

**AMERICAN COUNCIL ON EDUCATION
INTERNATIONALIZATION LAB
COMPREHENSIVE INTERNATIONALIZATION REPORT**

March 2022



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Executive Summary

The University of California San Diego is an inherently global university: Our faculty, researchers and students perform and study the most important global, scientific and societal issues of our times. And as our campus evolves into a destination for arts and culture, interdisciplinary partnerships, leading-edge health care and community engagement, we are committed to ensuring that UC San Diego offers a dynamic ecosystem for international collaborations. How we educate and support the next generation of global changemakers and expand our global research ecosystem at a time of increasingly complex global issues are of critical importance.

The American Council on Education (ACE) Internationalization Laboratory subcommittees have identified four broad recommendations that include numerous opportunities to develop strategic internationalization initiatives.

Recommendation: Support Faculty and Scholars as Frontline Champions for Internationalization

To provide transformative global leadership for internationalization, UC San Diego must enhance global research and teaching opportunities for graduate students and junior faculty, continue to cultivate relationships with important international universities and expand UC San Diego's participation in universal research and education consortia.

- **Integrate research and education enterprises strategically**
Align infrastructure to support the integration of academic and research activities and provide staff support for faculty endeavors grounded in shared values and student-centeredness.
- **Replicate successful models for international research and education**
Support agile models that allow for expansion to multiple disciplines and modalities for engagement and funding opportunities with a particular focus on public impact research.
- **Establish working group to support faculty and navigate administrative barriers**
Convene a permanent campus-wide working group of faculty and staff subject-matter experts to help navigate solutions for international engagement and support leadership in an advisory capacity.
- **Recognize international activities in the consideration of merit, tenure and promotion process**
Develop explicit criteria to consider international activities as they range from department to department in the academic review process by the Academic Senate.
- **Develop a faculty ambassador program to increase global visibility and reach**
Establish a Triton travel ambassador program to extend international travel to incorporate broader university activities such as connecting with partner

or prospective partner institutions and alumni in-country and participating in recruitment-related activities or other meetings on behalf of the university.

- **Create recognition program to celebrate faculty and staff best practices**
Model a faculty and staff recognition program for inclusive excellence or distinguished teaching dedicated to celebrating best practices in international engagement.
- **Enhance support to cultivate future faculty leaders in global teaching and research**
Empower early and mid-career faculty with tools to enhance capabilities as lead principal investigators, effectively communicate science and research, and reach UC San Diego's vast international network to enhance global partnerships.

Recommendation: Break Silos to Build Bridges

To position ourselves as a transformative leader in the internationalization space, we first need to break the UC San Diego silos; develop a collaborative structure to enhance the work across all schools, divisions and health sciences; and build bridges across the globe.

- **Coordinate international activities and functions across campus**
Establish an office to coordinate and catalyze internationalization and enhance functional efficiencies; recruit a distinguished leader.
- **Support, identify and evaluate high-value international activities and guide strategy**
Support and identify new opportunities for strategic internationalization; champion cross-unit collaborations in research, education and community engagement supporting UC San Diego's international presence.
- **Expand participation in international research and education consortia and leverage existing partnerships for expanded engagement and funding**
Use consortia and multilateral partnerships to engage in areas with less established footprint; increase brand recognition; access new funding sources.
- **Enhance infrastructure to allow campus to systematically pursue extramural funding in support of accessibility to global learning opportunities**
Leverage existing resources and dedicate staff support to identify, broadly disseminate and support proposal development efforts in the pursuit of extramural funding opportunities.
- **Capitalize on geographic location and connect the academic and research engines to regional innovation economy**
Leverage geographical position in CaliBaja/Southern California innovation hub, UC San Diego Park & Market and UC San Diego Blue Line trolley to further catalyze transformative change and leverage research and commercialization opportunities for campus internationalization.

Recommendation: Cultivate a Culture of Global Citizenship

Opportunities for UC San Diego to cultivate a culture of global citizenship should build on existing campus diversity, include innovative and flexible modalities for all-encompassing learning, provide students equitable access to diverse learning opportunities, and structurally allow for the pursuit of extramural funding to support student engagement.

- **Leverage the cultural diversity of students**
Create a mechanism to formally capture students' language skills on academic transcripts; celebrate binational students through informal peer mentor and language conversation programs.
- **Promote formal and informal global learning opportunities for all students**
Promote intercultural programming; leverage opportunities for service learning through the Changemaker Institute and Eighth College curriculum and other general education requirements.
- **Expand existing curricular models to support global learning**
Support new modalities for short-term, immersion and field research activities; incorporate best practices from remote learning to extend access to global learning.
- **Integrate global learning outcomes into the curriculum and deepen curriculum articulation**
Include global learning outcomes in the assessment of academic programs and courses and align global learning programs with general education and major or minor requirements.
- **Support successful transition and integration of international students into academic and student life**
Coordinate to ensure culture of care; promote programs such as Student Peer Coaching Program, first or transfer year (FYE/TYE) seminars, Counseling and Psychological Services (CAPS) and case management with translator support.

Recommendation: Create a Community of Lifelong Tritons

There is an opportunity to strategically cultivate the academic pipeline to support a more diverse applicant pool, strategically leverage campus partnerships with the academic and alumni/affiliate pipelines, and to engage a broader affiliate population with myriad goals including advancement, recruitment, development of high-impact student opportunities and industry engagement.

- **Cultivate clear academic pipeline through connecting campus stakeholders**
Coordinate between campus (Enrollment Management, Graduate Division, Global Education, professional schools) and UC San Diego Extension International Programs to broaden applicant pipeline and leverage the diversity of country origin.
- **Institutionalize relationships with government and nongovernmental funding agencies**
Establish cost-share agreements to support revenue generation for graduate programs, extend access to regionally specific external funding opportunities and increase international student diversity.
- **Actively incorporate diversity of short-term programs into academic pipeline**
Leverage the international diversity of short-term programs (e.g., ENLACE, School of Global Policy and Strategy Global Leadership Institute, Institute for the Global Entrepreneur, extension pre-college programs) by offering targeted recruitment sessions.

- **Holistically support the global lifecycle of the university**
Through maintained connections with alumni or affiliates facilitated through campus stakeholder collaborations there is an opportunity to support the global lifecycle of the university and yield broad, lifelong support of the campus.
- **Develop initiatives to engage campus affiliates**
Lifelong connections support myriad opportunities for engagement. Institutionalizing relationships with affiliates can provide regional engagement with prospective donors, access to industry leaders, government partnerships, research collaborations, and entry points to regional markets.
- **Fully leverage international collaborations and partnerships to support all aspects of campus**
Fully leveraging all partnerships, the university can maximize collaborations in support of student-facing, high-impact practices that will cultivate community regionally and abroad.



