

**Minutes of 2nd Meeting of the Global U7 Consortium's
Joint Education Committee
Xiamen University, China
March 14-16, 2005**

Chair: Dr Eveline Fallshaw (RMIT University, Melbourne);

Ex-Officio: Dr Seoung-Yong Hong (Inha University); Dr Young-tae Chang (Secretary-General of U7 Global U7).

Committee Members: Dr Eun-Sook Chabal, (Le Havre University); Dr John Grandin (University of Rhode Island); Dr Booi Kam (RMIT University, Melbourne); Dr Eui-Kon Kim (Inha University); Dr Oh-Kyung Kwon (Inha University); Dr Douglas MacLachlan (University of Washington); Dr Daguang Wu (Xiamen University)

Observers: Dr Joung-yong Lee (Inha University/Xiamen University); Dr Linda Ann Riley (Roger Williams University/University of Rhode Island)

Rapporteur: Dr Peter J. Rimmer (Inha University).

Monday 14 March 2005

1. INTRODUCTION

Dr Eveline Fallshaw, the Committee Chair, welcomed members to the 2nd Education Committee Meeting.

The Chair emphasized the need for member institutions to appoint a regular delegate to ensure continuity in the Committee's deliberations.

The Chair invited old and new delegates to describe their particular interests.

One key issue identified in these presentations was distance education.

2. CONFIRMATION OF MINUTES OF PREVIOUS MEETING

Confirmation of Minutes proposed by Dr Booi Kam and seconded by Dr Young-tae Chang

3. PROGRESS REPORT

1. Updating website

Only RMIT University and University of Washington have reported to-date.

Working Paper has been posted on GU7 website.

2. Language Training Center

Xiamen University is willing to supply 50-100 students

3. Working Paper on Language Training

Still to be provided.

4. Performance Indicators

Chair reminded members of the Committee that we need to set performance indicators to gauge success towards common goal.

5. Discussion

Outstanding matters on language training were to be highlighted in individual presentations

Language programs at the central Language Training Centre (LTC) at Inha University will cover English, French, Mandarin and Japanese. LTC will begin with English and extend into other languages. Other possibilities can be considered (e.g. French at Le Havre).

Action

The Secretariat is requested to produce a standardized format for inputting data into the Global U7's web site.

4. POSITION REPORT

Members in their reports from individual universities were asked to discuss three issues from the perspectives of individual universities: (1) Web Site, (2) Joint Education Programs, and (3) Language Training Centre.

Xiamen University

Web site: Xiamen University has its own web site with an English version; it needs to be connected with the Global U7 Home page.

Joint programs: Xiamen University may like to join the logistics program as a third partner with Inha University and RMIT University though, as yet, they have no logistics program. Xiamen University's prospects of sending students to the Global MLA program needs to be addressed.

Language Center: Xiamen University would like to know if staff would come from English native-speaking Global U7 countries to teach English? There is the prospect of a joint initiative with Inha University on language training, as Xiamen University will have a Language Training Center on the new campus.

University of Rhode Island

Web Site: Rhode Island has good web site but it is not linked to GU7's home page..

Joint Education Programs: There is only one professor in Global Logistics at the University of Rhode Island; collaborative arrangements have been made with Roger Williams University.

Distance learning is small at the University of Rhode Island compared with more remote universities in the United States of America but the prospects of using staff skills in other Global U7 universities should be explored. Looking for grant for distance learning which could incorporate

Le Havre University (see Attachment One)

Web site: Only available in French. Web-based courses in French are available for foreign students.

Joint Programs: Updating programs in English that can be used in Global Transport Logistics (GTL) and IBIS. Other courses taught in French (i.e. except GTL and IBIS).

Fees for GTL are waived for up to three students from Global U7 students; with the Dean's permission a larger number of students is possible provided there is a balanced flow between universities.

Students from Global U7 universities are exempt fees for learning French (up to a reasonable number).

Le Havre permits 30 credits per semester to be included in its own degrees from other Universities (maximum two semesters).

