

Council on International Studies and Programs

Minutes of Meeting

October 26, 2016

I. Approval of the Minutes of the September 28, 2016 Meeting—Peter Biehl

Professor Biehl welcomed two guests, Dean Paul Tesluk, School of Management, and Craig Abbey from Institutional Analysis. He welcomed a new member, Dr. Christine Human, Associate Dean for Accreditation and Student Affairs in the School of Engineering and Applied Sciences, who is joining CISP on behalf of the dean's office. Professor Biehl requested approval of the draft minutes; the minutes were approved as distributed by email.

II. Update on the Implementation of the Report of the Task Force on International Student Inclusion and Engagement—Peter Biehl

Professor Biehl reported on his presentation to senior leadership the previous day regarding the task force report and recommendations. Implementation of the recommendations cannot be successful without the input and role of the deans of the key schools. Professor Biehl noted he would share the slides from his presentation with the Council. UBNOW will publish an article in the near future on the task force report. Ms. Dussourd reported on the upcoming International Education Week program focusing on global health. The keynote speaker will focus on her work in conflict areas in Africa, particularly eastern Congo, and refugee issues will be addressed in various events. The keynote film about refugees seeking to migrate from Africa to Europe provides an excellent perspective on the refugee experience.

III. A Conversation with Professor Paul Tesluk, Dean of the School of Management

Professor Biehl introduced Dean Tesluk, whose presentation focused on School of Management efforts to include and engage international students. Dean Tesluk acknowledged the excellent recommendations in the report; the challenge is to operationalize them across the university. The School of Management is one of the schools with the largest proportions of international students. The dean overviewed the school's undergraduate and graduate programs. In professional schools, career placement is critical for success with respect to both enrollment and rankings. International students are approximately 17 percent of the total undergraduate enrollment in the school; this has remained relatively stable over the past 3-4 years. Over the past 16 years, international enrollment growth has been substantial. While there have been decreases from certain countries like Japan and Indonesia, there has been huge growth from China and Korea. What does this mean in terms of inclusion and engagement? Dean Tesluk highlighted past efforts, including the customized international orientation within the school, his lunch with incoming students, and programming to introduce new students to returning students. English as a Second Language (ESL) coaching has been provided to all management undergraduates since fall 2013. Space in the basement of Jacobs Hall has been rehabbed for this purpose; it looks like a space you'd find on the Google campus. There is full-time manager of the program as well as student tutors. There is a peer mentoring program called Domestic International Communication Exchange (DICE), also started in fall 2013. The school is investing in efforts to encourage faculty and staff support for international students through a

professional development program each summer. Approximately 60 faculty have participated in recent years. The school's Honors Program, begun in 2015, is intentionally a mix of international and domestic students. There are other points of connection—including 20 undergraduate clubs, business competitions, research opportunities and poster competitions, and team-based experiences that maximize integration and learning opportunities for both international and domestic students.

In the school's graduate programs there are approximately 1,000 students in various MBA programs, four M.S. degrees and the Ph.D. program. Currently, application growth is outstripping enrolled growth. The master's degrees in Finance and Management Information Systems (MIS) are both mostly international. These have driven international student growth on the graduate side in recent years. In contrast, there has been a fall off in the MBA programs, with international enrollment down to 17 percent of the total. Full-time MBA programs worldwide are experiencing declining enrollments. On the graduate side, India is the largest sending country, driven by the M.S. in MIS, which is mostly Indian, and the MBA. In terms of student inclusion and engagement—this begins with admissions. To ensure success for international students, the school employs conditional admission, mandating preparatory intensive English in the English Language Institute. Team-based learning experiences in graduate programs bring together domestic and international students. "MBA Advantage" for new students introduces support services and programs for the entire cohort. This program lasts a week. Cultural sensitivity training is provided for all MBA students. A two-day component is offered just for international students. The M.S. Program in Finance is mostly Chinese. This program has a three-day orientation. The Finance Academy allows students to work on career skills around the program. It provides opportunities to work on language skills and learn about the workplace environment. The school's Career Resource Center caters to the specific needs of business students. The Office of Internships and Experiential Learning assists students to secure an internship off campus. International students need to be approved for Curricular Practical Training or Optional Practical Training. The office works with ISSS to facilitate the relevant application process and approvals. The school has regular workshops on job-search strategies in cooperation with ISSS so that the relevant immigration issues are properly addressed. The Employer Expectation Series offers the perspectives of employers via panels and guest speakers. Both the students and employers benefit from this interaction. Employers learn that it is possible to hire internationals, despite the immigration issues. Your Passport to Employment has programming tailored to international students—how to adapt to the US workplace and build professional networks. Dean Tesluk highlighted career resources in various media, print and videos through the Career Resource Center.