UC SAN DIEGO A GLOBAL UNIVERSITY

- 7th largest international student and scholar population¹
- 435 active global agreements across 39 countries
- \$1.54 billion research enterprise from global and domestic contributions²

Overview

UC San Diego is an inherently global university.

Our faculty and researchers are doing work at the forefront of the most important scientific and societal issues of the day. Our students, scholars and faculty come from around the world and have extensive international networks that carry out research across the globe. And as our campus evolves as a destination for arts and culture, interdisciplinary partnerships, leading-edge health care and community engagement, we are committed to ensuring that UC San Diego offers a dynamic ecosystem for international collaborations.

How we educate and support our students as the next generation of global changemakers, support our faculty and researchers in an international research ecosystem at a time of increasingly global issues, and strategically leverage our institutional collaborations to serve as a catalyst for activity across all corners of campus and the world are questions of critical importance.

We are at a transitional time – battling the impacts of the COVID-19 pandemic, addressing systemic racism and tackling climate change. These are challenges that resonate with the UC San Diego community, as evidenced by our multidisciplinary response to COVID-19. UC San Diego maintained its educational and research momentum during the peak of the pandemic, demonstrated international leadership in basic and clinical COVID-19 research, and developed strong community partnerships that enabled UC San Diego to open the first vaccine superstation in California. The pandemic has shown the critical need for coordination across all aspects of the university, including health sciences, to support domestic and international students and scholars.

It is our willingness to take bold action that positions us to help redefine international engagement for higher education in the post-pandemic era. The road map for how lies in the findings and opportunities of the following American Council on Education (ACE) Internationalization Laboratory Report. Though we are still evaluating the challenges and opportunities of the pandemic as they pertain to higher education, recognizing educational innovation, use of technology and growing demand and international educational and research collaborations are essential to the success of our community.

We have the tools and expertise and are positioned to leverage existing resources to generate additional synergies and collaborations. Through these data-driven findings and recommendations, UC San Diego can develop strategic initiatives to provide transformative global leadership through internationalization.

¹“Leading Institutions and Institutions Hosting the Most Scholars,” *Open Doors Report*, 2021, <https://opendoorsdata.org/data/international-students/leading-institutions/> and <https://opendoorsdata.org/data/international-scholars/institutions-hosting-the-most-scholars/>.

²“International Agreements Database,” *Global Education and Office of International Affairs*, July 2020, <https://ucsd.adv-pub.moveonca.com/home-page-1584/>.

ACE Internationalization Laboratory Process

In September 2019, UC San Diego joined the American Council on Education (ACE) Internationalization Laboratory (ACE Lab) as part of the 16th cohort. To date, more than 150 institutions have participated in the ACE Lab,³ where institutions work closely with nationally and internationally recognized internationalization experts to develop a customized methodology for the review of international activities across campus and formulate strategic action plans for enhancing existing efforts. The ACE Lab Steering Committee – including more than 30 faculty, senior administrators and staff representing all schools, divisions and vice chancellor areas – has met regularly since October 2019.

UC San Diego's ACE Lab process began with a site visit from our ACE Lab advisor, David Fleshler, vice provost for international affairs at Case Western Reserve University and president of the Association of International Education Administrators (AIEA). This two-day visit included meetings with the chancellor and executive vice chancellor, academic deans, academic senate chairs and steering committee members, helping to set the timeline and deliverables for the ACE Lab process. From October 2019 through April 2020, the steering committee met monthly, followed by a series of meetings with peer institutions during July 2020 to examine various aspects of internationalization efforts at UC Davis, The Ohio State University, Indiana University, and New York University. Monthly steering committee meetings resumed during the fall quarter in 2020 and have continued regularly in winter of 2021.

Beginning in January 2020, the steering committee tasked six broadly represented subcommittees, which included additional faculty, staff and representatives from Associated Students (AS) and Graduate and Professional Student Association (GPSA), to examine specific pillars of internationalization at UC San Diego through the lens of access, equity and diversity. All subcommittee findings align and advance one or more of the 2015 UC San Diego Strategic Plan goals and strategies. The six subcommittees are:

- *Administrative Leadership, Structure and Staffing*
- *Curriculum, CoCurriculum and Learning Outcomes*
- *Enhanced Global Research*
- *Faculty Policies and Practices*
- *Institutional Collaborations and Partnerships*
- *Student Engagement*

The following report was created through an iterative process rooted in committee dialogue and the findings of the subcommittee reports.

³American Council on Education, ACE Internationalization Laboratory, <https://www.acenet.edu/Programs-Services/Pages/Professional-Learning/ACE-Internationalization-Laboratory.aspx>.

Recommendations

RECOMMENDATION:

Support Faculty and Scholars as Frontline Champions for Internationalization

UC San Diego Strategic Plan Goal 3: "Nurturing and supporting a collaborative and interdisciplinary research culture that advances the frontiers of knowledge, shapes new fields and disseminates discoveries that transform lives."

UC San Diego is home to nearly 3,000 highly sought-after faculty who passionately tackle grand research challenges and train the next generation of student changemakers.⁴ Through UC San Diego's shared-governance model, we have an opportunity to engage faculty as frontline champions for internationalization. As the pandemic has shown, our faculty have met the challenge of offering mixed modalities of instruction with total dedication and innovation. To provide transformative global leadership for internationalization, UC San Diego must enhance global research and teaching opportunities for graduate students and junior faculty, continue to cultivate relationships with important international universities, and expand UC San Diego's participation in universal research and education consortia.

Empowering faculty and scholars to explore new modalities for international research and instruction, helping to reduce or remove administrative barriers that faculty face, and positioning the campus administration and staff as partners to help faculty in the successful pursuit of new opportunities can catalyze faculty and scholars as champions of internationalization initiatives.

OPPORTUNITIES

1. INTEGRATE RESEARCH AND EDUCATIONAL ENTERPRISES

The intrinsic benefits of integrating UC San Diego's research and educational enterprises will enhance the student experience, further expand our research portfolio and increase brand recognition worldwide. This opportunity exists at the local level with each faculty and researcher. However, through structural changes, the central coordinating body can ensure that faculty are aware of various modalities for incorporating students into their projects and have assistance identifying extramural funding sources to support student mobility with international partners. Providing faculty with these resources to successfully incorporate students into their research projects will multiply impact, allowing graduate students mentorship opportunities, faculty access to recruit potential graduate students or post-doctoral scholars through the international collaboration, and undergraduate students an opportunity to participate in a high-impact practice.

