

UNIVERSITY SYSTEM OF GEORGIA
SYSTEM COUNCIL ON INTERNATIONAL EDUCATION

Friday, 03 October 2008

10:00 a.m.—2:00 p.m.

Foundation Board Room, Student Life Center

Macon State University

Macon, Georgia

In attendance:

Akanmu Adebayo, KSU	Ulf Kirchdorfer, Darton	Brian Ray, ABAC
Jim Anderson, AASU	Jane Knight, MGC	Patricia Ryan-Ikegwuonu, ASU
Dlynn Armstrong-Williams, NGCSU	Betty LaFace, Bainbridge	Bill Schaniel, UWG
Tiffany Briceno, SGC	Kasee Laster, UGA	Judy Shaw, UGA
Dwight Call, GCSU	John Lughart, DSC	Nancy Shumaker, GSOU
Holly Carter, ASU	Lisa Mallory, ATLM	Carrie Sloan, USG
Debra Denzer, GPC	Neal McCrillis, CSU	Patrizia Stahle, CGCC
Victoria Dubriel, FVSU	Ivan Nikolov, VSU	Cornelius St. Mark, SavState
Chaudron Gille, GSC	Eustace Palmer, Africa	Richard Sutton, USG
Amy Henry, GaTech	Carmine Palumbo, EGC	Phil Szmedra, GSW
John Hicks, GSU	John Parkerson, Clayton	ReLiang Tsang, USG
Eric Kendrick, Asia	Howard Potts, Waycross	Sue Watson, USG
	Susan Pratt, USG	Martha Wilson, MSC

I. Welcome & Introductions

The Presidents have just (re)appointed their SCIE Representatives for 2008-2010. Three new members were in attendance at today's meeting: Lisa Mallory from Atlanta Metropolitan College, Patricia Ryan-Ikegwuonu from Albany State University, and John Parkerson from Clayton State University. Additionally, Eric Kendrick joins us as the new Chair of the Asia Council.

A. Recognition of Akanmu Adebayo – Rick recognized Adebayo's service during the past three years as Chair of the Committee on International Students and Scholars. Key issues tackled during Adebayo's tenure were numbers of international students at USG campuses (nearly 20% higher than when Adebayo assumed the chairmanship) and strengthened services/programs (i.e. intercultural training programs, increased attention to ESL programs, and an initial review of transfer credit policies as well as the ongoing battle in the world of student insurance).

B. 2008 Harrington Award for Inter-Institutional Collaboration – This award recognizes an individual, program, partnership, consortium, or institution that has demonstrated outstanding commitment to collaborative activities between two or more USG institutions in international education. This year's award goes to a very deserving Debra Denzer for her diligent efforts in working with colleagues throughout the state to realize important international education endeavors.

II. AVC's Report

A new BOR Ethics Policy will be coming soon - the BOR will note the Commandments-like Code of Conduct and we must ask ourselves "what is this policy and how does it apply to us?" As always, SCIE reps will serve as important conduits back on the campuses.

The Core Curriculum Re-Design Process will provide an intellectual coherence to the core curriculum as well as thematic approaches to prepare students for the 21st Century.

AASCU Seven Revolutions Project – USG Faculty committed to using 7 Revolutions in the classroom this year and are looking at questions such as user satisfaction (do students like it?) and outcomes (what are they?).

2007-12 BOR Strategic Planning Targets

- International education is more than just an idea, and with this Strategic Plan, the Board of Regents is integrating international education at all levels, across all disciplines, and on all campuses.
- The Plan comes with quantitative targets in addition to the qualitative pieces.
- Strategic Goal 1 outlines seven activities as they are plotted over seven years.
- Please ask yourself, “What can be done at my campus to meet these goals?”

It's great to be in the Strategic Plan, and it means that we can lay out a funding strategy (see handout on the Strategic Planning Five-Year Funding Request) that includes what we would do if we got everything we asked for (far right column of the handout). Our five-year request is modest, but more than the System has ever put in international education. Rick would have preferred that this be a more collaborative effort (integrating SCIE input into the funding request), but a request for immediate numbers did not allow time.

