

# ACE INTERNATIONALIZATION LAB

## American Council on Education (ACE) Internationalization Lab

### Subcommittee on Student Engagement Report

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*Associate Professor, Linguistics; Study Abroad, Faculty CoDirector*

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## **ACE Lab Subcommittee on Student Engagement**

# **FINAL REPORT**

### **Members**

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- MARY ALLEN (Graduate Division, Graduate Academic Affairs Director)
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- SHARON ROSE (Linguistics, Professor; International Institute, Co-Director)
- VANI VASUDEVA (Economics and Political Science Major; Committee on International Education, Student Representative)

### **1. Overarching goal**

**Secure top-level administrative and faculty Senate full and active support to make infrastructure changes, and to allocate resources to support student engagement in international and global activities.**

### **2. Executive Summary**

**The Student Engagement Subcommittee has concluded that (i) there are many current programs and many future recommendations to provide engagement for all students in a culture of internationalization and global literacy; and (ii) the best way for UC San Diego to start this process in the immediate future is to establish an Office of Global Affairs with a senior international officer to provide integrated policies and procedures, shared resources and communication, support and partnership across campus units (Academic Departments, Colleges, Global Education, Graduate Division, and Student Life).**

### **3. Findings**

**This subcommittee reviewed undergraduate and graduate student engagement in the international context at UC San Diego and found that (i) there are three subgroups of students with partially different needs, but (ii) the most effective solutions to satisfy those needs require direct interaction and mutual support among all the groups:**

- 1. Students who do not study abroad**
- 2. Students who study abroad**
- 3. International students**

#### *3.1. Students who do not study abroad*

Engagement in a culture of internationalization and global literacy presupposes widely available opportunities for students to learn and lead in culturally diverse communities. How can the campus provide those opportunities for the majority of UC San Diego students who neither study abroad nor are international students?

- (i) Many come from globally rooted families who are immigrants, speak a second language at home, or share a bi-national culture. They bring a richness to the campus community they may not even be aware of. Programs should be developed to support sharing this richness with other students and members of the campus community.
- (ii) Other students may be interested in global issues and must begin to craft their expertise on campus through coursework and high impact experiences (e.g., working with local international communities through service-learning courses and research projects).
- (iii) Students who do not study abroad could help with and benefit from initiatives aimed at ensuring international students' successful transition and integration into academic and campus life (e.g., being trained to become academic and social peer mentors or discussion/language group coordinators).

#### *3.2. Students who study abroad*

Participation in programs to study, participate in an internship, conduct research or volunteer abroad has changed dramatically over the past ten years. Many of the changes that UC San Diego has seen during this time mirror national trends such as (i) participation in shorter programs, (ii) an increase in participation during summer, and (iii) interest in non-credit bearing opportunities, for example.<sup>1</sup>

Based on the analysis of these trends and limitations facing study abroad, we recommend focusing on the below recommendations to support students in their pursuit of high-impact practices and preparation for entry into a global workforce. UC San Diego sends roughly

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<sup>1</sup> <https://www.iie.org/Research-and-Insights/Open-Doors/Data/US-Study-Abroad/All-Institutions>

1,000 students abroad annually, however, many students have experiences outside of this

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count (particularly, graduate students who conduct research abroad). This presents an opportunity to integrate programs around campus centrally.

Students who study abroad can also play a crucial role in supporting the other two groups of students once they return from their study abroad experience by:

- a) teaming up with domestic students who do not study abroad in mentoring and supporting international students while they transition and integrate into academic and campus life (see 1.iii above)
- b) participating in programs that allow them to share their experience abroad with students who do not study abroad and foster further interaction or active cooperation in curricular or co-curricular activities

### *3.3. International students*

UC San Diego ranked 9<sup>th</sup> in the United States in the total number of students hosted at a U.S. university with nearly 9,000 international undergraduate and graduate degree and nondegree students enrolled during the Fall 2019 term.<sup>2</sup>

Based on the analysis of various studies of international student experience and engagement (see Appendix III), UC San Diego offers a remarkable array of services and programs for international students. Overall, the campus continues to improve existing services and programs, strives for more effective ways to enhance the student experience, and actively engages students in the broader campus community. By doing so, international students, who make up nearly 25% of the total student population, continue to demonstrate high levels of overall satisfaction with their experience, while enhancing the intellectual, cultural, social, and economic aspects of the campus community.

Still, our findings show the strong need to further develop and enhance campus-wide collaborations among faculty, staff, and domestic students (both those who studied abroad and those that do not) to comprehensively support the entire international student lifecycle from recruitment, yield, onboarding, arrival, full integration into academic and campus life, and alumni engagement.

Our comprehensive approach to engaging *all* students in the internationalization of the campus resonates with what other campuses described in the recent ACE Lab virtual retreats. For example, UC Davis set the strategic goal of building a hub for all students, and designed a minor in global and international studies. NYU has constructed educational opportunities for interface and learning between international and domestic students. The Ohio State University has revised educational programs to emphasize global learning outcomes for all students.