⁴<https://ucpa.ucsd.edu/campus-profile>.



2. IDENTIFY FLEXIBLE FUNDING MODELS FOR NEW GLOBAL RESEARCH INITIATIVES

There is a need for flexible funding to build our reputation and partnerships internationally, as well as to facilitate expanded participation of our graduate students and faculty in research on international issues such as those related to the four grand research themes outlined in UC San Diego's strategic plan: understanding and protecting the planet, enriching human life and society, exploring the basis of human knowledge, learning and creativity, and understanding cultures and addressing disparities in society.

Multiple planning grants could be awarded each year, from which one or two proposals could be selected in the following year for multiyear funding. Over the next decade, this would allow for numerous planning grants and select multiyear investments in new global research efforts that bring together resources and actors from across campus around efforts that can become institutionalized as powerful vehicles for fundraising over the medium-term.

Success will not only increase research excellence and productivity but will also increase extramural funding and international recognition for the impactful global research at UC San Diego and broadly serve all campus disciplines. Examples of best practice faculty-led research initiatives include three case studies exemplifying unique needs, scale and funding models:

- The Kyoto partnership illustrates large-scale collaboration at the university level.
- Border Solutions Alliance connects opportunities for public impact research to research funding.
- The International Institute provides seed grants for doctoral research and funding for symposia on topics of international importance.

3. CREATE A WORKING GROUP TO LOWER ADMINISTRATIVE BARRIERS

Bureaucratic and administrative challenges create formidable roadblocks to our faculty members' ability to carry out international research. Staff members across the university support faculty in undertaking global work and are knowledgeable about the best available mechanisms as well as the necessary changes. One potential opportunity is for the university to convene a permanent campus-wide working group to act as a clearinghouse for surfacing issues, documenting country-specific knowledge, advising researchers on best practices, and rectifying pain points. Each school and division could identify one faculty member and one staff person who excel at carrying out and supporting global research and nominate them to participate. The group would work to support the core leader in an advisory capacity in removing roadblocks to ensure that future initiatives are not bogged down by the administrative bottlenecks that currently hamper growth.

4. RECOGNIZE INTERNATIONAL ACTIVITIES IN THE ACADEMIC REVIEW PROCESS

Currently, international activities are not specifically weighed in the consideration of merit, tenure and promotion, and an opportunity exists to incentivize faculty through formally recognizing them. Explicit criteria could be developed in the academic review process by the Academic Senate to consider activities as they range from department to department, and some feel should be subsumed in the Academic Personnel Manual (APM-210: 201-2.4), specifically, evaluation criteria regarding service.

5. DEVELOP A FACULTY AMBASSADOR PROGRAM TO INCREASE GLOBAL VISIBILITY AND REACH

Given the robust international engagement of faculty, UC San Diego has an opportunity to create a program that can extend the impact of selected faculty and staff already planning international travel. These activities under a Triton travel ambassador program can range to include connecting with partner or prospective partner institutions, alumni in-country, educational offices such as EducationUSA or Fulbright Commissions, or for other meetings on the behalf of the university.⁵ Selected ambassadors would undergo training by relevant offices such as Enrollment Management and be provided with briefing materials for meetings arranged by Global Education or another central office.

Another opportunity is to bring in visiting faculty, such as the Fulbright Scholars, to address any possible gaps in research or teaching specialties. These visiting faculty can also provide students with alternative pedagogical approaches to their disciplinary work and the chance to engage with educators from other countries and cultures. Short-term scholars could also be invited for collaborative faculty workshops and feedback sessions that produce new international-related courses, course modules and faculty publications.

6. CREATE RECOGNITION PROGRAM TO CELEBRATE FACULTY AND STAFF BEST PRACTICES

We have an opportunity as a university to celebrate our faculty's international engagement through the creation of a dedicated award program like the Inclusive Excellence Award, Distinguished Teaching Award and Integrity Awards. Specific awards might include excellence in global education, excellence in international research or excellence in program innovation, for example, and be awarded on an annual basis.⁶

7. ENHANCE FACULTY SUPPORT TO CULTIVATE FUTURE LEADERS IN GLOBAL RESEARCH

Together with the Engaged Teaching Hub in the Teaching + Learning Commons, additional support would empower early- and mid-career faculty with the tools and skills to enhance their capabilities as lead principal investigators in international research efforts by expanding worldwide networks via mentoring, effectively communicating science and research to diverse funding agencies, international organizations and program stakeholders, and mapping these connections to enhance global research partnerships.

⁵DePaul Faculty Ambassador Program
<https://offices.depaul.edu/global-engagement/faculty-resources/Pages/ambassador-program.aspx>
⁶<https://globalaffairs.ucdavis.edu/awards>



RECOMMENDATION: *Break Silos to Build Bridges*

UC San Diego Strategic Plan Goal 5: “Creating an agile, sustainable, and supportive infrastructure by ensuring a dedication to service, people and financial stewardship.”

There is abundant evidence of the breadth and depth of UC San Diego’s global reach. UC San Diego — our students, scholars and faculty — has extensive international networks, and as an institution we have a long history of global engagement in all mission areas. Our international rankings, bibliometric data, and large student and scholar populations from other countries provide clear evidence of our international engagement. UC San Diego Health draws patients from around the world, and faculty engage in groundbreaking research and capacity building activities globally.

To position ourselves as a transformative leader in the internationalization space, we first need to break UC San Diego silos; develop a collaborative structure to enhance the work across all schools, divisions and UC San Diego Health; and effectively build bridges across the globe.

A centralized leadership, coordinated structure and staff support will help UC San Diego coordinate and catalyze strategic internationalization efforts across all schools and divisions. An integrated strategic plan⁷ for internationalization that aligns ongoing work and facilitates multidisciplinary planning — building on the campus strategic plan — is an opportunity to deepen impact, increase reputation and direct access to additional external funding streams. The ongoing global expansion of UC San Diego’s activities, as well as the need to capitalize on the successful collaborative campus approach to the COVID-19 pandemic, require strategically targeted efforts to meet all future challenges and opportunities.