SCIE Comments:

C: Bill Schaniel points out that he is pleased to see STARS remaining as a primary focus

A: Rick agrees, but laments that STARS support still only represents a small fraction of who goes abroad. Even if we got all of the money we requested, it would support only 15% of the students who go abroad.

C: Dwight argues that a great fourth star (stars indicate funding preferences) would be recruitment of international students because of the general lack of local support for international students on campus.

C: Debra agrees with the three priorities (denoted by red stars) as they filter directly to the students.

C: Ivan asks about ties to the Simon Act

A: Rick explains that the Simon Act failed, and that one criticism is that it heavily favors institutions.

Rick continues and explains that these funding requests were made in February when things looked good and \$2 million did not seem unreasonable. But times have changed . . .

FY09 OIE Budget

A. Targeted Enhancement Funds for STARS & ITC

B. Rick shared the history behind the notification of budget cuts (3.5%, 5%, 6%, 8%, and 10%), and we may not have a final decision until January 2009. What does this mean for us at the micro level?

-(handout) System Budget reduction at 6%

-(handout) OIE Budget showing original budget and suggested 6% cuts

(we are working to preserve STARS at all costs which will require shifting 6% of those funds to the operating column)

This is just in the planning stage as we do not know what the final cut will be.

C. FY09 STARS Allocations & Proposed Interim Funding Plan – we know you want to know where your STARS money is; we understand that students have already been hired. Currently our STARS funds are being held as strategic funds – Usha is holding onto the money until some budget decisions are made. Rick has made many requests, but he has not received any response. Next week Rick will hold a meeting to request that we borrow against the ITC monies in order to fund STARS given the fact that STARS money is needed now while ITC grants won't go out until the Spring.

Rick, in considering allocation options (until we receive access to all of the STARS funds), is considering withholding STARS money from the research institutions assuming that short funds are more painful for the smaller institutions.

SCIE Feedback:

C: What about the additional 4% to make a 10% cut if that's deemed necessary?

A: Rick says furloughs are possible as are ITC cutbacks

C: Recommendation: partial allocation of STARS

C: Agreement - unless research universities can stand up for access to the STARS funds

C: Note: some campuses need the money more than others

C: Concern: what if STARS money is never released?

A: Rick says that is not something he's willing to consider as a possibility

C: How urgent is access to STARS money for matching funds? Do the matching funds require 50%/50%? Or can it be seasonal with matching funds being paid first?

C: One problem is that campuses have to have STARS money in order to receive the matching funds

C: "Finance dogs" are on our backs

C: Matching funds are growing vulnerable as a result of not receiving STARS money

C: Request for flexibility for STARS appropriation types (grant types) when the campuses finally get it because what was proposed (grant assignments – type and amount) has most likely changed, particularly if the funding amount is lower.

A: No problem, just let the System OIE office know how they will be used once they are in hand.

Report on the GLOSSARI Project

GLOSSARI numbers will be released soon – this (handout) provides a quick glance.

Fulfilling the new Principles of International Education: Putting Policy into Practice

Draft Planning Tool – this matrix (handout) is intended to guide your estimations and planning on your campuses in order to make international education deeper and better; it was stolen from teaching initiatives that resulted in the successful creation of the Principles and Planning Dashboard.

