

COMMITTEE ON INTERNATIONAL EDUCATION
Annual Report, 2009-10

To the Academic Senate, Santa Cruz Division:

CIE met monthly during the 2009-10 academic year. OIE Director George Barlos sat with the committee for most of the year, and the committee also conducted consultations with VPDUE Bill Ladusaw and UOEAP Director Michael Cowan. The position of EAP Faculty Director, which also sits with the committee, remained vacant throughout the year. Chair Lewis represented the committee at the monthly UCIE meetings.

During fall quarter, CIE reviewed the final report from the Joint Senate-Administrative EAP Task Force, and various proposed budget models for EAP. CIE feels that the new EAP fee needs to be kept low in order to ensure the enrollment levels needed to sustain the program, and was concerned that return-to-aid from EAP participants might be directed outside EAP, rather than being used to support other EAP participants. CIE also feels very strongly that the importance of reciprocity students to the campuses should not be underestimated.

CIE also provided feedback on the job description for the new UOEAP Executive Director, recommending that the position be recruited as an academic title such as Dean or Vice Provost, and that the position have a dual-reporting structure to both the Senate *and* the administration.

In winter quarter, CIE drafted a report on the current status of EAP for inclusion in the February 10th Senate meeting agenda. The report, which can be found in Appendix A, was intended to raise faculty awareness about the plight of EAP and the challenges it faces.

CIE also conducted a Departmental Survey on Student Participation in Education Abroad Programs. The survey (see Appendix B) was sent to department chairs and managers in February 2010, and the committee received a very high response rate. The data collected was used to produce CIE's second report of the year, which is included in Appendix C. CIE found that roughly one in seven UCSC undergraduates participates in EAP; many departments emphasized the importance of study abroad for their students, and the quality of EAP's programs.

CIE consulted with the Office of International Education and OIE Director Barlos throughout the year. The committee provided Director Barlos with feedback on the report he prepared for the Chancellor, titled "An Overview of International Activities and Programs at UC Santa Cruz, 2008-09." CIE also worked with Director Barlos on a draft of UCSC guidelines and procedures for proposing new Study Abroad Programs. Using the guidelines at other UC campuses as a starting point, CIE produced a first draft of possible guidelines (see Appendix D), to be included in the

“International Education Handbook,” which Director Barlos hopes to have finalized by Fall 2010. It is hoped that having clear campus guidelines in place will stimulate faculty involvement in the proposal and development of international study programs.

During the year, CIE also provided feedback on the “Report from the Humanities Advisory Task Force on Reconstitution” and the “Commission on the Future recommendations.”

Respectfully submitted,

COMMITTEE ON INTERNATIONAL EDUCATION

Giacomo Bernardi
Karen Holl
Armin Mester
Debra Lewis, Chair

Judith Harris-Frisk, NSTF

September 27, 2010

APPENDIX A
Report on the Education Abroad Program (EAP)

UCEAP is an academic program of the University of California. Its mission is to provide students with international learning opportunities to enhance their academic experience and to prepare them to be effective and responsible citizens of an increasingly interdependent global society. UOEAP coordinates summer, semester and year-long study abroad programs which combine high-quality academic experiences with immersion in the local culture; provides pre- and post-departure activities designed to help students gain the most from their international experiences; sponsors exchanges with international students; and helps to coordinate the efforts of individual campus EAP activities.

proposed UCEAP mission statement

The University of California Education Abroad Program (EAP) has been a vital, influential UC academic program since its creation in 1962, but deviation from EAP's core strengths has led to a host of problems that, combined with drastic budget cuts, seriously threaten the long-term viability of EAP. EAP expanded dramatically during the past decade, largely through the creation of short-term, non-immersion programs; this rapid shift away from EAP's unique, highly successful semester and year-long immersion programs led to fiscal disaster and put EAP in direct competition with for-profit third party providers. The current perception among some key administrators that EAP could be replaced by third party study abroad programs, or further remodeled in the image of such programs, must be corrected if EAP is to survive as a high quality academic program.

