SENATE EXECUTIVE COMMITTEE
Proposal for a Framework for International Engagement

To: Academic Senate, Santa Cruz Division

Introduction

Internationalization has become increasingly important in higher education. Professional and academic training encompasses global issues, economies and societies. As the world becomes more integrated, adequate preparation for many careers now includes understanding of processes of global change, knowledge of societies beyond US borders, and of concepts applicable beyond the borders of any single nation. University constituents, whether faculty, graduate or undergraduate students, alumni or staff, are regularly engaging with a globalized view of the world. With advances in communication technologies it is routine for those involved in higher education as well as those that train for academia or industry to function in a globalized environment.

UCSC, like other major universities, has considerable faculty-led research collaboration across the globe. We now seek to utilize the authority of the institution to facilitate faculty connections and build strategic partnerships in order to expand the university's international research, teaching and service. The administration and Senate have begun to explore what internationalization means for UCSC and to develop a vision for implementation. This exploration will extend beyond the discussion of international student enrollments that has occupied the Senate for the past two years. Our intention is to build wide-ranging bonds between the research, teaching and service we do on campus with such work worldwide. UCSC's global footprint is already recognized in areas such as research influence. We plan to enhance and translate this recognition into partnerships that bring intellectually scintillating faculty, graduate students and post-docs to UCSC in addition to well qualified international undergraduate students. These international scholars will boost the creativity and diversity of the campus.

While the Administration has made progress in the internationalization of the campus by putting infrastructure in place through the hiring a Senior International Officer, key Office of Admissions staff and reorganizing the International Education office, SEC agrees with the 2013 International Recruitment Assessment Report provided by the consulting firm CDB Solutions, Inc. which noted that the campus lacks a university-wide vision for international education. The next steps involve developing a broader vision with the focus on international engagement by placing emphasis on research and strategic partnerships to further wide-ranging collaborations, and ensuring that UCSC admits well-prepared international undergraduates. We must explicitly recognize and foster a culture of international engagement.

This document outlines a framework for building a multi-faceted global engagement that moves the university's mission of research, teaching and service into a wider arena. This global engagement is central to the growth of the university, its research excellence, its reputation, its teaching of California and international students, and its public service mission in the US and the world. First, it describes the vision the Senate considers UCSC's global engagement should

follow.   Second, the document outlines pressing issues requiring immediate action from the administration, particularly relating to the recruitment, admission and support of international students. Combined, it puts forward a vision for UCSC's international engagement.   Many faculty are already involved in organic international relationships.   This report seeks to foster understanding of, facilitate, increase and leverage those engagements.

SEC articulates a broad vision for international engagement and globalization that encompasses:
1. a **faculty-centered orientation** for initiatives for overseas research and teaching, including partnership/collaboration agreements with overseas universities and other entities to expand research and attract colleagues, graduate students, post-docs;
2. building an **administrative architecture** to support global engagement;
3. plans for continued recruitment of, and support for, **a global student body;** and
4. for the longer term, curriculum adaptation and expansion to provide global competence for all UCSC undergraduates.

It is unlikely that international engagement will succeed if it is introduced solely as a top down initiative based on a budgetary mandate. In a thoughtful analysis of the modes of engagement and institutional logics of universities' international activities, Edelstein and Douglas (2012: 3) note: "In the end, most meaningful and successful change in the university occurs when the decentralized nature of the organization and the significant formal and informal authority of faculty is recognized and incorporated into the decision process in real and meaningful ways." Thus it is imperative to understand what is important to faculty regarding internationalization. To this end the Committee on International Education conducted outreach to identify faculty priorities that included a faculty survey, department visits, and a Senate Forum on International Engagement. In addition, during visits by CIE members to departments in 2013-14, it became apparent that there are a broad and significant diversity of international connections among faculty and great potential for UCSC internationalization.

The table below lists the first ten priorities, from a survey of UCSC faculty[1], for campus support on international engagement.