OPPORTUNITIES

***I.* COORDINATE INTERNATIONAL ACTIVITIES AND FUNCTIONS ACROSS CAMPUS**

Multiple stakeholders in the ACE Lab process recommend that campus establish an office to catalyze internationalization and enhance functional efficiencies. Recruiting a distinguished leader who can perform big picture strategic planning while also identifying the evolving niches where a proposed Global Engagement could:

- Add value
- Develop relationships with key decision-makers across campus to shepherd efforts to cut across silos
- Identify strategic opportunities to connect our strengths as a university to universal issues
- Elevate promising global research
- More broadly serve as the glue for large-scale international engagement

⁷Plan.ucsd.edu

In addition to elevating the work currently underway, this central function can help drive regional engagement initiatives, serve as a conduit to global networks and research consortia, and serve as a resource to all areas of campus in their pursuit of engagement both at home and abroad. A coordinated international office can also support campus administrative and faculty leadership to make infrastructure changes to support student engagement in global activities. Currently, this capacity is scattered across campus, leaving the spokes with no central hub with which to connect.

2. IDENTIFY HIGH-VALUE ACTIVITIES

Because internationalization is already advanced on the UC San Diego campus, the ACE Lab recommends that in designing the new office, the university take care to give it broad responsibilities to add value to campus activities. It should employ staff with conspicuous leadership to canvas campus for all ongoing international programs, educational opportunities and exchanges. Additionally, this office will build on the work done in the ACE Lab, using various recommendations and identified opportunities as initial strategic initiatives. Leveraging the opportunities identified in the report will lead to immediate positive impacts for the university, laying a solid groundwork from which to build.

Areas of initial focus include strategic planning, critical coordination of international functions, assessment and evaluation of international engagement, and a focus to increase external visibility. Additionally, this coordination will serve to holistically support the life cycle of the university, connecting various spokes to a central hub of global activity and the campus strategic plan to maximize the impact of partnerships and collaborations for the campus at large.

3. EXPAND UC SAN DIEGO PARTICIPATION IN INTERNATIONAL RESEARCH AND EDUCATION CONSORTIA AND LEVERAGE EXISTING PARTNERSHIPS FOR REGIONAL ENGAGEMENT

To increase our footprint in regions where our brand and research endeavors are less established, the ACE Lab recommends that UC San Diego engage more often and meaningfully in international consortia such as the Association of Pacific Rim Universities (APRU), World Universities Network, American Association of Colleges and Universities, the United Nations, and others. Additionally, by strategically leveraging our 435 active collaborations in 39 countries, we can exponentially expand our network and utilize our respected partners' footprint in multilateral capacities in areas where we have yet to establish deep connections and vice versa.

4. ENHANCE INFRASTRUCTURE TO ALLOW CAMPUS TO AGGRESSIVELY AND SYSTEMATICALLY PURSUE EXTRAMURAL FUNDING TO SUPPORT ACCESSIBILITY FOR GLOBAL LEARNING OPPORTUNITIES

Centralized coordination of activities will allow us to leverage our existing resources to identify and aggressively pursue extramural funding to support both undergraduate and graduate students in pursuing global education and research opportunities. Myriad funding resources exist, but identification, broad dissemination and proposal development to seize these opportunities requires dedicated staff support. The return on investment for repurposing existing full-time equivalent (FTE) for this is

high. Examples of external funding to support student participation in global programs include 100K Strong in the Americas, Institute of International Education (IIE)/ Department of State Study Abroad grant programs, foreign governmental funding (e.g., Swiss Excellence Program, Japanese Student Services Organization (JASSO)), funding available through institutional partner networks (e.g., Erasmus or direct institutional funding), research consortia such as APRU, and the Fulbright and Fulbright-Hayes programs. This effort can take place in partnership between a central office, Office of Undergraduate Research (formerly Academic Enrichment Programs), Graduate Division and departments.

To boost participation in global education programs, the campus should build a coordinated administrative and department-level system that tracks and helps facilitate undergraduate and graduate students conducting research abroad (e.g., short- and long-term fieldwork research, language programs, lab rotations, UC Education Abroad Program and educational exchanges at partner universities). Additionally, UC San Diego should develop a centralized administrative infrastructure to better support professional schools (School of Medicine, Rady School of Management, Skaggs School of Pharmacy and Pharmaceutical Sciences, Jacobs School of Engineering, and the School of Global Policy and Strategy) to ensure that their graduate students can engage in a variety of experiences abroad that are typically shorter durations, more targeted or internship-based, and in some cases, a degree requirement.

5. CAPITALIZE ON GEOGRAPHIC LOCATION AND CONNECT THE ACADEMIC AND RESEARCH ENGINES TO THE REGIONAL INNOVATION ECONOMY

UC San Diego is uniquely positioned geographically, both in terms of its role in the CaliBaja region, but also at the epicenter of Southern California's innovation hub. While campus has many connections to industry throughout the Torrey Pines Mesa and San Diego at-large, there is an opportunity to more intentionally leverage research and commercialization opportunities to create student experiences in San Diego and abroad. The university can also catalyze transformative, changemaking work through strategically leveraging use of UC San Diego Park & Market, UC San Diego Blue Line trolley and campus.

The potential also exists to further cultivate holistic partnerships with entities such as BIOCOM, Cleantech, the San Diego Economic Development Corporation, regional trade associations, and specific companies in San Diego with headquarters or branches abroad. Doing so will not only continue to enrich the research enterprise but will also offer students real-world international experience and potential career development.



RECOMMENDATION: *Cultivate a Culture of Global Citizenship*

UC San Diego Strategic Plan Goal 1: “Delivering an educational and overall experience that develops students who are capable of solving problems, leading and innovating in a diverse and interconnected world.”

As UC San Diego formulates comprehensive internationalization initiatives specific to how we educate our students as the next generation of global changemakers, it is important to note the variety of both our domestic and international students and the current, potentially expanded role that this diversity can play in a broader internationalization strategy. For example, nearly 60 percent of domestic enrolled students in winter 2020 reported that they spoke a language other than English at home and roughly 25 percent of our student body is international.⁸ As an emerging Hispanic-Serving Institution with a population hailing from 112 countries, UC San Diego is poised to continue to leverage campus diversity to support internationalization at home, especially given that not every student will have the opportunity to participate in an international program in another country.

We need to honor and celebrate our students who bring a wealth of global experience, even if these students have never traveled to another country. The ENLACE research program, creating binational teams of student researchers, and Global TIES on campus are examples of opportunities to maximize global impact at home. There is also the continued need to support international students in their pursuit of academic and personal success and integration into the campus community.

