UNIVERSITY OF CALIFORNIA
SANTA CRUZ

DRAFT

STRATEGIC PLAN
FOR INTERNATIONALIZATION

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EXECUTIVE SUMMARY

BACKGROUND

In August 2018, UC Santa Cruz joined the 16th cohort of the American Council on Education (ACE) Internationalization Laboratory (ACE Lab) to participate in a two-year mentored process to create a plan and path forward in advancing campus-wide comprehensive internationalization.

ACE defines comprehensive internationalization as "a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position universities as more globally oriented and internationally connected institutions."[1] UC Santa Cruz's participation in the ACE Lab built upon years of previous work done by Academic Senate committees including the Committee on International Education and the Senate Executive Committee as well as the Division of Undergraduate Education to advance planning and structure for a rapidly changing campus environment with increasing international student enrollments. Their work argued the urgency to support this population while addressing an array of other initiatives to promote a more comprehensive view of internationalization.

PROCESS

Former Campus Provost and Executive Vice Chancellor (CP/EVC) Marlene Tromp appointed an ACE Lab Steering Committee composed of faculty members who represented a broad cross-section of disciplines from all academic divisions and functional areas including the Academic Senate, Graduate Studies, the Office of Research, and the Colleges. Staff members from Global Engagement and Planning and Budget also served on the Steering Committee.

We cannot solve global problems ... without international research and cooperation.

The ACE Lab Steering Committee was charged to:[2]

- Serve as the leadership team for UC Santa Cruz's participation in the ACE Internationalization Laboratory
- Carry out a comprehensive review of the current state of internationalization activities at UC Santa Cruz
- Facilitate, encourage, and frame a conversation on internationalization within the broader campus community
- Designate priorities for internationalization on campus and propose a realistic plan for advancement and implementation

The Steering Committee formed subcommittees on curriculum, student mobility, and collaboration and partnerships. With expanded faculty, staff, and student membership, each subcommittee developed a self-study,

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[1] American Council on Education, "Comprehensive Internationalization Framework," (American Council on Education, 2020), https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx.
[2] See appendix A for the formal charge in its entirety.

reviewed current international activity, and collected data. Each subcommittee drafted a white paper based on their data collection that informed this final report and strategic plan.[3] To further bolster data collection, Steering Committee members attended 31 academic department meetings in winter quarter 2019 to solicit input directly from faculty, and following those meetings, circulated a questionnaire to all department chairs to capture additional departmental level insight.[4] During this period, Global Engagement also launched GlobalConnect, a database intended to capture faculty engagement abroad on an ongoing basis, directly accessible to faculty through an online form. Additionally, the Steering Committee engaged in two town hall meetings on campus and collected data guided by a set of internationalization review questions developed by ACE. Finally, the draft strategic plan was shared with the Academic Senate in October 2019, and

Senate committee responses and feedback were incorporated into this revised document.[5]

RECOMMENDATIONS

Comprehensive internationalization requires engagement and commitment from all levels of the university leadership, faculty, and staff across campus. Global perspectives and engagement must permeate our teaching, research, and service missions to prepare students, faculty, and staff to communicate and collaborate across geographic and cultural boundaries in today's interconnected world. This has never been more evident than during the current COVID-19 pandemic. We cannot solve global problems such as public health, climate change, and world food shortages without international research and cooperation. To advance comprehensive internationalization at UC Santa Cruz this report recommends the following strategic plan:

Goal I - Expand and Enhance Globally-Focused Research and Engagement
    A. Engage faculty and foster global collaborations
    B. Develop a campus resource to disseminate information on faculty engaged in international research and initiatives
    C. Create opportunities and facilitate impact

Goal II - Provide Global Learning Opportunities for All
    A. Increase opportunity and access
    B. Expand foreign language training opportunities for undergraduate and graduate students to support their study and research
    C. Develop undergraduate and graduate global majors, minors, or concentrations

Goal III - Strengthen Student Success
    A. Improve the international student experience and support
    B. Provide support and opportunities for cross-cultural understanding for all students, staff, and faculty

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    A. Establish faculty advisory groups by world region to inform strategy and guide implementation of global initiatives
    B. Broaden and deepen institutional partnerships with universities abroad
    C. Enhance the communication strategy to tell our international story
    D. Engage alumni living and/or working abroad

Goal V - Define Organizational Structure
    A. Establish a permanent principal officer position to lead the division to ensure global engagement is part of campus leadership discussions and planning
    B. Provide comprehensive risk management for student, faculty and staff international travel

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[3] See appendix B for a list of subcommittee members, and links to the white papers.
[4] See appendices C and D for summaries of the department visits and questionnaire to chairs.
[5] To review Academic Senate feedback, see: https://global.ucsc.edu/internationalization/ace/documents/feedback-academic-senate.pdf.

INTRODUCTION

UC Santa Cruz is poised to successfully implement a plan to comprehensively internationalize the campus. Comprehensive internationalization means that all members of the campus community — students, faculty, and staff — are prepared and encouraged to study, teach, conduct research, and work in a global context, and that institutional policies, programs, and initiatives are aligned to achieve this. As we conclude the ACE Internationalization Lab, we are in the midst of a global health crisis brought on by the COVID-19 pandemic. This crisis has only amplified the reality that global problems cannot be solved in isolation and that in our increasingly interconnected world, the pressing problems facing humanity today such as contagious disease, climate change, food security, and poverty are indeed both local and global. We must equip our entire campus community with the tools to communicate and collaborate across international and cultural boundaries to navigate the future and to transform UC Santa Cruz into a truly international university.

We must equip our entire campus community with the tools to communicate and collaborate across international and cultural boundaries.

BACKGROUND

Although UC Santa Cruz faculty have long been involved in international research and engagement, and interest in study abroad among our students has historically been very high, a comprehensive approach to internationalizing the campus has only emerged recently. In large part, the conversation to advance comprehensive internationalization has been driven by the Academic Senate and the campus' work to increase recruitment and enrollment of undergraduate students from outside the state and country.[6]

Since 2013, just before the first cohort of international frosh numbering over 100 enrolled at UC Santa Cruz, various Academic Senate committees including the Committee on International Education (CIE) and Senate Executive Committee (SEC) have made a strong case for advancing other essential components of campus-wide internationalization while continuing to grow and support our international student population.[7] Senate foci have included facilitating international research, expanding

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[6] For a history of events and conversations regarding campus internationalization, see appendix E.
[7] CIE, "The Parlous State of International Education at UCSC," *Academic Senate* (UC Santa Cruz, February 21, 2013), https://senate.ucsc.edu/committees/cie-committee-on-international-education/CIE-Report_March_8_2013_SenateMeeting.pdf;
CIE, "2012-13 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2013), https://senate.ucsc.edu/committees/cie-committee-on-international-education/cie-annual-reports/12_13cie_ar.pdf;
CIE, "2013-14 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2014), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2014-november-7-senate-meeting/1764%20-%20CIE%20Annual%20Report%202013-14.pdf;
SEC, "Proposal for a Framework for International Engagement," *Academic Senate* (UC Santa Cruz, February 5, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2015-february-18-meeting/1781%20-%20SEC%20Framework%20For%20International%20Engagement.pdf.

opportunities for student and faculty international mobility, leveraging faculty connections to develop international partnerships, and increasing international graduate student enrollments.[8]

The Division of Undergraduate Education (UE) created a proposal in December 2013, introducing a plan to enroll and support increasing numbers of international students, to increase outbound study abroad participation, and to support campus efforts to become a globalized research university.[9]

At the time, the Office of International Education (IEO) was within UE. To broaden the scope of international activities, the CIE and the SEC supported a new structure in which the IEO would report to the CP/EVC with a high-ranking vice provost/senior international officer leading the unit. This reflects the consistent position taken by many bodies of the Academic Senate that multiple aspects of internationalization should occur outside the umbrella of the UE division, and that internationalization should not be limited solely to the recruitment of international students.[10]

During the past seven years the international student population has increased rapidly, from 139 undergraduates and 230 graduates in academic year 2013-14 to 1260 undergraduates and 516 graduates in academic year 2019-20 — a nearly ten-fold increase in international undergraduate students and a doubling of the number of international graduate students.[11] This rapid expansion of international student enrollments has put pressure on faculty teaching, and the academic and administrative units supporting this new population. As the campus has responded to develop more programs to support and integrate our international students, calls to broaden our efforts to internationalize beyond inbound international student mobility have been consistent.

In 2016, the Division of Global Engagement (GE) was established to create a broader campus structure to support and advance campus-wide internationalization. While the former IEO, under UE, provided the support to seed the campus's growing internationalization efforts, the creation of GE was a recognition of the need to expand our international efforts beyond the enrollment of undergraduate international students, and to address the broader goals of internationalizing our teaching and research.

