



# Highlights of the Infrastructure Review

Task Force on Internationalization

# The Subcommittee Addressed Six Areas

1. Local, State and Broader Environments for Internationalization
2. Strategy
3. Structures, Policies & Practice, Resources
4. Faculty and Staff
5. Engagement with Institutions Abroad
6. Analysis and Recommendations
  - (Each Subcommittee tackled that one)

# I. Local, State and Broader Environments for Internationalization

- The world is at our doorsteps, in our neighborhoods: from Chinatown to Little Ethiopia; from Little Saigon to Little India.
- And of course, the influence of Mexico and Central America is profound: 48% of L.A. County identified as Hispanic in the 2010 census.

# I. Local, State and Broader Environments for Internationalization

- Eastern Asia arrives at our harbor  
– eight miles away – every day.
- Mexico is 130 miles away.



# I. Local, State and Broader Environments for Internationalization

## *Business Interests.*

- Aerospace, global telecommunications, media production, advanced manufacturing, financial services, biomedical research, and international trade are prominent in the South Bay.
- Toyota and Honda maintain North American headquarters in Torrance.

## II. Strategy.

### Key Question #3.

- Does the Institution have a strategic plan? Where does internationalization fit into the plan?

# II. Strategy.

## Answering Key Question

## #3.

A. The 2010-2015 CSUDH Strategic Plan does not include goals for internationalization.



B. However, in Spring 2014 an external consultant – facilitated review and renewal of that plan is just underway.

## II. Strategy.

- This Task Force anticipates crafting a Vision and Goals statement for internationalization.

C. A key campus priority is student success; and international activity / study abroad are identified as “High Impact Practices” that contribute to student retention and graduation with a high-quality baccalaureate.



# III. Structures, Policies & Practice, Resources.

## Key Question #4.

- Where does primary responsibility for internationalization lie? What other structures or bodies share responsibility? How effective are these arrangements?

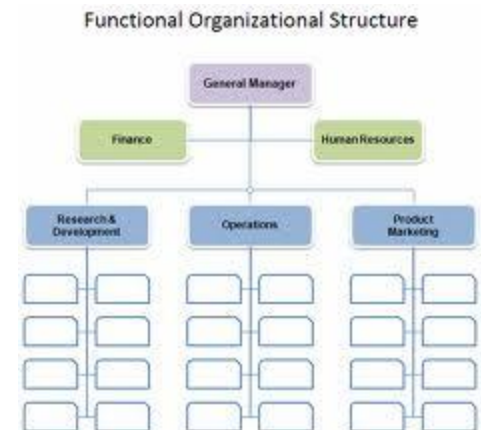
# III. Structures, Policies & Practice, Resources.

- **Prologue [ A ]: Faculty Deficits and Needs**
- The first new tenure-track hires in at least five years joined our faculty in Fall 2013. A paucity of full-time faculty hobbles any initiative, including this one.



# III. Structures, Policies & Practice, Resources.

- Prologue [ B ]: **Administrative Instability**
- In parallel with re-building the permanent faculty, the campus is re-building a cadre of permanent administrative leaders.



# III. Structures, Policies & Practice, Resources.

- **Who Internationalizes the Curriculum?**
- Faculty in departments and colleges: college deans and the provost are curricular leaders and resource allocators





# Answering Key Question #4.

- **Who Internationalizes the Curriculum?**

## *Faculty Views*

***CSUDH should develop a set of international / global learning competencies***

***... as part of general education                      76%***

***... in the major    69%***



## Answering Key Question #4.

- **Who Internationalizes the Co-Curriculum?**
- Enrollment Management & Student Affairs encourages co-curricular student activities.
- The College of Extended & International Education maintains a Center for International Education (Racheal Wangui).



# Answering Key Question #4.

## Internationalizing the Co-Curriculum

### Faculty Views

- *I encourage students to participate in international activities & events on our campus ... 56%*
- *I have organized events with international scholars, performers or lecturers ... 28%*



# Answering Key Question #4.

## Student Mobility

- Encouraging CSUDH students to study abroad via CSU Int'l Programs
- Encouraging CSUDH students to study abroad via non-CSU providers

**Racheal Wangui, CEIE**





# Answering Key Question #4.

## Student Mobility

### Faculty Views

- *I encourage my students to participate in study abroad programs* ... **56%**
- *CSUDH should develop more short-term, faculty-led study abroad courses* ... **77%**
- *I would be interested in developing a faculty-led study abroad course* ... **60%**



# Answering Key Question #4.

## Student Mobility

- Recruiting non-U.S. students to study at CSUDH for a degree, paying full tuition

**Enrollment Management & Student Affairs**



# Answering Key Question #4.

## Student Mobility

### Faculty Views

- ***CSUDH should increase the number of international students on campus ... 73%***



# Answering Key Question #4.

## Student Mobility

- Advising and supporting non-U.S. students who enroll as tuition-paying, degree-seeking students at CSUDH

