



Davis Division Academic Senate

Request for Consultation Responses

International Advisory Committee Report

November 28, 2012

On June 5, 2012, the International Advisory Committee issued its report. The committee was charged by Provost/Executive Vice Chancellor (PEVC) Hexter to inventory existing programs and make recommendations to the PEVC concerning the optimal deployment of resources to advance the international engagement strategy it will have developed.

Council of School & College Faculty Chairs (LS: HACCS)

November 6, 2012 10:11 AM

Consultation from Faculty Executive Committee, College of Letters and Science

International Advisory Committee Report

November 5, 2012

The Faculty Executive Committee of the College of Letters and Science endorses the principles and provisions of the International Advisory Committee Report. We highlight the following aspects in particular that are crucial to the success of international education at UC Davis:

1. Sufficient resources to hire staff to help with advising of international students need to be provided.
2. While not directly mentioned in the report, we urge the careful and strategic use of language programs that teach languages not currently taught at UC Davis to enhance the opportunities for our undergraduates to study abroad.
3. We believe that academic support for international students is crucial to their success including support for English as a Second Language and English Language Development courses (for domestic students, as well).
4. Adequate screening of the academic skill level of international students must be realistic in terms of the expectations of course work on the campus. To this end TOEFL scores are not adequate to assess reading, writing and test-taking capabilities.
5. Counseling needs to be provided in order to ensure integration with the campus culture. Both staff and fellow students can and should be used to help integrate international students.
6. An appropriate environment for international students must be attentive to the attitudes of domestic students who may harbor racist and/or ethnocentric attitudes that create a hostile environment for international students. Issues of “unwelcoming” graffiti in a chemistry building bathroom were cited as a concern. We need to ensure that our students’ global literacy includes tolerance of other cultures and linguistic abilities.

In summary, we strongly support the proposal to change the undergraduate campus culture to

prioritize international education and to better integrate international scholars and students who come to campus.

Elections, Rules & Jurisdiction

November 14, 2012 11:01 AM

No response at this time.

Graduate Council

November 29, 2012 12:46 PM

Response continued on next page.

November 26, 2012

RFC: INTERNATIONAL ADVISORY COMMITTEE REPORT

APD reviewed the International Advisory Committee Report (June 5, 2012) at its November 16, 2012 meeting. The report included a discussion specifically addressing international graduate students. APD commends the members of the advisory committee for doing so. APD would like to see that any implementation of the recommendations in this report be coordinated with the implementation of any recommendations in the Graduate Education Taskforce Report and the Vision 2020 Report. All three reports address aspects of graduate education and should be considered jointly.

Specific comments:

1. APD strongly supports waiving NRST for academic non-resident Ph.D. students. This recommendation was also made by a systemwide Academic Senate taskforce regarding competitiveness in academic graduate student support.¹ Even if waiving NRST for all non-resident students is not feasible financially at this point in time, the campus should consider placing international non-residents and national non-residents on an equal footing, and charge only one year of NRST for all non-residents. Another option would be to waive non-resident tuition for students employed on campus as GSRs or TAs, so that faculty members would not have a disincentive to employ international students as GSRs and departments would not have a disincentive to employ international students who are TAs not receiving a NRST fellowship from their graduate program.

2. APD cautions that the full costs of increasing the number of international students should be calculated including additional costs for advising, dissertation mentoring, and other services that international students use more intensively than domestic students. While the Vision 2020 report discusses these costs for undergraduates, it does not address them for graduate students.

- a. In order to make internationalization a success, the campus must commit to the needed infrastructure to provide these services.
- b. Although dissertation mentoring is not included as a cost item separate from faculty salaries, ensuring that international students with limited English skills achieve the standard of excellence expected of our graduates can be time-consuming. Graduate admissions are made by faculty members. If international students are too costly in terms of time and funds (see item 1), graduate programs will not admit a higher proportion or number of international students regardless of campus goals.

¹ http://www.universityofcalifornia.edu/senate/reports/CAGSSGradCompetitivenessPaper_072012.pdf.