The culmination of these previous efforts led UC Santa Cruz to participate in the ACE Internationalization Lab from 2018 to the present.[12] This guided and mentored process with ACE has provided the campus with the opportunity to develop a strategic plan for comprehensive internationalization. This plan has been informed by past work establishing the broader vision for internationalizing the campus, and brings together all of the efforts of various stakeholders over the past decade to provide a path forward.

IMPLEMENTATION

This strategic plan will be implemented, monitored, and regularly reviewed by GE in close collaboration with campus stakeholders including faculty, students, the Academic Senate, and campus units. These goals cannot be achieved without enduring partnerships on campus and around the world.

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[8] SEC, "Proposal for a Framework"; CIE, "Annual Report 2013-14."

[9] VPDUE Hughey, "Proposal for Support of International Student Growth and Campus Globalization," *Division of Undergraduate Education* (UC Santa Cruz, December 20, 2013), https://ue.ucsc.edu/documents/past-projects/intl/2013-intl-proposal-final.pdf.

[10] CIE, "2013-14 Annual Report"; SEC to VPDUE Hughey, "Re: Proposal for Support of International Student Growth and Campus Globalization," Memo, *Division of Undergraduate Education* (UC Santa Cruz, March 14, 2014), https://ue.ucsc.edu/documents/past-projects/intl/senate-response-no-encl-intl-proposal.pdf.

[11] For a summary of international student enrollments, see appendix F.

[12] For a detailed explanation of the ACE Internationalization Lab, see the ACE website: https://www.acenet.edu/Programs-Services/Pages/professional-learning/ACE-Internationalization-Laboratory.aspx.

UC SANTA CRUZ
STRATEGIC PLAN FOR INTERNATIONALIZATION

GOAL I - Expand and Enhance Globally-Focused Research and Engagement

UC Santa Cruz has an impressive profile of faculty engaged in research and creativity throughout the world. Faculty international engagement is the foundation for building strategic international partnerships, expanding global opportunities for our undergraduate and graduate students, and elevating our research impact and reputation internationally.

Academic Senate faculty committees have led the discussion on the need for UC Santa Cruz to provide more opportunities to support international research. In 2015, the Senate Executive Committee (SEC) reported "The top three priorities identified by faculty for campus support of international engagement are (i) international travel, (ii) overseas research and other initiatives, and (iii) the support of international collaboration. This suggests that there is opportunity and enthusiasm amongst the faculty for an international engagement led by research."[13]

The 2014-15 Annual Report from the Committee on International Education (CIE) analyzed the results of a faculty survey conducted by CIE in 2013-14 and concludes: "The survey responses suggest that faculty have a vision for internationalization that is in tune with a wide range of perspectives, including the benefits of internationalization and the potential pitfalls of internationalization that is not carefully envisioned and strategically implemented, and at its core suggests that research should be at the leading edge of our internationalization efforts."[14]

"... there is opportunity and enthusiasm amongst the faculty for an international engagement led by research."

Our research and connections abroad also impact our rankings, and those rankings, in turn, influence our campus's potential for recruitment of top graduate and undergraduate students from around the world. Unfortunately, our rankings have fallen over the past several years. Currently, UC Santa Cruz is ranked 416 in QS World University Rankings, 201 in Times Higher Education, and 151-200 in the Academic Ranking of World Universities (ARWU). The QS, which is frequently consulted by government sponsors sending students to study in the

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[13] SEC, "Proposal for a Framework for International Engagement," *Academic Senate* (UC Santa Cruz, February 5, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2015-february-18-meeting/1781%20-%20SEC%20Framework%20For%20International%20Engagement.pdf.
[14] CIE, "2014-15 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2015-2016/2015-November-13-Meeting/1805%20-%20CIE_AnnualReport_2014-15.pdf.

U.S. as well as by international students and families, attributes 40 percent of the ranking on academic reputation. Academic reputation is determined by a survey of "expert opinions of over 100,000 individuals in the higher education space regarding teaching and research quality at the world's universities."[15] The survey response is weighted 85 percent for international contacts and 15 percent for domestic contacts.[16] Therefore, increased faculty engagement abroad will strengthen and broaden UC Santa Cruz's reputation among international contacts which will enable us to change the trajectory that has led to our rank falling from around 300 to 416 over the past several years.[17] Improved rankings are imperative for recruiting top international students and scholars.

To engage and support faculty in international activities we need to provide opportunities and incentives through seed grants and professional development. Also, we must provide information on a regular basis about funding opportunities with agencies and partners abroad involving international research as a competitive edge or requirement, that also draws on our research strengths and potentially brings in additional research funds. Moreover, we need to recognize and celebrate such faculty activities by communicating to the local, national, and international community the impact of such international engagement.

A recurring challenge impacting current and future international research collaborations is the lack of housing to support visiting international scholars, as reported previously by Academic Senate committee work and during the Internationalization Lab meetings with departments.[18] As our international partnerships grow and our faculty engage more frequently with collaborators abroad, visiting scholar housing to support international research will be critical. This must be addressed through partnerships with campus administrative units such as Colleges, Housing and Educational Services (CHES), the Colleges themselves, and with community entities and agencies. The cultivation of donors to support both international research endeavors and a solution to housing for visiting scholars, although requiring long term commitment and persistence, is an important part of this plan.

Finally, attracting more international graduate students who develop long-term research collaborations with their faculty advisors is an important strategy to increase globally-focused research, both through the perspectives that international graduate students bring, and also through ongoing collaborations when those students return home to continue their research and teaching at top universities abroad.

[15] QS, "Methodology," QS World University Rankings (QS, June 18, 2019), https://www.topuniversities.com/qs-world-university-rankings/methodology.
[16] QS Intelligence Unit, "Academic Reputation," QS Intelligence Unit (QS, 2020), http://www.iu.qs.com/university-rankings/indicator-academic/.
[17] For UC Santa Cruz's most recent ranking with QS, see here: https://www.topuniversities.com/universities/university-california-santa-cruz.
[18] For summaries of top trends identified, see SEC, "Proposal for a Framework"; CIE, "2014-15 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2015-2016/2015-November-13-Meeting/1805%20-%20CIE_AnnualReport_2014-15.pdf; and appendices C and D.

A. Engage faculty and foster global collaborations

1. **Provide seed grants to faculty to create or strengthen international collaborations**

   a. Partner with the Academic Senate to launch a first round of seed grants during the 2021-22 academic year

2. **Develop and support interdisciplinary faculty seminars abroad designed to enhance curriculum, mobility, and research partnerships**

   a. Partner with campus stakeholders to identify country locations

   b. Partner with Academic Senate to develop a review and selection process to send a cohort of faculty on a seminar abroad in 2022

3. **Increase grant opportunities that foster international research**

   a. Partner with the Office of Research to assist faculty in identifying funding sources with international foci that maximize our existing research strengths

4. **Explore donor funding for international research and initiatives**

   a. Partner with University Relations to create a plan for development work with international corporations, foundations, alumni and donors

B. Develop a campus resource to disseminate information on faculty engaged in international research and initiatives

1. **Map international activity of faculty and communicate broadly**

   a. Enhance the functions of the GlobalConnect database linked to the GE website

   b. Promote the utilization of the GlobalConnect database to faculty as a shared resource

C. Create opportunities and facilitate global impact

1. **Increase housing availability for visiting scholars, including visiting graduate students**

   a. Partner with campus stakeholders such as CHES and the Colleges to explore visiting scholar housing options

   b. Partner with University Relations and/or community sponsors to explore the establishment of an International House

2. **Increase international graduate student enrollments**

   c. Develop a campus-wide strategy for the recruitment of international graduate students, including sponsored students

GOAL II - Provide Global Learning Opportunities for All

To prepare all of our students for the interconnected and interdependent world into which they will graduate, and to be competitive in this ever-increasing multicultural workplace, we must provide multiple and varied global learning opportunities for all of our students. UC Santa Cruz already offers a vast array of curricula with a global focus. Increasing opportunities for globally-informed study through undergraduate and graduate degree programs, global experiential learning, and globally infused coursework in all disciplines will better prepare all of our students for interaction in today's world.

UC Santa Cruz students have long participated in programs administered by the UC Systemwide Education Abroad Program (UCEAP) in larger numbers than many UC sister campuses, based on our size and percentage of students participating. Over the last five years, an average of 600 undergraduate students have participated in study abroad programs each year.[19] However, our study abroad opportunities should not be limited only to what UCEAP can offer. After UC Santa Cruz launched campus-based study abroad programs (exchanges and faculty-led) in 2017, the percentage of students participating in campus-based programs has steadily grown to 17 percent of total participation in 2019, and this trend is expected to continue. We must seek to expand our program offerings to meet the needs of our specific demographic student population, to take advantage of our faculty expertise and connections abroad, and to increase access for both undergraduate and graduate students.

