

Proposal for a University of Chicago Center in China

A Report to the President and Provost

By

**The Ad Hoc Committee on China
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Summary of Goals and Recommendations

The ad hoc committee on China is pleased to present the following report to the President and Provost concerning how the University might consider establishing a university center in China. Based on the committee members' longstanding experience with scholarship in China and international centers abroad, the committee is fully supportive of the idea of establishing a physical center for the University in China, and feels that it would greatly benefit the University academically and institutionally.

While the faculty and students of the University already have strong ties and collaborations with China and Chinese colleagues, having a facility in China would enable the University to enhance and expand such offerings significantly. The academic opportunities which could be housed or promoted through a center include:

- Facilitation of research/collaboration with Chinese universities and research institutions
- Recruitment of students and faculty
- College programs
- Professional training programs, certificates, etc.
- Workshops and conferences for faculty and graduate students
- Public programming, including those featuring Chicago faculty
- Promotion of alumni affairs and development initiatives

Having a center in China and the increased level of activity afforded by such a center would allow the University to compete more effectively with its peers, most of whom have stronger institutional footprints in China than does Chicago at present. The increased recognition of Chicago and its commitment to international leadership will help improve recruitment on the Chicago campus and create a cycle of improved collaboration and connections in China.

The committee recommends that the proposed University of Chicago Center be established and housed independent of a Chinese institutional partner, if possible; location of the Chicago Center on a Chinese university campus would be the second best option. The "independent status" would allow greater latitude for the Center to develop connections, cooperative ties, and partnerships with multiple institutions throughout the country and is in the long-term interests of the University.

Whereas the committee believes the independent center model is feasible in China, it recognizes that the Center's operational challenges might increase if the Center were not based on the campus of a Chinese partner institution and recommends further investigation into regulatory and other considerations.

Another consideration for the committee was the question of where a center would best be situated. After extensive evaluation and site visits, particularly in evaluating the strengths of Beijing and Shanghai, the committee recommends that the Chicago center in China be located in Beijing, and preferably in the Haidian university district, where there is the greatest concentration of major universities, research institutes, and other communities of interest.

This center would provide space for the programmatic activities described in this report. In addition, its staff would be able to facilitate these activities for University faculty, students and administrators, and to develop and strengthen connections and exchanges with Chinese universities, research institutes, and other relevant communities.

A final recommendation which grew out of the committee's deliberations is the need for stronger institutional governance of international activities within the University's administration. In order to strengthen support and visibility for international initiatives such as a center in China and in order to facilitate a number of related functions, the committee believes that responsibility for international initiatives should be vested in a deputy provost or vice presidential appointment.

In sum, the committee is excited about the opportunity to advance both scholarship which would benefit from such a center, and to improve the University's presence internationally. It is the committee's hope that such a center will serve as a model for a greater institutional role for Chicago in global educational initiatives.

Existing University of Chicago Programs and Engagements with China

As a starting point for our discussions on how a center in China could enhance the University's engagement with China, the committee members undertook surveys of their own departments and units. These findings, while clearly not exhaustive of all activity across the University, demonstrate a broad spectrum of programs and initiatives in China and with Chinese institutions, and we believe strengthen the argument for establishing a University center in China. These range from formal study-abroad programs for undergraduate students, informal scholarly interactions at the individual level, to formal research collaboration between Chicago faculty and Chinese colleagues at the laboratory level, grant review panels, and in a number of cases institutionally. For the sake of space and because we recognize it is not possible to be exhaustive in such a discussion, we have highlighted a few examples to illustrate the range of programs and initiatives already taking place. A full listing of the committee's findings can be found in Appendix A of this document.

Student-oriented Programs/ Activities

Chinese students make up the largest group of foreign students at the graduate level in a number of departments at the University of Chicago and, as the level of wealth rises in China, there is a growing number of college applicants from China as well and increased sponsorship from the Chinese government for advanced graduate students studying abroad. Chicago students participate in a range of programs, including the East Asian Civilization Program and a summer Chinese language program for undergraduates as well as language study and field work for graduate students (See also Appendix B).

Faculty Research/ Collaboration

Chicago faculty members are engaged in China-related research and collaborative activities in virtually all divisions and the professional schools and in a broad footprint across China. A number of Chicago faculty members have received significant accolades from Chinese institutions, and are engaged in a wide range of activity including research, publication, institutional assistance, and scholarly exchanges.

Professional Training

The Graham School of General Studies delivers programs both in China and in Chicago, including training for government officials, high school and college students, and adult travel study, and is in the process of negotiating new certificate programs. The Graduate School of Business has offered executive training programs for Chinese executives, and the Law School is exploring a joint program with a Chinese institution.

Intellectual Opportunities and Programmatic Activities

Over the course of its deliberations, the committee discussed a wide range of activities that a center in China would support. Underlying all these discussions was the premise that the establishment of such a center would enhance and expand, rather than replace, activity already underway with regard to China. The committee's consensus was that

a University center in China would expand opportunities for scholarship and increase institutional interaction in several key areas: conferences and workshops, student and faculty recruitment, and improved institutional engagement and visibility.

Conferences, Workshops and Opportunities for Academic Collaboration

One of the most consistent findings of the study trip undertaken by committee members in September 2008, and one which was supported throughout the committee's discussions, was the important role a physical center in China could have on increasing interaction with the local intellectual ecology of academic institutions and intellectual activities. The committee strongly recommends that all activities presented through the center promote a two-way exchange of knowledge, in increased faculty interaction with colleagues or in the structuring of programs for students that facilitate maximum immersion in a Chinese environment.

Examples of the kinds of programmatic activities which might be housed at a center include advanced workshops for University graduate students conducting research in China, training programs (potentially offered through the Graham School, GSB, Law, or Harris School), post-doctoral student exchanges, housing of fellows or faculty on formal or informal bases to facilitate their research, and increasing contacts for publishing both within and outside universities.

The existence of a University center in China would not only provide space and staffing for such activities, but would increase opportunities for the University to partner with other entities on such activities. Permanent space for such activities would also reduce costs (financial and transactional) associated with units' arranging these activities individually. As an example, translation services are an important tool for meaningful academic exchange in China, and require resources and support that could best be provided in an ongoing way at a University center.

We believe additional collaboration could be facilitated by on-site staff at the center with responsibility for initiating outreach to Chinese institutions. For example, a number of the BSD faculty surveyed indicated a desire for greater institutional support as they seek to pursue collaboration with Chinese researchers. While the contacts and relationships would likely eventually be managed directly by the involved faculty, the center and its staff could facilitate initial contacts, as well as provide logistical support for workshops, conferences, and the like. Such a center might be particularly helpful with large-scale collaborative projects, which might pose significant problems to host in the United States due to immigration and visa issues.

