## Committee on International Education (CIE)

<table>
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<tr>
<th>Total Meetings: 4</th>
<th>Meeting frequency: One meeting after each systemwide UCIE meeting.</th>
<th>Average hours of committee work each week: 4</th>
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- Reviewed a total 46 GE Petitions, in addition to the following: Academic Council and UCLA (Downsizing) Resolutions; UC San Diego Report on Academic Integration; English as a Second Language proposal; ESL Task Force Undergraduate Subcommittee Proposal; Preparatory Education Committee letter; Education Abroad Center Statement of Guiding Principles for Affiliate Provider Selection; UCEAP Budget and Funding presentation; UCEAP Reciprocal Exchange white paper; and UCEAP MOU between UCOP and UCSB.

- 0 GE Petitions, 0 reports and 2 issues (the status of EAP and the GE protocol for “new” GE Requirement) continued from the previous year.

- 0 GE Petitions, 0 reports and 3 issues continue to the coming academic year: pursuit of a change to the committee’s bylaw (i.e. removal of DD Bylaw 64.B.4.); committee letter in support of the ESL Task Force proposal; and the internationalization of the UC Davis campus.

### Listing of bylaw changes proposed:
- Removal of Davis Division Bylaw 64.B.4.

### Listing of committee policies established or revised:
- None.

### Issues considered by the committee that were also considered last year
- Chancellor’s vision document
- Criteria and protocol for getting GE credit for EAP coursework
- Changes in the EAP funding model
- Proposed openings and proposed closures for various EAP programs
- Campus agreements with 3rd-party education-abroad providers
- Impact of “new” GE requirements
- Academic Council and UCLA Resolutions regarding Downsizing
- Restriction of EAP students from linguistic classes because of budget cuts
Recommended procedural or policy changes for the coming year:

Committee's narrative:

The committee was engaged in international-education issues of concern to UC Davis and UC systemwide. The minutes of the committee’s four 2010-11 meetings capture the topics of discussion at the meetings and summaries of the four University Committee on International Education (UCIE) meetings that took place before the fifth UCIE meeting on June 16, 2011. The committee met regularly after each UCIE meeting, except the UCIE meeting scheduled mid-June. The minutes also relate the focus, interests and actions of the committee for the 2010-11 academic year.

The main focus of the committee was the internationalization of the UC Davis campus within the parameters set by the University of California Education Abroad Program, as authored by its office, the University Office of the Education Abroad Program. The committee used the Education Abroad Program’s new self supporting business model and the constraints of the current budget crisis as discussion guides. The committee limited its interests and business items to those of the UCIE and to those subjects that supported, developed and promoted the internationalization of the campus. Committee actions were discussed and formulated with respect to all campus units.

Education Abroad Program

The Committee discussed two dimensions of the University’s Education Abroad Program (EAP). The first is the status of the systemwide EAP office; the second is the UC Davis campus Education Abroad Center (EAC). The systemwide EAP is still in the process of adjusting to the new funding plan, under the guidance of its new director, Jean-Xavier Guinard. In part as a result of the reorganization of the universitywide EAP office, and in part because of UC budget cuts in general, the UC Davis EAC has received less funding to support its activities. The Committee expressed concerns about having sufficient staff to guide UC Davis students in the education abroad choices. Budget cuts have also contributed to the lack of mechanisms for interaction between international students and UCD students, and the lack of student services for international students (e.g. health
coverage, health services, housing, protection against fraud). Student satisfaction numbers and analysis of these numbers are needed to give a more complete update on the status of the EAP. More information is needed on the funding of the EAC in order to know and to decide how best to proceed with the program.

The prohibition of introducing new programs at the systemwide EAP that was set in place a year and a half ago has been lifted. Clear criteria for shutting down a program and for setting up a program are understood to be necessary. The new EAP self-supporting business model requires students to be more self-reliant. Now, they will have to rely on the International Offices of the University they are attending abroad for services. The goal is to take advantage of available resources and to stay within current budget constraints. Questions persist concerning the reporting hierarchy, the degree of contact that the Universitywide Office of the Education Abroad Program (UOEAP) has with a designated officer of the International Office of Education who was to be on site, and the proximity of the point of contact in a student emergency. Student surveys reveal that students do not often go through the chain of command which has been developed over the years of the programs.

**Associate Vice Provost and Executive Director for the UCEAP Appointment**

UCD’s Food Sciences Professor and Associate Vice Provost for International Programs Jean-Xavier Guinard’s appointment as the Associate Vice Provost and Executive Director for the UCEAP was commended. In a time of change on multiple fronts, his pragmatism in moving forward seems to be an attribute that would allow him to guide the systemwide office capably.

**UCD Chancellor Katehi’s Draft Vision Document**

The comments on the internationalization of the UC Davis campus contained in Chancellor Katehi’s 2009 Draft Vision Document entitled “UC Davis, A Transformative Vision,” and former Chancellor Larry Vanderhoef’s 2005 Fall Conference Recommendations for internationalizing the UC Davis undergraduate experience motivated the committee to readdress these points and to seek ways to support and promote these visions in the current budget crisis environment and the institution of the new Education Abroad Program self-supporting business model.

