

COMMITTEE ON INTERNATIONAL EDUCATION 2019-20 Annual Report

To: Academic Senate, Santa Cruz Division:

The Committee on International Education (CIE) advises the Senate and campus administration on matters related to international education on the UCSC campus, initiates studies and reviews, and assists in the formulation of policies regarding international education at UCSC. This year, CIE's work focused on collaboration with the administration on faculty-led study abroad proposal review process, engagement with the campus's strategic planning for campus internationalization, and issues related to international student welfare, and the specific needs that emerged during the course of the graduate student strike and the impacts of COVID-19.

Strategic Planning for Campus Internationalization: ACE Lab

The committee has, for a number of years, engaged with the administration around the need for strategic planning for internationalization. There has been discussion, at times spirited, about how to best engage in that process. The strategic planning process currently underway began at the end of the 2017-18, when the campus launched the American Council of Education (ACE) Internationalization Lab, intended to be an eighteen month process (with completion now delayed due to COVID-19). CIE Chair Jeremy Hourigan serves as co-chair of the ACE Lab Steering Committee, and has kept the committee up to date on its work in progress. Formally, the committee had the opportunity this year to review the campus ACE Lab Steering Committee's Draft Internationalization Goals and Action Plan, and during spring 2020, to consult with interim Vice Provost for Global Engagement (iVPGE) Richard Hughey and Associate Vice Provost (AVP) Becky George on the progress of these efforts.

The "Draft Internationalization Goals and Action Plan" (hereafter draft plan) was developed by the ACE Lab Steering Committee and transmitted to the Senate by iVPGE Hughey during fall 2019 for Senate review. During its review, CIE noted its support for campus efforts to develop a strategic plan for campus internationalization, guided by an examination of the specific needs and strengths of the campus. CIE's feedback was thus intended to help support campus strategic planning while advancing faculty research collaborations, international student growth, and international student well-being.

In its response to the draft plan (1/21/20), CIE emphasized its appreciation of the draft plan's focus on valorizing international students from varied backgrounds as well as the focus on supporting and retaining students already here. The draft plan, for example, articulated the need to support students with writing and language skills, and noted existing programs in place that provide support that should be expanded. The committee also appreciated the recognition in the draft plan that housing is critical for visiting scholars at all academic levels. CIE found, however, some areas of concern within the draft plan. First, the committee raised concerns about the introduction of "study away" programs. Members also discussed the potential negative impacts on international education, and the study abroad experience, for students who might choose "study away" in place of "study abroad." The committee was in agreement about the need to protect the international experience, noting that "study away" does not provide the same benefits that international study provides, in terms of exposure to cultures and knowledge garnered from outside of the United

States. CIE's position was that international education should be the primary focus for campus efforts for expanding "study away" options for our students. CIE also raised concerns that students who are less able to afford international experiences, or may be less familiar with options for international experiences, will be funneled into "study away" programs. Members suggested that the draft plan should articulate a definition of "study away," and how Global Engagement envisions that it fits within the broader mission of international education.

CIE was also concerned that the draft plan lays out many desirable potential activities and initiatives, some existing, some planned, others not yet in existence, without any discussion of a funding strategy. CIE therefore found it difficult to comment on the large number of activities and initiatives without more information on likelihood and sources of funding. It is clear that all of these activities and initiatives will require significant levels of funding, and CIE would like a clearer sense of what central resource commitments are in place and what funding is already available within Global Engagement and the academic units to support the draft plan.

CIE anticipated that it would have the opportunity to provide another round of feedback once the draft plan was revised, however, COVID-19 impacted the work of ACE Lab, and delayed planned activities, including the peer review site visit that was scheduled to take place in spring 2020, where campus stakeholders would have the opportunity to engage with the campus's ACE mentor, and where discussions about future work on internationalization could take place. CIE did have the opportunity to formally consult with iVPGE Hughey and AVP Becky George on the status and progress of ACE Lab (May 2020). During this consultation, the committee as a whole learned about the goals and plans the campus ACE group was most interested in driving forward. iVPGE Hughey and AVP George discussed their interest in seeing a global studies minor developed on the campus, however, this early in the process there were few details about how that might move forward. There was also discussion about collaborative online international learning (COIL) and the possibility of implementing on the campus, particularly as remote learning is less perceived as an obstacle in the current moment. iVPGE Hughey and AVP George described the opportunities that this might bring to the campus, including structured integration and engagement with other students abroad and the opportunity for skill development unique to online learning to navigate projects across time zones.