Topic	Number of comments	Summary of faculty suggestions for campus support
Travel funds	20	Travel funds for research, collaboration and conferences
Funding for research and other initiatives	13	Funding for research, exploring collaboration, international conferences, area studies and international issues at UCSC
Collaboration	10	Facilitate collaboration and agreements, and faculty exchange programs
Inbound graduate students	8	Waive non resident tuition, facilitate summer internships
Language	7	Expand language teaching at all levels and provide teaching to fit faculty schedules
Housing	7	Provision of housing for visiting scholars and short term visitors
Visas	7	Simplify visa procedures for international postdocs, students and scholars. Single yr appointment for postdocs creates hassle
Support from administration	4	Facilitate research collaborations, international summer program, clarity on risk planning for travel
Inbound international ugrad	4	Ensure they are well prepared, English speaking,
Framing internationalization	3	Frame internationalization broadly, include support for non-government entities, such as human rights groups. Need to hire more faculty to teach international issues at UCSC

[1] Survey sent to all faculty and non-senate teaching staff in 2013 by the Senate Committee on International Education, 134 responded.

Edelstein and Douglass (2012) identify and describe nine 'institutional logics' for international engagement[2]. While we understand the budgetary exigency of increasing international enrollments, the Senate suggests that UCSC should continue to make a transition from a budget-driven orientation to one that is motivated by research, pedagogy and social responsibility.

Based on faculty priorities[3], the Senate proposes that a set initiatives be undertaken:

1. Planning for the creation, as soon as feasible, of an **Office of International Engagement** to encourage and facilitate a range of international initiatives including research, funding, support for international visitors and conferences, and oversee institutional affiliations that support research, teaching and service,
2. Identification of **funding for international engagement** – create a funding model that sustains support for initiatives under the Office of International Engagement,
3. Creating *Regional Faculty Work Groups* to advise campus leaders on the choice of strategic partners and the construction of **'collaboration pipelines'** enabling research collaboration and the recruitment of both graduate and undergraduate students,
4. **Inbound international students:** a series of initiatives to improve the quality, expand the pool, and provide appropriate support for incoming undergraduates; initiatives to support graduate students and postdoctoral fellows,
5. Administrative support for pedagogically innovative **faculty led overseas teaching program**s, and
6. Creation of joint alumni-senate **Council on International Engagement** along with an assigned development officer to seek donor funding for international initiatives.

PART I.
Support for Faculty Initiatives for Overseas Research and Teaching Research

Faculty initiatives
The top three priorities identified by faculty for campus support of international engagement are (i) international travel, (ii) overseas research and other initiatives, and (iii) the support of international collaboration. This suggests that there is opportunity and enthusiasm amongst the faculty for an international engagement led by research. Other successfully internationalized universities have placed research collaborations at the heart of their strategy (NAFSA 2013). SEC suggests that UCSC should also place research at the leading edge of its international engagement. This should involve an emphasis on building strategic research partnerships and support for exploratory travel and international conferences to establish connections.

The reputation of a university is recognized by peer review and comparison to equivalent academic institutions internationally as well as nationally. The means of building an academic

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[2] The nine logics are: pedagogical and curricular logics; Research, data access and expertise logics; Network development logics; Competitive logics; Market access and regional integration logics; Institution building, tech transfer and development; Revenue/resource driven; Social responsibility; National security.

[3] Faculty priorities are drawn from CIE's 2013-14 Faculty Survey, 2013-14 Department visits and the Senate Forum on International Engagement (October 2014)

reputation are well understood and appreciated by all of us at UCSC. Many of us who have long engaged in international collaboration are concerned that such activities are being curtailed and impeded. To address these concerns, faculty need:

1. funding for international travel to undertake research, meet collaborators, and attend conferences and broaden the visibility of UCSC internationally.
2. support for visiting scholars in the form of housing and simpler visa procedures, for international exchanges of faculty and graduate students, for international conferences and symposia at UCSC, for the negotiation of collaboration agreements (Memoranda of Understanding)
3. support to bring in high quality international graduate students (notably waiving non resident tuition)

Faculty Regional Work Groups should be established, using the faculty regional and country experience and specialization reported in the CIE faculty survey. These Work Groups can advise campus leadership on high value strategic partnerships on the basis of existing faculty connections and knowledge. Such affiliations and reputational visibility can also be leveraged to attract a highly qualified applicant pool for both graduate and undergraduate students.