**Request for Budget Information**

The committee considered requesting the budgets of various campus units involved with international education for the purpose of informing itself on how best to advocate support for these units to comply with Chancellor Katehi’s and former Chancellor Vanderhoef’s visions for internationalizing the UC Davis campus.

**Committee Letter in Support of ESL Task Force Proposal**

This letter was drafted by committee member Julia Menard-Warwick. It was subsequently edited and made available for review and comment by the committee membership for eventual forwarding to the Academic Senate Divisional Chair. The goal was to get the letter to UC Davis Provost Ralph Hexter after completing the divisional vetting process. The drafted letter will be a business item for the 2011-12 committee.

**Academic Integration**

CIE consultant and Associate Director of the Education Abroad Center Zachary Frieders presented a history of the Academic Integration program. The program, formally adopted by the UOEAP as a UC-wide initiative in 2004 and including students
participating in EAP, campus-based programs abroad (i.e. UC Davis’ Summer Abroad and Quarter Abroad programs) and programs offered by third-party providers, initiated a shift from a general knowledge to a specific knowledge of education abroad, preparation for study abroad, and the building of programs on discipline rather than location. The conclusion of the presentation left the CIE membership asking what the committee should be doing in regards to academic integration and searching for ways that it could facilitate and support academic integration.

Proposed Revisions to CISE’s Charge—Davis Division Bylaw 64
On April 28, 2011, CIE Chair Jeannette Money addressed a letter to Academic Senate, Davis Division, Chair Robert Powell seeking to remove Davis Division Bylaw 64.B.4. The letter reflected the consensus of the committee and cited the Chancellor’s initiative to internationalize the campus and the new General Education Requirements that would be going into effect the Fall of 2011 as rationale for the change in the bylaw. The proposed change to the bylaw could not be made effective by the end of the 2010-11 academic year as there was not enough time to complete the vetting process. The proposed change will be a business item of the 2011-12 committee.

Affiliation Agreements
The committee considered Affiliation Agreements (also known as Agreements of Association or Association Agreements) when it reviewed and discussed the Education Abroad Center (EAC) Statement of Guiding Principles for Affiliate Provider Selection. The business viewpoint and the academic oversight viewpoint of such agreements were considered. The committee recognized the need for a formal procedure in addition to guidelines, the need to have every campus CIE vetting/supporting the programs of these agreements, and the need to protect students from injury and from wasting their time academically. The fee/payment for services structure and legitimate academic gap filling were considered by the committee. As was stated in CIE’s 2009-10 Annual Report, under such contracts, UCD would affiliate with selected third-party providers for providing alternative, generally non-competing study abroad programs (supplementing EAP, Summer Abroad, and Quarter Abroad), particularly in the light of EAP budget cuts and concerns about increasing student costs for participation in study abroad programs.

General Education Petitions for EAP Coursework
Throughout the academic year, CIE reviewed petitions for EAP coursework to be designated for General Education credit. Always, the committee endeavored to review and comment on the petitions in a timely manner. Forty-six GE petitions were received for review and comment. Two of these were re-submissions that switched the original Topical Breadth category to the appropriate Topical Breadth category recommended by the committee. Initially denied, the two petitions were approved upon re-submission. Ultimately, forty petitions were approved, and six were denied. Five of the petitions received requested expedited review. When a petition’s required information was not provided, review of the petition was postponed until the missing information was provided.

Two issues that were addressed were the need for submission of hardcopies of petitions for signature, since there was no electronic signature functionality set up, and the need for greater participation of the committee membership in the review of petitions.

The nature of the coursework being petitioned for GE credit designation and the expertise that the committee membership could provide suggested that review of the
petitions might be more appropriately the charge of another Academic Senate committee—one with authority over courses and a membership with greater expertise. Although other campus units were suggested, the Academic Senate Committee on Courses of Instruction was suggested as the most viable. (See foregoing section of this report entitled Proposed Revisions to CISE’s Charge—Davis Division Bylaw 64 for further details.)

Requests for Consultation
A committee response was requested on only one RFC. This RFC concerned the Academic Council and UCLA resolutions on downsizing the university. As the RFC was distributed on Sept. 9, 2010, with a response due date of Nov. 5, 2010, and the committee did not have its first meeting until Nov. 12, 2010, there was no opportunity for the committee to discuss the RFC and submit the requested response.

Committee White Papers
Chair Money wrote two white papers on the topic of internationalizing the UC Davis campus. The titles of the papers are: “A Living-Learning Program”; and “International Experiences for Students.” The papers are attached to this report as Appendices A and B.

