

COMMITTEE ON INTERNATIONAL EDUCATION 2018-19 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 directly addressed the need for increased faculty engagement with campus internationalization efforts, collaboration with the administration on the faculty-led study abroad proposal review process, and issues related to international student welfare.

Strategic Planning and Campus Structure for Internationalization

The committee has been, over recent years, engaging with the administration around the need for strategic planning and a campus structure for a thriving internationalization focus.¹ This multi-year focus led to developments in the area of strategic planning that began taking shape this year and are expected to continue to be one of CIE's priorities for pro-active work in the next year and beyond. Last year, albeit with some reservations, the committee supported interim Vice Provost for Global Engagement (iVPGE) Hughey's proposal to work with American Council of Education (ACE) Laboratory for Internationalization, an eighteen month process focused on supporting the campus in a guided and collaborative strategic planning process. The committee at that time (CIE to iVPGE May 15, 2018) also viewed the ACE Lab as an opportunity to synergize with the broader campus Strategic Academic Plan (SAP) process already underway. This year's CIE Chair was also tapped to serve as Co-Chair of the ACE Lab Steering Committee. The ACE Lab launched August 23, 2018, and is expected to conclude by summer 2020.

During fall 2018, the committee consulted with iVPGE Hughey and Assistant Vice Provost (AVP) Becky George about the ACE Lab process. Members requested an overview of both the structure of and process/timeline for ACE as well as how CIE could partner in these efforts. At that time, it was still early in the process. The CIE chair has, over the year, provided updates about the ACE Lab process (given his role as co-chair of the Steering Committee).

One area that CIE will continue to monitor next year is the ongoing work and connection between ACE and the campus SAP process. The committee reviewed SAP plans on two occasions during 2018-19, the first was the "rewrite" of the SAP and Implementation Playbook reviewed during winter 2019 (the "rewrite" title was in reference to the first draft reviewed by the Senate over summer 2018), and the second "final draft" of the SAP reviewed during spring 2019. During the winter 2019 review, which was CIE's first review of the full SAP plan, the committee commented that it viewed the trajectory of the SAP vision for campus global engagement as positive, but nonetheless expressed concerns that the Division of Global Engagement and the iVPGE seemed to have a minimal role in the SAP. The committee's feedback suggested areas where this engagement could be stronger, and commented on the Design Principles in the draft plan within this context. The committee also acknowledged that the ACE Lab process "lagged" in timeline to the SAP, but nonetheless recommended greater inclusion and recognition of ACE Lab efforts into

¹ Recent Annual Reports can be found here: <https://senate.ucsc.edu/committees/cie-committee-on-international-education/cie-annual-reports/index.html>

campus SAP planning. During the spring 2019 review of the “final draft” SAP, the committee acknowledged those initiatives that included internationalization goals, including experiential education, and made recommendations where specific initiatives might be further revised to be more inclusive of international graduate and undergraduate student populations. For example, CIE raised the importance of attending to international undergraduate retention rates and the need to pay close attention to the connections between improving first-year experience and supporting the undergraduate writing program, as well as about improving graduate advising through attention to international graduate student writing support. To the committee, these seemed to be areas where the campus could easily make significant progress. Recognizing that recent changes in campus administrative leadership may also lead to changes in the final implementation of the SAP, the committee looks forward to continued engagement with the SAP process in 2019-20. As the ACE Lab process continues to move forward next year, the committee will also continue to attend to the recommendations developed by the ACE Lab and how these are taken up and integrated as part of a larger campus focus on internationalization.

Review of Faculty Led Study Abroad Proposals

This year constituted the third year of the “pilot phase” for the CIE and Global Engagement (GE) / Study Abroad review of faculty-led study abroad proposals. In particular, this year saw an increased collaboration and further need for changes, originating both with GE/Study Abroad as much as from the committee.

This year, CIE reviewed proposals for summer 2020 courses. Four courses were submitted (in addition, one off-cycle proposal was submitted in fall for summer 2019). These courses were from faculty in the Arts, Social Sciences, and one course to be offered by a College. CIE reviewed the proposals and supplemental documents (typically a draft syllabus and itinerary). These proposals were reviewed with the expectation that they had undergone eligibility evaluation by Study Abroad to ensure completeness, preliminary risk evaluation, department chair commitment, and a check that the proposal did not duplicate an existing UCEAP course. The committee strongly supports faculty-led study abroad opportunities for students, as it believes this is an important way to facilitate broader international engagement, increase the visibility of UCSC abroad, and enhance undergraduate education. The committee’s review criteria includes an evaluation of the target demographic and student selection criteria; academic content and quality; and course feasibility. CIE is not equipped to evaluate risk and safety of the program; this is evaluated comprehensively by the Study Abroad Office. CIE, however, does evaluate evidence that the faculty is aware of any ongoing safety concerns and the need for plans to address these. CIE review constitutes the first stage of review and advises GE/Study Abroad’s second stage of review.