Collaborations with overseas universities - events, visits and agreements
UCSC events and overseas visits can be used to open research collaborations and recruit students.   A discussion at the Senate Forum on International Engagement (October 2014) focused on creating opportunities to connect researchers internationally to encourage collaborations. Collaborations would lead to identification of strong graduate students, opportunities for funding, and make our brand name and research strength visible globally. These could take the form of international faculty-led summer symposia on various research topics and provide student scholarships. Several examples of such symposia were given, one in Psychology, a Machine Learning Summer School (NSF funded) that was held on campus last summer, and a media-systems workshop (NSF, NEA, and NEH funded) that was also held on campus recently.

If partnerships are made strategically to highlight the strength of the research on campus, it would in turn help with undergraduate and graduate recruitment. This would also involve and incentivize faculty members on research visits to do outreach to colleagues and institutions in areas where they conduct their research. But these efforts cannot fall solely on the backs of faculty, they require some minimal administrative support that should be coordinated through the Office of International Engagement.

International travel, research and collaboration
To support research, international travel, collaboration and outreach, the Senate suggests a funding model first be developed that earmarks a percentage of new revenue from international undergraduate tuition for an expansion of international activity and the proposed Office of International Engagement. Second, the Senate proposes that a joint alumni-senate Council on International Engagement be established to broaden further UCSC's international footprint through alumni networks and identify fundable initiatives in support of international activities and appropriate donors, foundations and government agencies that could be approached for support.

Housing
Foremost among the obstacles to hosting international collaborators, is the high housing cost at Santa Cruz. We propose that the Office of International Engagement should be entrusted with coordinating the efforts of housing staff, the International Education Office, and dean's offices to develop clear incentives and logistics to facilitate a housing program for international collaborators. UCSC faculty should have opportunities to invite colleagues and recognize the best scholars in their fields. Invitees are recognized not only by our faculty members but also by other peer institutions as leaders or potential leaders in the field, who could further expand our academic networks intellectually, enhancing our reputation and success in recruiting graduate students in the process.

The success of our international research collaborations in contributing to the vision of internationalization at UCSC will depend upon careful planning of our initial investments, so outreach must be strategic.

Outreach for collaboration
SEC proposes a strategy for increasing collaborations.
1. **Build on existing regional faculty networks/relationships.**
2. **Focus on institutions, not individuals.**
3. **Prioritize and then diversify geographic focus.**

Many UCSC faculty have existing relationships with institutions abroad (high schools, universities, research institutes). The Office of International Engagement will conduct faculty outreach to determine which institutions have connections to UCSC and the nature of those relations (alum, research, etc.). This database can be built very quickly, by the end of spring quarter. The SIO must establish Regional Faculty Work Groups and identify faculty members with regional affiliations for the initial targeted geographic areas. These network groups will change over time as UCSC expands into new regions. The 2013-14 CIE faculty survey of last year can be used to begin to identify these faculty. Data for additional faculty will be easier to gather given the mounting prominence of international education as a campus goal.

In collaboration with faculty in these Regional Work Groups, an IE Analyst/Coordinator will research potential institutions in faculty's areas of research/affiliation to serve as pipelines for student applicants, work with the SIO and relevant program faculty to assess the viability of the preparatory coursework for their students to study abroad and to gain institutional understanding in preparation for possible site visits by UCSC faculty concurrent with their professional travel for research and conferences, and/or the SIO. For undergraduates, the Committee on Educational Policy, working with the Articulation Officer, can identify aspects of partner institution curriculum that will support successful applications. For research affiliations, the SIO must work with the VC Research to establish protocols and provisions for these visiting scholars in order to leverage our research collaborations to create recognition of UCSC's excellence at their home institutions. The Committee on Research can have a role in clarifying with the SIO and VCR a set of services and protocols for visiting researchers, identifying and overcoming obstacles to this type of collaboration.

There must be a well-documented and transparent process in place to make preliminary agreements with partner institutions. These agreements may take the form of graduate student or researcher reciprocity or so that Masters or undergraduate students who meet specific criteria will be guaranteed review for admission at UCSC. The Office of International Engagement should be the office of record for all such agreements so that campus administrators, faculty and researchers have a clear picture of the landscape and can take advantages of UCSC affiliations. CIE is currently working on identifying the important elements in such Memoranda of Understanding and will be working with the administration to develop a process for their establishment, which should be completed by the end of the year.

All of this outreach infrastructure can also be leveraged to recruit international students.