In addressing these opportunities for increased academic collaboration, it is important to note that the committee recognizes that these benefits do not accrue solely to faculty in the Humanities and Social Sciences, or to faculty directly involved in studying China or related issues. As evidenced by the wide range of activity currently underway with BSD and PSD faculty, the committee sees many opportunities for the experimental sciences to benefit from a University facility in China, especially in outreach and conference facilitation. Likewise, the study trip confirmed that faculty across a broad range of disciplines could find opportunities for enhanced scholarship through interactions with

American or European Studies departments or centers at Chinese universities and research institutes.

Even as the establishment of a university center is underway, a potentially long process, the committee identified several opportunities for short-term increased programmatic activity. The Chinese Academy of Social Sciences and the Peking Union Medical College (Chinese Academy of Medical Science) offer opportunities for Chicago to launch new collaborative efforts which are not dependent on a physical presence in China.

Student and Faculty Recruitment

Another important activity for a University center would be to increase the University's ability to recruit and retain the strongest Chinese students and faculty, and other faculty whose work would be enhanced through a greater University presence in China.

Both in our small-scale surveys of elite Chinese university students and in discussions with Chinese professors, we found that while the University of Chicago is recognized for its historical importance, it is less visible than many of its peers. As committee members heard from alumni on the study trip, and as was reinforced in discussions of the GSB sites in Singapore and London, the absence of a physical presence by the University is noted, especially in relation to its peers. Given the importance of China as a leading source of the most competitive graduate students (especially in the PSD and BSD), our lack of visibility cannot be helpful as the University seeks to attract top students from China.

Having a physical presence in China and hosting events such as those described above would increase Chicago's visibility to faculty and students in Chinese institutions and thus strengthen the recruitment of both. A center could also provide a base for interviewing prospective students in a systematic way, as it could be used both by Admissions staff to identify potential College students and by faculty visiting China to connect with possible graduate students or postdoctoral scholars. The committee considered these goals in its recommendation of the center location, so that the center can serve as an information source for students to visit and learn about Chicago and potentially as a testing site. As China will be putting more resources into sending its students abroad over the next ten years, the University needs to have a strategy in place for how it wishes to benefit from this opportunity.

Enhanced Institutional Engagement and Visibility

Finally, the establishment of a University facility in China is seen as a way to improve visibility in a way that is not feasible without a sustained and physical presence in-country. Particularly as our peer institutions have varied levels of presence in China and are poised to expand, it is essential that the University demonstrate its commitment to active engagement in China and not to cede these opportunities to others. In addition to the academic opportunities described above, a center also provides increased opportunities for the University to benefit institutionally from stronger engagement with alumni and other constituencies. It would also provide an "ear to the ground" for the University, to increase awareness of, and perhaps influence on, changing academic and policy landscape with regard to higher education. The siting and staffing of a University center will play an important role

in how well the center can fulfill this function. The committee's rationale for siting in light of these considerations is described more fully below.

Other Opportunities and Programs

Although less certain than the activities described above, such a center might also facilitate other programs such as joint degree-granting opportunities or an expanded base for the East Asian Civilizations program. At this point, the committee is not recommending specific changes in these areas, as they fall outside the scope of the committee's charge. However, in considering the potential long-term programmatic opportunities in China, and related space and staffing requirements, these are areas that may warrant further consideration by the administration. For example, there is some interest in offering a master's degree in liberal arts, cultural studies, or East Asian Studies, but current restrictions on foreign universities in China appear to require these degrees be jointly conferred with a Chinese university, a policy which the University has consistently avoided.

Having a University center in China might also offer different opportunities for the East Asian Civilizations program from its current state. For example, if the University were to house and administer the program directly through its center (rather than contracting to CET), it might allow students to spend part of the quarter in Japan or Korea, a schedule which is not possible now with CET, which operates in China only among the countries in Northeast Asia. These questions would need further exploration and consideration. Appendix B of this report summarizes the activities which are contracted to CET, and which would need to be considered in any decision to shift Civilization Abroad programs into a University center in China.

Location

In light of the objectives for the Center, the Committee had lengthy discussions of optimal location and feasibility. Some of the criteria considered important included: proximity to and location in the centers of academic excellence, and of culture/history, and of policy and business activity; visibility; ease of access (domestic and international transportation/infrastructure); and hospitality to foreign academic operations.

Because of the number of large cities in China, several cities would likely fit our criteria and serve our purpose. However, given the recognition that a University center in China would mark a significant statement and investment by the University and one which we feel will be closely watched by government, business, higher education, and other communities in China, the committee generally narrowed its focus to Beijing and Shanghai. Both cities are well recognized globally: Beijing has just hosted the Summer Olympics, while Shanghai will be the site of the WorldExpo in 2010. Both have a large number of universities and research institutions with which the University of Chicago has interacted, including the most highly-regarded Chinese institutions. If considered on their own merit, either Beijing or Shanghai would be an excellent choice for the Chicago Center (in fact, Harvard recently set up offices in both cities).

With the benefit of our study trip and careful deliberations, the Committee recommends that Beijing be the main location for the University of Chicago presence as it offers an intellectual and policy-setting environment, cultural landscape, and research environment which the committee feels is a better match for the primary purpose of the University center to enhance intellectual opportunities for faculty and students.

The Committee recognizes the many virtues of Shanghai. A young city (by Chinese standards), Shanghai is well known for its western-style architecture, modern facilities (including the first operational maglev train), cosmopolitan atmosphere, and relative freedom from government bureaucracies. It is also a leading center for business and the location of the Shanghai Stock Exchange. While Beijing rivals Shanghai in the number of corporate headquarters located there, Shanghai serves as the “dragonhead” for the Yangtze River Delta, the most economically developed region in China, and is within reasonably easy reach of major cities including Suzhou, Hangzhou and Nanjing. The universities the committee visited, including Fudan University and Shanghai Jiao Tong University, with which the University already has strong connections, are eager for international cooperation/collaboration.

Yet on more of the criteria mentioned earlier, especially in education and research, Beijing’s position is unrivalled in China. Put simply, Beijing has the world’s largest concentration of higher education institutions for any single city, including 62 universities officially permitted to enroll foreign students.¹ In addition, the Chinese Academy of Social Sciences and the headquarters and most institutes of the Chinese Academy of Sciences (CAS) are based in Beijing. Beijing offers a rich and fertile intellectual ecology for the Chicago Center to achieve its multiple goals from outreach and research facilitation to conferences and other public programming, and, thus, to realize its potential of enriching the University’s educational mission and enhancing the University’s stature internationally.

In terms of learning the Chinese language and culture, Beijing clearly dominates. Because China’s standard language (Putonghua or Mandarin) is largely based on the Beijing dialect, Beijing is a natural location for learning the Chinese language. In contrast, while the Shanghai local population can generally speak Putonghua, they have a tendency to revert to the Shanghai dialect to converse among themselves. As a result, Beijing is home to most language-based programs operated by American institutions, including our own.

As China’s political center, Beijing also offers some unique advantages (and the occasional downside for being too close to the Center). In matters of policy, whether science, the economy, or the environment, being in Beijing confers great convenience both for understanding what is going on and for informing policymakers.

