportunities to Morocco are possible. To date, Middle Eastern and Jewish studies have not been explored as options in any of the Spain programs. The Sub-Committee remarked that this might be an area for UOEAP to explore.
 - Political Science: This field of study was identified as a field that could be expanded in the Spain programs through promotional materials and better advising.

ACTION: Members voted to endorse the Sub-Committee’s recommendations as well as the report from the EAP Formal Review Committee. A small amendment in the original report was noted; the Formal Review Committee recommended that students in the Alcalá Fall program directly enroll in courses at the host institution, but UOEAP consultants noted that this is not possible due to restrictions in the agreement with the host institution. Note: A written report from the Sub-Committee will not be forthcoming.

VI. Program Development Proposals

A. University of Utrecht, Netherlands

ISSUE: UOEAP is proposing a new program at the University of Utrecht in The Netherlands for UCIE consideration. The impetus for this program comes out of a UCIE Formal Review recommendation that an immersion program at Utrecht that would broaden the disciplinary options in The Netherlands for upper-division students, as well as a UC Office of International Academic Activities’ (OIAA) initiative to build a broader research and training relationship between UC and the University of Utrecht (see John Marcum’s Director’s Report above). This

program would have both fall and spring semester options and would open up opportunities for UC science students studying in The Netherlands. It is anticipated that more and more courses will be offered in English over the next few years. Currently there are two tiers or ways in which courses may be offered in English—if (1) there is a majority of English-speaking students in a class who request that the class to be taught in English; and (2) if the course is always taught in English. The list of courses accompanying the proposal (see enclosure 19) includes courses that are always taught in English.

ACTION: Members voted unanimously to approve this program.

B. University of Wageningen, Netherlands (pilot program for UC Davis)

ISSUE: This is a pilot program between the University of Wageningen (in The Netherlands) and UC Davis for undergraduate and graduate agriculture and environmental sciences students. Fall and spring semester, as well as year-long programs, will be offered. UOEAP anticipates (and the reciprocal exchange agreement will call for) an initial exchange of ten students per year. Consultants noted that there is strong faculty engagement in this program at both universities and that this program will be thoroughly integrated into targeted agricultural and environmental sciences curricula at UC Davis (deemed essential for successful recruitment). The time line for this pilot is two years at UC Davis. After two years, UOEAP will explore expanding this program to include other campuses). UOEAP consultants also noted that, because Wageningen is very strong in the Environmental Sciences, the Bren School of Environmental Sciences & Management at UCSB might eventually be interested in this program.

ACTION: Members voted unanimously to approve this program. UOEAP Consultant Linda York will provide a list of faculty associated with the program.

C. Free University, Berlin, English Language Semester Program

ISSUE: EAP proposes to offer a semester program taught in English at Free University (FU) in Berlin. Students can participate in the fall semester, the spring semester, or both. The BEST (Berlin European Studies) program was designed by FU personnel and will be taught by FU faculty to the students of a consortium of highly ranked US universities. This program features first year German language study as well as a range of course work in the humanities and social sciences taught in English, focused on German and European studies. This program will be limited to students with no more than two quarters of German, and is designed to complement existing programs in Germany. Students who complete this program should be able to extend into the second-year language program at Potsdam in the spring (and from there even extend to one of the Göttingen immersion programs in the fall). The program can accommodate 30-50 UC undergraduate students, including second semester sophomores (however the program can accept as few or as many students as EAP can produce; there are no lower or upper limits). Although most of the students participating in this program will be from the US consortium universities, including UC, the program is also open to German and other international students. Eligibility pre-requisites include a 3.0 minimum pre-departure GPA and no more than two quarters or one semester of German language training.

ACTION: Members voted unanimously to approve this program.

D. Fudan University, Shanghai, Business and Economics Special Focus Program

ISSUE: EAP proposes to offer a spring semester special focus undergraduate program taught in English at Fudan University, Shanghai, beginning spring semester 2006. The program is primarily intended to serve UC students who seek a basic grounding in China, the Chinese economic and business environment, and China's growing place in the world economy. As such, the target audience is principally, but not exclusively, UC juniors and seniors in disciplines such as business and economics, political economy, development, global and international studies, communications, and history. Students will enroll in an appropriate selection of regular Fudan University courses taught in English in the School of Economics, School of Management, and the Sociology Department. Although the curriculum is limited at present, it is expected that new courses in English will be added each year. With an initial enrollment projection of approximately 30-35 students, preference in the first year will be given to students with little or no prior Chinese. As an aside, an EAP branch office is being set up in Shanghai in the Knowledge and Innovation Center that is being developed. UCLA is also teaching a business and commerce program (non-EAP) there as well.

ACTION: Members voted unanimously to approve this program.

E. Beginning French Summer Language and Culture Program, Paris

ISSUE: Consistent with UCEAP's ongoing plans to make Paris a larger center of UC programming in France, EAP is proposing an Introductory Summer Language and Culture program at the UC/ACCENT Center in Paris, to begin in summer 2006. This program will be a language and culture program of approximately eight weeks duration, designed to initially accommodate up to 50 students. Like the current UC Center programs, EAP will partner with ACCENT on the logistical details of the program. UOEAP will be working closely with a UC Faculty Curriculum Advisory Committee to design the courses for this program. The program will be open to UC students who are beginning their French language studies. The courses will be taught by local instructors, with the possibility of using UC graduate student teaching instructors (GSI's).