To ensure that all students have access to global learning — whether inside the classroom on campus or through participation in a high-impact research, internship, service-learning or study abroad program — we should approach all opportunities with creativity, flexibility and most importantly equitability. An international office and its officer can work with departments to support their individual goals while also providing a critical connection to broader institutional relationships. It is important that the campus identify flexible program models that will help reduce program costs, extend access to high-impact practices to a broader base of students, and ensure that these experiences fit within undergraduate students’ two- and four-year academic plans and graduate students’ scope of work.

Creating and extending existing opportunities ensures graduate students have access to high-impact practices to support their career goals, including students in the professional schools.

UC San Diego’s efforts to cultivate a culture of global citizenship should build on existing campus diversity, include innovative and flexible modalities for universal learning, holistically support our student populations, and provide students equitable access to diverse global learning experiences.

⁸[International Students & Programs Office, Fall 2020 snapshot](#)

OPPORTUNITIES

1. LEVERAGE THE CULTURAL DIVERSITY OF STUDENTS ON CAMPUS

One opportunity to honor and formally recognize the diversity of our students is to create a mechanism to formally capture students' language skills by offering language proficiency exams for formal recognition on academic transcripts.

Also, domestic students who do not study abroad could help with and benefit from initiatives aimed at ensuring international students' successful transition and integration into campus life by becoming academic and social peer mentors or discussion/language group coordinators.

2. PROMOTE GLOBAL LEARNING OPPORTUNITIES FOR STUDENTS WHO DO NOT PARTICIPATE IN PROGRAMS ABROAD

Both our domestic students from binational cultures and our international students and scholars who hail from 112 countries have a unique opportunity to advance internationalization on campus. In addition to existing programs, developing more intentional programs for these students to share their culture, perspectives and expertise will enrich the campus community broadly.

Between the intended curriculum for Eighth College around the theme of engagement and community, and the Changemaker Institute more broadly, students can connect with global issues through coursework and high-impact practices related to community engagement. These may include working with local international communities through service-learning courses, volunteer opportunities or research projects to positively impact student retention, progression and graduation.

3. EXPAND EXISTING CURRICULAR MODELS TO SUPPORT GLOBAL LEARNING

The ACE Lab identified various curricular models as exemplars for global learning and with potential for replication more broadly across campus, including extension programs.

Global Concentrations: An Academic Senate-approved program model, the global concentrations model offers an organized, flexible framework for academic integration and learning in disciplines, increases faculty and department engagement with international education, and expands student participation in study abroad programs.⁹ Through this model, global learning is formally recognized on transcripts within majors. Currently, five majors offer global concentrations, all within the Division of Social Sciences and Division of Arts and Humanities. An opportunity exists to create a clear pathway for STEM programs to internationalize their curriculum by developing global concentrations¹⁰ within majors, and to expand this model to include research on an international issue or with an international partner to count towards the requirements in lieu of coursework completed abroad.

⁹Study Abroad Global Concentrations, <https://studyabroad.ucsd.edu/faculty/global-concentrations.html>.

¹⁰Ibid.

Short-term or Field Research: Expanding short-term and field research opportunities more broadly to students at all academic levels will build on successful existing program models, such as those featured below:

- ***Mexican Migration Field Research Program (MMFRP)***: The MMFRP is a year-long, community-action research practicum on migration and social justice for a total 16 units across fall, winter and spring quarters. Students learn about international migration, gain skills in community-based fieldwork and work directly with nongovernmental organizations (NGOs). The program satisfies international fieldwork, methods and practicum requirements, and makes up most of the human rights and international migration minor.¹¹
- ***The Simula, University of Oslo, UC San Diego Research and PhD training program (SUURpH)***: Funded by the Norwegian Ministry of Research and Education, this program promotes multidisciplinary research, provides international training opportunities for PhD students, and supports collaborations between UC San Diego, Simula Research Laboratory and University of Oslo.
- ***Global Seminars***: UC San Diego Global Seminars are five-week summer global experiences led by a UC San Diego professor. Students enroll in a package of two courses for a total of eight UC San Diego quarter units. This model is currently expanding to include domestic opportunities, creating even broader access to student participation.
- ***Short-term immersion programs***: Rady Global Immersions, through the Rady School of Management, offer students the unique opportunity to learn from a specific market and culture. Immersion participants visit local companies and government, connect with alumni, and learn from industry professionals. These international experiences enhance students' learning, allowing them to better understand firsthand the global business environment, while making invaluable industry connections. Current opportunities include Israel, Mexico, China and San Diego.¹²

Study Abroad UC San Diego has also begun to develop and manage domestic study away programs – not requiring travel abroad – including a forthcoming opportunity between Undocumented Student Services and the University of Rochester.

- ***Service-learning and embedded programs***: Short-term programs offered between academic terms, such as Alternative Breaks available through the Center for Student Involvement, can serve as a model across campus. Additional examples of embedded global experiences based in research or community engagement include Ancient Mesoamerica: Highland Mexico Spring Break Abroad Program¹³ through the Department of Anthropology, and the soon-to-launch urban studies (USP165B: Sustainable Communities), featuring community engagement in Logan Heights and a ten-day in-person component with Technion University and the Jisr az-Zarqa community in Israel (funded by the Murray Galinson San Diego-Israel Initiative).¹⁴

Developing service-learning programs under the Changemaker Institute can help faculty and departments incorporate UN Sustainable Development Goals (SDGs) and associated learning outcomes while supporting students' time-to-degree goals.

¹¹<https://usmex.ucsd.edu/courses/mmfrp.html>.

¹²<https://rady.ucsd.edu/programs/masters-programs/mba/programs-abroad/>.

¹³<https://pages.ucsd.edu/~gbraswel/index.html>.

¹⁴<https://mgsdii.org>.

Incorporation of remote/virtual opportunities: UC San Diego has excelled in offering remote instruction throughout the pandemic and can incorporate forthcoming recommendations from the Workgroup on Distance Education and Educational Resilience under Dean for Undergraduate Education John Moore and Professor Yael Van Den Einde's leadership as they pertain to advancing internationalization. Using best practices and innovations from the report can support new program models for global learning. The accessibility of virtual advising (VAC) and VAC 2.0 offer opportunities for virtual engagement post-pandemic.