UC DAVIS: ACADEMIC SENATE
GRADUATE COUNCIL
ACADEMIC PLANNING AND DEVELOPMENT COMMITTEE

3. APD observed that one of the challenges of internationalization is recognizing and benefitting from cross-cultural interactions while maintaining UCD's academic culture and commitments to excellence.

4. APD would like to see a more precise definition of international experiences. A fuzzy definition could make it difficult to assess UCD's future accomplishments in this area. An overly broad definition could result in students having "international" experiences that do not include engagement with other cultures.

5. Finally, APD would like to see specific plans for enriching the experience of graduate students whose research requires international work.

Accordingly, the APD Committee submits for Council's consideration the above-mentioned recommendation to post to the Academic Senate's RFC.

Sincerely,

Ari Kelman, Chair
APD Committee of Graduate Council

/vm

c: Ricardo H.R. Castro
Jeffery Gibeling
Tzipora Goldkorn
Rachael Goodhue
Carole Hom
Marie Jasieniuk
Markus Luty
Wolfgang Polonik
Eric Russell
Peter Wise

November 28, 2012

RFC: INTERNATIONAL ADVISORY COMMITTEE REPORT

The Graduate Student and Postdoctoral Scholar Welfare Committee (GSPSW) reviewed the RFC: International Advisory Committee Report (June 5, 2012) at its November 26, 2012 meeting. We fully concur with the APD comments on this report and wish to add the following comments:

1. We cannot stress enough how the current NRST situation affects graduate student total welfare, not only that of international students but also that of domestic graduate students. By reducing or eliminating NRST, we move toward equity in student support and reduce tension among faculty members (who may be competing to get the one international student we might be able to afford) and among graduate students who, despite good intentions on all sides, are well aware that when we support an international student it means we have less money for stipends, guest lectures, even library materials. For non-departmentally based graduate groups, which often do not have endowed funds or other means (e.g. sufficient TA support) to shift the burden of student support among various sources, the challenge posed by the different costs associated with different types of students is even greater.
2. The IAC should be commended for considering graduate students, but there is no mention of postdoctoral students and international visiting scholars. These members of the campus community would benefit, as would graduate students, from an international center with resources and guidance for 1) supporting them as they move to and settle in Davis, 2) connecting them with the rest of campus, and in the case of postdocs, 3) negotiating mentor relationships, and 4) helping them find employment if necessary after their fellowship ends. International graduate students and postdoctoral scholars frequently come with a diverse profile of goals and aspirations. In the constructing of organizational structures for this population, care should be taken to acknowledge this range of goals: expertise or credentials to be taken back to a home country, full integration into the US academic system, professional training that is specifically international or comparative in outlook, and so forth.
3. Any vision of internationalizing the campus must include attention to and resources for graduate student research and teaching exchanges abroad.
4. In agreements with international universities, the cost to UCD of supporting government-sponsored students should not fall unduly on individual departments and labs.
5. On page 19, item #5, "Waive non-resident supplemental tuition for academic international PhD students," we believe that this waiver ought to apply to students in terminal master's programs as well.

UC DAVIS: ACADEMIC SENATE
GRADUATE COUNCIL
GRADUATE STUDENT AND POSTDOCTORAL
SCHOLAR WELFARE COMMITTEE

Accordingly, the GSPSW Committee submits for Council's consideration the above-mentioned recommendation to post to the Academic Senate's RFC.

Sincerely,

Elizabeth Freeman, Chair
GSPSW Committee
Graduate Council

/vm

International Education

January 3, 2013 5:02 PM

The Committee on International Education has reviewed the International Advisory Committee Report and endorses the Committee's recommendations for internationalizing the UC Davis campus. We point to a lacuna in the list of recommendations. Language instruction is central to internationalization and there are no recommendations to ensure the depth and breadth of language training necessary for students to pursue different programs abroad. Language instruction, in and of itself, is part of the internationalization process as learning a new language provides insights into other cultures and ways of thinking. The campus needs to ensure that the number of languages offered is sufficiently broad and provides language training pertinent to all parts of the world. The campus also needs to ensure that sufficient numbers of classes are offered to meet student demand at all levels.

