

Council on International Studies and Programs

Minutes of Meeting

March 9, 2016

I. Welcome of New Members: Approval of Minutes—David Engel

Professor Engel noted the minutes of the February meeting had been sent out electronically; the Council approved the minutes as distributed. Professor Engel welcomed Professor Andrew Stott, Vice Provost and Dean of Undergraduate Education, and Christopher Hollister, the Council's new representative from the University Libraries.

II. Update on the UB Curriculum—Andrew Stott

Professor Stott thanked the Council for inviting him. He noted that the great thing about the new General Education program is that after years of planning and preparation it is actually being implemented. This constitutes the most important curricular reform at UB for more than twenty years. Many new courses for the UB Curriculum are now approved and scheduled. Academic advisors are learning about the program, as are incoming students. Institutions from which UB draws many transfer students are also becoming acquainted with the new program so they may advise their students accordingly. Incoming freshmen will be briefed on the program during the upcoming Accepted Student Days. Professor Stott expressed his gratitude to the many UB colleagues who have made the new program possible. He referred to an advising infographic to explain the main components of the program. The first is the UB Seminar, which all incoming students take in their first semester at UB. Transfers with up to 44 US credits take the 3-credit version; students with 45 or more US credits, take a 1-credit version. He referred to the UB Curriculum website to show where more information is available, including syllabi templates for UB Seminars in many different disciplines. All are aimed at appealing to students' intellectual curiosity. To date, all the schools except Dental Medicine have developed UB seminars. Professor Stott briefed the Council on the Foundation Courses in the UB Curriculum, including the Communication Literacy sequence, Scientific Literacy and Quantitative Reasoning.

The new Domestic Diversity requirement can double-count with other requirements, both within the UB Curriculum and within the major. Many courses, new and old, have been approved for this requirement. The most complex part of the new program is the Pathways. Instead of a checklist of distribution requirements, the Pathways entail a greater degree of student choice as well as integrative and contextualized learning. The aim is to foster critical thinking and to encourage students to become more agile and adaptable thinkers—a highly desirable capacity sought by prospective employers. The Pathways explore connections as well as tensions and discordances between ideas and perspectives. Of course, not all knowledge is “integratable,” and there are cul de sacs in thinking. Two pathways—thematic and global—are required in the program. Professor Stott acknowledged the decisive influence the Council has had on the development of the Global Pathway and the International Experience Track in particular.

The online Pathfinder advising tool has been developed in-house to help students plan their pathways. Version 2.1 of the tool, with enhanced functionality, has just been released. This has been a complex technical challenge, and there is nothing like it in U.S. higher education.

The Thematic Pathway draws upon the five themes from UB2020. There are three tracks in the Global Pathway—Global Reflections, Foreign Language, and International Experience. Within the two pathways, students complete 4 of 5 UB Areas, which correlate with SUNY General Education Requirements (GERs). Civilization and History have been consolidated in one UB Area to avoid skewing the pathways in favor of history. While the SUNY GERs form the chassis for UB's program, the pathways offer a more broadly diverse program, with more disciplines involved. In the fall, the Integrative Learning Committee worked through pathway proposals to finalize the selection of the initial set of pathways. Course Ones are typically survey courses with large lectures. Course Twos are mid-size, while Course Threes are smaller and more focused seminars. Course Three does not have UB Area requirement and offers flexibility in terms of double-counting with major courses in programs with many requirements, e.g. engineering. The Pathfinder is integrated with the course catalog and class schedules.

Professor Stott illustrated how the tool is used to select pathway courses to meet UB Area requirements. Instructors are aware that their courses are in a pathway and are mindful of the requirement that the eportfolio be used. The onus is on students to use the capstone to demonstrate integrative thinking. Students are not told how to do this. In the version to be released this summer the Pathfinder will populate students' Academic Advisement Report and Planning tool in HUB. Transfer credit will be reflected in the tool as well. Students will need to be proactive in pursuing study abroad to fulfill their Global Pathway.

Professor Stott also shared a set of talking points about the UB Curriculum to help persuade accepted students to come to UB. While most freshmen are not focused on General Education when they begin, the program should help attract students. One of its selling points is its provision for global learning on campus for those who can't study abroad. Professor Lewis inquired about previous foreign language study in high school—how will that be evaluated? Professor Fertig answered that students can't place out of the Global Pathway based solely on their high school study and acquired proficiency; they have to have AP credit articulated to UB courses. The new program encourages students to consider studying a new language. There has been much collaboration with UB's language programs to make language a central feature of the Global Pathway.