Teaching and Diversified Exchange

Faculty initiatives for international teaching and service
Faculty led programs: Most UC campuses support and encourage short overseas teaching programs for undergraduate students led by faculty.

UC Davis, for example, has many faculty led teaching initiatives, categorized as Quarter Abroad and Summer Abroad programs, three in Japan, four in China, three in Germany, one in Brazil and others in many countries. These programs are self-supporting. Student fees cover the costs of each program. There is demand from UCSC faculty. When CIE sought to establish similar programs in 2012-13, eleven faculty-led programs were suggested, some of which CIE considered of high pedagogic quality. Because there was insufficient administrative capacity to mount these programs, the initiative was put on hold.

Some universities, such as the Yale-National University of Singapore program, mount particularly innovative programs bringing together faculty from two disciplines to provide two perspectives on one topic. Yale-NUS hosts a program, for example, that brings anthropology and astronomy to bear in the examination of a historic temple culture in South India. Such programs would provide a practical way of realizing UCSC's commitment to interdisciplinary research and teaching.

International service arrangements (internships, work with non-profits, schools): The UC Education Abroad Program and some UC campuses, such as UC Berkeley, have begun supporting and encouraging overseas internships for undergraduates. In addition to its strong support of Peace Corps volunteers for recent graduates, UCSC has a specialized and influential program of overseas service focused on the information technology capabilities of non-profits, through the Everett Program and the Blum Center on Poverty, Social Enterprise and Participatory Governance. Some faculty also have strong records of placing undergraduate students in overseas research and service positions. With a little coordination and imagination, these existing initiatives, along with mobilizing our alumni network, could be supported more widely. UCEAP for example is using an online training course developed by UC Berkeley for undergraduates going overseas to undertake service internships and other activities. Yale-NUS has a 'boot camp' training course for undergraduates preparing to work with nonprofits.

Diversifying scholarly exchanges and visits

At the Senate Forum on International Engagement (October 2014), faculty made two points about outbound student visits and exchanges:

1. UCSC should be working more aggressively on exchanges and visits at all levels: EAP student exchanges (fostering and enabling more of them), graduate student exchanges, and faculty/scholar exchanges. Concern was expressed that we do not have the infrastructure to support visitors easily when they come and that we need internationalization to encompass a greater facility with setting up and hosting exchanges.

2. Diversifying the sites and institutions of exchange and collaboration. One faculty member noted that we can't always imagine that another university or department with a structure like our own is the best place for students or faculty to extend their research. In many cases, non-profit centers or other sites outside an established university may offer better possibilities for student or faculty research. We thus need to make sure that our own institution has a way to recognize those organizations and effect such exchanges.

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PART II.
Building an Administrative Architecture to Support Global Engagement

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All UC campuses except UCSC have an office, usually led by a Provost or Vice Provost, to oversee international engagement. We have a Senior International Officer and a Special Assistant to the Chancellor on International Initiatives, but no office to coordinate, enable and document global initiatives.

In the CDB 'International Recruitment Assessment' Consultant Ian Little noted:

> Within the competitor set [of universities] the role of the international office [can act as] a clearinghouse for all international activity while assisting in campus initiatives in the areas of research, grants, partnerships, fund-raising and economic development.

SEC recognizes the pressing need for an Office of International Engagement. Consistent with the Senate recommendations of 2013-14, this office should report directly to the EVC or Chancellor. It should be independent of the VPDUE because its purview is much wider than undergraduate education. In order to make appropriate contributions to the research, teaching and service of the university, the leader of the OIE, whether it is the SIO or a new position that combines aspects of the current roles of SIO and Special Assistant to the Chancellor on International Initiatives, the position must be a visible and clear administrative leader for International Engagement. This officer should be routinely be included in meetings of the campus senior leadership, divisional deans and system-wide Campus International Officers.

