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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 18, 2010

**LARRY PITTS, INTERIM PROVOST
UNIVERSITY OF CALIFORNIA**

Re: EAP Task Force Report

Dear Larry:

The Academic Council recently concluded its review of the EAP Joint Task Force's final report. Although Council makes a number of comments on the specific recommendations contained in the report, one overarching theme is clear within the digest of Senate comments—that the ***Education Abroad Program (EAP) is an academic program that should remain under faculty oversight*** (UCD, UCI, UCLA, UCSB, UCSC, UCSD, UCEP, UCIE, and UCPB). While it is lamentable that a number of EAP programs and study centers have been closed without UCIE's clear consent, it is important to reestablish true shared governance over EAP's academic programming. Towards that end, I lay-out the principal concerns of the Senate regarding EAP: the structure of the EAP Governing Committee, the new fee structure, reciprocity students, and the course-by-course "articulation" issue.

EAP Governing Committee

There is general support for the newly instituted governing board for EAP, especially considering UOEAP's lack of accountability in the past. That said, Divisions and standing committees made the following observations: 1) This board needs to be made explicitly representative of all EAP constituents, especially such campus constituents as local faculty and students (UCD, UCI, UCR, UCSB, UCSC, UCSD, UCEP, and UCIE); 2) it should answer to both UCOP and the Academic Council (UCSC); and 3) clarity on the management structure is needed, which should include an organization chart (UCR, UCSB)¹. With these concerns in mind, Academic Council makes the recommendation that the Academic Council Chair (or Vice Chair) should serve as the co-chair of the EAP Governing Committee to ensure that the Senate commands an equal voice over affairs involving EAP, and increases faculty oversight over this academic program. .

¹ In particular, UCSB noted that there seems to be a "double management" structure in which the EAP Director must report to *both* the Provost and the EAP Governing Committee; the organization chart should include UOEAP and the EAP Governing Committee.

New EAP Fee Structure

Council continues to have significant concerns about the new fee structure, and in particular, the negative impact that these fees will have on undergraduate student access to EAP programs, possibly reducing the total enrollment in such programs across all of the campuses (UCD, UCI, UCLA, UCR, UCSB, UCSC, UCSD, UCEP, UCIE, and UCPB). A few Divisions also cautioned that the unintended consequences of these fees are vast and unknown; care should be taken to gather the appropriate data and do the analysis on the impact of this fee structure (UCB, UCD). Although it may be inevitable that student fees for a number of EAP programs will rise, Divisions and standing committees advise UCOP to minimize cost increases to students wherever possible. For instance, the current fee structure does not *clearly* make a commitment to a return-to-aid component dedicated to EAP students (UCSC, UCEP, and UCIE), nor are the costs associated with reciprocity students (see below) addressed or supported (UCD, UCSC). Another issue is the appropriate funding of campus EAP offices or campus-based EAP efforts (e.g., recruitment, advising, orientation, and support); the current budget structure does not guarantee funding for local campus offices (UCD, UCSC, and UCIE).

Reciprocity Students

Council finds that the presence of reciprocity students in many of UOEAP's exchange agreements is one of structures that keep program costs relatively low and maintain access. This should be maintained and supported (UCD, UCI, UCSB, UCSC, and UCIE). The favorable 3:1 (UC students : reciprocity students) exchange ratio also allows campuses to relieve overcrowding and inject a sense of international awareness among domestic students (UCD, UCSC).

"Articulation" of EAP Courses

Regarding recommendation five, which states that UOEAP should "cease UC credit course by course articulation," Council has looked into this issue and has discovered that so-called "articulation" is not something that UOEAP actually does. Instead, UOEAP invests minimal time and resources in gathering and translating course information, as well as calculating unit credit for EAP courses. Council feels that transferring this important work to departments and other campus entities would be unwise, as it would significantly increase the already heavy workload burden at a time when these local entities can least afford it while requiring substantial duplication of effort (UCD, UCI, UCR, UCSB, UCSC, UCEP, and UCIE).

This letter concludes Council's review of this important document. If you have any questions on Council's comments, please do not hesitate to contact me.

Sincerely,



Henry C. Powell, Chair
Academic Council

Encl: 1

Copy: Academic Council

Martha Winnacker, Academic Senate Executive Director



320 STEPHENS HALL
UNIVERSITY OF CALIFORNIA

January 20, 2010

HENRY POWELL
Chair, Academic Council

*Subject: Final Report of a Joint Senate-administration Task Force on the University's
Systemwide Education Abroad Program (UCEAP)*

Dear Harry,

On December 7, 2009, the Divisional Council (DIVCO) of the Berkeley Division discussed the report cited above, informed by reports of the divisional committees on Academic Planning and Resource Allocation (CAPRA), Educational Policy (CEP), and International Education (CIE).

DIVCO acknowledged the Task Force for continuing to grapple with the best way to structure UC's Education Abroad Program. In recent years, systemwide administration has put forward a series of proposals on UCEAP. In DIVCO's view, none of these have addressed the fundamental question of how to preserve what is unique and best about UCEAP, in the context of the current budgetary crisis. DIVCO strongly recommends that the systemwide administration determine how much will be allocated to UCEAP, and make proposals consistent with the budget. It echoed CAPRA: "before any budgetary model is set, all the unknown questions posed by the Task Force regarding the true costs and benefits to the system to operate the EAP should be analyzed."

DIVCO noted that approximately two-thirds of UC Berkeley students studying abroad opt for programs provided by third-party providers. Before UCEAP is redefined, it should consider how to position itself vis-à-vis third-party providers.

In sum, DIVCO is troubled that many of the proposals to restructure UCEAP are made without corresponding budget information. We believe that a budget must be established first in order to evaluate the feasibility of the various models.

Sincerely,



Christopher Kutz
Chair, Berkeley Division of the Academic Senate
Professor of Law, Jurisprudence and Social Justice Program

Cc: John Ellwood, Chair, Committee on Academic Planning and Resource Allocation
Ignacio Navarrete, Chair, Committee on Educational Policy
Paulo Monteiro, Chair, Committee on International Education
Diane Sprouse, Senate Analyst, Committee on Academic Planning and Resource Allocation
Elizabeth Wiley, Senate Analyst, Committee on Educational Policy
Sumei Quiggle, Senate Analyst, Committee on International Education



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January 25, 2010

HENRY POWELL, CHAIR

University of California
Academic Council
1111 Franklin Street, 12th Floor
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Re: Review of the Joint Senate/Administration Task Force Report: Education Abroad Program

The referenced report was forwarded to all standing committees and the Faculty Executive Committee in each college/professional school. The Davis Division Committee on International Studies and Exchanges and Undergraduate Council submitted comment. The Davis Division submits the following:

UC's Education Abroad Program (EAP) has, for 49 years, been one of the jewels of UC's undergraduate offerings. Under this program, thousands of our students experienced the world beyond the USA—a transformative experience for many of them. Thousands of foreign reciprocity students come to UC, enriching their futures and our campus academic environment. Over the decades of EAP's existence, we have entered into numerous contractual, personal, and professional relationships with institutions around the world. Sadly, the Task Force Report would seem to be yet another step in the ongoing process of dismantling EAP as a valued University of California academic program.

A detailed review of the Task-Force Report is fundamentally moot because (1) The *thesis* is that the University of California will minimally support EAP from central funding; instead, EAP participants will be expected to bear most or all program costs; (2) The *concrete recommendation* is that a UOEAP Governing Committee will be formed to oversee the Education Abroad Program, including the review and approval of the administration's new funding model; have already been implemented. As for (1), appropriations for FY 2009-10 have *already* been slashed by approximately 80% (from about \$18 million in FY 2008-09 to about \$4 million in FY 2009-10). Appropriations will next be cut to about \$1 million—roughly 5% of recent funding levels, with a stated goal of zeroing-out central funding to EAP as soon as possible. As for (2), the Governing Committee has already been appointed, and has already met twice. At their first meeting, the Committee voted, unanimously, to approve the new "fee-implementation plan."

The Task Force Report appears to have devolved, by and large, into part of the apparatus for implementing the Cowan Business Plan. The Academic Council unambiguously rejected the Cowan Business Plan last academic year.

It is tempting to decline to review the Task Force Report on the grounds that, given the above, given that a detailed analysis is now moot, it is already pointless to comment or object. All the same, we feel obligated to run through the Report's list of recommendations and comment:

Recommendation 2: To establish a UOEAP Governing Committee, is desirable in principle—indeed it is something UCIE and Academic Council have suggested. Unfortunately, the report lacks detail. It provides no indication as to how many members are on the Governing Committee, nor how many of them will be drawn from the Academic Senate. It is ambiguous if Academic Senate members are full-fledged (voting) members or not. It is unclear how members are to be selected. The Chair of the Council of EAP Directors is not on the Governing Committee. It is unclear to whom the Governing Committee reports. How the committee relates to UCIE, and whether it effectively dilutes its already minimal power, is not at all clear.

Since the composition of the Governing Committee is now known, we have *de facto* answers to some of these questions. The Committee has 16 members, only six of whom are Academic Senate members. The Governing Committee is chaired by Interim Provost Larry Pitts. With the exception of the Academic Senate members, the

committee membership was apparently selected entirely by Provost Pitts. All committee members were approved by Provost Pitts. The Committee itself apparently reports to Provost Pitts. The one representative from UC Davis, Vice Provost for Undergraduate Studies Pat Turner, is not involved in issues of international studies in any way we know. In email communications, Prof. Turner indicates that, as she understands it, she is not representing UC Davis. Indeed campuses have no direct representation on the Governing Committee. Overall, one cannot help but wonder if there was an intentional effort made to minimize the presence of people or constituencies that are strongly connected with EAP (the UC program) or education abroad (the concept). CISE would maintain that the Governing Committee members ought to be selected *from* each campus and *by* each campus—not by UC central administration.

If *articulation* was (incorrectly) used to mean the gathering, translating, and making available of information about EAP courses for the campuses, the staffing time associated with providing this information is fairly minimal, and the task is certainly necessary.

Last academic year, however, three programs and study centers were closed *without* UCIE approval: Grenoble (France), Gottingen (Germany), and Padova (Italy). UOEAP claimed that fiscal exigency in closing these high-quality programs.

Regardless, it is not clear if the Governing Committee has any actual authority—they may be purely advisory. Asked about the unanimous decision to approve the new EAP fees, an Academic Senate member on the Governing Committee asserted that it was simply not in the Governing Committee's hands. "It would certainly be wrong to say that the Governing Committee endorsed or approved the business model," this Governing Committee member said in email communications. "It was the model within which we were asked to operate."

Recommendation 3: To move UOEAP to a campus—*by next year*—would seem to be completely impractical: why would any campus want to host an organization that is being squeezed out of existence, its future in doubt and its budget in ruins? Why, too, would anyone of quality want to be the director for such an organization (such a search is now beginning), with even UOEAP's location unknown?

Recommendation 4: To create a Budget Working Group to give advice to the Governing Committee may be ill-conceived. Ad hoc task forces, advisory committees, and their subcommittees—all handpicked by UC administrators—is not a notable example of UC shared governance. How do UCIE and UCPB even fit in?

After the statement of Recommendation 4 is the explicit assertion that EAP's revenue *should* consist primarily of an "EAP Fee" paid by students. The consequences of replacing the education and registration fees by an EAP fee are vast and unknown. They include the question of how costs for reciprocity students will be covered on the campuses, and how campus EAP offices are to be financed. No EAP fee should be implemented without these questions having answers that preserve the integrity and health of EAP. And yet the EAP Governing Committee, we have been told, has already voted to implement the EAP fee.

Without knowing how large EAP fees might become, we have no way of knowing if EAP participation will be affordable to our students. Costs are a leading factor in determining participation.

The basic funding model that has been used by EAP for the past 49 years—that students pay their home campuses their normal education and registration fees while studying abroad—is not just a "funding model," but the embodiment of a *principle*: the principle that participating in education abroad is an academic opportunity that is part and parcel of being a student. It is not some perk provided for students from affluent families.

Recommendation 5: To find ways to reduce costs is of course what this all about. But the only thing approaching a concrete suggestion in this section was factually incorrect: UOEAP simply does *not* carry out any articulation. In fact, we believe that course articulation should be the charge of local campus committees rather than at the UC level. Courses have to be approved at the local level for acceptance by majors and it seems duplicative for UC to process this same information. We note this is already being done to accredit other non-UC courses. The program should remain academic and each campus should monitor the local education abroad program and determine if it is operating the way intended. In all cases, students should get prior approval for the course before participating in education abroad.

Recommendation 6: To have UCIE advise the Governing Committee about program selection, program closures, Study Center closures and the like, might explicitly acknowledge that UCIE is *already* tasked with approving such changes.

Recommendation 7: To have a line-item in UOEAP's budget to support faculty involvement, feels more ironic than anything else. Is this line item supposed to fund Study Center Directors? The continued existence of Study Center Directors is clearly imperiled (at anything resembling their current numbers, distributions, and responsibilities). We do not believe that EAP can operate acceptably without UC faculty Study Center Directors.

Recommendation 8: The Provost asking the Governing Committee to make recommendations to him about the role of campus faculty and administrative directors seems nearly content-free; the Provost chairs the committee and will ask it what he wishes.

Recommendation 9: We believe campus representatives' discussing the benefits of a common calendar for EAP students has been ongoing. Having a more unified academic calendar UC-wide would certainly facilitate simplifying EAP-related deadlines.

Moving beyond the list of recommendations, we feel obliged to ask if the Task Force Report is truly a "legitimate" document. The Report's title says that it is the work product of a joint Senate/Administration task force. However, the only UC Davis faculty member we identified, on the Task Force, is Professor John Yoder. Professor Yoder was apparently selected by Vice Provost for Academic Planning Dan Greenstein without the knowledge of anyone we have found on the UC Davis campus. If this Task Force is the final body tasked with deliberating on an important academic program, as the Task Force document itself asserts, should not the Committee on Committees have been actively involved in the selection of a well-informed representative? Professor Yoder indicates that, according to Greenstein, he was invited onto the Task Force precisely because he was *not* involved with or knowledgeable about education abroad—an "outsider's perspective." Is this appropriate? Professor Yoder further indicates that he joined the process late, attended one meeting and a teleconference, and that everything had essentially been decided before he joined in. If accurate, this does not constitute a strong example of shared governance. A letter from CIE Chair Tsuyoshi Hasegawa (UCSB) similarly reports that Academic Senate Task Force members Bjorn Birnir (UCSB) and Joel Michaelsen (UCSB) never even saw the Task Force final report before it was released.

We urge the Academic Council to closely monitor the elimination of central funding for Education Abroad. We believe that the Office of the President has no interest in funding UCEAP. Vice Provost Greenstein has actually likened UCEAP to University Press, saying that UCEAP, too, could potentially "save itself" by becoming self-supporting. It should be obvious that, from an academic standpoint, UCEAP is *nothing* like University Press. Indeed, the consistent position of the Academic Senate is that UCEAP is an academic program and hence must have strict Senate oversight. It would be a tragedy if this principle were undermined at this crucial moment. The University of California press has a worldwide constituency both in terms of authors and customers. UCEAP has one set of "authors", the faculty of the University of California, and one set of "customers", the students of the UC.

Finally, the belief that EAP can survive, in any remotely desirable form, with central funding replaced by student fees, seems dubious at best. The notion that we must look at alternative models has recently been undermined for the Davis Division by the process to approve a new third party program in Argentina without any input from faculty who are involved in similar programs. Further, the Division believes that there must be full accountability for the money that is being saved by the UCEAP budget reductions. It is of great concern that these monies may not be used in an effective way to reduce the impact of the budget cuts being imposed by the State.

Sincerely,



Robert L. Powell III, Chair
Davis Division of the Academic Senate and
Professor and Chair, Department of
Chemical Engineering and Materials Science



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January 21, 2010

Harry Powell, Chair, Academic Council
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RE: Senate Review of the 2008-09 Joint Administration Senate Task Force on the Education Abroad Program

At its meeting of January 19, 2010, the Irvine Division Academic Senate reviewed the Joint Administration Senate Task Force Report on the Education Abroad Program. The Senate Cabinet agreed with the Senate Committee on International Education's basic principles for the review of the report:

- 1) EAP is an essential component of the University's broader academic program and an essential component of its academic excellence. Particularly in today's environment, in which we look forward to establishing UCI's role in the "Global Village," it is essential that our students continue to have the opportunity to study abroad.
- 2) The acceptance of "reciprocity students" is an essential component of EAP. That is, the UCI campus is enriched by the presence of foreign students undertaking studies at UCI.
- 3) The EAP requires academic oversight both at the programmatic level and at the individual institutional level. That is, the EAP program must be administered by academicians, and UC faculty need to oversee programs at individual campuses abroad.
- 4) EAP fees should not be so high that they discourage UC students from participating.

With these principles as background, the Senate Cabinet supported the comments submitted by the lead reviewer, the Senate Committee on International Education, as follows:

Senate Committee on International Education

- 1) The UCI SCIE supports the first Task Force recommendation and the establishment of the Mission Statement: UCEAP is an academic program of the University of California, with the mission to provide students with international

learning opportunities to prepare them to be effective and responsible citizens of an increasingly interdependent global society. The SCIE, however, believes the statement should be strengthened and state that the UCEAP is an *essential* academic program of the University of California.

- 2) The establishment of the EAP Governing Committee is laudable. Because EAP is an academic program, membership of the EAP Governing Committee should be predominantly academic, with appropriate representation from administrators. Further, and consistent with the Senate's role in shared governance, this committee preferably would be named the UCEAP Governing Committee (rather than the UOEAP Governing Committee), to emphasize that what is being governed is not just the Office, but rather the full range and diversity of EAP academic programs.
- 3) The recommendation to move UOEAP to a campus seems curious, and potentially a circuitous move to further reduce UC central funding for the EAP. If UOEAP is moved to a campus, it must be accompanied with sufficient UCOP funding to maintain its marketing and administrative functions to serve all campuses.
- 4) The recommendations 4 and 5 appear to be based on the premise that the EAP will become a program based primarily, if not exclusively, on student fees. Such a funding change places the entire EAP in jeopardy. Keeping with the mission statement that EAP is an essential academic program, it is important that UC students pay UC fees and are able to undertake studies at whatever locale best serves their academic goals. A modest additional fee to study at particularly expensive sites would seem prudent, but a plan to fund EAP entirely, or even predominately, from student fees seems unlikely to be successful and unlikely to be able to compete with third party organizations that currently offer this service.

The issue of course articulation is an important one. Accurate and transparent articulation of courses taken abroad with UC course requirements constitutes a *sine qua non* of the EAP experience. In this context, the suggestion that UOEAP cease such articulation appears counter-productive. Instead, we recommend that UCOP invest in a web-based system that would serve as a depository for all course articulation data to serve all UC campuses.

- 5) Budgetary support of EAP is, of course, a crucial part of the viability of the program. As regards recommendations 6 and 7, UCIE should continue to have primary oversight responsibility for the academic mission, and should also participate in budgetary decisions. Indeed, the roles and points of interface between the UCIE and the newly formed EAP Governing Committee need to be clarified.

Returning to the premise that UCEAP is an essential academic program of the University of California, it is essential that programs abroad, and UC students abroad, receive adequate academic oversight by UC faculty.

- 6) Recommendation 8 asks the UCEAP Governing Committee to clarify the roles of campus faculty and administrative directors. UCI SCIE supports the notion that faculty should be actively involved in all levels of UCEAP administration.
- 7) Recommendation 9 suggests discussion regarding movement to a common calendar for all UCEAP students. UCI SCIE members believe that a UC-wide common calendar would facilitate cooperation among campuses, and would likely streamline the process of articulation of foreign courses with UC courses. Further, a common calendar likely would facilitate the development of a UC central website for course information, marketing, and registration of UC students into courses at sibling institutions.

Council on Educational Policy

1. Governing Committee: CEP feels that at least one UCEP representative and one UCIE representative on the Governing Committee should have a vote. This would ensure that the Academic Senate would always have a meaningful role in the oversight of UCEAP as an academic program. CEP is also recommending that the Governing Committee have a student member, preferably a student who has experienced EAP firsthand.
2. Budget Appropriations and the UCEAP Fee: CEP feels strongly that UCEAP should be treated and maintained as an academic program, as the Task Force report recommends. However, the proposed new structure has an UCEAP fee that replaces university fees and therefore makes an implicit suggestion that UCEAP is not a regular academic program. There is also confusion about whether and how the UCEAP fee as well as the program-specific fees are part of the entire return-to-aid structure of financial aid. It is not clear whether financial aid for UCEAP comes strictly out of the UCEAP fee pool or whether it comes out of the financial aid pool for university fees in general. In general, UCEAP should be considered as an academic program, which means that its fees should be part of regular university fees and the UCEAP students should benefit from the same state funds as other students. In the new structure, it seems as if UCEAP students are considered not enrolled at UC, and therefore do not pay UC fees and do not benefit from state funds. As it does not seem to be the case that the state reduces its per-student allocation for each student that we send on UCEAP, those state funds should go with the UCEAP students in support of UCEAP programs.
3. Establishing Course Credit: CEP is concerned about UOEAP too quickly divesting itself of the responsibility of determining how course credit for study-abroad courses will be counted by UC departments. For many departments, creating a clear and consistent set of standards by which EAP courses will be evaluated may take several quarters. We feel that UOEAP should, to some extent, continue to serve as an intermediary between EAP students and their UC departments. While a detailed website may go far towards eliminating the need for course-by-course articulation and the translation of study-abroad grades into UC grades, there will inevitably be moments when an experienced administrator will need to exercise his or her judgment in deciding how EAP coursework will

count.