Today’s Beijing is a mixture of tradition with modernity. Having served as China’s Capital city for eight centuries, Beijing is steeped in history with classical structures such as the Forbidden City and the Temple of Heaven. Yet it is also brashly modern and boasts of the iconic Olympic buildings, new airport terminal 3, and maverick-style CCTV tower. It is also very much alive with cultural activities of both classical and modern varieties.

¹ http://www.ebeijing.gov.cn/Study_1/InASBei/Study_in_BJ/t911834.htm

This recommendation to house the University center in Beijing is made with the understanding that we would continue to encourage links and interactions with institutions in Shanghai and surrounding areas (and other cities such as Wuhan and Guangzhou), not the least because Shanghai is one of the City of Chicago's sister cities in China (the other is Shenyang). Moreover, a range of other universities have offices in both cities, and, as the main Chicago center gets established, it may well be beneficial for the University to create a satellite office in Shanghai.

The preference for locating the Chicago center in Beijing raised a number of subsequent considerations for the committee. Because Beijing is a sprawling city with concentrations of different activities in various parts of the metropolis, there were questions as to where a University center would best be located to achieve its intended goals. In the course of its deliberations, the Committee considered two locations: the Haidian university district and the city's commercial center (especially Oriental Plaza).² The committee concluded that the Chicago Center's mission would be better served in Haidian, especially near Beijing/Tsinghua/Renmin Universities and be close to the subway or light rail.

The Haidian District alone is home to more than twenty leading Chinese universities, including the top two national universities, Beijing (Peking) and Tsinghua Universities.³ It is also home to many CAS institutes and Zhongguancun, the high-tech district (sometimes referred to as "China's Silicon Valley"). The Financial District is nearby. The Haidian site provides for reasonable proximity to government ministries, commissions, and administrations and allows for strong interaction with the policymaking networks. The committee's consensus was that location in Haidian would be the most beneficial to the stated goal of enhancing the University's intellectual opportunities and conducive to the promotion of collaborations and exchanges we hope the center will foster.

Institutional Partnerships

Our survey of programs and offices by other institutions shows that most American universities have generally set up offices on a partner campus to support undergraduate teaching/internship programs.⁴ However, because the mission for the Chicago entity in

² The Oriental Plaza, on the city's central shopping district Wangfujing, is close to Tiananmen and thus centrally located. The Plaza houses the Cheong Kong Business School, whose benefactor also owns the Plaza.

³ Other national significant universities and colleges include: Renmin (People's) University of China, China University of Politics and Law, Central University for Nationalities, Beijing Normal University, Central University of Finance and Economics, Beijing Foreign Studies University, Beijing Language and Culture University, Capital Normal University, Foreign Affairs College, University of International Business & Economics; Beijing University of Technology, Beijing University of Aeronautics & Astronautics, Beijing Science and Technology University, Beijing University of Posts & Telecommunications, Beijing Jiaotong University, Beijing University of Forestry, Beijing University of Physical Education, China Agricultural University, China University of Geosciences, China University of Mining & Technology; Beijing Dance Academy, Beijing Film Academy, and Central Conservatory of Music.

⁴ In fact, Chicago's existing programs are based at two campuses in Beijing: Capital Normal University and Tsinghua University.

China goes beyond teaching to a range of activities, because our programs will not need to be centered on undergraduate study abroad, and because of our desire to enhance the visibility of the University of Chicago in China, our committee has concluded that the University would be better served with a free-standing center that is not formally partnered with one single Chinese academic institution. This would allow greater latitude for the Center to develop connections with multiple institutions throughout the country and thus realize its potential for impact on China and intellectual activity for coming decades.

Choosing not to partner with a Chinese institution would increase the operational challenges for the Center (especially the need to provide for teaching support and accommodations), and the committee does not take those lightly, especially because our model of independent center would need to cope with an ambiguous regulatory environment. We believe this is a feasible option because many of the functions we have identified for the Chicago Center can be reasonably accommodated under the “Rep Office” model used by corporations, associations (such as the US-China Business Council), and the City of Chicago office in Shanghai. Nonetheless, the committee also notes that while the ideal center would be a free-standing facility in the Haidian district, the real estate market may have limited options for this type of facility (as opposed to office space), and so decisions will need to be made with regard to the level of investment. Thus, this recommendation from the committee warrants further investigation. Detailed legal assistance will be required if the University decides to move forward on the committee’s recommendation(s).

In the course of its deliberations, the committee considered options for the University, including partnership with a Chinese institution and what that might entail (see below and Appendix C regarding programs by other institutions). The major Chinese universities we visited, including Beijing, Tsinghua, and Fudan Universities, have all expressed an interest in partnering with us, especially in student exchange, and, in the assessment of the study trip participants, Tsinghua and Fudan, in Beijing and Shanghai respectively, are especially good possibilities for Chicago.⁵ Taking a suite of offices on a university campus allows us to have access to a broad range of facilities and amenities, and it allows Chicago students to connect with local students. Yet our interviews with a number of programs also suggest some downsides to being based on a campus (see below for further discussion). Even those campus-based offices that aspire to reach out to a broad range of Chinese institutions, such as the Nordic Center at Fudan, end up being perceived as more a Shanghai-based office partnering with Fudan. Some of the campus-based offices also complain of constraints and obstacles to expansion placed by partner institutions.

While a number of different models exist for higher education partnerships and presence in China and often involve partnerships with Chinese universities, the committee sees better long-term prospects for the University if it can maintain its independence. Location on a Chinese university campus would be the second best option. At the same time, in specific areas, the University of Chicago should be willing to enter into partnerships

⁵ Subsequently, one committee member met with the Vice President for International Affairs at Renmin University (Beijing), one of the top institutions in humanities and social sciences in China and was informed that Renmin would also be enthusiastic about cooperating with the University of Chicago.

with Chinese institutions, including not only universities but also research institutions, notably the Chinese Academy of Sciences, the Chinese Academy of Social Sciences, and the State Council Development Research Center. When warranted and especially when the Chinese institution may be willing to furnish space at no or nominal cost, the University is encouraged to maintain some office presence, probably through the Center staff, in these institutions.

Programs by Other Institutions

Many of the insights informing the recommendations above are based on committee members' knowledge of programs operated by peer institutions and, particularly, information gathered by committee members on the study trip in September 2008. Broadly speaking, these programs range from branch campuses, joint colleges, and stand-alone offices to single-person operations that cater to the needs of study-abroad programs. A more comprehensive summary of comparative programs can be found in Appendix C, but highlights are excerpted below.

(Branch) Campuses and Joint Ventures

At this time only a small number of foreign institutions maintain campuses in China, and these tend to be from the United Kingdom. A number of American public universities, notably the University of Michigan, have ventured into joint programs but on a smaller scale. Perhaps one of the most prominent programs is the Nanjing (University)-Johns Hopkins Center, a long-standing program established with high-level government patronage, which primarily trains MA students from China and America in international affairs. JHU started in Nanjing because it was an early program (20 years ago), and there was concern then about locating a foreign university in Beijing. Hopkins is not likely to be a model because of its history and the level of investment that such a model requires.