Increasing opportunities for globally-informed study ... will better prepare all of our students for interaction in today's world.

As far back as the academic year 2011-12, CIE has made a case for expanded opportunities for faculty in the development of faculty-led study abroad programs.[20] In response, for the past four years, the Division of Global Engagement (GE) has worked closely with CIE to initiate UC Santa Cruz faculty-led abroad programs (renamed Global Seminars). These programs, that offer an entirely unique and high quality study abroad experience, have grown from two programs initially offered in 2018 to 15 programs scheduled to run in summer 2021, but deferred

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[19] For more detailed breakdowns of student participation in study abroad, see the Global Engagement Annual Reports published here: https://global.ucsc.edu/about/publications/annual-reports.html.
[20] CIE, "2011-12 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2012), https://senate.ucsc.edu/committees/cie-committee-on-international-education/cie-annual-reports/g-CIE-Annual-Report-2011-12-SCP1708.pdf.

due to the COVID-19 pandemic.[21] Clearly, the successful growth of and enrollments in these programs demonstrate that both faculty and students are interested in these expanded opportunities.

Recent years have also seen the development of UC Santa Cruz Global Exchanges. These bilateral exchanges allow us to work closely with academic departments to ensure the courses taken abroad at partner institutions are academically integrated into the majors, and that the courses are similar or complementary to coursework offered at UC Santa Cruz. Developing our own exchanges allows us to build our reputation abroad based on our academic strengths and faculty connections, unlike UCEAP. Our first campus-to-campus exchange was established with the University of Sussex in 2017, initiated by the Department of Film and Digital Media based on close faculty connections. UC Santa Cruz is a leader in the UC System for campus-based Global Exchanges, as we have grown from one program in 2017 to 15 current exchanges, with additional exchanges in the process of development for launch in 2021-22. Student interest in these programs has also grown, with both outgoing and incoming student applications tripling each academic year since 2018-19.

Not all global learning opportunities need to involve international travel. The COVID-19 pandemic, which resulted in the cancellation of student mobility in Global Seminars and exchange programs, has presented us with an opportunity to think of innovative ways to provide international experiences to all of our students that do not require mobility. To partially fill the gaps left by the pandemic, GE has launched the Global Classrooms initiative, which includes the Collaborative Online International Learning

(COIL) model, will be offering virtual international summer internships, and has initiated online course exchanges with partners abroad. These new opportunities will dramatically increase access for students.[22]

As an institution of higher education, our academic offerings reflect our values and our ethos. To be truly internationalized, we should consider minors, concentrations, and majors with a global focus in multiple departments of every academic division. CIE has also called for the development of an undergraduate minor in International Studies to provide a track for students to formalize their interest in a global focus within their majors.[23]

As an institution of higher education, our academic offerings reflect our values and our ethos.

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[21] For a detailed list, see here: https://globallearning.ucsc.edu/programs/global-seminars/index.html.
[22] For a detailed description of Global Classrooms, see here: https://global.ucsc.edu/globalclassrooms.
[23] CIE, "2013-14 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2014), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2014-november-7-senate-meeting/1764%20-%20CIE%20Annual%20Report%202013-14.pdf.

A. Increase opportunity and access

1. **Support faculty in the creation or modification of courses to provide globally-focused courses in every major**

    a. Launch a Global Classrooms initiative for the inclusion of Collaborative International Online Learning (COIL) components into existing courses in 2020

    b. Explore partnering with CIE and the Center for Innovations in Teaching and Learning (CITL) to offer a faculty fellows program focused on this goal

    c. Offer workshop opportunities for faculty with this focus

2. **Increase the number of faculty-led and exchange programs, and increase student participation in both**

    a. Through a sustainable funding model, provide incentives for faculty at all career levels to develop and lead faculty-led programs

    b. Through a sustainable funding model, decrease the cost of participation for students

    c. Advance academic integration of our UC Santa Cruz Global Exchanges through partnering with academic departments

3. **Develop virtual and in person international internship programs**

    a. Partner with academic departments and faculty to provide undergraduate international research exchanges with university partners abroad

    b. Establish internship/experiential learning opportunities during summer session as early as 2021

4. **Develop international online course exchanges**

    a. Partner with the Academic Senate, departments, and faculty to offer online courses from universities abroad during the academic year to undergraduate students

5. **Expand and promote domestic study-away opportunities**

    a. Expand domestic exchange opportunities through recent affiliation with the National Student Exchange (NSE)

    b. Explore the development of faculty-led summer programs for domestic locations

6. **Expand the iFloor model[24]**

    a. Partner with the College Provosts and College Administrator Officers to expand iFloor to at least two other colleges

B. Expand foreign language training opportunities for undergraduate and graduate students to support their study and research

1. **Increase language curriculum tied to graduate and undergraduate degrees and the Centers with regional research foci and area studies**

2. **Develop language-focused exchange partnerships**

C. Develop undergraduate and graduate global studies/theory designations, minors, or concentrations

1. **Partner with academic units to develop minors or concentrations with global focus**

2. **Facilitate inclusion of global concentrations and pathways in undergraduate and graduate degree**

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[24] For a summary of the iFloor model and learning outcomes, see here: https://collegenine.ucsc.edu/residential-life/housing/ifloor.html.

GOAL III - Strengthen Student Success

Helping students achieve success is imperative for any university. 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 and working in an increasingly complex, multicultural, and multinational world. One of the goals of bringing international students to our campus is to provide diverse perspectives in the classroom, and opportunities for all students to interact in meaningful ways, fostering intercultural learning and communication. To that end, we must support the success and the needs of our international student population while also supporting their interaction and integration with our diverse student body. As CIE stated in 2018, "CIE considers a positive and successful experience for international students to be one key component of advancing internationalization of the campus."[25] In addition, our successful international students become successful alumni that are among our best international ambassadors.

We must support the success and the needs of our international student population ...

UNDERGRADUATE GROWTH

UC Santa Cruz has experienced a nearly tenfold growth in undergraduate international students; from 139 in 2013 to 1505 in 2019, representing just over 8 percent of our total undergraduate population. Approximately 81 percent of these students were from China, with much smaller numbers from other countries of origin, including 3.5 percent from India, 3 percent from Taiwan, and 2 percent from South Korea.[26]

During this same period, UC Santa Cruz experienced impressive growth in the matriculation of Hispanic/Latinx students, leading to the institutional status as a Hispanic Serving Institution (HSI). Currently, our Hispanic/Latinx students make up 25.3 percent of our undergraduate population.

As we continue to build programs that support international student success we must at the same time recognize the needs and diversity of our domestic student body and develop programs that support all students while providing opportunities to engage students across cultures and nationalities. A successful example of this is the development of the Multilingual Curriculum

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[25] CIE, "2017-18 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2018), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2018-2019/2019-january-9-meeting/1909-cie_annual-report_2017-18.pdf.

[26] Division of Global Engagement, "2019-20 Annual Report," *Publications* (UC Santa Cruz, October 15, 2020), https://global.ucsc.edu/about/publications/ge-annual-report-19-20.pdf.

(MLC) offered by the Writing Program, providing classes specifically designed for heritage speakers and multilingual students.[27] When these courses were first offered in fall 2015, enrollment was restricted to incoming international students but these courses are now offered to both domestic and international multilingual students, benefiting all.

To truly internationalize the student body and to achieve the goals of intercultural understanding, we must intentionally diversify the international student population and enroll students from every region of the world and every socioeconomic class. CIE has stressed the importance of expanding the geographic and socioeconomic diversity of the applicant pool, and providing social and cultural support needed for international students once they arrive on campus.[28]

GRADUATE GROWTH

The international graduate student population grew from 230 in 2013 to 568 in 2019, representing approximately 27 percent of the 2019-20 graduate student population. During this same period, international applications have also trended dramatically upward relative to domestic applications, with a 25 percent increase in applications for PhD programs and a 124 percent increase in applications for masters programs.

GROWTH IN VISITORS

The visiting student population at UC Santa Cruz has grown over the past several years as a result of the campus's focus on building direct, bilateral exchange partnerships with top universities abroad. These exchange programs have added to the diversity of our international undergraduate and graduate student population, drawing visitors from parts of Europe and Asia that are not typically the origin of the majority of our degree-seeking student populations. As we continue to develop these academically integrated programs, built on our faculty connections, this will broaden our campus's international exposure and enhance our potential for attracting top graduate students. It is also hoped that these direct exchange partnerships will result in an increase in visiting scholars from partner universities abroad.