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<sup>2</sup> 2019 Open Doors Report from the Institute of International Education.

#### **4. Recommendations**

##### *Provide additional resources and support for students*

1. **Financial support for students to study and conduct research abroad:** graduate, undergraduate and international students<sup>2</sup>
2. Support for faculty who are willing to build **international or global discipline-based programs on campus or abroad** (courses, research, internship) in the form of (i) teaching release and technical and financial support while developing the programs, and (ii) recognition in merit and promotion reviews for developing such programs

##### *Deepen curriculum integration*

1. Broaden the existing framework for **Global Concentrations in Majors** to include research focusing on a global or international issue in lieu of coursework completed abroad (Global Concentration appears on a student's official transcripts); see Appendix I.1
2. Create a new **Certificate in Global Leadership** for students who want to develop international leadership skills (this certificate would appear on a student's co-curricular record); see Appendix I.2

##### *Enhance infrastructure to facilitate coordinated, campus-wide efforts*

1. Build a **coordinated administrative and department-level system** that tracks, supports, and funds undergraduate and graduate students conducting research abroad (short and long-term fieldwork research, language programs, lab rotations, UC Education Abroad Program, educational exchanges at partner universities); see Appendix II
2. Develop **centralized administrative infrastructure to support professional schools** (School of Medicine, Rady, Skaggs, GPS) as they develop partnerships and programs allowing their graduate students to engage in a variety of experiences abroad that are typically shorter durations, more targeted or internship-based and in some cases, are a degree requirement

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<sup>2</sup> From ACE Lab virtual retreat with Indiana University (IU) on 7/23/2020: IU experienced a dramatic increase in Study Abroad participation and diversity thanks to \$20 million fund raise in new study abroad scholarship with a \$1 million matching allocation from IU. From ACE Lab virtual retreat with the Ohio State University (OSU) on 8/1/2020: Global Education has teamed OSU Office for Diversity and Inclusion to support SA experiences for minority and diverse students.

3. Develop and enhance **campus-wide collaborations among faculty, staff, and domestic students to holistically support international students** by focusing on ensuring a successful transition and integration into academic and campus life; see Appendix III

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## Appendix I

### 1. Global Concentrations in Undergraduate Majors – Approval and Implementation

The program in **Global Concentrations in Undergraduate Majors** was approved by the Academic Senate's Undergraduate Council in April 2014. The Global Concentrations were designed to increase academic integration of study abroad coursework. By Academic Senate approval, Global Concentrations are noted on students' academic transcript. The Senate Committee on International Education proposed the Concentrations to the Undergraduate Council which approved the Concentrations in April 2014. Currently Anthropology, Communication, History, Linguistics, and Political Science have created Global Concentrations for their majors. A similar proposal and approval path could be followed for our proposed amendment.

Currently, a Global Concentration requires that students satisfy three requirements:

- i. complete a minimum of 8 units through study abroad of which at least 4 would count toward the major;
- ii. demonstrate proficiency in a second language through the fourth quarter of university level instruction or the equivalent; and
- iii. complete a minimum of two courses with department – or program-identified global content.

We propose an amendment to the framework for Global Concentrations in the Major to allow the option of an 8-unit research project in the major completed on campus in lieu of the requirement of 8 study abroad units. Such a project could include an honors thesis, an academic internship, or a major creation project provided it engages with global or international content. No other changes in the structure of the Global Concentrations in the Major are intended.

The research option is consistent with UC San Diego's commitment to encouraging undergraduate students to undertake research and other high-impact experiences. It could channel more students into the Triton Research and Experiential Learning Scholars (TRELS) program created by the colleges and managed by Academic Enrichment Programs (AEP). In addition to honors theses and independent research projects, an academic internship or a

major creation project could satisfy the research requirement provided it focuses on global or international content. Students could complete academic internships on global topics through the Academic Internship Program, the UC DC program, and UC Sacramento. In the School of Engineering the Global TIES program could be one alternative. Finally, UC San Diego's designation as a Changemaker university offers omnibus encouragement for active engagement in change.

Implementation of this option would require:

- a. Senate Undergraduate Council approval of the proposed amendment to Global Concentration for Majors.
- b. Endorsement of the Global Concentration for Majors from the Dean of Undergraduate Education and the Executive Vice Chancellor for Academic Affairs to increase their visibility and adoption by academic departments and programs.
- c. Expansion in the number of departments and programs offering the Global Concentration for Majors.
- d. Increased advising from Departments and Colleges about the Global Concentration for Majors (together with Study Abroad options) and about the availability of options for documenting proficiency in a second language.
- e. Continued funding of TRELS and other programs listed here which offer high impact opportunities for students and new funding support for particular service-learning courses with an international focus that are not formally part of a special program such as TRELS.