The committee looks forward to continuing to collaborate with the ACE Lab group in 2020-21. It is expected that the peer review site visit will take place sometime next year, that additional review will be sought on a revised draft plan, and that the committee will have the opportunity to review a final report that lays out actionable recommendations for moving forward, recognizing that these will be impacted by the budget constraints faced by the campus due to COVID-19.

Review of Faculty Led Study Abroad Proposals

2019-20 was the fourth year of an extended "pilot phase" for the CIE and Global Engagement (GE)/Study Abroad review of faculty-led study abroad proposals. This year, the committee was pleased to see the implementation of another round of process changes that are expected to standardize the review, including the roles of CIE and GE, with a process now in place that can continue to be the basis for review in future cycles. The timeline for putting out the call, deadlines for faculty proposal submissions, and timelines for CIE and GE review are areas that remain in

need of additional planning to standardize for future review cycles, and is expected to be finalized in early fall quarter.

During the 2018-19 cycle, the committee requested process changes for implementation beginning with this year's review cycle, most notably to improve the communication to faculty proposers once the CIE and GE/Study Abroad review is completed. CIE requested that this communication should be sent out under the iVPGE's signature, to facilitate clarity and transparency about the role of CIE and the role of Global Engagement in the reviews. This process was implemented with this year's review cycle.

During fall 2019, CIE evaluated a request for additional changes to the faculty led study abroad process originating from Global Engagement to move toward a more collaborative review of proposals. CIE agreed to this collaborative review model, and will continue to provide a preliminary recommendation and summary of its independent review to GE/ Study Abroad before a joint advisory meeting to be held in winter quarter. CIE emphasized in its communication to iVPGE Hughey that it is an advisory rather than plenary committee, and does not have authority to approve courses. The joint session would lead to approval/disapproval for course development to proceed, and best conforms to CIE's advisory role. The committee acknowledged that the recommendations of CIE and Study Abroad may differ based on marketability and geographical prioritization. In this case, it is the committee's hope that the iVPGE will ask the instructors to amend their course based on the committee's recommendation prior to submission of course approval. All courses are reviewed by the Senate Committee on Courses of Instruction, which has plenary authority over approval of courses. CIE also updated the process flow chart and CIE review criteria and proposal forms, for inclusion in Study Abroad's informational materials to faculty proposers.

During winter 2020, CIE reviewed nine faculty-led study abroad proposals for summer 2021. Earlier in the year, CIE reviewed a change to a previously approved course as an off-cycle request. The nine requests came from faculty in the Humanities, Social Sciences, Physical and Biological Sciences, and from the Colleges. Each proposal reviewed by CIE has undergone an eligibility evaluation by the Study Abroad Office to ensure proposal completeness, preliminary risk evaluation, and department chair commitment, and a check that the proposal does not duplicate a UCEAP course. This year, most of the proposals came to CIE without the department chair commitment having been completed. Given the limited number of proposals received, proposals without a department chair commitment were reviewed, and if recommended for approval, this recommendation is contingent on the forthcoming department commitment/support. CIE agrees that support for faculty-led study abroad opportunities is an important way to facilitate broader international engagement, to increase the visibility of UCSC abroad, and to enhance undergraduate education through multicultural interactions. The committee considered each proposal's description of: (1) the target demographic and student selection criteria; (2) academic content and quality vis-a-vis campus and international learning objectives; (3) relevant faculty member experience and preparedness to lead a study abroad program; and (4) course feasibility as it relates to facilities and services at the proposed host institution. CIE is not equipped to evaluate risk and safety of the program; this will be evaluated comprehensively by the Study Abroad Office. Instead, CIE is looking for evidence that the faculty is aware of any ongoing safety concerns and the need for plans to address them. The committee then held a joint session with Global Engagement/ Study

Abroad leadership to discuss the proposals submitted. Two revised submissions were considered again during a special meeting held during the summer, along with an additional new “off-cycle” proposal.