Professor Biehl congratulated Dean Tesluk on the school's impressive efforts. Professor Barbara Bunker asked how the school currently measures success in this regard. The dean said that students are surveyed for their opinion, as are faculty about the way students are doing in the classroom. There is a need to build a sense of community. The school uses UB ID card readers to track the use of programs. Professor Natalie Simpson noted that the school's undergraduate population is huge. International students are held to the same standards. Professor Claude Welch asked if participation in special programming is mandatory for international students. Dean Tesluk said some programs like MBA Advantage are mandatory and involve the whole cohort, whereas ESL services depend on student need. In other cases, students in need are directed to appropriate programs. Professor Filomena Critelli asked about the school's recruitment efforts. The dean said this depends on the

program. The M.S. in MIS, for example, has seen a spike in applications from India, due to its popularity in that country, growing from 6 to 135 students. The school's faculty have recruited in India, including direct meetings with students in India. Professor Simpson said that the school is well known in China thanks to its MBA programs there. The Singapore program also increases visibility in Asia. Professor Biehl asked about resources needed to have faculty recruit overseas. Dean Tesluk said that, as international enrollment grows, resources must be found to address emergent needs. The MBA Advantage has a fee. Faculty teaching at Amrita can take the opportunity to recruit Indian students. The Executive MBA in Singapore couldn't continue due to the extensive competition among similar programs there. In India there is also a lot of competition in the MBA space. Thailand and Vietnam may offer opportunities. Ms. Dussourd asked about job placement and how international alumni are doing. The dean said that MBA placement has recently had the best outcomes to date. International students often lead in terms of starting salaries also. If the international enrollment declines further, this will impact the average salaries going forward.

IV. UB's Global Rankings—What do they Mean and How do we Improve them?

Professor Biehl introduced Craig Abbey and Rachel Link from the Office of Institutional Analysis. Mr. Abbey noted that he has experience working on a ranking of public research universities with former UB Provost Elizabeth Capaldi. Institutional Analysis provides data to many constituents, both internal and external—from SUNY to federal agencies like NSF, and the office responds to many ranking surveys and data requests. In the case of one prominent ranking—the domestic US News and World Report—UB has been particularly successful recently; among AAUs, only the University of Massachusetts has improved more than UB. Controlling how the university does is easier with US News than with the global rankings like QS. On average, approximately .75 FTE is devoted to responding to ranking surveys. There is considerable volatility in the ranking business. For example, QS used to work with Times Higher Education (THE), which later broke away to work with Reuters; then that collaboration ended, too, and THE is now on its own. The Shanghai Jiao Tong ranking has been around for 15 years. While QS has been relatively consistent in its methodology, many rankings alter their methodologies regularly, making it more difficult for institutions to respond. QS has always been mostly based on reputation among academics (40%) and employers (10%). Twenty percent is based on scholarly citations. The faculty-student ratio is worth 20 percent. The proportions of international students and faculty are worth only 5% each. International faculty in the US eventually gain permanent residency and then are no longer considered international faculty.