Le Havre University would like to take leading role in Global U7 marine affairs with another partner such as the University of Rhode Island or the University of Washington. The University can sent up to 6 students overseas for short theme-based seminars (contact Prof Francois Leboulangeur).

Joint degrees are more difficult to develop with Le Havre because each degree has to meet national competency requirements.

Le Havre has two professors who would like to participate in the Global MLA program and up to three graduate students may like to participate.

Four students are available to study logistics for one semester at RMIT University for 2006.

Arrangements are in place to facilitate staff interchange with other Global U7 Universities.

Language Training Center

No French faculty will be available for to staff the proposed Global U7 Language Training Center at Inha University

Some students are interested in language training overseas but information is required on the Global U7 web site.

RMIT University, Melbourne (see Attachment Two)

Web site:

Complied with all requirements

Joint programs:

Student exchange (one or two semesters is feasible (e.g. a3 semesters at Inha plus 1 at RMIT)

The University requires students from overseas to undertake 8 courses (one year) in the Business School for RMIT degree.

RMIT plans to have a double degree program with Inha University.

RMIT has contributed substantially to proposed Global MLA Program.

RMIT has experience in managing courses in overseas locations: delivers courses in Hanoi, Ho Chi Minh City, Singapore, Shanghai and Hong Kong

RMIT has capabilities in developing educational and graphic design to online teaching or course material.

RMIT has capabilities to provide multimedia production

RMIT produces training materials for staff and students

RMIT has a capacity to update online resources.

Currently, RMIT delivers courses semi-online

Language training:

Operates RMIT English Worldwide operates n Melbourne and several bases overseas.

Can offer a range of appropriate range of English language courses and support their delivery.

University of Washington

Web site: Nothing to report

Joint programs:

Contribution on Student Mobility: the University seeks to give student experience across several cultures (see response detailed in 2nd Joint-Education Committee of Global U7 Consortium handbook pages 12 and 13). The following points were highlighted:

Direct enrolment (equal numbers over time)

Post graduate research ideas (Research Assistants sent to work with overseas faculty on cognate work) NB University works on quarter system.

Integrated study abroad

Led by dispatching university involving team teaching; students who get credits from home institution but paid by host university.

Short term theme-based seminars: staff and students travel overseas to particular location to develop a joint paper. Student pay expenses with institutional support

Virtual travel – employs computer-based schemes

Suggest bilateral, trilateral and multilateral basis.

Language: Not mentioned

Discussion:

RMIT offers study tours that embody reflected practice

Recommended that the University of Washington should consider taking up a key leadership in business administration to complement initiatives in logistics and marine affairs.

Inha University

Response detailed in 2nd Joint-Education Committee of Global U7 Consortium handbook pages 17 and 18.

Web site: Updated and connected. Need information for the University of Haifa.

Joint courses: E-learning/E-campus project pursued since 1990s

Smart Classroom Initiative (SCI) — one electronic blackboard multimedia classroom in each of the university's eleven buildings.

40,000 students per year take E-learning at Inha University.

Classes that do not meet standards for E-learning are summarily cancelled

Classes should embody teaching in front of camera that includes text and moving pictures

The 'U(biquitous) campus' is the University's goal by 2010 (DSL)

Currently, 5 per cent of all courses at Inha University are delivered in English. By 2010 the target is 10 per cent.

Language Center:

Working paper to come.

Offer five languages Mandarin, English, French, Japanese, Korean,

Request to teachers from Global U7 universities that they help staff the new Language Training Center at Songdo New Town.

5. MASTERS OF LOGISTICS ADMINISTRATION

The Working Paper on the Proposed Master of Logistics Administration Program, Inha University, Incheon, Korea (pages 7-11), is the outcome of work by Drs Kwon and Chang of Inha University and Dr Booi Kam of RMIT University, Melbourne.

The Working Paper outlines aims, program objectives, program structure (6 core courses and 11 sample electives), the mode of delivery and program duration, This course will be delivered by semi-online mode using Inha infrastructure.