We are looking for some Best Practices models and institutional progress (i.e. defining the internationalization of students). To do this, the SCIE representatives broke into self-assigned breakout groups according to the first three principles in order to discuss how we are fulfilling the principles and where we can grow (quick, as well as sustained, multi-year efforts). Below are the attendee lists and the talking points from each session:

Principle #1 (Facilitators: Debra Denzer and ReLiang Tsang)

Armstrong Atlantic - Jim Anderson Atlanta Metropolitan College - Lisa Mallory Bainbridge College - Betty LaFace College of Coastal Georgia - Patrizia Stahle East Georgia College - Carmine Palumbo Georgia Perimeter College - Debra Denzer	Georgia State University - John Hicks Kennesaw State University - Akanmu Adebayo University of Georgia - Kasee Laster University of West Georgia - William Schaniel Valdosta State University - Ivan Nikolov Africa Council/ GC&SU - Eustace Palmer
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- KSU started articulating Global Learning Outcomes as early as 2003; Global Learning was a topic of its quality enhancement plan.
- KSU has a very informative website titled "Get Global."
- At KSU, each discipline takes a global learning outcome and is charged with fulfilling this outcome as much as is possible. The department's achievements are assessed regularly by the department.
- At KSU, there are also Global Learning Coordinating Councils that are charged with ensuring achievement of these outcomes by each college.
- At GC&SU, 12 departments are working on internationalizing the majors; each department is charged with outlining global learning outcomes.
- At College of Coastal Georgia, faculty and students participate in the International Association.
- At AASU, there is a Global Perspectives class in Area B.

- At GC&SU, there are internationally-focused courses in the core; however, they are not required courses.
- At KSU, it is extremely important to help faculty, who teach in the core, to infuse their courses with international & global content. Faculty members need assistance in internationalizing courses/curriculum; thus, it is critical that there be on-campus faculty development opportunities, such as workshops that focus specifically on concrete methods to internationalize courses/curriculum.
- At KSU, there are freshman learning communities with a global perspective.
- Adebayo stated that in the effort to internationalize the courses/achieve global learning outcomes, we need to look at the courses, the instructors, and methods of delivery (teaching).
- Ivan stated that having the BOR's Strategic Plan helps to get 'global' into the conversation. It needs to come from the top down.
- At Bainbridge College, international activity is sporadic; it's faculty-led and it pops up here and there in disparate ways, but are neither connected nor systemic. International activity pops up then fizzles out depending on faculty interest/commitment, etc. Adebayo reassured everyone that that's how it starts, and over time, the institution is able to systematize activities.
- At Bainbridge College, the student activity fee helps pay for international events.
- At East Georgia College, there is not a lot of activity. There is quite a bit of resistance towards international education.

Principle #2 (Facilitators: Chaudron Gille and Sue Watson Radics)

Chaudron Gille (Gainesville) John Parkerson (Clayton) Jane Knight (Middle GA) John Lughart (Dalton) Ulf Kirchdorfer (Darton)	Cornelius St. Mark (Savannah) Victoria Dubriel (Fort Valley) Nancy Shumaker (GA Southern) Dwight Call (GCSU) Neal McCrillis (Columbus)
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A. /Develop international education mission statements that articulate their commitments to prepare students for the global environment of the 21st century./

-examples given were mission statements of GC&SU and Georgia Southern

<http://www.georgiasouthern.edu/about/mission.html>

<http://www.gcsu.edu/about/missionstatement.html>

B. /Develop and implement international education plans that integrate education into all aspects of the institution's core functions./

examples: Georgia Southern: ITC initiative- 1-credit course for all freshmen

caveat: not in all aspects of the institution's core functions- targets freshmen only, one time

Georgia Southern: international task force- includes representatives from Student Affairs, Academic Affairs, and International Programs- they want to focus on internationalizing the staff and faculty in a systematic way

Gainesville- co-curricular transcript- better integration of academic affairs and student affairs. Students receive credit for all speakers they hear, international events they attend, etc.