Program models available through Global Education, specifically Study Abroad, that emerged during academic year 2020-21 include the following:

- Great Global Challenge¹⁵ in partnership with the Hacker Exchange
- Six Global Seminar virtual offerings,¹⁶ a new model of a hybrid Global Seminar that was approved by the Committee on International Education and endorsed by the dean of Undergraduate Education¹⁷ (launching hybrid Global Seminars programs for summer 2022 that incorporate a remote component with an in-person international experience will lower costs, increase accessibility and attract a broader range of proposals from faculty)¹⁸
- Kyoto University short-term virtual cultural exchange program

4. GLOBALIZE LEARNING OUTCOMES AND DEEPEN CURRICULUM INTEGRATION

As the campus works to implement the recommendations of the 2020 Western Association of Schools and Colleges Senior College & University Commission (WSCUC) reaffirmation of accreditation, there is an opportunity to include global learning outcomes¹⁹ in the assessment of educational effectiveness of academic programs and courses, such as alignment of educational objectives and integrating results of assessment into the regular program review process.²⁰ Encouraging new ways of thinking and incorporating new methodologies will help students develop the required critical consciousness, values, awareness, skills and knowledge of cross-cultural differences to thrive as a global citizen.

5. SUPPORT THE SUCCESSFUL TRANSITION AND INTEGRATION OF INTERNATIONAL STUDENTS INTO ACADEMIC AND STUDENT LIFE

While the campus offers robust resources for international students, there remain opportunities to coordinate and bolster efforts to support the successful transition and integration of these students and enhance their experience at UC San Diego.

Coordination to ensure culture of care

- Develop a broader strategy for communicating (demonstrating care and concern) and coordinating dissemination of information to the campus community regarding emerging issues and policy guidance, perhaps through the International Students & Programs Office (ISPO).
- Further improve campus-wide coordination and engagement on international issues by including ISPO and the International Faculty & Scholars Office (IFSO) representatives on task forces and work groups charged with these topics.

¹⁵HEX, 2021, <https://www.startwithhex.com/>.

¹⁶<https://studyabroad.ucsd.edu/students/programs/global-seminars/index.html>.

¹⁷Hybrid Global Seminar Approval Request, 2021.

¹⁸[Curriculum, Co-Curriculum and Learning Outcomes Subcommittee report, page 7.](#)

¹⁹[Engaged Learning Tools, UC San Diego Competencies.](#)

²⁰[WASC Action Letter, February 2020.](#)

- Broaden the Global Education Advisory Committee to include a subcommittee on international student and scholar experience that meets quarterly.
- Include ex-officio membership for Global Education, ISPO and IFSO reps on the Committee on International Education.
- Include international student representation on student committees such as those that focus on enrollment, employment, mental health, wellness, housing, financial need, health insurance, parent/families and student life.

Support student retention, academic success and campus engagement

- Expand the existing International Student Peer Coaching Pilot Program and Global Ambassador Program (GAP) to reach more first-year, transfer and graduate students to support their successful transition to student and academic life. A similar transition and peer coaching program could be offered for incoming graduate students in partnership with the Graduate Division, the Teaching + Learning Commons, and academic departments with large international student populations. These programs would also offer opportunities for students who do not study abroad to experience alternative forms of global engagement by mentoring international students, while those students who studied abroad could use their experience to help students from other countries.
- Develop summer transition or boot camps for incoming cohorts of international students who may benefit from additional writing, analytical and student success strategies.
- Establish a first-year and transfer-year experience (FYE/TYE) course for new international students focusing on topics covering the U.S. college classroom culture and expectations, navigating different resources available on campus, cultural adjustment and intercultural communication workshops with peers and mentors, academic integrity, career readiness workshops, and others, to assist students in their transition to UC San Diego.
- Leveraging partnerships to coordinate these efforts would improve satisfaction with their social engagement at UC San Diego. In the 2018 Graduate and Professional Student Experience Survey, students expressed a need for additional social and cultural programming to connect with their peers and other students.²¹ Evaluate current support for students who are NOT achieving success in their programs and are being asked to leave; enhance wraparound support, early warning tools and early intervention programs by ISPO and other units to support student success, as well as campus retention and time-to-degree efforts.
- Expand access for international students to high-impact, cocurricular activities by creating innovative hands-on research experiences, domestic and global internships, service-learning, student leadership and on-campus employment; work on removing systemic barriers such as citizenship requirements for UC San Diego undergraduate summer research scholarship opportunities; and encourage graduate student mentorship of undergraduate exchange students, particularly with partner institutions.

²¹2018 Graduate & Professional School Experience Survey.

- Engage international alumni for internship experiences and consider leveraging international scholars and researchers for career/internship opportunities abroad for our graduates.
- Provide full financial support for international graduate students to take English language courses via extension or offer them courses directly in such areas as accent reduction, oral presentation and effective intercultural communication to support career and skill development.

Promote health and wellness

- Continue to destigmatize the use of CAPS and actively promote ongoing support for students via expanded outreach events or materials, use of peer wellness ambassadors to facilitate education and outreach, and additional resources for multilingual and multicultural counseling psychologists.
- Offer more robust and professional interpreter services. The campus relies on staff volunteers. However, the need is outgrowing the capacity to assist with sensitive, difficult and complex issues involving student crises and emergencies.
- Develop long-term interpretation and translation services solutions featuring multiple languages, including Mandarin and Spanish. These trained individuals will work with campus offices when working with students of concern and their parents (where applicable) or work with documents that need translation to facilitate a campus process or access to services.
- Provide health and welfare advisors who can provide additional support for students who are navigating the U.S. health care system, insurance and providers, Student Health Insurance Plan (SHIP) waiver process, or enrollment in the Reduced Access Fee for Tritons (RAFT) program. Provide common and essential patient education, prevention/health initiatives, and resource documents in the top 10 languages based on student enrollment and community demographics. Expand eligibility for use of some of these resources to our unpaid international scholars facing the same challenges.

Enhance financial and housing support

- The 2016 Task Force Report on International Student Experience and the 2020 International Student Experience Symposium Report identified acute housing needs during the initial arrival and transition phase for international students that can significantly impact their overall experience throughout their studies.²² From the very beginning of their journey to the U.S., international students face significant logistical barriers in obtaining accommodations. Receiving confirmation notices earlier in the summer about housing status will allow international students adequate time to plan and secure housing.
- Another consideration that would support campus life is providing winter break arrangements or hotel vouchers for undergraduate students who cannot return home due to financial or personal constraints.²³ The summer transition housing to support students unable to return home continuing for summer 2021 positively supports international students and is something that, while the need may not be as pervasive post-pandemic, will continue at some level into the future.

²²2016 Task Force on the International Student Experience Report. UC San Diego.