Early June 2005; have eight new courses completed for discussion at a workshop on Asia-Pacific Logistics Education.

September 2005: Start delivering courses.

Schedule: Following Korean regulations, the course will last 14 weeks and 50 per cent of the course must be delivered on a face-to-face basis. Two options developed for the course covering 15 weeks and delivery on Monday, Tuesday Thursday and Saturday.

Entry: Semester or annual entry to the Global MLA has yet to be decided.

Students: Members of Global U7 are asked to provide a flow of students. It is possible that the MLA degree could be offered with Global U7 accreditation)

Tuition; Benchmarking two courses suggest \$10,000 per semester; the courses benchmarked are; (1) the Global MBA offer by a member of the Samsung Group's SKK in collaboration with Sloan School at MIT in the United States and (2) the Global Executive MBA in Shanghai.

It may be possible to offer a small number of Global U7 scholarships that provide students from member universities a 50 per cent saving on the cost of the course.

Staffing: Dr Peter J. Rimmer has been appointed International Director of the MLA Program and will take up the position as Hanjin Shipping Professor of Global Logistics in March 2005.

Global U7 members are asked to suggest possible members to staff the program. However, the Program may recruit staff from outside member universities to maximize student appeal and obtain the best possible deliverer on specific topics.

RMIT University, and in particular its representative Dr Booi Kam, has played a leading role in formulating the MLA Program and the institution is likely to be approached to deliver course material.

Charles H. Ferdouet and Eduard Reppert from the University of Le Havre and members of a government research logistics agency have expressed an interest in participating in the MLA program.

The University of Rhode Island may like to contribute to the MLA program in the area of reverse logistics.

Discussion:

A major issue is how to measure the quality of course and staff. In particular it is important to remove overlap by cross checking the content of modules. What are the capabilities required of students? Answers would assist quality control. The big questions are who are the likely students and who will hire them?

Response on quality control: At Inha University 15 per cent of the topics have to be changed each year to satisfy university requirements. It is possible to draw on video database of past lectures. Quantitative methods are taught by using online material Inha University is in the process of process of developing an E-Portal.

The Course will be delivered in English and draw upon array of international expertise that has been identified. The course content will be tailored to the particular skills of students and the needs of companies. A base load of students has been identified but it is hoped that the supporters of the program will commit students for five years.

Looking ahead: The task for the MLA organizers is to make a balance sheet and outline costs and incentives available to Global U7 members.

Intellectual property: A key issue that needs to be addressed is who will own the intellectual property rights to the course material developed by member institutions.

Other issues: There is a need to incorporate a strong Northeast Asia element in the MLA Program to add to its appeal.

Action:

The Education Committee gives a strong endorsement to the principles underpinning the Master of Logistics Administration (MLA) program and its development within the outlined framework.

It is recommended that organizers of the MLA program report back to member institutions for comment by April 30 2005.

Any matters involving intellectual property rights in the Master of Logistics Administration program needs to be resolved by representatives of the member institutions concerned.

6. OTHER JOINT EDUCATION ACTIVITIES AT GRADUATE LEVEL

The Chair raised the question of second wave directions?

Exchange of Staff and Students

Inha University have strong engineering emphasis (40 per cent of faculty); particularly in information technology, bio-technology and nano-technology.

University of Rhode Island's exchange of graduate students underpinned by bilateral research relationship by faculty with joint research interests at other universities.

RMIT University would like to develop collaboration in global sustainability, which is one of its centers of excellence.

Xiamen University would like to send post-graduate overseas. Some staff members have 15-20 PhD students.

Alternatively, Xiamen University would like to import native-speaking English lecturers across a range of subjects.

Xiamen sees need short-term funding to enable faculty members with a special interest to come together.

Action

Seed funding should be sought by the Council of Presidents to enhance the long-term *exchange* of graduate students

The Chair of the Education Committee requests the Council of Presidents to accelerate the exchange of teaching staff and student exchange between member universities by all means possible.

