

February 11, 2020

iVPGE Richard Hughey
Chancellor's Office

RE: Draft Internationalization Goals and Action Plan

Dear Richard,

The Academic Senate has reviewed the Draft Internationalization Goals and Action Plan. The following committees have responded: Affirmative Action and Diversity (CAAD), Academic Freedom (CAF), Career Advising (CCA), Educational Policy (CEP), International Education (CIE), Library and Scholarly Communications (COLASC), Teaching (COT), Planning and Budget (CPB), Graduate Council (GC), and Privilege & Tenure (P&T).

CIE (with committee chair Jeremy Hourigan recused) offers broad support for the recent efforts, developed through participation with the American Council on Education's Internationalization Lab, to create a strategic plan for campus internationalization, guided by an examination of the specific needs and strengths of the institution. Many committees support this framework, and there was general enthusiasm across multiple committees for elements of the plan that address pressing needs such as increased academic support for undergraduate and graduate international students as well as services to ensure their overall well-being and retention (CIE, CPB, GC, CEP, CCA, COLASC). Similarly, many committees agree that housing for international students and visiting scholars is important and a particular challenge on this campus (CIE, GC, CCA, COT, COLASC, P&T). Committees also highlight the importance of incentivizing research collaborations and engagement for faculty (CPB, CIE, CCA).

At the same time, however, all of the committees were also quite pointed in their criticisms of the draft goals and action plan. The structure of the plan itself presents a barrier to its review, with committees commenting that the plan lacks clarity and simply presents a laundry list of options that were neither prioritized nor readily executable (CEP, GC, CAAD, COT, COLASC). Committees would have liked a clearer outline of where the campus stands in the areas presented for growth and development so they could then prioritize the options in terms of importance, impact, and resources required. Along these lines, most committees point out that the lack of clearly identified resource requirements and funding sources made any assessment of the trade-offs and feasibility of elements of the plan virtually impossible (CIE, GC, CAAD, CAF, COT, CEP). Addressing these concerns might mitigate the overall sense of the plan as largely aspirational rather than one capable of informing the strategic investment of limited campus resources to support a prioritized and executable set of goals (GC, CEP, CAAD).

Committees also raise other significant issues and complexities that could be more fully addressed in the plan. A few committees, for example, note the importance of foreign language instruction (CPB, CEP, CCA COT) and, specifically, that there seems to be no specific, viable plan for additional foreign language instruction on the campus. On this topic, CEP notes that while a worthy goal, these courses are expensive, and the committee calls for creative thinking in order to provide foreign language instruction, including online technologies. Committees also raise a number of questions about the meaning and use of "diversity" within the context of "internationalization" (CAAD, CAF) and what the implications of such entanglements might be for recruitment, admissions, curriculum, and retention planning purposes. Most of the committees provide quite detailed feedback, outlining issues and concerns related to their specific purviews (undergraduate curriculum, graduate student academic support, international scholars and academic

freedom, how internationalization connects to or intersects with diversity, “study away” vs. “study abroad” and the implications for our undergraduate student experience). As such, I am including the committee responses here for your review and consideration.

Overall, while committees were supportive of specific aspects and goals within the plan, they generally found it difficult to embrace the plan as a whole in its current iteration, particularly given the lack of specificity in terms of the resources required to implement specific goals and actions as outlined. While most committees do not seem interested in reviewing a second draft of the plan, CIE would like to do so. If you are open to additional consultation after considering the Senate’s feedback, please feel forward to transmit the next version, and I will forward it to interested committees. As always, thank you for the opportunity to review and opine on this plan.

Sincerely,



Kimberly Lau, Chair
Academic Senate

encl. Senate Committee Response Bundle

cc: Senate Committees
iCPEVC Kletzer
Senate Director Mednick

January 21, 2020

Kimberly Lau, Chair
Academic Senate

Re: Review of Draft Internationalization Goals and Action Plan

Dear Kim,

The Committee on Affirmative Action and Diversity (CAAD) reviewed the Draft Internationalization Goals and Action Plan, as well as the following questions posed to CAAD:

- Can you provide guidance on the intersections of multicultural and international faculty and faculty foci? How might these two concepts advantage each other?
- How should faculty activities related to international multicultural issues be recognized?

CAAD found it difficult to respond to these questions without guidance on the definition of “multicultural” in this context, and was unclear whether the second question referred to international *and* multicultural issues, or international *or* multicultural issues. Understanding these questions, though, as prompts to further thought, CAAD proposes the following questions in response:

- Where does internationalization fall under campus priorities?
- Is internationalization connected to, or distinct from, the priority the campus places on diversity?
- How should we allocate our limited resources when we recognize that international scholars and students also contribute to diversity, but we are a public serving institution with a commitment to our existing students?
- Must we weigh supporting international students and faculty vs. local underrepresented students and faculty?

CAAD raises the following additional questions and comments:

1. As an institution, we should be alert to issues of diversity when recruiting international students, such as first-generation and economic status. International students are not uniform, and we should be sensitive to that in our recruitment.
2. The draft plan mentions increasing the international graduate student population on campus. How will this be funded? Is the assumption that the students’ home countries will fund them? If so, this may be dependent on the students’ fields of study and where they come from, and be a barrier to many students who otherwise cannot secure funding to study here.
3. If faculty are being sent abroad to develop international relationships, how will that time be addressed in reviews, both formally and informally? Will it be specially identified or rewarded in terms of privilege and tenure? If there is a decrease in a faculty member’s productivity because of transition time, will that be accounted for?
4. CAAD appreciates that equity issues related to study abroad programs were addressed, and recognizes the importance of generating scholarships for students to have equitable access to these valuable opportunities.
5. Whether or not this was calculated to be the case, the global regions of foci selected in the plan (Middle East, South Asia, Africa and Southeast Asia) appear to align with the US State Department list of target languages. CAAD would like to see the regional foci expanded to include Central and South America, to be more representative of the Hispanic Serving Institution (HSI) demographic of our students.

Thank you for the opportunity to respond to the draft plan.

Sincerely,

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Elizabeth Abrams, Chair

Committee on Affirmative Action and Diversity

cc: Academic Senate Committee Chairs

January 13, 2020

Kimberly Lau, Chair
Academic Senate, Santa Cruz Division

RE: Draft Internationalization Goals and Plan

Dear Kim,

Thank you for the opportunity to comment on the IVPGE's Draft Internationalization Goals and Plans. At our meeting on November 24th and again on January 13th, the Committee on Academic Freedom (CAF) discussed the draft, as well as the optional question posed about academic freedom: "Global controversies can give rise to concerns about academic freedom. How can faculty and students be best supported in these difficult discussions?" While the committee applauds the inclusion of academic freedom considerations in internationalization planning and goal setting, we do not think this is the central academic freedom question relating to campus internationalization. We have faith in our faculty's ability to negotiate difficult discussions about global conflict and controversy ethically and rigorously. We are more concerned with the potential impacts on academic freedom that international students, as well as faculty who are engaged in global research, face while engaging in their study. Furthermore, other resource needs and issues around our rapidly internationalizing campus and their potential impacts on academic freedom are far more pressing, and only some of them show up in the circulated draft outline.

CAF was glad to see mention of a strategy to improve housing for international guests (Section 1/A), but we want to emphasize the further need of improved visa support for guests, faculty, and students, as well. The challenge of obtaining visas for guest scholars provides a significant barrier to international collaboration for researchers who work in countries that are often part of the "global controversies" mentioned in the original query. That burden represents an obstacle that our campus could help to surmount and thus broaden internationalization beyond the countries with which the US has friendly visa agreements.

The issues around visa support extend to students as well, and we invite clear direction and resources about how to support students who are denied entry due to U.S. immigration policy. Addressing internationalization in a way that acknowledges diversity and inclusion requires visa support at all levels and should address the growing hostility to migrants from particular parts of the world and the further roadblocks that certain international faculty, guests, and students face. To continue that idea, internationalization should also address the multi-ethnic and globally-rooted nature of California and of the U.S. as a whole, so our policy should address people who may not fit within traditional definitions of internationalization.

In Section 3, "Students from many Countries," CAF noted the mention of needing expanded and higher-quality writing and language support for international students. This is a worthy

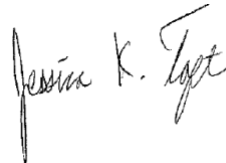
goal, but is narrow compared to the broader need for cultural competencies between our campus and the international students that it serves. One aspect of the broader cultural education project that especially concerns CAF is the need to help international students understand and adhere to academic honesty and integrity standards at USCS (and in academic communities in the U.S., more broadly).

We are also concerned that the funding needs for international students are not sufficiently considered in this document. International students' precarity means that departments could be reluctant to accept them, and many fellowships and scholarships are limited to U.S. citizens and permanent residents. This means that the funding needs for an ethical internationalization plan is significant.