The roles of the Office of International Education (OIE) will grow as the university makes new global connections.[4] At present there are needs for an OIE to:

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[4] Edelstein and Douglass (2012) describe a broad range of modes of engagement that can used as a repertoire of potential OIE concerns. They include, for example, this list of transnational engagements: *Collaboration and partnerships, Dual, double and joint degrees, Multi-site joint degrees, Articulation agreements, twinning and franchising, Research intensive partnerships, Strategic alliances, Branch campuses, satellite offices and 'gateways.'*

1. enable agreements of cooperation and memoranda of understanding by making arrangements simple and guiding faculty and or agreements through the various campus processes;[5]
2. facilitate international visitors, symposia, conferences - housing, visas, funding;
3. support innovative global initiatives – e.g. funding an international conference and symposia competition;
4. provide support for inbound grad, exchange faculty and undergraduates;[6]
5. oversee the International Education Office (outbound students and inbound arrangements for students and faculty);
6. build UCSC's culture of global engagement: international topics seminar; supporting concourse of grad students doing overseas research;
7. be led by a senior administrator vested with authority to direct the Admissions staff in coordinating efforts of outreach and yield for non-residents; and
8. coordination of recruitment and retention programs.

PART III
Inbound International Students: Recruitment, Admission, Yield and Support

Recruiting - creating a global student body
SEC recognizes that general campus consensus has been reached that UCSC must increase the overall enrollments of Non-Resident students. There is acknowledgement that a top research university must have an international student profile which benefits all aspects of university life for faculty, undergraduate and graduate students and researchers. The intellectual and cultural benefits are reason enough for UCSC to improve this profile, but the UC funding model creates an imperative as it mandates that each campus realize income from tuition paid by non-resident students.   SEC asserts that UCSC must now move forward and intentionally shape its international student body to ensure that we admit students who will be successful here. Some of the necessary infrastructure is in place to create new recruiting models and to service international students after they arrive, but there is much more to be done.

SEC recognizes that the strategies and methods for recruiting international applicants and yielding enrollments differ from strategies for domestic national and California resident enrollments. But we do not see adequately focused infrastructure in place to accommodate this change. Rather than adapt current domestic recruitment methods, we propose a new framework for increasing international enrollments which can later be leveraged to include domestic non-resident enrollments. This framework focuses on strategies and near-term actions that will have quick returns and can be later be expanded when we choose to focus on domestic non-resident

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[5] A theme and question raised by faculty during several CIE departmental visits was: "To whom do I go on campus if I have questions or international partnership prospects?"

[6] In department visits, CIE members noted that science departments (e.g., Astronomy, Applied Math and Statistics, METX; also: HistCon) are particularly concerned with post-docs and with fees/tuition for international graduate students.

enrollments. We believe that minimal investments made immediately will significantly increase enrollments of students who are university-ready and are poised for successful and timely completion of degrees at UCSC. We outline below these strategies and some minimum resource requirements.

According to the CDB consultant's 2013 report, UCSC is already well positioned to be competitive in recruiting international students. The institution has a good reputation, relevant degree programs, an acceptable price point and is in a highly desirable geographic location. This framework will set forward some strategies for increasing the applicant pool, both in quantity and quality. One of the advantages enjoyed by UCSC is that the numbers necessary to meet our fiscal goals are small, less than 1,000 students of our total undergraduate enrollment.   The Committee on Planning and Budget will advise the EVC this year about international enrollment targets.   For now, small numbers allow us to be strategic and targeted in our outreach and recruitment and aim for highly qualified, university-ready students.   SEC must be assured that both the Office of Admissions and Senior International Officer will work together to provide effective methods to increase selectivity for admitting international applicants when more robust pipelines are built and the pool of international applicants is expanded. Faculty need to be confident that the students who land in their classrooms are prepared. The Committee on Admissions and Financial Aid (CAFA) has worked with the Office of Admissions to identify those criteria that are not germane to international applicants or can be translated into equivalencies so that they "compare favorably" with California resident applicants.

The Committee on Admissions and Financial Aid (CAFA) had received the "compare favorably" report from UCOP and sent an inquisitive memo to VPDUE Richard Hughey regarding our current practice and policy remedy for admitting international students with UC compare favorably standards. Based upon the UCOP "compare favorably" report, some non-resident applicants (both domestic and international) were offered admission with academic records insufficient to indicate a high probability of success at UCSC. CAFA, however, also notes that these data are not surprising given the dramatic rise in enrollment targets for this particular population (between 2012 and 2014, new international frosh and non-resident enrollment has grown from 14 to 95 to 214). CAFA will continue working with the Office of Admissions and SIO to fine tune the selectivity of international students. CAFA also recognizes that increasing selectivity of international students depends critically on the rapid expansion of the pool of international applicants.