Council on Planning and Budget

The Council on Planning & Budget reviewed the report of the Joint Senate-Administration Task Force Report on the Education Abroad Program and accompanying documentation. The Council understands that several decisions have already been made. (i) Restructuring the Education Abroad Program (EAP) is underway. (ii) A budget model, one of 3 considered, has been adopted. UCPB was asked to weigh in on the decision, but, only given a week to do so, was not able to reach a conclusion. (iii) A search is underway for a permanent EAP director. UCOP has an executive head hunter firm leading the search and is emphasizing the business and entrepreneurial aspects of the position. The council questions why some of these issues would be considered by UCPB prior to being considered by the divisions, noting that this undermines the ability of campus representatives to appropriately represent their campuses at the system level.

With regard to the budget, the Council supports the convening of a budget working group. Since there is no budget information or plan for CPB to comment on, we request an opportunity to review quantitative information on revenues, number of students served, and itemized costs as soon as possible. As a starting point, we recommend that the UC expenses for an EAP student should be the same as for a regular, in-residence undergraduate student.

Finally, the Senate Cabinet agreed that EAP must continue to be led by an Academic administrator. The Executive Director position of the EAP should be held by a tenured University of California faculty member who is qualified for an academic dean position.. The job title should be that of Dean or Director.

The Irvine Division appreciates the opportunity to comment.

A handwritten signature in black ink, reading "Judith Stepan-Norris". The signature is fluid and cursive, with the first name "Judith" being more prominent and the last name "Stepan-Norris" following in a similar style.

Judith Stepan-Norris, Senate Chair

C: Martha Kendall Winnacker, Executive Director, Academic Senate



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January 25, 2010

Henry Powell
Chair, Academic Council
University of California

In Re: Education Abroad Program Taskforce Final Report

Dear Harry,

Thank you for the opportunity to review and opine upon the Education Abroad Program (EAP) Taskforce Final Report. Upon receipt, I asked that the Committee on International Education (CIE), the Council on Planning and Budget (CPB), the Graduate Council (GC), the Undergraduate Council (UgC), and the Executive Board to opine. All other committees were welcome to respond. I am attaching all responses, for your information. On the whole, UCLA endorses the report, but we recommend that the report more clearly address the following points.

- The matter of cost-effective programming is critical for any UC program. There is concern, however, that if there were no articulation of UC programs with the EAP programs, in effect, UCEAP would become simply a third-party provider while retaining the UC name and connection. It may be appropriate for some students to simply earn unassigned units toward graduation. This works best for low-unit and flexible majors. For high-unit majors and ones that are highly dependent on course sequences (e.g., in the sciences), there is a need for articulation. This is one area where a Center director, either on-site or regionally, plays an important role. More generally, we view having UC faculty lead the programs not as a frill, but at the heart of shared governance, ensuring quality and consistency with UC standards, and helping department faculty with articulation questions. It may well be that the UC can no longer afford the number of Center Directors we once had. Directorates, however, could be merged into regional offices—rather than simply outsourced—so that oversight by members of the Academic Senate remains in place.
- We are concerned that the fee-based model will greatly degrade accessibility to international education for our students. Any new fees must be thoroughly justified and vetted by appropriate Academic Senate bodies.

Thank you again for the opportunity to review and opine on this important matter. Please do not hesitate to contact me should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Robin L. Garrell". The signature is fluid and cursive, with a long horizontal stroke at the end.

Robin L. Garrell
Chair, UCLA Academic Senate

Cc: Martha Kendall Winnacker, Executive Director, Academic Senate
Jaime R. Balboa, CAO UCLA Academic Senate

January 6, 2010

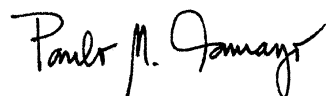
Professor Robin Garrell
Chair, UCLA Academic Senate

Re: Education Abroad Program Task Force Final Report

Dear Dr. Garrell,

The Council on Planning and Budget (CPB) had the opportunity to examine the proposal for changes in the University of California Education Abroad program at its meeting on January 4, 2010. CPB approves the document as is and has no additional suggestions to make.

Sincerely yours,



Paulo Camargo
Chair, UCLA Council on Planning and Budget

cc: Jaime Balboa, Chief Administrative Officer, Academic Senate
Michael Goldstein, Immediate Past Chair, Academic Senate
Ann Karagozian, Vice Chair, Academic Senate
Linda Mohr, Assistant Chief Administrative Officer, Academic Senate

January 11, 2010

To: Robin Garrell, Chair
Academic Senate

From: Olga Kagan, Chair
Committee on International Education

Re: Final Report of the Senate-Administration Joint Task Force on Education Abroad Program

As Chair of the UCLA Committee on International Education (CIE), I am submitting a response to the Senate-Administration Joint Task Force's Final Report on the Education Abroad Program. Members discussed thoughtfully the Report at its regular meeting scheduled December 1, 2009, and agreed strongly about the questions and concerns raised in the following detailed response.

We laud the Task Force members for their detailed analysis of the Program's problems and for their recommendations to improve existing practices. Below, please find our response to each of the recommendations. We feel that many of them in fact entail further questions. These questions need discussion and resolution before the report can be acted upon. We fully understand our university's dire budgetary environment at the present moment, but we would like to urge caution before changes are made to the UC EAP. We recognize that there is sufficient cause and need for streamlining and improving the programs, but we hope that this will be done wisely, without turning the UC EAP into a de facto third-party provider of education abroad services.

The major questions that need to be posed are as the following. What kind of UC Education Abroad Program is the university going to have if there are no faculty directors, and if there is no articulation between UC campus programs and the programs abroad? Would such programs be worth saving?

Final Report of a Joint Senate-Administration Task Force on the University's Systemwide Education Abroad Program (UCEAP), July 17, 2009:

I. Executive Summary and next steps

Recommendation 1: UCEAP's mission needs to be clarified and made specific enough to direct UOEAP's (Universitywide Office of the Education Abroad Program) practical actions.

We strongly support this recommendation and feel that it is vitally important that the EAP mission be clarified. While the wording may be different, we believe that the EAP mission is to provide UCLA students with access to the world's intellectual and cultural resources, and encourage them to think beyond what they know and encounter in their daily lives. The role of the international education is to bring students in contact with other people, other ways of thinking, lifestyles other than their own. To be truly educated, they need to be exposed to the world, and learn how to interact with people and cultures of the 'other'.

We find it surprising that the document contains no statement about the value of foreign language study, and of improving students' ability to communicate in languages other than English. It is a sad reality that most of the UC students who take advantage of EAP opportunities do so in English-speaking countries. Students should be encouraged to study foreign languages and spend a period of time (a semester or a year) living in countries where these languages are spoken. Some agencies of the U.S. Federal government have been making a concerted effort over the past ten years to expand the range of languages studied by American students, and also to increase their language proficiency. We would like to see the UC EAP Program make such an effort as well.

Recommendation 2: The Task Force recommends the establishment in July 2009 of a UOEAP Governing Committee appointed by the Provost with substantial representation from the Academic Senate, including ex-officio representation from members of the University Committee on International Education (UCIE), the University Committee on Planning and Budget (UCPB), and the University Committee on Educational Policy (UCEP). The Committee will act as the primary governing structure through which UOEAP will coordinate its activities with other UC internationalization efforts systemwide.

We support the establishment of such a committee, but would like to have a clearer explanation of the committee's mission.

Recommendation 3: UOEAP will be relocated to a campus for FY 2010-11 when it will have achieved a level of financial and organizational stability.

It is not entirely clear to us whether this recommendation would solve the problems of the UC-wide EAP. While we support the goal of raising the EAP's financial and organizational stability to the highest level, we are not convinced that this can be best accomplished by relocating the office. What are the implications of this change for EAP as a university-wide operation? How might it, or will it affect student access from other campuses? And finally, would it actually cut the costs and streamline the operations sufficiently to justify such a move? The move, accompanied by the costs of relocating, putting in place a new office, hiring new staff, etc., would of course amount to a considerable expense.

Recommendation 4: The Provost shall invite the Vice Chancellors for Planning and Budget to establish a small budget working group (with staff from UOEAP, as well as UCOP, and members of UCIE and UCPB from the Academic Senate) to advise the Governing Committee in time for the 2010/11 budget appropriations process (September 2009-March 2010) regarding the development and implementation of a simplified UOEAP budget appropriations process, and an UOEAP fee.

Several committees have worked on reviewing the EAP in the past few years; it is not clear to us whether another working group will achieve what earlier committees have failed to accomplish. We are also concerned that while various committees are being appointed and established, time for a substantive change to EAP practices is being lost.

Recommendation 5: Once the budget working group has reported, UOEAP, in conjunction with the Governing Committee and with advice from UCIE and UCPB, should undertake a thorough review of its policies and practices with the aim of achieving further cost efficiencies and savings while supporting the core goals of UCEAP. It should in particular:

- review UOEAP operations with a view to streamlining them;
- establish as a goal the reduction in transaction costs associated with all forms of articulation, so that UOEAP should, as soon as possible, cease UC credit course by course articulation; and
- adopt cost-effective administrative and business solutions to program and study center administration.

Given the costs inherent in articulation, the Task Force urges the Academic Senate in the strongest possible terms to review articulation requirements for EAP, as well as for other purposes.

In response to this recommendation we would like to ask a number of questions:

1. *Haven't the UOEAP operations been reviewed in the past? There have been several reviews done by both inside and outside committees. Why is another one necessary, and are there any assurances that the next review would be more helpful than the previous reviews?*
2. *If UC programs are not articulated with the EAP Programs, would it basically mean that UCEAP would become a third-party provider while still retaining the UC connection?*
3. *Cost-effectiveness should have always been a cornerstone of every university program, including the EAP. What approaches are being proposed to reduce costs without damaging the programs? Otherwise, cutting costs becomes the only goal, without regard to quality. The administration has made clear that Center Directors are expensive, and that these positions would be eliminated or reduced. In fact, this has been done already in some countries. We would like to argue that the position of a faculty director is not a frill; it assures articulation between the university and its far-flung EAP programs. We are concerned that elimination of the director position brings us closer to turning the UC program into what is basically a third-party provider. This is similar to argument # 2 above.*

Recommendation 6: UCIE should be asked, as part of the budget appropriations cycle (and on an ad hoc basis when required), to advise the Governing Committee about program selection and/or study center/program closure decisions, including the use of UC faculty in academic oversight, study center management, and program development roles. In framing their advice UCIE will be fully informed about UOEAP's budget and budget plans and its program proposals. In formulating its advice, UCIE is encouraged to use the Guidelines developed by the UCIE Budget Subcommittee (Appendix D).

We agree that UCIE should play a role in these discussions; however, this can only be a consultative role. These are matters of such magnitude that they need a high-ranking administrator with a professional staff fully dedicated to the task. Once a new director has been appointed, it will be his job to meet the challenge posed by this recommendation.

Recommendation 7: UOEAP should have as a line-item component of its annual budget, funds to support faculty involvement as necessary to ensure the quality of the program. UCIE should be asked annually as part of the budget appropriations process to advise the Governing Committee about how such funds should be expended.

We fully agree that EAP should have a line item for the UC director of the EAP program abroad. It is one of our strongest recommendations that the EAP overseas programs should continue to be led by a UC faculty member. This recommendation, however, seems to be in contradiction with some of the language in Recommendation # 5 above, since faculty directors serve as academic liaisons to UC, and assure articulation between UC and its programs abroad.

Recommendation 8: The Governing Committee will be tasked by the Provost to make recommendations about the respective roles and responsibilities of campus faculty and administrative directors, respectively.

We hope that the Governing Committee will be composed of faculty members from all UC campuses, and will be given sufficient powers to make recommendations to which administration will adhere.

Recommendation 9: Campus representatives should be asked to discuss the benefits of a common calendar for selection of UOEAP students.

This recommendation should be fairly easy to implement.

Overall, we want to emphasize the following points that we perceive as crucial to the continued existence of a high-quality UC EAP. We feel that unless superior programs can be maintained, the institution may not be worth restructuring and saving:

- 1. We should avoid dissipating the UC EAP, so that only third-party providers would provide opportunities for our students to study abroad.*
- 2. UC Study Centers should retain the faculty director position, if the goal is to preserve an academically valuable component of UC education.*
- 3. There is a need to articulate instruction between UC and education abroad experiences. We feel, however, that articulation of courses and credits needs to be streamlined and made more efficient.*
- 4. We see the fee-based model as a threat to our students' ability to afford an overseas experience. If an overseas experience is seen as part of undergraduate education, we want as many students as possible to be able to afford it. It is especially vital for a public institution such as UC, which prides itself on admitting students who are often the first in their families to attend college. According to the 2008 U.S. Census Community Estimates, 34.9% of California's population is foreign-born, the highest percentage of any state in the Union. In order for children of immigrant families to be truly integrated, we need to provide them with the same overall experience as all other students.*
- 5. Placing the EAP Central office on one of the campuses may lead to unforeseen negative consequences, including less access to the program by students from other campuses, a proliferation of programs that may or may not be in tune with the central mission of UC*

education abroad, and also higher costs, due to the initial expense of office relocation, hiring new personnel, etc.

- 6. If students are encouraged to participate in programs offered by third-party providers in some parts of the world. UC needs to maintain oversight over these programs, including the right to review them, and to manage the articulation of courses.*
- 7. We'd once again like to stress the need to encourage student participation in programs in non-English-speaking countries, in order to foster invaluable international experience and proficiency in languages other than English.*

We offer the arguments above, acknowledging the need for a significant restructuring of the UC EAP. However, we want to caution against throwing out the proverbial baby with the bathwater. While expedient action is of the essence, it must be undertaken thoughtfully, and should lead to desirable long-term improvements.

If you have any questions or need additional information, please feel free to contact me (x 52947; okagan@ucla.edu) or Judith Lacertosa, CIE Committee Principal Policy Analyst (x51194; jlacertosa@senate.ucla.edu).

Cc: Jaime Balboa, CAO, Academic Senate
Judith Lacertosa, Principal Policy Analyst, Committee on International Education
Dorothy Ayer, Assistant to Senate Leadership & CAO

January 11, 2010

To: Robin Garrell, Chair
Academic Senate

From: Joseph B. Watson, Chair
Undergraduate Council



Re: Education Abroad Program Task Force Final Report

I am writing to report that at its December 11, 2009 meeting, the Undergraduate Council (UgC) considered thoughtfully *the Final Report of a Joint Senate-Administration Task Force on the University's Systemwide Education Abroad Program (UCEAP)*. The Council endorsed the Report unanimously contingent upon the revisions below with 10 votes in favor, 0 opposed, and 0 abstentions. The student vote was 1 in favor, 0 opposed, and 0 abstentions also contingent upon the emendations.

Members raised concerns about the report, specifically:

1. The report is too vague and simple-minded, and indicative of the assumption that the issues with EAP are easily resolvable.
2. The issues involved warrant a much more serious response.
3. It is essential that participation of Senate faculty on the operational committee be more explicitly defined.
4. The report does not provide enough clarification about the implementation of the proposed fee structure nor does it address how EAP would be made more efficient by relocating services to individual campuses. Since such actions will take advantage of existing staff resources that are already overtaxed, it is imperative that measures planned and resources that will be provided to individual campuses by UC must be articulated clearly.

If you have any questions or need additional information, please feel free to contact me (x 57587; jwatson@mednet.ucla.edu) or Judith Lacertosa, UgC Principal Policy Analyst (x51194; jlacertosa@senate.ucla.edu).

cc: Jaime Balboa, CAO, Academic Senate
Judith Lacertosa, Principal Policy Analyst, Undergraduate Council
Dorothy Ayer, Assistant to Senate Leadership & CAO

December 18, 2009

Professor Robin Garrell
Chair, Academic Senate

RE: Report of the Joint Senate-Administration Taskforce on the Education Abroad Program

Dear Robin,

As requested, the Graduate Council reviewed the *Report of the Joint Senate-Administration Taskforce on the Education Abroad Program* at its meeting of December 4, 2009. After a brief discussion and general consensus that the EAP primarily caters to undergraduate students and that the report's recommendations overwhelmingly delegate the task of determining the future of the EAP to other Senate and administrative committees, the Graduate Council voted unanimously to not comment on the report (13 in favor, 0 opposed, 0 abstentions; GSA Reps: 3 in favor).

Members noted that several taskforces and subcommittees have been formed since the initial promulgation of the EAP's administrative inefficiencies and that, per this report's recommendations, more taskforces and subcommittees will be formed in the near future. The Council welcomes reports from these committees and will comment if and when there are substantive issues to which the Council feels it can respond.

Please do not hesitate to contact me or the Graduate Council's analyst, Kyle Cunningham, at extension 51162, if you have any questions.

Sincerely,



Steven Nelson
Chair, Graduate Council

cc: Jaime Balboa, CAO, Academic Senate
Kyle Cunningham, Graduate Council Analyst, Academic Senate
Dorothy Ayer, Executive Assistant, Academic Senate



CHAIR, ACADEMIC SENATE
RIVERSIDE DIVISION
UNIVERSITY COLLEGE BUILDING, RM 225

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SENATE@UCR.EDU

December 10, 2009

Harry C. Powell
Professor of Pathology
Chair, UC Systemwide Academic Senate
1111 Franklin St., 12th Floor
Oakland, CA 94607

Dear Harry:

RE: Final report of the 2008-09 joint Administration-Senate Task Force on the Education Abroad Program

The above report was sent for review to our UCR Committee on Educational Policy (CEP), Planning and Budget (P&B) and International Education. Common among the three committee reports was the lack of specific suggestions. Regarding the campus home for the EAP program, there is a long history of the EAP being located at the Santa Barbara Campus. There was no clear explanation on how the process is to be streamlined and what the involvement of the campus departments would be. P&B members, felt that the document could have been improved significantly if an organization chart had been included that indicated the lines of reporting among the Director of UCEAP, the UOEAP Governing Committee (recommendation 2), UCEAP, University Committee on International Education (UCIE), the Budget Working Group (recommendation 4), campus EAP directors and UCOP (i.e., the Vice Provost for Academic Planning, Programs and Coordination) and (b) lists the responsibilities of each unit. It is not clear who is in charge, the UCEAP Director or the UOEAP Governing Committee? Both the UOEAP Governing Committee and Budget Working Group, include members of UCIE and UCP&B, suggesting that the Budget Working Group could logically be a subcommittee of the Governing Committee assisted by the staff of UOEAP and UCOP.

P&B members also felt that in its present iteration, the proposed organization, and hence, administration of UCEAP appears unnecessarily complicated and poorly integrated, which will likely slow implementation of the joint Senate-Administration Task Force's recommendations and weaken the academic programmatic strength of UCEAP and student access in the present budget climate.

In addition, the Committee on International Education had the following to add:

UOEAP Governing Committee

We are very concerned about Recommendation 2 regarding the UOEAP Governing Committee, which “will act as the primary governing structure through which UOEAP will coordinate its activities with other UC internationalization efforts systemwide.” As described in the report and in its Appendix B, the Governing Committee is chaired and led by the UC Executive Vice President & Provost, who has also appointed its membership which reports directly to him, mitigating the spirit of shared governance. While the nature of the membership continues to be in a state of flux, many of the current appointees have little, if any, experience with international affairs, including the EAP. We would like to see: 1) a more comprehensive representation of the UC campuses, since imbalances currently exist, and 2) more representation by senate faculty members, preferably those with EAP experience. We are concerned that important votes were taken at the first Governing Committee meeting without full membership. Although members of the University Committee on International Education (UCIE), including its Chair, are among the appointees of the Governing Committee, we are uncertain as to the role of the UCIE and its relationship to the Governing Committee. We would like the Academic Senate to make sure that the UCIE is consulted on important issues taken up by the Governing Committee.

UOEAP Relocation and the Issue of Course Articulation

With respect to the proposed relocation of UOEAP (Recommendation 3) in 2010-2011 to a campus location from its current Goleta facility, we feel that the Task Force Report has not provided a convincing argument for the advantages of the move (p. 5). There is a long history of the EAP being located at the Santa Barbara campus, and in light of the many issues and concerns that have been raised; it seems that it would be appropriate to have it placed at another campus. Financial details have not been supplied, nor are we clear as to how specific centralized functions now executed by UOEAP, such as collection of fees, remitting of financial aid, and other important processes, will become the responsibilities of each individual campus. How shall we ensure that UOEAP, after it becomes part of one UC campus, continues to serve the need of all the other UC campuses? We have reasonable doubt that the UC system, at present, has the financial stability to successfully make such a move.

One important concern is the role of the UOEAP’s involvement in monitoring the rigor of courses offered at International Study Centers. Certainly, course-by-course articulation is a function of individual campuses, but securing necessary information about the courses is greatly facilitated by a centralized UOEAP function, and this important service should be maintained. While all EAP courses are by Senate agreement transferable, campus departments must have significant course information to fulfill their articulation obligation. Over the years, the professional staff members of UOEAP have deep understanding of educational system and course construction at all EAP partner institutions. Without the consistent and readily available information from the UOEAP staff, campuses and students would be significantly delayed in the processes of advising, graduation, etc. It would take each campus years to build the trust with overseas staff, and to gather course information. It also requires an unnecessary expenditure, of an unknown amount, to attempt to replicate such a core UOEAP function.

UOEAP Fee & Other Cost Effective Means of Administration

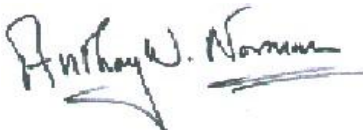
The Task Force Report has made the Recommendations (Recommendation 4 and 5) regarding the development and implementation of a simplified UOEAP budget appropriations scheme, including the imposition on students of a UOEAP fee.

A proposal of an alternate EAP Fee Structure drafted by Vice Provost Dan Greenstein is currently on the table. We strongly embrace a structure in which students participating in EAP should be paying fees equivalent to, or at least very close to, the cost of studying at their home UC campus; such a fee structure has traditionally been a successful “selling point” for the EAP to attract student participation. In our opinion, it may limit the access of students to the education abroad experience; students from low income families may be especially impacted. As such, the imposition of a new EAP fee structure may be especially important to the UCR campus given the percentage of our students on financial aid.