²³2018 UC Undergraduate Experience Survey. UC San Diego.

- Identify and aggressively pursue merit-based scholarships, fellowships, research scholarships, emergency funding (especially for international students from other countries who are not allowed to work more than 50 percent time), and extramural funding that students would qualify for to offset tuition, fees and personal costs.
- Federal financial aid is not available to international undergraduate and graduate students, so when emergency situations arise in which these students encounter unexpected disruptions or financial hardship, there is a need for more robust mechanisms of support. Fully leveraging current emergency funds and alumni development funds ensures timely distribution to students experiencing unexpected financial challenges and supports non-tuition needs. Increasing campus and departmental support, especially for international graduate students, will help fund basic needs and housing.
- Many international students do not have individuals in their network or community who can co-sign loans, so offering “no co-signer” microloans to students for tuition and fee purposes will provide more options for students.

This recommendation will incorporate additional specific recommendations from the International Issues Task Force Report for international student and scholar support across areas such as immigration/regulatory policies, communication, campus engagement, career readiness, employment, mental health and wellness, financial/housing support and other areas of concern.²⁴

²⁴International Issues Task Force Report, 2021.



RECOMMENDATION: *Create a Community of Lifelong Tritons*

UC San Diego Strategic Plan Goal 2: “Cultivating a diverse and inclusive university community that encourages respectful open dialogue, and challenges itself to take bold actions that will ensure learning is accessible and affordable to all.”

Creating a community of lifelong Tritons requires comprehensive support for the entire global community life cycle – including recruitment, yield, retention, support services and alumni engagement. This holds true for all members of the UC San Diego’s international community, whether they complete a degree, post-doctoral scholar program, short-term exchange or certificate program.

The ACE Lab analyzed multiple datasets including ten-year trendlines of international student enrollment by total population, degree-level, country of origin and program;²⁵ ten-year trendlines of international faculty and visiting scholars by country of origin, visa classification and divisional association;²⁶ UC San Diego Extension ten-year trendlines of student enrollments by program, country of origin and duration of program; active campus memorandum of understanding (MOU) and collaboration agreements by region, country and division; 2019 sponsored research activity by country, division and sponsor; participation in specialized short-term programs that are less than two weeks and not supported by a visa; and alumni engagement.²⁷

This analysis shows opportunities to better cultivate the academic pipeline to support a more diverse applicant pool, strategically leverage campus partnerships to support the academic and alumni/affiliate pipelines, and engage a broader affiliate population to support myriad goals including advancement, recruitment, development of high-impact student experiences and industry engagement.

OPPORTUNITIES

CULTIVATE A CLEAR ACADEMIC PIPELINE THROUGH CONNECTING CAMPUS STAKEHOLDERS

I.

Over the past ten years, the top countries of origin for degree-seeking students at the undergraduate level are primarily in Asia (East Asia, Southeast Asia and South Asia), with graduate level students also primarily from Asia with other large populations from Iran, Mexico and Turkey. The top countries of origin for extension international students include more variance.

The presence of large cohorts of students from Kazakhstan, Europe (Norway, Germany, Italy, Denmark, Switzerland, France and Spain), and Indonesia present an opportunity for graduate student recruitment. Additionally, the profile of countries of origin for extension international program students more closely resembles the diversity of our cohorts of scholars, showing a missed opportunity to incorporate these populations into the academic pipeline. It is possible that some of the diversity

²⁵ Fass-Holmes, Barry, *FA08-18 Open Doors summary tables and graphs*, January 2020.

²⁶ Miller, Roark, *International Faculty and Scholars Open Doors Report 2009-2019*. January 2020.

²⁷ *UC San Diego Alumni Demographics Summary by Academic Division*. 2020.

in countries of origin at the graduate level, such as Mexico, is tied to the availability of government funding programs like UC-MEXUS/CONACYT.

One method for incorporating these populations includes better support and integration of extension students into the main campus and holding recruitment-related events during their programs.

2. INSTITUTIONALIZE RELATIONSHIPS WITH GOVERNMENT AND NONGOVERNMENTAL FUNDING AGENCIES THROUGH COST-SHARE AGREEMENTS TO HELP DIVERSIFY STUDENT POPULATIONS

To increase the pipeline of highly vetted, competitive, sponsored student applicants, UC San Diego can, under the coordinated direction of a senior international officer, institutionalize relationships with key international sponsoring agencies, such as governmental and nongovernmental organizations, through mutually beneficial cooperative agreements. The enrollment of master's and/or doctoral students with governmental and nongovernmental funding will generate tuition revenue at the master's level and support savings at the doctoral level. Once a cooperative agreement is established with target governmental and nongovernmental funding agencies, UC San Diego will also have access to additional financing opportunities through the same agencies, such as short-term research backing for faculty and students and other financial support promoting bilateral exchange. Through institutionalized relationships with government and nongovernmental funding agencies, UC San Diego's brand recognition will spread by the agency promotion of UC San Diego as a partner institution. In addition to website promotion, partner institutions are also included in the sponsoring agency annual reports, which are disseminated throughout the country and continent, thus increasing UC San Diego's exposure and branding in developing markets. Robust opportunities exist in Latin and South America, Southeast Asia and the Middle East, with emergent opportunities on the horizon throughout the African continent.

3. INCORPORATE DIVERSITY OF SHORT-TERM PROGRAM PARTICIPATION INTO THE ACADEMIC PIPELINE

Short-term programs such as ENLACE, Institute for the Global Entrepreneur (IGE), and the School of Global Policy and Strategy's Global Leadership Institute (GPS-GLI) offer access to diverse applicant pools. In 2019, the ENLACE program increased participation of students in campus programs, specifically non-degree programs, from Mexico by 72 percent. In 2016, IGE program participation increased representation from Chile by 36 percent and Honduras by 1,500 percent, respectively. GPS-GLI programs from 2007 to 2020 attracted cohorts from Russia, Mexico, South Korea and Brazil that offer access to degree-seeking students or scholars. Given that these short-term programs are fee-based, supported either directly by participants or governmental/nongovernmental entities, incorporating these populations into the pipeline of the degree-seeking applicant pool is an opportunity for revenue generation.