**Enrollment Management & Student Affairs  
Support from CEIE (Racheal Wangui)**



# Answering Key Question #4.

## Student Mobility

- Recruiting non-U.S. students to study at CSUDH in non-degree programs

**College of Extended & International Education**

➤ **note American Language & Culture Program**



# Answering Key Question #4.

## Faculty & Staff Mobility

- Recruiting professional delegations to American experience certificate programs
  - **College of Extended & International Education**
- Recruiting visiting faculty from abroad
  - **College deans in collaboration with faculty**



# Answering Key Question #4.

## Faculty & Staff Mobility

- Arranging F and J visas for visitors from abroad
  - Associate V.P. for Faculty Affairs
  - CEIE also staffs this
- Supporting faculty research sited abroad
  - College deans; Research office



## **Answering Key Question #4.**

# **New Initiatives; Fund-raising; Developing New Top-Level Agreements**

- Widely distributed
- The University has not named a Senior International Officer



# Table from Infrastructure Review

†

Activity / Responsibility		Assigned to:
<b>The Curriculum and the Co-Curriculum</b>		
1	Internationalizing the Curriculum	Standard university curriculum development and review entities and officials: faculty / deans / all-campus review by faculty / provost / president. Note: no particular individual or office is given this responsibility.
2	Encouraging international focus / theme in co-curricular activities	Central responsibility of Enrollment Management and Student Affairs (EMSA). The College of Extended and International Education (CEIE) is a strong partner with EMSA in this dimension.

# Table from Infrastructure Review

Student Mobility		
3	Encouraging CSUDH Students to Study Abroad - Via CSU (system-wide)International Programs	CEIE maintains an advisor: <u>Rancheal Wangui</u> , who coordinates with CSU International Programs, and with other study abroad program providers.
4	Encouraging CSUDH Students to Study Abroad - Via non-CSU / non-CSUDH providers	Racheal Wangui maintains contacts, and partners with others in putting on study abroad fairs.
5	<p>Recruiting non-U.S. students to study at CSUDH for a degree: paying full tuition.</p> <ul style="list-style-type: none"> <li>In <u>Fall</u> 2013, CSUDH had 67 such students.</li> </ul>	<p>This is a relatively new distinctive responsibility for EMSA. EMSA has hired a staff member and has established goals for encouraging transfer of international degree-seeking students from nearby community colleges.</p> <p>CEIE is able to arrange for degree matriculation for international students whose English has been brought up to standard through study in the campus American Language and Culture program.</p>

# Table from Infrastructure Review

6	<b>Advising and supporting non-U.S. students who enroll as tuition-paying, degree-seeking students at CSUDH</b>	EMSA maintains an staff member in the <u>Multi Cultural Center</u> whose chief duties are to <u>advise</u> and support these students. Racheal Wangui in CEIE is also a resource. The American Language and Culture Program <u>continues</u> to support, as appropriate, students who matriculate at the university after completing an intensive language program.
7	<b>Recruiting non-U.S. students to study at CSUDH in non- degree programs</b>	This is a central business of CEIE. The American Language & Culture program is open to individuals and groups from abroad. Tailored experiences in the U.S. are also offered to groups of students and professionals, who win a certificate upon completion. Chinese groups are noteworthy.
8	<b>Hosting Exchange Students from Abroad, who come to CSUDH either on bilateral or CSU International Programs exchanges</b>	CEIE takes leadership on this. Racheal Wangui is a resource. Presently, CSUDH has a small number of exchange students who are present on the basis of bilateral agreements with universities abroad.

# Table from Infrastructure Review

<b>Faculty and Staff Mobility</b>		
9	<b>Recruiting professional delegations to American experience certificate programs.</b>	This is a central business of CEIE. Delegations of Chinese university administrators are noteworthy.
10	<b>Recruiting visiting faculty from abroad</b>	This is in the purview of college deans, who interact with interested individual faculty.
11	<b>Arranging F and J visas for visitors from abroad</b>	The Associate Vice President for Faculty Affairs oversees the SEVIS system. CEIE also has designated staff in its American Language & Culture program who are authorized to arrange I- 20 and F1 & J visas .....
12	<b>Supporting faculty research sited abroad</b>	This is in the purview of college deans, who interact with interested individual faculty. Financial support is ad hoc. Some campus funding is available. It is not targeted to international research, but may be used for that purpose.

# Table from Infrastructure Review

<b>New Initiatives</b>		
13	<b>Generating new initiatives - e.g., short-term faculty-led study abroad</b>	<p>Faculty-led study abroad is in the purview of college deans, who interact with interested individual faculty.</p> <p>CEIE can assist faculty with short-term study abroad programs that take place outside of the Fall / Spring semesters.</p> <p>Other initiatives may arise from CEIE or from EMSA.</p>
14	<b>Engaging non-U.S. universities with top-level agreements</b>	<p>The CEIE is an important resource. New CSU system executive orders mandate that only the President may sign such agreements.</p>
15	<b>Partnering with business and others in the community for projects beyond U.S. borders</b>	<p>CEIE offers leadership and builds partnerships. Some college deans also offer leadership.</p>
16	<b>Fund raising for international activities</b>	<p>The university does not have focused fund raising efforts for international activities. Donations for purposes that are generally international are welcome. Fundraising for scholarships, including for CSUDH students who wish to travel abroad, may become more prominent with the appointment of a permanent Vice President for Advancement.</p>

# Table from Infrastructure Review

17	<b>Maintaining and overseeing an archive of agreements with universities abroad</b>	The Interim Provost is creating a comprehensive archive. Until recently, CEIE maintained a fairly complete archive of agreements, though others have been identified, e.g., in the President's office.
18	<b>Senior International Officer</b>	The university has not named a Senior International Officer, per se. The Dean of CEIE is an important source of leadership.
<b>In Summary</b>		
19	<b>Effectiveness of the current infrastructure</b>	This is a very distributed set of offices, responsibilities, arrangements. Some more centralization could be broadly supported.