Ms. Dussourd asked about SUNY Seamless Transfer, and the transfer of courses from other SUNY institutions, given that international students often take current General Education courses at other campuses, e.g. World Civilizations at ECC. Professor Stott said that the program acknowledges work reflected in the SUNY GETA (General Education Transfer Addendum), presented by students transferring to UB from other SUNY institutions. The only components that don't articulate are the UB Seminar, the Capstone and the Communication Literary 2 course. However, current UB students won't be allowed to take pathway courses at other local institutions like ECC and transfer the credits back. He reviewed the Transfer Student page on the website—where articulation tables may be found. Professor Horne asked about her 3-credit winter study abroad course. This course can be one of three courses in pathway, fulfilling the Art GER. In general, study abroad courses can be combined with campus-based courses to form pathways. Language courses can also be linked to study abroad.

Professor Engel said that the Council should be proud of its role in helping develop the UB Curriculum. Professor Biehl said that the Capstone will depend on having real communities

of learning, with faculty in communication with one another about the pathways. Moreover, the UB Seminar can play a key role in helping international students adapt to the new curriculum as well as to U.S. higher education. Professor Dunnett said that international students should find this new program appealing. Mr. Hindrawan agreed, but noted that transfers may find it problematic due to the “extra” credits required. He asked about the foreign language requirement for international students. Professor Fertig reminded the Council that language study is only one option. The university is getting away from a language requirement per se and is now offering language as an attractive option in the pathway. Mere proficiency does not fulfill the requirement. Ms. Dussourd pointed out the need to orient international students to the new program.

III. Report from the Task Force on International Student Inclusion and Engagement: Faculty Survey—Peter Biehl and Tilman Baumstark

Professor Biehl introduced Dr. Tilman Baumstark, from Faculty Affairs and the Department of Microbiology, who is part of the Task Force and has been developing the upcoming Faculty Survey. Professor Biehl updated the Council on the work of the task force. There is one more meeting for the task force as a whole before their report is prepared. He is hoping to have a preliminary report by the Monday before the April 13 CISP meeting, when there will be an opportunity to provide feedback. The working group focusing on undergraduate education is chaired by Keith Otto and Jessie Poon. Joe Schneider and Christine Human are chairing the working group on graduate education. The last working group addresses best practices and is chaired by Ellen Dussourd. Wei Loon Leong and Carol Van Zile Tamsen co-chair the resource and budget working group. Each working group will contribute to the final report. Professor Biehl referred to the Faculty Survey and asked everyone to complete it once they received it online. The Task Force is hoping to have a 50-percent response rate, but even 20 percent would be workable in terms of yielding useful data. Focus Groups will be set up after the surveys come in—to address questions like “Do you think there are too many international students at UB?” that are not in the survey itself. Faculty will be invited to join a focus group after spring break.

Dr. Baumstark noted that he was working with Professors Teri Miller, Yu-Ping Chang, and Gina Prescott as well as Drs. Van Zile Tamsen and Lauren Young on the survey and its analysis. The Faculty Survey seeks to focus on direct observations, not opinions or hearsay. Questions are grouped into five categories—communication, pedagogy, support services, campus culture, and faculty exposure to international cultures. There are few examples of this type of survey available; Michigan State and Nebraska had useful examples. The working group worked from November to February developing the survey, and then received feedback from other working groups. The target audience is full- and part-time faculty, including adjuncts, but not teaching assistants. The survey does not ask for demographic information, nor about respondents’ discipline or research. Overall, there are 30 items, which should take only 15-20 minutes. Some questions consider both domestic and international students. The survey is basically voluntary—no one is required to answer questions. Incentives are available to encourage participation. Professor Dunnett provided funds for these incentives.

Dr. Baumstark went through online survey. The only question that is required is the first, asking how they identify students as international—by appearance, name, non-native language use, etc. Multiple choices are possible. The items are grouped in terms of domestic

versus international students, e.g. around communication and how well students understand the respondent. There are also opportunities to offer qualitative feedback. So far, 139 faculty have responded in the first few days. Reminder messages will prompt more to respond. The survey responses can be tracked online in real time. Most of the survey is quantifiable. The survey was launched March 7 and was sent to 1,750 faculty. The deadline is March 23, and reminders will be sent pointing out the incentives. Analysis of data from the survey will be reflected in the draft report.