Finally, CAF is deeply concerned about the impact of having watchers from certain nations on campus surveilling students from their home countries. Planning for those impacts on students needs to be a part of our broader plan for internationalization. Students are often already curtailing speech in their classes and elsewhere because of the presence of surveillance on campuses throughout the country, and facing challenging decisions about what they feel like they can and can not study and write. We encourage the Office of Global Engagement to think about how to support these students and the faculty advisors who are tasked with guiding them in these decisions.

Thank you for your consideration and for the opportunity to comment on the draft outline.

Sincerely,

A handwritten signature in black ink that reads "Jessica K. Taft". The signature is written in a cursive style with a large, stylized 'J' and 'T'.

Jessica Taft, Chair
Committee on Academic Freedom

cc: Academic Senate Committee Chairs

January 21, 2020

Kimberly Lau, Chair
Academic Senate

Re: Review of Draft Internationalization Goals and Action Plan

Dear Kim,

The Committee on Career Advising discussed this plan during its meetings on November 19 and December 10, 2019, and January 14, 2020. In reviewing the document, we paid particular attention to the section assigned to our committee regarding faculty mentorship for international funding opportunities (e.g., Fulbright Fellowships), and other aspects of the plan that relate to the purview of our committee.

To begin, we applaud the effort to enhance international scholarship but recognize that, in the document and on campus, undergraduate study abroad programs are given a high priority. Thus, we were surprised that there isn't more support for foreign language study within the plan, as UCSC is the only UC campus that doesn't have an undergraduate foreign language requirement. Foreign language study is also essential for many graduate students, especially in the humanities, where doctoral students often need a second or third language to pursue their studies. In this vein, we'd like to emphasize the need for greater overall support for engaging graduate students, postdoctoral fellows, new faculty, and associate professors in international scholarly pursuits. We feel additional support could be particularly useful for Associate Professors who are developing their international reputations.

CCA would like to recommend the prioritization of the following aspects of the plan:

- 1B: Incentivize international engagement by faculty, such as through seed funding for new initiatives in research, service, and teaching.
- 1C: Develop and support interdisciplinary faculty clusters focused on key regions to enhance curriculum, mobility, and research partnerships.
- 5A: Broaden and deepen partnerships with international institutions.

The question posed to CCA was: "What would be the best ways to help and mentor faculty to apply for Fulbright and other related programs?" Until recently, there has been little infrastructure or information available on campus to help faculty learn about or apply for Fulbright programs. UCSC Global Engagement now has a page dedicated to Fulbright funding (<https://global.ucsc.edu/funding-resources/fulbright.html#core>), but it merely links to some of the possible Fulbright programs. Chair Scott is a Fulbright Specialist and notes that information about this opportunity is not available on the website, and that the UCSC Fulbright Program Adviser focuses primarily on students, not faculty. If it is not already in place, we would like to advocate for a staff person who could help faculty apply for these, and other, international funding opportunities. Providing examples of successful applications and opportunities to discuss the program with other UCSC scholars would also provide valuable mentoring. CCA holds annual workshops for new faculty and, for the past two years, one workshop discussed finding resources for research. We would welcome the addition of a presentation about Fulbright Scholars and funding for other international projects in that workshop.

Other funding streams for international research exist (e.g., Human Frontier Science Program, UC-MEXUS, the Social Science Research Council, the American Council of Learned Societies) but several, especially in the humanities, require matching funds. CCA recommends central campus assistance in providing or obtaining matching funds, as the issue of money often deters faculty from applying for such grants.

As a committee, we discussed ways to support associate professors as well as untenured faculty, and want to encourage initiatives that can help associate professors develop their international reputations before promotion to full professors. CCA is currently piloting an Innovative Mentoring Program in which new faculty can develop and seek funding for their own forms of mentorship. If the campus wants to incentivize international engagement among faculty, these funds could be expanded to include tenured faculty with the objective of encouraging all faculty to engage with potential mentors and collaborators abroad.

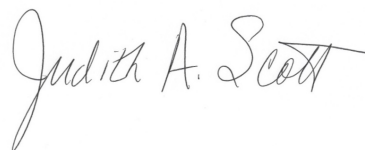
In the discussion of broadening and deepening partnerships with international institutions, committee members recognized the importance of building on partnerships and collaborations that often evolve naturally based on research interests. We feel that providing resources and institutional support to strengthen these links once a collaboration has been established would be extremely helpful. The local housing shortage and the cost of living in our area make it difficult to attract international visiting faculty members or students to UCSC. In addition, the limited funds available for travel abroad is detrimental to forging international connections. Providing summer salaries and housing allowances for visiting international students and faculty, and travel funds for UCSC faculty, would facilitate building international partnerships and collaborations.

However, we also recognize the difficulty, given current teaching and service policies, of short-term international travel during the school year. Supporting team teaching or short courses could encourage international travel spanning less than a quarter, and enhance the pursuit of international engagement-related career goals.

In addition, given the current climate crisis and the expense and hassle of international travel, we would like to encourage international engagement through more teleconferencing and innovative uses of technology. We are only aware of a limited number of rooms on campus that support high resolution Zoom meetings (i.e., one room in FITC and one in Kerr Hall). Investing in technological solutions for international conversations across campus seems worthwhile.

In sum, we have delineated several ideas for expanding support that can fruitfully engage graduate students, postdoctoral fellows, new faculty, and associate professors in international scholarly pursuits.

Sincerely,

A handwritten signature in cursive script that reads "Judith A. Scott". The signature is written in black ink and is positioned above the typed name.

Judith A. Scott, Chair
Committee on Career Advising

cc: Academic Senate Committee Chairs

January 23, 2020

Kimberly Lau, Chair
Academic Senate

RE: Draft Internationalization Goals and Action Plan

Dear Kim,

The Committee on Educational Policy (CEP) has reviewed the Draft Internationalization Goals and Action Plan, transmitted by Interim Vice Provost for Global Engagement (iVPGE) Richard Hughey. These are our comments:

- This is a detailed, extensive document with numerous proposals and recommendations. As such, it is similar to many other documents produced by committees and task forces, in that it amounts to more of a laundry list of what might or could be done with unlimited time and money, of which a random subset will be done because of a lack of prioritization. It would have made a great deal more sense for a task force or committee to have spent much less time in discussion and more time creating a list of five top priorities for which there is motivation, funding and a significant likelihood of accomplishment within a specified and limited time period.

It would also be helpful to distinguish among those initiatives intended to: (i) increase UCSC's reputation and presence internationally; (ii) to make our students more cosmopolitan via EAP and language study; and (iii) to improve the experiences of students from abroad, their transition to a new cultural context, and their emotional and other needs (about which more is said below).

- There is no clear plan to increase undergraduate international students to reach the limit set by UC Regents. Achieving this goal is important for the exposure of students to other cultures, and critical for the finances of the campus, especially at a point when we are likely to incur substantial additional strain on our permanent budget. This should be the top priority for Global Engagement. Having a permanent Vice Provost for Global Engagement, instead of continuing indefinitely with an interim appointment, with the iVPGE being overstretched with two portfolios, would be a step in this direction.
- The "Goals and Action Plan" document (Section 3.A), "Curriculum White Paper" (pp. 3-4), and "Student Mobility White Paper" (p. 2) indicate interest in providing additional language/writing support for international undergraduate students, potentially through the creation of an International Center, faculty workshops, and curricular revisions of both the

Academic Literacy Curriculum and Summer Academy. While each of these initiatives offers promise for building campus infrastructure to support students' language development, there is no sense of urgency or priority for this area. Since 2014, the campus has struggled to support a growing international student population, specifically as it relates to language instruction. As a result, this area should be a key focus if seed funding is provided, specifically the development of a multiliteracy center, which may offer support in speaking and writing.

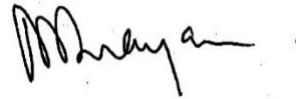
- A minor or major in global studies/theory will have to be sponsored by a faculty group with expertise in the area, not the Committee on International Education. Constraints due to classroom capacity on any new academic programs make it likely that these programs will not be approved if they put further strain on general assignment classrooms.
- Encouraging programs to incorporate study away major planners in their program statements is too broad of a goal, which CEP cannot support. There are majors for which study abroad makes no difference, and others for which it would be counterproductive.
- Any modification of ALC/MLC for international students cannot increase the already large number of writing courses needed before students satisfy the general education C Requirement. Either Admissions has to be able to ensure — through interviewing or otherwise screening international students — that students who need WRIT 25 are not admitted to UCSC. If we have a reliable mechanism to ensure this, CEP could consider approving the addition of a language course in the first term for these students.

Alternatively, a language course could be offered through the Summer Bridge program, or as a fully online course in the summer for which fees could be waived for international students who need it to encourage participation. We believe that a meeting between the Languages and Applied Linguistics Department Chair, the Writing Program Chair, the Multilingual Curriculum Lead, the CEP Chair and the iVPGE would move this forward, and should be initiated by the Global Engagement division.