While the committee began the year with the expectation that the process would be more streamlined this year, several challenges and opportunities arose that necessitated additional changes. This year saw better integration of the Committee on Courses of Instruction (CCI) into the review process, culminating previous years’ collaborative work between CIE and CCI chairs to modify the process. However, there were other circumstances that necessitated further changes. The committee consulted with iVPGE Hughey and AVP George during winter 2019, after CIE’s recommendations on the four proposals for summer 2020 had been reviewed. The committee also reviewed a proposal for changes during fall 2018. Changes from these discussions and reviews were incorporated into this year’s process. These changes included a request by GE that proposals

should include an itinerary at the point of CIE review, providing GE with the opportunity to defer proposals for one year as a potential outcome of the review. The committee and GE also agreed to move up the proposal call earlier in the fall, to maximize the amount of time that faculty have to prepare proposals (and anticipates this would yield an overall greater number of proposal submissions). Global Engagement also anticipated a potential difficulty with post-review of faculty led study abroad courses, given that the committee does not meet in the summer, and discussed the potential of this review in fall as part of a broader portfolio, rather than individual course review. CIE looks forward to the first “post-review” during fall 2019. One additional issue that emerged during the review was the importance of collaboration between CIE and GE/Study Abroad to ensure that communication about GE/Study Abroad decisions is made in a timely and clear manner to faculty proposers. The committee noted this was particularly an issue for those proposals that were “not recommended” by CIE. CIE strongly recommended that the outcomes of the review process (at the first and second stage of review) be clearly communicated by the iVPGE. The committee agreed that slight changes in communication would serve to both make clear and transparent the role of CIE in review, but also that of Global Engagement.

CIE has learned much from the first three cycles of review of faculty led study abroad proposals, and appreciates the openness of Global Engagement/Study Abroad in working with CIE and the Committee on Courses of Instruction where needed on continual improvements. The committee looks forward to review of summer 2021 proposals in the next academic year.

International Enrollment and Recruitment

Since 2015-16, 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 requested an update on nonresident enrollments for 2018-19, as well as targets for the next cycle. Given the committee’s understanding (from previous consultations) that campus nonresident enrollment targets are projected to increase significantly over the next few years, the committee also requested an update on plans for achieving these targets, as well as an overview of the international applicant pool (test scores, acceptance rates, yield rates). CIE was also interested in reviewing a recruitment plan, and in learning about collaboration between Admissions and Global Engagement. The committee strongly agrees that our campus Hispanic Serving Institution (HSI) status should not be compromised by our goals to increase international student numbers. The committee plans to continue its annual consultation, and will invite AVCEM Whittingham next year for an update on these issues.

International Student Success

A central concern for CIE has been and continues to be international student “success,” and this year, had the opportunity to expand its focus, in part due to expanded administrative focus and collaboration on this issue as well. This year, the committee consulted with Vice Provost and Dean of Graduate Studies (VPDGS) Lori Kletzer during fall quarter. Given that then-VPDGS Kletzer was new to the position, the committee took the opportunity to consult with her about her vision for the Graduate Division overall, as well as her plans for international graduate education specifically. The committee also consulted with Vice Provost of Student Success (VPSS) Jaye Padgett during winter quarter for an update on the work of the division and its collaborations with Undergraduate Education and the Graduate Division on international student success, as well as

critical issues, challenges, and opportunities in advancing and promoting success for international students. The committee has been working with Student Success to obtain data on differences between international and domestic students on typical measures of success (retention, time to degree, GPA), but has also shared some publicly available data for discussion. VPSS Padgett was able to provide the committee with updates on several efforts underway from his office, some of which include collaborations with Undergraduate Education and Global Engagement.

The committee also learned that the Division of Student Success, Division of Graduate Studies, and Division of Global Engagement supported Graduate Student Veronica Zablotsky's work as a Graduate Student Researcher (GSR) on her "International Graduate Student Needs Assessment Study" (May 2019). The report, based on data gathered during focus group discussions, focused on the experiences of international graduate students about their complex needs and the challenges they face, and provided a set of recommendations to address these needs. Ms. Zablotsky provided her report to the committee near the end of the year, and will plan to consult with the committee during fall quarter 2019. The committee is looking forward to continued partnership with the appropriate divisions about how it can advance support for international student well-being on campus, for both graduate and undergraduate students.

CIE Representation

CIE members were active serving as representatives on other planning committees this year. Member Camilo Gomez-Rivas served during the 2018-19 year as CIE's representative on the Student Success Division Assessment Task Force (co-chaired by Senate Vice Chair David Brundage and VCIT Van Williams). Chair Jeremy Hourigan took 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, including serving as Chair of UCIE during spring and summer 2019.

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:

- Systemwide Review of Proposed Revision to SR 636.E (April 2019)

Continuing Issues for CIE in 2019-20

- Continue to participate in and monitor campus plans for internationalization, including campus ACE Lab progress and initiatives
- 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

Respectfully submitted,

COMMITTEE ON INTERNATIONAL EDUCATION

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August 31, 2019