Planning & Budget

November 14, 2012 4:25 PM

CPB reviewed the International Advisory Committee Report and endorses the report. The report makes a number of recommendations. Some while desirable probably come with a price tag that is unrealistic in the current situation, or, if feasible would require a realignment of priorities that is unlikely to happen. Other recommendations require relatively little in the way of new funding.

CPB discussed and supported the following recommendations in order:

1. Develop structures that will help international students to integrate more fully into contact with the domestic students. UC Davis lags behind many campuses in the numbers of international students enrolled. The Chancellor has set as a goal higher percentages of such students. As this happens, care must be taken to account for their needs and also to integrate them into the life of the campus.

2. The UC Davis campus must lift obstacles and create incentives to underpin faculty projects that internationalize the campus. International activities must be tracked in a centralized and usable format to facilitate information sharing and to gauge progress in meeting our goals. More needs to be done both to promote faculty engagement in international studies and to track the engagements that now exist. University faculty global engagement is a significant factor in determining university rankings. CPB was surprised at how little record keeping there is about who is doing what where on this campus. There is a lot of well-funded and prestigious international activity ongoing at UCD both in teaching and research that isn't captured in the VC for Outreach's databases. This is less a question of new resources than it is of administrative oversight.

3. Sets an ambitious goal of 50% of the undergraduate student body having an international experience sometime in the four years before they graduate. In the body of the report this goal is explained as either students traveling abroad or interacting with international students in some structured way on campus. Since slightly less than 5% of the student body currently study abroad in a given year (approximately 19% if calculated over 4 years), this is an ambitious goal that would at the very least require funding for more staff advisers in the Education Abroad Center.

4. Financial incentives for international graduate students need to be competitive with our peer institutions if we are to attract the students we want and need. Graduate students from other countries currently comprise about 15% of our graduate students, as compared to 20% at Berkeley and 22% at Irvine; 25% at Ann Arbor and 37% at Cornell. In addition, it would be helpful to know what financial incentives are given at our peer institutions to attract international students. It may not be a financial incentive to the students after all.

Additionally, some CPB members were concerned that the international Ph.D. student population plummeted about 15 years ago when the campus eliminated the large numbers of Nonresident Student Tuition Fee Waivers that used to be available. If the campus is keen to increase its international presence, we should invest in more of those waivers for outstanding grad student prospects.

Preparatory Education

November 19, 2012 8:49 AM

Response continued on next page.

The Preparatory Education Committee (PEC) strongly endorses the recommendation of the International Advisory Committee Report (IACR) that international students should be integrated into the fabric of the campus. Additionally the PEC strongly endorses the point made in the report that internationalization of the campus through recruitment of international students “will succeed only if a second investment is made in retention services that provide the necessary resources for foreign students to succeed. Merely recruiting international students will not internationalize the campus by itself” (p. 3). As one PEC member commented along the same lines:

We should distinguish between internationalization of the university and the desire to attract more paying foreign students. Those goals are, in my opinion, separate and not even complementary. Attracting more international students will diversify the student body and that is very positive. It does not guarantee or even imply any actions on the part of the university to improve academic success of foreign students at the university. ... It is up to the university to put procedures into place that enable success in terms of social integration and a positive experience for foreign students. ... There needs to be a dedicated pool of money and an infrastructure supported from this money that ensures there are no financial obstacles to delivering the needed services. As one of the [IACR] writers said, in this day and age of high speed internet and instant communication, news of failure travel fast.