- GE requirements will not be reopened in the near future.
- Access to foreign language learning is a worthy goal, but these courses are resource intensive, and there are other high demand courses that the Humanities Division is unable to offer. We recommend working with the campuses that have a rich portfolio of language courses, Berkeley and UCLA, to see if they would be willing to offer online versions of many of these courses. These would be of interest to ILTI, and may attract students from several campuses, not just Santa Cruz.

- The “Student Mobility White Paper” states that investigations of international undergraduate students’ mental health is undeveloped. The committee may want to reach out to the SSERC to see if the [current mental health study](#) has implications for international students. We hope this aspect of student support will be prioritized, as [CAPS has reported](#) an increase in international student clients. Combined with a lack of a deliberately structured integration of the international student population into campus life, this population is at risk and should be supported adequately. If the problem with integration can be eliminated, so that increased mental health services are not needed, that would be even better.

Sincerely,



Onuttom Narayan, Chair
Committee on Educational Policy

cc: Senate Committee Chairs

January 21, 2020

Kimberly Lau, Chair
Academic Senate

RE: Review of Draft Internationalization Goals and Action Plan

Dear Kim,

At its meetings of November 12 and November 26, 2019, and with Chair Jeremy Hourigan recused, the Committee on International Education (CIE) reviewed the “Draft Internationalization Goals and Action Plan” (hereafter draft plan) transmitted by iVPGE Hughey. The draft plan was developed by the steering committee working with the American Council on Education (ACE) Internationalization Laboratory to develop a strategic plan for UCSC’s internationalization.

CIE supports campus efforts to develop a strategic plan for campus internationalization, guided by an examination of the specific needs and strengths of the institution. CIE is pleased to see this early draft outlining goals and an action plan, and our feedback is intended to help advance campus strategic planning in a way that supports faculty research and collaborations, international student growth, and international student health and well-being. Our understanding is that Senate feedback on this early draft will help shape a final report, and we look forward to providing another round of feedback once the draft plan is revised.

General Comments

CIE appreciated the draft plan’s focus on valorizing international students from varied backgrounds as well as the focus on supporting and retaining students already here. The draft plan, for example, articulated the need to support students with writing and language skills, and noted existing programs in place that provide support that should be expanded. The committee also appreciates the recognition in the draft plan that housing is critical for visiting scholars at all academic levels.

CIE found, however, some areas of concern within the draft plan. First, the draft plan introduced, without explanation, the concept of “study away.” Members raised concerns about potential negative impacts on international education, and the study abroad experience, for students who might choose “study away” in place of “study abroad.” The committee was in agreement about the need to protect the international experience, noting that “study away” does not provide the same benefits that international study provides, in terms of exposure to cultures and knowledge garnered from outside of the United States. CIE believes international education should be the primary focus of our efforts for expanding “study away” options for our students. CIE also raised concerns that students who are less able to afford international experiences, or may be less familiar with options for international experiences, will be funneled into “study away” programs. The draft plan should articulate a definition of “study away,” and how Global Engagement envisions that it fits within the broader mission of international education. What is the strategic vision and plan for “study away” vs. international study abroad?

Second, CIE was concerned that the draft plan lays out many desirable potential activities and initiatives, some existing, some planned, others not yet in existence, without any discussion of a funding strategy. CIE therefore found it difficult to comment on the large number of activities and initiatives without more information on likelihood and sources of funding. It is clear that all of these activities and initiatives will require significant levels of funding, and CIE would like a clearer sense of what central resource commitments are in place and what funding is already available within Global Engagement and the academic units to support the draft plan. CIE was concerned that an unreasonable expectation may be implied that many of the proposed activities might be carried out without substantive funding, often with “a little more effort” by existing faculty and staff.

CIE noted a few other general comments. First, the committee suggests the draft plan could be improved by clarifying distinctions between outbound vs. inbound student issues and programming, perhaps organizing the draft plan to separate out these two categories of students. Members also noted that visiting scholar and faculty welfare issues might be more prominently addressed in the draft plan, as these could range from support with navigating small issues that impact the everyday experience to larger issues such as housing, transportation, and access to University resources.

Specific Feedback and Questions on Draft Goals

The committee also noted a few specific comments, as follows:

Under Goal 1: the committee suggests adding language about supporting international research collaboration, perhaps adding a new action item to fit this goal.

Under Goal 3: CIE raised whether this goal might address the issue of retention of international students. How might the campus better retain students that are now using UCSC as a stepping stone to a more prestigious UC?

Under Goal 4: CIE was unclear about the medium term goal to “create enduring structures that support faculty and unit engagement with internationalization.” This should be clarified in the revised plan.

CIE appreciates the opportunity to comment on the draft plan.

Sincerely,

/s/

Rebecca Braslau, Chair *Pro Tem*

Committee on International Education

cc: Senate Committee Chairs

January 22, 2020

Kimberly Lau, Chair
Academic Senate, Santa Cruz Division

RE: Draft Internationalization Goals and Action Plan

Dear Kim,

Thank you for the opportunity to comment on the IVPGE's Draft Internationalization Goals and Plans. The Committee on Library and Scholarly Communication reviewed iVPGE's Draft Internationalization Goals and Action Plan on November 21, 2019 and January 16, 2020. The committee has three broad comments.

First, the committee recommends prioritizing the items in the draft plan, and in particular focusing on housing in particular (Item 1.A.i-iii) as an especially high priority.

Second, we would like to encourage faculty to continue to put their scholarly work in [eScholarship](#) and publish data in [Dryad](#) as another way to increase visibility internationally.

Finally, COLASC was concerned with how the push to recruit new international Ph.D. students leaves many existing international students burdened by non-resident tuition because they were not included in the new policy. The committee suggests that the campus offers greater financial support for these students beyond the International Doctoral Fellowship which was passed by the Graduate Division in 2016. The UC-wide policy that an international student can never be considered a resident of the state (except for 3 years after advancing to candidacy) creates a system in which international graduate students are penalized because of their nationality and are rushed to candidacy. This problem could be easily solved if a TAsip's tuition remission included non-resident tuition- which would bring domestic and international students to the same level.

Thank you for the opportunity to review and comment on this draft plan.

Sincerely,



Jin Zhong Zhang, Chair
Committee on Library and Scholarly Communication

cc: Academic Senate Committee Chairs

January 24, 2020

Kimberly Lau, Chair
Academic Senate, Santa Cruz Division

Re: Draft Internationalization Goals and Action Plan

Dear Kim,

The Committee on Teaching (COT) has reviewed iVPGE's Draft Internationalization Goals and Action Plan.

Overall, we are in agreement with the goals of the document. We found, however, that the report contained less information regarding how to achieve those goals. Many implications for the report's proposed actions are not discussed, including those regarding how the initiatives will be funded, how additional staff will be hired to support the increase in international students on our campus, and how the housing needs of these students will be met. Similarly, there are many resource issues regarding preparing more of our students for international study, including the need for more language instruction on our campus. Pedagogical issues also need to be addressed. For example, how can we work to bridge cultural differences in expectations regarding what counts as "effective teaching"? And how should we handle issues of language proficiency in assessing student work? Much of this preparation would ideally be done prior to the arrival of additional students.

Regarding the specific questions that were directed to COT:

How can we best support faculty in teaching students from many countries?

We agree that this is an important question, and we note that the Center for Innovation in Teaching and Learning (CITL) has workshop programming that addresses these concerns, and that can be presented to departments on request. An influx of additional international students and faculty would, of course, require additional resources to increase the capacity of this programming. Resources are also needed to assess the relative effectiveness of various types of programs.

Would COT and CIE have interest in an award or faculty fellows program for course or curriculum development related to internationalization?

The view of COT is that any recognition of excellence in teaching is welcome. There are questions that would need to be addressed, however, regarding what the criteria for such an award would be and how they would be assessed. With support, COT would welcome the opportunity to consider how best to address these challenging issues.

Finally, we list below some specific questions and comments that came up in our review of the proposed goals and action plan (roughly in the order they came up in the document):

1. There are always traditional barriers to international research, due to funding by country. How can these barriers be removed?
2. What is meant by "global studies/theory"? (in section 2A)
3. It seems that one of the major barriers to more international students is costs/fees. Would one solution be to provide more incentives for faculty to admit international students?
4. Many good ideas are listed in section 5, but not much on how to do them (e.g. 5C III: "Become well-known ...").

5. Use of data / analysis would have impacts on staffing and IT costs to manage and archive the data.
6. Addressing housing needs should be a more central part of the plan. Beyond just facilitating students' access to housing, it is important to consider how housing options can be created that would support international students' extra-curricular learning (e.g., immersion in the target language, meaningful interactions with diverse students).
7. Language instruction is needed for UCSC students wishing to prepare for study abroad.
8. Pedagogical issues need more attention. For example, should international students be held to the same standards as US students? How do we prepare faculty to engage effectively with international students and to facilitate their learning in many different class settings (large lecture, labs, field, etc.)