Fundamentally, SEC is not confident that the current structure set in place during the disestablishment of Student Affairs is serving our needs in relation to international education and the broader international engagement we envision. The VPDUE's portfolio has become very large and important admissions issues that affect the economy of our campus vie for attention with other urgencies in undergraduate education. Minimal staffing for the newly created SIO seems nearly in place, but an additional analyst or project coordinator in the SIO's office will be required to harness and focus existing resources in Admissions toward meeting our targets and coordinating campus programs to support those enrollments. We also recommend at least one CUIP intern be recruited to develop and implement a campus peer community program. We understand that some recommendations below may already be implemented by the Office of Admissions, but may need to be enhanced.

For the longer term, the SIO should be working with the VPAA and departments now to pursue establishing a variety of pathways to degree including four year residential, "2 by 2" programs, 3 year completion using summer session and transfer as upper division. Graduate education, especially Masters Programs that may appeal to an international applicant pool, must be an element of this planning and graduate students will require some different services.

Chinese students are selecting higher education institutions in North America, and the University of California is a major destination. As a collaborative report by New York Times and The Chronicle of Higher Education (November 3, 2011) shows, the number of Chinese students in American colleges doubled in the past decade and continued to increase in 2011 (127,628 students). The national trend will continue. The reality for our Office of Admissions, like those of many other educational institutions, is that we will have many students from China in the short run. We must scrutinize how these Chinese students use intermediaries to shepherd them through the admission process as well as where they come from in various regions of the Chinese subcontinent.

In the long run, however, UCSC must seek geographic and economic diversity in its global student body, and the Regional Faculty Work Groups should be convened immediately for this planning. We must prioritize diversifying our outreach efforts in geographical regions. In addition to managing waves of Chinese students, we must explore regions of Southeast and South Asia, as well as other parts of the globe, where there is an emergent middle class. VPDUE Richard Hughey's office is currently surveying various "markets" of international students. AVC Michelle Whittingham has submitted a tentative plan to CAFA on the market-oriented approach to expand and diversify our pool of international applicants. It is not clear, however, that the Office of Admissions will develop a strategic plan to prioritize and diversify into these geographical regions. This effort will no doubt be aided by the participation of our faculty.

Admissions – implement a clearly articulated strategy
Current reporting in the field of admissions shows a wide variety of strategies for increasing international enrollments. We must implement near and long terms strategies that will admit students who are likely to succeed at UCSC.

1. **Establish clear guidelines that meet BOARS compare favorably standards.**
2. **Build robust pipelines and diversify the pool of international applicants.**
3. **Rely on trusted, pathway institutions.**
4. **Consider developing a possible conditional admissions policy.**
5. **Vet some international recruitment agencies and work with them with caution.**

By selectively admitting highly qualified students, we can create greater student success, retention, and minimize the necessity for some academic support programs. Selectivity will be increased when the goal of a large and diverse pool of international applicants is accomplished. As indicated, VPDUE Richard Hughey and the SIO are working on several initiatives to achieve this goal. The faculty should be actively involved in this planning process. CAFA has demanded that the VPDUE develop a pragmatic plan to bring the quality of international students to the

BOARS mandated compare favorably standards. Increasing expansion and diversification of the pool of international applicants is the most effective strategy.

The Office of Admissions must hire application reviewers with expertise in our target geographic areas and with partner institutions, their curricula and standards. Applications from partner institutions should go to reviewers that have been familiarized with that institution and trained for international applicant review from that region. These reviewers, working with the Office of Admissions staff and the SIO will help identify the most highly qualified applicants for admission. CAFA is already working with Admissions staff to implement this, but accountability measures about the quality of the applicants must be established. Emphasis and investment in admitting highly qualified students will reduce the necessity for academic support services later.

The stated Office of Admissions strategy of pursuing international students who are currently enrolled in California Community Colleges must be studied more closely to determine if the assumptions that these students are university-ready and are likely to pay non-resident tuition are indeed valid. The Office of Admissions proposes to identify and streamline international students with student visa (F-1) from California community colleges, who are likely to continue paying non-resident tuition and fees at UCSC. This population is of considerable size and will continue to grow. The quality of our transfer students is meticulously scrutinized by their major-preparedness and the English proficiency of these international students will be more accurately measured.

