

ACE INTERNATIONALIZATION LAB

American Council on Education (ACE) Internationalization Lab

Subcommittee on Faculty Policies and Practices Report

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ACE Subcommittee: Faculty Policies and Practices

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Overall statement and general summary of recommendations

It is clear that UC San Diego faculty have been traditionally engaged in vigorous and sustained international research and teaching collaborations: the academic profile of innovative research and practical consequences of international dialogue and interchanges among faculty and students enriches the campus culture and enhances the global reputation of UC San Diego. We see the present challenge as amplifying what largely exists into a more organized network of systemic interdependencies: identifying ways to consolidate and coordinate these engagements in systematic ways that will better benefit the participants in these collaborations and the campus community as a whole and developing ways for the faculty to coordinate their activities and initiatives within the comprehensive structural components for internationalization recommended by the other subcommittees.

Perhaps our most serious consideration concerned how to appropriately assess international activities in the consideration of merit, tenure and promotion processes. There was unanimous agreement that, following the spirit of the recommendations of the systemwide White Paper focusing on this issue (see below), while explicit criteria should be developed to consider such activities in these processes, these should be subsumed under the criteria of APM-210: 201-2.4, specifically, evaluation criteria regarding University and Public Service. Most importantly, the subcommittee rejected the proposal to develop separate criteria or general language that would change the language in the APM-210. We believe that each academic unit should be encouraged to explore explicit discipline relevant strategies for incorporating international activities into the reviewing process. In addition to refining and relativizing the general proposals of the White Paper to the UC San Diego context, we recommend exploring some of the successful initiatives developed at UC Davis to better engage and support international activities for UC San Diego faculty: these latter recommendations can only be aspirational at this moment of serious budget constraints, but the Davis model provides an existence proof for the value and viability of the recommendations, since it has developed over several years in a better economic climate.

Recommendations based on the 2017 UC Systemwide White Paper on the role of international activities in the review of academic files

In 2017 a UC systemwide workgroup consisting of faculty senate members and administrators completed a report titled *Recognizing International Activities as Part of the Merit, Tenure, and Promotion Process at the University of California*. The report focused on one charge designated to our subcommittee, specifically, how can University assessments of faculty for merit, tenure and promotion best reflect the commitment that UC has to international engagement and collaboration and the encouragement that the University. The Workgroup clearly recognizes the multifaceted and comprehensive nature of faculty international engagement:

In their service activities, faculty take on leadership roles in international professional organizations, influence international policy-making, organize international conferences, serve on the editorial boards of international journals, provide external peer review for colleagues and students abroad, and develop cooperative agreements with foreign institutions. These diverse activities, taken together, contribute to UC's reputation as a university of undeniable global stature.

The Workgroup also identifies numerous benefits that will accrue to faculty, students, the campuses and the University if protocols are developed to better document faculty global engagement and mechanisms created to facilitate and encourage more and broader participation in internationalization initiatives. From a practical perspective the Workgroup recommends:

The decision to document international activities in merit, tenure, and promotion files would be **encouraged** for faculty (not **required**). Doing so would be viewed as "value added" to a faculty member's file and would receive special consideration by those evaluating the file.

Giving faculty the opportunity to document their international activities would be achieved by introducing minor changes into the language of the APM and/or a paragraph explaining both the rationale for documenting such activities and the method to be used for doing so. The working group would determine the best way to introduce this idea into the APM.

While some UC campuses already have certain mechanisms in place for giving due consideration to faculty's international engagement, the aim of this working group would be to discern how best to grant more systematic, systemwide recognition to a host of activities that undeniably serve UC's overall mission. This would have the added benefit of encouraging faculty to engage globally.

As can be seen, the Workgroup encourages the development of another Systemwide Workgroup to identify general and minor language changes intended to modify relevant evaluation criteria in APM-210. Although this may be useful at some time, after enough experience at different campuses in different divisions has been catalogued and analyzed, it seems more practicable at the moment for each academic unit to explore explicit discipline relevant strategies for incorporating international activities into the reviewing process: disciplines may vary considerably and each academic unit needs to assess the full range of involvements, i.e., *types* e.g. grants v. individual initiatives without external subsidies, *size and time-length of commitments* e.g., the weighting of activities in terms of number of participants, their roles and the duration of the initiatives, and *role of students* e.g., the nature of participation both students in both home and other institutions. At present we see department and divisional discussions and refinements concerning how to recognize faculty global engagement to be both effective and inexpensive. In line with this campus wide exploratory perspective we additionally recommend

investigating and instituting some of the successful initiatives developed at UC Davis to better engage and support international activities for their faculty.