Thank you for the opportunity to respond to this document.

Sincerely,



Maureen Callanan, Chair
Committee on Teaching

cc: Academic Senate Committee Chairs

December 17, 2019

Kimberly Lau, Chair
Academic Senate

RE: Draft Internationalization Goals and Action Plan

Dear Kim.

At its meetings of November 7 and November 14, 2019, the Committee on Planning and Budget (CPB) reviewed the Draft Internationalization Goals and Action Plan, transmitted by iVPGE Richard Hughey, and has the following comments. To begin with, CPB would like to recommend the prioritization of the following Plan items:

- 3A,B,C: Supporting our international student population
- 1B: Incentivize international engagement by faculty, such as through seed funding for new initiatives in research, service, and teaching.
- 1C: Develop and support interdisciplinary faculty clusters focused on key regions to enhance curriculum, mobility, and research partnerships.

CPB's most immediate reaction to the draft plan was a strong concurrence with the principles of Section 3, Parts A, B and C. These components of the plan attend to the specific needs of international students, and CPB views them as essential to the responsible implementation of the component of the plan that invites students to pursue degrees on our campus. Moreover, CPB agrees that it is important to continue fostering pipelines to bring international students to the campus. In carrying this out, it will be important to ensure that the experience of international students on campus is positive, so that these pipelines are not damaged by negative feedback or discouraged by word of mouth.

CPB encourages Global Engagement to consider implementing specific financial support for international conferences on campus, especially ones that are likely to promote long run research collaborations, or institutional linkages.

Two important areas of comprehensive internationalization seem to be largely absent in the draft plan: the role of Silicon Valley, and foreign language instruction. Given how important our proximity to Silicon Valley is to our attractiveness to international students (especially in STEM), CPB expected some discussion in the report of how internationalization relates to our Silicon Valley strategy. Is it possible, for instance, for the Silicon Valley campus to develop housing for international researchers? Can Silicon-Valley-based experiential components be developed for some programs, to enhance our uniqueness for international students?

We are concerned that there seems to be no plan for foreign language instruction on campus. Some members of the UCSC community have been attempting to find ways to establish Title VI foreign language and area studies fellowship programs on campus. We recommend that an initiative to enhance our foreign language offerings, possibly in collaboration with the Division of Humanities, be incorporated into the Plan. We suspect doing so would increase the attractiveness to our students of studying abroad in parts of the world such as Slavic countries, Islamic regions, South Asia, Southeast Asia, and East Asia.

We hope you find these comments to be of help to you in formulating your overall Senate response.

Sincerely,



Bruce Schumm, Chair
Committee on Planning and Budget

Cc: Senate Committee Chairs

January 21, 2020

Kimberly Lau, Chair
Academic Senate

RE: Draft Internationalization Goals and Action Plan

Dear Kim,

At its meeting of December 5, 2019, Graduate Council (GC) reviewed the “Draft Internationalization Goals and Action Plan” (hereafter draft plan) transmitted by iVPGE Hughey. The draft plan was developed by the steering committee working with the American Council on Education (ACE) Internationalization Laboratory to develop a strategic plan for UCSC’s internationalization. The five components identified as key elements – Globally-focused Research and Engagement, Global Curriculum Enhancement, Students from Many Countries, Organization, and Partnerships – appear to cover critical segments in fulfilling participation in the ACE Internationalization Laboratory. There are aspects of the draft plan that Council found laudable, readily achievable, and impactful, such as development of an engagement plan for international alumni and alumni working outside the country. However, the draft did not clearly articulate impactful goals and an executable action plan that could guide the campus in the course of seeking perceptible improvements in internationalization. Rather, Council found that the stated goals were ambiguous and the associated action plans not readily executable, which may impair the broader usefulness of the document. Council has the following additional comments.

In the paragraphs introducing each of the five components – Globally-focused Research and Engagement, Global Curriculum Enhancement, Students from Many Countries, Organization, and Partnerships – a brief qualitative assessment of UCSC’s current state relevant to the topic area is offered, followed by a listing of broad goals moving forward. Each of the five component areas could be strengthened if the introductory paragraphs were developed a bit more to include concrete examples of where the campus stands in these areas, highlighting areas that should be prioritized for development. Then the following goals, which are well-elaborated, *could be prioritized* in terms of importance, impact, and required resources (e.g., money and person-power).

The action plans should be directly associated with the prioritized goals, and they should be *specific and executable* so that appropriate execution strategies can be built and implemented. In the draft, the action plans described as “Short Term”, “Medium Term”, and “Long Term” appear to have no strategic transition from one term to another. Further the plan currently does not, but should, address the means by which required financial resources will be generated and/or identified to execute the action plans. Without addressing likely resource needs and how they might be secured, the plans risk being overly aspirational with little likelihood of meaningful progress.

Some specific questions raised by Council are:

1. *Globally-focused research and engagement / Increase housing availability:* Availability of short-term affordable housing rentals suitable for visiting students and scholars is a major challenge on our campus, and it does not appear to be sufficiently recognized, or realistic actionable solutions provided in the draft that could accommodate more than a handful of visiting scholars. How might the campus realistically address this issue? Is there a short-term solution that could lead to a longer-term solution? How should this priority be judged in comparison to creating housing for students in general (undergraduate, graduate)?

2. *Students from many countries / Support faculty and staff in teaching students from abroad / Broaden geographic distribution:* Council recognizes and supports the value of a diverse student population, but it was not clear how this might be achieved. Is the draft suggesting that the campus put a cap on the number of students from a specific country, or would the campus encourage a specific country to send their students to UCSC to achieve some defined goals of representation? Regarding *Recruitment of international graduate students* - The plan recommends developing a strategy to increase international graduate students by 50%. While laudable, there are significant implications in significantly growing the number of international graduate students, not the least of which are financial resources for supporting those students (either from their home country or UCSC), additional training and support needs, etc. Is international growth to come at the expense of available graduate student slots, or in addition to current graduate enrollment (or perhaps in addition to higher national enrollment)? Is it suggested that growth of international graduate

enrollment be given a higher priority than growth of national graduate enrollment? Further, it is likely that potential for growth in international students will vary by discipline; thus, to achieve an overall increase of 50% some disciplines will grow more than 50% and others less than 50%. The draft should acknowledge these related challenges and include plans to address/mitigate them. Again, this will ensure that the action plans are achievable rather than simply aspirational.

3. A minor suggestion from Council is to add a program to bring international faculty to UCSC for sabbatical or in-residency with curriculum and seminars to support their sabbatical/residency.

4. Finally, the draft requested Council's response to several specific questions. Following are those questions (in italics), followed by Council's response. i) *What is GC's view of the Graduate Prep Program?* Council supports the program, and believes an expanded version of the program would likely be needed in support of an increase in international graduate students. Council also believes that outcome measures of program effectiveness should be developed and tracked in order to assess the program's impact on increased preparedness and success of international students, and whether success varies based on English language skills, area of discipline, master's versus doctoral level of entering students, etc. ii) *How can we best support our international graduate students?* Discussions should take place to determine whether there is a need for supplemental training programs for development/strengthening of language and writing skills, and programs to support inclusion and community-building. Discussions should also consider if support programs should distinguish between doctoral and master's level. iii) *What role does international fieldwork play in graduate studies? To what extent does it take place?* It is likely significant but variable by program. Thus, these questions are best addressed by individual programs. iv) *Several programs indicated a need for graduate student writing support; what might this look like?* Availability of walk-in or scheduled availability of writing tutors by general discipline – peer tutors and higher level.

In closing, Council supports further development of the draft plan. We believe that the true challenge will be in prioritizing the goals and obtaining resources needed to execute and realize those goals. This may well require a major initiative for resources that will not compete with resource availability to existing campus programs and priorities.

Sincerely,



Donald Smith, Chair
Graduate Council

cc: Senate Committee Chairs

Subject: Internationalization report

From: Onuttom Narayan <onarayan@ucsc.edu>

Date: 1/11/2020, 10:28 PM

To: Kimberly Lau <lau@ucsc.edu>, David Brundage <brundage@ucsc.edu>, Matthew Mednick <mmednick@ucsc.edu>

Hi Kim,

The internationalization report is on CEP's agenda for this week, and I was reading through it. I think it is very wooly. More importantly, it does very little to advance what should be our highest priority in this area: to increase the number of students at UCSC paying out-of-state tuition until we reach the Regents' limit. Our replies go to you, and then to Richard, who will doubtless ignore such a criticism. Is there anything that can be done?

Thanks,
Onuttom

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November 21, 2019

KIMBERLY LAU, Chair
Academic Senate, Santa Cruz Division

Re: Draft Internationalization Goals and Action Plan

Dear Kim,

During its meeting of November 20, 2019, the Committee on Privilege and Tenure (P&T) reviewed the draft Internationalization Goals and Action plan for the Campus. We noted two purview-specific areas warranting attention.