CURRENT SUPPORT

Much has been done to support the success of international students. The Multilingual Curriculum offered by the Writing Program provides English writing support for undergraduates and the successful Graduate Preparation Program, developed by Global Engagement (GE) in collaboration with the Graduate Division, provides academic English preparation for incoming graduate students. Summer session offers a Summer Edge program open to both incoming international frosh and international transfer students that gives students a jump start on earning credit during summer session while getting an introduction to navigating a research university.

GE provides an orientation for all incoming international students; new frosh, transfer, exchange, and graduates. While all international undergraduates participate in the online campus-wide Slug Orientation, this international student-focused face-to-face orientation helps to transition students to the U.S. and the campus community while also building community among the international cohorts.

Global Programming, a unit within GE, offers regular ongoing social, cultural, and academic programming throughout the year for students and scholars[29]; much of this in collaboration with other stakeholders such as CHES, the Career Center, the Student Health Center, and the Graduate Student Association to name a few. One signature program is the Global Mentorship Program offered to all incoming frosh in which they are paired with a continuing student mentor during fall and winter quarters.[30]

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[27] For a more detailed description of this curriculum, see the Writing Program website: https://writing.ucsc.edu/requirements/2006-2017/index.html#international.
[28] CIE, "2014-15 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2015-2016/2015-November-13-Meeting/1805%20-%20CIE_AnnualReport_2014-15.pdf.
[29] For more details, see here: https://global.ucsc.edu/programming/index.html.
[30] For more details, see here: https://global.ucsc.edu/programming/student-programs/mentorship/index.html.

The Division of Student Affairs and Success added critical staff positions to support international students in 2019. An International Case Manager in Counseling and Psychological Services was hired by the Student Health Center and an International Career Coach position was added by the Career Center; both positions aimed at addressing the unique needs of the international student population.

In winter 2019, the Divisions of Global Engagement, Student Affairs and Success, and the Graduate Division jointly supported a Graduate Student Researcher to conduct a needs assessment study aimed at measuring the well being of our international graduate students. This study has produced a solid methodology that can and should be utilized to conduct regular, ongoing monitoring of both graduate and undergraduate student welfare.[31]

A. Improve international student experience and support

1. **Expand writing and language support for international students**

   a. Increase participation in the Graduate Preparation Program

   b. Develop and identify funding for international graduate writing curriculum

   c. Explore development of an Undergraduate Preparation program

2. **Monitor the well-being of the international graduate and undergraduate student populations**

   a. Partner with Institutional Research, Assessment and Policy Studies (IRAPS) to include data collection specific to the international student experience in their surveys

   b. Conduct regular focus groups/data collection from students

3. **Diversify the international student population**

   a. Broaden recruitment activities

   b. Increase sponsored students

B. Provide support and opportunities for cross cultural understanding for all students, staff, and faculty

1. **Support faculty and staff in teaching and working with students from multiple countries, cultures, and backgrounds**

   a. Explore providing workshops/training in collaboration with CITL and the Office of Diversity, Equity, and Inclusion (ODEI)

   b. Consistently include international foci in staff and student diversity training programs

   c. Expand the Global Staff Exchange Program[32]

2. **Expand and integrate co-curricular opportunities to engage across cultures and nationalities**

   a. Expand virtual co-curricular opportunities through university partners abroad and international consortiums such as Association of Pacific Rim Universities (APRU)

   b. Partner with campus stakeholders to develop activities that create meaningful and impactful interaction between international and domestic students

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[31] For a summary of the results of this needs assessment study, see here: https://global.ucsc.edu/internationalization/ace/documents/international-graduate-student-needs-assessment-study.
[32] For details, see here: https://global.ucsc.edu/partnerships/initiatives/staff-exchange/index.html.

GOAL IV - Enhance our Global Reputation

We must tell our international story for all stakeholders to recognize the strengths of our academics and research, and attract the brightest minds from around the world to our campus to study, teach, and conduct research. UC Santa Cruz faculty are making important contributions to research aimed at solving some of the most pressing global issues. Their work will positively influence our global reputation if we develop more deliberate means to engage faculty and communicate their accomplishments.

To leverage our faculty connections, expertise, and research strengths abroad, we need to involve faculty through the formation of faculty regional advisory groups and have those groups inform regional academic strategies. The SEC as well as CIE have supported the formation of regional faculty working groups.[33] CIE further suggested in its 2014-15 Annual Report that these groups:

> "... expand beyond the purpose of overseas collaborations and recruitment, to include the goal of strengthening regional expertise and interdisciplinary connections with the potential to improve the quality and breadth of both research and teaching on campus. That is, faculty regional workgroups could also become a space for faculty with overlapping geographic connections to both build community and share knowledge resources for their international research and teaching interests."[34]

Partnerships are the cornerstone of international engagement. UC Santa Cruz faculty are highly engaged globally, yet we have not realized the full potential of this engagement in terms of developing deeper, more

We must tell our international story ... to attract the brightest minds to our campus ...

meaningful institutional partnerships. We can expand on the connections of faculty to build partnerships that provide exciting opportunities for our students, complement our degree programs or research initiatives, encourage collaboration across borders to help solve global problems and enhance our reputation around the world.

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,

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[33] SEC, "Proposal for a Framework for International Engagement," *Academic Senate* (UC Santa Cruz, February 5, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2015-february-18-meeting/1781%20-%20SEC%20Framework%20For%20International%20Engagement.pdf; CIE, "2014-15 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2015-2016/2015-November-13-Meeting/1805%20-%20CIE_AnnualReport_2014-15.pdf.
[34] CIE, "2014-15 Annual Report."

faculty exchanges can be an extremely valuable means of internationalizing the campus by connecting faculty with overseas exchange partners.

The goals and objectives of international partnerships are laid out through international agreements. In 2015, two CIE documents argued for an improvement for initiating and processing international agreements, calling for a centralized efficient process to initiate agreements and transparency on existing agreements.[35] Global Engagement has made considerable progress on centralizing and standardizing the international agreement process, providing more detailed information on current and past agreements to the campus community via the web, through GlobalConnect, and by refining a process for faculty or other stakeholders to initiate an agreement request. UC Santa Cruz currently has just over 50 international agreements in 17 countries, representing a

25 percent increase in agreement volume over the past three years. The volume and variety of international agreement requests continue to grow.

Communication tools must be utilized, and we must map our international activity as a resource not only for the campus but also for external stakeholders, current and potential. In 2013-14, the CIE engaged in substantial data-gathering to identify the range and extent of faculty connections abroad.[36] The recent acquisition in 2019 of GlobalConnect, an online database designed to gather and display information about UC Santa Cruz linkages throughout the world, will help to further develop a comprehensive picture of the campus's international connections. The database showcases international faculty research and scholarly collaborations, institutional partnership agreements, and other related international activities.[37]

A. **Establish faculty advisory groups by world region to inform strategy and guide implementation of global initiatives**
1. **Identify and develop research foci and global regions to prioritize international efforts and define UC Santa Cruz's global profile**
2. **In consultation with the regional faculty advisory groups, develop a process to identify projects and regions of the world where we can have the greatest impact as an institution**

B. **Broaden and deepen institutional partnerships with universities abroad**
1. **Increase the number of international partnerships**
   a. Diversify partnership portfolio by region and country through strategic planning and faculty connections
   b. Collect data on visiting scholars from abroad in iGlobal to explore potential partnerships through existing connections
   c. Establish a partnership development strategy that prioritizes expansion of global learning opportunities, graduate student recruitment, and access to new grant funding

[35] CIE, "2014-15 Annual Report"; CIE, "Making International Collaboration Agreements Swift, Flexible, and Open," *Academic Senate* (UC Santa Cruz, May 13, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2015-may-29-meeting/1791%20-%20CIE_MOU_Report_May2015_FINAL.pdf.
[36] CIE, "2013-14 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2014), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2014-november-7-senate-meeting/1764%20-%20CIE%20Annual%20Report%202013-14.pdf.
[37] For a detailed description of the GlobalConnect database and a link to the search interface, see here: https://global.ucsc.edu/globalconnect.