The Joint Education Committee should take up the challenges of *graduate research* in collaboration with the Research Committee, which should include incentives for teaching staff and postgraduate students

Exchange of graduate students leading to *dual degrees* among Global U7 universities should be pursued by bilateral agreements e.g. engineering between Inha University and University of Rhode Island, and business administration between Inha University and University of Washington).

Tuesday 15 March 2005

SESSION II UNDERGRADUATE EDUCATION PROGRAM

7. CREDIT TRANSFER

There is a need to standardize nomenclature governing credit transfers.

Credits for graduation are detailed in the attached Table 3.

The Table covers (1) Number of credits for graduation; (2) maximum credit transfers; (3) articulation of credits; (4) a joint curriculum; (5) leading role for collaboration; (6) selective track

courses (jointly approved); (7) multiple degrees; (8) student mobility; (9) tuition fees; and (10) joint degree.

The representative of Le Havre University withdrew the offer to play a leadership role in marine affairs and subsequent discussion ensued.

Action

The Secretariat is requested by the Joint Education Committee to develop and circulate a glossary of terms covering undergraduate and graduate degrees used by individual members of Global U7.

The Committee recommends to the Council of Presidents that a dual *undergraduate degree* in Marine Affairs should be explored by Xiamen University, possibly with the University of Rhode Island and Inha University, by developing a Working Paper outlining objectives, criteria and range of activities and report to the next meeting of the Joint Education Committee. Similar joint efforts could be explored between Inha University and the University of Rhode Island in Engineering.

8. FACULTY AND STUDENT EXCHANGES

Faculty members from universities in Australia and the United States should be encouraged by the Council of Presidents to undertake study leave in other member universities with equivalent salaries (less the cost of accommodation).

Action

Recommended that the Education Committees reviews the balance rules involving more than three students in bilateral exchanges be reviewed at the end of the current Chair's term of office.

SESSION III U7 WEBSITE UPDATE AND LANGUAGE TRAINING CENTER

9. WEBSITE

There is need for data to be supplied in a consistent GU7 format supplied by Inha University. All of this material should be supplied to the Secretariat by 30 April 2005.

Action

The Secretariat requests that member institutions examine the Global U7 website and provide

any updates by 30 April 2005.

10. LANGUAGE TRAINING CENTER

Inha is still outlining a blueprint for the International Language Training Center at Songdo New Town by 2007. The outline proposal will be ready for the Council of Presidents Meeting in late May 2005, which will include analysis of market and requirements for resources, program and instructors.

During the interim period students from Inha University are available for language training in English at RMIT University, the University of Washington, the University of Rhode Island, French in Le Havre University and in Chinese at Xiamen University; a group discount would be advantageous. There are opportunities at Inha University for English language instructors.

Wednesday 16 March 2005

11. FINALIZATION AND ADOPTION OF ACTION PLAN FOR JOINT EDUCATION

Global MLA working paper will be finalized and circulated by end of April 2005

Request Council of Presidents to accelerate staff and student exchange between member universities by all means possible.

Education Committee should take up the challenges of graduate research in collaboration with the Research Committee, which should include incentives for staff and postgraduate students.

Exchange of graduate students leading to dual degrees among Global U7 universities should be pursued by bilateral agreements base (e.g. engineering Inha University and University of Rhode Island, and business administration between Inha University and University of Washington).

Seed funding should be sought by the Council of Presidents to enhance the long-term exchange of graduate students.

RECOMMENDATIONS FROM THE 2nd JOINT EDUCATION COMMITTEE MEETING, XIAMEN UNIVERSITY, 14-16 March 2005

1. The Secretariat is requested to produce a standardized format for inputting data into the Global U7's web site.
2. The Education Committee gives a strong endorsement to the principles underpinning the Master of Logistics Administration (MLA) program and its development within the outlined framework.