First, the committee was concerned with how students and faculty are held accountable and protected in cases of campus exchange. P&T strongly urges the inclusion of a short statement that both incoming and outgoing students and faculty are subject to the campus' codes of conduct and other relevant policies.

Second, P&T does not support any policy, explicit or implicit, which penalizes faculty for having a domestic research agenda or teaching portfolio. Therefore, we ask that the revised plan exclude any language that suggests that international research and teaching efforts will be prioritized or incentivized.

While outside of P&T purview, an issue on which all members agreed was the importance of providing housing for the campus' international guests.

Sincerely,

/s/

Julie Guthman, Chair
Committee on Privilege and Tenure

cc: Senate Chairs

October 25, 2019

Kimberly Lau
Chair, Academic Senate

Dear Kimberly,

Re: Draft Internationalization Goals and Action Plan

I write to request the Senate's consultation on the attached Draft Internationalization Goals and Action Plan. The steering committee has developed optional questions attached as well that committees may wish to consider in their analysis. Response by February 1, 2020, would be appreciated.

The [Internationalization Strategic Planning](#), with institutional mentorship from the American Council on Education (ACE) Internationalization Laboratory, is a 2-year Senate-Administration collaboration. Past Chancellor Blumenthal and Past Campus Provost / Executive Vice Chancellor (CP/EVC) Tromp [announced the initiative in November, 2018](#), and through the hard work of the [Steering Committee and its co-chairs](#), we have completed this draft strategic plan.

I see this work as helping our campus further facilitate and increase the impact of our research throughout the world; expanding the range of students and scholars interested in matriculated or visiting study or research at UC Santa Cruz; and enhancing the education we provide to undergraduate and graduate students.

The plan represents a distillation of thought based on broad analysis of institutional data, joining faculty meetings at about 60% of our [departments](#), discussing key areas with the Council of Provosts and the Council of Senior Directors, a campus-wide town hall, and connecting with many principal officers and other leaders on campus.

The draft goals and action plan were informed by [white papers](#) written by subcommittees, expanded beyond steering committee membership to incorporate additional expertise and vision. The studies were then condensed to goals and actions surrounding five components of comprehensive internationalization: Globally-focused Research and Engagement, Global Curriculum Enhancement, Students from Many Countries, Organization, and Partnerships.

The Senate's help in refining and prioritizing the draft goals and actions will be vital to our campus' further progress as an internationalized research university.

Thank you again for the Senate's strong support of this initiative and its many facets.

Sincerely,



Richard Hughey
Interim Vice Provost
of Global Engagement
Vice Provost and Dean
of Undergraduate Education

Attachments: Draft Internationalization Goals and Action Plan
Optional Questions for Committee Consideration
Collaboration and Partnership White Paper
Curriculum White Paper
Student Mobility White Paper

cc: iCPEVC Kletzer
ACE Internationalization Laboratory Steering Committee and Contributors
Senate Director Mednick

UC Santa Cruz Draft Internationalization Goals and Action Plan

1. Globally-focused Research and Engagement

UC Santa Cruz has an impressive profile of faculty engaged in research and creativity throughout the world. With additional focus, we can further build our international reputation and expand the scope and impact of our endeavors domestically and abroad.

- A. Increase housing availability for visiting scholars, visiting grad students.
 - I. Short Term: Explore Cowell Guest Rooms, vacant College Provost houses, other campus housing.
 - II. Medium Term: Apartments in Housing West.
 - III. Long Term: International House.
- B. Incentivize international engagement by faculty, such as through seed funding for new initiatives in research, service, and teaching.
 - I. Short Term: Partner with the Academic Senate to launch a seed fund and proposal process.
 - II. Medium Term: Evaluate the effectiveness of projects and amend accordingly. Consider with Office of Research, University Relations, and the Academic Senate integration of international engagement within other campus funding processes.
 - III. Long Term: Assist faculty and units in cultivating fund sources and donors.
- C. Develop and support interdisciplinary faculty clusters focused on key regions to enhance curriculum, mobility, and research partnerships.
 - I. Short Term: Award at least one seed grant focused on such a cluster that broadly engages across curriculum, mobility, and research.
 - II. Medium Term: Develop programs of faculty learning communities with biennial rotating regional focus.
 - III. Long Term: Expand, Improve, and disseminate the program.

2. Global Curriculum Enhancement

UC Santa Cruz has well-known curricula with global focus. Increasing opportunities for globally-informed study through undergraduate and graduate degree programs, experiential learning, and coursework in all disciplines will better prepare all of our students for interaction in an increasingly interconnected world.

- A. Develop undergraduate and graduate global studies/theory designations, minors, or concentrations.
 - I. Short Term: Work with Committee on International Education to develop a minor in global studies/theory.
 - II. Medium Term: Facilitate inclusion of global concentrations and pathways in undergraduate and graduate degrees.

- III. Long Term: Undergraduate major in global studies/theory, and at least one new master's program with interdisciplinary global/international focus.
- B. Increase access to study abroad and study away coursework and other experiential education opportunities with a focus on inclusiveness.
 - I. Short Term: Create a new campus model for off-campus study that will cultivate new programs, faculty engagement, and student access.
 - II. Medium Term: Encourage programs to incorporate study away major planners in their program statements.
 - III. Long Term: Build a variety of programs and funding options.
- C. Grow the number of faculty-led and exchange programs through incentives for faculty at all career levels.
 - I. Short Term: Work with Committee on International Education, Committee on Educational Policy, and Academic Affairs to define faculty incentive and reward structure.
 - II. Medium Term: Increase faculty-led and exchange programs by 50% in 3 years.
 - III. Long Term: Achieve regional and disciplinary diversity.
- D. Develop undergraduate and graduate degree programs in Global and Community Health.
 - I. Short Term: Minor(s) approved 2019-20. Host System-Wide UC Global Health Day.
 - II. Medium: Major(s) approved 2021-22.
 - III. Long Term: Graduate program(s) launched 2022-23.
- E. Support and incentivize programs and faculty in the modification of courses to include global contexts.
 - I. Short Term: Develop a faculty mentorship cohort program to support faculty seeking to modify courses and curricula.
 - II. Medium Term: Launch first faculty mentorship cohort.
 - III. Long Term: Through cohorts, facilitate the development of new courses with international / global / interdisciplinary focus.
- F. Track learning outcomes, refine content and improve participation in programs for entering international students, including Summer Academy and Graduate Prep Program.
 - I. Short Term: Assess the results and gaps of entering student curricular programs.
 - II. Medium Term: Improve and grow the programs.
 - III. Long Term: Achieve 25% participation by incoming international undergraduate and graduate students.

3. Students from Many Countries

UC Santa Cruz, as a distinctive research university with a unique college structure within a redwood forest, attracts undergraduate and graduate students from around the world. We must continually monitor and improve the experiences and outcomes for our

students, both for those who are new to our country and for the totality of graduates who will be living, working, and changing an increasingly complex, multicultural, and multinational world.

- A. Expand writing and language support for international students, leveraging the successes of the Academic Literacy Curriculum and the Graduate Preparation Program.
 - I. Short Term: Expand focus of entering student curriculum to also include oral production and comprehension and reading strategies.
 - II. Medium Term: Develop and identify funding for graduate writing curriculum targeting international students.
 - III. Long Term: Students completing these courses are retained and successful.
- B. Support faculty and staff in teaching and working with students from multiple countries, cultures, and backgrounds.
 - I. Short Term: Develop workshop plans, potentially with the Center for Innovations in Teaching and Learning and the Office of Diversity, Equity, and Inclusion.
 - II. Medium Term: Offer workshops.
 - III. Long Term: Track and expand participation and outcomes.
- C. Monitor, on a continuing basis, the welfare of our rapidly growing international graduate and undergraduate student populations, considering common metrics of student achievement and satisfaction.
 - I. Short Term: Establish an annual tracking and mixed methods analysis approach among Global Engagement, Student Success, Colleges, Housing and Educational Services, Institutional Research, Assessment, and Policy Studies (IRAPS) and the Academic Senate.
 - II. Medium Term: Conduct surveys, focus groups, and analysis with students and student organizations.
 - III. Long Term: Implement changes as a result.
- D. Broaden geographic distribution of international students.
 - I. Short Term: Hire sponsored student programs advisor.
 - II. Medium Term: Shift portion of students from a single country or region to no more than 70% of the total.
 - III. Long Term: Shift a portion of students from a single country or region to no more than 50% of the total.
- E. Develop a campus-wide strategy for the recruitment of international matriculated graduate students.
 - I. Short Term: Hire sponsored student programs advisor.
 - II. Medium Term: Leverage travel and develop materials and strategies for recruitment across programs and levels.
 - III. Long Term: Increase international graduate students by 50%.