Stand-alone Offices

In mid-2008, the Harvard China Fund and the Harvard Business School set up an office in Shanghai in a commercial building and plans to open its Beijing office in November 2008. The University of Maryland and Rutgers also operate separately from University campuses and are physically located in business districts in China.

Study-Abroad Programs

Most American programs are based on one or more Chinese campuses to support the teaching of Chinese language and substantive content courses and, thus, fall broadly under the rubric of study-abroad programs. Stanford, Yale and Cornell are among American institutions maintaining programs at Beijing University (Beida). The Inter-University Program for Chinese language studies (IUP), of which Chicago is a member via the Center for East Asian Studies, as well as the University of Chicago summer Chinese language program, are based at Tsinghua University's School of Humanities and Social Sciences. IUP focuses on advanced language study for MA and PhD students in multiple disciplines.

Smaller American institutions have found other and generally less prestigious (but nonetheless strong) Chinese institutions to be more hospitable hosts.

Foundations and Research Institutions

Various non-profit foundations have established operations in China. The Ford Foundation (Beijing Office) is the most prominent of its kind. Its substantial office space is located next to the Embassy district, but it has cooperated extensively with the Ministerial-ranked Chinese Academy of Social Sciences, which the committee visited. Another example is the Lincoln Land Institute (LLI) Beijing Office, which rents space in the School of Government Building at Beijing University.

Some Observations

Our interviewees were nearly unanimous in emphasizing that, while top-level commitment is important, the devil is in the details of implementation and that we should place top emphasis on institutional relationships that are productive and cooperative, on effective engagement with a variety of Chinese partners from the undergraduate to the research and advanced training level, and on significant autonomy for the University of Chicago.

While Beijing University has had many foreign programs set up on its campus, Tsinghua has been quite selective in doing so and is now seeking to catch up. Nonetheless, many American institutions have partnered with lesser known institutions in China and found these to be eager hosts. While Chicago's summer Chinese language program is based at Tsinghua (and has worked well), the Civilization Abroad program is located at Capital Normal University.

Our interviews with the study programs on the ground have allowed us to peek behind some of the operations and learn of some of the problems. While partnerships allow American students to be based on the campus setting and make use of campus facilities, it is not a one-way street. Some Chinese universities see hosting foreign institutions as money-making opportunities. Chinese host institutions including Beijing University and Tsinghua also place increasing emphasis on exchanges, especially the sending of Chinese students to American campuses. They are also eager for faculty exchanges. In some cases the cost to the American institution turned out to be unsustainable in the absence of major donations.

Personnel and Staffing

In order to support the types of programs and activities envisioned for a University center in China, the committee discussed various staffing models for a Center in China. Consensus developed around an operation with the following positions:

Faculty director

Assuming the Center would have a faculty director, the committee felt that a center in China could follow the model used at the Paris Center, in which Chicago faculty would

rotate directorship of the Center annually. A primary advantage of this system is that it increases the number of Chicago faculty with experience and familiarity with the China center, who could then share their work with their home departments and disciplines and further expand awareness of the opportunities provided by the center. The committee also felt it important that the director(s) could and in fact should come from a wide range of disciplines, since fluency in Chinese would not be a requirement for this position (unlike for the staff positions noted below).

One disadvantage of having rotating faculty director is that it limits the ability of the faculty director to engage in long-term strategic planning and relationship development. In light of these constraints, the committee discussed several options for mitigating this shortcoming and ensuring long-term strategic needs are met. The first would be establishing governance or oversight authority responsible for advising on long-term direction of the center. For example, there could be an advisory committee of faculty (and perhaps trustees or other supporters) unique to the center in China, or serving this role for all the University's international centers. Moreover, the committee felt strongly that the center, and University, would benefit from centralized leadership for all university international initiatives at a deputy provost or vice presidential level, to strengthen support and visibility for such initiatives and to centralize and ease some of the administrative issues common to all international operations (more on this later). A third way in which the center might offset the disruption of annual rotation of faculty directors would be to ensure that there is staff support as described below for outreach and relationship development.

In large part, the role for a faculty director is dependent on the type and level of programming offered at the Center. The committee discussed whether a faculty director was even necessary if there were not a full load of teaching at the Center, although the committee also discussed activities that a director might undertake. For example, a faculty director might be expected to bring forward a plan for programs and activities (e.g., a conference or a series of events related to a research theme) during his or her appointment. Another option would be for the faculty director to have responsibility for managing academic aspects of Civilization Abroad and other College course offerings.

Another consideration related to the faculty director position, and to the potential for increasing College teaching at a center in China, is the impact of such faculty appointments, and related leaves, on the campus in Chicago. If the University were to increase the opportunities and courses offered to College students abroad through a center in China and other international centers, and yet still retain the model in which College courses are offered only by University professors, then this will be a question for further discussion with the deans and in relation to possible faculty expansion. Some Committee members feel, however, that there is a substantial pool of Chinese professors educated in the West (including Chicago) who might conceivably be enlisted to teach for us in Beijing, but that would require some adjustment in our current staffing model.

Co-director (based in China)

In the course of the committee's study trip, it was noted that American university centers in China might be expected or required to have a co-faculty director from a Chinese

institution. Our expectation is that if we were to open an independent center, this role would not be required; however, if the University were to locate its center -- or a significant part of Chicago programs -- on the campus of a Chinese university, this question will need to be addressed or negotiated in more detail as plans develop.

Administrative or executive director

This position would serve as the senior staff member of the center and would oversee all administrative issues, including finance, facility operations, and human resources, in concert with the University and/or outside contractors as needed. Given the need for this individual to communicate and work on the ground on operational details, the Committee felt that this position would most likely be filled by locally hired staff with expertise in this area, ideally a Chicago alumna/us who knows both the University of Chicago and China (especially Beijing). As the University considers the establishment of the center, and its possible short- and long-term scenarios, the committee thought that it would be advantageous to fill this position, or a version of it, early in the process to have a representative on the ground in China to facilitate site development.

Outreach manager or program officer

While every staff member at the Center would be playing ambassadorial roles for the University of Chicago, in the course of its discussions on staffing a center in China, the committee quickly reached consensus that any center would need a staff person dedicated to programmatic activities and outreach. The committee felt that this was a critical position for the center in China to ensure successful programming, build relationships across multiple institutions, and promote University visibility. Because of the geographic challenges of representing the University to all of China, and even within Beijing, the University will need to promote itself actively to different constituencies. In addition to serving as the primary ongoing liaison to Chinese institutions, this person would also serve as the link to faculty and administration in Chicago, such as initiating contacts for faculty as needed, or connecting Admissions staff to Chinese institutions. Ideally, the committee saw this person as someone who knew the University and academia, and could operate within and between the academy and other communities, such as in understanding the scholarship and academic interests of faculty and connecting them with policymakers or business communities as needed.