Another issue is the substitution of EAP fees for registration and education fees during the quarters in which students participate in the program and travel. It is imperative that the participants retain the status of “UC Students” even if they are not paying explicitly defined UC student fees, should such a substitution model be adopted; their UC student status must be preserved. Students must be able to register and receive grades on their home campus, as they currently do; they must remain eligible for all forms of financial aid; they must be able to use their eligible financial aid to fund EAP participation, and retain all rights and privileges available to UC students. The proposed fee imposition must result in some “return to aid” funds to enable disadvantaged students to participate. These funds should be transparent, not intercepted elsewhere in the system, and should be returned to the campuses in agreement with the number of participants from each individual UC campus.

Please let me know if you need any additional information.

Sincerely yours,

A handwritten signature in dark ink, reading "Anthony W. Norman". The signature is fluid and cursive, with a horizontal line underneath the name.

Anthony W. Norman
Distinguished Professor of Biochemistry and
Biomedical Sciences; and
Chair of the Riverside Division

CC: Martha Kendall Winnacker, Executive Director of the Academic Senate
Sellyna Ehlers, Director of UCR Academic Senate office



ACADEMIC SENATE
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Joel Michaelsen, Chair
Deborah Karoff, Executive Director

January 15, 2010

Henry Powell, Chair
Academic Senate

RE: EAP Task Force Report

Dear Henry,

The Santa Barbara Division solicited comments about the Education Abroad Program (EAP) Task Force Report from the Undergraduate Council (UgC), Council on Planning and Budget (CPB), the Committee on International Education (CIE), and the Faculty Executive Committees from Letters and Science and the College of Creative Studies. In this letter we synthesize the views of all of the local councils and committees except the Committee on International Education; we have appended their response to this document.

Several of the Councils expressed grave concern that the recommendations contained in the Task Force Report are being implemented before the Senate review process has been completed. It is very troubling that the Task Force Report is circulating for comment given the unconventional and precipitous formation of the EAP Governing Committee (UCOC appears to not be involved in recommending faculty for the Governing Committee) and given the fact that the Governing Committee is already making decisions that have an impact on the program. This activity is contrary to established Senate procedures and consultation and essentially pre-empts Senate committee input.

All councils and committees concurred with the recommendation that EAP be considered an academic program. UgC stressed that the faculty in the language departments place a very high value on the quality of EAP. The letter from UgC states "Faculty noted that these programs expect students to acquire fluency in designated languages through EAP in order to take senior level courses for the major. That is, the curriculum is set up to take advantage of this expected fluency and would have to be altered without it." In particular, the immersion program is considered to be the primary means through which students achieve the necessary fluency. Several groups commented that in an increasingly globalized world, immersion in other cultures and perspectives is an extremely beneficial, if not necessary, experience for university students.

There is concern about the recommended organizational structure of EAP in relation to the Governing Board. CPB notes that the recommendation for the Governance Committee "sets up a double management structure that seems problematic for the program. CPB feels that the Director should not

be forced to obey two masters and should not answer directly to the Governing Committee and the Provost. The Director manages Center Directors who are at the level of Vice Provosts and the Director must at times deal directly with UC Chancellors. Overall, the structure of the program is unclear, creates a dual system, and needs an organizational chart with descriptions of specific duties, voting privileges, and lines of authority among different organizations.”

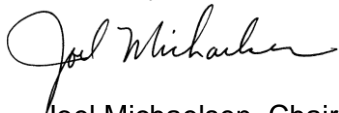
The funding issues that have plagued EAP over the years continue to be of concern to reviewing councils. In particular, CPB finds the deficit problematic and several groups worry that increased fees will be a strong deterrent to student participation. UgC expressed concern that a fee-based model could put UC into competition with private study abroad programs, which have no interest in providing the types of rigorous academic experience that motivates UCEAP. Reviewing groups were disappointed that there appeared to be no analysis as to the impact of increased fees on student participation nor how campuses might manage the increased FTE on each campus should students decline to participate in EAP. Some groups believe that continued central fiscal support from UCOP is critical for a systemwide program such as EAP. CPB notes that it is unclear what will happen to reciprocity agreements and recommends that EAP retain its current agreements and guidelines for reciprocity as these are “hallmarks of the distinctive UC program.” The L&S Faculty Executive Committee stress their view that the primary guiding principle for EAP should be that the program is affordable and accessible for students.

Finally, both Faculty Executive Committees disagree with the recommendation to decentralize course articulation. They suggest that the efficiencies and consistencies gained by the centralized unit at EAP cannot be duplicated at each campus and would add increased workload at a time when academic departments do not have adequate staff. At the same time, UgC suggest that course articulation is secondary to the provision of programs for students that give them the opportunity to acquire expertise in another language.

On the next page, please find the response from the Committee on International Education (CIE) about the EAP Task Force Report and a letter to Chair Powell (dated 11/18/09) about the Task Force Report.

Thank you for the opportunity to comment.

Sincerely,

A handwritten signature in cursive script, reading "Joel Michaelsen".

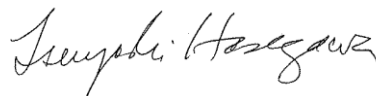
Joel Michaelsen, Chair
UCSB Division

Attachment: Letter from UCSB Committee on International Education

University of California
ACADEMIC SENATE
Santa Barbara Division
Committee on International Education

December 10, 2009

To: Joel Michaelson, Chair
Academic Senate

From: Tsuyoshi Hasegawa, Chair
Committee on International Education 

Re: Review of the Final Report of the Senate-Administration Joint Task Force on Education
Abroad Program

The UCSB Academic Senate Committee on International Education has carefully reviewed the Final Report of the Senate-Administration Joint Task Force on Education Abroad Program, and would like to send its comments to you for further deliberation at the Academic Council. We would appreciate it very much if you send this document to the Academic Council as a supporting document.

We appreciate the hard work that the Joint Task Force invested to evaluate UCEAP. We are encouraged by the many positive recommendations it makes in the Final Report. Especially, we applaud its positions, stated more clearly and strongly than in the other previous documents that we have examined in the past four years, that UCEAP is an academic program, and as such that the Academic Senate has a legitimate role to play to maintain its academic integrity.

I. Comments on the Procedure and the Response of the Academic Council

Before we make our comments on the specific recommendations made in the Final Report, however, we would like to review the process in which this Final Report was adopted and the response that the systemwide Academic Council took to it.

In February 2009, UOEAP Director Professor Michael Cowan's Strategic Plan was presented. The systemwide Academic Council, having gathered comments from all the divisional Academic Senates, rejected this plan, and recommended that the President form a Joint Task Force consisting of the Academic Senate and Administration and further that the Joint Task Force make the final recommendation to the President as well as the Academic Council. The Joint Task Force completed its final report on July 17, and this report was presented to UCIE for comment at UCIE's October 8 meeting.

We had tried to obtain a copy of the Final Report for months so that our committee would be able to discuss the document at the first meeting. At the end of August, the Chair of the Santa Barbara Committee on International Education asked Professor Joel Michaelson, Chair of the Santa Barbara Academic Senate and a member of the Task Force about the Final Report. Professor Michaelson had no knowledge about it until it was reported to UCIE. The Chair of CIE also contacted Professor Bjorn

Birnir, another member of the Task Force. He informed us that he was surprised to learn that the Task Force had written its Final Report.

This raises a serious question about how the Final Report came to be approved and written. The Final Report may reflect the consensus of the Task Force, but without having gone through the approval process from its members, its legitimacy is in question. The lack of a final approval of the Task Force members from the Academic Senate also violates the principle of shared governance.

Furthermore, we would like to point out the tardiness with which the systemwide Academic Council responded to the Final Report. Martha Winnacker states in the covering letter that “the Senate office received the task force report in July,” but that “the Senate leadership decided that it would be more appropriate and practical for the report to be reviewed in 2009-10 than in the final summer months of 2008-09.” We do not understand why it is “appropriate and practical” to delay the release of the document until October 20, a month after the fall quarter began (two months after the fall semester began in the case of UC Berkeley), when the Executive Director herself admits that even before we review the Final Report of the Task Force, EAP is already “in the process of transitioning from central funding to a student fee-based budget model,” and the “oversight board appointed by the Provost is already underway.” In fact, at its first meeting on October 8, UCIE was asked to comment on three budget models for the future operations of UOEAP. The decision on this issue will fundamentally determine the future of UCEAP, and this decision is being made before the appropriate Senate committees review the final report. We are afraid, therefore, that whatever comments we make on the Task Force’s final report by January 15, 2010, the Governing Committee or the Office of the President will have preempted the decision to determine the future of UCEAP in such a way as to make it impossible to alter the course that will have been implemented.

One example of UCOP’s preemptive decision to determine the structure of EAP is clearly seen by the job description for the EAP Director that UCOP intends to appoint. By making the EAP Director subordinate to the Vice Provost, instead of the Provost, it intends to downgrade UOEAP. By not requiring a PhD and that the appointment be at a faculty level, it ignores the principle that EAP is an academic program. By stressing the business aspect of the Director’s role as the major element at the expense of its academic aspect, it intends to transform UOEAP into a business entity. If the Director of UOEAP is hired on these premises, the nature of UOEAP will be predetermined before the systemwide Academic Council reviews the Final Report.

We would like to call your attention to our Six Principles we outlined in our letter to Academic Council Chair Henry Powell on November 18. (See Appendix A) Whatever decisions the Governing Committee and the Office of the President make in the interim, these principles should not be altered until the Academic Council completes its review of the Final Report.

We have spent considerable time and energy examining this document, as we have for various other documents in the past, including the Kissler Report, the Joint Ad Hoc Committee Report, Cowan’s Business Plan, and Cowan’s Strategic Plan. The main concern is that the time and effort faculty devote to formulating advice is not wasted. The advice does not have to be taken, but it should be carefully considered by decision-makers before a decision is made.

II. Comments on the Recommendations

Recommendation 1: “UCEAP mission needs to be clarified and made specific enough to direct UOEAP’s practical actions.” [The mission statement follows]

The mission statement properly emphasizes that UCEAP is an academic program. Furthermore, this statement stresses the importance of immersion and reciprocity as key features of UCEAP. We

wholeheartedly endorse this mission statement. But the statement that UCEAP is an academic program should not be merely a lip service, and the principle of shared governance should be guaranteed in the decision-making structure and process.

The Final Report poses a question whether UOEAP should “foster and facilitate international exchange and research for UC.” In our view, our attention, at least at the moment, should be focused on EAP as the undergraduate program.

Recommendation 2: “The Task Force recommends the establishment in July 2009 of a UOEAP Governing Committee appointed by the Provost and including substantial representation from the Academic Senate, including ex-officio representation from members of the UCIE, UCPB, and UCEP. The Committee will act as the primary governing structure through which UOEAP will coordinate its activities with other UC internationalization efforts systemwide.”

The Final Report recommends the formation of a Governing Committee, chaired by a representative from the Council of Executive Vice Chancellors and Provosts, and composed of representatives from UCIE, UCPB, and UCEP, campus EAP directors, the Council of Vice Chancellors for Planning and Budget, Undergraduate Deans, the Senior International Leadership Council, and possibly one or two members external to the University. We would like to raise several questions.

First, the composition of the Governing Committee, as it has been reported to us, does not seem to be balanced. Excluding representatives from the Academic Senate committees, the Governing Committee has two representatives from UCOP, two from UCLA, and one representative from each campus, except UCSB and UCI. UCSB sends more students than any campus to EAP. The absence of administration representative to the Governing Committee from UCSB, therefore, strikes us as strange. Including the representatives from the Academic Senate, the Governing Committee has four members from UCLA while UC Santa Barbara and UC Berkeley, by far the largest providers of students to EAP, are represented by a single member.

Second, it is not clear whether the Governing Committee reports to the Office of the President alone, or to the Office of the President as well as the Academic Council. If it is the former, the Governing Committee is nothing but an advisory body to the Office of the President. As it is envisaged in the final report of the Joint Task Force, the Governing Committee should be the highest decision-making body that determines the budget formula and the operations for UCEAP. The principle of shared governance demands that the Governing Committee also reports to the Chair of the Academic Council. The Chair of the Academic Council may create an executive committee, composed of the representatives of UCIE, UCPB, and UCEP, to coordinate the policy of the systemwide Academic Council on EAP matters.

Third, we would like to raise the question of who chairs the Governing Committee. The Final Report states that the Governing Committee is chaired by a representative from the Council of Executive Vice Chancellors and Provosts. But we have learned that the Governing Committee is chaired by Interim Provost Pitts. This means that the Governing Committee, appointed by the Interim Provost and chaired by the Interim Provost, reports to the Interim Provost. This makes the Governing Committee an appendix to the Office of the President, not a committee jointly responsible both to the Office of the President and to the Academic Council.

Fourth, we note that the charge of Appendix B of the report proposes that campus EAP directors be included on the Governing Committee. This makes excellent sense, as this group of faculty are the best informed in the University on the issues facing EAP; their expertise would be highly important to the informed operation of the committee. But no members of the Council of Campus directors have

thus far been appointed. We strongly recommend that a representative from the campus EAP directors be included in the Governing Committee.

In addition to the Governing Committee, the Final Report also proposes “a new committee formed by the Executive Vice Chancellors, each of whom would designate a single representative from each campus.” This committee “would speak for the campus’ internationalization efforts generally,” and “this group is to ensure a coordinated approach to planning for campus and systemwide internationalization.” The relationship between this committee and the “Governing Committee” is not clear. Nor do we know if this committee has been formed.

Recommendation 3: “UOEAP will be relocated to a campus for FY 2010-11 when it will have achieved a level of financial and organizational stability.”

The absolute prerequisite for the relocation of UOEAP to a campus is to eliminate UOEAP’s deficit. Beyond this the following questions should be raised:

- a. Is the transferred office responsible to the campus chancellor or to UCOP?
- b. What is the relationship between this campus office and the Governing Committee?
- c. Will the office attached to campus be run on a budget separated from the campus budget?
- d. What is the fiscal implication of this transfer? Is it supposed to save money? If so, is it tantamount to asking the campus to run UOEAP on a reduced budget?
- e. Who provides physical facilities for this office?
- f. Who selects the director, his/her assistants, and staff, and who pays for their salary? What rights and privileges does the campus enjoy?
- g. Is there any comparable model in which a UC-wide program is located on a campus?
- h. Report of the UCIE Budget Sub Committee (Appendix D) states: “UOEAP will eventually be moved to a campus, so much of the administrative support that it currently provides can be outsourced as well. This principle impacts both administrative services in general, and reciprocity student support specifically.” We find this statement appalling. If the relocation to a campus is considered “outsourcing,” as the UCIE Budget Sub Committee thinks, then the cost of administrative services for EAP operations should come from the internal sources of the campus. Under this condition, what campus would be willing to volunteer to take up the task of UOEAP? It is also difficult to understand why and how the relocation would “impact...reciprocity student support specifically.”

Recommendation 4: “The Provost shall invite the Vice Chancellors for Planning and Budget to establish a small budget working group (with staff from UOEAP and UCOP as well as members of UCIE and UCPB from the Academic Senate) to advise the Governing Committee in time for 2010-11 budget appropriations process (September 2009-March 2010) regarding to the development and implementation of a simplified UOEAP budget appropriations process, and an UOEAP fee.”

The budget working group proposed by the Final Report does not seem to have been formed. This recommendation was already outdated by the decision made by the Office of the President for the budget formula for the next year. The Office of the President has provided UCIE and UCPB with three budget options: Option A (EAP fees + UCOP’s General Fund + Opportunity Fund), Option B (EAP fees + Opportunity Fund), and Option C (EAP fees alone). One of the principle that the Task Force agreed states: “The UOEAP [UCEAP?] fee and any general fund appropriation to UOEAP should be set annually by the Provost upon the recommendation from the Governing Committee as part of a transparent and consultative budget appropriations process managed according to a standard calendar.” UCOP’s presentation of these three budget formulas seems to have violated this principle. They were made without “a transparent and consultative budget appropriations process,” and even

before the Governing Committee was formed. Options B and C do not contain “any general fund appropriation,” suggested by this principle.

The Final Report also accepts the principle: “UOEAP’s revenues should consist primarily of an EAP fee paid by students participating in UOEAP programs and a small subsidy made up from UCOP’s distribution of general fund money and/or campus co-investment.” We believe that UCOP’s general fund subsidy is important, even if we switch to the fee-based budget formula. We consider the preservation of the immersion program and the reciprocity program crucial, and without a subsidy from the general fund, we run the risk of putting these programs in jeopardy. We do not quite understand what the Final Report means by “campus co-investment.” UOEAP is a systemwide program and will continue to require some systemwide support.

Another principle accepted by the Final Report is: “Students participating in an UOEAP program should pay the EAP fee. Those students would not pay the Education or Registration Fees that would otherwise apply for the duration of their study abroad program.” The crucial question here is the comparative price tag of the EAP fee and the combined total of the Education and Registration fees. We recommend that the EAP fee should not be set so high, in comparison with the Ed plus Registration fees, as to discourage students from participating in EAP. We insist that EAP participating students should receive the same amount of subsidy that each UC student receives at each campus.

We are puzzled by the statement on page 5 (under 3, problem statement): “The costs of education abroad programs—including campus-based as well as systemwide—are unknown. The UOEAP budget model needs to be determined in light of those total costs.” How can one determine the budget on the basis of “unknown costs”? We do not believe that a thorough analysis of bookkeeping of any organization is impossible. It is disturbing to learn that the Task Force has recommended a drastic change in the budget formula and that UOEAP is now operating on this new budget formula on the basis of “unknown” data.”

Further, the Final Report states: “The costs inherent to the system in retaining reciprocity agreements are unknown.” We do not believe that the costs of reciprocity are unknown. Certainly, there are financial records showing how UOEAP has extended financial assistance to campuses to support reciprocity students. Professor Cowan’s budget in his Strategic Plan clearly listed the expenses for aid to campuses to cover reciprocity students. Although it is not known where precisely this money came from, it does not seem to matter much if this came from UCOP’s General Fund or Opportunity Fund. What matters is that with the shuffle of the budget formula, expenses for the reciprocity program have disappeared. We insist that this money should be restored either from the General Fund or from the Opportunity Fund.

The Final Report makes the following point as the issue “requiring detailed analysis or further development by the budget task force”: “determination of the costs and benefits to the system and the continued financial viability of maintaining UOEAP reciprocity agreements.” Reciprocity students bring obvious benefits to our campuses, enriching the classroom experience with different cultural perspectives. After they leave our campuses, they become ambassadors for UC in their home countries. These benefits are not possible to calculate in the quantifiable terms. Other than these obvious benefits, reciprocity is based on a multitude of agreements that UC has concluded with leading universities overseas, and UC has the legal obligations to honor them.

Moreover -- and most importantly -- we would like to point out that the maintenance of EAP’s immersion program, which is one of the most important strengths of our education abroad program, is integrally connected with the reciprocity program. We roughly send three UC students to partner universities per one reciprocity student we accept. This ratio is thus extremely beneficial to UC. The elimination of the

reciprocity program means the elimination of the immersion program, which is in our view, tantamount to throwing away our crown jewel.

We, therefore, insist that even with the severe budgetary crisis, we must preserve two important aspects of UCEAP: immersion and reciprocity. The budgetary constraints may reduce the level of overall support, but we must maintain the structure of immersion and reciprocity at all cost.

Recommendation 5, "Once the budget working group has reported, UOEAP, in conjunction with the Governing Committee, and with advice from UCIE and UCPB, should undertake a thorough review of its policies and practices with the aim of achieving further cost efficiencies and savings while supporting the core goals of UCEAP. It [sic] particular it should in particular [sic]:

- Review UOEAP operations in order to streamline them.
- Establish as a goal the reduction in transaction costs associated with all forms of articulation, so that UOEAP should, as soon as possible, cease UC credit course-by-course articulation; and
- Adopt cost-effective administrative and business solutions to program and study center administration."

Although we applaud the general principle of saving money through some streamlining of "course articulation," (which actually refers to the acceptance and transformation of foreign university courses into UC terms), we feel that no serious analysis of current practice appears to lie behind this recommendation. We do not believe that the work of accepting and "translating" foreign university courses into UC terms can simply "cease." To attempt to devolve this responsibility onto the admissions offices of the individual campuses, or worse, onto individual departments would create a massive workload problem and considerable confusion. The new system recommended may eliminate the task centrally done at UOEAP, but result in unnecessary duplication of the same task at all ten campuses. Money saved in UOEAP is merely shifted to campuses; already overburdened admissions offices and departments at each campus will be reluctant to perform the task of course articulation. UOEAP has developed significant expertise in the transformation of foreign university courses into UC terminology and units and has created a much-used electronic course catalogue to make the UC versions of the courses available to the entire university. This valuable resource and the process behind it should not be sacrificed to short-sighted cost-saving measures.

This recommendation on "articulation" should not be accepted without serious analysis of its implications and some understanding of what would replace it.

Recommendation 6: "UCIE should be asked as part of the budget appropriations cycle (and on an ad hoc basis when required), to advise the Governing Committee about program selection and/or study center/program closure decisions, including the use of faculty in academic oversight, study center management, and program development. In framing their advice UCIE will be fully informed about UOEAP's budget and budget plans and its program proposals. In formulating its advice UCIE is encouraged to use the Guidelines developed by the UCIE Budget Subcommittee."

This (i) clarifies UCIE's role in providing the faculty voice concerning the fate of programs abroad, and (ii) specifies enhanced transparency from UOEAP. We agree that clear and open communication between UCIE and UOEAP are important.

The "encouragement" to follow the Guidelines in Appendix D raises concerns. The fifth Guideline can be disputed for some countries (e.g., Australia), though "outsourcing" is not clearly defined. Others (second, third, and sixth) are suggestions to reduce the UOEAP budget and in our view should serve as guidelines for implementation of Recommendation 5 (streamline UOEAP).

The Seventh Guideline encourages single semester immersion programs. This involves more than costs. It may attract more students, but many immersion students gain more from their second semester than their first, inside and outside class. It may be that extensions should be actively encouraged and facilitated, not merely permitted. The main point, that a study director is needed most at the start of the program, may often be true.