- F. Expand and integrate co-curricular opportunities to engage across cultures and nationalities in all colleges and among graduate students, such as through programming and peer mentorship opportunities.
 - I. Short Term: Consistently include international foci in staff and student diversity training programs.
 - II. Medium Term: Expand the iFloor model to two additional colleges. The College Nine iFloor brings together international and domestic first-year students who apply to live in this intentional intercultural community. The iFloor offers residents opportunities to make meaningful, lifelong friendships and connections that extend beyond borders.
 - III. Long Term: Greater integration of California, National, and International communities at the graduate and undergraduate levels.

4. Organization

UC Santa Cruz has taken many steps in recent years to institutionalize its foci on comprehensive internationalization. Continued work to develop structures, positions, and processes dedicated to comprehensive internationalization is key to sustained growth and development.

- A. Integrate international discussion and planning within standing campus structure(s), such as the Chancellor's Cabinet, Senate Executive Committee, Deans' Advisory Committee, or other committee(s).
 - I. Short Term: Identify meeting structure and frequency.
 - II. Medium Term: Maintain and expand this plan as a living document.
 - III. Long Term: Move UC Santa Cruz to the next level of comprehensive internationalization.
- B. Form a study group to develop ideas related to the scope and function of a future international center.
 - I. Medium Term: Assemble study group.
 - II. Long Term: Build an international center.
- C. Increase faculty formally engaged with Internationalization.
 - I. Short Term: Establish one or two faculty administrators to work with Global Engagement, departments, faculty, and The Academic Senate.
 - II. Medium Term: Create enduring structures that support faculty and unit engagement with internationalization.
 - III. Long Term: Engage in a national recruitment of a principal officer.

5. Partnerships

UC Santa Cruz works with institutions around the world in research, service, and teaching. Strategic advancement of meaningful partnerships, in collaboration with faculty, staff, and alumni, will further expand the opportunities for our students and researchers and our impact around the globe.

- A. Broaden and deepen partnerships with international institutions.
 - I. Short Term: Diversify partnership portfolio by region and country to expand student, faculty, and staff exchanges, and research collaborations.
 - II. Medium Term: Double the number of active partnerships through leveraging faculty connections.
 - III. Long Term: Increase student mobility, research collaboration, and international reputation as a result of these partnerships.
- B. Develop an engagement plan for international alumni and alumni working or studying outside the country.
 - I. Short Term: Assemble and analyze the available data on international alumni with programs, colleges, graduate division, and University Relations.
 - II. Medium Term: Leverage leadership, faculty, staff, and student travel to engage with alumni in intentional manners.
 - III. Long Term: Form and engage robust international alumni groups.
- C. Communicate widely on our assets, activities, impacts, and plans.
 - I. Short Term: Leverage new tools to archive, analyze, and display international activity.
 - II. Medium Term: Encourage dissemination of outcomes related to comprehensive internationalization.
 - III. Long Term: Become well known throughout the world for being the internationalized research university that we are.

Optional Questions for Committee Consideration

- Academic Freedom
 - Global controversies can give rise to concerns about academic freedom. How can faculty and students be best supported in these difficult discussions?
- Academic Personnel
 - Should campus processes explicitly recognize internationalization in its many forms as a positive for faculty review? The UC Senior International Officers recently endorsed [recognition of international activities](#) in personnel processes.
 - What would be the best ways for faculty at UC Santa Cruz describe these activities, and for departments to assess them?
- Admissions and Financial Aid
 - What should the goals of international diversification be?
 - What are the most important regions from which more substantial populations can be feasibly drawn?
- Affirmative Action and Diversity
 - Can you provide guidance on the intersections of multicultural and international faculty and faculty foci? How might these two concepts advantage each other?
 - How should faculty activities related to international multicultural issues be recognized?
- Career Advising
 - What would be the best ways to help and mentor faculty to apply for Fulbright and related programs?
- Courses of Instruction
 - What additional concerns might there be surrounding faculty-led courses during the regular terms?
 - How might the course review process for undergraduate and graduate courses incorporate thought about global context? What level of engagement should CCI have as faculty and programs undertake course review?
 - How can the addition of focus in the curriculum enhance global competency?
- Educational Policy
 - Would CEP support encouraging all programs to include study away planners in the catalog?
 - How has CEP seen the growth of campus-based exchange and faculty led programs? Are there process and policy needs?
 - What are CEP's views of the best ways to support incoming and advanced writing for multilingual students?
- Faculty Welfare
 - Housing - do you have any thoughts on visitor faculty and scholar housing?
 - Are there additional areas in which the campus can support visiting faculty and scholars?

- Graduate Council
 - What is GC's view of the Graduate Prep Program?
 - How can we best support our international graduate students?
 - What role does international fieldwork play in graduate studies? To what extent does it take place?
 - Several programs indicated a need for graduate student writing support; what might this look like?
- International Education
 - Thank you for your engagement and support over the years. What activities will most impact our students trajectories after they have graduated?
 - How can CIE best be involved in the development of a global students minor?
- Library and Scholarly Communication
 - How can our campus focus more consistently on key international ranking metrics such as citation impact, co-authorship across institutions, and similar items?
- Planning and Budget
 - Which goals would appear to have the most impact on our campus and its continued growth as a prominent internationalized research university?
 - Rankings influence prospective students and can determine eligibility for foreign government scholarships. How can our campus focus more consistently on ranking?
- Research
 - How can we best seed faculty activities related to international research collaborations?
 - Would a faculty cohort model by region be a good idea?
 - Would it make sense for international focus be an optional part of the review criteria for COR grants?
- Teaching
 - How can we best support faculty in teaching students from many countries?
 - Would COT and CIE have interest in an award or faculty fellows program for course or curriculum development related to internationalization?
- Development & Fundraising
 - What are the best approaches to engaging our international alumni and friends, and alumni and friends around the world?
 - How can UCSC's stature as a growing internationalized research university be best leveraged in the development of corporate and foundation relations?

Collaboration and Partnerships

Twenty to thirty years ago international partnerships were mainly about undergraduate student exchange. In the UC system, because UCEAP developed and managed UG students exchange programs for all UC students, the campuses had no need to develop institutional partnerships. But the landscape in international education has changed and now to be successful, partnerships seek to be broader and deeper than only student exchanges through the development of a myriad of activities between partner institutions. Joint initiatives might include cooperative research projects, reciprocal faculty and staff exchanges, joint and dual degree programs, co-taught virtual conference classes, and even the sharing of curricula. Therefore, it is imperative that UC Santa Cruz develop and expand our institutional partnerships with universities abroad.

UCSC faculty are very engaged all around the globe, but we have failed to leverage that engagement to develop meaningful partnerships. We can expand on the connections of faculty to build partnerships that can provide exciting opportunities for our students that match and/or complement / enhance our own degree programs or research initiatives (and by extension, enhance our reputation around the world), and that can encourage research collaboration across boundaries to solve global problems needed to impact and make a difference in the world.

In order for partnerships to succeed, funding needs to be available to support the activities of these partnerships - minimally through a seed grant program to expand the number of partnerships and ideally through a continuing fund for the development and expansion of partnership activities for specifically focused programs. For example, faculty exchanges can be an extremely valuable means of internationalizing the campus by connecting faculty with overseas exchange partners. But this requires funding and incentives for faculty with competing priorities.

A number of obstacles in supporting partnership development and collaboration that result in faculty engagement in international teaching, research, and service exist. Among these are the following:

- Currently, we are not maximizing our potential to bring international scholars to the campus. There are no short-term housing options for visiting international faculty or researchers, there is a lack of temporary office space, and funding is not available to support such visits. Because of this UC Santa Cruz misses the opportunity to attract international scholars and bring Fulbright Scholars here for short-term teaching & research.
- There is no process to assist with faculty exchange (including no pool of funding to support such efforts, a lack of short-term housing for incoming scholars).

- There has been a lack of centralized information on faculty/staff international travel, institutional relationships, and international academic expertise. Many departments and faculty members are not aware of the opportunities that do exist and they are often unaware of colleagues who are doing similar work or have connections to institutions or scholars abroad.
- Because much of the international activity in which faculty are engaged is a function of their own enterprising efforts, many linkages that exist and the programs faculty have developed are tied to individuals rather than the institution. This presents a risk of losing important linkages if these faculty members leave UC Santa Cruz.
- There is a need for better incentives for UC Santa Cruz faculty to develop faculty-led summer study abroad programs, such as support for developing curricula or course reductions.
- Allocating staff support for these programs usually requires rewriting job descriptions (which is often not possible) or diverting from other important tasks. This sometimes leads to faculty doing administrative work that is not the best use of their time

To increase the development of partnerships and to increasing opportunities for faculty to engage in collaborative international teaching, research and service we suggest the following:

Suggested Goals, Actions and Measurables

1. Broaden and deepen UC Santa Cruz partnerships with other international institutions, including the establishment of student and/or faculty exchanges, possible joint/ dual degrees and research collaborations.
 - a. Increase the number and the geographical distribution of institutional partnerships, with a focus on regions of the world where our faculty are engaged internationally.