Support staff

It was felt that a minimum of two support staff would be needed initially by the center. These staff members would assist with administrative support to faculty and staff noted above, events, receptions, and other general support. In light of Chinese regulations and prevailing compensation levels, these staff members would likely be contract employees. However, there is recognition that Chinese regulations governing staff hiring by foreign firms and organizations can be cumbersome and restrictive and may necessitate discretion being given to the administrative director to ensure proper staffing and compensation for subordinate staff. If additional programs were to be coordinated through the Center (such as Civilization Abroad), then there would be a need for additional staff support, some of which could be temporary, hired as the director sees fit. The current East Asian Civilization Abroad program employs, during the quarter it's in operation, four full-time administrative

staff people in Beijing, a number of Chinese teachers, and receives support from CET's Washington D.C. office. The CET Beijing office for Chicago operates six months of the year. The summer language program at Tsinghua is mainly run by the Chicago faculty who designed it, at a tremendous time commitment while the course is in session and in the spring quarter of preparation. Administrative support is partly provided by the Graham School.

Many other staffing and human resources considerations will be important in structuring the Center and preparing for its launch. For example, committee members on the study trip heard about bureaucratic issues faced in hiring staff and the questions of balance between hiring locally and hiring those who were familiar with the home institution. These are issues the University has faced before in the Paris Center and at GSB sites in Barcelona, London, and Singapore. While many of these situations are applicable across all international operations, there will still be a need to obtain expertise in legal and personnel issues specific to China as decisions and planning progress.

Space Requirements

The first considerations of space requirements focus on the type and size of the space needed to carry out the programs and operations noted above. Ideally such space would also be scalable, so that as activities are added plans can be adjusted accordingly. Another option the committee considered to address the question of scalability and changing needs over time was the option of creating an immediate short-term presence while the University develops a more permanent site.

Generally, the committee envisioned a center in China along the scale of the Paris Center (currently 7,500 square feet), rather than the GSB centers (27,000 square feet in London, 20,000 in Singapore). Specific space needs included the following:

- Conference room / activity room: This space would allow for multi-functional use, including events, performance space, and conferences. The committee saw such event space as useful for drawing activity to the center, even if events were jointly sponsored with Chinese institutions.
- Classroom(s): At least one classroom with capacity for 50-60 individuals would be required (with the assumption that all classroom space in such a center would be fully equipped "smart" space). This space would primarily be used for research or training seminars. If Civilization Abroad or expanded College courses were offered through the center, then multiple classrooms would be needed for additional course offerings.
- Computer lab: This type of workspace would be required to support research or teaching, especially if languages / College programs are coordinated through the Center.
- Library: This space could be combined with the computer lab or large conference room.
- Offices: Approximately a dozen offices would be needed to house center operations and to allow for use by faculty and/or graduate students. The committee also thought this space would be useful for other University operations, such as Admissions staff or Alumni Relations and Development staff visiting the region (but

- not necessarily permanently housed there). Some center staff would also be housed in open workspace, such as at a reception desk.
- Kitchen facilities: Basic kitchen space would be necessary to enable the center to host events.

A final note on space is the recommendation that careful thought be given to how the space reflects the institution. In its study trip, the committee saw a wide range of physical centers in China. While the center needs to be appropriately scaled with a wise use of resources, the effect and impression given by the arrangements and furnishings should not be underestimated if the University is serious about conveying its image internationally.

Financial Support

In order to establish a successful, truly broad-based University center in China, the committee believes it is essential that such a center be sufficiently supported so that its basic operations are assured. This would include the costs of space and staffing as noted above, so that the activities and the programming for the center are not dictated by revenue needs. The committee suggests that in creating the center, the University commit to an initial investment for a defined period of years while longer-term funding for the center is secured. Finally, as would befit a broad-based university center, it is hoped that support for such a center reflect the breadth of scholarship and support as well.

University Structure for International Initiatives

In the course of its deliberations, the committee raised the question of how a center, and in fact all international initiatives, might best be supported by the University. A general consensus developed that having a centralized locus of support for international initiatives, either in the Provost's office or at a vice presidential level, will be necessary if the University wants to expand its international presence. Not only would such a position be able to facilitate functions noted below, but this would demonstrate the commitment to an increased global profile for the University, and reinforce that this is a university-wide center, allowing the center increased interaction and influence with faculty and deans than it otherwise would have if it were based in one unit of the University.

While programs and academic offerings should still be developed by various units and schools throughout the University, the committee identified some specific functions which a University office might better provide. These could include but are not limited to the following:

- Protocol functions: Ensuring that a common point of contact or facilitator would be available to provide the appropriate institutional presence
- Oversight of visa and other administrative requirements: Assisting with the varying needs across campus, and facilitating conversation across units about how requirements and needs differ across programs and units.

- Repository and resource for agreements: Housing the various memoranda, letters of agreement, etc. across units, thereby providing easier access to model or template agreements
- Coordination of programs: Facilitating of program development across different campus units
- Regulatory knowledge: Providing depth of knowledge or resources for understanding the impact of various regulations on educational programs in individual countries
- Assistance with University of Chicago delegations: Aiding university delegations going overseas to represent the University, and proactively developing opportunities to increase this type of interaction
- Receiving delegations from overseas: This is especially relevant in the case of China as many Chinese universities have sent delegations to the US to learn about American universities and to explore opportunities for cooperation
- Collaboration with Development Office: Expanding international presence, cooperation, and programs with alumni and increasing engagement

By pursuing parallel tracks of increasing its international presence through university centers abroad, and of strengthening the visibility and support for international engagement at its Chicago campus, the University will be better positioned for more successful global engagement.

Next Steps and Interim Options

In concluding its recommendations, the committee notes a number of interim steps that might be taken to advance the development of a center, both for the facility and programming. With regard to the establishment of a physical center, the committee recommends investigation continue on regulatory and administrative questions noted in this report. The committee has identified several resources that can be instrumental to the University in this process, including the City of Chicago Shanghai office and alumni, among other contacts. In addition, a block by block real estate survey will be required, due to the limited real estate options in Haidian, particularly for free-standing facilities. Although investigation and negotiation for space can continue without an interim presence, the committee believes that the University will need staff on site once construction is underway. It is recommended that the University inquire into whether office space can be provided by University alumni in the interim as needed.

With regard to immediate steps for collaboration and programming, current activities can clearly continue without a center in China. The committee recommends, though, that thought be given to enhancing outreach and related activities, to build to a formal launch of a University center in China. In addition, in an interim period during which a center is being developed, the University should move forward on any changes to governance of international initiatives, so that once center staff is on site in China, they will have access to necessary support and resources on campus.