Recommendations based on UC Davis Global Affairs Faculty Resources and Opportunities

(<https://globalaffairs.ucdavis.edu/faculty>)

UC Davis' Global Affairs Faculty Engagement program provided the most promising template for modelling UC San Diego internationalization efforts among the several workshop presentations arranged by the Committee. We believe that it is worthwhile considering the adoption of several components from what Davis reports to be a successful initiative to encourage and fund faculty global engagement. We can adapt some of their proposals for our purposes and not only work toward a more systematic approach to global engagement at UC San Diego, but provide another campus as part of a systemwide laboratory designed to deliver on one of the main goals stated in the 2016 UC Presidential Policy on International Activities, specifically, to “encourage[e] and support[t] *international* collaboration, education, exploration, service, and research.”

The Davis office of *Global Affairs* has developed a subdivision called *Faculty Opportunities and resources*, which is designed to facilitate faculty global engagement efforts by providing “programs, funding, and resources that support UC Davis faculty in achieving their goals in every corner of the world.” This unit localizes and coordinates all faculty information central to global engagement: it provides at once a resource for the dissemination of information as well as a locus for overseeing and modifying specific programs based on their successes and failures.

A dedicated unit of this sort at UC San Diego would seem to be a good place to locate some of the specific components found at Davis. In what follows we will identify some of the particular elements in Davis' teaching resources and opportunities that we see worth considering, while realizing that in the present budget situation these recommendations can only be aspirational. We utilize the language on Davis' webpage to convey the general purpose of each component and refer the reader to the webpage itself (<https://globalaffairs.ucdavis.edu/faculty>) for more details: we do not specify the precise way that each of the components can be adapted at UC SAN DIEGO, but endorse the notion that they are all most effectively developed within a single unit responsible for their implementation. The recommendations below consist of both resources for making international connections and for financially supporting the international connections made.

- **Global Teaching and Learning Resources**

It is critically important that our teaching and learning includes global and intercultural experiences. Global Affairs has gathered a set of resources to help faculty connect with others around the world.

- **Seed Grants for International Activities**

Partnering with UC Davis colleges and schools and the Office of Research, Global Affairs provides seed grants for International Activities to faculty taking on innovative research and engagement projects around the globe.

- Grants for Advancing Sustainable Development Goals¹

These are team-based faculty grants that fund globally oriented multi-disciplinary activities such as lectures, workshops, and community-based projects.

- Faculty and Staff Ambassadors

Provides additional funding and preparation to UC Davis faculty and staff already planning international travel who want to connect with partner institutions, alumni and supporters around the world.

Finally, UC Davis encourages the international agreements and partnerships with universities and research institutes around the world. This, of course, is something that already UC San Diego does, but could be more vigorously and systematically pursued. In this connection, we believe it is worth evaluating purported funding asymmetries between UC San Diego and partner institutions. In particular, while foreign universities typically fund visiting graduate students and subsidize faculty it is reported that the funding streams from UC San Diego are often more restricted or non-existent leading to imbalances in reciprocal agreements.

Conclusion

Though UC San Diego is developing a comprehensive internationalization initiative at a time of great budgetary constraints, we believe that, from the perspective of faculty engagement, some simple and inexpensive efforts, i.e., departmental and divisional discussions of how to assess faculty global engagement, as well as some aspirational initiatives building upon UC Davis' Global Affairs' program can combine to promote and guide further faculty involvement in UC and UC San Diego Internationalization initiatives.

¹ We have generalized this component, since UC Davis restricted these grants to those that promote "UC Davis' connections to the UN Sustainable Development Goals". While such grants could be restricted to specific UCSD campus initiatives, we believe that it will facilitate broader participation if faculty members identify worthwhile collaborations on their own.