

University Council on International Programs
Meeting Minutes
Off-Cycle Summer Prep Meeting
Monday, May 11, 2009
Via Video Conference

Present:	Sara Bergstedt, ASU	Madge Hubbard, UNC EP
	Yunkai Chen, FSU	Torian Lee, ECSU
	Bonnie Derr, UNC GA	Bogdan Leja, UNC-CH
	Denise DiPuccio, UNCW	Jesse Lutabingwa, ASU
	Brandi Dudley, ECU	Bonnie Parker, UNCA
	Joël Gallegos, UNCC	Penelope Pynes, UNCG
	James Gehlhar, ECU	Ingrid Schmidt, NCSU
	Alexandra Hellenbrand, ASU	Joti Sekhon, WSSU

SUMMARY/FOLLOW-UP ITEMS:

Risk Management Insurance: Advise appropriate General Administration personnel of interest in pursuing kidnapping, ransom and emergency political evacuation coverage.

Global Summit Strategy items: Small groups will work on Global Engagement Commission strategy statements for review by larger UCIP group to transmit to Millie Ravenel concerning: 1. Economic contributions of international students, and 2. improving internationalization curriculum content for K-12 teacher training programs in Schools of Education.

Internationalization Self Study: Penelope Pynes will serve as the repository for ideas and resources to begin developing tools to implement the self study.

UNC EP Assessment: Joël will convene a meeting of the UNC EP Advisory Board to initiate discussions about the process before NAFSA meetings.

DISCUSSIONS:

Convene and Welcome: Joël Gallegos welcomed and thanked everyone for attending this off-cycle meeting, commenting on the very busy year UCIP has had.

Minutes: A motion to accept the minutes of the February 20, 2009 meeting as written was made by Jesse Lutabingwa, seconded by Lois Petrovich-Mwaniki and unanimously approved.

Risk Management Insurance: Denise DiPuccio had shared comments she received from individuals on her campus with Joel Gallegos and she repeated for the benefit of all that she was very surprised by the legal counsel comments suggesting insurance for kidnapping, ransom and emergency political evacuation was not necessary. Jesse Lutabingwa wondered if there had been any discussion at UNCW on how to handle such an event, should it happen and further discussion revealed that as far as the UCIP reps are aware there is no contingency plan if a kidnapping should occur. Penelope Pynes related her experience this spring when she had to move students out of Botswana due to rioting there and had to assume the extra cost of doing this without the benefit of insurance. She also commented that her only concern about the extra coverage is the cost. Questions about whether it would be possible to pick and choose what coverage is available to certain types of travelers or in certain instances and whether extra insurance should be mandatory for students and faculty traveling internationally were raised. Several comments were made about how we have been very lucky thus far that we have had to

deal with something as drastic as a kidnapping or political emergency evacuation (with the exception of the Botswana situation), and that it would be better to have something in place before something happens and to wait for something to happen. It was finally agreed that Bonnie Derr will advise the appropriate people in General Administration that UCIP is interested in exploring how to add coverage for kidnapping, ransom, and emergency political evacuation without creating a burden especially given the current economic situation. It was felt that if it would be possible to expand the HTH coverage without going through an RFP process, and the cost isn't prohibitive, that would be the best way to go.

Strategies for the Global Engagement Commission: Issues that had been submitted for possible consideration were:

1. Recognition of the linkage between international students and international trade and recommends sending a proposal for legislative consideration. Jesse Lutabingwa has crafted some draft language for review, and provides legislative examples from Florida. Attached is his complete submission for review.
2. International internships for students
3. Stronger support for internationalizing experience and the curriculum for K-12 teacher training.
4. A statewide collaborative effort to provide more short-term training opportunities for business leaders addressing business practices in other counties
5. Statewide support for the Simon Study Abroad bill
6. Evaluation of how the State of North Carolina views foreign language education

Each of the above were discussed, but the two that were seen as broad enough in scope to actually be appropriate for Commission concern were 1 And 3. Salient points and the working groups to further develop draft language for the Commission for distribution to everyone else for consideration are reviewed below.

Linkage Between International Students and International Trade: Jesse Lutabingwa had provided background information on legislation in Florida to attract international students to the state through legislative action. Joel invited Jesse to talk about this more and invited discussion from everyone on what issues the group wants to put before the Global Engagement Commission (GEC). Jesse commented that he would like to see the State of North Carolina understand that there is a direct link between the international students who come to our campuses and international trade. He would like to see North Carolina do something like the Florida Linkages Institutes which enables Linkages members to exempt certain number of international students from the out-of-state tuition requirement. Jesse also shared a copy of Florida legislation on determination of resident status for tuition purposes that specifically identifies students from Latin America and the Caribbean who receive scholarships from the Federal or state government as eligible for in-state tuition.