The Ad Hoc Committee on China thanks the President and Provost for the opportunity to consider these questions and respectfully submits its findings,

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Judith Farquhar, *Max Palevsky Professor, Department of Anthropology and the College*

Donald Harper, *Professor, Department of East Asian Languages & Civilizations*

James Hevia, *Professor, New Collegiate Division and Director, International Studies Program*

Dwight Hopkins, *Professor of Theology, Divinity School*

Christopher Hsee, *Theodore O. Yntema Professor of Behavioral Science and Marketing, Graduate School of Business*

Ka Yee Lee, *Professor, Department of Chemistry, Institute for Biophysical Dynamics, James Franck Institute and the College*

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Appendix A

Existing University of Chicago Programs and Engagements with China

Student-oriented Programs/ Activities

More than 200 Chinese students are enrolled at the University of Chicago. They make up the largest group of foreign students at the graduate level, and, as the level of wealth rises in China, there is a growing number of college applicants from China as well. In recent years, the Chinese government, through the China Scholarship Council, has sponsored 5,000 advanced graduate students for one-year visits and the University of Chicago is host to many of them across campus. Nancy Schwartz, Dean of Students of BSD, has attended the China Scholarship Council Conference as the University's representative.

University of Chicago students can participate in a range of programs based in China. Our established programs include the East Asian Civilization Program and a summer Chinese language program. The East Asian Civilization in Beijing program, based at Capitol Normal University and subcontracted to CET Academic Programs, operates out of the College. This program takes place every fall and offers three East Asia Civilization courses taught by Chicago faculty and Chinese language instruction at different levels for 25 University of Chicago undergraduates.

Beginning in 2008, the Chinese language faculty has offered, via the Graham School, a summer Chinese language program to University of Chicago undergraduates at Tsinghua University. This all-Chicago program immediately became one of the most professional in Beijing. Of the 32 students who participated, 17 who finished first-year Chinese in Hyde Park last Spring Quarter took second-year Chinese in Beijing. Fifteen students took third-year Chinese in Beijing.

Graduate students can take part in language instruction on campus but some have also participated in the Inter-University Program (see, Other Programs), also based at Tsinghua. The University of Chicago, via the Center for East Asian Studies Program, is an IUP member.

Graduate students, especially in the humanities and social sciences, tend to spend considerable time doing field work in multiple locations in China. For example, graduate students in Anthropology are preparing or doing field research at the dissertation level on the following range of topics and places: art education and contemporary art networks in Beijing, Shandong, and several other places; nationalism in China; archaeology of the Liao kingdom (Beijing and the Northeast Provinces); sentiment, kinship, and media in Inner Mongolia; architecture, new housing, and sociality in Tianjin; agricultural development programs and rural knowledge and resistance in the Northeast; and the psychology of trauma after the earthquake in Sichuan and other places; depression, clinical categories, and everyday affect (Beijing and Chongqing).

One could add to this list the many students in other departments. Students in History and East Asian Languages and Civilizations tend to visit the leading locations with

archives, such as Nanjing and Beijing, though the availability of local archives promises new avenues for research. Sociology and political science students may negotiate data in the major centers or undertake fieldwork. In general, graduate students tend to enter/exit China through several gateways, especially Beijing and Shanghai, but their fieldwork may take them to many places besides these central cities.

Faculty Research/Collaboration

University of Chicago faculty members are engaged in China-related research and collaborative activities in virtually all divisions and the professional schools. While many have interactions in the leading intellectual centers in China, especially Beijing and Shanghai, many also have collaborative activities in the far South, such as Fuzhou in Fujian province, Wuhan in central South, or Sichuan and Tibet in the Southwest, or Shaanxi in the Northwest. Simply put, our faculty collectively has a broad footprint across China. A number of University of Chicago faculty members have received significant accolades from Chinese institutions, including membership of the Chinese Academy of Engineering and Cheung Kong (Changjiang) Distinguished Visiting Professorships.⁶ Many others are involved in other ways, including reviewing for the National Science Foundation of China and at various Chinese universities.

Humanities

In the Humanities Division, many members of the Department of East Asian Languages and Civilizations have ongoing research projects in China. The Center for the Arts of East Asia (director, Wu Hung) has current collaborative projects with the Bureau of Cultural Relics and Peking University (3-D digitizing the caves), and CASS and Wenwu Press (publication). It is also collaborating with the Research Center of Twentieth-Century Chinese Culture at Peking University to compile and publish yearly Chinese Modern Art Archive, co-organizing a conference Rethinking Tombs in Beijing with the Central Academy of Fine Arts, and discussing the Scroll Painting Digitalization Project (an on-going project based at the University of Chicago) with the Palace Museum, Beijing.

Meanwhile, the Creel Center for Chinese Paleography (Donald Harper, Edward Shaughnessy) has ongoing collaborations with the Research Center for Bamboo and Silk Manuscripts at Wuhan University (Hubei) and with the Research Center for Excavated Manuscripts and Paleography of Fudan University in Shanghai.

Social Sciences

William Parish (Sociology) and a number of colleagues have collaborated with Renmin University researchers to conduct surveys, including one on sexual behavior, in China. Dingxin Zhao (Sociology), who participates in the Civilizations Abroad Program in Beijing, has lectured at Fudan, Renmin and Tsinghua Universities and conducted research in

⁶ The Cheong Kong scholars program was established in 1998 by China's Ministry of Education and the wealthiest man in Hong Kong, Li Ka-shing, to recognize improve China's intellectual competitiveness and attract foreign scholars to China.

Beijing and elsewhere. Christopher Hsee (Chicago Booth) has conducted extensive research in China on topics ranging from happiness (subjective wellbeing) through marketing to psychology, and has maintained close ties with many universities and business schools there. Dali Yang (Political Science) has held distinguished visiting appointments at Nankai and Tsinghua universities and is currently involved in a national survey project with collaborators at the Center for Agricultural Policy Research of the Chinese Academy of Sciences. Yang has recently been invited to help rebuild the Political Science Department at Tsinghua University in Beijing. All maintain extensive contacts with researchers at other institutions, including the Chinese Academy of Social Sciences.

Within Anthropology, Julie Chu has collaborated with scholars in the Department of Social History and the Center for Fujian-Taiwan Research at Fuzhou Normal University and the Law School of Fuzhou University. Judith Farquhar is co-authoring with a historian at the Beijing University of Chinese Medicine but has had strong ties with the Anthropology department at Beijing University and a professor at Beijing Foreign Studies University. She was previously a visiting scholar in the Sociology Institute at the Chinese Academy of Social Sciences.

Quite a number of economics faculty members have an interest in China and several of our economics Laureates have lectured there. James Heckman has trained and worked with Chinese researchers on human capital investment. In general, Chicago economics has significant influence in China, partly through former students who have graduated from Chicago. For example, Justin Yifu Lin was one of the founders of the China Center for Economic Research at Beijing University; Lin is currently the Chief Economist at the World Bank.

Biological and Physical Sciences

Numerous faculty members and research staff in the Biological Sciences Division and Physical Sciences Division have collaborated with or have otherwise become involved in research or training programs in China. Many others regularly correspond and visit with Chinese researchers or attend conferences in China.

Many of the collaborators in China had previously been to the University of Chicago as post-docs or visitors and as a result built up research relationships with the University of Chicago. University of Chicago laboratories have hosted a large number of Chinese visitors and, increasingly, advanced graduate students funded by the China Scholarship Council. These “residencies” generally build on collaborative ties between researchers at Chicago and Chinese institutions. In general, there is a palpable demand for support from the administration for such activities.