The support services whose necessity we would particularly like to highlight are the following: English language instruction, advising and counseling, faculty training and incentives for internationalization initiatives; TA training. We believe that an addition of a credit-bearing summer orientation program for international students would be a step in the right direction, although insufficient in itself. Further areas of concern to the committee are funding for necessary support services; the location of these services so as to maximize student integration; English-language proficiency admissions standards for international students; language testing both before and after arrival; and the transparency of the process by which internationalization decisions are made. Finally we would like to point out that the 2010 data labeled “current context” in the IACR is woefully out of date. International undergraduate student recruitment has proceeded rapidly since 2010 in the *absence* of meaningful new support services for international students, and in the *aftermath* of devastating budget cuts to previously existing services that could have been used to support international students. Before discussing specifics, we would like to endorse the IACR conclusion that “If the administration cannot find the resources to invest, it would be better to acknowledge that our efforts to internationalize the campus should be put on hold rather than proceed without sufficient resources” (p. 4)

Support services:

English language instruction

As the IACR points out, “English language instruction is an important part of ensuring that international students are successful in receiving a university degree” (p. 16); international students (both graduate and undergraduate) can profit from study at our university only if they are adequately prepared as readers, writers, and speakers of English. Moreover, the university community can profit from the presence of international students only if these students have the requisite English language skills. A point not mentioned in the report is that one reason international students come here to study is to reap the side benefit of improving their English skills; they realize that having strong English skills can set them apart in their future careers. Recognition of this benefit could help with recruitment.

A point that the PEC would like to particularly emphasize is that international students have curricular needs for language skills other than writing, especially listening and speaking skills strong enough to follow lectures and communicate their ideas, as well as cultural skills necessary to function comfortably in the UCD academic and social environment. However, the only ESL courses for undergraduates now offered at UCD are freshman writing classes, designed for immigrant students, whose needs for language instruction are overlapping but non-identical to the needs of international students. Thoughtful and thorough curriculum development by ESL specialists is needed to design a program that will meet the range of needs for ESL in an internationalized UCD. A central assumption of this program design should be that providing classes/services attuned to the needs of California resident immigrant students must remain an integral part of the mission of ESL.

As one PEC member argues:

The UC is charged with serving the people of California, first and foremost. Providing ESL to our incoming California residents, if they need it, is obviously part of that mission. Providing ESL to our international students assists in that mission in that it (a) brings more international revenue to the university thereby increasing the overall health of the university (b) creates a diverse community at the university from which California resident students benefit and (c) creates strong connections between our university and state and the people and nationalities that we recruit.

Moreover, the PEC believes that full integration of international students within the campus community requires that ESL classes be held on campus, taught by UCD faculty and graduate students. Providing international undergrad students with good, “in house” ESL is a significant investment in their success at UCD and their satisfaction with UCD; in the long term financial analysis, ESL should be provided all resources necessary since it is an integral part of the campus mission of internationalization.

Advising and counseling

The PEC endorses the need for specialized advising for international undergraduates mentioned in the report. Currently, international undergraduates lack adequate advising, particularly upon first arriving here and selecting courses. Many new international undergraduates this year are taking far more units than they can successfully handle. They are far less likely than domestic students to understand the US academic system and how to function successfully within that system.

The PEC additionally endorses the IACR’s call for “the administration to plan effectively for the provision of counseling services” to international students, who are likely to be under stress given that they are “many thousands of miles from their homes and support networks” and often unfamiliar with US culture. It is not enough to simply send international students to existing counseling services on campus; they need access to professional, experienced counselors trained in cross-cultural issues. It would be a worthwhile investment to hire counselors with this expertise who are also fluent in languages spoken by significant numbers of international students, especially Mandarin Chinese.

Faculty training and incentives

The PEC endorses the call of the IACR to “lift obstacles and create incentives to underpin faculty projects that internationalize the campus,” such as service-learning or intercultural

communication courses that link international and domestic students. The PEC additionally underscores the need for widely available faculty training to help UCD instructors work effectively with international students in their classes who might have weak English skills and/or be fearful of participating actively in the classroom due to cross-cultural differences in classroom behavior/student participation.