UB's performance has been quite variable in the QS ranking, from a low of 313 to a high of 393; the latest ranking is 342 (2016). The 300 range is typical. THE ranks universities publishing more than 1,000 papers in the past five years. The top 500 institutions are ranked. THE has reduced the reputation impact and added more specific metrics, including many ratios. Some metrics are not clear, such as "research income," a measure not used in the US. THE takes into account both faculty-student ratio and Ph.D.-faculty ratio. Their reputation survey addresses teaching and it's unclear how this is evaluated. UB's ranking in THE began above 200 and got down to 176, but then they changed their methodology and UB fell above 200 again. These changes don't necessarily reflect changes in the institution. The Shanghai ranking (ARWU) has "elite" criteria including number of Nobel Prize winners on the faculty. Thus, when Arizona State University hired two Nobel winners it moved up 100 places in the rankings, due to the weight of this elite criterion. Metrics such as number of

publications in prestige journals like *Science* and *Nature*, which are not necessarily appropriate outlets for faculty publication, also tend to work against UB. In the Shanghai ranking, UB has lately been in the 300-400 band, and previously in the 201-300 range, but the difference is not really very great (between high 200s and low 300s). The US News Global Ranking made a mistake in its first year that hurt UB's ranking. Once this was corrected in the second year, UB was ranked at 181; however, the latest iteration of the ranking involved a change in methodology that resulted in UB dropping from 181 to 243. The new methodology does not include the number of Ph.D.s and weights reputation at only 25 percent. Moreover, UB's comprehensiveness worked against us this year. This is the single biggest factor in the ranking decline.

Bibliometric rankings measure publications from various databases. However, a quality indicator with respect to the journals that figure in this metric is lacking, and thus many insignificant journals are typically included. The Leiden Ranking measures the scientific performance of 750 universities worldwide. It looks at bibliometrics and international collaboration. An institution's distance from collaborators figures in this ranking. In the Leiden ranking has UB ranked 73 among US institutions, and at 231 globally. "Performance Ranking of Scientific Papers for World Universities" uses Thomson Reuters data, which is also bibliometric. In this ranking UB dropped from 184 to 254. Who is the most cited faculty member at UB? It turns out to be the UB physicist who works on Higgs Boson research and collaborate on papers that have 11,000 citations—a very misleading criterion.

Professor Biehl said that despite the problems with the ranking methodologies UB has to take them seriously, especially in light of the recent branding exercise. How can UB do better on the most important rankings? International students tend to attach so much weight to the rankings. Professor Biehl said that in CAS the faculty annual report used to provide data, but now Academic Analytics seems to have replaced this for faculty reporting. Mr. Abbey said that many ranking organizations don't even request data from UB; they collect it on their own. As noted, bibliometric data can be misleading. It is a problem that the journals that UB faculty publish in are not considered. Bibliometric databases are not including the right journals. Professor Biehl suggested that a Council subcommittee could help finesse the data. Dr. Oak asked about "per capita academic performance"—as this relates to prizes won and publications. Mr. Budde thanked Mr. Abbey for his presentation and asked whether faculty production alone is evaluated in rankings; what about researchers, who seem to be left out? Mr. Abbey said that all papers cited that are from UB are typically taken into account. However, sometimes papers are sourced by zip code, and SUNY Research Foundation, which is based in Albany, can confuse ranking organizations. UB and Buffalo State are often confused. Sometimes units at UB are disaggregated and not included in a ranking. The naming of institutions is a problem. RPCI, Hauptmann Woodward, etc may or may not be included. Faculty can be mis-affiliated by ranking organizations. Dr. Baumstark asked a philosophical question: what are our objectives in working on the rankings? Do we know that this actually impacts students' choices? Mr. Abbey said that in the domestic space it does have an impact. Since most of our students are from New York State, they won't be looking at more distant universities. A new Washington Post ranking compiles ranking. Marketing dimension is important.

Respectfully submitted,

John J. Wood, Secretary

COUNCIL ON INTERNATIONAL STUDIES AND PROGRAMS

Attendance at the Meeting, October 26, 2016

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