Our admittedly incomplete compilation of collaborative efforts runs to around twenty pages. While it is not possible to do justice to the many ongoing initiatives by the two divisions, the sampling below should nonetheless provides a good indication of the range of activities that are being conducted and help inform our considerations of what the University of Chicago should undertake in the Chinese Mainland. In addition, several

professors, notably Laurie Butler and Ka Yee Lee (Chemistry), have strong ties to and research collaborations with Hong Kong universities.

- Joy Bergelson (Ecology & Evolution) received a Cheung Kong Scholar Honorary Professorship from Nanjing University in 2005 and has been collaborating with Professor Dacheng Tian on the evolutionary genomics of *Arabidopsis thaliana* (see for example (Nature 455: 105-113). In this connection, Bergelson has hosted three visiting graduate students--funded through the China Scholarship Council--from Tian's laboratory.
- Chin-Tu Chen (Radiology and Medical Physics) has Research collaborations with Peking Union Medical College (PUMC), Beijing University, Huashan Hospital (Fudan University Medical School), and Huazhong University in Wuhan. Jia-Hong Gao (Radiology) has collaborations with universities in Hong Kong, Beijing, and Shanghai on functional MRI.

In this connection, Henry Frisch (Physics) and Chin-Tu Chen and Chien-Min (BSD) have a joint on-going research collaboration with Prof. Qingquo Xie's team in the Department of Biomedical Engineering at the Hua Zhong University of Science and Technology on positron emission tomography and time-of-flight positron emission tomography as part of a multi-national research effort also involving Argonne and Saclay in France.

- Jianjun Chen (Medicine: Section of Hematology/Oncology) and Janet Rowley have collaborated with the Institute of Hematology, the First Affiliated Hospital, Zhejiang University College of Medicine on microRNA expression profiling study in leukemia, with the Chinese side supplying RNA samples from leukemia patients.
- Chuan He (Chemistry) has close ties to the leading Chinese universities and, especially with Beijing University, where he will likely run a research group (still to be worked out). He has also served on a chemical biology panel of the Chinese Natural Science Foundation and has connections in several institutes of Chinese Academy of Sciences.
- Bruce Lahn (Human Genetics) is the founder and scientific director of the Center for Stem Cell Biology and Tissue Engineering at Sun Yat-sen University in Guangzhou and works in close collaboration with the Center's director, Dr. Andy Peng Xiang, who used to be a postdoc in Professor Lahn's lab. Professor Lahn's Lab in Chicago and the Center in China work on a number of projects related to stem cell biology and epigenetics gene regulation.
- Yan Chun Li (Medicine) has a long-term collaboration with Nanjing Medical University, to investigate the therapeutic effect of vitamin D analogs on the cardiovascular system.

- Chunyu Liu (Psychiatry) has collaborated with Dr. Xiao-gang Chen, at Central South University, Changsha, Hunan on the genetics of schizophrenia and is currently exploring collaborative relationships with other researchers in Changsha and Wuhan.
- Manyuan Long (Ecology and Evolution) is holder of the Cheung Kong Scholars Chair Adjunct Professor, Peking University, 2006-2009. From 2004 to 2006 he was Guest Professor, Institute of Genetics and Development, Beijing. He has also lectured at various Chinese institutions and involved in two new journals published out of Beijing.
- Yves A. Lussier (Medicine/ Informatics), has ongoing collaboration with faculty members in Key national Laboratories at Peking University, Southeast University (Nanjing), the University of Science and Technology of China, Chinese Academy of Sciences, Hefei, as well as with Tao Ying, Chief Scientist at ChinaMedCom.com. These partnerships have resulted in scientific papers yearly. A key node in the network of bioinformatics researchers in China, Lussier is currently exploring cooperation with Chinese researchers on computational systems biology of phenomes and structural biology and computational biology using high throughput phenotyping and novel array analyses.
- Professor Bernard Roizman (BSD) is a foreign member of the Chinese Academy of Engineering (Medicine) and has been named “Honorary Professor” at many Chinese institutions. He has collaborated over the years with members of the laboratory of Professor Tao Hong, Chairman, Dept. Virus Morphology & Viral Diarrhea, Institute of Virology, China CDC (Center for Disease Control, Beijing). The focus of the work is on imaging of herpes simple virus infected cells.
- Paul Sereno (Organismal Biology & Anatomy) currently has many collaborations and publications with Chinese paleontologists, especially at the (1) Institute of Paleontology and Paleoanthropology in Beijing (IVPP) and the (2) Long Hao Institute of Stratigraphic Paleontology in Hohhot (LH), Inner Mongolia.
- Ming Xu (Anesthesiology) has been collaborating with Shanghai Jiaotong University, Xian Jiaotong University and Guangzhou Nanfang Medical University on cell signaling under normal and diseased conditions and is looking into a collaboration with a lab in Beijing. These collaborative efforts have resulted in several published papers.
- Don York (Astronomy & Astrophysics) has many contacts in China: astronomers, historians, the president of Peking University, and various heads of science agencies (MOST, NSF) in China. With grant from the Templeton Foundation, York has recently organized a major conference in China (October 2008) on the history of the telescope (400th anniversary).

Currently York is head of an international initiative to build a large array of small telescopes to detect transient events in the sky (~10 second flashes) that are related to supernovae or to colliding, compact objects (black holes, neutron stars). The

Chinese would build the telescopes. The array is to be built in Antarctica, either at Dome A, the Chinese site in Antarctica, or at Dome C, a French site. The US South Pole site is not appropriate. There are strong scientific overlaps on this project between the University and the Chinese astronomers.

York is also part of a collaboration carrying out the Sloan Digital Sky Survey, a project initiated by a small group of institutions including the University of Chicago. It started in 1988. In 2000, York represented the Board of Governors to bring the Chinese to collaborate on the project and has kept in touch with them as an advisor and has been a formal reviewer on the project. It is called LAMOST and is a large government project.

- Chun-su Yuan's ongoing collaborations with Chinese colleagues in China are in two separated areas: 1. Herbal research collaboration, including clinical trials; 2. Methylalntrexone new formulations, especially nano-formulation. His collaborators are at Center for Chinese Herbal Medicine Research (Beijing), Chinese Academy of Traditional Chinese Medicine (Beijing); Shanghai University of Traditional Chinese Medicine; the Institute of Chinese Medical Sciences, University of Macau; China Medical University, Taiwan; the College of Pharmacy, Fudan University; the Shanghai Institute of Organic Chemistry of the Chinese Academy of Sciences, and the Shanghai Institute of Pharmaceutical Industry.

Planned Collaborations:

- Maria-Luisa Alegre (Rheumatology) is planning a collaboration on inhibitors of NF- κ B in T cells with a professor at Tongji University in Shanghai.
- Mark Ratain (Medicine) currently receives visiting faculty and trainees from the Shanghai No. 1 Peoples Hospital and is exploring the possibility of a full-blown research collaboration regarding the genetics of lung and gastric cancer. This may also involve the Human Genome Center in Shanghai.
- Vesna Petronic-Rosic (Dermatology) is planning on collaboration with researchers at Beijing Tong Ren Hospital, Capital University of Medical Sciences, on the effects of pollution and genetics on sinonasal disease.