The Committee on International Education (CIE) is particularly concerned with two issues: the shift to an EAP-fee based budget model, and reciprocity agreements with partner institutions. From EAP's inception in 1962 until this year, EAP students enjoyed virtually the same funding status as students on campus. Affordable EAP programs are a crucial component of UC's diversity efforts; international experience is critical for employment and graduate study in many fields, and should be accessible to all students. EAP's system-wide state support has been reduced from approximately \$18 million in FY 2008-09 to roughly \$4 million in FY 2009-10 and \$1 million in 2010-11. EAP is expected to be supported entirely by student fees within a few years. CIE is extremely concerned that EAP is rapidly becoming a luxury service program that is out of reach for many students: special program fees ranging from \$750 to \$4000 have recently been added to many EAP options, and all EAP participants now pay a substantial administrative fee. Commitment of return to financial aid from EAP fees is essential if the diversity of participants in the program is to be maintained.

The Committee is also very concerned about the potential loss of international students attending UCSC through EAP reciprocity agreements. While EAP sends

approximately 4500 students abroad each year, approximately 1200 students from partner institutions attend classes at UC campuses. These students enhance international awareness on our campuses, enriching the classroom experience with different cultural perspectives, and increasing awareness of UC in their home countries. The 3:1 exchange ratio enables EAP to serve as an “eleventh UC campus”, relieving overcrowding resulting from rapid enrollment increases and the current budget restrictions. Under the new budget model, reciprocity students, who pay their usual fees to their home university, may become a financial burden on the campuses unless reciprocity support for campuses from UCOP's General Fund or Opportunity Fund is continued. Termination or significant curtailment of reciprocity agreements would undermine EAP's highly successful extended-stay immersion programs, and diminish the diversity of UC.

In April 2009, Interim Provost Pitts convened a joint Senate-Administration Task Force to review EAP. The Task Force recommended the establishment of a UOEAP Governing Committee (GC), appointed by the Provost, with representation from the Academic Senate, including ex-officio representation from members of UCIE, UCPB, and UCEP. However, the current composition of the Governing Committee and apparent chain of responsibility gives excessive influence to UCOP. Senate oversight of UOEAP has been undermined by repeated invocation of fiscal necessity as justification for one-sided decisions. The EAP-fee based budget model was adopted in spite of the strong disapproval of Senate committees. Several Study Centers have been closed without UCIE's approval, abruptly ending multi-decade partnerships with major universities. Communication between the UCSC Office of International Education, UOEAP, and CIE has been hobbled by the lack of a UCSC EAP Faculty Director.

It is essential that EAP continue as a system-wide academic program, serving all campuses equitably. The Governing Committee currently has four members from UCLA, and none from UCSB, in spite of UCSB's exceptionally high level of involvement in EAP. This disproportionate representation of a large campus with relatively low per capita EAP participation may lead to policies that the smaller campuses can't afford. UCSC sends almost as many students abroad through EAP's long-term immersion programs as UCLA does, and will face much greater challenges if key support services are shifted from UOEAP to the campuses at the same time that local EAP offices are suffering severe staffing cuts. UOEAP provided \$933,000 for campus financial support in the 2008-09 budget; the February 2009 strategic plan eliminated this support entirely. UCOP's plan to transform EAP into a self-supporting service provider will catastrophically backfire if dramatic increases in student fees and abrupt reductions in administrative support drive students to third party providers, or deter them from studying abroad.

Our ever more closely linked global society desperately needs informed, insightful citizens. The UCSC Committee on International Education is extremely concerned that decisions being made by UCOP threaten the viability of the UC system's well respected Education Abroad Program, and the invaluable educational opportunity

this program offers to UC students. The active support of the Senate and the Academic Council are essential if EAP is to survive and evolve to meet the current challenges in and outside the UC system, while maintaining its traditionally high standard of academic excellence.

APPENDIX B

Departmental Survey on Student Participation in Education Abroad Programs (EAP)

UC's long-standing, well-respected Education Abroad Program (EAP) has taken enormous budget cuts in the past few years. In recent years, EAP's system-wide state support (from the General Fund) has been reduced from \$18 million in 2008–09 to \$4 million in 2009–10, and finally, to \$1 million in 2010–11. To survive without sacrificing the exceptional academic quality of the program, which allows UC students to participate in high caliber international programs while earning credit towards graduation, *EAP must continue to improve its efficiency and optimize its remaining resources*. In order to provide constructive feedback on international education at UCSC, the Committee on International Education (CIE) is reviewing UCSC's undergraduate participation in study abroad programs. Please complete the following survey

—indicate “unknown” or provide rough estimates if exact information is not available—and return via email to the CIE analyst (Stephanie Casher, scasher@ucsc.edu) by **Monday, February 22nd**.

PARTICIPATION

For questions 1, 3–5, please provide (approximate) percentages and/or absolute numbers; for 1, 3–5, provide annual data for the past three years, if available:

1. How many undergraduates complete your program/major each year?
2. Is some kind of study abroad required for your program/major?
3. How many undergraduates annually participate in *your own* study abroad program(s)?
4. How many undergraduates participate in EAP? In non-EAP UC-run programs? In non-UC third-party provider programs?
5. How many of your students, on an annual basis, participate in summer (short-term) study abroad programs, quarter or semester-long programs, and full-year immersion programs?

ARTICULATION

1. Does your department regularly give credit toward the major for some study abroad courses? If so, do you distinguish between EAP, non-EAP UC programs, and non-UC programs?
2. How do you evaluate study abroad courses for credit toward the major? Do you primarily use the course information provided by EAP, or do you mainly rely on the syllabi, coursework, etc. provided by the student?
3. Do you advise students on course selection, particularly courses for which credit towards the major will likely be granted, *in advance of travel*?

CONCLUSION

1. Do you have any other specific questions or concerns about international programs that you would like to bring to our attention?

Thank you for your valuable time in answering these questions, which will be extremely helpful to the CIE committee in our work to maintain high caliber study abroad programs for UCSC students.

APPENDIX C
**Results of the Committee on International Education (CIE)
 Departmental Survey on Student Participation in Education Abroad
 Programs**

The EAP experience is one of the most memorable and valuable educational experiences that students currently have as an option. These are the experiences that students remember for all of their lives.

—Economics

We would like to say in the strongest terms possible that we support maintaining the UCEAP program for students... an international education experience creates a global citizen, one that is able to better listen to and understand the global problems faced by all.

—Politics and Legal Studies

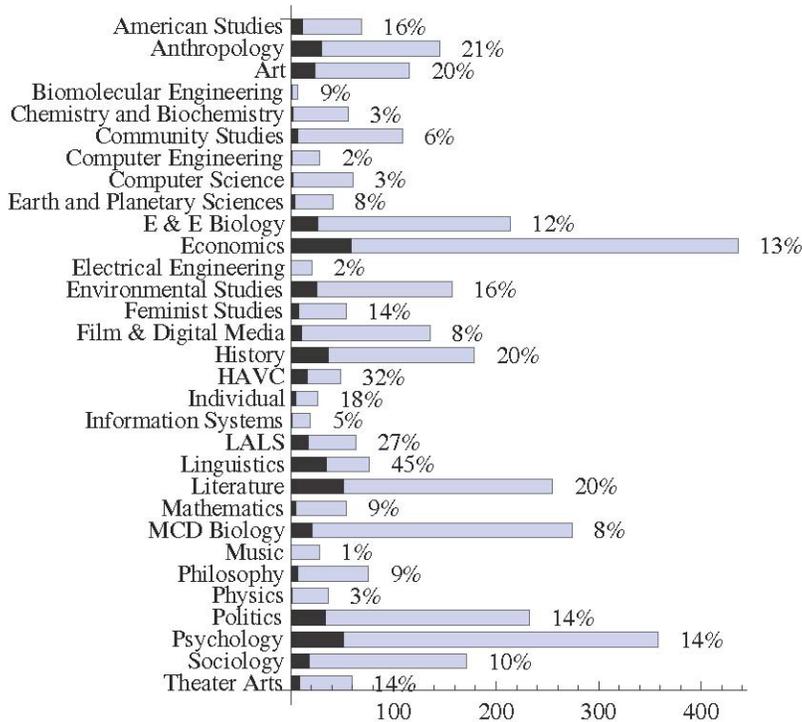
One out of seven UCSC undergraduates studies overseas in UC's Education Abroad Program. To help UOEAP minimize the effects of drastic budget cuts on EAP participants, estimate the possible impact of further cuts, and identify departmental practices that support and enhance students' international educational experiences, the Committee on International Education (CIE) conducted a Departmental Survey on Student Participation in Education Abroad Programs in Winter 2010. Approximately two thirds of the departments with undergraduate majors responded to the survey. The responses yielded valuable information about the importance of EAP to UCSC, levels of EAP participation, pre-travel advising, and post-travel evaluation of coursework taken abroad for credit towards the major. Here we summarize the survey responses (excerpts from survey responses are given in italics) and provide data on EAP participation by major. The survey itself is in Appendix A.

International education is central to many undergraduate majors. The Global Economics major requires a minimum of one quarter of study abroad; the Literature major now requires one year of second language study, and the department anticipates that many students will use EAP to satisfy this requirement. Several other departments, including American Studies, History, LALS, Linguistics, and Sociology, strongly encourage their students to study abroad. Specialized EAP programs, such as the Monteverde Tropical Biology and Conservation program in Costa Rica, provide students with extraordinary opportunities to study unique ecological and social systems.

Students from all undergraduate majors participate in study abroad programs. While the greatest number of EAP participants come from the

Humanities and Social Sciences, there are significant numbers of participants from all Divisions. The following chart summarizes average EAP participation by UCSC undergraduates over the past five years, grouped by department.*

EAP participation by department



Number of undergraduates participating in EAP (black) superimposed on the number of students graduating with BA or BS (gray) each year, averaged over the past five years. The ratio is expressed as a percentage.

EAP provides students with advanced language study opportunities. After one to two years of solid pre-travel language preparation, UC students are eligible for immersion programs at major universities abroad. The high caliber of UCSC's language instruction enables many of our students to fully participate in the host universities' regular courses, studying alongside the local students. Students majoring in Language Studies, East Asian Studies, German and Italian Studies, etc. may complete several courses in the target language. The symbiosis between

* In the interest of completeness and consistency, we used data provided by the UCSC Data Warehouse. Some departments reported lower levels of EAP participation than appeared in the database, and few departments knew how many of their students study abroad on non-EAP programs. This suggests that if education abroad programs are reduced, there may be even greater impact on some majors than anticipated.

international curricula and campus offerings extends the capacity of limited program offerings.

A cut in international programs [might] well have dire consequences for our students, particularly if language instruction is cut as well, since the LALS department can only offer a few upper division courses in Spanish, approximately three a year. We have no faculty who offer Portuguese courses.

—LALS

It is critical to provide affordable international study opportunities. High priority should be given to keeping EAP programs financially accessible to all students. Increased student awareness that UC financial aid for international study is available, and is adjusted to take into account the cost of living abroad, could increase the diversity of EAP participants.

UCSC's Office of International Education (OIE) mentors students and supports EAP recruitment. OIE staff and peer advisors guide students through program selection and the EAP application process. Further reductions in OIE staffing would generate additional workload at the departmental level. Classroom visits by OIE staff and peer advisors inform and recruit students who are unaware of EAP or believe that study abroad is an unrealistic option because of financial or academic constraints.

If the EAP program is cut, it is hard to imagine that the same number of students will find a study abroad program on their own. The specialized expertise of the experienced EAP staff creates the groundwork for a positive experience. Academic department or college advisers will not be able to effectively fill this gap.

—Politics and Legal Studies

Major-specific advising by faculty and staff in students' home departments fosters successful international study. Many departments strongly encourage students to discuss their intended EAP coursework with their faculty adviser, particularly if they plan to petition for credit towards the major. Requiring students considering study abroad to submit a pre-travel study plan helps students integrate their international education experience with their progress within the major, and helps departments stay informed about their students' international academic activities. Some departments provide course selection advice via email while students are abroad.

