



Proposal to the General University Policy Committee

TITLE OF PROPOSED CENTER OR INSTITUTE:

Confucius Institute

DESCRIPTION OF THE CHARTER:

- Detail the charter or mission of the proposed center/institute.
Community outreach on Chinese language and culture, Chinese language testing research, general support for Chinese studies activities on campus.
- Discuss the center/institute's alignment with the strategic direction of the campus/college/school/department.
The Confucius Institute will be overseen by International Programs & Studies, in close collaboration with the College of Education and the Center for East Asian and Pacific Studies (CEAPS) as well as the Chinese language program in the Department of East Asian Languages and Cultures (EALC). The CI is fully aligned with the strategic direction of all participating units through its support for research (College of Education/Dept. of Educational Psychology), community outreach (CEAPS), and non-credit Chinese language teaching (EALC)
- What is the proposed time period for existence of the center/institute?
The institute will be temporary, with an expected duration of five years, assuming yearly renewal of funding support from the Chinese Ministry of Education. The recent MoU on the intent to establish a Confucius Institute specifies the five-year time frame as well as the year-to-year funding approach.

At the end of the five year period, the institute will go through a review process. The review will look at the institute's success in achieving its mission, its performance in attracting external funding, and its record in preserving institutional autonomy, institutional neutrality, and academic freedom. If the review results in a positive assessment according to these criteria, a proposal for permanent institute status will be submitted to the Faculty Senate via the Senate Committee on Educational Policy. Should the review have a negative outcome, the institute may be terminated.

- Describe the center/institute's Public Engagement activities as they relate to the charter or mission, if any.
The CI will provide community outreach for local schools and the general public on Chinese culture and language.

JUSTIFICATION:

- How does the formation of this center/institute fulfill needs not already met by other entities on campus/college/school/department?
The establishment of the CI is a precondition for receiving funding from the Chinese Ministry of Education. The proposed activities, to be carried out by the CI and other participating units, will either not take place or be performed at a much lower level without this funding.
- How will the center/institute help position the campus/college/school/department in a current or emerging field of inquiry?
The CI will dramatically strengthen research on a computerized and web-based version of the HSK (Chinese Proficiency Test); on refinement and validation of the psychometric procedures for the current Paper & Pencil based HSK test batteries; and on adapting the HSK to the US market.

PROPOSED STRUCTURE:

- Describe the direct reporting line(s) of the proposed center/institute. How will the center/institute be situated in the organization's hierarchy?
The proposed CI at Illinois will be a unit within International Programs and Studies (IPS), with a direct reporting line to the Director of IPS who reports to the Provost. The CI director will also report to the CI Board of Directors. As with all other CIs, the Board of Directors is composed of representatives from the host university (Illinois), the Chinese partner university (Jiangxi Normal University), and Confucius Institute headquarters. Typically, the host and the partner universities are represented by the Chancellors/Presidents or the senior international officers, along with additional senior administrators. CI Headquarters representation is typically achieved through a representative from the local Consulate General. Typically, the Board of Directors will have co-chairs from the host university and the partner university.

In addition, similar to other CIs, we will establish an advisory committee with members drawn from campus and community stakeholders to support and advise the CI director. From campus, this advisory community will include the director of the Center for East Asian and Pacific Studies, the head of East Asian Languages and Cultures, the director of the Chinese Language Program in EALC, and the head of the Department of Educational Psychology. A representative from Unit IV will also be included in the advisory committee.

Following approval of the Confucius Institute, we will create formal Memoranda of Understanding outlining the relationship between IPS and the Confucius Institute on one side, and the College of Education and the Center of East Asian and Pacific Studies on the other. These documents will spell out issues including the role of personnel, the distribution of ICR, and communication protocols.

- Describe the proposed organizational structure and how the structure will permit the center/institute to meet its stated objectives.