Recommendation 7: "UOEAP should have as a line-item component of its annual budget funds to support faculty involvement as necessary to ensure the quality of the program. UCIE should be asked annually as part of the budget appropriations process to advise the Governing Committee about how such funds should be expended."

The scope of expenditures on this line item is unclear. Will the line item amount will be determined before the input will be sought? This would not work well.

For example, will many study centers be excluded from faculty involvement because they are run by liaison officers regarded as administrators? Will UOEAP be financing travel of UC faculty to perform course reviews at a partner institution, an expense that was traditionally covered by the Academic Senate? Does the line item cover expenses or compensation for faculty members of the Governing Committee? Will campuses be asked to perform some duties currently done by UOEAP staff, e.g., grade conversion, course recommendations? [See our comments on Recommendation 5 above.]

Recommendation 8: "The Governing Committee will be tasked by the Provost to make recommendations about the respective roles and responsibilities of campus faculty and administrative directors respectively."

This task needs to be carried out in close consultation with the Academic Senate, and possibly jointly. Academic oversight of the programs is the responsibility of the faculty, not the Governing Committee.

This Recommendation is also unclear. Does the reference to "campus faculty" mean there are other kinds of faculty not included - perhaps the small number of faculty working at UOEAP itself (the Director and one or two Deans) or on the Governing Committee? Does it mean only the activities of faculty on their own campuses and not, for example, as study directors or as individuals or committees asked to review courses in countries without study directors? Does the repeated use of "respective" have some significance?

Recommendation 9: "Campus representatives should be asked to discuss the benefits of a common calendar for selection of UOEAP students."

A selection deadline makes sense, perhaps with provision for late withdrawals and even substitutions. However, it seems a minor detail compared to the issues addressed by the other recommendations. There is little explanation, only "Recruitment to UOEAP study abroad programs ... is further complicated by the fact that campuses use different calendars for final selection of their UOEAP students." (p. 9, 2nd paragraph under Item 5.) What are these complications?

III. Conclusion

We would like to reiterate the mission statement that the Final Report adopted: "UCEAP is an academic program of the University of California. Its mission is to provide students with international learning opportunities to enhance their academic experience and to prepare them to be effective and responsible citizens of an increasingly interdependent global society." Education abroad is not a luxury that we can jettison at a time of financial crisis, but a necessity that we have to preserve even in a smaller and more modest scale. We have to meet the financial challenge in such a way that when the

financial outlook improves, we will be able to restore the strength that UC has built for the past 47 years.

Enclosure: Letter to Henry Powell (11/18/09), Chair of Academic Council, re: Role of UOEAP Governing Committee

University of California
ACADEMIC SENATE
Santa Barbara Division
Committee on International Education

November 18, 2009

To: Professor Henry Powell, Chair
Academic Council

From: Tsuyoshi Hasegawa, Chair
Committee on International Education



Re: Joint Senate-Administration EAP Task Force Final Report

We have received a copy of the final report of the joint Senate-Administration Task Force on the Education Abroad Program, which Martha Winnacker, Executive Director of the Systemwide Academic Senate, had sent to the Chairs of Senate Divisions on October 20, 2009.

As UC's Education Abroad Program is facing a major crossroads, we take the task of reviewing the final report seriously, and in due course, we will send our report to the Chair of the Division Academic Senate. We are concerned, however, that the Governing Committee that has been formed has already been making major decisions that will predetermine the nature of EAP in the future. We are afraid, therefore, that whatever reviews the Academic Council makes in January next year may be too late to alter the course that has been taken by the Governing Committee and the Office of the President. We are also alarmed by the lack of initiative that has come from the Academic Council in the last months in responding to the Task Force's final report. (We will explain in more detail why we are not satisfied with the response of the Academic Council in Appendix 1.)

At this point we feel it essential to present to you the following six fundamental principles that should govern the decisions of the Governing Committee from now until the time the Academic Council makes the final decision on the final report on the Joint Task Force. We believe that any alterations of these principles will fundamentally change the nature of EAP in the future, and that such changes should wait until the Academic Council completes the review of the final report of the Joint Task Force.

1. The composition and the task of the Governing Committee and to what bodies it should report its decisions should be clarified.

The Final Report recommends the formation of a Governing Committee, chaired by a representative from the Council of Executive Vice Chancellors and Provosts, and composed of representatives from UCIE, UCPB, and UCEP, campus EAP directors, the Council of Vice Chancellors for Planning and Budget, Undergraduate Deans, the Senior International Leadership Council, and possibly one or two

members external to the University. We have received today the composition of the Governing Committee through our representative to UCIE, who had also given us the representatives from the Academic Senate committees. We would like to raise several questions.

First, the composition of the Governing Committee does not seem to be balanced. Excluding representatives from the Academic Senate committees, the Governing Committee has two representatives from UCOP, two from UCLA, and one representative from each campus, except UCSB and UCI. UCSB sends more students than any campus to EAP. The absence of administration representative to the Governing Committee from UCSB, therefore, strikes us as strange. Including the representatives from the Academic Senate, the Governing Committee has four members from UCLA while UC Santa Barbara and UC Berkeley, by far the largest providers of students to EAP, are represented by a single member.

Second, it is not clear whether the Governing Committee reports to the Office of the President alone, or to the Office of the President as well as the Academic Council. If it is the former, the Governing Committee is nothing but an advisory body to the Office of the President. As it is envisaged in the final report of the Joint Task Force, the Governing Committee should be the highest decision-making body that determines the budget formula and the operations for UCEAP, and the principle of shared governance demands that the Governing Committee also reports to the Chair of the Academic Council.

Third, we are not sure whether the six Academic Senate representatives function as full members of the Governing Committee, or merely as ex officio members without the right to vote. Our interpretation of the Appendix B of the Task Force report is that the six UCIE, UCPB, and UCEP representatives are full voting members, and the Governing Committee would include additional ex-officio members from the Academic Senate. If the six Academic Senate representatives are ex-officio members, it is difficult to understand why Interim Provost Laurence Pitts and Vice Provost Daniel Greenstein are full members of the Governing Committee.

Fourth, we would like to raise the question of who chairs the Governing Committee. The final report states that the Governing Committee is chaired by a representative from the Council of Executive Vice Chancellors and Provosts. But we have learned that the Governing Committee is chaired by Interim Provost Pitts. This means that the Governing Committee, appointed by the Interim Provost and chaired by the Interim Provost, reports to the Interim Provost. If the six Academic Senate representatives are not full members but merely ex officio members without the right to vote, this makes the Governing Committee an appendix to the Office of the President, not a committee jointly responsible both to the Office of the President and to the Academic Council.

We find the lack of clarity and transparency with regard to the composition and responsibility of the Governing Committee troubling. [See further comments on the Governing Committee in Appendix 2.]

In addition to the issue of the Governing Committee, the most crucial issue is the budget issue. The Office of the President has presented UOEAP with three budgetary models for its operation for the next year. The new budgetary five-year plan offered by Professor Cowan for three models (Enclosure 9 of the UCIE agenda) is not detailed enough to make an intelligent comparison between this plan and the previous five-year plan presented by Professor Cowan in his Strategic Plan in February 2009. UOEAP expenses in the current five-year plan are not itemized. We strongly urge Professor Cowan to provide us with the details of the budgets for the three models.

Nonetheless, certain issues that are now being discussed have crucial implications for the future of UCEAP. Therefore, we would like to make the following additional points.

2. The principle of accepting reciprocity students should be preserved.

3. The principle of “immersion,” which makes UCEAP unique among education abroad programs, should be maintained.

These two issues are related. Therefore, we discuss these principles in tandem here.

The February 2009 Strategic Plan budgeted \$2M for “Reciprocity Support to Campuses” from UOEAP expenses for five years. In response to the Strategic Plan, our committee recommended that the reciprocity support to campuses should come from OP’s General fund. Although it is not clear from the current five-year plan if UOEAP still plans to budget for reciprocity support for campuses, and if so, how much, the lack of clarity concerning the reciprocity support seems to be the crux of the problem that is being debated in the Governing Committee.

It is understandable that campuses are unhappy with accepting reciprocity students without adequate financial support. The question is who pays for this cost. In view of the central role that reciprocity plays in UCEAP, we strongly recommend that the reciprocity support for campuses should be restored and that this support should come from OP’s General Fund or Opportunity Fund. Reciprocity students bring obvious benefits to our campuses, enriching the classroom experience with different cultural perspectives. After they leave our campuses, they become ambassadors for UC in their home countries. It is unrealistic to expect that international students will flock to UC by paying expensive out-of-state fees, once reciprocity provisions are removed. Other than these obvious benefits, reciprocity is based on a multitude of agreements that UC has concluded with leading universities overseas, and UC has the legal obligations to honor them. Without reciprocity, we will lose our immersion program, which is the most important aspect of UCEAP.

We, therefore, insist that even with the severe budgetary crisis, we must preserve two important aspects of UCEAP: immersion and reciprocity. The budgetary constraints may reduce the level of support, but we should maintain the structure of immersion and reciprocity at all cost.

4. Financial support to campus EAP offices should be provided.

In the 2008-09 budget UOEAP provided \$933,000 for campus financial support. The February 2009 strategic plan eliminated this support entirely. In our response to the Strategic Plan, we stated: “If the switch of the General Funds and Ed fees were to be implemented, we strongly urge that the Office of the President restore this financial support to campus EAP offices by mandating an adequate portion of the General Funds allocated to campuses to be used to support campus EAP offices.”

If UOEAP is to rely more on EAP fees, it is imperative to have adequate support for campus EAP offices, since its financial stability will be assured only by adequate recruitment of EAP students. The elimination of campus EAP offices means the reduction of EAP participating students, which will seriously imperil the operation of UOEAP and the entire program, especially at a time when local EAP offices are suffering a cut in positions due to the budget crisis at each campus.

5. UOEAP’s deficit should be eliminated.

We are deeply concerned about the growing deficit that UOEAP anticipates in the current five-year plan. While Model A anticipates \$15M surplus by the end of the fifth year, Plan B anticipates a deficit of \$3.6M for 2010-11, \$2.8M for 2011-12, \$2.2M for 2012-13, and \$1.7M for 2013-14; the deficit for Plan C will mushroom from \$1.2M in the current year to \$9.6M in 2013-14. The anticipated deficit seems to make a mockery of the principle of financial solvency in the new budgetary formula. It also makes it impossible for any campus to assume the role of UOEAP, as the Final Report of the Task Force recommends for the next year (Recommendation 3).

6. New EAP fees should not be set so high as to discourage our students from participating in EAP.

The changes in the funding formulas for EAP represent a decision on the part of the Office of the President to withdraw funding for the systemwide academic program. Throughout its 47-year history, until the current year, EAP students enjoyed virtually the same funding status as students on campus. They paid their ed and reg fees and received UC units and grades just as they had on campus. Adopting Option C as the budget operation means cutting off all funding for EAP. This will virtually transform UOEAP into a self-supporting service provider. Program fees ranging from \$750 to \$4000 are being added to many EAP options, and all students will be required to pay an additional \$500. If all systemwide funding is withdrawn, it is estimated that an administration fee of \$1200 must be added. In these circumstances, EAP will cost about the same as non-UC third-party providers of study abroad. Its numbers will shrink, even though future EAP budgeting must depend on increasing numbers.

Though EAP has been called a “Cadillac program” by representatives of the Office of the President, in fact its per-student costs are, on average, roughly equivalent to per-undergraduate student costs on the campuses. Some EAP study abroad options are indeed more expensive, a fact that UOEAP has been addressing for the past two years. But some are considerably less expensive. It appears that the decision to withdraw funding from EAP has not been based on any rigorous comparison of its per-student costs with either per-student costs on the campuses or on the costs of the short-term faculty-led campus study abroad programs.

Conclusion:

Finally, we would like to reiterate the mission statement that the Final Report adopted: “UCEAP is an academic program of the University of California. Its mission is to provide students with international learning opportunities to enhance their academic experience and to prepare them to be effective and responsible citizens of an increasingly interdependent global society.” Education abroad is not a luxury that we can jettison at a time of financial crisis, but a necessity that we have to preserve even in a smaller and more modest scale. We have to meet the financial challenge in such a way that when the financial outlook improves, we will be able to restore the strength that UC has built for the past 47 years.

For this reason, the Academic Council is well advised to reject firmly and categorically Model C, which is tantamount to destroying UCEAP, and reject also Model B, which will seriously imperil the operations of the program. The University of California can ill afford to turn its back on international education, and transform UOEAP into a self-supported business operation similar to a private provider. The Office of the President should provide funding to UCEAP that is adequate to meet its needs as a systemwide academic program. We stress the importance of the role in the Academic Council in preserving the framework of UCEAP.

cc: Joel Michaelsen, UCSB Academic Senate Divisional Chair
Dan Simmons, Academic Council Vice Chair
Errol Lobo, UCIE Chair

Appendix 1

In February 2009, UOEAP Director Professor Michael Cowan's Strategic Plan was presented. The systemwide Academic Council, having gathered comments from all the divisional Academic Senates, rejected this plan, and recommended that the President form a Joint Task Force consisting of the Academic Senate and Administration and further that the Joint Task Force make the final recommendation to the President as well as the Academic Council. The Joint Task Force completed its final report on July 14, and this report was presented to UCIE for comment at UCIE's October 8 meeting.

We had tried to obtain a copy of the Final Report for months so that our committee would be able to discuss the document at the first meeting. At the end of August, the Chair of the Santa Barbara Committee on International Education asked Professor Joel Michaelsen, Chair of the Santa Barbara Academic Senate and a member of the Task Force about the Final Report. Professor Michaelsen had no knowledge about it until it was reported to UCIE. The Chair of CIE also contacted Professor Bjorn Birnir, another member of the Task Force. He informed us that he was surprised to learn that the Task Force had written its Final Report.

This raises a serious question about how the Final Report came to be approved and written. Who wrote the Final Report, and did it receive the approval from every member of the Task Force? If not, it appears that the Final Report is not a legitimate document.

Furthermore, it raises a question about the role of the Academic Council on this matter. Martha Winnacker states in the covering letter that "the Senate office received the task force report in July," but that "the Senate leadership decided that it would be more appropriate and practical for the report to be reviewed in 2009-10 than in the final summer months of 2008-09." We do not quite understand why it is "appropriate and practical" to delay the release of the document until October 20, when the Executive Director herself admits that even before we review the final report of the Task Force, EAP is already "in the process of transitioning from central funding to a student fee-based budget model," and the "oversight board appointed by the Provost is already underway." In fact at its first meeting on October 8, UCIE was asked to comment on three budget models for the future operations of UOEAP. The decision on this issue will fundamentally determine the future of UOEAP, and this decision is being made before the appropriate Senate committees review the final report. We are afraid, therefore, that whatever comments we make on the Task Force's final report by January 15, 2010, the Governing Committee or the Office of the President will have preempted the decision to determine the nature of UOEAP in such a way as to make it impossible to alter the course that will have been implemented.

To put it bluntly, the Academic Council has abrogated its role in shared governance regarding the future of UOEAP. It is time for the Academic Council to take strong action.

Appendix 2

In addition to the Governing Committee, the Final Report also proposes "a new committee formed by the Executive Vice Chancellors, each of whom would designate a single representative from each campus." This committee "would speak for the campus' internationalization efforts generally," and "this group is to ensure a coordinated approach to planning for campus and systemwide internationalization." What is the relationship between this committee and the "Governing Committee"? Is this committee also being formed now?



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SANTA CRUZ DIVISION
125 CLARK KERR HALL
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January 15, 2010

Henry Powell, Chair
Academic Council

RE: UCSC Response to Joint Senate – Administration Task Force Report for Education Abroad Program (EAP)

Dear Harry,

The following committees from the Santa Cruz Division of the Academic Senate reviewed the Joint Senate – Administration Task Force Report for Education Abroad Program (EAP): Committee on Educational Policy (CEP), Committee on International Education (CIE), Committee on Planning and Budget (CPB), and the Committee on Teaching (COT).

Education abroad is popular among UC students, and, in the opinion of the UCSC senate a valuable, frequently eye-opening, experience. Many students study abroad through the UC-run Education Abroad Program (EAP), though a significant number choose to use third-party providers instead. Since EAP provides such a valuable experience, UCSC feels (i) that it is important to maintain at least the core features of it, and (ii) that it continues to be available to all our students, despite the challenging financial situation of the University. More specifically, I address below each of the recommendations.

Recommendation 1: UCEAP's mission needs to be clarified and made specific enough to direct UOEAP's (University-wide Office of the Education Abroad Program) practical actions.

We support UCPB's recommendation that the proposed mission statement

UCEAP is an academic program of the University of California. Its mission is to provide students with international learning opportunities to enhance their academic experience and to prepare them to be effective and responsible citizens of an increasingly interdependent global society. UOEAP coordinates summer, semester and year-long study abroad programs which combine high-quality academic experiences with immersion in the local culture; provides pre-and post-departure activities designed to help students gain the most from their international experiences; sponsors exchanges with international students; and helps to coordinate the efforts of individual campus EAP activities.

be strengthened to emphasize that EAP is an *essential* academic program; we wholeheartedly agree with UCPB's assertion that "we cannot imagine a University of California without EAP, or with an EAP so

degraded that it no longer contributes to [UC's academic] excellence.”

Ambiguity regarding UOEAP's mission and core strengths has led to a host of problems. EAP expanded dramatically during the past decade, largely through the creation short-term, non-immersive programs; this rapid shift away from EAP's unique, highly successful semester and year-long immersion programs led to fiscal disaster and put UOEAP in direct competition with for-profit third party providers. Given the current budget crisis, the perception among some administrators that EAP could be replaced by third party study abroad programs or further remodeled in the image of such programs must be corrected if EAP is to survive as a high quality academic program.

Recommendation 2: The Task Force recommends the establishment in July 2009 of a UOEAP Governing Committee appointed by the Provost with substantial representation from the Academic Senate, including *ex-officio* representation from members of the University Committee on International Education (UCIE), the University Committee on Planning and Budget (UCPB), and the University Committee on Educational Policy (UCEP). The Committee will act as the primary governing structure through which UOEAP will coordinate its activities with other UC internationalization efforts systemwide.

The UOEAP Governing Committee is now an established and active body. We agree with the Task Force that UOEAP has been insufficiently accountable, and that the roles, responsibilities, and decision rights of the Academic Senate, UOEAP, UCOP, and campus leadership in the governance and oversight of UOEAP must be clarified. However, we share UCIE's concern that the current composition of the Governing Committee and apparent chain of responsibility give excessive influence to UCOP. At present, the Governing Committee is appointed by the Interim Provost, chaired by the Interim Provost, and reports to the Interim Provost. Under the principle of shared governance, the Governing Committee should answer to the Academic Council as well as the Office of the President.

The Governing Committee currently has four members from UCLA, while UCSB and Berkeley (the largest providers of students to EAP) are represented by a single member. UCSC sends almost as many students abroad through EAP as UCLA does (101 vs. 109 in 2006–07), and will face much greater challenges than the larger campuses if there is a rapid shift of services from UOEAP to the campuses. The disproportionate representation of a large campus with relatively low per capita participation may result in an EAP model that the smaller campuses simply can't afford.

Recommendation 3: UOEAP will be relocated to a campus for FY 2010/11 when it will have achieved a level of financial and organizational stability.

We agree that relocation of UOEAP to a campus “will surround UOEAP with academic administration that is better suited than UCOP to manage an academic program.” However, implementation of the relocation by FY 2010/11 seems unrealistic. The financial stability anticipated by the Task Force seems ever more elusive: draconian budget cuts have delayed UOEAP's return to solvency; UOEAP's substantial continuing debt, and uncertainties regarding the impact of an abrupt shift to a predominantly student-fee funded basis, presumably make it unattractive to most campuses. Once a new home for UOEAP has been found, adequate time and funding must be allowed to ensure that EAP participants are not negatively impacted during the transition.

It is essential that EAP continue as a systemwide academic program, serving all campuses equally. UCIE and the Governing Committee must effectively communicate the interests and concerns of the campuses to the host campus; balanced representation of the campuses on the Governing Committee is necessary.

Recommendation 4: The Provost shall invite the Vice Chancellors for Planning and Budget to establish a small budget working group (with staff from UOEAP, as well as UCOP, and members of UCIE and UCPB from the Academic Senate) to advise the Governing Committee in time for the 2010/11 budget appropriations process

(September 2009–March 2010) regarding the development and implementation of a simplified UOEAP budget appropriations process, and an UOEAP fee.

We applaud the effort to simplify and clarify the budget process. The UCSC CIE is particularly concerned with two issues related to the budget: reciprocity and the fee structure. Reciprocity in particular was not addressed in detail in the task force report.

Reciprocity agreements are crucial for EAP's immersion programs and make essential contributions to the international awareness of students at their home UC campuses, enriching the classroom experience with different cultural perspectives. The option of sending students to UC campuses is a carrot for EAP's international partner institutions that support immersion programs. Without reciprocity, we will lose our immersion programs, which are the most important aspect of EAP.

While EAP sends approximately 4500 students abroad each year, approximately 1200 students from partner institutions attend classes at UC campuses, paying their usual fees to their home program. Reciprocity is a net winner for the UC system from the standpoints of cost and student FTE on UC campuses. The favorable 3:1 exchange ratio allows EAP to serve as an eleventh UC campus, relieving overcrowding resulting from rapid enrollment increases and the current budget restrictions.

We are very concerned about the lack of administrative commitment to reciprocity support. Under the new student fee-based budget model, reciprocity students may become a financial burden on the campuses. The presence of reciprocity students on UC campuses benefits all students, but many campuses are unhappy with the prospect of accepting reciprocity students without adequate financial support. In view of the central role that reciprocity plays in UCEAP, we strongly recommend that the reciprocity support for campuses should be maintained and that this support should come from OP's General Fund or Opportunity Fund.

After they leave our campuses, reciprocity students become ambassadors for UC in their home countries. At least one UC campus is attempting to document the influence of reciprocity agreements and participation in reciprocity programs in successful recruitment of top graduate students and faculty from abroad. We encourage UCSC to initiate a similar fact-finding project, to demonstrate the importance of this facet of EAP for all components of UCSC's mission— graduate education and research, as well as undergraduate education.

A second major concern raised by our Senate committees is that substantial fee increases to EAP will make the program inaccessible to many students and potentially undermine the entire program. UCOP's goal of transforming UOEAP into a self-supporting service provider will catastrophically backfire if abrupt increases in student fees, coupled with significant reductions in campus EAP support during the program selection and application process, redirect students to third party providers or drive them away from all study abroad programs. From EAP's inception in 1962 until this year, EAP students enjoyed virtually the same funding status as students on campus. Special program fees ranging from \$750 to \$4000 have recently been added to many EAP options, and all EAP participants are now required to pay an additional administrative fee, which will increase to \$500 in 2010–11. If all systemwide funding is withdrawn, this administration fee may climb to approximately \$1200.

Crucial questions regarding return to aid remain unanswered; it is expected that the level of return to aid from the EAP fee will match that for conventional registration and education fees, but there is currently no commitment to use return to aid from EAP for EAP. There is a clear risk that EAP will become a luxury service program that is financially accessible only to a small pool of UC students. For some career areas (e.g. international politics and business, language studies, development studies) international experience is critical for job opportunities and for graduate school. Thus maintaining a viable EAP program that is accessible to students in all income brackets should be a crucial component of UC's commitment to diversity.

Local EAP offices are suffering staffing cuts due to the budget crisis at each campus. In the 2008–09 budget UOEAP provided \$933,000 for campus financial support; the February 2009 strategic plan eliminated this support entirely. The elimination or curtailment of campus EAP offices will almost certainly lead to a reduction in EAP participation, which will seriously imperil the operation of UOEAP and the entire program. Adequate future funding of EAP relies on increasing volume—a 5% increase in participant FTE per year over several years is supposedly necessary if UOEAP is to survive as a self-supporting program. There is a clear danger that increased costs and reduced support will make EAP unattractive to students, resulting in reduced EAP funds from student fees, further service cut-backs, etc., in a downward spiral that could lead to the collapse of EAP.

We encourage the development of partnerships that would allow the participation of students from universities outside the UC system in EAP programs. This is one of the most plausible routes to increased participation levels and consequent improved economies of scale. The target of average 5% increase in participation per year over the next several years seems unrealistic unless substantial new pools of students are tapped, given the anticipated negative impact of the economic crisis on student interest in study abroad. Consideration of the academic aspects of such partnerships, particularly course ‘articulation’, dovetails with the recommended overhaul of the course review process within the UC system.

Recommendation 5: Once the budget working group has reported, UOEAP, in conjunction with the Governing Committee and with advice from UCIE and UCPB, should undertake a thorough review of its policies and practices with the aim of achieving further cost efficiencies and savings while supporting the core goals of UCEAP. It should in particular:

- review UOEAP operations with a view to streamlining them;
- establish as a goal the reduction in transaction costs associated with all forms of articulation, so that UOEAP should, as soon as possible, cease UC credit course by course articulation;
- adopt cost-effective administrative and business solutions to program and study center administration.

Given the costs inherent in articulation, the Task Force urges the Academic Senate in the strongest possible terms to review articulation requirements for EAP, as well as for other purposes.

The need for cost-effective administration is indisputable, but the academic integrity of EAP must be preserved. According to Appendix C of the Task Force report, “students claim that unit transfer risk is the Number One reason that interested students who did not go abroad decided to stay home.” Clarification of the processes and goals relevant to the review of courses, assignment of units, and departmental approval of coursework would facilitate the elimination of inefficiencies and improvement of essential services. For example, the report recommends that “UOEAP should, as soon as possible, cease UC credit course-by-course articulation,” while UOEAP staff insist that they do not, and never have done course articulation—they are simply “information brokers.” The lack of a clear description of UOEAP’s course review process and campus utilization of the output of that process has led to confusion at several levels, and is indicative of the need for improved communication between UOEAP and faculty.

The Task Force observes that “UOEAP’s role is the support of articulation decisions made on the departmental level.” We fully agree that approval of courses towards major requirements is the prerogative of the departments. UOEAP and the Study Centers should encourage students to communicate regularly with advisors in their home departments, rather than second guessing course approvals. However, decisions regarding course units and lower/upper division status for classes taken abroad are typically made by the Office of the Registrar, not by departments. We understand from conversations with staff at UCSC’s Office of the Registrar that UOEAP’s assignment of numbers, units, and lower/upper division status to EAP coursework is useful and allows the courses to appear on student transcripts, which is not the case for non-EAP study abroad programs. If properly coordinated with

campus administration, UOEAP's centralized handling of unit assignments etc. should minimize redundant effort and assure consistency across the UC system. Shifting this task from UOEAP to the individual campuses would place a significant additional burden on each Office of the Registrar; as a small campus with a very high level of EAP participation, UCSC would be particularly hard hit by such a change.

We strongly support the Task Force's recommendation that UOEAP work with campuses to improve the on-line EAP course review resources and expand access to these resources. We intend to contact all UCSC undergraduate programs, requesting information about their current processing of EAP coursework and soliciting suggestions for improvements. For example, access to information about course approvals at other campuses could reduce the average investment in departmental course reviews. Each department should be free to make their own decisions, but may be happy to follow the lead of a sister campus with a similar major program. UOEAP's apparent passion for consistency should be curbed in some contexts: if course syllabi or links to course websites are available only in some cases, that information should not be suppressed in the name of uniformity.

Recommendation 6: UCIE should be asked, as part of the budget appropriations cycle (and on an *ad hoc* basis when required), to advise the Governing Committee about program selection and/or study center/program closure decisions, including the use of UC faculty in academic oversight, study center management, and program development roles. In framing their advice UCIE will be fully informed about UOEAP's budget and budget plans and its program proposals. In formulating its advice, UCIE is encouraged to use the Guidelines developed by the UCIE Budget Subcommittee (Appendix D).

It is essential that UCIE be consulted in a timely manner, rather than being presented with *fait accompli*, as has far too often been the case. For example, both UCIE and UCPB were consulted regarding the proposed budget model changes, but the timing of the process suggested that the consultations were *pro forma*. UCPB chair Peter Krapp objected "We were given little more than a week to make a decision that will have wide-ranging, long-term impact on tens of thousands of future UC students." Several program closure decisions have been made without UCIE's approval, on the grounds of fiscal urgency. In spite of the Task Force's recommendations that no new programs be developed until the budget has stabilized and that EAP focus on long-term immersion programs, UOEAP recently advertised and accepted applications for a new non-immersion program without UCIE approval, then offered the program's *de facto* existence as an argument in favor of approval. (The program was not approved.)

UOEAP should work with UCIE and UCPB to develop analytic tools that provide insight into patterns indicating likely success or failure of programs. For example, data visualization tools commonly used in the sciences are valuable alternatives to spreadsheets. At a time when expediency is all too often invoked in justification of reduced faculty involvement in UC governance, it is important to remind the administration that faculty are insightful, creative problem-solvers who can productively apply their talents to challenges, e.g. shrinking budgets, outside their areas of expertise.

Recommendation 7: UOEAP should have as a line-item component of its annual budget, funds to support faculty involvement as necessary to ensure the quality of the program. UCIE should be asked annually as part of the budget appropriations process to advise the Governing Committee about how such funds should be expended.

Study Center Directors (SCDs) play a crucial role in EAP, but are also a substantial program expense. Their academic duties include grade translation, advising on course selection, mediation between students and home departments, supervision of independent studies, and negotiation of academic standards. Additional SCD responsibilities include evaluation of reciprocity applications, negotiation of partner agreements and contracts for

language instruction, and communication and coordination with UOEAP. We note that the home departments, not the SCDs, ultimately decide which courses count towards major requirements; at UCSC, the colleges must approve coursework for satisfaction of General Education requirements. Hence we recommend that SCDs encourage students to seek course selection advice from their home campus, with Study Center staff serving in a supporting role as needed. The need for mediation should be reduced if approval is sought before courses are taken, rather than during or after the term.

In an effort to reduce costs, several Study Centers are being consolidated into regional centers, particularly in areas where adaptation to the local culture and academic systems is relatively easy (e.g., the United Kingdom). Some of the worst fiscal excesses have involved programs run by local directors (non-UC faculty or staff hired by UOEAP); thus widespread replacement of SCDs by local administrators seems neither academically nor financially advantageous. Some SCD responsibilities could be handled off-site, from a regional center or even a UC campus, or during relatively brief stays at the Study Center (e.g. one or two summer months). Such approaches are valuable alternatives to program or Study Centers closures, or dramatically increased special program fees. However, effective oversight involves a level of faculty commitment that may be difficult to maintain long distance; cost-effective but thorough program reviews will be particularly important during this transitional era. Some programs, e.g. Moscow, involve sufficient risks and challenges that an on-site SCD, supported by a special program fee, seems justified.

The Task Force poses the question “Is UOEAP intended only to provide international exchange and academic programs for UC students, or is it also intended to foster and facilitate international exchange and research for UC faculty?” Faculty perceptions regarding the effort invested by a typical SCD and the value of the outcomes resulting from those efforts vary dramatically— some feel that many SCDs are already overburdened and cannot maintain current levels of service if further budget reductions are imposed, while others believe that many SCDs enjoy UC-subsidized research opportunities with minimal administrative responsibility. Coordination of SCD service with sabbaticals and ‘one semester abroad/one semester at home’ arrangements are promising cost-cutting measures, but it remains to be seen if there a sufficiently large and diverse pool of faculty willing to serve as SCDs under these conditions. Recruitment of lecturers as SCDs could yield substantial savings and potentially bring tremendous experience in language instruction to the job; this could be particularly valuable for Study Centers offering intensive language programs. We encourage UOEAP and the Governing Committee to experiment with various options, maintaining the programmatic flexibility to back out of unsuccessful experiments.

Study Center logistic support of UC faculty not directly involved with EAP, e.g., faculty on sabbatical or leaders of campus-organized short-term programs, seems to be poorly documented. If some Study Centers invest significant time and effort in assisting organizers of such programs, a rough estimate of that value should be factored in when estimating and comparing program costs. We encourage UOEAP to develop simple, easily implementable protocols for logging Study Center efforts in support of non-EAP activities, to avoid “you don’t know what you’ve got ‘til it’s gone” scenarios as Study Centers are scaled back.

Recommendation 8: The Governing Committee will be tasked by the Provost to make recommendations about the respective roles and responsibilities of campus faculty and administrative directors, respectively.

Given the current make-up of the Governing Committee (GC), there is concern that the GC may recommend reduced faculty involvement in EAP. For example, a proposed position description for the Executive Director of UOEAP requires only a Masters degree and specifies that the Executive Director would report to the Vice Provost for Academic Planning, Programs and Coordination. Maintenance of EAP’s high academic standards is possible only with the active participation of faculty at all levels. We agree with UCPB and UCIE that the Executive Director should be qualified for a tenured UC faculty position, and that the position should be reclassified to the level of Dean

or Vice-Provost (as was recommended in the 2007 Ad Hoc Committee on International Education Report) reporting to the Provost and the Academic Council.

The Task Force was asked to consider the question “What is the optimal mixture and balance between EAP programs, campus programs, and third party programs that should be made available to UC students?” The Task Force recommended that UOEAP should focus on long-term immersion programs, which are EAP’s greatest strength, and should build up its existing programs, rather than developing new ones. Short-term, specialized programs organized at the campus level and led by UC faculty allow greater flexibility than can be obtained within the EAP structure. Opening campus-run programs to students from other UC campuses and advertising such programs across the UC system would give students continued access to high quality programs with solid academic oversight as UOEAP ramps down its involvement in short-term, non-immersion programs. Estimates of typical operational costs would facilitate comparisons of the cost effectiveness of campus-run programs (which are typically short-term) and comparable EAP or third party programs.

Recommendation 9: Campus representatives should be asked to discuss the benefits of a common calendar for selection of UOEAP students.

A common calendar would facilitate communication and cooperation among campus EAP offices. Fragmentation of key EAP processes has led to significant inefficiencies that we can ill afford, given staffing reductions in many campus EAP offices. Shared program advising could be particularly beneficial for small programs, allowing a few EAP coordinators who are familiar with a particular program to advise applicants from all ten campuses on program-specific aspects of the application process. While some monitoring would be needed to maintain an approximate balance of shared advising responsibilities, the potential benefits justify the experiment.

UOEAP, in cooperation with campus EAP offices, should oversee the development and maintenance of a central EAP application website. Moving to an online application process would eliminate the laborious sorting, filing, and scanning/copying involved in processing hardcopy submissions, but it is doubtful that any one campus EAP office can afford to develop the appropriate database and web tools. A well-designed database could accommodate different deadlines for each campus, but common deadlines would presumably simplify the task. Clearly posted common deadlines and target dates for announcement of acceptances would reduce applicant anxiety. Many students have good friends at other UC campuses and share information with these friends; a stressful process becomes that much more stressful if a student worries that they may have missed a deadline or might not have made the cut when a friend calls to report on the status of their own application.

EAP has been a vital, influential UC academic program since its creation in 1962. Our ever more closely linked global society desperately needs informed, insightful citizens. With the support of the Senate and the Academic Council, EAP can evolve to meet the current challenges in and outside the UC system while maintaining its traditionally high standard of academic excellence.

Sincerely,

A handwritten signature in black ink, appearing to read "Lori Kletzer".

Lori Kletzer, Chair
Academic Senate
Santa Cruz Division



OFFICE OF THE ACADEMIC SENATE

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January 25, 2010

Professor Henry C. Powell
Chair, Academic Senate
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

Subject: Systemwide Joint Senate-Administration Task Force on Education Abroad Program

Dear Harry,

In response to your request of October 20, 2009, the San Diego Division sought and received comment from the appropriate Divisional committees on the Report of the Joint Senate-Administration Task Force on Education Abroad Program. The Divisional Representative Assembly received an update on this Report from Professor John Haviland at its meeting on December 1, and a Senate Council discussion was held on January 4, 2010.

In general, reviewers continued to express grave concern about the fate of the Education Abroad Program and to voice opposition to the dismantling of the Office and the Program. As in the recent past, Senate input appears to have been requested even while unilateral actions are being taken before that input can be considered. Major concerns voiced included:

- EAP is an academic program; UOEAP is not just a service provider, as is implied in the Report. Accordingly, the UOEAP Director should be an academic position and should have some reporting responsibility to the appropriate Academic Senate body.
- How representative is the proposed governing committee? While its scope as a governing body makes sense, it is not clear that the governing committee, as constituted, has the expertise that may be needed for its operational scope.
- The budgetary overhaul has proceeded along lines rejected in earlier Senate reviews. While it may seem reasonable to have fees that vary depending on program site costs, this will inevitably affect students' decisions when applying and will stratify programs such that only those students who can afford the extra fees will apply to or attend the more expensive programs, notwithstanding the promise of financial aid or their individual educational interests.
- There are many aspects of UOEAP that are much more efficiently handled on a systemwide level, and the elimination of programs and affiliation agreements, often difficult and time-consuming to establish, will have a negative impact on campuses.

Reviewers continue to worry that the changes to UOEAP are shortsighted and will have unintended negative consequences on the interactions of UC faculty and students with foreign colleagues.

Sincerely,

A handwritten signature in dark ink, reading "W S Hodgkiss".

William S. Hodgkiss, Chair
Academic Senate, San Diego Division

cc: F. Powell



UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)
Keith Williams, Chair
krwilliams@ucdavis.edu

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January 19, 2010

Henry Powell, CHAIR
ACADEMIC COUNCIL

Re: Final Report of a Joint Senate-Administration Task Force on the University's Systemwide Education Abroad Program (UCEAP)

Dear Harry,

UCEP considered the Final Report of a Joint Senate-Administration Task Force on the University's Systemwide Education Abroad Program (UCEAP) at two meetings in November and December, 2009 and we provide a number of comments on the EAP program as well as specific recommendations. We concur with the perspective that EAP should be considered an academic program and as such, should be subject to similar review and oversight as occurs with other academic programs. We are relieved that there are finally steps being taken to develop a sustainable model for the program after what has been a very long process of evaluation, and hope the self-funded model that has been proposed will be beneficial to the program in the long term. However, we do have a number of questions and comments on the newly proposed administrative and academic structure, and comments will be framed relative to recommendations from the final report

Recommendation 1: UCEAP's mission

UCEP believes that the primary purpose for UCEAP is to provide international educational experiences for students, and thus endorses Recommendation 1 and the mission statement in the Final Report. While EAP may also foster international exchange and research for faculty, and could also serve to make international students more aware of the UC system for possible enrollment as an undergraduate or graduate student, the primary mission must focus on providing students the best possible academic experience in an immersion environment.

Recommendation 2: UOEAP Governing Committee

UCEP agrees with Recommendation 2 and believes the UOEAP Governing Committee will provide necessary oversight that will help ensure that the EAP program maintains an appropriate academic emphasis. The report was somewhat unclear about the exact role UCEP would play on the governing board. As we understand it through the feedback from current UCEP members on the Governing Committee, they are ex-officio members but are considered voting members.

The two current members of UCEP on the Governing Committee were designated to have one and two year terms. Service on UCEP is on a year-to-year basis, and thus UCEP members chosen to serve on the

Governing Committee ex-officio may or may not be on UCEP during subsequent years after their appointment, depending on the policies of their local campus educational policy committee. This brings a potential conflict of interests – it would be beneficial for the governing Committee to have members serving multiple years for continuity, but it would serve UCEP best to have at least one current UCEP members involved. Regardless, there may be conflicts with the terms of service as members rotate on and off UCEP, and the Governing Committee should establish some procedures to deal with that situation.

We also note, with regards to committee membership, that there is no involvement of students in the governance structure. We believe the interests of students can be well represented by student input, and urge inclusion of one or more regular or ex-officio student members, preferably ones with experience with EAP.

Recommendation 3: UOEAP relocation to a campus

While UCEP agrees that locating the University Office on a campus as stated in Recommendation 3 seems preferable and potentially economically beneficial, there is little information in the Report to provide a basis for that conclusion. We suggest that the Governing Committee request an analysis from Academic Planning that describes the budgetary circumstances for a campus-based office and demonstrates the efficiencies that would come from a campus location. There is some inherent conflict with having a systemwide program based on a campus, and care should be taken to ensure the interests of all campuses are not engulfed in issues specific to the campus where the program is housed.

Recommendation 4: UOEAP budget appropriations process, and a UOEAP fee.

Though we have some concerns related to access, UCEP endorses the proposals listed under Recommendation 4 in the Task Force Report, including that funding for EAP should primarily come from an EAP fee paid by the participating students and that there should be a return to aid consistent with normal university policy. Since budget decisions have already been made regarding the 2010-11 year, we will only provide the general suggestion advocating keeping as much funding from central sources as possible in the current budget environment. Students are being asked to shoulder more and more of the financial costs of a UC education, and we think it is appropriate for UC to provide a core of central funding in acknowledgement of the benefits UC and its students derive from the Education Abroad program.

One issue that was not clear to us is related to the curtailment of substantial state funding from the EAP program. We consider EAP to be first and foremost an academic program, and as such should be supported in a way similar to other academic programs. Replacing the education and registration fees by an EAP fee seems appropriate as a means of providing funds for the EAP program, but the change in funding also implicitly implies that EAP is not a regular academic program. We believe EAP should be treated as similarly as possible to regular academic programs. Since academic programs are typically supported both by student fees and by state funding, it would seem appropriate that some portion of the state funding nominally linked to EAP students would go to the EAP program. The sharp curtailment of central funding to UOEAP would suggest that this is being done only to a very small degree.

We are concerned that there could be an unintended effect of the new EAP fee structure on access to the EAP program. While the return to aid proposed for the EAP fee would go a long way toward maintaining adequate funding for students needing financial aid, it is not clear to us how the additional fee that will be required for some programs or for administrative costs would be covered by financial aid. If this is an additional fee students must fund, and the additional fee was not covered by financial aid, that could have a substantial effect on who can participate in the EAP program, and we believe steps should be taken to make the program more cost-neutral for the involved students. It was also not clear whether or how the EAP fee or program-specific fees are a part of the return to aid structure. The mere existence of additional fees could

exert an inhibitory influence on students who are challenged financially, even if most or all of those fees might be covered by financial aid. We hope the UOEAP staff make every effort to make it clear to students just what the costs of the program would be once financial aid is factored in, and the degree to which financial aid will cover any additional fees. We advocate that every effort be made to not let financial considerations limit participation of any students. We understand that there has been discussion of the possibility of having a fixed EAP fee applied to all students rather than a variable fee that is assessed on the basis of individual program costs. We have no specific opinion as to which model might be preferred in the absence of further information, but whatever method is used, we hope this can be done in a way that does not limit access to any faction of students.

Recommendation 5: Review of its policies and practices

We believe that the EAP Governing Committee should give resolving the issues related to articulation of courses a priority. Since the EAP program is seen primarily as an academic one, the university should take a greater responsibility to provide information and procedures by which students can incorporate their international experience into their academic curriculum as easily as possible and with as much counting toward graduation requirements as possible. The Task Force recommended ceasing course-by-course articulation, and instead focusing on making course information available via web-based services in order to inform departmentally-based decisions about the transfer of credit earned towards a major while studying abroad. We endorse this recommendation but believe there are many challenges to successful implementation, and we would like to see the process put as little demand on the student as possible. Along this line, and partially motivated by this issue, UCEP will be suggesting that this articulation process be included in a more general effort in a joint Senate/Administration task force that would include in its charge looking at ways to facilitate students getting courses outside their programs approved for major or GE requirements. Similar problems have existed for some time related to students taking courses at other UC campuses or other universities and at satellite facilities such as those in Washington DC and Sacramento. If UC continues on a trend toward more online courses, opening up more avenues for students to take courses at other campuses besides their home campus, there will be an increasing need for more transparent approval of courses from outside the home campus.