(data gap - still need faculty engagement survey to inform perhaps regions of the world for focus)
 - b. Develop a partnership strategy that establishes a rubric by which the campus can evaluate new partnership opportunities and prioritize efforts
 - i. likelihood of increasing graduate student recruitment
 - ii. access to new funding
 - iii. expanding undergraduate study abroad opportunities
 - c. Facilitate the academic integration of credits earned abroad by UCSC students
 - d. Develop a searchable database of institutional partnerships and linkages (MOUs and other agreements, faculty collaborations, student mobility), to be made available on the Global Engagement website, which will capture the ongoing

overview of where faculty, staff, and students are engaged internationally and provide context and perspective for future partnership development efforts.

- e. Cultivate partnerships beyond academia with the private sector, government, and Non-Governmental Organizations.
- 2. Enhance globally focused research and engagement at UC Santa Cruz**
- a. Identify and disseminate to faculty international grant opportunities that focus on international research, and in particular those that would maximize our existing research strengths.
 - i. A position (in GE? full-time?) to help disseminate this research opportunities but also focusing on facilitating faculty uptake of such opportunities (workshops, seminars)
 - b. Identify research foci that would help UC Santa Cruz build a name for itself? Perhaps tied to geographic location? Tied to SAP?
 - c. Enhance recognition within the university for globally focused research and engagement.
 - i. Work with UR - News & Media Relations to develop more recognition of global focus of research
 - d. Establish a Title VI Center - possibly in Latin American Studies
 - i. Brings in FLAS funding
 - ii. Expands language learning opportunities for students
 - e. Increase housing availability for visiting scholars, visiting grad students, i.e. an “international house”; A key tool for development of partnerships
 - i. Cultivating donors through Development
 - ii. A public/private partnership
 - iii. An international floor at Student Housing West for grad students
 - iv. Contracting w/ AirBnB to hold rooms during certain periods or throughout a year?
 - v. Kresge or Porter, Provost house is empty?
 - vi. According to faculty, summer is the better time. Dialogue w/ Conference Housing to see if more rooms might be made available for hosting visiting scholars.
 - 1. A survey to departments to better understand the demand for this type of housing - how many short-term visitors do we host? How many visit for workshops, conferences that do not require visas?
- 3. Maximize International Engagement by Faculty**
- a. Offer financial incentives and recognition such as course releases for curriculum enhancement, e.g. UW internationalization of an existing course by adding a few weeks of “global” content, allowing summer faculty-led study abroad to be part of teaching load, more TAs, etc.
 - b. Establish a special fund to help seed new or expand existing partnerships that

- i. would support faculty travel to existing or potential partners and also
 - ii. would support visiting professors / scholars from existing or potential international partners to UCSC
- c. Develop a protocol and create funding for establishing Faculty Exchange Programs with strategic partner institutions around the world.
- d. Work with departments and (Academic Senate?) to make partnership development activities by faculty considered exceptional service to the campus

Curriculum, Co-Curriculum, and Learning Outcomes

UC Santa Cruz has a strong foundation upon which to build structures, opportunities and processes promoting greater internationalization — academic, programmatic and paradigmatic approaches that are multiscalar, cross-cultural, interdisciplinary and reflective of global interdependence and integration. Our students have a broad diversity of international experiences, crossing multiple cultures and identities. Our faculty have attended institutions around the globe and engage in research of exceptional international impact in all fields. Our portfolio includes signature degrees and research programs that have specific international foci, including global finance, Latin American studies, astronomy, East Asian studies, climate policy and science, and many others. Our colleges expand and enrich the undergraduate learning experience through curricular, co-curricular, and experiential programs and opportunities. Our faculty, students and alumni engage the world and are deeply enriched by these international endeavors.

Yet, UC Santa Cruz can do more in efforts to prepare all students to take their place in an increasingly interconnected world. There is uneven geographic representation and coverage of cross-cultural and international topics in the curriculum. There is inefficiency and redundancy across multi-departmental curricula, with more courses than necessary offered about some regions and few on other regions, notably the Middle East. Within the curriculum, the lack of breadth of language instruction is a concern, and additional faculty support is needed to incorporate global learning into classes and programs. There are not enough spaces and programs on campus in which intercultural and transnational exchange and mutual learning can take place. Such unevenness, inadequacies, and disparities must be remedied to support and train our international, undergraduate and graduate students.

There are many actions that our campus is poised to undertake, some in progress and others yet to be planned. Specifically, we are planning to launch new undergraduate and graduate majors, minors, or certificates, including global and community health, and global studies. The broad curriculum can also be supported through a review of general education requirements and support for curricular redesign related to global learning. The successful international communities available at some of our colleges should be replicated at others. Collaboration among groups dedicated to curricular and co-curricular innovation can be strengthened.

The subcommittee developed several principles regarding internationalization.

We need to do more to valorize the international backgrounds and transnational knowledges our students already bring to the campus, including support for teaching strategies that can better treat such backgrounds and knowledges as learning assets rather than liabilities.

We must not hold students with international backgrounds and transnational knowledge responsible for teaching the campus community about their backgrounds and knowledge; that is our job as an institution.

We need to consider strategically language instruction, determining the most effective way to ensure sustainable access to to key languages. And, we need to provide support for students and visitors as they develop higher levels of fluency in English.

We need to have a comprehensive approach and plan for engagement with international alumni and alumni presently outside of the country.

We need to envision a creative articulation of internationalization efforts with and within the colleges, facilitating cross-campus discipline innovation among faculty fellows, compelling curricula for students, and engaging opportunities for alumni and supporters.

We need to engage our local community in learning and being part of the internationalization of our state, campus, curriculum, and student body.

We need an international center as a physical space of support and sociality for international activities. This would serve as a community resource center for international, undergraduate, graduate, and visiting students as well as a hub for staff, faculty, and researchers seeking international engagement and expertise on campus.

The subcommittee developed several goals, not ranked.

- Courses
 - a. Develop support for programs and faculty to modify courses to include global issues, even in courses not focussed on a region.
 - b. Ensure access to language learning.
 - c. Encourage the Senate to consider general education requirements in the context of internationalization, ER and CC in particular.
 - d. Facilitate interdisciplinary instruction related to global understanding, leveraging the colleges, Strategic Academic Plan barriers work, and other campus mechanisms.
 - e. Develop model curricular and co-curricular learning outcomes related to international understanding and cross-cultural competency for use in courses and programming.
- Regional foci
 - a. Form cross-divisional faculty teams to review cross-program offerings so that students with specific educational objectives can meet their goals. Articulate the curricula in the catalog and the schedule of offerings. Consider individual major templates, minors, and designated emphases. Regions of possible initial focus, roughly listed by need and momentum include:
 - i. [Middle East](#)
 - 1. Persian and arabic planned for 2019-20 with external support.
 - ii. [South Asia](#)

1. Neither Hindi nor Urdu is available at UC Santa Cruz or in California, an opportunity.
 2. Establish a [cross-divisional research center](#).
- iii. [Africa](#)
 1. Historical foci on North Africa, West Africa, and slavery. Current issues in [Focus on Africa](#).
 - iv. [Southeast Asia](#)
 1. Building upon the Pilipinx Historical Dialogue ([social network site](#)).
- b. Determine and address language gaps, such as Arabic, in language and course availability.
 - c. Encourage faculty teams to work with collaborating departments to increase coverage of the area, and to develop concentrations, minors, or individual major templates where appropriate.
- Degree programs and minors
 - a. Global and Community Health
 - i. Tying into the [UC Global Health Institute](#) and [UCEAP Public and Global Health](#).
 - ii. Minor within 1-2 years; BA and BS within 2-3 years; designated emphasis within 1-4 years, and longer term possibility of creating a transdisciplinary global health institute.
 - b. Global Studies or Global Theory
 - i. Examples from [UMN](#) and [UCI](#).
 - ii. How is globalization redefining theory? Global Theory as a strategy to address globality as the condition in which we live and experience.
 - iii. Certificate and minor within 1-2 years; Consideration of major within 3-6 years.
 - Strategic Academic Plan
 - a. Seize the opportunities present in the [Strategic Academic Plan](#)
 - Campus-wide programming to support multicultural international education
 - a. Review goals, effectiveness, and breadth of [CC](#) general education courses.
 - b. Expand and increase faculty participation in [CITL](#) and [ODEI](#) programming related to internationalization.
 - c. Ensure close collaboration in college curriculum and co-curriculum regarding multicultural international education, including considering replication of the [iFloor](#).
 - d. Consider college-specific geographic foci, perhaps changing by quarter or year.
 - e. Provide strong post-graduation advising for student from outside the country and those planning to work or study outside the country.
 - f. Create internationalization “best practices.”
 - International Center
 - a. Examples from [UCI](#) and [UCD](#).
 - b. Form a study group to develop ideas related to scope and function of a future international center.