The CI will include a Language Testing and Research Facility (LTRF), physically located in the College of Education, and a community outreach component, closely aligned with the existing outreach efforts by the Center for East Asian and Pacific Studies.

- Describe the staffing needs of the center/institute and plans for the leadership of the center/institute.

Hua-Hua Chang, Professor of Educational Psychology and Psychology, will serve as the director of the CI. In addition, CI staff will include a full-time program coordinator, and four graduate assistants.

ACADEMIC IMPLICATIONS:

- List affiliated faculty and staff.

Hua-Hua Chang

Dr. Chang is a Professor who holds a joint appointment with Educational Psychology and Psychology. Before moving to academia, he spent nine productive years in the testing industry, at Educational Testing Service and National Board Medical Examiners. His research interests include Psychometric Theory, Computerized Adaptive Testing, Cognitive Diagnosis, Large Scale Assessment, and Test Equity. Currently, he serves as Editor-In-Chief of the Applied Psychological Measurement and Precedent of the Psychometric Society. He also serves as Guest Professors at Beijing North University, North East Normal University and Jianxi Normal University.

Jeffrey Douglas

Dr. Jeff Douglas is a Associate Professor in the Department of Statistics. His research interests include Item Response Theory in Educational and Psychological Testing, Multivariate Latent Variable Methodology for Complex Statistical Surveys and Instruments, and Assessment of Health Quality of Life. Currently he serves as Associate Editors for Psychometrika and Statistics and Its Interface.

Jinming Zhang

Dr. Zhang is an Associate Professor in the Department of Educational Psychology. He received his Ph.D. in Statistics from UIUC. Dr. Zhang is also a Guest Professor of Beijing Language and Culture University, Beijing, China. From 1995 to 2008 he worked as Associate Research Scientist, Research Scientist, and Senior Research Scientist in the Division of Research and Development at Educational Testing Service (ETS). His research interests focus on theoretical and applied statistical issues involved with educational and psychological measurement, specifically, multidimensional item response theory (MIRT), dimensionality assessment procedures, large-scale assessment, and test security.

Jerome Packard

Dr. Jerome Packard is a Professor of Chinese, Linguistics, and Educational Psychology. He specializes in Chinese linguistics, Chinese word structure, Chinese psycholinguistics, and

Chinese language acquisition and pedagogy. His current research interests include sentence processing in native Mandarin speakers and learners of Mandarin as a second language, and the acquisition of reading by Chinese children in China.

- Will tenure-stream faculty hold appointments in the unit? If so, describe the structure of the appointments.

No

- Describe any plans for the center/institute to offer courses or academic programs.

The CI will not offer any for-credit courses. The CI will support research as described above, and will provide financial support for academic programs offered by Center for East Asian and Pacific Studies (CEAPS) as well as the Chinese language program in the Department of East Asian Languages and Cultures (EALC).

BUDGET AND FUNDING STRATEGY:

- Detail an initial budget.

The initial budget will consist of a \$150,000 startup grant from the Chinese Ministry of Education, matched by already committed funds from campus, the College of Education, and IPS. The base funding will continue on an annual basis; however, once the CI is established, there will be opportunities for significantly larger funding from the Chinese Ministry of Education for specific projects under the CI umbrella.

- Describe the funding strategy, including any internal or external support, and if applicable, plans for replacing internal fund support with external funds.

*We plan to augment funding for the research component of the CI through additional grant proposals to **the Chinese Ministry of Education** and other funding agencies.*

OUTCOMES:

- Describe the criteria and outcomes that will be used to demonstrate the quality and effectiveness of the center/institute.

The research component of the CI will be evaluated by its ability to attract external funding as well as the quality of the research output. The outreach component will be evaluated by the number of events and activities offered, number community members reached, and by the number and quality of partnerships with schools and other community organizations.

CLEARANCES:

A letter of support from the unit to which the proposed center/institute will directly report must be included.

Proposal Sponsor:

Date:

Contact Information: