

COMMITTEE ON INTERNATIONAL EDUCATION
Principles, Processes, and Questions for Global Engagement: Lessons from CIE's 2013-14
Faculty Survey and Department Visits

To: Academic Senate, Santa Cruz Division

This report summarizes a faculty survey, consultations with departments and subsequent discussions in the Committee on International Education. It suggests principles, processes and questions for global engagement.

Principles, Processes and Questions for Global Engagement

From CIE's faculty survey, department consultations and subsequent committee discussions, we suggest one principle, four points about process and one question. The report is structured to address these six topics.

Principle:

1. If it is to succeed, international engagement at UCSC needs to be substantially led by faculty

Process:

2. We need infrastructure to support international research, teaching and learning.
3. Engagement will require a multi-year process involving senate and administration
4. We need better ways to make international collaboration agreements
5. International engagement will advance the campus goal of diversity

Question:

6. Is it time to re-engage with area studies?

Introduction – An Internationalization ‘Long Overdue’

A faculty survey and department consultations¹ show strong support for greater international engagement. Below we summarize key points from survey responses and department consultations, and considerations behind each of the guidelines. Sentences in quotes are from the faculty survey and italicized bullets are comments from department consultations, numbered for confidentiality.

1. Faculty-led international engagement

The most notable trend in campus-wide survey responses was the respondents' overwhelming support for further international initiatives at UCSC (those uninterested in global questions may have chosen not to respond). There were many comments noting that such initiatives are "much needed" or "sorely needed!" One faculty member commented, "I think it is a fantastic ambition to make UCSC a more international, more outward looking campus." Support for research and collaboration was one of the most common comments in the survey, and many faculty specifically requested further funding for international travel and research, as well as housing subsidies for incoming collaborators and international guests.

¹ The faculty survey, to which 134 faculty responded, and department consultations, held at the faculty meetings of 15 departments, were completed in 2013-14.

- *Consultation: Faculty are not always consulted when the administration takes big leaps in, e.g., internationalization (Dept. 9).*
- *Facilitating international connections: Rather than contacting other universities “cold,” it would be beneficial to have relevant UCSC faculty facilitate introductions for other UCSC faculty (Dept. 6).*

The CIE survey reveals that many faculty members already have international connections (Figure 1 and Figures in appendix), especially in Europe and Asia. These faculty-initiated international activities allow UCSC to stay connected and engaged with excellent talent worldwide, and to access the unique research and education opportunities provided by international collaborators. Well-established connections can also serve as a foundation for the administration to initiate new campus wide international activities or integrate the existing efforts into the larger context.

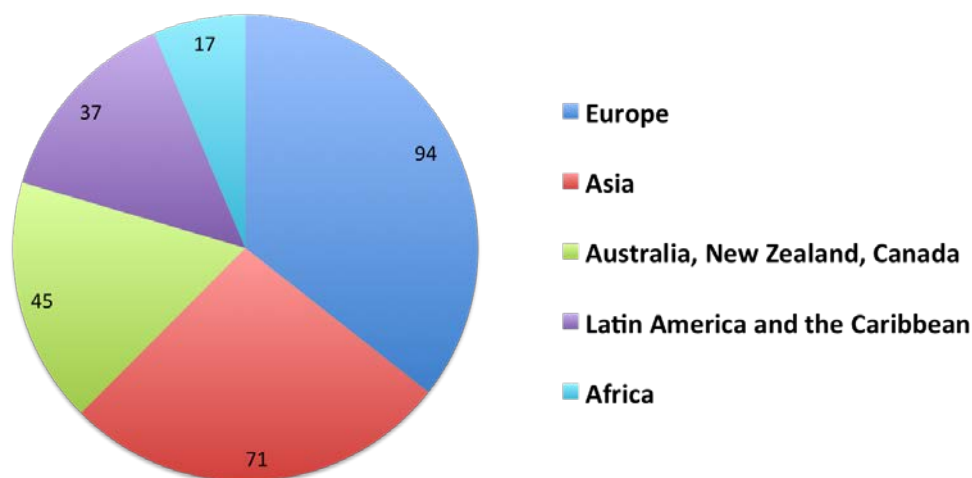


Figure 1. Number of Faculty that worked, lived in, or have connections to each area.

2. Establishing Infrastructure and Support for International Research, Teaching, and Learning

As noted in the *Framework for Internationalization*, the top priorities emerging from the survey of faculty focused on support for international research, collaboration, faculty exchange and international conferences. The next most common concern was that UCSC reduce barriers to the admission of international graduate students, particularly Non Resident Tuition.

More broadly, many responses expressed concern that the campus **provide support for international scholars at all levels** (undergraduate through faculty levels). The cost of housing for international guests was noted as a unique challenge in Santa Cruz, "[the] cost of housing is a major obstacle for international visitors" is typical of these responses, and some suggested creating an official university guest house to address the issues.

Another major challenge to internationalization described by faculty is the difficulty of obtaining visas for inbound researchers and students. Calls for "staff support for processing visas" are very common, as well as comments such as:

- "We need better advising for foreign students and possibly the creation of an international house in the same spirit as the one in Berkeley where foreign students can interact with their peers."
 - "[We need to] make the visa process for foreign postdocs less excruciatingly painful than it currently is."
 - "UCSC makes it very hard to hire foreign postdocs. Visa issues are frequently mishandled, and the policy that appointments can only be for a single year is a major annoyance, as it creates large amounts of extra visa hassle."
- *Reducing bureaucracy: Paperwork for international students and visiting scholars is incredibly time-consuming. Can we simplify, make transparent, and speed up the bureaucratic processes for securing visas, etc.? (Dept 2) Can we also secure visas or other paperwork for longer stays avoiding yearly renewal?*

Many faculty noted how incoming **foreign graduate students would enrich our campus** and raise the quality of our programs. Comments, such as "We need the perspectives and expertise of foreign graduate students who are, frankly, superior to most of our domestic applicants. If we want to raise the overall profile of our graduate programs, we need foreign graduate students, especially in social sciences and humanities," are notable. Furthermore, the faculty caution readers against using foreign students merely as a revenue stream. This was one of the more numerous types of cautionary response:

- "Foreign graduate students need to be supported financially. They can't be seen as a cash cow for the university."
 - "My only concern . . . is that we vigilantly hold to the principle that the point of this exercise is intellectual exchange and diversity. In other countries it has sadly become a cynical means by which university administration has sought to raise funds (often at the expense of international students and the faculty who teach them)."
 - "If UCSC were interested in recruiting students from China from disadvantaged backgrounds, who would need financial aid, I would be interested in this. I am not interested in helping with the recruitment of Chinese or any other international students from the elite classes."
- *Graduate Students: Many departments (including Departments 1-5) are concerned with post-docs and with fees/tuition for international graduate students. There is sticker shock of UC tuition for many international students.*

To provide support for international research, teaching, and learning, we need a clearly defined leadership/management structure to integrate all UCSC international activity and initiatives.

3. A multi-year process to tackle the many dimensions of global engagement

CIE recommends that the Senate work with the administration to establish collaborative and consultative processes and a timetable for the next two-three years to work out how best to tackle the many dimensions of global engagement. This process could either be in collaboration with the American Council on Education’s Internationalization Laboratory or it could follow similar processes. A preliminary list of dimensions to be tackled includes these:

- Reforming the undergraduate curriculum to reflect global concerns, with possibly a minor in International Studies;
 - Geographic breadth of faculty appointments to support international studies
 - Recognizing faculty international work in merit and promotion reviews
 - Providing support for grants from State Dept, Education, USAID, NSF
 - Institution-sponsored short-term visiting faculty programs to key potential international partners
 - Research support for graduate and undergraduate research, as well as for pilot faculty research
 - Discussion with Admissions and the International Education Office to ensure that international perspectives and priorities are adequately implemented
 - Languages
- *UCSC Rankings: It might be helpful to have a single webpage where various rankings showing UCSC in favourable light could be placed (Dept 2). For instance, this webpage could be cleaned up a bit and made central: <http://news.ucsc.edu/2014/10/THE-ranking.html>.*

4. MOUs: A Simpler, more transparent and open process to build collaborative agreements

In a separate report to the Senate, CIE outlines two principles for rebuilding the system for arranging and recording collaborative agreements:

- *The process should be transparent to all, swift and flexible and with minimal paperwork*
- *Faculty should be centrally involved in the process for imagining and developing international agreements*

A key question was asked in Department 1:

- *“To whom do I go on campus if I have questions on international partnership prospects?”*

And a faculty member wrote:

- *“Faculty must shepherd these agreements through the UC system, which is very time consuming”*

One stop for collaboration and international activities: CIE suggests that there be a central office to which interested faculty could turn if interested in making MOUs, establishing collaborations, planning extended visits at international institutions (either for themselves or for their students),

or to find out what information is available vis-à-vis international possibilities of research to spread the word in department meetings or to graduate or undergraduate students they advise.

5. Is it time to re-engage with area studies?

Several faculty raised the question, why does UCSC not have area studies? CIE understands that the campus decided, in the 1960s perhaps, to follow a distinct path not replicating the area studies programs of that time. These faculty and CIE raise the question if it is time to reconsider that decision.

Faculty provided significant and elaborate comments in the campus-wide survey about how desirable it would be to expand UCSC's focus on **area studies**. Many comments focused on existing initiatives and centers at UCSC and other institutions and discussed regions where people are already invested in research and exchange (South Asia, Southeast Asia, East Asia, the Middle East, Latin America, the former-Soviet States):

- "[We should] provide more funding for programming in area studies, particularly South Asia – that is linked not only to arts, culture, and business, but directly address[es] questions of gender, development, and globalization"
- "[We need] more funding for activities related specifically to East Asia. I really appreciate broad-spectrum centers like CGIRS and Cultural studies, but when it comes to people who work on East Asia and China specifically, most of our contacts and activities seem to be informal, unfunded ones . . . it would be wonderful to have more institutional support. Of course, we don't have a Title VI Center, but maybe the East Asian Studies Program could be made into more of [that kind of] thing."
- *Language support: Language support for undergraduate and graduate students is an ongoing concern (for example, in Departments 7 and 8).*

4. Supporting a diverse global campus population including faculty, graduate students, undergraduates, and staff

UCSC needs to continue to fortify and enrich existing structures that support diversity and internationalization, as well as to seek innovative new initiatives in this regard.

Given California's increasingly diverse and global population, for example, a key approach to serving one of our core constituencies (e.g. the top 12.5% of CA high school graduates) is to deepen and broaden our engagement with international groups. Students from first generation college families may benefit most from interacting with foreign students and from going on educational opportunities abroad.

- *Rich getting richer. Some are concerned that standard student recruitment protocols lead to elite class reproduction in the third world (Dept 8).*
- "...strengthen [international] course offerings for undergraduates and that means more faculty that study and teach the world otherwise it is empty talk"

Conclusions

The university has embarked upon an historic commitment to engage our research, teaching and service more effectively with the world beyond America’s borders. This engagement need not diminish the historic UC commitment to California and its students. On the contrary, CIE believes that the university’s research, its preparation of undergraduate students and its service to California can all gain from global initiatives.

Respectfully submitted;

COMMITTEE ON INTERNATIONAL EDUCATION

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May 13, 2015

Appendix: CIE 2013-14 Faculty Survey Findings

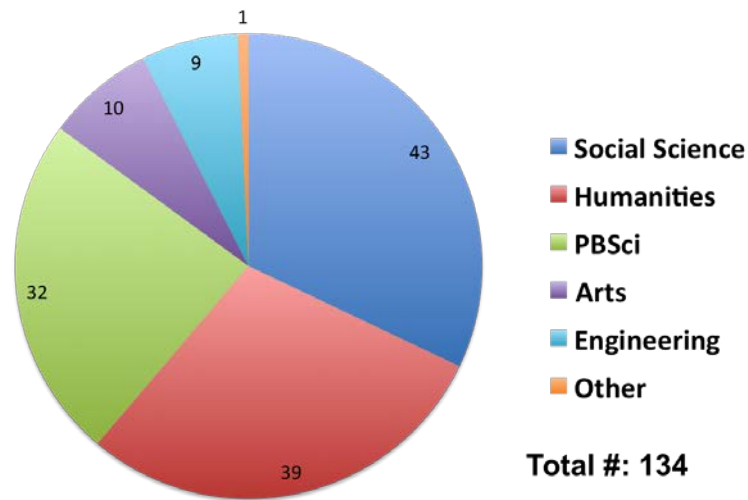


Chart: Number of Faculty Responded to the Survey

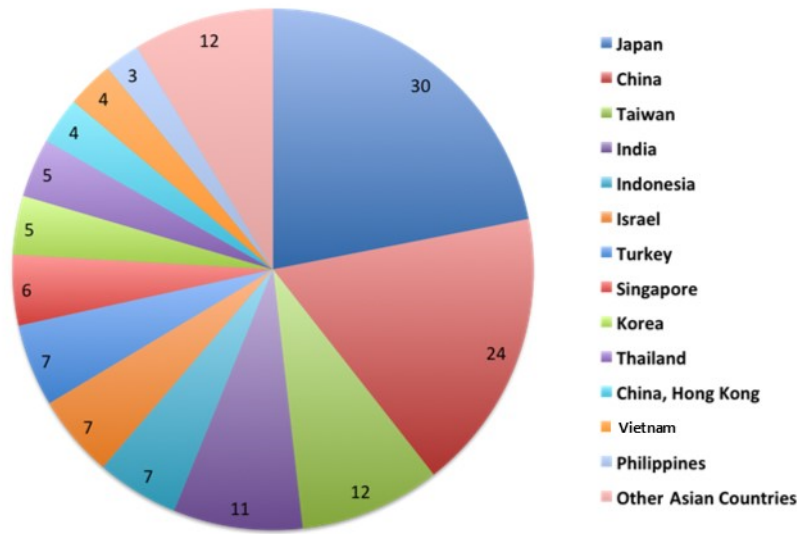


Chart: Number of Faculty that worked, lived in, or have connections to Asia

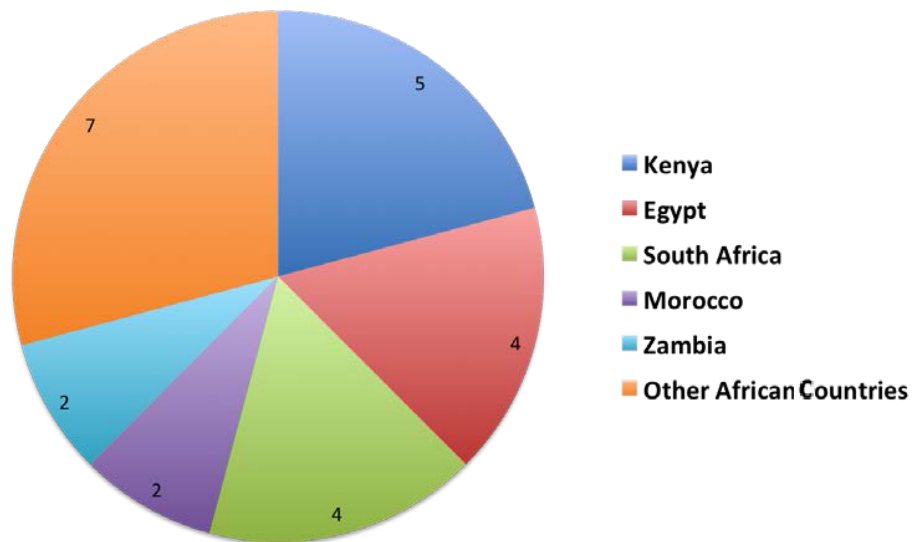


Chart: Number of Faculty that worked, lived in, or have connections to Africa

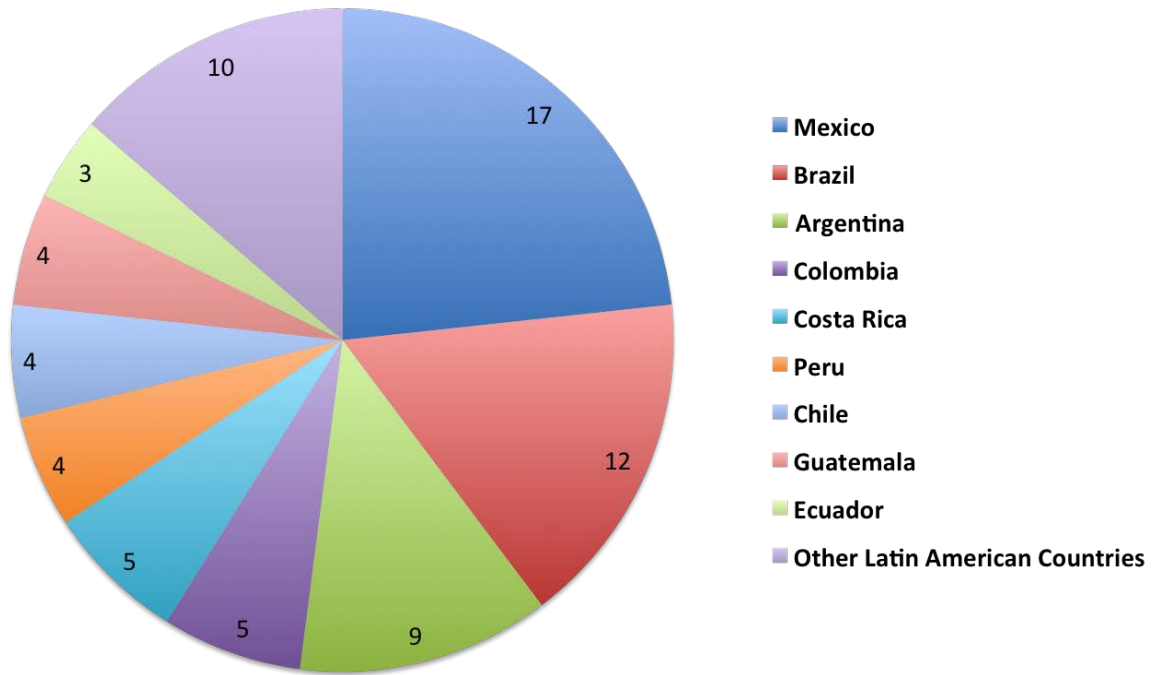


Chart: Number of Faculty that worked, lived in, or has connections to Latin America and the Caribbean

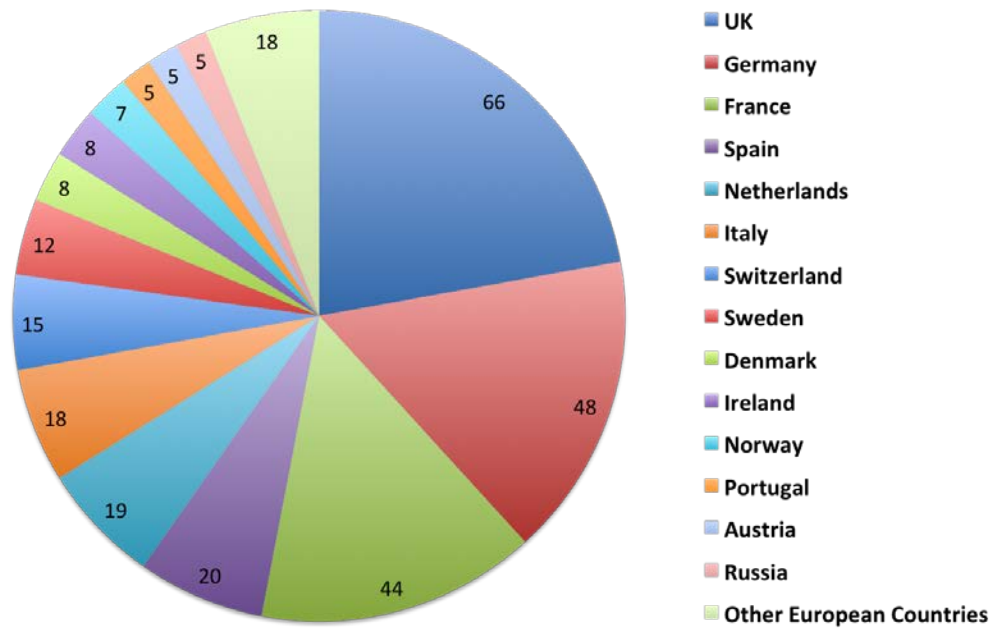


Chart: Number of Faculty that worked, lived in, or have connections to Europe

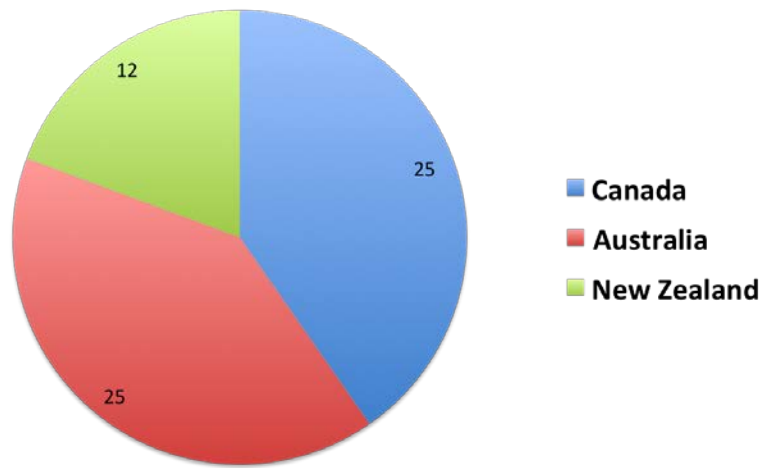


Chart: Number of Faculty that worked, lived in, or have connections to Canada, Australia, New Zealand