

**REPORT OF THE INTERNATIONAL RECRUITMENT
AND GRADUATION TEAM**

21 February 2013

To: Richard Hughey, VPDUE
From: International Recruitment & Graduation Team
Re: Future Recruitment and Retention Strategies

In March 2012, you established the International Recruitment and Graduation Team (IRGT) to recommend a five-year road map for enhancing our international student recruitment and graduation rates. You asked that we consult widely and that we explore all aspects of the international student experience.

To the best of our knowledge, this is the first time that the campus has established a task force that focuses solely and broadly on the campus's international profile. As soon as we began to meet, we realized that there were many units on our campus engaged in international endeavors, but relatively little communication among these units. We have therefore included some recommendations designed to enhance intra-campus interactions and faculty oversight, which we see as vital to the success of our international recruitment and retention efforts.

As you know, the campus units that are most central to international student recruitment and graduation include Enrollment Management (including Admissions and Orientation), the International Education Office (IEO), College Nine's International Living Center (ILC), Graduate Admissions, and potentially Summer Session. All except Graduate Admissions are currently under the VPDUE's purview.

None of our recommendations will surprise you. Our committee members have been discussing these proposals with you over the past several months, and in many cases have already begun to implement them, even before we finished our deliberations. We have presented our recommendations in bullet points, fully recognizing that you are already familiar with the larger issues and contexts.

The report is divided into six sections: Admissions Policy; the International Education Office; College Housing and Advising; Summer Session; the Committee on International Education; and Funding Models.

I. Admissions Policy

For the past three years, BOARS has pointed to the discrepancies within the UC system with regards to the number of domestic non-resident and international students on the various campuses. Discussions have led both to an inquiry as to how the qualifications of these students compare favorably with CA resident students and how campuses are attracting non-resident students. In response to campus goals, CAFA has recently directed the Office of Admissions to take positive actions to increase the number of

international students admitted to the campus, ensuring their qualifications compare favorably with CA resident students.

As next steps, we recommend the following:

1. Separate the admittance targets for in-state, domestic non-resident, and international students, with the goal of significantly augmenting our international enrollment rates;
2. Hire an experienced international recruiter for the recently vacated International Admissions Representative position at a management level and add additional staff positions as needed to ensure a more successful recruitment plan;
3. Utilize the BOARS's "compare favorably" policy to enhance the number of international students (both frosh and transfer) that we admit;
4. Maximize the use of Admission-by-Exception (A by E) for competitive international applicants who might fall just short of meeting all of our standard criteria or who do not have access to SAT or ACT;
5. Continue to allow late applications for international students who miss the November deadline for Fall or Winter admission;
6. Include international students in the Regents scholarship pool;
7. Establish pathway partnerships with other institutions, in compliance with BOARS policies, that will encourage applications from qualified students at both the undergraduate and graduate levels;
8. Pilot a program with the ELS Language Center in downtown Santa Cruz that would allow students to substitute TOEFL with an equivalent-level Analytical Writing and Placement Exam;
9. Allow qualified international students to participate in the Honors Program;
10. Build on collaborative efforts with colleagues at other campuses inside and outside UC in order to draw more on their experience in the area of international recruitment, admission, and retention;
11. Draw on faculty with expertise and connections to promote recruitment at strategically targeted schools with the possibility of receiving funding for their efforts;
12. Identify an individual as a point person to be responsible for handling international visitors and visits by groups to the campus from overseas;
13. Establish a data-driven monitoring of international students, in order to determine what factors (TOEFL scores, GPA, etc.) best predict academic success on our campus.

II. International Education Office

IEO is currently divided into two distinct units, Programs Abroad (PA) and International Scholars & Student Services (ISSS), under the supervision of Director Anne Butler. This is not a tenable structure for the long term. The IEO Director needs to have a deputy director for PA and a deputy director for ISSS.

In the near term, we recommend:

1. Adding a supervising adviser for Programs Abroad, paid for by a modest additional fee to students who participate in study-abroad programs, as prelude to the creation of a deputy director position;
2. Encouraging more students to participate in study-abroad programs (both UCEAP-sponsored and independent programs), as participation is key in student retention and graduation (and a transformative student experience);
3. Restoring financial aid packaging for students that select independent study abroad programs;
4. Adding a student-advising component to IEO's purview to take advantage of the staff's expertise in foreign languages (e.g. Mandarin and Cantonese) and in the challenges of living abroad.

III. College Housing and Advising

International students are housed in all of the colleges, exactly like our domestic students. In addition, College Nine has an International Living Center (ILC) that primarily serves our EAP reciprocity students. Academic advising for international students takes place primarily within the colleges and departments, just as it does for domestic students. Programming for international students is handled by a variety of campus units, including Admissions, Orientation, IEO, the colleges, and some academic departments.