2. **Support faculty collaboration and research with partners**

      a. Facilitate graduate student exchange

      b. Develop a protocol and provide funding for establishing faculty exchanges with partners abroad

      c. Provide funding for faculty symposiums/workshops with partner universities

      d. Establish seed grants to support international visitors and faculty travel to strengthen partnerships

3. **Cultivate partnerships beyond academia with the private sector, governments and non-governmental organizations**

      a. Develop pipelines for sponsored students

      b. Expand international opportunities for students, faculty, and staff

C. Enhance the communication strategy to tell our international story

1. **Communicate our assets, activities, impacts, and plans via the web, annual reports, newsletters, and other publications**

      a. Coordinate with University Relations and divisional communications teams to create and disseminate stories and research impact

2. **Leverage new tools to collect, archive, analyze, and display international activity**

      a. Collect data on faculty connections through GlobalConnect

      b. Develop GlobalConnect as a campus resource and promote its utilization by faculty

D. Engage alumni living and/or working abroad

1. **Develop a plan to engage with international alumni and alumni living abroad**

      a. Partner with University Relations to develop a plan

      b. Leverage leadership, faculty, staff, and student travel to engage with alumni

2. **Develop a database of international alumni and other alumni living abroad**

      a. Create communications tools to engage alumni abroad

GOAL V - Define Organizational Structure

UC Santa Cruz has, in recent years, taken steps that demonstrate a strong campus commitment to internationalization. Continued work to develop structures, positions, and processes dedicated to comprehensive internationalization is key to sustained growth and development.

The establishment of the Division of Global Engagement (GE) in 2016 created a central unit to facilitate, advance, and promote all aspects of international education. Infrastructure growth of the unit has gone from 10 staff positions in the Office of International Education (IEO) in 2015 to a total of 22 staff positions and 14 student employees currently in GE. The Division now has four units to support the work of internationalizing the campus: International Student and Scholar Services (ISSS), Study Abroad, Global Programming, and Global Initiatives.[38]

This growth has been funded by a combination of central permanent funding, Non-resident Supplemental Tuition (NRST) funding from the Divisions of UE and Student Affairs and Success, the establishment of fees-for-services, and various other one-time funding sources. The addition of staff and systems enhancements has enabled the Division to support initiatives mentioned previously in this report, including but not limited to faculty-led study abroad programs (Global Seminars), exchanges, support and programming for international students, new processes for initiating agreements, and the new initiatives forthcoming, such as the launch of Global Classrooms.

Structures, positions, and processes ... [are] key to sustained growth ...

There have been repeated calls from Academic Senate committees to establish a Senior International Officer position to lead campus-wide internationalization that would have reporting lines to campus leadership.[39] A 100 percent FTE Vice Provost for Global Engagement (VPGE) position was created in 2016. Upon the retirement of the individual holding that position (at the end of 2016), rather than conducting a search to replace the VPGE, an interim position was established in 2017 by appointing the Vice Provost and Dean of Undergraduate Education as the concurrent IVPGE. This has remained the structure to the present day.

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[38] See appendix G for an organizational chart of the Division of Global Engagement.

[39] Academic Senate Chair to VPDUE Hughey, "Re: International Recruitment Assessment," Memo, *Academic Senate* (UC Santa Cruz, November 8, 2013), https://ue.ucsc.edu/documents/past-projects/intl/senate-response-to-international-recruitment-report.pdf; CIE, "2014-15 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2015-2016/2015-November-13-Meeting/1805%20-%20CIE_AnnualReport_2014-15.pdf; CIE, "2016-17 Annual Report," *Academic Senate* (UC Santa Cruz, August 31, 2017), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2017-2018/2017-December-1-Meeting/1878---CIE_AnnualReport_2016-17r.pdf; SEC, "Proposal for a Framework for International Engagement," *Academic Senate* (UC Santa Cruz, February 5, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2015-february-18-meeting/1781%20-%20SEC%20Framework%20For%20International%20Engagement.pdf.

A crucial gap in the current infrastructure of the Division of Global Engagement, as well as at a campus level, is a position with international risk management expertise that could assist the campus in developing policy for international travel, but also work with faculty and staff in conducting risk assessments and risk mitigation plans as well as crisis management plans for international locations. As we continue to grow our portfolio of faculty-led study abroad programs, exchange programs, and other international activities, it is imperative that we provide international risk oversight and mitigation to the students, faculty, and staff that travel abroad to participate in global teaching, learning, and research opportunities.

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A. Establish a permanent principal officer position to lead the division to ensure global engagement is part of campus leadership discussions and planning

B. Provide comprehensive risk management for student, faculty, and staff international travel

    1. Create and fund a position dedicated to managing international risk that will create policy and enact best practices to mitigate risk to individuals and the institution

APPENDICES

APPENDIX A - Charge to the Steering Committee

November 26, 2018

ACE INTERNATIONALIZATION LAB STEERING COMMITTEE MEMBERS

Re: ACE Internationalization Lab Steering Committee Charge

Dear Committee Members:

The ACE Internationalization Lab Steering Committee for 2018-20 offers an exciting opportunity to review and advance international activities and programs at UC Santa Cruz.

Internationalization has become an increasingly important element of teaching and research: UC Santa Cruz faculty and students study global issues and global contexts. We reach across the world to engage in dialogue and to develop research partnerships, new knowledge, and transformational creative work. Connecting with global perspectives and with international scholars and students contributes to UC Santa Cruz's academic quality and to the educational experience of all students. These experiences help our graduates to understand better those with whom we share the planet and to live and work effectively in an increasingly interconnected environment.

This internationalization project will work synergistically with our strategic academic planning, specifically the Design Principles developed by our students, staff, and faculty—many of which have intimate links with internationalization:

1. Drive research and creative work that transform our world
2. Create enriching experiential learning and research opportunities for students
3. Engage and support a diverse faculty, staff, and student body
4. Support generative interdisciplinary connections in research and teaching
5. Expand excellence in innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity and sustainability

Internationalization also provides new opportunities for distinction in the three areas of transdisciplinary research and teaching defined by the Academic Priority Areas in our Strategic Academic Plan: Earth Futures, Justice in a Changing World, and Digital Interventions.

On this committee, your work should be inclusive, should consider the institution as a whole, and should extend to colleagues in as many disciplinary and functional areas as possible. Steering Committee membership is designed to be representative of the faculty. I encourage you to include additional faculty and staff, as appropriate, in sub-committees.

The charge of the UC Santa Cruz Internationalization Laboratory Steering Committee is to:

- Serve as the leadership team for UC Santa Cruz's participation in the ACE Internationalization Laboratory.
- Carry out a comprehensive review of the current state of internationalization activities at UC Santa Cruz.
- Facilitate, encourage, and frame a conversation on internationalization within the broader campus community.

UNIVERSITY OF CALIFORNIA (Letterhead for interdepartmental use)

bc= business copy

- Designate priorities for internationalization on our campus and propose a realistic plan for advancing and implementing them.

This is an exciting initiative for our campus and one that can improve and reinvigorate UC Santa Cruz's long-standing and well-established international programs. Your work promises to have broad and long-lasting impact on our campus, and I encourage you to think creatively and boldly about ways to expand our international capacity. I thank you for your willingness to lead our efforts in this crucial facet of campus strategic planning.

I look forward to receiving the committee's assessment of the current state of internationalization on our campus by September 1, 2019, and the final strategic and implementation plan July 31, 2020.

Sincerely,

Marlene Tromp
Campus Provost and
Executive Vice Chancellor

cc: Therese Ammiro, Interim Dean, University Extension
David Belanger, Acting Dean, Physical & Biological Sciences
George Blumenthal, Chancellor
Keith Brant, Vice Chancellor, University Relations
Elizabeth Cowell, University Librarian
Margaret Delaney, Vice Chancellor, Planning & Budget
Sarah Latham, Vice Chancellor, Business & Administrative Services
Kimberly Lau, Chair, Academic Senate
Herbert Lee, Vice Provost, Academic Affairs
Jaye Padgett, Vice Provost, Student Success
Ashish Sahni, Associate Chancellor
Susan Solt, Dean, Arts
Tyler Stovall, Dean, Humanities
Van Williams, Vice Chancellor, Information Technology Services
Alexander Wolf, Dean, Baskin School of Engineering

bc: Cari Betterman, Executive Assistant, Planning & Budget
Andrea Cohen, Special Projects Manager, Office of the Campus Provost
Tracy Crick, Executive Assistant, Undergraduate Education
Pamela Dewey, Executive Assistant, Social Sciences
Monika Jung, Executive Assistant, University Library
Matthew Mednick, Director, Academic Senate
Cindy Miller, Executive Assistant, Information Technology Services
Matthew Mullin, Executive Assistant, Arts
Mai Nguyen, Executive Assistant, University Extension
Judy Plummer, Executive Assistant, Humanities