TA training Since a significant amount of instruction at UCD is provided by teaching assistants, these instructors as well could benefit from training on how to work effectively with international students. Moreover, it is important to keep in mind that some of the international students admitted will at some point have a TAship and these should never be awarded if the student is not proficient in English. In fact, for many undergraduates, their most significant international contact may come when an international student is his or her TA in a course. We need strong support both within departments and campuswide to help international TAs succeed in their TAships. Providing international grad students with high-quality ESL speaking courses improves their own performance in graduate classes and, even more important to the university, their performance as TAs. This, in turn, increases the satisfaction of all undergraduates, given that a lack of English language skills is a common reason for undergraduate students to complain about international TAs. For this reason, we also need to educate U.S. students about the benefits of having international TAs, for example during orientation programs.

Supplementary programs for international student integration

The PEC agrees with the IACR on the value of “buddy” programs that bring together international and domestic students, and likewise agrees on the importance of providing administrative funding and training for students in such programs. There are several long-standing programs like this on campus, such as the PAL program in Linguistics, and it will be important to support existing programs in this as well as newly-developed initiatives.

The PEC would also like to point out that international students are not used as much as they could be here when events of interest come up that they have particular knowledge or experience on (e.g. the Arab Spring of 2011). Using international students in forums, workshops, and symposia whenever possible would make them more visible and help them be better integrated at UCD.

Summer orientation program

The PEC concurs with the IACR recommendation that international students be provided with a credit-bearing orientation during summer quarter “to allow early entry onto campus and to ensure that the students are not playing catch up when they should be well settled before classes begin” (p. 16). Such an orientation program should cover cultural issues of concern to international students, and provide ESL instruction for those who need it. In fact, the committee believes that summer session ESL courses would solve many (although not all) of the current problems discussed in the report. Students would pay separately for these classes, which would alleviate funding issues, and a summer program would also give students a chance to improve their English *before* the start of fall classes, making for an enhanced educational experience. It could also solve some of the visa issues faced by international students, and make their transition to campus life easier. This program should be at least as long as Summer Session 2. ESL courses provided in the summer program could include speaking/listening as well as writing. Of course, it is not sufficient to stop at these classes, and many international students would need additional

ESL instruction during the academic year, but summer classes should be an integral part of continued ESL learning throughout the first year of college.

Additional concerns:

Funding and location of services

The Prep Ed committee believes that integration of international students within the campus community (one of the primary concerns in the IACR) will be best facilitated if ESL classes are held on campus, taught by UCD faculty and grad students. We are concerned that outsourcing, even to Extension, would have the tendency to isolate rather than to integrate international students, and we would like to emphasize the importance of maintaining high standards for academic English instruction with highly qualified instructors, which we believe would be easier to ensure with an in-house program.

Moreover, while most of the PEC agrees with the IACR report that “a summer program prior to university admission may be fee bearing but that ESL instruction during the academic year should be considered part of the university curriculum covered by current tuition and fees” (p. 16) there is a minority opinion on the PEC that the university should charge international students “more for extra services, if the market will bear that price,” while prioritizing the needs of California resident students, including immigrants who need English language instruction.

Admissions standards

In making admissions determinations, we need to go beyond lip-service to “diversity” and “internationalization” and instead ask ourselves what kind of diversity we are seeking, what optimal international experiences consist of, and what are the academic standards we hope to maintain for both domestic and international UCD students. The PEC is concerned that before admitting students, we need to make a determination about the adequacy of their English language skills—their adequacy at the time of admission and the likelihood (or the lack thereof) that the students can improve their English skills to an adequate level either by the time they enroll or shortly thereafter. Thus, it is important to require TOEFL scores of at least 80 for all international students from countries where English is not the dominant language, even those coming from so-called English-medium high schools, unless these are internationally accredited institutions.

Testing

Although TOEFL scores should be required, the PEC is concerned about widespread reports of TOEFL fraud (especially in China) and also by reports of artificial TOEFL score inflation from intensive test-preparation classes. Therefore, students need to be tested by UCD personnel soon after arrival at UCD to determine what level of English-language instruction will be appropriate for them. Optimally, this testing will be conducted after students have recovered from jet lag but before they have enrolled in fall classes.