Institutional Assistance and Cooperation:

A number of the ongoing programs at the BSD help the Chinese Ministry of Health and universities improve their policies and institutions. While these initiatives overlap with research pursued by individual laboratories, we have listed several separately to underscore their significance beyond the laboratory.

- Professor Michael Millis (Surgery, Director, Transplant Center) has worked with professionals and government regulators and consulted with companies connected with the transplant business in China. His primary project in China involves consultation and development of a system for organ donation

and transplantation. Working directly with the Ministry of Health and the central leadership, they have moved quickly to formulate and institute into law new rules which will bring the PRC transplant programs into a more universally accept status.

The new regulations have increased quality of transplant programs in China. Millis and the Chinese professionals are working towards developing a brain dead law and system for organ recovery and allocation in China. It is an indication of Professor Millis' contribution that he and a vice Minister of Health jointly authored a paper for Lancet and he has been invited to a China Health Care workshop in October at the Great Hall of the People.

- Richard Larson (Hematology/Oncology) has been a member of a Scientific Review Committee for the Shanghai Health Project for the past 7-8 years. This is a 5-year independently funded research study sponsored in part by Fudan University to evaluate all cases of acute leukemia, myelodysplasia, and malignant lymphoma in Shanghai and correlate with a biomarker and case-control epidemiology study of exposure to benzene, a known hematotoxin, in the paint, glue, and rubber industry. The PI is Dr. Richard Irons.
- Renslow Sherer, of the Section of Infectious Diseases in the Department of Medicine, has led two major programs in China's Hubei province. The first was a program for antiretroviral scale up and health worker training in collaboration with Project HOPE, Wuhan University, and the Hubei Province Centers for Disease Control from 2003 to 2007. Participating faculty at the University of Chicago faculty include David Pitrak and Jean Luc Benoit.

Currently Sherer is leading a privately supported 5 year project - the Wuhan University Medical Education Reform (WUMER) project - to reform medical education at Wuhan University in collaboration with the Pritzker School of Medicine and Wuhan University that began in August, 2008. Participating faculty at the University of Chicago include David Pitrak, Scott Stern, Halina Brukner, Karl Matlin, and Jean Luc Benoit, and in Wuhan includes the Dean and vice Dean of the Wuhan University Medical School.

- Mark Siegler has over the past four years joined colleagues at other American institutions to assist Chinese Universities and regulators to improve the ethical standards for conducting research involving human subjects.

Divinity School

The Divinity School has started some exchange programs with Chinese institutions. Dwight Hopkins has taught at Renmin University and interacted with scholars at other Chinese institutions. There is plan to bring two Professors He Guang-hu (Department of Philosophy and Religious Studies at Renmin University) and Gao Shining (Institute of World Religions, Chinese Academy of Social Sciences) to the Divinity School to give public lectures and talk to faculty. During his visit to Fudan in Shanghai, Hopkins also met with faculty in the Philosophy and Religious Studies program.

Graham School of General Studies

The Graham School is approved by the China Association for International Exchange of Personnel and the Chinese State Administration of Foreign Expert Affairs as a provider of overseas training. It provides training, in Chicago, for Chinese government officials. These programs are conducted at the Gleacher Center and Hyde Park campus for periods of 2.5 days to 5 months, and the Graham School anticipates delegations this year from Zhuhai and the Earthquake Administration.

The Graham School is also working with the Ameson Foundation, Nanjing, to recruit Chinese high school and college students to attend Summer School at the University, and has a partnership with the Beijing International Master of Business Administration (BIMBA) to support adult travel study in China.

Finally, the Graham School is in negotiations regarding a number of new initiatives in China. These include: a partnership with the School of Pharmacy, Fudan University, and the Chinese University of Hong Kong to provide courses and certificate in clinical trials management in China; courses and a certificate in human capital management with Renmin University, Beijing; and a travel study program in conjunction with the Asian Classics Certificate program with Beijing Normal University.

Appendix B

East Asian Civilization Abroad Program

Program Site

The University of Chicago East Asian Civilization abroad program in the fall quarter is located in Beijing. The site was selected because Beijing provides an enormous collection of historic and contemporary resources for enriching the program. In addition to the pre-modern palace, temple, theaters, tea houses, and garden complexes scattered around the city, there are numerous historical and art museums that provide the densest collection of cultural resources anywhere in China. The city has also become a model of the new urbanization sweeping China, with numerous examples of state-of-the-art construction and urban planning. In the near environs of Beijing, there are a number of historic sites such as the Great Wall and the Western Hills Buddhist and Daoist temple complexes that can be used for day trips. The city also boasts a wide range of cuisine from throughout China. The language dialect spoken in Beijing is the national language, often referred to as “Mandarin,” and is the one that students study in the program.

Program Goals

Beyond the teaching of an East Asian Civilizations sequence to fulfill the year-long College requirement, the quarter-long Beijing civilization program is designed to immerse Chicago students as much as is feasible into the Beijing social scene. We achieve this goal by locating the program in a neighborhood environment away from where the majority of American undergraduate programs are now based; and house each student with a Chinese student from Beijing. Students are then encouraged in a variety of ways to undertake activities with roommates and in groups to engage further with Chinese people in many settings. We contract with CET to receive both logistical and human resources in carrying out the program.

Program Administration

The administration of the program is carried out at two levels. The Chicago faculty director is responsible for interfacing with CET and the Study Abroad office at Chicago to maintain the quality of the academic aspects of the program. The faculty director recruits other faculty to teach in the program and evaluates assessments of the program by students and CET staff.

The logistics and daily administration of the program is carried out in consultation with Chicago’s Study Abroad office by CET personnel specially hired for servicing the Chicago program. These include a program director and administrative aide, a language study director and administrative aide, and language faculty numbering 3-5 people. Collectively, the CET team also carries out interviews with Chinese students who become the roommates of our students. CET performs the following functions for the program:

1. Manage relations between the host institution (Capital Normal University) and the University of Chicago

2. Secure student and faculty visas
3. Arrange travel to China (this often includes arrangements for students traveling over the summer in various parts of the world)
4. Plan and arrange student orientation week preceding the beginning of the formal program
5. Arrange internal travel within China for short and long trips outside of Beijing
6. Assign Chinese roommates to each Chicago student
7. Arrange excursions within Beijing including private transport
8. Prepare and update orientation packet including information on all aspects of the program, emergency instructions, local vendors, restaurants, using public transport, and various other forms of local knowledge in and around the city.
9. Secure rooms for Chicago faculty and for one program TA from Chicago
10. Secure classroom space including
 - a. Sufficient rooms to teach beginning, intermediate and advanced Chinese
 - b. Large room to hold all 25 students for the Civilization class
 - c. Auditorium for viewing films