Linda Rhoads, Chief of Staff, Office of the Campus Provost
Paula Schneider, Executive Assistant, Physical & Biological Sciences
Shanti Singh, Executive Assistant, University Relations
Barbara Smee, Executive Assistant, Graduate Studies
Andrea Taylor, Executive Assistant, Baskin School of Engineering
Teresa Velasco-Huidor, Executive Assistant, Office of Research
Lezlie Ward, Executive Assistant, Student Success
Erika Wolford, Executive Assistant, Academic Affairs
Wendy Wurster, Executive Assistant, Business & Administrative Services
Administrative Records

ACE INTERNATIONALIZATION LAB STEERING COMMITTEE MEMBERS

MATTHEW CLAPHAM, Committee Co-chair, Professor, Earth and Planetary Sciences
BECKY GEORGE, Committee Co-chair, Assistant Vice Provost, Global Engagement
JEREMY HOURIGAN, Committee Co-chair, Associate Professor, Earth & Planetary Sciences
RICHARD HUGHEY, Committee Co-chair, Interim Vice Provost, Global Engagement, Vice Provost and Dean, Undergraduate Education
KATHARYNE MITCHELL, Committee Co-chair, Dean, Social Sciences
SCOTT BRANDT, Vice Chancellor, Office of Research
ELISABETH CAMERON, Professor, History of Art and Visual Culture
LISBETH HAAS, Professor, History
GALEN JARVINEN, Special Assistant, Planning & Budget
STEVE KANG, Distinguished Chair and Professor, Electrical and Computer Engineering
LORI KLETZER, Vice Provost and Dean, Graduate Studies
TRACY LARRABEE, Associate Dean for Undergraduate Affairs, Baskin School of Engineering
FLORA LU, Provost, Colleges Nine and Ten, Professor, Environmental Studies
KATIA OBRACZKA, Professor, Computer Science and Engineering
MASSIMILIANO TOMBA, Professor, History of Consciousness

APPENDIX B - Subcommittee Members and White Papers

Student Mobility Subcommittee Members

- **Jeremy Hourigan** *Also an ACE Lab Steering Committee Co-Chair
- **Rojina Bozorgnia** Undergraduate, Politics
- **Frank Calabrese** Director, International Student and Scholar Services, Global Engagement
- **Elisabeth Cameron** Committee on Educational Policy; Professor, History of Art and Visual Culture
- **Lisbeth Haas** Professor, History
- **Chris Hanson** Former Assistant Director, Study Abroad, Global Engagement
- **Kimberly Helmer** Professor, Writing; Senate Faculty
- **David Joiner** Assistant Director, Global Admissions
- **Alice Michel** Director, Study Abroad, Global Engagement
- **Katia Obraczka** Professor, Computer Science and Engineering
- **Patrick Register** Director, Financial Aid and Scholarship Office
- **Pablo Reguerin** Former Associate Vice Chancellor, Student Achievement and Equity Innovation
- **Veronika Zablotsky** Gradute, Ph.D. in Feminist Studies, Politics, History of Consciousness, and Critical Race and Ethnic Studies

White paper: https://global.ucsc.edu/files/student-mobility-wht.pdf

Collaboration and Partnerships Subcommittee Members

- **Becky George** *Also an ACE Lab Steering Committee Co-Chair
- **Scott Brandt** Vice Chancellor, Research; Professor, Computer Science and Engineering
- **Elliot Campbell** Professor, Environmental Studies; Gliessman Presidential Chair, Water Resources and Food Sustainability
- **Matthew Clapham** Professor and Department Chair, Earth and Planetary Sciences
- **Sung-Mo (Steve) Kang** Distinguished Chair and Professor, Electrical and Computer Engineering
- **Katharyne Mitchell** Dean, Division of Social Sciences; Professor, Sociology
- **Stefano Profumo** Professor, Physics
- **David Sugg** Undergraduate Advisor and Program Coordinator, Philosophy
- **George Sabo** Director, Global Initiatives, Global Engagement
- **Massimiliano Tomba** Professor, History of Consciousness

White paper: https://global.ucsc.edu/files/collab-partner.pdf

Curriculum, Co-Curriculum, and Learning Outcomes Subcommittee Members

- **Richard Hughey** *Also an ACE Lab Steering Committee Co-Chair
- **Noriko Aso** Director, East Asian Studies Program
- **Adrienne Bergenfeld** Assistant Director, International Students, Global Engagement
- **Rebecca Hurdis** Committee Analyst, Academic Senate
- **Galen Jarvinen** Special Assistant, Planning and Budget
- **Lori Kletzer** Vice Provost and Dean of Graduate Studies; Professor, Economics
- **Tracy Larrabee** Graduate Council; Associate Dean for Undergraduate Affairs, Baskin School of Engineering; Professor, Computer Science and Engineering
- **Lina Li** Office Manager, Global Engagement
- **Flora Lu** Provost, Colleges Nine and Ten; Professor, Environmental Studies
- **Siobhan O'shea** *Student
- **Guriqbal Singh Sahota** Associate Professor, Literature; Aurora Chair in Sikh and Punjabi Studies
- **Linda Scholz** Associate Vice Chancellor and Chief Diversity Officer, Diversity, Equity and Inclusion
- **Deana Slater** Former College Administrative Officer, Colleges Nine and Ten
- **Matthew Sparke** Professor, Politics

White paper: https://global.ucsc.edu/files/curriculum-wht.pdf

APPENDIX C - Summary of Department Visits

The table below provides a summary of the top five topical areas most commented upon by faculty during the ACE Lab Steering Committee's visits to department meetings throughout winter quarter 2019.[40] These visits intended to gather thoughts from faculty members on internationalization, efforts already underway, and opportunities and challenges from a department level.

Table: Summary of Department Visit Notes

Topic	Number of Comments	Summary of Comments
Housing	9	Take steps to address lack of availability of short-term housing for visitors; Consider alternative pricing models for internal UCSC clients to incentivize greater utilization of campus housing in summer.
Language Training	7	Reconsider a language requirement for students; Improve language training opportunities, particularly for graduate students for research purposes, and to prepare undergraduate students to go abroad; Stress the importance of language immersion training in exchanges; Explore opportunities to pursue Title VI funding/FLAS funding for students to pursue language studies; Support expanding heritage programs on campus; coordinate our internationalization efforts with other regional institutions with language strengths (e.g., Monterey Institute for International Studies, Defense Language Institute Foreign Language Center).
Incentives – Faculty and Departmental	4	Develop faculty incentives for internationalization activities, e.g., research, conference travel funds, course release; Department incentives, e.g., explore degree program revenue incentives.
Visas	3	Address departmental workload associated with the visa process; provide support to assist in this process; help departments understand where to go for support.
Incoming international students – English language preparation	3	Explore revisions to writing and language preparation for international students; explore support for improving technical writing, particularly with graduate students; explore a campus English language program which may enable recruitment opportunities.

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[40] The Steering Committee reached out to 40 academic departments and programs, and members of the Committee were able to successfully schedule and visit a total of 31 departments. For a complete reproduction of all notes taken during these meetings, see here: https://global.ucsc.edu/ace/department-visits.html.

APPENDIX D - Summary of Questionnaire to Department Chairs

In winter 2019, the Steering Committee distributed a questionnaire to all department chairs to gather details about each department's past and current internationalization efforts, successes, aspirations, and any perceived barriers to future expansion of efforts.[41] The questionnaire is reproduced below, followed by a summary of results.

Questionnaire to Department Chairs

Curriculum, Co-curriculum, Learning Outcomes

1. International student enrollments (degree-seeking, exchange, visiting) programs (grad/undergrad) can have many impacts on a department and its curriculum. What are the positive or negative impacts on your unit?
2. How do you see internationalization as part of your graduate curriculum and co-curriculum?
3. How do you see internationalization as part of your undergraduate curriculum and co-curriculum?
4. Does your program have any components that prepare students to thrive in an increasingly multicultural and interconnected world? Please highlight some examples.

Student Mobility

1. How important is it for your graduate students to perform research/network internationally?
2. What role do international graduate students play in your strategies for growth of your graduate program?
3. To what degree are undergraduate student study abroad experiences encouraged within your department?

Partnerships and Collaboration

1. To what extent are individual faculty in your department engaged in meaningful, sustained partnerships internationally (e.g. research collaborations, co-publications, mobility to/from research sites, sabbaticals). And, where are these partnerships in place (please be specific)?
2. What institutional barriers does your department perceive in the development of additional formal partnerships?
3. Over the next 5 years, what internationalization initiatives would your department be most interested in pursuing?

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[41] Questionnaire sent to all department chairs,14 responded.

