The Committee on International Education reviewed the Systemwide Review of the Proposed Academic Senate Statement on UC Quality at their April 4, 2024, meeting, and believes it is a good draft that requires some updating and clarification. The committee would like to see the following added to the statement:

**Omitted items:**

- We have instructional/institutions on campus to help with instructional modalities (XCITE).
- We have teaching faculty whose research focuses on improving the practice of teaching.

**On graduate and postgraduate education:**

- Training of postdoctoral scholars is a vital component of the university’s educational mission and social impact.
- Graduate teaching experience is a vital component of the training of graduate scholars and enhances the quality of graduate education.

**On UC Quality: Environment**

- What does diversity mean? Diversity is not defined and reduced to a slogan.
- International students and faculty enhance the diversity of our environment at the UC, and their contributions and participation should be encouraged.
- Providing students with education abroad opportunities is important for diversifying their educational experience.
On UC Quality: Educational Offerings

For the "Foster Breadth of Perspective and Interactive Learning Communities" section under "Educational Quality", it appears beneficial to consider adding some descriptions about UC’s efforts in enriching students' experiences and perspectives through international education, such as study abroad programs and other exchange programs within the US. Quality of outcomes seems to focus on procedural skills. Developing critical learning skills and critical analysis is an important part of an education. It is important for students to critically analyze information resources and be able to identify the legitimacy of sources.

There is no mention of the need to train students to use technology ethically. There is no metric for the impact of education on ethics more generally.

Graduate education is a vital component of the UC educational offering. The importance of graduate education needs to be highlighted, as well as the importance of the UC as a pipeline to graduate education.

The impact of campus residency requirements on the educational offerings of the UC must be more closely examined.

On student evaluations:

How do we treat student evaluations? It is good that they are currently being revamped. However, their current and historical execution is detrimental to teaching practice. Evaluations discourage instructors from developing novel teaching methods. It is important to acknowledge that student evaluations involve student satisfaction, but not learning outcomes. Teaching evaluations poorly indicate the quality of outcomes and have even been shown in studies to negatively correlate with the quality of outcomes. See:

[https://www.mathvalues.org/masterblog/student-teaching-evaluations-are-effective-but-not-in-the-way-you-think#:~:text=The%20correlation%20between%20student%20evaluations%2C%20score%20the%20better%20the%20learning](https://www.mathvalues.org/masterblog/student-teaching-evaluations-are-effective-but-not-in-the-way-you-think#:~:text=The%20correlation%20between%20student%20evaluations%2C%20score%20the%20better%20the%20learning)