C. /Build and support campus communities of faculty, staff, and students that reflect the global diversity of the 21st-century economy and society./

Gainesville- the Staff Excellence Program and also the Teaching Excellence Preparation Program

http://www.gsc.edu/Admin/ctl/staff_excellence_program.htm

<http://www.gsc.edu/Admin/ctl/TEPProgram.htm>

GCSU-experiential transcript to reflect volunteering, internships, study abroad train-the-trainer intercultural training workshops

Columbus- International Learning Community (ITC grant) - faculty share syllabi, have formed a reading circle, share ways to internationalize courses, help plan co-curricular programming (films, lecture series, etc)

Columbus- courses have a designator for international learning community courses (study abroad courses already have a designator)

Principle #3 (Facilitators: Dlynn Armstrong-Williams and Susan Pratt)

Brian Ray - ABAC Patricia Ryan-Ikegwuonu - Albany State Judy Shaw - UGA	Tiffany Briceno - South Georgia College Holly Carter - Augusta State Dlynn Armstrong -Williams - NGCSU
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1. The first focus was on study abroad program development and enhancement. Individuals talked about new programs that they had developed or that they were pursuing, including looking into study abroad partnerships, consortia, and others means of collaboration either across the system or out of state or overseas. There was special emphasis on institutions focusing on specific locations or subject matter when pursuing study abroad opportunities for their students. There was also discussion of broadening study abroad offerings to include service learning and volunteer opportunities to enhance the programs.

2. The second discussion thread revolved around "compensation" and recognition for faculty and staff who participate in international activities. UGA talked about the appeal of study abroad opportunities for faculty and that interest was high among individuals who wanted to develop and lead programs. UGA also mentioned the inclusion of international activities in its tenure guidelines. Augusta indicated that it tried to recognize faculty for their efforts through luncheons and presentations and stressed that faculty there were very appreciative of certificates and recognition from the administration concerning their internationalization efforts. Augusta suggested that perhaps the BOR/OIE might consider providing certificates for faculty/staff on campuses as an additional means of reward/recognition.

3. The third discussion thread (slightly abbreviated because of time constraints) focused on institutional branding and its association with study abroad. For instance, there was mention of the ABAC agricultural/turf management focus in their efforts to promote study abroad collaboration with China and in determining the most appropriate types of programs to offer/develop. The same type of branding was mentioned in reference to NGCSU and its military/diplomacy concentrations.

III. Study Abroad Committee (Dlynn Armstrong-Williams, Chair)

- Please review the new 2008-09 Committee Charge (OIE website) and note that workshops (CISS, SAC, and FCC) will now rotate and SAC will not have a Spring 2009 workshop.
- P-cards are a problem for study abroad right now. Feedback is being compiled – please share your experiences/problems.
- Risk Management Guidelines (handout) are in progress and the committee hopes to have a final draft soon. The vote was put to the SCIE and was *APPROVED* (caveat: West Georgia’s Risk Mgmt. people have requested some changes).
- 2008-09 USG Audit of Study Abroad Programs – the audit is not intended to be punitive, but rather a fair effort to find the best way to run study abroad. The audit is looking at fundamental issues and is not intended as a “gotcha” tactic. A plan went out this week to CBOs – it will have a two-part questionnaire for study abroad foundations: how do you use your funds and how do you use program fees. How would we treat things at home (i.e. salaries)?

SCIE Comments (Audit):

C: Concern: campuses do not get formula funding collected from study abroad programs, yet there are additional costs such as renting classrooms and other things abroad. Does the Board of Regents expect that study abroad should get part of the formula funds?

A: Rick says that would be the logical conclusion.

C: Can student activity fees be used off campus?

A: Yes. Other campuses are currently doing that.

C: Concern: tracking instructional costs

C: One campus is teaching faculty how to budget, and salary cannot come out of student fees

C: One campus is paying instruction out of program fees, and it's not practical that it could be any other way.

C: Suggestion: the cost-recovery model recommended by the BOR should help

C: Support: the audit presents an opportunity to show what has to be done so that legitimacy can be given to current practices.

C: Support: audits at Georgia Tech have always resulted in positive changes.

C: Concern: the potential of the audit, the p-card problems, etc. are going to collapse the enthusiasm (from professors) that currently drives study abroad.

C: It is important that the faculty not feel they are alone (for example, a KSU professor had thousands of euros stolen – because he can't use the p-card – and the USG Finance Department determined the professor to be responsible for those funds).