We think international students should continue to be housed across the campus rather than concentrated at one or two colleges. We feel, however, that they would benefit from some additional academic and non-academic advising and also from more centralized and enhanced programming. Also, we feel that it would be best to encourage the concentration of international students in one or two colleges for the next several years until their numbers reach a critical mass. This will allow for a more efficient delivery of their housing, advising, and other needs.

We think College Nine is best-positioned to take the lead in augmenting the housing, advising, and programming needs of international students for the next 3-5 years. Financial support for these endeavors would have to come centrally, as the college does not have the resources to accomplish these goals on its own.

We recommend that the following next steps be taken:

1. Expand the scope and functions of College Nine's ILC to house more international students, while exploring ways for some or all of the other colleges to participate in ways consistent with their themes and traditions;
2. Expand the campus's advisory capacity to handle the academic, psychological, residential, and career needs of international students, with special attention to language, writing, and cultural-adaptation issues;
3. Centralize more of the programming to eliminate duplication and to ensure that all international students are aware of events and opportunities.

IV. Summer Session

Summer Session has not generally been involved in international preparatory courses or study-abroad courses in past years, beyond an occasional faculty-led program, most recently Tony Hoffman's ANECA program in Costa Rica (Summer 2005 to Summer 2010) and Carlos Calierno's Spanish-language program in Cuernavaca, Mexico (Summer 2010 and Summer 2011).

In the near term, we recommend that Summer Session:

1. Develop a summer bridge program (beyond the normal orientation) for international students by 2014, with a language-training component;
2. Develop local staff expertise to support faculty-led summer programs abroad, rather than relying on more expensive programs mounted by UCEAP.

Faculty-led summer programs will require close cooperation between Summer Session and IEO. We would expect Summer Session to handle course approval, instructor contracting and pay, and student fees. The other functions—faculty preparation, program marketing, negotiations with third-party vendors, risk management, pre-departure orientations, etc.—would be handled by Programs Abroad, assuming that IEO is provided with adequate staffing.

V. Committee on International Education

CIE's current charge and membership composition provides sufficient avenues for continued Senate oversight as the campus's international profile grows. In the past, CIE largely focused on EAP-related issues. This year's CIE, however, has expanded its horizons considerably beyond this traditional role, as can be seen by its recently released report, "The Parlous State of International Education at UCSC."

We recommend that CIE:

1. Continue this year's practice of inviting the IEO Director to attend the monthly meetings;
2. Continue this year's practice of meeting regularly with a wide variety of campus staff who are involved in international endeavors;
3. Explore the possibility of expanding CIE's membership, as new recruitment, retention, advising, programming, summer, faculty-exchange, and related initiatives emerge.

CIE should be included in the planning and implementation of all current and future international recruitment and retention strategies.

VI. Funding Models

This committee did not have sufficient information regarding UCSC's budget to make any concrete recommendations about possible funding models for international education. Most of us felt that the EVC's office would need to provide new resources for

those units (primarily IEO and ILC) that would be taking on additional responsibilities. New funding would signal a strong show of support from the top down for increasing international student recruitment and retention on our campus.

It is essential that the central administration develop a funding model for returning a portion of the international non-resident tuition back to those units whose involvement and support are needed to ensure that this new population is retained. Such a promise of funds would provide incentive to staff already stretched to maximum capacity. These units include IEO, Admissions, the colleges, the Graduate Division, and possibly also the academic divisions and departments that attract a significant number of international students. These funds must be targeted toward ongoing and new programs, activities, and strategies that promote stronger and more successful international recruitment and retention efforts.

Concluding Observations

For the foreseeable future, we recommend that the VPDUE's office continue to play the lead role in international education, in collaboration with the Vice Provost and Dean of Graduate Studies. If and when our campus establishes a larger international profile, we recommend the establishment of a Vice Provost and Dean of International Education (VPDIE) office—similar to what other UC and non-UC campuses already have—to take over some of these functions, as well as to assume some duties now being handled by the Assistant Vice Provost for Undergraduate Education (faculty exchanges, customized international programs, MOUs/AOCs, etc.). If the campus's budget situation was less precarious, we would recommend the immediate establishment of a VPDIE office, as we think this would accelerate the growth of international education on this campus.

In many ways, we felt that the committee was more useful as a “forum” than as a “task force.” We hope you will consider creating a standing committee of the principal stakeholders that will meet one or two times per quarter to assess the ongoing progress of international education on this campus.

IRGT Members

Anne Butler
 Mark Cioc, Co-Facilitator
 Jessica Fiske-Bailey, Co-Facilitator
 June Gordon
 Tony Hoffman
 Shalon Kegg (Spring/Fall 2012)
 Ronnie Lipschutz
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 Margaret Morse (Spring 2012)
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