The most challenging year for our international students is the first one, in which they have to adapt to a new environment, learn in a different linguistic and cultural system, and excel academically in a short period of time. California community colleges may be a viable system for them to mitigate the immediate impact during this difficult transition. We suggest that the SIO initiate a plan to work with the Office of Admissions to identify and streamline international students from California community colleges. This plan should also complement the Office of the President's recent initiatives to encourage Transfer Admission Guarantee (TAG) for California community college students who meet specific requirements. Given the pilot efforts run by the Office of Admissions, the yield is quite small. We must be assured that the plan is robust, pragmatic and continue to yield motivated and qualified international students.

Yield

Increasing the applicant pool is only one step in assuring a successful student body. SEC recommends a strategy for increasing yield.

1. **Faculty must be involved in yield activities.**
2. **UCSC students must be involved in yield activities.**
3. **Build and expand an informal network of parents of current and incoming international students.**
4. **Connect admits from the same region or institution before they arrive.**

The 2013 CDB Consultant's report gives several recommendations about treatment of students in the phase between admission and yield. SEC looks forward to a report by the administration on which recommendations have been implemented. The committee also recommends that all

international admits receive an email requesting that they designate areas of interest for their studies. This will allow for more personalized communications from faculty, researchers, graduate students or peers. Once they submit a Statement of Intent to Register (SIR), applicants can immediately be partnered with faculty in that discipline with whom they will communicate directly. These communications can be scripted and monitored by the Office of Admissions, so that office can answer the "technical" questions. The SIO's office will follow up with faculty involved in these outreach efforts and there can be a small monetary award incentive to their department when that student arrives on campus, regardless of the student's ultimate declared major.

UCSC can implement social networking to connect students from similar geographic regions before they arrive by partnering currently enrolled international students with applicants and/or partner domestic students with heritage connections to their region so that when international students arrive on campus, they feel welcomed by a few established connections. The student effort can be developed/coordinated by a CUIP intern. There are various "student ambassador" program models which UCSC will need to explore. The benefit of our low-number targets for internationals is that a personalized approach to yield and welcoming activities should be achievable for some percent of admits.

Some international students come from elite households in rapidly developing metropolises. For these students, the list of acceptable US academic institutions and their geographic regions are mostly determined by their parents. We suggest that the parents of our enrolled international students are another excellent starting point to build networks and pipelines for expanding the pool of international applicants. We suggest that SIO should compile a list of these parents as soon as possible, seek to understand their background, locations and launch a campaign to mobilize their networks. They will come to visit their students regularly, and we should hold timely events to get to know them. We should first engage them by listening to their concerns and thoughts about their students' educational and social development. Also, conduct a parent survey to identify how they came to know UCSC. We should also explore their friend, educational, and professional networks. We should showcase our excellent faculty members who could speak their languages.

Our goal is to diversify the socio-economic as well as the geographic profile of our student body. But realistically, UCSC must be on a stable budgetary footing to do so.

Support for inbound global undergraduate students
Student success is key to future successful recruiting and institutional reputation building. SEC recommends we explore the efficacy of various support system.

1. **Institutionalize ESL-track courses**
2. **Establish infrastructure to provide special counseling and guidance for their everyday life.**
3. **Register student organizations with regional association and sponsor some of their activities.**

Undergraduate Education units will provide opportunities for integration with resident enrollees and targeted services for internationals. This requires a modest investment, much of which has already been provided by the EVC, to some units within the VPDUE portfolio. The campus needs to grapple with how to make these services relevant for graduate students as well.

We are confident that this new population will provide vibrancy and interest to the campus. SEC believes colleges, student services and other existing units are best equipped to meet the needs of international students. There are a few events that should be centrally coordinated with the Office of International Engagement, like welcome events that include the "outreach faculty and students" to greet the incoming internationals, but mostly these students can be integrated into our current population. For campus life, some programs already exist in the colleges and there must be a diversity of programs since international students vary in their expectations and aspirations of a college experience.   We will also need to make apparent what advising services are available for international students and what services are available for learning support.

Some connectivity with the SIO and the Office of International Engagement will be needed for the purpose of data reporting to provide required feedback on the ongoing recruitment process and the effectiveness of student support programs. This reporting structure will eventually become integrated with standard institutional research/admissions reporting practices. Again, the advantage of having only a small international population allows for creating incentives for participation in surveys or events.