Table: Summary of Questionnaire Results, Top Five Most Frequently Mentioned Topics

Topic	Number of Comments	Summary of Comments
Incoming international undergraduate students	5	Support for students from non-English speaking backgrounds (Ensure they are well prepared, English speaking).
Visas	5	Assist with navigating difficult U.S. visa/immigration policies; Help with visa applications and appointments when department staff already strained.
Faculty Support for Partnerships	4	Educate faculty on institutional systems and support for partnership building; Reward/recognize faculty who engage in partnership building; Provide structured funding for international research, faculty exchanges, partnership exploration, and/or conference travel.
Housing	3	Improve access to short-term housing for international visitors, e.g. scholars, postdocs, etc.
Language Training	2	Lack of availability of certain languages; lack of language course availability for graduate students.

APPENDIX E - Timeline of Key Developments

2011

May 31, 2011   CP/EVC Allison Galloway issues her "Five for 2015" goal of increasing undergraduate non-resident enrollment to five percent of total enrollment by 2015.[42]

Fall 2011   The Office of Admissions begins international student recruitment.

2012

March 22, 2012   The International Recruitment and Graduation Team (IRGT), first named "International Recruitment and Retention Team," is formed and tasked with delivering "a five-year roadmap for international student recruitment, retention and graduation…[inclusive of] methods and measurable goals for assessment, and focus[ing] on student recruitment and the programs and resources to support those students' achievement of their educational objectives."[43]

2013

January 18, 2013   The CIE publishes "The Parlous State of International Education at UCSC," reporting the peril of low international student enrollment and restricted access to study abroad opportunities.[44] The Committee on Planning and Budget (CPB) supports the CIE report and raises alarm at lack of action to address campus revenue shortfall due to the under-enrollment of non-resident students.[45]

February 12, 2013   Committee on Admissions and Financial Aid (CAFA) revises its policy and sets a goal for the Office of Admissions to achieve non-resident / international enrollments for fall 2013 of "no less than 100."[46]

February 21, 2013   The IRGT formed in March 2012 issues its first report.[47]

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[42] CP/EVC Galloway, "Budget Cuts and Next Steps," *UC Santa Cruz News*, May 31, 2011, https://news.ucsc.edu/2011/05/galloway-goals.html.

[43] VPDUE Hughey to International Recruitment and Retention Team, "Re: International Recruitment and Retention Team," Memo, *Division of Undergraduate Education* (UC Santa Cruz, March 21, 2012), https://ue.ucsc.edu/documents/past-projects/intl/2012-03-21-ue-teams-international.pdf.

[44] CIE, "The Parlous State of International Education at UCSC," *Academic Senate* (UC Santa Cruz, February 21, 2013), https://senate.ucsc.edu/committees/cie-committee-on-international-education/CIE-Report_March_8_2013_SenateMeeting.pdf.

[45] CPB to CP/EVC Galloway, "Re: Urgent National & International Student Enrollment Concerns," Memo, *Academic Senate* (UC Santa Cruz, January 18, 2013), https://ue.ucsc.edu/documents/past-projects/intl/cpb-non-resident-enrollment.pdf.

[46] CAFA to VPDUE Hughey, "Re: Non-Resident & International Student Admission," Memo, *Division of Undergraduate Education* (UC Santa Cruz, February 12, 2013), https://ue.ucsc.edu/documents/past-projects/intl/cafa-non-resident-international-admissions.pdf.

[47] IRGT, "Report of the International Recruitment and Graduation Team," *Division of Undergraduate Education* (UC Santa Cruz, February 21, 2013), https://ue.ucsc.edu/documents/past-projects/intl/2013-02-21-irgt-report-for-vpdue-hughey.pdf.

2013 (cont.)

February 26, 2013   VPDUE Hughey prepares and presents the first of two International Updates for the Senate Executive Committee (SEC).[48]

June 26, 2013   VPDUE Hughey provides a second International Update to the SEC.[49]

July 1, 2013   F. Joel Ferguson is appointed Interim Associate Dean of International Education, expanding the duties of the Faculty Director of UCEAP.[50]

September 10, 2013   External consultant Ian Little of CDB Solutions, LLC prepares the "International Recruitment Assessment," an evaluation of international recruitment and strategy at UC Santa Cruz.[51]

September 23, 2013   Over 100 new international students enroll for the fall 2013 quarter.

October 8, 2013   The Special Advisor to the Chancellor for International Initiatives is appointed.[52]

November 8, 2013   The Academic Senate Chair and several Senate committees respond to the CDB Solutions evaluation.[53]

December 3, 2013   VPDUE Hughey provides a response to the Academic Senate.[54]

December 11, 2013   CPB provides feedback on the CDB Solutions evaluation.[55]

December 20, 2013   VPDUE Hughey submits the "Proposal for Support of International Student Growth and Campus Globalization" to the Academic Senate.[56]

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[48] VPDUE Hughey, "International Discussion: Prepared for the Senate Executive Committee," *Division of Undergraduate Education* (UC Santa Cruz, February 26, 2013), https://ue.ucsc.edu/documents/past-projects/intl/2013-intl-presentation.pdf; VPDUE Hughey, "International Update," *Division of Undergraduate Education* (UC Santa Cruz, February 26, 2013), https://ue.ucsc.edu/past-projects/intl-updates.html.

[49] VPDUE Hughey, "International Update II: A Review of Accomplishments of the Past 4 Months, Based on the February 26 International Update," *Division of Undergraduate Education* (UC Santa Cruz, June 24, 2013), https://ue.ucsc.edu/documents/past-projects/intl/2013-june-intl-summary.pdf.

[50] VPDUE Hughey, "Joel Ferguson, Interim Associate Dean of International Education," *Division of Undergraduate Education* (UC Santa Cruz, May 16, 2013), https://uedocs.ucsc.edu/FergusonIADIE2013.

[51] CDB Solutions, LLC, "International Recruitment Assessment," *Division of Undergraduate Education* (UC Santa Cruz, September 10, 2013), https://ue.ucsc.edu/documents/past-projects/intl/2013-sept-cdb-international-recruitment-assessment.pdf.

[52] Chancellor Blumenthal, "Expanding UCSC's International Presence and Engagement," *UC Santa Cruz News*, October 8, 2013, https://news.ucsc.edu/2013/10/blumenthal-luther.html.

[53] Academic Senate Chair to VPDUE Hughey, "Re: International Recruitment Assessment," Memo, *Academic Senate* (UC Santa Cruz, November 8, 2013), https://ue.ucsc.edu/documents/past-projects/intl/senate-response-to-international-recruitment-report.pdf.

[54] VPDUE Hughey to Academic Senate, "Undergraduate Education Response to Senate Review on International Recruitment Assessment," Memo, *Division of Undergraduate Education* (UC Santa Cruz, December 3, 2013), https://ue.ucsc.edu/documents/past-projects/intl/ue-on-senate-review-of-international-recruitment-assessment.pdf.

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[56] VPDUE Hughey, "Proposal for Support of International Student Growth and Campus Globalization," *Division of Undergraduate Education* (UC Santa Cruz, December 20, 2013), https://ue.ucsc.edu/documents/past-projects/intl/2013-intl-proposal-final.pdf.

2014

March 14, 2014   Academic Senate and committees provide a response to the "Proposal for Support of International Student Growth and Campus Globalization."[57]

April 24, 2014   VPDUE Hughey thanks the Academic Senate and responds to analysis.[58]

July 1, 2014   F. Joel Ferguson is appointed to new Senior International Officer position at 100 percent.[59]

2015

January 26, 2015   Director of IEO position expanded to play key leadership role for campus internationalization and successfully recruited."[60]

February 5, 2015   The SEC publishes its "Proposal for a Framework for International Engagement."[61]

2016

April 15, 2016   CP/EVC Galloway establishes the Division of Global Engagement and appoints Interim Vice Provost for Global Engagement.[62] Director of IEO position elevated to Assistant Vice Provost for Global Engagement.

2017

January 2017   VPDUE Hughey assumes the role of Interim Vice Provost for Global Engagement after retirement of IVP Ferguson in December 2016.[63]

2018

August 2018   UC Santa Cruz joins the 16th cohort of the ACE Internationalization Lab.[64]

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[57] SEC to VPDUE Hughey, "Re: Proposal for Support of International Student Growth and Campus Globalization," Memo, *Division of Undergraduate Education* (UC Santa Cruz, March 14, 2014), https://ue.ucsc.edu/documents/past-projects/intl/senate-response-no-encl-intl-proposal.pdf.

[58] VPDUE Hughey to Academic Senate, "Re: Proposal for Support of International Student Growth and Campus Globalization," Memo, *Division of Undergraduate Education* (UC Santa Cruz, April 24, 2014), https://ue.ucsc.edu/documents/past-projects/intl/ue-intl-consult-thanks.pdf.