3. It is recommended that organizers of the MLA program report back to member institutions for comment by April 30 2005.
4. Any matters involving intellectual property rights in the Master of Logistics Administration program needs to be resolved by representatives of the member institutions concerned.
5. Seed funding should be sought by the Council of Presidents to enhance the long-term *exchange* of graduate students
6. The Chair of the Education Committee requests the Council of Presidents to accelerate the exchange of teaching staff and student exchange between member universities by all means possible.
7. The Joint Education Committee should take up the challenges of *graduate research* in collaboration with the Research Committee, which should include incentives for teaching staff and postgraduate students
8. Exchange of graduate students leading to *dual degrees* among Global U7 universities should be pursued by bilateral agreements.
9. The Secretariat is requested by the Joint Education Committee to develop and circulate a glossary of terms covering undergraduate and graduate degrees used by individual members of Global U7.
10. The Committee recommends to the Council of Presidents that a dual *undergraduate degree* in Marine Affairs should be explored by Xiamen University, possibly with the University of Rhode Island and Inha University, by developing a Working Paper outlining objectives, criteria and range of activities and report to the next meeting of the Joint Education Committee. Similar joint efforts could be explored between Inha University and the University of Rhode Island in Engineering.
11. Recommended that the Joint Education Committee reviews the balance rules involving more than three students in bilateral exchanges be reviewed at the end of the current Chair's term of office.
12. The Secretariat requests that member institutions examine the Global U7 website and provide any updates by 30 April 2005.

TABLE 1 UNDERGRADUATE EDUCATION PROGRAM

Unit	Inha U.	RMIT U.	Xiamen U.	Le Havre U.	UW	URI	Haifa U.
No of credits for graduation	140 over 4 years (normally 3 credits per course)	288 credits over 4 years (12 credits per course plus 1 year internship)	160-180 credits over 4 years (2 or 3 credits per course)	180 credits over 3 years (normally 3 credits per course)	Varies by discipline Business School: 192 credits (4 credits per course average; range: 2-5)	120-130 credits over 4 years (3 to 4 credits per course normally)	
Max Credits Transfer permitted from other univ's	Up to 50% of the total credits required for graduation	192 credits plus internship; a minimum of one year of study	120 or Minimum of 1 year study	1/3 of the total credits but requires at least one semester of study for single degree	135/180 for a bachelor's degree; 12 for MA; up to discretion of dept for other degrees (including professional)	minimum of one year of full-time study in- residence	
Transfer of Credits per semester of student exchange	Up to 18 credits	Up to 48 credits	Up to 20-25 credits	Up to 30 credits	Up to 24 quarters credits (18 semester credits)	Up to 18 credits	
A Joint Curriculum	Two related universities will provide a joint curriculum at the beginning, and then the other U7 members may join later. Meanwhile other bilateral arrangements could be formed. All bilateral agreements between member institutions should be advised to the Joint Education Committee.						
Leading Role for Collaboration	To facilitate collaboration in the four nominated areas, U7 universities will agree to appoint initial leading role universities. For example, Inha and RMIT may take the leading role in global logistics; and Xiamen and, possibly, URI or Inha may take a lead role in marine affairs. Nominations would be welcomed for business administration and advanced technologies.						
Selective Track Courses (Jointly Approved Courses)	A joint curriculum should be prepared based upon the STC or mapping system and on a case by case basis. In the initial leading university the STC should be taught in English.						
Multiple Degrees	Each member institution will discuss the possibility and processes necessary for awarding multiple degrees with its own university authorities. As the initial target, Inha and RMIT will try to resolve these matters quickly in respect to global logistics. This pilot arrangement could be extended to other universities and to business administration, marine affairs and advanced technologies.						
Student Mobility	For the first 3 years, a prearranged number of students up to 10 will be agreed between each university. Member institutions will explore and encourage the possibility of increasing the number of exchange students.						
Tuition Fees	With up to 10 students per institution, and the number involved is balanced the students shall be allowed to pay their tuition fees to the home institution. When the number exceeds 10 students and/or the number is imbalanced the matter will be resolved by bilateral negotiation.						
Joint Degree	Member institutions will explore further the possibility of awarding joint degrees.						

ATTACHMENTS

1. Le Havre University: Position Report on Pending Issues
2. RMIT's Position