Jim Gehlhar shared information concerning the linkage between international students and international trade. Monika Wojciechowski, the Assistant Director for International Student Recruitment in his office, suggested approaching the NC Department of Commerce about the economic impact international students have on the North Carolina economy. They presented economic impact data from Open Doors to Glen Jackman (International Business Development Manager at the N.C. Department of Commerce), and Sung-Hoon Baie (Director of North Carolina's Trade Office in Seoul), proposing on behalf of the UNC system that the N.C. Department of Commerce deem higher education an important "export" that their seven offices

abroad should be pushing. The idea was well received. Jim also mentioned that Professor John Williams at ECU has done a study that documents added benefits of offering economic incentives to international students.

Sara Bergstedt of ASU reported on information she obtained from the Minnesota State Colleges and Universities system (which includes community colleges) concerning in-state-tuition for international students. In 1997 the MINSCU Board made the decision that up to 3% of international students could be eligible to attend at in-state tuition rates. Recently the Board took the ceiling off and left implementation of the in-state tuition up to the institutions. ASU looked more closely at St. Cloud State University, comparable to ASU, and learned that in addition to providing in-state-tuition to their international students, it is also offered as a scholarship. The overall return of the policy to the State of Minnesota, as reported to and by Sara, has been well worth the decision. Students returning to their home countries talk to their peers about how wonderful Minnesota is, and as they move into leadership positions in their countries they influence decisions about opening businesses in Minnesota.

Considerable discussion ensued, and Jesse made the point that we need to make sure what we want to suggest because at the summit he heard the Department of Commerce saying it is important to keep international students in the U.S. Joel noted the importance of addressing international student issues—tuition, recruitment, etc.— but that strategically this may not be the best time to do so. Madge observed the N.C. State Government does not recognize universities as export opportunities and it would be good to hold up Australia as a model of the benefits to be derived from doing just that. They have built up their universities to attract international students; doing so has contributed greatly to an economic transformation.

It was finally agreed that it is important to get the Global Engagement Commission to understand the economic realities of international students in higher education. Investigation of other university systems concerning in-state-tuition and other economic incentives is in order. Also, it is a good idea to plan to invite Glen Jackman to a UCIP meeting to establish better collaboration with the Department of Commerce to utilize the universities in a variety of areas. The economic impact of international students is huge.

WORKING GROUP: Jesse Lutabingwa, Denise DiPuccio, and Jim Gehlhar agreed to serve as a small working group to formulate language concerning this issue to share with the larger group before sending it to Millie Ravenel for the GEC. At Ingrid Schmidt's suggestion, Bonnie will contact Michael Bustle, Director of International Services at NC State, to see if he would like to be involved with this group and put him in touch accordingly.

Internationalizing K-12 teacher training. A comment was made that the Department of Instruction is moving fast to include internationalization into the K-12 curriculum making it more important to internationalize teacher training in schools of education. There was general discussion about how to provide international experiences to education students, including the possibility of student teaching overseas and a recognition that Colleges for the most part are reluctant to pursue overseas student teaching due to certification rules. Ingrid mentioned that she has learned that many military families are being transferred to South Korea and wondered if that would provide an opportunity for a foreign experience teaching in U.S. schools. Minnie Battle Mayes reported on NCA&T's experience with teaching on military bases. It was a program that was disbanded after 9//11 for security reasons but it probably would have been disbanded any way because the placement of teachers at military bases was not an international

experience; it could be categorized as a “multi-cultural” experience because the diversity of the population on the bases, but it did not provide an opportunity to observe or learn about another system or foreign culture. Jesse shared that ASU requires 15 weeks of student teaching, 10 of which must be in North Carolina schools and 5 weeks may occur in Mexico, Costa Rica or the U.K. They are getting ready to start a program in South Africa. But the big question is how to incorporate global issues into the curriculum. Teaching curricula need a broader global perspective. Agreeing with Jesse, Joel noted that this issue should not be narrowed to student mobility because it is unrealistic to think that we can get all student teachers overseas. Bogdan mentioned that another consideration is pre-service and in-service teaching. Lois commented that the education faculty at WCU are using Second Life and have created Catamount Island and a Japanese instructor has a house there. She had an opportunity to see it and was very taken with the technique. Bonnie reminded that if Rosina Chia were present she would remind of the ECU global academic initiative, and that it is something that should be kept in mind as a way to broaden perspectives.

It was agreed that improving internationalization of teacher training is another topic that we spend a lot of time talking about, and one that is important enough for the Global Engagement Commission to consider. The deans of education will need to be brought into this discussion. Bonnie will alert Alisa Chapman at GA who convenes the education deans for regular meetings of this UCIP initiative to start thinking about the best way to engage deans of education and UCIP representatives in dialogue.