DISCUSSION: Members discussed the process by which the GSI's are currently selected for the Paris UC Center program (because GSI's may also be used in the proposed program). UOEAP consultants explained that current selections are made by the departments that fund the GSI's (mostly French language departments). Consultants also noted that this is only one model for GSI's abroad, and other possible models may be considered for the future (one that may include GSI's from other disciplines for example). For instance, it was pointed out that at London, ACCENT hires graduate students as Residence Directors (open to all disciplines).

Members also raised the issue of the language training required for participation (in its current form, the program only allows students with no prior language study). The main concern of the members was that students with one quarter of French, who may have just whetted their appetite for France, would be excluded from the program. The committee accepted UOEAP Consultant Scott Cooper's suggestion that the language requirement decision (regarding how much French will be allowed for admission to the program) be referred to the Faculty Advisory Committee. A final decision will need to be made by early fall, however, given that recruitment materials for this program must be completed by that time.

ACTION: Members voted unanimously to approve the concept of this program. Francoise Sorgen-Goldschmidt will bring the issue of prior language study (admitting students with one quarter of French) to the UC Faculty Curriculum Advisory Committee. A final decision regarding the language requirement will be made in summer/early fall.

F. Beginning Spanish Summer Language and Culture Program, Madrid

ISSUE: The UC Education Abroad Program (EAP) proposes a 7 1/2 week, UC-construct summer language program in Madrid, aimed at students with little or no prior Spanish language study. The program has a targeted capacity of up to 100 students, and would begin summer 2006. UOEAP is establishing a Faculty Curriculum Advisory Committee (FAC) composed of Spanish language and linguistics faculty and instructors from several UC campuses. The advisory committee will make recommendations regarding the program's curriculum to ensure UC quality and fit with UC Spanish language programs. Concurrent with the curriculum development effort, UOEAP will work with ACCENT to provide on-site logistical and administrative services.

ACTION: Members voted unanimously to approve this program.

VII. Appointment of 2005-2006 Formal Review Committees

A. France

ACTION: Francoise Sorgen-Goldschmidt (UCB) was appointed as the UCIE representative to this committee. Members nominated Noah Guynn (UCD-French) as Chair, Lisa Lowe (UCSD-Comparative Lit), and Susanna Barrows (UCB-History). Alternates included Lynn Hunt (UCLA), William Schonfeld (UCI), Douglas White (UCI), and Michelle Blum (UCR).

B. UK (Pembroke/Sussex Summer)

ACTION: Anita Guerrini (UCSB) was appointed as the UCIE representative on this committee. Members nominated Joseph Childers (UCR-English) as Chair, Chris Reynolds (UCD-Music), and John Isbister (UCSC-Economics). Tim Bradley (UCI) and Lamar Hill (UCI) were nominated as alternates.

C. Chile (Concepción)

ACTION: David Pion-Berlin (UCR) was appointed as the UCIE representative on this committee. Members nominated Robert Blake (UCD-Spanish) as Chair, Milton Azevedo (UCB-Spanish), and Heidi Tinsman (UCI-History). The committee nominated Sara Cline (UCSB) as the alternate.

D. Egypt

ACTION: Charles Leshner (UCD) was appointed as the UCIE representative on this committee. Members nominated Juan Campo (UCSB-Religious Studies) as Chair, Elias Tuma (UCD-Economics), and Mostafa Foda (UCB-Civil Engineering). Dwight Reynolds (UCSB) was listed as an alternate to chair the committee if Juan Campo could not.

VIII. Gretchen Kalonji Presentation

ISSUE/REPORT: Gretchen Kalonji, the newly hired Director of International Strategy Development at UCOP, talked to the committee about her work at the University of Washington (UW) as well as her plans for future UC international endeavors.

She noted that the research challenges that universities are addressing around the world are usually interdisciplinary and are connected to practical problems that are often international in nature. The central goal at UW was to link working collaborations (with other universities in foreign countries) to specific research challenges (environmental quality, public health, etc.) as part of efforts to transform institutions of higher education. A strategic focus was developed to select a small number of partners to collaborate with on these specific research challenges, bringing together international teams of faculty and students and building their respective curricula to address these common challenges. The research collaboration was also structured so that undergraduate students could be involved in meaningful ways from the earliest stages of their undergraduate careers (as well as embedding research activities into the core undergraduate curricula). All collaborative team structures are at least bi-national (sometimes tri- and quadra-national) with undergraduate and graduate students, as well as faculty members; and the projects are aligned with faculty research interests. UW expanded to a four-year program model in which undergraduates start in their freshmen year with a joint course with their international counterparts to facilitate cooperation. Although electronic correspondence and collaboration continues throughout the four-year life span of the project, study abroad is also an integral part of this model. Normally, undergraduate students will spend their junior year abroad at the partner institution after collaborating with international colleagues face-to-face on the UW campus the year before. The students focus their year abroad on the project that they started in their freshmen year. Finally, there are also graduate student projects, mentorships, and training, which are funded with IGERT funds.

Director Kalonji qualitatively conceptualized her new job at UCOP into two types of activities. The first is facilitative in which she needs to develop a comprehensive picture of the structure and dynamics of international education, international research collaborations, and international service collaborations within the UC system. She indicated that she would like to work with EAP on removing some of the structural barriers to international activities. The other activity is actually creating a small number of pilot projects based on new models of education and research collaboration within the first couple of years. These projects will address critical research issues of applied significance, which will effective the internationalization of the UC system. For example, projects envisioned include initiatives with China involving UC and Chinese students that would deal with environmental problems; the development of research projects and curricula with Casa de California and the National Autonomous University of Mexico (UNAM); and collaborations with Oxford University and other African universities on African health and development issues.

The meeting was adjourned at 4:00 p.m.

Attest: Fred Burwick, UCIE Chair
Prepared by: Todd Giedt, Committee Analyst