In terms of outreach and recruitment, an integrative approach to solving the above problems could lead us to market our campus better vis-a-vis competition from campuses where class sizes are larger and there is less explicit integration of programs with the campus community.

Language Instruction Resources on Campus
A discussion at the Senate Forum on International Engagement, led by writing faculty, generated four proposals worth of consideration to improve support for international undergraduates.

1. Reduce class sizes so that the quality of feedback is improved;
2. Make the writing requirements more coherent with respect to Disciplinary Communication courses that interact more closely with the generic writing program curriculum;
3. Improve language skills for graduate students to improve Teaching Assistant's performance and communication of their research; and
4. Invest in integrative reform to language instruction on campus across these three (UG – core, UG-DC, Grad) parts.

In CIE members' visits to departments, language support for undergraduate and graduate students was raised as an ongoing concern. It is unclear at this time if this should be provided in-house, by outside agencies, or a combination of both.

In addition to writing skills, more emphasis is needed on math skills for different groups of students, so attention should be paid to connecting students with academic support services.

Support must be provided through colleges and IEO outside classrooms for developing better social connection to our campus culture. This was seen as an important aspect of retention.

Faculty members at the Senate Forum on International Engagement also suggested the following measures to support inbound students and scholars:

1. The development of better and richer communities for international students and scholars here at UCSC: orientations for students, more support with integration into the campus, residential life, and crisis assistance.
2. Better residential infrastructure to support overseas students and scholars at all levels. This might, for example, involve a bigger international residential center where students and faculty visitors might be housed. Concern was expressed that we do not have enough international housing, even though living in a mixed international community is very popular. Rather than push the lack of residential support for visiting scholars onto individual departments and programs or faculty hosts, a centralized structure might also enable better residential options.

Conclusion

Senate committees are already working with the administration on some of these recommendations. We are furthest behind on a strategy for creating pipelines for faculty collaboration and student recruitment. The need to create an Office of International Engagement and pull the SIO out from Undergraduate Education so that it can coordinate efforts across campus, including those in the Chancellor's Office is immediate.

Stated succinctly SEC Recommends the following.
1. International engagement should be driven by faculty concerns and connections.
2. UCSC should continue the transition from a resource-driven internationalization to one motivated by research, pedagogy and social responsibility.
3. Faculty Regional Work Groups play a pivotal role in this process.
4. Pipelines must be constructed to facilitate research and teaching and, at the same time, encourage educational institutions in the vicinity to consider UCSC as a destination for their students.
5. Improving the quality, expanding the pool, and ensuring appropriate support for inbound international undergraduate students must be a high priority.

SEC would like to acknowledge Committee on Teaching Chair Judith Scott who sits with SEC. In addition, Committee on International Education Chair Ben Crow has sat with the committee since 2013 and made significant contributions to this report.

Respectfully Submitted;
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CDB Solutions, LLC Univeristy of California, Santa Cruz International Recruitment Assessment, September 10, 2014

APPENDIX A

Proposed Implementation Timeline for Shaping a Global Student Body
2014-15
Create Regional Faculty Work Groups.
Identify Target 3-5 Regions for short term, another 3-5 for long term.
Establish a tiered international agreement process that enables faculty led agreements and minimizes approvals and paperwork.
Identify 9-12 feeder, or pipeline institutions. Establish relations with 9 feeder institutions (3 in each geographic area). Identify liaison faculty, prepare to conduct visits and possibly reciprocal visits to UCSC for strong prospects (faculty/staff) from institutions.
Establish applicant/yield targets for each institution.
Identify barriers for international visiting scholars and points of action to overcome them.

2015-16
Launch new outreach programs that include faculty and students.
Welcome event for enrollees that includes faculty and student contacts.

Continue creating partner institutions and if appropriate, expand to new geographic regions.
Submit CUIP proposal.
Establish student ambassador program(s).

Subsequent years:
Consider partnering with regional institutions for summer programs for language/orientation
Create major pathways for completing in 3 years.
Create "funding recirculation" models to use a portion of NR income to; send CA residents abroad, provide scholarships to highly qualified undergraduate students from under represented world regions, etc.