Since the traditional means of determining whether a course qualifies for major or GE credit involves review of the course title, unit value, a general description, and a course syllabus that includes a detailed expanded course outline, we suggest that this type of information be required of all courses in the EAP program, and that this information be stored on a central website such that departments can easily review a course a student from their major will be taking. Since international institutions may use a different grading system from UC, a description of the grading scale used and the basis for different grades should also be provided, as has been the practice in the past by taking advantage of the local knowledge of program directors. Ideally this would be done in advance of a student taking the course, and UOEAP should explore the feasibility of making this a requirement of all courses that EAP students might take. If this must sometimes be done after a student has taken the course, the international program should still be required to make such information available immediately after the student enrolls in the course for posting on the website so that any issues with approval could be determined early in the process. If a matrix of available courses is established and updated by UOEAP, departments may be able to identify courses that would routinely be approved for major credit and colleges could do the same for GE credit courses, and this would facilitate students selecting courses that would best fit with their academic progress through their programs. A clearinghouse with courses that have previously been reviewed and approved by UC faculty and programs could be a cost effective way to manage the pre-approval process.

Recommendation 6: UCIE and study center/program closure decisions.

&

Recommendation 7: UOEAP annual budget & UCIE involvement

UCEP agrees that UCIE is the appropriate source for additional Academic Senate input into the UOEAP budgeting process. Appendix D of the report shows that UCIE has considerable knowledge about the past and future issues related to budgeting. Since administrative action has already been taken concerning the 2010-2011 budget year, we urge that UCIE be involved with the Governing Committee and UOEAP as quickly and extensively as possible as the future and more permanent budget decisions are evolving. This is particularly important for issues related to program downsizing and possible closures. Appendix D cites a number of specific recommendations, and those should be revisited by both UCIE and the Governing Committee in light of the budgetary and programmatic changes already made. UCEP agrees that appropriate faculty should be involved in the process of making decisions about program selection and/or study center/program closure decisions, and that faculty should be involved in academic oversight, study center management, and program development roles. It is somewhat unclear how this will be carried out, and we suggest the Governing Board establish a set of guiding principles describing how these decisions would be made and how faculty would be involved. We believe it is important that the faculty involved be ones who have had experience with the EAP program.

We have no specific comments on recommendations 8 and 9.

We reiterate that we believe this is a very important academic program for UC students, and believe that every effort should be made to provide funding and administrative support for a diverse, streamlined program in the future. It is important to ensure that the current budgetary circumstances do not alter the program in ways that prevent the proposed new funding model from being able to evolve to support a high quality and sustainable program.

Sincerely,

A handwritten signature in black ink, reading "Keith R. Williams". The signature is written in a cursive style with a long, sweeping underline.

Keith Williams, Chair
UCEP



UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION (UCIE)
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January 21, 2010

HENRY POWELL, CHAIR
ACADEMIC COUNCIL

RE: UCIE Response to the Report of the Joint Senate-Administration Task Force on the Education Abroad Program

Dear Harry,

UCIE was asked to prepare a response by January 2009 to the above mentioned report, dated July 17, 2009, and forwarded to us for comment in October 2009. UCIE finds the task of “responding” to a report that, for the most part, has already been implemented, and whose recommendations were already in operation long before we received the report for comment, to be at best anachronistic, and at worst an indication that, with regard to the future of EAP, shared governance does not seem to be working.

Besides our own response, several other documents have also been circulated, most notably the UCPB draft response to the Task Force Report and a letter from the Council of Campus Directors (CCD), both of which we support; see the attached addendum. Nonetheless, specific aspects of the Task Force report merit brief comment.

1. UCIE is concerned that the already implemented new budget model for UOEAP fails to guarantee support for campus-based EAP efforts, including recruitment, advising, orientation, and support, which are central to the overall UCEAP mission—especially so, given the reduced capacities at UOEAP after the severe budget cuts that have already been imposed.
2. The new budget model provides no guarantees that any return-to-aid components of the newly assessed EAP supplemental fees will actually be used to offset costs to EAP students. UCIE also echoes concerns expressed from various other commentators that the new budget structure will decrease student participation in EAP (despite the University’s own rhetorical commitment to increasing it), and will render overseas educational opportunities accessible only to those students for whom the costs are irrelevant.
3. As we believe that reciprocity students are vital to both the University’s stated internationalization priorities and our ability to help keep costs to UC students from

skyrocketing, we are troubled by the Task Force report's implication that reciprocity agreements are dispensable.

4. We call for an explicitly *representative* composition of the newly appointed EAP Governing Committee, to include the central EAP constituents, notably from all of the campuses.
5. We support UCPB's position that the new director of EAP should be an *academic* position.
6. Though there are no doubt economies to be achieved in UOEAP's operations—some of which may be related to moving it to a campus—certain proposed cuts seem misguided. For example, our own investigation of current practices suggests that course-by-course “articulation” is not something that UOEAP currently performs.¹ In any case, eliminating from UOEAP's purview such basic tasks as obtaining course information and calculating credit for courses taken abroad by UC students would merely shift the associated administrative costs and burdens somewhere else—most likely to colleges and departments across the campuses, which are already under severe financial and staffing pressures.

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

Respectfully submitted,



Errol Lobo
Chair, UCIE

Enclosures: CCD Report and UCIE Endorsement
 UCSB CIE Statement
 UCSD CIE Statement

Cc: UCIE
 Executive Director Martha Winnacker

¹ UOEAP translates, catalogs, and reviews certain data about courses taken by EAP students; assigns UC grades to students for courses taken on EAP. On a course-by-course basis, UOEAP only assigns the division (lower, upper, or graduate) and determines the appropriate amount of UC units.

Addendum

UCIE Endorsement of the CCD's 5-Jan-2010 Letter "Concerns about EAP"

The Council of Campus Directors (CCD)—the collection of all of the campus' EAP Faculty Directors—has written a particularly clear and succinct letter to Interim Provost Larry Pitts on the dire developments relating to EAP (January 5, 2010). The CCD letter is attached. All of the EAP Directors (for every single campus that has a director) have signed this letter.

The University Committee on International Education fully endorses the CCD letter. We urge the Academic Council to adopt the positions described in the CCD letter as its own.

The University's much admired Education Abroad Program serves more than 4,000 students per year, and has been a transformative influence in the lives of countless individuals. We echo the CCD's letter in warning that the demise of EAP will be an *academic tragedy* for our university and its students.

Respectfully submitted,

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

Errol Lobo
Chair, UCIE

21 January 2010

January 5, 2010

To: Prof. Lawrence Pitts, Interim Provost

From: Council of Campus Directors (CCD) for EAP and Study Abroad

Re: Concerns about EAP

When we met with you by teleconference last April, you said we should communicate with you directly if we had concerns about the directions being taken toward the Education Abroad Program. In the wake of the completion of the Task Force Report, the formation of the Governing Committee, and its activities in the past several months, we write now with the following serious concerns:

1. The formation of the Governing Committee. First, the Task Force Report envisioned representation from our body, the Council of Campus Directors, on the Governing Committee. This has not occurred. As faculty who preside over the study abroad offices on the campuses, we possess extensive knowledge and expertise about EAP and study abroad in the University, in particular in its relation to the campuses. Why this expertise should be ignored in the body that is making significant decisions about the future directions of EAP is altogether puzzling. While several members of the Governing Committee are clearly knowledgeable about EAP, in general the current membership appears new to the program and its issues. We have been told that there was some sentiment in the Office of the President for a certain “neutrality” or impartiality among the members and that they were chosen with this in mind. We hope we were misinformed on this; certainly a university does not avoid knowledge and expertise when it seeks guidance on significant academic matters. EAP is a complex program, and its current situation demands understanding derived from experience to avoid costly mistakes.

Secondly, we are concerned about balance and expertise on the Governing Committee. We note that two campuses, UCI and UCSB, are not represented by administrative members, even though both campuses contribute substantial numbers of students to EAP. We believe this must be corrected. At the same time several campuses have multiple representation when the *ex officio* Academic Senate members are counted.

Thirdly, we feel the role of UCIE in relation to the Governing Committee needs to be clarified. While Academic Council has insisted that UCIE has oversight over EAP as an academic program, the fact that Governing Committee made the decision on fees without consultation with UCIE is a source of concern. Obviously academic and financial matters are very much intertwined where EAP is concerned.

Fourthly, we are concerned that the Governing Committee proceeds in an open and transparent way. Although some of us have sound communication with our campus GC members, others have no GC representation or little communication with GC representatives. This could be rectified by adding one or more CCD members to the GC or at the least circulating agendas and minutes prior to meetings for our input to our campus representatives.

2. The funding of EAP. We are deeply concerned about the long-term viability of EAP. We understand that the Office of the President intends to withdraw all funding from EAP, either immediately or over a three-year period. This would essentially privatize the program, requiring students to pay substantial supplemental fees, beyond their Ed. and Reg. fees, for participation. But even this risks the program's viability; the budget projections we have seen from UOEAP that take account of the loss of general-fund support require increasing and unsustainable deficits over the next several years. While we understand fully the nature of the current funding crisis in the university, we fail to see how such a complete de-funding of an important academic program can be justified or why undergraduate students should be subjected to high supplemental fees for an academic program. The rationale for requiring this academic program to be self-sustaining, when no campus program is so required, has never been explained.

This prompts the question, does OP intend the ultimate disestablishment of this systemwide academic program through this withdrawal of funding? If disestablishment through the withdrawal of funding is indeed the intention of the Office of the President, we ask that consultation with the Academic Senate occur as soon as possible. If it is not the intention of OP, then funding adequate for the program's operation must continue to be made available to UOEAP from general funds.

If EAP is left to atrophy due to de-funding and high supplemental fees for students, we ask what vision or plans OP has as the venue for undergraduate study abroad? EAP is a highly admired and experienced program with strong support from the faculty of the university; it would be an academic tragedy to allow its demise without something better to replace it.

3. Supplemental student fees. We understand that the Governing Committee has already approved additional supplemental fees for 25 popular EAP programs. We also understand that the "program fee" (introduced three years ago) will additionally be increased to \$500. What this means is that a large number of students will face additional costs in the neighborhood of \$1500 to \$2500 to participate in EAP in 2010-11; this will be in addition to the 32% increase in Ed. fees that have just been approved by the Regents. We are deeply worried that the "sticker shock" for EAP participation will result in falling numbers, and this at precisely the time when increased numbers are necessary for the program's immediate financial viability. About half of EAP students receive financial aid, much of the aid in the form of loans; these added costs will surely jeopardize their participation. Moreover, many students from middle-class families who do not qualify for financial aid will also be affected. We realize that the supplemental fee increases are in your hands, and that the Governing Committee was merely acting on the recommendation of a UOEAP that is facing the withdrawal of its funding. As you ponder these fee policies, we strongly urge you to consider the possible consequences of implementing fees in response to the withdrawal of funding. EAP could suffer significant enrollment decline in the coming year, which would jeopardize its viability even in the short term.

4. Transfer of UOEAP to a campus. We support the recommendation that the reporting line for UOEAP be transferred to a campus; we see important financial and academic reasons for

such a transfer. But we are concerned that the withdrawal of funding will make this impossible. We do not see that any campus of the university could take on EAP in the budget circumstances that are being projected. If this transfer remains a genuine goal, we see this as a further reason to maintain adequate funding.

5. The job description of the EAP director. We are concerned that the job description for a permanent EAP director that was circulated from your office did not envision an academic appointment. We understand that other senate committees have expressed a similar concern both to you and to the Governing Committee. Because we see the position as analogous to that of a dean on a campus, we urge that the director of EAP continue to be an academic appointment, as seems essential for the direction of an academic program with over 4000 undergraduate students. In addition, we highly recommend that the candidate have international education experience or credentials. Finally, we ask that the position report to the Provost of the University, as it has over the past 20 years. The recent slippage of responsibility to the Vice-Provost occurred because of the unusual circumstances at OP in the 2007-08 academic year. If transfer to a campus takes place, the necessity of reporting to your office will not, presumably, be a permanent situation, but in the meantime, we see this as essential to the position's academic character.

We would be grateful for your personal response to our concerns.

Sincerely,

Council of Campus Directors

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**ACADEMIC SENATE
SANTA BARBARA DIVISION
COMMITTEE ON INTERNATIONAL EDUCATION**

December 4, 2009

To: Prof. Joel Michaelsen, Chair
UCSB Division Academic Senate

From: Tsuyoshi Hasegawa, Chair
UCSB Academic Senate
Committee on International Education



Re: Review of the Final Report of the Senate-Administration Joint Task Force on
Education Abroad Program

The UCSB Academic Senate Committee on International Education has carefully reviewed the Final Report of the Senate-Administration Joint Task Force on Education Abroad Program, and would like to send its comments to you for further deliberation at the Academic Council. We would appreciate it very much if you send this document to the Academic Council as a supporting document.

We appreciate the hard work that the Joint Task Force invested to evaluate UCEAP. We are encouraged by many positive recommendations it makes in the Final Report. Especially, we applaud its positions, stated more clearly and strongly than in the other previous documents that we have examined in the past four years, that UCEAP is an academic program, and as such that the Academic Senate has a legitimate role to play to maintain its academic integrity.

I. Comments on the Procedure and the Response of the Academic Council:

Before we make our comments on specific recommendations made in the Final Report, however, we would like to review the process in which this Final Report was adopted and the response that the systemwide Academic Council took to this report.

In February 2009, UOEAP Director Professor Michael Cowan's Strategic Plan was presented. The systemwide Academic Council, having gathered comments from all the divisional Academic Senates, rejected this plan, and recommended that the President form a Joint Task Force consisting of the Academic Senate and Administration and further that the Joint Task Force make the final recommendation to the President as well as the Academic Council. The Joint Task Force completed its final report on July 17, and this report was presented to UCIE for comment at UCIE's October 8 meeting.

We had tried to obtain a copy of the Final Report for months so that our committee would be able to discuss the document at the first meeting. At the end of August, the Chair of the Santa Barbara Committee on International Education asked Professor Joel Michaelsen, Chair of the Santa Barbara Academic Senate and a member of the Task Force about the

Final Report. Professor Michaelsen had no knowledge about it until it was reported to UCIE. The Chair of CIE also contacted Professor Bjorn Birnir, another member of the Task Force. He informed us that he was surprised to learn that the Task Force had written its Final Report.

This raises a serious question about how the Final Report came to be approved and written. The Final Report may reflect the consensus of the Task Force, but without having gone through the approval process from its members, its legitimacy is in question. The Final Report lacks legitimacy. The lack of a final approval of the Task Force members from the Academic Senate also violates the principle of shared governance.

Furthermore, we would like to point out the tardiness with which the systemwide Academic Council responded to the Final Report. Martha Winnacker states in the covering letter that “the Senate office received the task force report in July,” but that “the Senate leadership decided that it would be more appropriate and practical for the report to be reviewed in 2009-10 than in the final summer months of 2008-09.” We do not quite understand why it is “appropriate and practical” to delay the release of the document until October 20, a month after the fall quarter began (two months after the fall semester began in case of UC Berkeley), when the Executive Director herself admits that even before we review the Final Report of the Task Force, EAP is already “in the process of transitioning from central funding to a student fee-based budget model,” and the “oversight board appointed by the Provost is already underway.” In fact at its first meeting on October 8, UCIE was asked to comment on three budget models for the future operations of UOEAP. The decision on this issue will fundamentally determine the future of UCEAP, and this decision is being made before the appropriate Senate committees review the final report. We are afraid, therefore, that whatever comments we make on the Task Force’s final report by January 15, 2010, the Governing Committee or the Office of the President will have preempted the decision to determine the future of UCEAP in such a way as to make it impossible to alter the course that will have been implemented.

One example of OP’s preemptive decision to determine the structure of EAP is clearly seen by the job description for the EAP Director that OP intends to appoint. By making the EAP Director subordinate to the Vice Provost, instead of the Provost, it intends to downgrade UOEAP. By not requiring a PhD and that the appointment be at a faculty level, it ignores the principle that EAP is an academic program. By stressing the business aspect of the Director’s role as the major element at the expense of its academic aspect, it intends to transform UOEAP into a business entity. If the Director of UOEAP is hired on these premises, the nature of UOEAP will be predetermined before the systemwide Academic Council reviews the Final Report.

We would like to call your attention to our **Six Principles** we outlined to our letter to Academic Council Chair Henry Powell on November 12. (See Appendix 1.) Whatever decisions the Governing Committee and the Office of the President make in the interim, these principles should not be altered until the Academic Council completes its review of the Final Report.

We have spent considerable time and energy for examining this document, as we have for various other documents in the past, including the Kissler Report, the Joint Ad Hoc Committee Report, Cowan's Business Plan, and Cowan's Strategic Plan. The main concern is that the time and effort faculty devote to formulating advice is not wasted. The advice does not have to be taken, but it should be carefully considered by decision-makers before a decision is made.

The Recommendations are more concerned with what UOEAP should do, than with what UC might do to make EAP more efficient and attractive. Some students do not go on EAP because they are not sure that the courses they take will satisfy requirements. This problem seems especially severe for Science, Engineering and Math students whose courses more often must be taken in sequence.

II. Comments on the Recommendations

Recommendation 1: *"UCEAP mission needs to be clarified and made specific enough to direct UOEAP's practical actions."* [The mission statement follows]

The mission statement properly emphasizes that UCEAP is an academic program. Furthermore, this statement stresses the importance of immersion and reciprocity as key features of UCEAP. We wholeheartedly endorse this mission statement. But the statement that UCEAP is an academic program should not be merely a lip service, and the principle of shared governance should be guaranteed in the decision-making structure and process.

The Final Report poses a question whether UOEAP should "foster and facilitate international exchange and research for UC." In our view, our attention, at least at the moment, should be focused on EAP as the undergraduate program.

Recommendation 2: *"The Task Force recommends the establishment in July 2009 of a UOEAP Governing Committee appointed by the Provost and including substantial representation from the Academic Senate, including ex-officio representation from members of the UCIE, UCPB, and UCEP. The Committee will act as the primary governing structure through which UOEAP will coordinate its activities with other UC internationalization efforts systemwide."*

The Final Report recommends the formation of a Governing Committee, chaired by a representative from the Council of Executive Vice Chancellors and Provosts, and composed of representatives from UCIE, UCPB, and UCEP, campus EAP directors, the Council of Vice Chancellors for Planning and Budget, Undergraduate Deans, the Senior International Leadership Council, and possibly one or two members external to the University. We would like to raise several questions.

First, the composition of the Governing Committee, as it has been reported to us, does not seem to be balanced. Excluding representatives from the Academic Senate committees, the Governing Committee has two representatives from UCOP, two from UCLA, and one

representative from each campus, except UCSB and UCI. UCSB sends more students than any campus to EAP. The absence of administration representative to the Governing Committee from UCSB, therefore, strikes us as strange. Including the representatives from the Academic Senate, the Governing Committee has four members from UCLA while UC Santa Barbara and UC Berkeley, by far the largest providers of students to EAP, are represented by a single member.

Second, it is not clear whether the Governing Committee reports to the Office of the President alone, or to the Office of the President as well as the Academic Council. If it is the former, the Governing Committee is nothing but an advisory body to the Office of the President. As it is envisaged in the final report of the Joint Task Force, the Governing Committee should be the highest decision-making body that determines the budget formula and the operations for UCEAP. The principle of shared governance demands that the Governing Committee also reports to the Chair of the Academic Council. The Chair of the Academic Council may create an executive committee, composed of the representatives of UCIE, UCPB, and UCEP, to coordinate the policy of the systemwide Academic Council on EAP matters.

Third, we would like to raise the question of who chairs the Governing Committee. The Final Report states that the Governing Committee is chaired by a representative from the Council of Executive Vice Chancellors and Provosts. But we have learned that the Governing Committee is chaired by Interim Provost Pitts. This means that the Governing Committee, appointed by the Interim Provost and chaired by the Interim Provost, reports to the Interim Provost. This makes the Governing Committee an appendix to the Office of the President, not a committee jointly responsible both to the Office of the President and to the Academic Council.

Fourth, we note that the charge of Appendix B proposes that campus EAP directors be included on the Governing Committee. This makes excellent sense, as this group of faculty are the best informed in the University on the issues facing EAP; their expertise would be highly important to the informed operation of the committee. But no members of the Council of Campus directors have thus far been appointed. We strongly recommend that a representative from the campus EAP directors be included in the Governing Committee.

In addition to the Governing Committee, the Final Report also proposes “a new committee formed by the Executive Vice Chancellors, each of whom would designate a single representative from each campus.” This committee “would speak for the campus’ internationalization efforts generally,” and “this group is to ensure a coordinated approach to planning for campus and systemwide internationalization.” The relationship between this committee and the “Governing Committee” is not clear. Nor do we know if this committee has been formed.

Recommendation 3: *“UOEAP will be relocated to a campus for FY 2010-11 when it will have achieved a level of financial and organizational stability.”*

The absolute prerequisite for the relocation of UEAP to a campus is to eliminate UOEAP's deficit. Beyond this the following questions should be raised:

- a. Is the transferred office responsible to the campus chancellor or to OP?
- b. What is the relationship between this campus office and the Governing Committee?
- c. Will the office attached to campus be run on a budget separated from the campus budget?
- d. What is the fiscal implication of this transfer? Is it supposed to save money? If so, is it tantamount to asking the campus to run UOEAP on a reduced budget?
- e. Who provides physical facilities for this office?
- f. Who selects the director, his/her assistants, and staff, and who pays for their salary? What rights and privileges does the campus enjoy?
- g. Is there any comparable model in which a UC-wide program is located on a campus?
- h. Report of the UCIE Budget Sub Committee (Appendix D) states: "*UOEAP will eventually be moved to a campus, so much of the administrative support that it currently provides can be outsourced as well. This principle impacts both administrative services in general, and reciprocity student support specifically.*" We find this statement appalling. If the relocation to a campus is considered "outsourcing," as the UCIE Budget Sub Committee thinks, then the cost of administrative services for EAP operations should come from the internal sources of the campus. Under this condition, what campus would be willing to volunteer to take up the task of UOEAP? It is also difficult to understand why and how the relocation would "impact...reciprocity student support specifically."