Transparency of decision-making

The PEC has not been able to determine the final outcome of the Call for Proposals for the future of ESL from spring 2012, and is concerned that the current ESL program is unable to plan for the future (later than spring 2013). Moreover, the PEC has been unable to determine whether

outsourcing to Extension or even beyond UCD is still on the table. Nor can the PEC determine whether outsourcing would potentially involve immigrant students and graduate international students as well as international undergraduates. The lack of information provided to faculty and staff who work with international students is impeding the creation of a summer program, widely agreed to be desirable and cost-effective. Generally, PEC sees a need for more transparency on the part of administration about international admissions, plans for funding ESL, etc. More transparency would make for better planning and a better educational experience for international students. Moreover, the lack of transparency in these areas has already created a significant disincentive for future faculty involvement in this area; that is, faculty who were initially enthusiastic about the internationalization effort have already become disillusioned and have begun to disengage.

Conclusion: Given the stated commitment of the UCD administration to a process of internationalization, including the recruitment of international students, the PEC recommends renewed administrative commitment to the high-quality language instruction and support services that will make internationalization successful. We argue that improved educational experiences for our international students will create a self-sustaining recruiting mechanism. Satisfied "customers" create better recruiting opportunities internationally and more satisfied and engaged international alumni.

Research

November 14, 2012 11:01 AM

No response at this time.

Undergraduate Council

January 3, 2013 4:57 PM

Response of the Undergraduate Council to the International Advisory Committee Report, November 2012

The Undergraduate Council (UGC) strongly supports the integration of international students into the fabric of the campus. The administration should seek internationalization as a way to enhance educational opportunities for all UC Davis undergraduates, not merely as a means to enhance revenue. Achieving this goal will require committing substantial resources to support international students and to integrate them into the university. Specifically, the university must fund services such as advising, counseling, and high-quality English instruction to those students who need it, so that international students can succeed to the same degree as the general student body. If the administration does not make strong efforts to support international students, it is likely that many of them will have a negative experience at UC Davis, which in turn will hamper efforts to recruit and retain international students. Thus, we strongly endorse the International Advisory Committee Report (IACR) conclusions, "(that students) will succeed only if a second investment is made in retention services that provide the necessary resources for foreign students to succeed. *Merely recruiting international students will not internationalize the campus by itself.*"

We are especially concerned about failure rates for international students, as these students appear to be especially vulnerable to dismissal for inadequate progress or low GPA. Language and cultural barriers both have the potential to interfere with timely progress. Despite rapid increases in international undergraduate student recruitment, especially since 2010, *support services for international students have not expanded to meet this new demand, and existing services have been subjected to devastating budget cuts.* UGC therefore strongly endorses the IACR conclusion that "If the administration cannot find the resources to invest, it would be better to acknowledge that our efforts to internationalize the campus should be put on hold rather than proceed without sufficient resources" (p. 4).

Necessary services include but are not limited to:

1. English language testing and instruction, both before and after students arrive at UC Davis.
2. Advising and counseling.
3. Faculty training and incentives for internationalization initiatives.
4. TA training.
5. A credit-bearing summer experience for international students prior to the beginning of their first academic year at UC Davis.
6. Other services as needed (e.g., housing; assistance in adjusting to campus and U.S. culture).

UGC also urges the administration via the registrar's office to measure the following annually: dismissal rates, time to degree and subject to disqualification. This information should be reported annually to the UGC. The purpose for measuring these progress outcomes is to determine whether international students are progressing at the same rates as domestic students.

UGC views English language instruction as the highest priority, because English language skills are the key component for success. Without strong language proficiency, international students will not succeed in mastering academic subject matter. Further, many international students view education in the United States as an opportunity to strengthen their English language skills. Combined with potential problems with English language testing abroad, many international students will arrive at UC Davis with insufficient English language skills. Therefore, UGC calls upon the administration to ensure that every student who lacks proficiency in English will have access to high quality English language instruction. Further, the administration should set as a goal that international students will progress and complete degrees at the same rate as the rest of the student body.