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## **Recognizing International Activities as Part of the Merit, Tenure, and Promotion Process at the University of California**

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with input from UC Senior International Officers\***

### **RATIONALE**

Universities across the United States have made internationalization a strategic priority, acknowledging their responsibility to serve communities at both the local and global levels. The University of California shares this philosophy. As evidence of UC's firm commitment to internationalization, the 2016 UC Presidential Policy on International Activities states unequivocally that "[a]s a public research university, UC's mission includes the creation, dissemination, preservation, and application of knowledge for the betterment of *global* society." The policy also affirms that one of UC's main goals is to "encourage[e] and suppor[t] *international* collaboration, education, exploration, service, and research." Moreover, many of the UC campuses are engaged in processes of internationalization that involve student mobility, research partnerships, training and outreach, and other activities. Given UC's stated commitment to internationalization and the global community, the time has come for a systemwide conversation on how the university's Academic Personnel Manual (APM) might be expanded to recognize, value, and reward the many kinds of internationally-engaged and focused activities in which faculty participate.

### **PRECEDENTS**

Many top-tier research institutions across the United States have already introduced mechanisms into their merit, tenure, and promotion processes that both acknowledge and value the contributions faculty are making to internationalization through their research, teaching, and service. Academic personnel manuals frequently encourage faculty to provide evidence of their "international reputation" as scholars and ask faculty to document their diverse "contributions to internationalization." These two aspects are not unrelated: logically, a faculty member's contributions to internationalization often help to solidify his or her international reputation. As an example of how universities are valuing and documenting international activities, the University of South Florida's APM holds that the candidate for full professor must show "evidence of significant achievement among peers in [his or her] discipline or professional field at the national or *international* level." In an even bolder move to encourage faculty to engage internationally, the University of Florida asks candidates for tenure and promotion to document their international activities in a separate statement outlining their rationale for engaging internationally, listing the kinds of activities in which they engage, and describing the outcomes and impacts that result from those activities. Within the UC system, UCSF already includes separate sections within its merit, tenure, and promotion dossiers to document "Invited Presentations International" and "Service to Other Universities." Universities like Rutgers, Michigan State, the University of Minnesota, Clemson, and The Ohio State University include similar instructions in their academic personnel manuals.

### **DIVERSITY OF INTERNATIONAL ENGAGEMENT AT UC**

University of California faculty from all ten campuses are engaging internationally in ways that raise the university's global profile and advance its mission of teaching, research, and service. In their research and scholarship, faculty present at international conferences; lecture abroad; publish and co-author in international venues and with international scholars; secure international/global grants from domestic and international funding agencies, private foundations, industry, and business communities; acquire patents; perform and exhibit their work in other countries; and galvanize international research collaborations and partnerships. As teachers, UC faculty mentor and advise international undergraduate, graduate, and professional students as well as post-docs; teach courses abroad; direct study abroad programs; and internationalize the curriculum by creating courses with a global learning focus. In their service activities, faculty take on leadership roles in international professional organizations, influence international policy-making, organize international conferences, serve on the editorial boards of international journals, provide external peer review for colleagues and students abroad, and develop cooperative agreements with foreign institutions. These diverse activities, taken together, contribute to UC's reputation as a university of undeniable global stature.



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## WHY UC FACULTY SHOULD DOCUMENT THEIR INTERNATIONAL ACTIVITIES

There are compelling reasons for documenting and valuing international activities as part of the merit, tenure, and promotion process:

- Doing so will translate UC's institutional commitment to serving global societies into concrete action, which is part of California's responsibility to the world. It will also reaffirm UC's commitment to California's global standing by connecting the world to the multicultural richness of the State, in service to those who reside in it.
- Doing so will bridge the current disconnect between UC's stated internationalization mission and the way in which faculty contributions to that mission are acknowledged and rewarded.
- Early-career faculty will be incentivized to start engaging internationally sooner and to integrate international activities more deeply into their career trajectories because they'll know that such activities will be valued and rewarded by the institution.
- Faculty at all career stages will be incentivized to join UC because of its stature as an eminent global institution, and they will be motivated to have a long-lasting and transformative impact on the institution.
- Faculty will also be encouraged and motivated to create curricular and co-curricular programs with global dimensions that will prepare UC students to succeed in a globalized and interconnected world.
- Documenting international activities will provide a systematically-constructed archive that can allow the university to better assess and understand the scope of its faculty's international engagement, which in turn would make it easier to tell the "UC international and global story."

## RECOMMENDATIONS

- The UC administration and the Academic Senate should work together to convene a working group whose goal will be to generate a full proposal for systemwide consideration.
- The decision to document international activities in merit, tenure, and promotion files would be *encouraged* for faculty (**not required**). Doing so would be viewed as "value added" to a faculty member's file and would receive special consideration by those evaluating the file.
- Giving faculty the opportunity to document their international activities would be achieved by introducing minor changes into the language of the APM and/or a paragraph explaining both the rationale for documenting such activities and the method to be used for doing so. The working group would determine the best way to introduce this idea into the APM.
- While some UC campuses already have certain mechanisms in place for giving due consideration to faculty's international engagement, the aim of this working group would be to discern how best to grant more systematic, systemwide recognition to a host of activities that undeniably serve UC's overall mission. This would have the added benefit of encouraging faculty to engage globally.

### \*UC Senior International Officers (SIOs):

UCB: Lisa Alvarez-Cohen, Vice Provost for Academic Planning  
UCD: Joanna Regulska, Vice Provost and Associate Chancellor,  
Global Affairs  
UCI: Victoria Jones, Chief Global Affairs Officer  
UCLA: Cindy Fan, Vice Provost for International Studies  
UCM: Garrett Gietzen, Director of International Affairs

UCR: Kelechi Kalu, Vice Provost of International Affairs  
UCSC: Richard Hughey, Vice Provost and Dean, UE  
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UCSD: Robert "Chip" Schooley, Senior Director, International  
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