Recommendation 4: *"The Provost shall invite the Vice chancellors for Planning and Budget to establish a small budget working group (with staff from UOEAP and UCOP as well as members of UCIE and UCPB from the Academic Senate) to advise the Governing Committee in time for 2010-11 budget appropriations process (September 2009-March 2010) regarding to the development and implementation of a simplified UOEAP budget appropriations process, and an UOEAP fee."*

The budget working group proposed by the Final Report does not seem to have been formed. This recommendation was already outdated by the decision made by the Office of the President for the budget formula for the next year. The Office of the President has provided UCIE and UCPB with three budget options: Option A (EAP fees + OP's General Fund + Opportunity Fund), Option B (EAP fees + Opportunity Fund), and Option C (EAP fees alone). One of the principle that the Task Force agreed states: "*The UOEAP [UCEAP?] fee and any general fund appropriation to UOEAP should be set annually by the Provost upon the recommendation from the Governing Committee as part of a transparent and consultative budget appropriations process managed according to a standard calendar.*" UCOP's presentation of these three budget formulas seems to have violated this principle. They were made without "a transparent and consultative budget appropriations process," and even before the Governing Committee was formed. Options B and C do not contain "any general fund appropriation," suggested by this principle.

The Final Report also accepts the principle: *“UOEAP’s revenues should consist primarily of **an EAP fee** paid by students participating in UOEAP programs and a small subsidy made up from UCOP’s distribution of general fund money and/or campus co-investment.”* We believe that UCOP’s general fund subsidy is important, even if we switch to the fee-based budget formula. We consider the preservation of the immersion program and the reciprocity program crucial, and without a subsidy from the general fund, we run the risk of putting these programs in jeopardy. We do not quite understand what the Final Report means by “campus co-investment.” UOEAP is a systemwide program and will continue to require some systemwide support.

Another principle accepted by the Final Report is: *“Students participating in an UOEAP program should pay the EAP fee. Those students would not pay the Education or Registration Fees that would otherwise apply for the duration of their study abroad program.”* The crucial question here is the comparative price tag of the EAP fee and the combined total of the Education and Registration fees. We recommend that the EAP fee should not be set so high, in comparison with the Ed plus Registration fees, as to discourage students from participating in EAP. We insist that EAP participating students should receive the same amount of subsidy that each UC student receives at each campus.

We are puzzled by the statement on page 5 (under 3, problem statement): “The costs of education abroad programs—including campus-based as well as systemwide—are unknown. The UOEAP budget model needs to be determined in light of those total costs.” How can one determine the budget on the basis of “unknown costs”? We do not believe that a thorough analysis of bookkeeping of any organization is impossible. It is disturbing to learn that the Task Force has recommended a drastic change in the budget formula and that UOEAP is now operating on this new budget formula on the basis of “unknown” data.”

Further, the Final Report states: “The costs inherent to the system in retaining reciprocity agreements are unknown.” We do not believe that the costs of reciprocity are unknown. Certainly, there are financial records showing how UOEAP has extended financial assistance to campuses to support reciprocity students. Professor Cowan’s budget in his Strategic Plan clearly listed the expenses for aid to campuses to cover reciprocity students. Although it is not known where precisely this money came from, it does not seem to matter much if this came from OP’s General Fund or Opportunity Fund. What matters is that with the shuffle of the budget formula, expenses for the reciprocity program have disappeared. We insist that this money should be restored either from the General Fund or from the Opportunity Fund.

The Final Report makes the following point as the issue “requiring detailed analysis or further development by the budget task force”: *“determination of the costs and benefits to the system and the continued financial viability of maintaining UOEAP reciprocity agreements.”* Reciprocity students bring obvious benefits to our campuses, enriching the classroom experience with different cultural perspectives. After they leave our campuses, they become ambassadors for UC in their home countries. These benefits are not

possible to calculate in the quantifiable terms. Other than these obvious benefits, reciprocity is based on a multitude of agreements that UC has concluded with leading universities overseas, and UC has the legal obligations to honor them.

Moreover -- and most importantly -- we would like to point out that the maintenance of EAP's immersion program, which is one of the most important strengths of our education abroad program, is integrally connected with the reciprocity program. We roughly send three UC students to partner universities per one reciprocity student we accept. Its ratio is thus extremely beneficial to UC. The elimination of the reciprocity program means the elimination of the immersion program, which is in our view, tantamount to throwing away our crown jewel.

We, therefore, insist that even with the severe budgetary crisis, we must preserve two important aspects of UCEAP: immersion and reciprocity. The budgetary constraints may reduce the level of overall support, but we must maintain the structure of immersion and reciprocity at all cost.

Recommendation 5, *“Once the budget working group has reported, UOEAP, in conjunction with the Governing Committee, and with advice from UCIE and UCPB, should undertake a thorough review of its policies and practices with the aim of achieving further cost efficiencies and savings while supporting the core goals of UCEAP. It [sic] particular it should in particular [sic]:*

- *Review UOEAP operations in order to streamline them.*
- *Establish as a goal the reduction in transaction costs associated with all forms of articulation, so that UOEAP should, as soon as possible, cease UC credit course-by-course articulation; and*
- *Adopt cost-effective administrative and business solutions to program and study center administration.”*

Although we applaud the general principle of saving money through some streamlining of “course articulation,” (which actually refers to the acceptance and transformation of foreign university courses into UC terms), we feel that no serious analysis of current practice appears to lie behind this recommendation. We do not believe that the work of accepting and “translating” foreign university courses into UC terms can simply “cease.” To attempt to devolve this responsibility onto the admissions offices of the individual campuses, or worse, onto individual departments would create a massive workload problem and considerable confusion. The new system recommended may eliminate the task centrally done at UOEAP, but result in unnecessary duplication of the same task at all campuses. Money saved in UOEAP is merely shifted to campuses and/or already overburdened admissions offices and departments at each campus are reluctant to perform the task of course articulation. UOEAP has developed significant expertise in the transformation of foreign university courses into UC terminology and units and has created a much-used electronic course catalogue to make the UC versions of the courses available to the entire university. This valuable resource and the process behind it should not be sacrificed to short-sighted cost-saving measures.

This recommendation on “articulation” should not be accepted without serious analysis of its implications and some understanding of what would replace it.

Recommendation 6: *“UCIE should be asked as part of the budget appropriations cycle (and on an ad hoc basis when required), to advise the Governing Committee about program selection and/or study center/program closure decisions, including the use of faculty in academic oversight, study center management, and program development. In framing their advice UCIE will be fully informed about UOEAP's budget and budget plans and its program proposals. In formulating its advice UCIE is encouraged to use the Guidelines developed by the UCIE Budget Subcommittee.”*

This (i) clarifies UCIE’s role in providing the faculty voice concerning the fate of programs abroad, and (ii) specifies enhanced transparency from UOEAP. We agree that clear and open communication between UCIE and UOEAP are important.

The "encouragement" to follow the Guidelines in Appendix D raises concerns. The fifth can be disputed for some countries (e.g., Australia), though "outsourcing" is not clearly defined. Others (second, third, and sixth) are suggestions to reduce the UOEAP budget and in our view should serve as guidelines for implementation of Recommendation 5 (streamline UOEAP).

The Seventh Guideline encourages single semester immersion programs. This involves more than costs. It may attract more students, but many immersion students gain more from their second semester than their first, inside and outside class. It may be that extensions should be actively encouraged and facilitated, not merely permitted. The main point, that a study director is needed most at the start of the program, may often be true.

Recommendation 7: *“UOEAP should have as a line-item component of its annual budget funds to support faculty involvement as necessary to ensure the quality of the program. UCIE should be asked annually as part of the budget appropriations process to advise the Governing Committee about how such funds should be expended.”*

The scope of expenditures on this line item is unclear. Will the line item amount will be determined before the input will be sought? This would not work well.

For example, will many study centers be excluded from faculty involvement because they are run by liaison officers regarded as administrators? Will UOEAP be financing travel of UC faculty to perform course reviews at a partner institution, an expense that was traditionally covered by the Academic Senate? Does the line item cover expenses or compensation for faculty members of the Governing Committee? Will campuses be asked to perform some duties currently done by UOEAP staff, e.g., grade conversion, course recommendations? [See our comments on Recommendation 5 above.]

Recommendation 8: *“The Governing Committee will be tasked by the Provost to make recommendations about the respective roles and responsibilities of campus faculty and administrative directors respectively.”*

This task needs to be carried out in close consultation with the Academic Senate, and possibly jointly. Academic oversight of the programs is the responsibility of the faculty, not the Governing Committee.

This Recommendation is also unclear. Does the reference to "campus faculty" mean there are other kinds of faculty not included - perhaps the small number of faculty working at UOEAP itself (the Director and one or two Deans) or on the Governing Committee? Does it mean only the activities of faculty on their own campuses and not, for example, as study directors or as individuals or committees asked to review courses in countries without study directors? Does the repeated use of "respective" have some significance?

Recommendation 9: *“Campus representatives should be asked to discuss the benefits of a common calendar for selection of UOEAP students.”*

A selection deadline makes sense, perhaps with provision for late withdrawals and even substitutions. However, it seems a minor detail compared to the issues addressed by the other recommendations. There is little explanation, only "Recruitment to UOEAP study abroad programs ... is further complicated by the fact that campuses use different calendars for final selection of their UOEAP students." (p. 9, 2nd paragraph under Item 5.) What are these complications?

III. Conclusion:

We would like to reiterate the mission statement that the Final Report adopted: “UCEAP is an academic program of the University of California. Its mission is to provide students with international learning opportunities to enhance their academic experience and to prepare them to be effective and responsible citizens of an increasingly interdependent global society.” Education abroad is not a luxury that we can jettison at a time of financial crisis, but a necessity that we have to preserve even in a smaller and more modest scale. We have to meet the financial challenge in such a way that when the financial outlook improves, we will be able to restore the strength that UC has built for the past 47 years.

CIE membership: Tsuyoshi Hasegawa (Chair), David E. Berenstein, Swati Chattopadhyay, Shane R. Jimerson, Kalju Kahn (UCIE representative), Miriam J. Metzger, Marko Peljhan, Allan Stewart-Oaten, Heather M. Stoll, Mayfair Yang, Yanbin Zhao, ex-officio and consultant members: Ronald W. Tobin, Marsha G. Bankston, Mary Jacob, Michael W. O’Connell; and analyst Kyle Richards.

Appendix 1
CIE Letter to Academic council Chair Henry Powell

November 12, 2009

To: Professor Henry Powell, Chair
Academic Council

From: Tsuyoshi Hasegawa, Chair
Committee on International Education



Re: Joint Senate-Administration EAP Task Force Final Report

We have received a copy of the final report of the joint Senate-Administration Task Force on the Education Abroad Program, which Martha Winnacker, Executive Director of the Systemwide Academic Senate, had sent to the Chairs of Senate Divisions on October 20, 2009.

As UC's Education Abroad Program is facing a major crossroads, we take the task of reviewing the final report seriously, and in due course, we will send our report to the Chair of the Division Academic Senate. We are concerned, however, that the Governing Committee that has been formed has already been making major decisions that will predetermine the nature of EAP in the future. We are afraid, therefore, that whatever reviews the Academic Council makes in January next year may be too late to alter the course that has been taken by the Governing Committee and the Office of the President. We are also alarmed by the lack of initiative that has come from the Academic Council in the last months in responding to the Task Force's final report. (We will explain in more detail why we are not satisfied with the response of the Academic Council in Appendix 2.)

At this point we feel it essential to present to you the following **six fundamental principles** that should govern the decisions of the Governing Committee from now until the time the Academic Council makes the final decision on the final report on the Joint Task Force. We believe that any alterations of these principles will fundamentally change the nature of EAP in the future, and that such changes should wait until the Academic Council completes the review of the final report of the Joint Task Force.

1. The composition and the task of the Governing Committee and to what bodies it should report its decisions should be clarified.

The Final Report recommends the formation of a Governing Committee, chaired by a representative from the Council of Executive Vice Chancellors and Provosts, and

composed of representatives from UCIE, UCPB, and UCEP, campus EAP directors, the Council of Vice Chancellors for Planning and Budget, Undergraduate Deans, the Senior International Leadership Council, and possibly one or two members external to the University. We have received today the composition of the Governing Committee through our representative to UCIE, who had also given us the representatives from the Academic Senate committees. We would like to raise several questions.

First, the composition of the Governing Committee does not seem to be balanced. Excluding representatives from the Academic Senate committees, the Governing Committee has two representatives from UCOP, two from UCLA, and one representative from each campus, except UCSB and UCI. UCSB sends more students than any campus to EAP. The absence of administration representative to the Governing Committee from UCSB, therefore, strikes us as strange. Including the representatives from the Academic Senate, the Governing Committee has four members from UCLA while UC Santa Barbara and UC Berkeley, by far the largest providers of students to EAP, are represented by a single member.

Second, it is not clear whether the Governing Committee reports to the Office of the President alone, or to the Office of the President as well as the Academic Council. If it is the former, the Governing Committee is nothing but an advisory body to the Office of the President. As it is envisaged in the final report of the Joint Task Force, the Governing Committee should be the highest decision-making body that determines the budget formula and the operations for UCEAP, and the principle of shared governance demands that the Governing Committee also reports to the Chair of the Academic Council.

Third, we are not sure whether the six Academic Senate representatives function as full members of the Governing Committee, or merely as ex officio members without the right to vote. Our interpretation of the Appendix B of the Task Force report is that the six UCIE, UCPB, and UCEP representatives are full voting members, and the Governing Committee would include additional ex-officio members from the Academic Senate. If the six Academic Senate representatives are ex-officio members, it is difficult to understand why Interim Provost Laurence Pitts and Vice Provost Daniel Greenstein are full members of the Governing Committee.

Fourth, we would like to raise the question of who chairs the Governing Committee. The final report states that the Governing Committee is chaired by a representative from the Council of Executive Vice Chancellors and Provosts. But we have learned that the Governing Committee is chaired by Interim Provost Pitts. This means that the Governing Committee, appointed by the Interim Provost and chaired by the Interim Provost, reports to the Interim Provost. If the six Academic Senate representatives are not full members but merely ex officio members without the right to vote, this makes the Governing Committee an appendix to the Office of the President, not a committee jointly responsible both to the Office of the President and to the Academic Council.

We find the lack of clarity and transparency with regard to the composition and responsibility of the Governing Committee troubling. [See further comments on the Governing Committee in Appendix 3.]

In addition to the issue of the Governing Committee, the most crucial issue is the budget issue. The Office of the President has presented UOEAP with three budgetary models for its operation for the next year. The new budgetary five-year plan offered by Professor Cowan for three models (Enclosure 9 of the UCIE agenda) is not detailed enough to make an intelligent comparison between this plan and the previous five-year plan presented by Professor Cowan in his Strategic Plan in February 2009. UOEAP expenses in the current five-year plan are not itemized. We strongly urge Professor Cowan to provide us with the details of the budgets for the three models.

Nonetheless, certain issues that are now being discussed have crucial implications for the future of UCEAP. Therefore, we would like to make the following additional points.

2. The principle of accepting reciprocity students should be preserved.

3. The principle of “immersion,” which makes UCEAP unique among education abroad programs, should be maintained.

These two issues are related. Therefore, we discuss these principles in tandem here.

The February 2009 Strategic Plan budgeted \$2M for “Reciprocity Support to Campuses” from UOEAP expenses for five years. In response to the Strategic Plan, our committee recommended that the reciprocity support to campuses should come from OP’s General fund. Although it is not clear from the current five-year plan if UOEAP still plans to budget for reciprocity support for campuses, and if so, how much, the lack of clarity concerning the reciprocity support seems to be the crux of the problem that is being debated in the Governing Committee.

It is understandable that campuses are unhappy with accepting reciprocity students without adequate financial support. The question is who pays for this cost. In view of the central role that reciprocity plays in UCEAP, we strongly recommend that the reciprocity support for campuses should be restored and that this support should come from OP’s General Fund or Opportunity Fund. Reciprocity students bring obvious benefits to our campuses, enriching the classroom experience with different cultural perspectives. After they leave our campuses, they become ambassadors for UC in their home countries. It is unrealistic to expect that international students will flock to UC by paying expensive out-of-state fees, once reciprocity provisions are removed. Other than these obvious benefits, reciprocity is based on a multitude of agreements that UC has concluded with leading universities overseas, and UC has the legal obligations to honor them. Without reciprocity, we will lose our immersion program, which is the most important aspect of UCEAP.

We, therefore, insist that even with the severe budgetary crisis, we must preserve two important aspects of UCEAP: immersion and reciprocity. The budgetary constraints may reduce the level of support, but we should maintain the structure of immersion and reciprocity at all cost.

4. Financial support to campus EAP offices should be provided.

In the 2008-09 budget UOEAP provided \$933,000 for campus financial support. The February 2009 strategic plan eliminated this support entirely. In our response to the Strategic Plan, we stated: “If the switch of the General Funds and Ed fees were to be implemented, we strongly urge that the Office of the President restore this financial support to campus EAP offices by mandating an adequate portion of the General Funds allocated to campuses to be used to support campus EAP offices.”

If UOEAP is to rely more on EAP fees, it is imperative to have adequate support for campus EAP offices, since its financial stability will be assured only by adequate recruitment of EAP students. The elimination of campus EAP offices means the reduction of EAP participating students, which will seriously imperil the operation of UOEAP and the entire program, especially at a time when local EAP offices are suffering a cut in positions due to the budget crisis at each campus.

5. UOEAP’s deficit should be eliminated.

We are deeply concerned about the growing deficit that UOEAP anticipates in the current five-year plan. While Model A anticipates \$15M surplus by the end of the fifth year, Plan B anticipates a deficit of \$3.6M for 2010-11, \$2.8M for 2011-12, \$2.2M for 2012-13, and \$1.7M for 2013-14; the deficit for Plan C will mushroom from \$1.2M in the current year to \$9.6M in 2013-14. The anticipated deficit seems to make a mockery of the principle of financial solvency in the new budgetary formula. It also makes it impossible for any campus to assume the role of UOEAP, as the Final Report of the Task Force recommends for the next year (Recommendation 3).

6. New EAP fees should not be set so high as to discourage our students from participating in EAP.

The changes in the funding formulas for EAP represent a decision on the part of the Office of the President to withdraw funding for the systemwide academic program. Throughout its 47-year history, until the current year, EAP students enjoyed virtually the same funding status as students on campus. They paid their ed and reg fees and received UC units and grades just as they had on campus. Adopting Option C as the budget operation means cutting off *all* funding for EAP. This will virtually transform UOEAP into a self-supporting service provider. Program fees ranging from \$750 to \$4000 are being added to many EAP options, and all students will be required to pay an additional \$500. If all systemwide funding is withdrawn, it is estimated that an administration fee of \$1200 must be added. In these circumstances, EAP will cost about the same as non-UC third-party providers of study abroad. Its numbers will shrink, even though future EAP budgeting must depend on increasing numbers.

Though EAP has been called a “Cadillac program” by representatives of the Office of the President, in fact its per-student costs are, on average, roughly equivalent to per-

undergraduate student costs on the campuses. Some EAP study abroad options are indeed more expensive, a fact that UOEAP has been addressing for the past two years. But some are considerably less expensive. It appears that the decision to withdraw funding from EAP has not been based on any rigorous comparison of its per-student costs with either per-student costs on the campuses or on the costs of the short-term faculty-led campus study abroad programs.

Conclusion:

Finally, we would like to reiterate the mission statement that the Final Report adopted: “UCEAP is an academic program of the University of California. Its mission is to provide students with international learning opportunities to enhance their academic experience and to prepare them to be effective and responsible citizens of an increasingly interdependent global society.” Education abroad is not a luxury that we can jettison at a time of financial crisis, but a necessity that we have to preserve even in a smaller and more modest scale. We have to meet the financial challenge in such a way that when the financial outlook improves, we will be able to restore the strength that UC has built for the past 47 years.

For this reason, the Academic Council is well advised to reject firmly and categorically Model C, which is tantamount to destroying UCEAP, and reject also Model B, which will seriously imperil the operations of the program. The University of California can ill afford to turn its back on international education, and transform UOEAP into a self-supported business operation similar to a private provider. The Office of the President should provide funding to UCEAP that is adequate to meet its needs as a systemwide academic program. We stress the importance of the role in the Academic Council in preserving the framework of UCEAP.

Appendix 2

In February 2009, UOEAP Director Professor Michael Cowan's Strategic Plan was presented. The systemwide Academic Council, having gathered comments from all the divisional Academic Senates, rejected this plan, and recommended that the President form a Joint Task Force consisting of the Academic Senate and Administration and further that the Joint Task Force make the final recommendation to the President as well as the Academic Council. The Joint Task Force completed its final report on July 14, and this report was presented to UCIE for comment at UCIE's October 8 meeting.

We had tried to obtain a copy of the Final Report for months so that our committee would be able to discuss the document at the first meeting. At the end of August, the Chair of the Santa Barbara Committee on International Education asked Professor Joel Michaelsen, Chair of the Santa Barbara Academic Senate and a member of the Task Force about the Final Report. Professor Michaelsen had no knowledge about it until it was reported to UCIE. The Chair of CIE also contacted Professor Bjorn Birnir, another member of the Task Force. He informed us that he was surprised to learn that the Task Force had written its Final Report.

This raises a serious question about how the Final Report came to be approved and written. Who wrote the Final Report, and did it receive the approval from every member of the Task Force? If not, it appears that the Final Report is not a legitimate document.