Professor Engel asked who would have access to the data beyond the task force. Professor Biehl said that crunching the data will take a lot of time. Hannah Quaintance and the graduate assistant in the Center for Educational Innovation will work on this. Professor Biehl will publish the data in an article, co-authored by Professor Dunnett. Professor Dunnett urged members to respond to the survey. He said he was very interested in what faculty will offer by way of feedback. UB's anticipated enrollment growth (2,000 students) will require a significant number of additional international students.

Professor Bunker wondered if UB tracks first-generation immigrant students. Many such students take her Cross-Cultural Psychology course. Do we know how many we have? Would it help to know when you have international students in your class and who they are? Mr. Schneider said that in a smaller professional school like Law, it's easier to track and monitor international students. Professor Shibly pointed out that some immigrants come to the U.S. very early in life and thus only know our system. Mr. Budde inquired about undocumented students—how do they figure in the mix? Domestic Admissions may be able to identify them. UB can't ask directly about their status. Mr. Hindrawan noted that undocumented students who attended/completed high school in New York State can attend SUNY and pay resident tuition. Professor Biehl believes many faculty would prefer to have international students identified in their courses. Dr. Baumstark said that the survey asks indirectly about how faculty might take advantage of the presence of international students in their classes. Ms. Dussourd asked if there is a need to widen the scope to address the needs of landed immigrants, U.S. nationals who have grown up overseas, refugees and asylees. Professor Dunnett said he fully agrees, but the Provost is responding to faculty concerns about international students. Professor Biehl pointed out that faculty may be surprised that the UB Curriculum courses will include larger numbers of international students.

Respectfully submitted,

John J. Wood, Secretary

COUNCIL ON INTERNATIONAL STUDIES AND PROGRAMS

Attendance at the Meeting, March 9, 2016

Present:	Dr. Peter Biehl	Anthropology
	Mr. Oscar A. Budde (ex officio)	Immigration Services
	Dr. Barbara B. Bunker	Psychology
	Dr. Yu-Ping Chang	Nursing
	Dr. Stephen C. Dunnett (ex officio)	International Education
	Ms. Ellen Dussourd (ex officio)	International Student & Scholar Services
	Dr. David Engel, Chair	Law
	Dr. David Fertig	Linguistics
	Mr. Joseph J. Hindrawan (ex officio)	International Education
	Dr. John T. Ho	Physics
	Mr. Christopher Hollister	University Libraries
	Dr. Junhao Hong	Communication
	Ms. Maria S. Horne	Theatre and Dance
	Dr. EunHee Lee	Asian Studies
	Mr. Wei Loon Leong	Alumni Relations
	Ms. Meredith Kolsky Lewis	Law
	Dr. H. Lorraine Oak	College of Arts and Sciences
	Ms. Mary Odrzywolski (ex officio)	Study Abroad Programs
	Mr. Joseph Schneider	Law School
	Dr. Othman Shibly	Dental Medicine
	Dr. Natalie Simpson	Management
	Dr. Claude E. Welch	Political Science
	Dr. Lillian Williams	African American Studies
	Mr. John J. Wood, Secretary	International Education
Guests:	Dr. Tilman Baumstark	Faculty Affairs
	Dr. Lisa Lenker	Global Health Equity
	Ms. Hannah Quaintance	Anthropology
	Dr. Andrew Stott	Undergraduate Education
Excused:	Dr. Stella Batalama	Electrical Engineering
	Mr. Dennis Black	Student Affairs
	Dr. Janina Brutt-Griffler	Learning and Instruction
	Dr. Colleen Culleton	Romance Languages and Literatures
	Ms. Kathy L. Curtis	English Language Institute
	Dr. Christian Flaugh	Romance Languages and Literatures
	Dr. Graham Hammill	Graduate School
	Dr. Daniel Hess	Architecture and Planning
	Dr. Shaun Irlam	Comparative Literature
	Dr. Wooksoo Kim	Social Work
	Dr. Donald McGuire	Classics
	Dr. Patrick McDevitt	History
	Dr. Mulchand Patel	Biochemistry
	Dr. Jessie P.H. Poon	Geography
	Dr. Pavani Ram	Epidemiology and Environmental Health
	Dr. Surajit Sen	Physics
	Mr. Steven L. Shaw (ex officio)	International Admissions
	Dr. John H. Stone	Public Health and Health Professions
	Dr. Jiyuan Yu	Philosophy