Offering admissions-related sessions as part of these programs provides the opportunity to potentially attract a more diverse applicant pool for various academic levels. Using a virtual platform for these events can extend campus' reach, as evidenced by the success of the ENLACE webinar series which began in June 2020 and has helped reach 1,293 students from both sides of the U.S.-Mexico border through the end of 2020 – and can be replicated in other targeted areas.²⁸ These activities can help bolster the already robust recruitment efforts of Enrollment Management and the Graduate Division. If application and matriculation isn't achieved, these short-term programs still offer access to other regional funding opportunities to support student and faculty mobility, joint activities, and collaborative research. One example is the J. Yang & Family Foundation Scholarship Program²⁹ which builds upon more than a decade of collaborations with higher education institutions in Taiwan through the International Summer Research Program.³⁰ This program originated in the Office of Research Affairs and is now coordinated by Global Education.

4. HOLISTICALLY SUPPORT THE GLOBAL LIFE CYCLE OF THE UNIVERSITY

Through central coordination of international activities across campus we have an opportunity to better support the global life cycle of the university – from future student or scholar through connection as an alumni or affiliate to a role as a global ambassador for UC San Diego. Students and scholars who are satisfied with their overall experience at UC San Diego and have a strong sense of belonging will remain engaged throughout their time on campus and beyond.

This does not require allocation of any additional resources. Rather, it requires encouraging collaboration amongst campus stakeholders such as the academic schools and divisions; Enrollment Management; Graduate Division; UC San Diego Extension; Vice Chancellor of Student Affairs; Vice Chancellor of Equity, Diversity, and Inclusion; Global Education; Alumni; Advancement; Office of International Affairs; and other groups. UC San Diego should maximize engagement of international alumni, student organizations, and parents and families of current students in their recruitment and yield efforts and leverage international alumni to assist with career development and readiness of current students.

This can be done through minor structural changes along with identification of various strategic initiatives that require cross-unit working groups and task forces, like those successfully launched in response to the COVID-19 pandemic.

5. DEVELOP A COMPREHENSIVE, COORDINATED EFFORT TO ENGAGE CAMPUS AFFILIATES

Support of the global ecosystem also requires broadening the internal institutional definition of alumni/affiliate and provides the opportunity to embark on an effort to institutionally engage international scholars upon their return to their home country. Over the past five years for example, this affiliate population amounts to 6,947 international faculty/scholars on campus from 116 countries, representing

²⁸Graeve, Olivia, *Breaking Barriers. Building Bridges*, February 2021.

²⁹<https://iem.ucsd.edu/programs/j-yang-scholarship/mission.html>.

³⁰srp.ucsd.edu.

a vast network of highly connected former scholars. Initiating and maintaining an institutional relationship with these affiliates opens new pathways for engagement with prospective donors and industry leaders, as well as government partnerships, research collaborations and entry points to regional markets.

6. FULLY LEVERAGE OUR INTERNATIONAL COLLABORATIONS AND PARTNERSHIPS TO SUPPORT ALL ASPECTS OF THE CAMPUS

It is important that we maximize the benefit of our 435 international partnerships across general campus, health sciences, Scripps Institution of Oceanography and UC San Diego Extension to ensure we provide increased access for all students to engage in high-impact experiences such as research, internships, study abroad and service-learning. In addition, by cultivating community, regional and international partnerships, UC San Diego can offer students real-world experiences and potential career opportunities that empower them to lead and innovate in a diverse and interconnected world.



Summary

Support Faculty and Scholars as Frontline Champions for Internationalization

- To successfully grow UC San Diego's global footprint, the university must identify mechanisms to incentivize and recognize faculty commitment to international engagement. This includes continued and increased support for seed grant funding and recognition of activities in the academic review process.
- Additionally, support for graduate student and postdoctoral scholar activities around the world is critical to our mission of developing global citizens and seeding lasting collaborations around the world.

Break Silos to Build Bridges

- Through strategic coordination of international activities across all vice chancellor areas, schools and divisions, and UC San Diego Health, UC San Diego can leverage our vast international footprint for extended engagement beyond our current efforts and initiatives.
- By deepening engagement with consortia, associations and other networks, such as our current membership in Association of Pacific Rim Universities (APRU), joining networks like Universitas 21 or the World Universities Network to meaningfully engage in sub-Saharan Africa, or expanding on UC San Diego Extension's established connections to the United Nations, the university will strengthen existing ties and establish new networks for opportunities in research and education. We are also poised to better leverage participation with both international and regional industry associations to overlay educational experiences with established research connections.

Cultivate a Culture of Global Citizenship

- Cultivating a culture of care for our international and domestic students and scholars to ensure their academic and personal success is not only the right thing to do, but will also benefit the legacy of the university. This requires dedicating resources to programs providing support. Additionally, through sustained assistance for current study abroad, on-campus global programming and support services for international students and scholars, UC San Diego will maintain and bolster its reputation as a leading campus for international engagement.
- Adoption of innovative academic models, including embedded programs, collaborative degrees, remote/hybrid instruction and field research especially based on regional engagement or broad themes (e.g., data science or climate change) will connect the academic and research engines of the university and ensure equitable access to global learning opportunities for the entire UC San Diego student population. All our students could benefit from such experiences, especially first-generation and students of color, as shown in American Association of Colleges and Universities research.

Create a Community of Lifelong Tritons

- UC San Diego can bolster its reputation globally while also attracting the best and brightest from around the world through support of the global life cycle of the university, which includes prospective students and their families, faculty engagement abroad, alumni engagement, and international faculty and scholars.
- This holistic approach should include coordination between admissions, student affairs, extension, academic affairs, faculty via the academic senate, research affairs and alumni to cultivate lifelong global ambassadors.
- Support of the international pipeline also requires broadening the internal campus definition of alumni/affiliate, thus embarking on an effort to institutionally engage international scholars upon their return to their home country. Maintaining an institutional relationship with these affiliates opens new pathways for engagement with prospective donors, industry leaders, government partnerships and research collaborations, as well as entry points to regional markets.



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Appendix A

Administrative Leadership, Structure and Staffing

REPORT

[Subcommittee on Administrative Structure and Staffing Report](#)

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Appendix B

Curriculum, CoCurriculum and Learning Outcomes

REPORT

[Subcommittee on Curriculum, CoCurriculum and Learning Outcomes Report](#)

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Appendix C

Enhanced Global Research

REPORT

[Subcommittee on Enhanced Global Research Report](#)

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Appendix D

Faculty Policies and Practices

REPORT

[Subcommittee on Faculty Policies and Practices Report](#)

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Appendix E

Institutional Collaborations and Partnerships

REPORT

[*Subcommittee on Institutional Collaborations and Partnerships Report*](#)

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Appendix F

Student Engagement

REPORT

[*Subcommittee on Student Engagement Report*](#)

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