# Answering Key Question #4.

## In Summary

- This is a very distributed set of offices, responsibilities and arrangements.
- Some more centralization could be broadly supported.

# III. Structures, Policies & Practice, Resources.

## Key Question #5.

- What financial resources does the institution provide for internationalization?







## Answering Key Question #5.

- Grants and targeted support for institutional priorities (e.g., for the development of online courses) may be used to support work that takes an international character.
- But internal funds are not specifically set aside for internationalization.
- In general, internationalization has not been a funding priority.

# IV. Faculty and Staff.

## Key Question #6.

6. Describe faculty interests, capabilities, experience in international themes and topics.

- **Please see presentation of survey results.**

# IV. Faculty and Staff.

## Key Questions #7, 8.

7. Does the institution invite, and make use of, visiting faculty from abroad?
8. Does the institution consider international experience, attitudes when hiring faculty?

# IV. Faculty and Staff.

## Key Question # 7.

### 7. Does the institution invite, and make use of, visiting faculty from abroad?

- Faculty professional networks result, from time to time, in invitations extended to visiting faculty / scholars.
- We have also invited Fulbright scholars involved with other universities in the L.A. region to visit campus for seminars, presentations, lectures.

# IV. Faculty and Staff.

## Key Question # 8.

- 8. Does the institution consider international experience, attitudes when hiring faculty?**
- In general, no.
  - This may vary by college, however: note CBAPP's goal for AACSB accreditation.

# V. Engagement with Institutions Abroad.

- The institution does not have an overall strategy for international partnerships.
- The university has an archive of international agreements maintained by the College of Extended & International Education.
- Look for heightened scrutiny and review of such agreements in the new university and system-wide policy era.

# V. Engagement with Institutions Abroad.

The screenshot shows the website for California State University Dominguez Hills. The header includes the university logo and navigation links: MyCSUDH, Faculty/Staff, Alumni, Parents, Administration, and Directory. A secondary navigation bar contains: ADMISSIONS, ACADEMICS, CAMPUS LIFE, STUDENT SERVICES, ABOUT, and a search box with a 'Go' button.

## MOST RECENT PRESIDENTIAL MEMORANDUM

[Get Adobe Acrobat Reader free here]

[Download MS Word Viewer here]

**2013**

<b>PM 2013-03</b>	
<a href="#">International Students [PDF]</a>	Supersedes PM 09-07
<b>PM 2013-02</b>	
<a href="#">Study Abroad and Exchange Programs [PDF]</a>	
<b>PM 2013-01</b>	
<a href="#">International Agreements [PDF]</a>	

### PRESIDENTIAL MEMORANDA

**Most Recent**

- List of All Valid
- List of All
- Academic Affairs
- Administration & Finance
- Enrollment Management and Student Affairs
- University Advancement

# V. Engagement with Institutions Abroad.

- The institution does not have criteria for deciding whether to pursue potential partnerships.
- Student Exchanges: Please see separate presentation (Dr. Sonja Daniels).
- Partnerships with institutions abroad have little apparent - or at least little measured - effect on student international learning on campus.



# V. Engagement with Institutions Abroad.

- Funding for international partnerships is up to college deans, and the College of Extended and International Education sustains some actively-managed partnerships.

# VI. Foreign Students and Officials Present on the Campus, Oct. 2013.

# of Persons	Program
17	Students from El Salvador, SEED Program (U.S. Dept. of State) - CEIE
16	Govt. officials from all over China – CEIE Program
20	Jiaxing City (China) Bureau of Education - CEIE
85	American Language & Culture Program (CEIE). Students from China; Iran; Japan; Kuwait; France; Philippines; Saudi Arabia; Ukraine; Vietnam.

# VI. Foreign Students and Officials Present on the Campus, Oct. 2013.

# of Persons	Program
12	Exchange students present via CSU IP: Germany (5); UK (2); France (1); Canada (2); Korea (2)
69	International matriculated (degree-seeking, full tuition-paying) students from 31 countries: Austria; Cameroon; Chile; China; Costa Rica; Cote D'Ivoire; Ethiopia; Germany; Hong Kong; India; Iran; Japan; Korea; Latvia; Malaysia; Mexico; Nepal; Nicaragua; Nigeria; Oman; Paraguay; Philippines; Qatar; Saudi Arabia; Sudan; Switzerland; Trinidad & Tobago; Turkey; UAE; Vietnam; Yemen

# VI. Foreign Students and Officials Present on the Campus, Oct. 2013.

# of Persons	
219	Grand Total