Note: Internal auditors on campus will be responsible for doing this audit (with instructions from the Board of Regents). Previous audits include Georgia Tech and Georgia State University.

IV. International Students & Scholars Committee (Chaudron Gille, Chair)

- Please encourage representatives from your campuses to attend.

- Resolution on IELTS (IELTS as an alternative to the TOEFL in undergraduate admissions) – *PASSED*. This should make the institutions more accessible for some international students (furthermore, it includes a valuable speaking portion).

C: The USG OIE needs to send comparable scores (to the TOEFL) to the SCIE reps as well as to registrars

- Resolution on the International Student Health Insurance for 2009-10 (handout). Currently through Pierce and Pierce (at the end of three years), this health insurance has been a disservice to international students: premiums went up and service went down. A compromise includes a possible re-bid for this year, and we most vote on:
 1. Moving forward with the re-bid, or
 2. Allowing individual campuses to negotiate their own contracts

C: If we do not re-bid immediately, we will lose our opportunity to re-bid as a group and so cannot fulfill the needs of all of our campuses.

C: Another (insurance) company said that grouping so many types of students is a reason why other companies did not make bids three years ago.

Put to vote: *PASSED*.

V. Faculty & Curriculum Committee (Debra Denzer, Chair)

- DEADLINE: Internationalizing the Campus Grants—Preliminary Proposals due November 7, 2008
- DEADLINE: 2010 FDS Proposals (Europe and Africa Councils)—deadline December 1, 2008
- DEADLINE: 2009 Faculty Development Seminar/Chancellor's Awards—deadline January 2, 2009
- Modification of Chancellor's Award Eligibility and Selection Criteria – The previous prohibition against those applicants/attendees who had previously received awards has been revised. While there are still some stipulations, receiving more than one Chancellor's Award is now possible (though not within a certain time frame).

VI. Reports from USG World Regional Councils

A. Africa Council (Eustace Palmer, Chair)

- SEMAU was very successful this year: 140 students/faculty representing 16 campuses and involving 20 African nations. The next SEMAU will be in November on the Kennesaw campus.
- The Faculty Development Seminar in Nigeria had limited interest due to a very limited/restricted theme; only eight faculty members participated, but the reviews have been very positive.
- The Africa Council is working to develop some study abroad programs (to East and West Africa) to be under the Council. Currently the Council is working with Columbus State University and Georgia College and State University.
- The Africa Council adopted a mission and has assigned members to other committees.
- Membership in the Council is up. Thank you all for designating representatives from your campuses.
- An annual conference on African affairs to rotate on non-FDS years has not been successful.

B. Asia Council (Eric Kendrick, Chair) - Please see the handout.

- The Asia Council is looking to develop policies and procedures for programs endorsed by the Council, and to look into programs in new countries (i.e. Korea, Thailand, and Vietnam).
- The 2009 Faculty Development Seminar has an outstanding leader and should be a great success.
- The Council is developing an Asian Studies Certificate highlighting Asia-infused courses.
- Three new committees have formed: Study Abroad, Faculty Development Seminar, and the Asian Certificate.
- Attendance currently stands at about 20-24 members with about 15 core members.
- The Council is creating four focus groups by region in order to build interest and networking opportunities.
- The Council is considering the possibility of an APEC or Annual Conference.

C. Europe Council (Neal McCrillis, Chair)

- 2/3 of the System's institutions send students on EC programs.
- 1/3 of the System's institutions send faculty on EC programs.
- The Council is creating a new study abroad program.
- The new Charge allows for a look at additional new charges.
- The Council is looking into a faculty exchange, especially for small and medium campuses.
- ISEP – please note that any institution can apply to be in the consortium
- The Council received 30 applications for this year's Morocco/Spain Faculty Development Seminar – crossing regions turned out to be a great model. The rise in applications and tougher competition improved the program too.

Adjourned.