- Writing support
 - a. Expand writing and language support for international students, leveraging the successes of the Academic Literacy Curriculum and the [Graduate Preparation Program](#).
- Information
 - a. Consolidate information and activities on campus to better understand where we are and if there are certain geographical areas where we should focus our efforts.
 - b. Ensure quarterly meetings amongs curricular and co-curricular leaders to catalyze shared responsibility for undergraduate and graduate co-curriculum.
- Branding
 - a. Develop a comprehensive branding strategy for UC Santa Cruz as an multicultural internationalized university.
 - b. Engage graduate students in field studies and undergraduates in study abroad in promoting UC Santa Cruz. Develop new financial models at the undergraduate and graduate levels to increase affordability of international study and field work.
 - c. Encourage public lectures and presentations at local schools by graduate students and faculty with international experience.
 - i. E.g., poster day with recognition/awards related, tying together ugrad, grad, visitor
 - d. Develop an engagement plan for international alumni and alumni working or studying outside the country.

Student Mobility

Student mobility encompasses outbound UC Santa Cruz students in study abroad and exchange programs as well as inbound degree-seeking and exchange students at the graduate and undergraduate levels.

Inbound Student Mobility

Undergraduate Growth. UC Santa Cruz has experienced tenfold growth in undergraduate students from 131 in 2013 to 1393 at the beginning of the fall quarter of 2018. Approximately 83% of these students are from Asia with the vast majority thereof from China. Host divisions are as follows: 37% BSOE, 36% SocSci, 15% PSci., 11% Arts, and 2% Humanities. The large fraction of international students entering Engineering and Social Sciences may contribute to impaction within those divisions.

During this same interval, matriculation of Hispanic and Latinx students has leveled off following impressive growth that earned UCSC Hispanic Serving Institution (HSI) status. As of fall 2018, Hispanic/Latinx students constituted ~27% of UCSC's undergraduates, only marginally higher than the HSI threshold enrollment of 25%. An institutional shift that prioritizes transfer student enrollments will likely sustain our Hispanic/Latinx who comprised ~34% of transfer enrollments in 2018.

Graduate Growth The international graduate student population grew from 225 in 2013 to 519 in Fall 2018, representing 28% of the current graduate student population. Applications from international students have increased dramatically (PhD +27%; MS +323%) while domestic applications are flat. The most substantial recent growth has occurred at the MSc-level in professional programs offered in BSOE.

Goal #1: Maintain an international student growth strategy that balances the University's service to California residents and stewards laudable achievements in enrollments of under-represented groups.

Goal #2: Broaden representation of international students outside of China through enrollment management and increased recruitment of sponsored students.

International Student Welfare and Success

Helping students achieve success is an imperative of any university. However, rapid growth challenges structures and programs aimed at creating an environment for international student success. Faculty and staff meetings conveyed a general sense that the campus is operating in a reactive mode vis-a-vis international student needs.

Recently, the Divisions of Student Success and Global Engagement, along with the Graduate Division, have undertaken detailed satisfaction surveys and sponsored graduate research aimed at producing a strategy for improved (international) graduate student support. The

willingness of several divisions to share responsibility exhibits the type of synergies and efficiencies that can be created when campus administrative units with common interests are united. Efforts to probe the welfare of international undergraduate students are less well developed. The graduate student study has produced a solid methodology that can and should be mapped into a program to conduct ongoing monitoring undergraduate student welfare.

Goal # 3: Monitor, on a continuing basis, the welfare of our rapidly growing international graduate and undergraduate student populations.

Orientation Programs

UC Santa Cruz has two distinct summer programs to assist our incoming international students with their transition to campus life - the *Grad Prep Program* and at the undergraduate level Summer Session offers the *International Summer Academy*. The Global Start program promotes networking among international students and aims to ease the cultural transition to life at UC Santa Cruz.

The Grad Prep Program¹ was initially designed to provide international students with sub-standard TOEFL scores the practical language training required to function as effective teaching assistants. As a new program, the structure and content undergo annual refinements to improve its efficacy.

At the undergraduate level, the International Summer Academy operates from late July through August and provides students with several course options such as *Navigating the Research University* and *Advanced Academic English*. Enrollments in this program hover around 25 students - a very small fraction (~5%) of the new international student population. These low yields suggest that the structure of the program needs to be evaluated and refined to increase incoming student participation.

Goal # 4: Track learning outcomes, refine content and improve participation in international student orientation programs.

Writing Program

A student's ability to communicate effectively in English is the foundation upon which academic success is built. Student learning outcomes from coursework within the Writing Program should, therefore, be a major campus priority, but special attention needs to be paid to those students for whom English is a second language. Writing Program faculty have been proactive in curricular development and assessment of learning outcomes for international students - ongoing efforts should be supported. A common refrain from the departmental meetings was the need for more support for writing at the undergraduate level and the need for an international graduate student writing curriculum.

¹ <https://global.ucsc.edu/opportunities/gradprep/index.html>

Goal #5: Provide additional support to the Writing Program to improve mentorship of undergraduate academic communication and launch a graduate student writing curriculum.

Goal #6: Achieve parity among domestic and international students in common metrics of student success such as retention and graduation rates, and measures of student satisfaction.

Opportunities

The foregoing discussion is not meant to imply that international students are a group solely with specific, unmet needs. Indeed, these students are also an enormous asset. First, successful graduates of UC Santa Cruz are our campus' best recruitment ambassadors and can elevate the profile of UC Santa Cruz internationally. Second, our more senior graduate and undergraduate students possess the experience necessary to thrive at UCSC, making them the best candidates to serve as peer mentors.

Goal #7: Increase the participation of international students in peer mentorship programs.

Outbound Student Mobility

UCSC provides access to both system-wide and campus-based study abroad opportunities. At the system-level UC Education Abroad Program (UCEAP) has a diverse global portfolio of opportunities, including several new programs that deal with impactation in high-demand classes. According to internal accounting, 505 and 453 UCSC students participated in UCEAP in the academic year (AY) 17-18 and AY 19-20, respectively. The rolling enrollments for AY 19-20 render current UCEAP participation data incomplete. Three-quarters of students enroll in quarter- or semester-long programs, whereas subequal numbers enroll in year-long or summer programs. Over the past two reporting periods, 28% of UCSC UCEAP students are Hispanic, closely mirroring our campus demographics. UCSC is one of very few campuses in the system that meet or exceed UCEAP demographic benchmarks for ethnicity. Seven of every ten study abroad students are female.

Over the past two academic years, UCSC Global Exchange and Faculty-Led Summer Study Abroad programs have realized a greater than three-fold increase in student participation - 25 students in AY 18-19 compared with 79 students for AY 19-20. This exceptional growth is attributable to leadership of the Division of Global Engagement in establishing bi-lateral exchange programs and the maturation of Faculty-Led Summer Study Abroad program approval process for which the Committee on International Education plays a supporting role. In contrast to many UCEAP programs, courses offered through these campus-based programs are pre-approved for credit. UCEAP, however, offers Academic Integration grants to assist faculty with course pre-approval. Academic Integration grant proposals to UCSC are typically successful.

Study abroad is costly. Students are not able to work during their time abroad and often incur significant additional debt. A general, and perhaps unfounded, perception is that study abroad lengthens time-to-degree further increasing the cost of education. These issues are particularly

acute for students who are financially disadvantaged, which often correlates with membership in an under-represented group. UCEAP offers need-based scholarships to students in their programs. The Financial Aid Office can often creatively re-package aid to fund study abroad experiences. However, if UCSC is to promote study abroad opportunities for all, fundraising for student scholarships is paramount. Access to experiential education undergirds the Strategic Academic Plan - the campus internationalization plan should leverage this priority.

Goal # 8: Increase access to study abroad coursework and other experiential education opportunities through fundraising efforts.

Faculty-led Summer Study Abroad courses embody the Design Principles of UCSC's Strategic Academic Plan. In particular, these offerings leverage the creativity of our faculty to produce impactful experiential education opportunities abroad with the assistance and expertise of the Study Abroad Office. However, the instructor workload is massive. Development of these courses at home is a year-long effort. In country, faculty members act as instructors and bear 24/7 oversight responsibilities for students in often-challenging international settings. There is a well-founded perception that the workload-to-reward ratio is untenable for faculty at the assistant and associate levels whose primary mode of career advancement is their research portfolio. A common refrain among faculty is that these types of experiential education opportunities are a luxury afforded only to full professors and lecturers. In order to harness the pedagogical creativity of our faculty in service of the education of our students, an incentive structure should be put in place.

Goal # 9: Grow the number of faculty-led and exchange programs through incentives for faculty at all career levels.

Summary

UC Santa Cruz has made remarkable gains in student mobility over the past five years. If the campus prioritizes support for our international students, harnesses the creativity and energy of our faculty and provides increased access for students to a wider range of study abroad opportunities, the gains are sure to continue.