Furthermore, it raises a question about the role of the Academic Council on this matter. Martha Winnacker states in the covering letter that "the Senate office received the task force report in July," but that "the Senate leadership decided that it would be more appropriate and practical for the report to be reviewed in 2009-10 than in the final summer months of 2008-09." We do not quite understand why it is "appropriate and practical" to delay the release of the document until October 20, when the Executive Director herself admits that even before we review the final report of the Task Force, EAP is already "in the process of transitioning from central funding to a student fee-based budget model," and the "oversight board appointed by the Provost is already underway." In fact at its first meeting on October 8, UCIE was asked to comment on three budget models for the future operations of UOEAP. The decision on this issue will fundamentally determine the future of UCEAP, and this decision is being made before the appropriate Senate committees review the final report. We are afraid, therefore, that whatever comments we make on the Task Force's final report by January 15, 2010, the Governing Committee or the Office of the President will have preempted the decision to determine the nature of UCEAP in such a way as to make it impossible to alter the course that will have been implemented.

To put it bluntly, the Academic Council has abrogated its role in shared governance regarding the future of UCEAP. It is time for the Academic Council to take strong action.

Appendix 3

In addition to the Governing Committee, the Final Report also proposes “a new committee formed by the Executive Vice Chancellors, each of whom would designate a single representative from each campus.” This committee “would speak for the campus’ internationalization efforts generally,” and “this group is to ensure a coordinated approach to planning for campus and systemwide internationalization.” What is the relationship between this committee and the “Governing Committee”? Is this committee also being formed now?



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January 2, 2010

To: UCSD Senate Council
From: John Haviland, CIE Chair
Re: CIE response to the report of the Joint Senate-Administration Task Force on the Education Abroad Program

CIE was asked to prepare a response to the above mentioned report, dated July 17, 2009 and forwarded to us for comment in October, 2009, for discussion in Senate Council on Jan. 4th, 2010. Although individual members of the UCSD CIE have commented on aspects of the report and its recommendations (and I will incorporate their observations below), as CIE chair I have delayed preparing an official response for one obvious reason: it is a charade to “respond” to a report which has already been implemented, and whose recommendations were already in operation without benefit of the “due process” of shared governance long before we received the report for comment. Sadly, this situation is characteristic of the precipitous transformation of UOEAP by UCOP over the past two years, and so it should come as no surprise to the Senate that we are once again being invited to comment on University policies over which, apparently, we are meant to have no influence.

Several other documents have been circulated, most notably the UCPB draft response to the Task Force Report, which will already be before you and which we largely endorse. Nonetheless, several aspects of the Task Force report merit at least brief comment.

Recommendation 1 of the report asks for clarity and specificity in “UCEAP’s” mission, but via a subtle acronymic shift it obscures an important distinction whose significance many commentators seem to have overlooked. It suggests adopting the following mission statement for the “University’s Systemwide Education Abroad Program (UCEAP)” (characterized here as “an academic program” which to my knowledge does not exist as a bureaucratic entity).

UCEAP is an academic program of the University of California. Its mission is to provide students with international learning opportunities to enhance their academic experience and to prepare them to be effective and responsible citizens of an increasingly interdependent global society. UOEAP coordinates summer, semester and year-long study abroad programs which combine high-quality academic experiences with immersion in the local culture; provides pre- and post-departure activities designed to help students gain the most from their international experiences; sponsors exchanges with international students; and helps to coordinate the efforts of individual campus EAP activities.

In my understanding, this chimerical “UCEAP” can only be understood to be a loose collation of quite different institutions, including the EAP and international offices (or International Houses) on individual campuses (which at least at UCSD also coordinate

OAP—non UC “opportunities abroad programs” run by other schools or 3rd party providers), the faculty directors for EAP, the UCIE and divisional CIEs, the foreign Study Centers run by UOEAP and their directors and staffs, the sum total of all the programs run under the auspices of UOEAP with partner universities abroad with their respective bureaucracies and staffs, and perhaps all UC departments which promote students at any level to study abroad, admit exchange students, or whose faculty participate in international exchange or research. I call this a ‘collation’ rather than a ‘coalition’ because it is an administratively and geographically diverse bundle of activities, for whose “mission” no one entity seems responsible, even on a single campus let alone “system wide.”

Crucially, this is not the mission statement for UOEAP (Universitywide Office of the Education Abroad Program) but is meant instead “to be specific enough to direct UOEAP’s ... practical actions,” which are apparently to consist of implementing activities mentioned in the paragraph’s final sentence. UOEAP is thus explicitly, though by sleight of hand, relegated to a service role in relation to the disparate entities and interests of “UCEAP,” but with no real provision for coordinating or indeed influencing the latter, despite such coordination being part of the charge to UOEAP in the first and last clauses of the final sentence. UOEAP’s charge (in the penultimate clause) to “sponsor exchanges with international students” raises further issues about reciprocity exchanges, mentioned below (Rec. 4).

Recommendation 2 would establish “a UOEAP Governing Committee appointed by the Provost.” As you will know, this GC has already been appointed and has nominally been in operation since October 2009, having already taken several (not uncontroversial) decisions about the now instituted “EAP fee” (again see rec. 4 below). The GC has also devoted considerable discussion to the job description for a new UOEAP director. Here is the relevant language from the Task Force report about the GC’s composition and duties:

The Task Force recommends the establishment in July 2009 of with substantial representation from the Academic Senate, including ex-officio representation from members of the University Committee on International Education (UCIE), the University Committee on Planning and Budget (UCPB), and the University Committee on Educational Policy (UCEP) . The Committee will act as the primary governing structure through which UOEAP will coordinate its activities with other UC internationalization efforts System wide.

The Governing Committee will be appointed by the Provost to ensure proper administrative and financial oversight for UOEAP. It will have membership from, and interact effectively, with the Academic Senate. The Governing Committee will advise the Provost on administrative, funding, organizational, and operational issues , including student services, health, and safety. It will have oversight of UOEAP’s budget, and routinely receive reports on and evaluate UOEAP’s operational and organizational effectiveness. The Governing Committee will also advise the Provost about the performance and rewards of the UOEAP Director.

There have been many questions raised about the exact composition of the GC, adequate representation on it for the different campuses and different EAP constituencies mentioned, voting rights, the role of the Academic Senate vs. administrative members appointed to it, and most obviously about the procedural cleft-stick implied by the fact that the GC is appointed by, chaired by, and evidently reports to the same individual, the (interim) Provost. More general questions have been raised about “scope creep” for the GC, in relation both to UOEAP’s day-to-day and professional operations but also to other Senate committees such as UCIE, UCEP, and UCBP. For example, members of CIE

have expressed the opinion that the GC should *not* be advising the Provost or UOEAP on health and safety issues, an area in which they have virtually no expertise, especially by contrast to existing UOEAP staff which includes one of the most qualified experts in the country in this area. Nonetheless, with the GC we are once again presented with a *fait accompli*, although the group so far has been debating internally about how to proceed.

Recommendation 3 states” UOEAP will be relocated to a campus for FY 2010/11 when it will have achieved a level of financial and organizational stability.” But will it actually have done so in 2010/11?

Recommendation 4 suggests creation of

“a small budget working group (with staff from UOEAP, as well as UCOP, and members of UCIE and UCPB from the Academic Senate) to advise the Governing Committee in time for the *2010/11* budget appropriations process (September 2009-March 2010) regarding the development and implementation of a simplified UOEAP budget appropriations process, and an UOEAP fee.”

Among the mandated tasks for this group were simplifying UOEAP’s budget and moving it to a model in which its

“revenues ... consist primarily of *an EAP fee* paid by students participating in UOEAP programs and a small subsidy made up from UCOP’s distribution of general fund money and/or campus co-investment.”

As with the CG, it seems silly to “respond” to this recommendation since the working group in our understanding met, did what it was told to do, and evaporated long before the Senate was even asked for consultation. UOEAP has effectively been operating, and will evidently continue to operate, with a budget model that is based on a schedule of “EAP fees” already approved by the GC, and with a minimal (and apparently non-negotiable and declining) supplement from UCOP. (No information about “campus co-investment”—other than perhaps that implied by rec. 3—has been forthcoming to our knowledge.)

Two concerns about other language under Rec. 4 have been widely expressed. Both have implications for campus action, to which we return at the end of these comments.

“The UOEAP fee should have a return-to-aid component.”

As “green money” that returns to the general fund from student fees, there are obviously no guarantees that any “aid” components of such funds will actually benefit students who participate in EAP. Perhaps more problematic, with respect to other general funds generated by EAP programs or from UCOP, there is similarly no guarantee that anything will be earmarked to help support campus EAP offices, which do the vast bulk of the recruitment, advising, and monitoring that directs and launches EAP students in the first place.

Another charge to the working group was

“determination of the costs and benefits to the system and the continued financial viability of maintaining UOEAP reciprocity agreements.”

Members of CIE have repeated others’ arguments that reciprocity agreements are a vital component of the EAP program which bring unique benefits to our campuses, not reducible to a straightforward cost-benefit calculus, and independent of the students we ourselves send abroad. Furthermore, reciprocity provisions are essential to many of the EAP agreements we have with foreign institutions.

Recommendation 5 charges UOEAP and the GC with conducting a long overdue

“thorough review of its policies and practices with the aim of achieving further cost efficiencies and savings while supporting the core goals of UCEAP.”

One aspect of this review has raised concerns, namely the charge to

“establish as a goal the reduction in transaction costs associated with all forms of articulation , so that UOEAP should , as soon as possible, cease UC credit course by course articulation.”

No mechanism is suggested as a replacement for such course articulation. Although EAP students will still receive course credit for courses taken abroad, someone other than UOEAP, which is already under severe financial and staffing pressures, will have to perform individual course evaluation (i.e., converting and assigning grades), presumably colleges and departments. Will they take on such tasks? The notion of an online database of programs and courses, repeatedly proposed by UOEAP in its recent restructuring, is an unexceptionable desideratum, although without support from campuses and departments it will, in our opinion, be of little worth in solving the articulation problem.

Under **Recommendation 6** UCIE continues to be charged with advising the GC

“about program selection and/or study center/program closure decisions, including the use of UC faculty in academic oversight, study center management, and program development roles. “

In the past (U)CIE consultation on programs has been limited and late. (Recently UCIE has been asked to approve program closures—and in at least one case even the opening of a *new* program—after UOEAP had already initiated them.) In a related vein, **Recommendation 7** asks UOEAP to provide

“a line-item component of its annual budget ...to support faculty involvement as necessary to ensure the quality of [overseas] program[s]”

whose allocation is also to be monitored by UCIE. As Study Center Directors have been eliminated and Study Centers closed, budgetary matters have inevitably taken priority over academic concerns. Periodic programmatic reviews by UC faculty of exchange agreements with partner institutions have been postponed because of cost, and at least in recent years their recommendations have often been ignored. Campuses themselves will clearly need to guarantee that programs of interest to them are identified and preserved, as we argue below.

Recommendation 8 gives the GC an advisory role defining

“the respective roles and responsibilities of campus faculty and administrative directors.”.

Central among these—in fact, administratively the *only* such position likely to be within the purview of the GC as currently constituted—is the new director of UOEAP itself. Discussion of the originally proposed job description for this position—which would have recruited a middle-level business manager—has occupied a good part of the attention of the Senate members of the GC so far. (Their recommendations—that this must of necessity be an academic position—are distilled in the letters and other materials posted by the UC Academic Senate at

http://www.universityofcalifornia.edu/senate/reports/hp2pitts.eap_director_description.11.24.09.pdf.)

If, as we hope, the UOEAP Director is to be an academic position, with reporting responsibilities to both Provost and Senate, and with performance metrics that involve more than reducing to nil costs to UCOP, an education abroad professional must then be named as an Associate Director.

Recommendation 9 asks for system wide unification of calendars for selection of EAP students, a relatively simple goal compared to everything else in the Task Force report.

CIE's view of UCSD's appropriate response. Our own recommendations to the UCSD Senate were outlined in an oral presentation to the Senate Assembly in December 2009, and I summarize them here. In view of likely continued drastic restructuring of UOEAP, probably involving little consultation with the Academic Senate, we simply cannot wait for the fate of UOEAP to be determined. The UCSD Senate must take preemptive action to guarantee and promote

1. Budgetary support for EAP offices on campus (including their online information and student recruiting efforts);
2. Financial aid for students to democratize participation in surviving EAP programs and other international opportunities;
3. Reciprocity exchanges for international student and faculty at all levels;
4. Exchange agreements with and support for foreign programs of special interest to UCSD.

Most generally, the Senate itself, in collaboration with the Deans and ideally with insistent support from the SVC for Academic Affairs, ought to urge departments, as they see fit, to devote attention as part of their regular academic and planning activities to academic integration of EAP, campus-based, and OAP opportunities for study abroad. (UCSD-based opportunities include, for example, the recently launched summer Global Seminars.) This will almost certainly include departmental responsibility for at least some aspect of program approval, course evaluation and grading, and major and minor credit for work undertaken abroad. Encouraging such departmental involvement is one of the main tasks of our campus EAP Faculty Directors. All departments and programs on campus must identify, integrate, and communicate their own desires and priorities for international education for their undergraduate majors, their graduate programs, and their faculty; otherwise they must be prepared unabashedly to relinquish them.

Sincerely yours,

John B. Haviland
Distinguished Professor of Anthropology and CIE Chair



UNIVERSITY COMMITTEE ON PLANNING AND BUDGET (UCPB)

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November 12, 2009

HENRY POWELL, CHAIR
ACADEMIC COUNCIL

Re: UCPB statement on UCEAP Task Force Report

Dear Harry,

The University Committee on Planning and Budget (UCPB) has reviewed the final report of the Joint Senate-Administrative Task Force on the University-wide Education Abroad Program (EAP). Consistent with our previous comments about EAP (Krapp to Powell 10-13-2009; Conrad to Croughan 12-15-2008) we continue to strongly support the principle that EAP is an essential component of the University's broader academic program and academic excellence. Indeed, we cannot imagine a University of California without EAP – or with an EAP so degraded that it no longer contributes to that excellence. At the same time, we recognize that changing circumstances, including the University's current financial crisis and outlook, and changes in the broader world of international education, necessitate thorough review of UC's education abroad programs.

One crucial point not addressed in the report's nine recommendations, but alluded to in the appended "Proposed Charge to the Governing Committee" is the selection process for and key qualities of EAP's future director. We understand that UCOP plans to hire an executive search firm to potentially find a non-faculty director for EAP with more "entrepreneurial" than academic credentials. We note that EAP is only at the precipice of being forced to function as a self-supporting business because the UC has defunded it too rapidly. UCPB feels strongly that if EAP is to maintain its academic character and excellence, it must continue to have an academic administrator who has or can qualify for a tenured faculty position at UC. Changing this tradition would not only send the wrong signal; it would also significantly weaken the position of the director. We see the EAP director position as analogous to a dean or an MRU director, which must be held by faculty members for their successful functioning. In these difficult budget times, EAP should be made to work effectively, but it should be considered and remain an academic program that is under the control of the faculty.

In that spirit, we welcome many of the specific Task Force recommendations. We are pleased that the first recommendation is for a mission statement that characterizes UCEAP as "an academic program of the University of California," although we would have preferred even stronger phrasing such as "an essential component of the academic program of the University of California." We also strongly support the second, and to our mind most important recommendation, the establishment of a UOEAP Governing Committee with "substantial representation from the Academic Senate" (although here too, we would prefer stronger and more explicit language). As currently drafted, the Governing Committee would be "the primary governing structure through which UOEAP will

coordinate its activities with other UC internationalization efforts systemwide” and “advise the Provost on administrative, funding, organizational and operational issues.” While we appreciate that committees appointed by the Provost have an advisory role, we emphasize that the Senate committees represented on the Governing Committee continue to have authority over academic programs like EAP, consistent with the Senate’s role in shared governance generally. Indeed, we would prefer to call it the *UCEAP* Governing Committee, to emphasize that what is being governed is not just the Office, but the full range and diversity of academic programs administered and coordinated by that Office. Were UC to mandate that all education abroad activity in the UC should be coordinated and led by UCEAP, this could protect a critical mass that would sustain the quality of our university-wide and international efforts.

Another aspect of recognizing UCEAP as a continued academic endeavor of the University of California is that, as such, it should be subject to the same criteria of accessibility and equity as any academic program in the system. We recognize that UCEAP faces more complex issues than programs that are exclusively campus-based. For instance, it is clear that programs where language is an obstacle for native English speakers require more resources; similarly, programs based in expensive cities such as Paris require more support than ones based in cheaper, more provincial towns or in a less expensive country. Nonetheless, it should remain the goal of the University of California to address and solve that equitability challenge, to make education abroad an opportunity that all UC students can take advantage of, and to continue to serve the nation by educating students capable of serving it abroad in their careers.

Given the broad mandate we want to see for the Governing Committee, we view most of the other recommendations largely as guidelines for that Committee. Recommendation 3 – relocating UOEAP to a campus (to be explored in 2009/10) - we assume to mean it is something to be explored by the Governing Committee. Recommendations 5, “thorough review of its policies and practices” and 6, coordination with UCIE, are also charges to the Governing Committee as we read them. Likewise, the new budgeting model is just now being implemented. While we agree that a budget working group (Recommendation 4) of some sort could be helpful, we believe that the working group’s mandate and membership should be determined by the Governing Committee, working with the Office of the Provost, not imposed and launched prior to the Committee itself. (Note: the Governing Committee had its first meeting – a video conference – on October 30, and there was no mention of a separate budget working group at that time.) There are certainly many technical and administrative aspects to the implementation of the new budget model, but they need to be worked out in the broader context of maintaining and improving the academic performance of UCEAP programs. Recommendations 7, 8 and 9 are further aspects of the Governing Committee’s mandate.

We appreciate the Task Force’s hope that it is indeed the “last task force in the long period of review that EAP has undergone in recent years.” At the same time, it is clear that the Governing Committee is being tasked with a substantial burden of policy detail and governance, far more than is typical of UC Senate standing committees. These goals cannot be achieved without resources and most emphatically without authority.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Krapp", written in a cursive style.

Peter Krapp
UCPB Chair

cc: UCPB
Martha Winnacker, Senate Executive Director



UNIVERSITY COMMITTEE ON PLANNING AND BUDGET (UCPB)

Peter Krapp, Chair

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October 13, 2009

HENRY POWELL, CHAIR
ACADEMIC COUNCIL

Re: Proposed UCEAP Budget Models

Dear Harry,

The University Committee on Planning and Budget (UCPB) has reviewed UCOP's three proposed budget models for the UC Education Abroad Program. Our timeline for this review was short. We were given little more than a week to make a decision that will have wide-ranging, long-term impact on tens of thousands of future UC students who may want to study abroad, and for UC faculty who work in the EAP study centers. Therefore, UCPB is unable to endorse any specific model at this time.

When UCPB reviewed the budget cuts and reorganization proposed for UCEAP in December 2008, we expressed strong support for the mission of international education, EAP's goal of increasing the number of UC students going abroad, and the view that EAP exists as a critical academic program, not a student service. About those proposed cuts, which have now been implemented on an even faster timeline than originally proposed, we expressed concern that they would compromise the integrity of EAP's academic mission and threaten the viability of the program, although it was also clear to UCPB that UCEAP needed to improve procedures, cut costs, and increase efficiencies, expand its reach to a broader range of lower-division students in a wider variety of disciplines, offer more research-oriented exchanges, improve coordination of the study centers, and provide the actual academic services that faculty want internationally.

It appears that UCEAP is now operating under Director Michael Cowan's "Option A" budget model, which would maintain the current funding model that establishes a 20% state-to 80% student fee funding ratio, equivalent to \$2.6 million in general funds and \$1.2 million in opportunity funds. "Option B" would eliminate opportunity fund support and move the program to a 5% state-95% student fee model and "Option C" would eliminate both sources and move UCEAP to a semi private student service funded solely by fees. The three models are virtually identical in terms of non-overseas expenditures.

UCPB does not feel comfortable choosing between only three funding options, and questions whether these are really the only three possible models.

UCPB members agreed that Option C should be totally unpalatable and unacceptable to the Academic Senate. It would gut the historical academic core of UCEAP and essentially remove the Senate from any role in the program. We note that some UC campuses will likely end their participation in EAP if UC implements this model for the program.

Option B differs only modestly, but if UCOP and the Senate believe that in times of economic crisis, funding inevitably must be reduced, then Option B might be an acceptable option in the current budget situation. We are aware that it would be bad to reduce the number of UC students going abroad, but compared to other choices—for example, fewer graduate students, less excellent faculty—this is a choice UCPB would vote to make. However, UCPB remains concerned that academic quality and faculty oversight are taking a back seat to the desire to recklessly slash budgets.

We are sympathetic to the view that maintaining the return-to-aid model for EAP may not be feasible in the current era, but we do not prefer an EAP in which only wealthy kids can afford to participate. Although low-income students are already less likely to use EAP, eliminating the return-to-aid model will essentially make it impossible for them to enjoy the life-changing benefits of study abroad.

It now appears that EAP is becoming a case study of cutting too deeply into a fairly cheap academic program, to the point where financial pressures obliterate academic priorities. A growing number of overseas Study Centers have already been closed, faculty directorships have been eliminated, and programs with fairly small budgets further reduced, all without academic review or even discussions of the implications. UCPB worries that the huge effort that has gone into restructuring EAP will be undone at once if the entire program is driven over a cliff.

Budget instability is an incessant threat to academic quality in all sectors of the University. Moving EAP down-market places it in direct competition with third party providers that can run study-abroad “Lite” more cheaply than UC ever will. If UCOP is unwilling to maintain UCEAP’s academic excellence, which has made it a leader in linking undergraduates to real cultural immersion and to international knowledge creation, networks, sociocultural dynamics and career opportunities, then indeed why not get rid of it and outsource it like food service? UC needs to add much more value to the study abroad experience than just having a few faculty members hover over continents, acting as Deans of Foreign Students.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Krapp". The signature is fluid and cursive, with the first name "Peter" and last name "Krapp" clearly distinguishable.

Peter Krapp
UCPB Chair

cc: UCPB
Martha Winnacker, Senate Executive Director