Most returning students successfully petition to satisfy major requirements using EAP coursework. EAP enables students to take courses while abroad that are equivalent in caliber and material to UC courses. Advisers typically outline appropriate course content and structure, rather than recommending specific courses, but some departments use course information from the UOEAP MyEAP web

site when assisting students with program or course selection. Almost all decisions regarding credit towards the major are based on material such as syllabi, papers, and exams submitted by the student after returning to UCSC.

EAP benefits not only the students who participate, but those who remain in Santa Cruz. EAP participation levels are very high in some of the largest major programs at UCSC (see the chart above). Thus EAP eases competition for courses in some of the most impacted majors. Since UCSC sends over 500 students abroad each year and receives approximately 50 reciprocity students, EAP reduces classroom crowding while enhancing the diversity and academic excellence of our campus.

Making study at UCSC more affordable for foreign graduate students would facilitate international exchange. The fee structure at UCSC makes implementation of graduate exchange programs challenging. Some graduate students visit UC campuses through EAP reciprocity programs, paying their usual fees at their home institution. However, graduate exchanges tend to be research-specific and many international student collaborators come from universities that do not have reciprocity partnerships with UC.

EAP is an essential resource that fully merits ongoing UC support. An overwhelming majority of the comments in the survey responses testified to the importance of EAP and emphatically recommended provision of adequate financial support to maintain the quality of the program. UCSC's commitment to providing our students with the best possible opportunities to develop their talents, indulge their curiosity, strengthen their sense of community on all scales, and experience the joy of discovery is clearly demonstrated by the dedication of faculty and staff across our campus to supporting international education.

APPENDIX D

DRAFT**Proposed Guidelines for Proposing/Reviewing Study Abroad Programs at UCSC**

All UCSC-sponsored courses that are taught overseas should be reviewed both by the Committee on Educational Policy (CEP) and the Committee on International Education (CIE). The course leaders should submit the standard CEP paperwork for course approval. In addition, the course leaders should submit a course proposal which answers the following questions. These questions also serve as the criteria by which to review programs.

1. Objectives: What are the objectives of the program? Examples of objectives may include exploring academic subjects from a different cultural perspective, developing language competency, integrating alternative perspectives (e.g. cultural, methodological) into future academic work, obtaining field research experience, and many more.
2. Implementation: How will the program achieve the stated objectives?
3. International advantage: To what extent does the program utilize its international setting?
Could the program objectives be achieved at UCSC?
4. Location: Is the host institution or facility appropriate for the program? If interaction with locals is a program objective, do local conditions facilitate such interactions? Are living conditions safe for students? What specific cultural orientation will be given to the students?
5. Academic integration: Are the workload and student performance assessment criteria similar to those of courses at UCSC? If the instructors are at other institutions, do they have a similar level of training to UCSC faculty? Can program components be used to satisfy major requirements? If the program includes courses that should be equivalent to existing UCSC courses or serve as prerequisites for existing UCSC courses, have the relevant departments been contacted to ensure that the syllabi and course expectations are sufficiently similar?
6. Selection of participants: Who is the target audience for this class? Who will be eligible to apply for the program? On what criteria will students be selected?
7. Familiarity with international protocols: Have the instructors reviewed the UCSC International Education manual?

Program Review Protocol for Ongoing Summer Session Travel-Study Programs

Objectives of the Review Process

1. Assessment of the extent to which the program has met its stated objectives.
2. Evaluation of academic integration: equivalency with any corresponding conventional UCSC courses, utility as a prerequisite for other courses, satisfaction of major requirements.
3. Improvement of implementation: logistics, planning, etc.

Review Procedure

1. A Self-Study document should be prepared by the course leaders within a month after completing the course and should include the following elements:

- a. Program description and history
- b. An evaluation of whether the program achieved the stated objectives and how it could be improved.
- c. Results of any existing prior assessments, both qualitative and quantitative.
- d. Syllabi from courses offered.
- e. Student orientation packet
- f. Summary of student evaluations
- g. Summary of any problems in the course and how those will be resolved in future offerings.

2. Review

The materials will be reviewed by CEP and CIE before subsequent offerings. If concerns arise and the course will be offered in the future then a site visit may be necessary.