Respectfully submitted,

Jeannette Money, CIE Chair and UCIE DD Representative
Leopoldo Bernucci
Kentaro Inoue
Francis Lu
Julia Menard-Warwick
Halifu Osumare
Gang Sun
Hnin-Hnin (Ma) Aung, Academic Federation Representative
Yvette Flores, ex-officio
Eric Schroeder, ex-officio
Wesley Young, ex-officio
Zachary Frieders, EAC Program Manager and Committee Consultant
Paige Farrell, EAC Coordinator and Committee Consultant
Bryan Rodman, Committee Resource Analyst
APPENDIX A:

White Paper on Internationalizing the UC Davis Campus

“A Living-Learning Program”
TO: Bob Powell  
Chair, UC Davis Faculty Senate

FROM: Jeannette Money  
Chair, Faculty Senate Committee on International Education (CIE)

SUBJECT: Internationalization of the UC Davis Campus  
A Living-Learning Program

DATE: April 28, 2011

The Faculty Senate Committee on International Education would like to take the initiative to propose programs that emphasize the University community’s commitment to integrating the campus into the global community. Although the campus has been interested in promoting this goal and, in fact, held a Chancellor’s Fall Conference in 2005 to generate ideas for internationalizing the campus, we feel that a new emphasis is important in an era of significant change for the university. The CIE will forward three white papers with ideas for possible implementation. This is the first white paper.

We propose that the campus community develop a “Living-Learning” program that emphasizes the global community and invites freshmen to participate in a two year program that provides a curriculum leading to a minor in Global Studies. Living-Learning programs are not new to the UC Davis campus. Currently, the Davis Honor’s Challenge supports a small residential learning community and the Colleges at La Rue originally provided a living-learning program for continuing students associated with the Center for Leadership Learning.

An example of a living-learning program that incorporates an international theme is the Global Communities Program at the University of Maryland, College Park. The program has been in existence for 10 years and is now undergoing a program revision. The program offers admission to a select group of students who apply for the experience. Of the 75 spaces in the dormitory, approximately one third is allocated to international students. The admission of international students serves two purposes: the first is to provide an environment in which international students can more easily integrate into the larger university community and knit close relations with local students. This type of residential living-learning program may draw international students to the UC Davis campus.

The second purpose is to provide local students with an opportunity to live and learn from their peers from foreign countries. The University of Maryland program offers a 10 (semester) unit program over two years, with a central theme running through each year. For example, the curriculum for the 2011-2012 year centers on food – a theme that would allow for students to become knowledgeable with the food/culture intersection, agriculture, sustainability, local and global hunger, and so forth.

The resources to create and sustain a living-learning program are modest – although allocating the living space on campus for the program would take planning. The University of Maryland program is supported by a half-time faculty member, a full time permanent staff member and two half-time graduate students. If the University decides to proceed with the program, adequate resources – perhaps from the tuition paid by international students – must be
available to ensure success of the program. It is likely that the program can be scaled up to incorporate a larger portion of the incoming student population.
APPENDIX B:

White Paper on Internationalizing the UC Davis Campus

“International Experiences for Students”
TO: Bob Powell  
Chair, Faculty Senate

FROM: Jeannette Money  
Chair, Committee on International Education (CIE)

SUBJECT: Internationalizing the UC Davis Campus  
International Experiences for Students

DATE: May 13, 2011

A university education today must provide students with the skills to live and work in a globalized environment. The most immediate way to provide some of these skills is to have students live, study, and work abroad through education abroad programs. UC Davis should have as a goal to ensure that 100% of the undergraduate student population study or work abroad. The campus should review best practices at other large public universities that are successful in their education abroad programs. And there are a number of ideas to promote education abroad at UC Davis.

1. The promotion of education abroad should come from the highest academic officers on the campus. The campus should undertake a campaign that is rolled out over a specified period of time to educate students and their families about the benefits of education abroad and provide adequate resources to ensure that all students have options for study abroad.

2. Integrating study abroad requires advanced planning. Therefore, communication should begin with entering freshmen and their families. The campus should educate students and their families about the goals of study abroad – even when the student and/or the student’s family immigrant – and how they can meet their other academic goals while including this international experience. The media campaign should begin with the admissions process and continue through onsite orientation and academic counseling within the student’s department. Each department should be required to place education abroad as an item on the department’s undergraduate advising list and they should propose one or more programs that fit well with accomplishing major requirements while studying abroad during sophomore, junior and senior years, as well as appropriate summer programs. This type of department support would facilitate academic integration and ensure that students meet their broader academic goals on a timely basis. All types of media should be considered including blogs from current study abroad students, Facebook sites for students who plan to study at each center, and twitter.

3. If we are to increase UC Davis undergraduate participation in study abroad, we need to make sure that adequate opportunities are available to our students. One way to do so would be to provide UC Davis programs specifically, that could be scaled up to meet
increased demand – such as summer programs in a neighboring country. Both the 4 week, 8 unit summer abroad program and a UC Davis 6 week summer session could be considered as models. Institutions that are easily accessible geographically might be University of British Colombia in Vancouver and/or the University of Victoria in Victoria on Vancouver Island. Immersion of the students may be possible although specific courses that enhance the international experience might be appropriate. See attachment for suggestions.

4. Course proposals:
   a. The Canadian and U.S. welfare states in comparison
   c. The oceans of North America: Local actions with global consequences
   d. Canadian politics and society