[59] VPDUE Hughey, "F. Joel Ferguson Appointed as UCSC's Senior International Officer," *UC Santa Cruz News*, July 14, 2014, https://news.ucsc.edu/2014/07/senior-international-officer.html.

[60] "Becky George, Director of the International Education Office," *Division of Undergraduate Education* (UC Santa Cruz, February 25, 2015), https://uedocs.ucsc.edu/George2015.

[61] SEC, "Proposal for a Framework for International Engagement," *Academic Senate* (UC Santa Cruz, February 5, 2015), https://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2015-february-18-meeting/1781%20-%20SEC%20Framework%20For%20International%20Engagement.pdf.

[62] CP/EVC Galloway, "Vice Provost for Global Engagement," *UC Santa Cruz News*, April 15, 2016, https://news.ucsc.edu/2016/04/vp-global-engagement.html.

[63] Interim CP/EVC Lee, "Interim Vice Provost for Global Engagement," *UC Santa Cruz News*, March 17, 2017, https://news.ucsc.edu/2017/03/global-engagement.html.

[64] Chancellor Blumenthal and CP/EVC Tromp, "American Council on Education's Internationalization Laboratory," *UC Santa Cruz News*, November 16, 2018, https://news.ucsc.edu/2018/11/georgeblumenthal-marlenetromp-11-16.html.

APPENDIX F - International Student Enrollments, AY 2013-14 to AY 2019-20

Enrollment by Academic Year
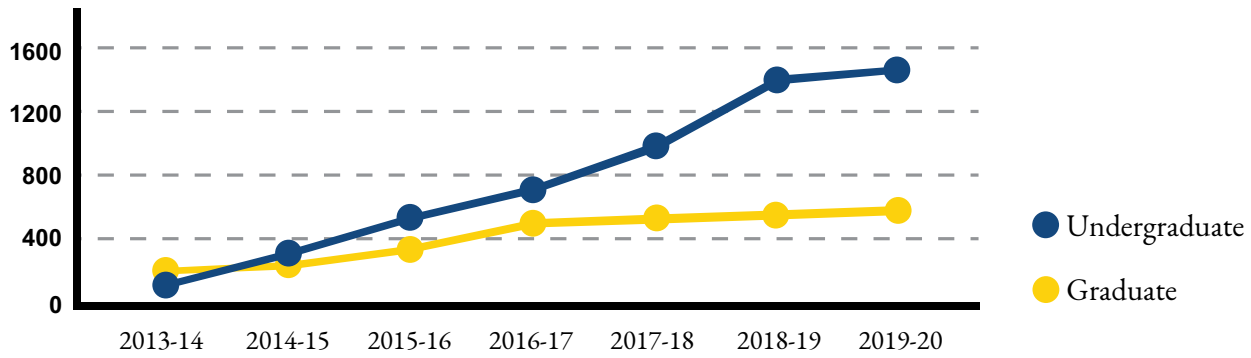
Unduplicated headcounts of international students, defined as individuals with F and J visas.

APPENDIX G - Organizational Chart and
Units of the Division of Global Engagement

Richard Hughey
Interim Vice Provost

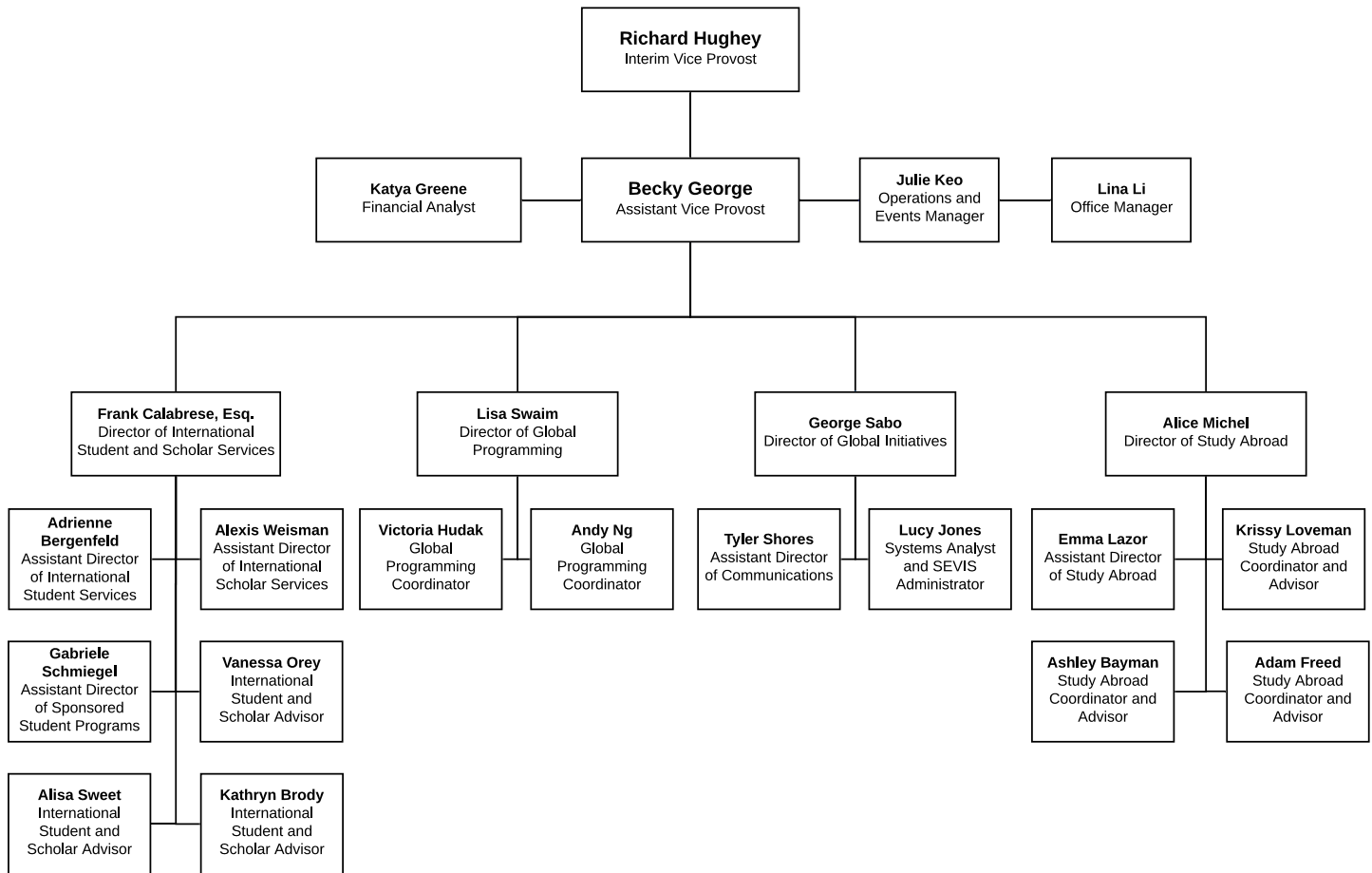**Katya Greene**
Financial Analyst

Becky George
Assistant Vice Provost

Julie Keo
Operations and
Events Manager

Lina Li
Office Manager

Frank Calabrese, Esq.
Director of International
Student and Scholar Services

Lisa Swaim
Director of Global
Programming

George Sabo
Director of Global Initiatives

Alice Michel
Director of Study Abroad

Adrienne Bergenfeld
Assistant Director
of International
Student Services

Alexis Weisman
Assistant Director
of International
Scholar Services

Victoria Hudak
Global
Programming
Coordinator

Andy Ng
Global
Programming
Coordinator

Tyler Shores
Assistant Director
of Communications

Lucy Jones
Systems Analyst
and SEVIS
Administrator

Emma Lazor
Assistant Director
of Study Abroad

Krissy Loveman
Study Abroad
Coordinator and
Advisor

Gabriele Schmiegel
Assistant Director
of Sponsored
Student Programs

Vanessa Orey
International
Student and
Scholar Advisor

Ashley Bayman
Study Abroad
Coordinator and
Advisor

Adam Freed
Study Abroad
Coordinator and
Advisor

Alisa Sweet
International
Student and
Scholar Advisor

Kathryn Brody
International
Student and
Scholar Advisor

Updated 9/17/2020

Summary of Unit Functions within the Division of Global Engagement

International Student and Scholar Services (ISSS)
- Visa and immigration advising and support services
- Campus regulatory compliance

Study Abroad
- International and virtual exchanges, internships, and global seminars
- Domestic exchanges and UCDC study away

Global Programming
- Orientation and events for international students and scholars
- Community building and integration into the UC Santa Cruz campus

Global Initiatives
- Partnerships and agreements with universities abroad
- Delegation visits and faculty outreach
- Strategic communications