WORKING GROUP: Penelope Pynes, Lois Petrovich-Mwaniki, Sara Bergstedt, and Bogdan Leja agreed to serve as a small working group to draft language appropriate for forwarding to Millie Ravenel for the GEC and to propose a strategy for implementation

Internationalization self study: Joël invited Penelope and Jesse to lead this discussion. Nell reminded that she had shared information from Jane Knight’s book and invited Jesse to comment further on ASU’s Internationalization Laboratory Reports which had also been distributed. Jesse suggested the ACE framework was a good place to begin and that the Jane Knight articles were very useful as a complement to ACE materials. In response to questions he clarified that the ACE materials ASU utilized were modified and adapted to suite ASU needs. So, the “Elements of an Internationalization Review” pointed to areas that ASU thought were relevant and important. Joël found the matrix on the elements was very useful. Nell noted that the reports speak to survey results; Jesse indicated the surveys could be shared and also noted that some of the data reported was already available from other work that had gone on in the various units reviewed, so not every area responded to all the surveys. He stressed that it was important to utilize existing information to the degree possible, so they weren’t creating extra work or recreating the wheel. Denise indicated she would need some pointers on how to get the campus to participate and Joël suggested that it would probably be necessary to get Harold Martin’s support to get the CAOs on board, although participation in the self study will be voluntary. Jesse agreed commenting that leadership for the Internationalization Lab came from the highest levels at ASU and there was a financial commitment to the process. The self-study is a different situation and we need to clearly articulate what we want to get from the self-study so the value will be clear. In response to a question he confirmed that the cost of the ACE Lab at ASU was \$18,000 plus expenses for ACE to visit the campus and campus leadership team to participate in meetings/conferences in Washington, D.C., and materials. The surveys were done electronically, but ASU acquired the ACE book on internationalization for the leadership team members. It might be appropriate to acquire copies of the book for various leaders on other campuses.

Possible outcomes will be to inform ourselves and others about what is going on; having benchmark data and get a gauge on where we currently are, identifying possible synergies and how resources can be shared, measuring global learning outcomes. ASU purchased software (TracDat) to develop outcomes and collect data at the program level. The International Education Council was charged with the responsibility of interpreting the data.

Nell commented that UNCG has not done a good job of measuring institutional effectiveness. To proceed with the study she is going to be doing next year she needs to figure out a way to collect data that is useable and relevant. She also volunteered to be the central information point, and invited anyone with ideas and evaluation examples to share them with her, and she would distribute them as appropriate. Bogdan raised the question of how to implement a study on campuses like Chapel Hill and NC State and thought maybe one way to do it would be to focus on 1 or 2 departments or schools that are not as advanced in internationalization as others, because there is so much going on that does address global readiness. He also shared that since they do surveys for their 6 Title VI centers every year for the U.S. Department of Education, which information may be useful to use as a measurement point.

There was further discussion about involving the Faculty Assembly, using campuses for peer reviews, and utilizing information that is available from normal exercises that happen on a cyclical basis, such as SACs reviews. An overall benefit will be to be able, as a system, to identify and share how we get the citizens of North Carolina ready for life in the 21st century.

Joti Sekhon shared her thought that this is going to be especially helpful for smaller campuses, noting that WSSU doesn't have much of a record to track its internationalization process.

Joël will follow up with Nell later this week, to talk about process and how to move things along.

UNC EP Evaluation: Next Steps: Joël would like to have a meeting of the UNC EP Advisory Board to discuss the process for the UNC EP evaluation and suggested the first week of June. When it became clearly that many Advisory Board members would not be available the first three weeks of June, it was agreed that an earlier date would be identified so that a telephone conference can be planned.

Other Business:

UNC EP: Madge advised that the campus coordinators meeting is now scheduled for Wednesday, July 29, from 9:00 a.m. to 5:00 p.m. and will be a video conference. The first hour will be reserved for new coordinators, so the more experienced coordinators may delay joining until 10:00. She reminded that she had arranged meetings At NAFSA with a number of our international partners and has been sharing that information with individuals she knows will be at NAFSA. Anyone going to NAFSA who has not received the information should contact Madge. Madge then shared that Penelope Pynes is not serving on the ISEP Board, and is glad to have UNC represented again.

Iraq: Bogdan Leja requested assistance from the group concerning a request they have received to help rebuild the University of Tikrit in Iraq, including rebuilding the library. The U.S. military has indicated it will do all the labor, but Bogdan doesn't know where to begin with the library piece and wondered: 1. If any other campuses have been involved in refurbishing Iraq universities; 2. Is there is a process to collect materials to rebuild libraries; and 3. Has anyone

been involved in digital learning experiences in Iraq. Regarding the 3rd question he noted that Chapel Hill faculty are not interested in traveling to Iraq at this point in time, but would be willing to work via distance learning.

Jesse Lutabingwa reported that ASU is working with the Ministry of Education in Kurdistan to rebuild 5 universities and are involved in providing faculty to assist with curriculum development in 10 disciplines. Libraries were part of the issue in Kurdistan as well, but collecting and storing books became a logistical nightmare and shipment of the books was never resolved. So, ASU dropped the library component of the project. He also reported that there is access to the internet in Kurdistan and they have been doing video conferences even though access is not high quality. Communication via email doesn't work very well because the protocol in Kurdistan is quite different; people don't spend a lot of time in front of their computers, so messages sometimes are not read for days after they are sent.

Jim Gehlhar concurred. ECU has collected books for Moldova and Nigeria and it is a logistical nightmare.

Joël noted that NAFSA has scheduled two sessions on how institutions can be involved with Iraqi institutions.

Adjourn: Joël adjourned the meeting at 11:45 a.m. thanking everyone for their participation and good comments, advising he would be following up with Nell and Bonnie in the next several days.