CIE will begin working with Study Abroad in early fall quarter on timelines for the next review cycle, which the committee hopes to standardize moving forward, and will participate in proposal submission workshops in fall quarter. The committee looks forward to joint collaboration with GE/ Study Abroad for the next review cycle.

International Enrollment and Recruitment

CIE annually consults with Associate Vice Chancellor for Enrollment Management (AVCEM) Michelle Whittingham on international recruitment, admissions, and enrollment related issues. For this year’s consultation, the committee was particularly interested in learning about planning for international admissions within the context of campus goals for increasing international enrollment, the current pandemic, and the political climate. CIE had the opportunity to discuss with AVCEM Whittingham about the efforts of her office, in collaboration with Global Engagement, on continued outreach and recruitment planning. The committee strongly favors a more diverse international student body, and expressed concern about the limited geographic diversity of our international student body. CIE suggests there may be opportunity to leverage faculty led programs and university partnerships to enhance recruitment from a wider geographic area. In follow up to AVCEM Whittingham (6/30/20), CIE suggested they would like to engage further (and beyond the annual spring consultation) on the issue of promoting broader recruitment strategies. CIE appreciates its annual consultation with AVCEM Whittingham on issues related to international admissions.

International Student Welfare and Success

Over several meetings, Chair Hourigan kept the committee abreast of issues related to international student welfare stemming from the graduate student labor actions and impacts of COVID-19, and which were related to discussions within the Senate Executive Committee and often informal discussions with Global Engagement/Study Abroad leadership. CIE for example, discussed concerns about the potentially tenuous visa status of international graduate student Academic Student Employees who withheld fall quarter grades, and as a result had their spring Teaching Assistantships rescinded or were not reappointed. Formal correspondence on this issue, to which Chair Hourigan contributed drawing from CIE discussions, was routed through the Senate Executive Committee (SEC) to the administration.

AVP George, during consultation in winter quarter, also provided updates to CIE related to potential impacts to study abroad programs and international students on campus related to COVID-19. This included the campus response to planning around returning study-abroad students, international students returning from leave of absence, and housing current international students whose home countries were experiencing high levels of COVID-19 cases. CIE discussed ways in which it could support AVP George and Global Engagement’s efforts. Chair Hourigan has also kept CIE abreast of conversations at the systemwide UCIE related to impacts to study abroad. The committee in the next academic year, will seek to collaborate with Global Engagement, the Vice Provost and Dean of Undergraduate Education (VPDUE), and the Vice

Provost and Dean of Graduate Studies (VPDGS) and will continue to monitor issues related to federal policies and any impacts on international travel and enrollments.

This year, the committee did not schedule consultations with the Vice Provost for Student Success or the Acting Vice Provost and Dean of Graduate Studies, and looks forward to reinstating consultations with leadership of Student Success and Graduate Division in the next year.

CIE Representation

Chair Jeremy Hourigan continued serving in a lead role in the campus ACE Internationalization Lab efforts, serving as Co-Chair of the Steering Committee and serving as participant and convener for subcommittees and several ACE Lab related activities, including ACE Lab visits/meetings with academic departments. Chair Hourigan also served on the systemwide UCIE committee.

Local and Systemwide Issue Review

In addition to the issues identified in earlier sections of the report, the committee reviewed and commented on the following issues and/or policies:

- Review of Committee on Courses of Instruction Proposed Changes to GSI Criteria for Undergraduate Courses (June 2020)
- Systemwide Review of Proposed Presidential Policy: Travel Regulations (May 2020)
- UC Washington Center Review (February 2020)
- Review of Student Success Task Force Report (November 2019)

Continuing Issues for CIE in 2019-20

- Continue to monitor ACE Lab progress and initiatives, and participate in conversations about potential collaborations to advance initiative related to internationalization, possibly including COIL type initiatives, incentivizing faculty participation in study abroad programs, and learning more about plans for the balance of “study away” and study abroad programs
- Continue collaboration with administration (and CCI as needed) in review of faculty led proposals
- Monitor campus efforts (Graduate Division, Student Success, Undergraduate Education) to address issues of international graduate student welfare and success
- Consider emerging UCIE issues that might impact the campus (i.e. UCEAP grade conversion discussions)

Respectfully submitted,

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