## **2. Global Leadership Certificate – Approval and Implementation**

UC San Diego's International Center (now Global Education) pioneered the first undergraduate Global Leadership Certificate in the country in 2012. Unfortunately, budget cuts and staffing shortages led to its suspension. The proposal presented here borrows heavily from that experience and relies on subsequent campus innovations such as the development of the CoCurricular Record. Last year, a related new staff-run pilot program started that looks really promising: [Globally Engaged Tritons Co-Curricular Record Certificate](#). The Global Leadership Certificate would build and expand on this experience as well. It would need to be supervised by one full time staff position and a part time Faculty Director based in Global Education, with a supporting/consulting team including the current staff members of the Globally Engaged Tritons Co-Curricular Record Certificate. When more fully subscribed, a number of student workers to serve as peer mentors and advisors would expand the program's reach. These positions would be responsible for recruitment, orientation, training, documentation of experiences, and issuing the certificate. It would expand UC San Diego's distinctive tradition which intentionally



integrates academic studies with student life experiential learning, primarily in the college living-learning communities.

The Global Leadership Certificate would have three requirements:

- i. two 4-unit courses from any department that engage with global topics;
- ii. demonstrated proficiency in a second language through the fourth quarter of university instruction or its equivalent;
- iii. documented leadership experience in the form of significant, sustained engagement with the international students or the broader international community in San Diego (for example through peer-mentorship with undergraduate or graduate international students, or participation in language discussion tables), employment in international programming internships, service with refugee or immigrant organizations, working with local international communities through service/learning courses and other research projects,<sup>3</sup> etc.

The proposal integrates learning and leadership experiences which already exist on campus and would enhance students' reflection. For example:

- UC San Diego's Co-Curricular Record can document the leadership component of the Certificate. Students can record experiences which reflect one of the 12 competencies (learning outcomes) identified by the Teaching and Learning Commons. Of these, the most directly relevant for the Certificate are Teamwork/Cross-Cultural Collaboration and Understanding Global Context.
- There are numerous peer mentor programs at UC San Diego. We suggest drawing on those experiences to develop a peer mentor program for international matriculated and exchange students. Successful peer mentor programs require careful goal-setting; selection, training, and supervision of mentors; thoughtful matching; and assessment of programs. This peer mentoring program would be one of the centerpiece experiences for the Leadership Certificate.
- There are many other programs on campus which offer the intense international program experience which can develop inter-cultural communication skills, teamwork, and some skills for leadership in a multicultural world. Among existing programs in which students have substantial responsibilities we cite: language conversation tables; programming positions at Global Education and International House; the Model United Nations; service with the International Rescue Committee, Survivors of Torture, and

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<sup>3</sup> The current Global Health program allows students to satisfy their internship requirement locally. Other existing courses such as the Race and Oral History Project introduce students to the varied experiences of local communities of immigrants and refugees. The Mexican Migration Project trains students to do border work with migrants. Such courses should be financially supported by the university.

other refugee or immigrant groups; resident advisor positions; service groups such as Global TIES; and Alternative Breaks.

### 3. Proficiency in a Second Language

Finally, we note that the requirement of proficiency in a second language through the fourth quarter of university-level instruction (or its equivalent) should not be a barrier to this proposal. Many UC San Diego students can document proficiency in a second language without significant additional coursework. Two of the colleges (Revelle and Eleanor Roosevelt) require proficiency in a second language through the fourth quarter for all students who matriculate as first years. The other colleges do not require study of a second language, but language courses could be used to meet GE requirements. Students who attended high school in other countries may satisfy the proficiency requirement through admissions documentation. Moreover, students who speak a second language in the home may document their competence by

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completing proficiency tests administered through the Linguistics Department or by enrolling in the Linguistics Department's Heritage Language Program. Finally, AP and IB language proficiency tests may also document students' knowledge of other languages.

Implementation of the proficiency in a second language would require the following:

- The Deans of Advising in the undergraduate colleges have indicated that their offices could encourage students to document their proficiency in a second language, and they would record that proficiency on students' degree audit records. The Deans have indicated their disposition to assist with this if other conditions (see below) are met so that proficiency can be documented.
- Currently students who do not satisfy language proficiency through any of the methods noted above may complete proficiency examinations managed through the Language Program in Linguistics. If accepted, both of our proposals would imply added workload for that Program. The Director, Dr. Grant Goodall, has indicated that they could manage the workload but would require additional resources from the Dean of Undergraduate Education to compensate the examiners and for further training for office personnel to deal with expanded student and examiner traffic. It may become necessary to identify additional language examiners. Enrollment in the Heritage Language Program might increase.

## Appendix II Support for graduate students conducting research abroad

### *Implementation:*

1. Develop system for tracking student participation across the Graduate Division, Schools, Departments and Study Abroad
2. Develop searchable database (similar to REAL Portal for undergraduates) for opportunities for graduate students (possibly integrating with Move On)
3. Coordinate with campus, government and agency partners to access funding streams
4. Partner with the Graduate Division to address funding limitations or status limitations for graduate students who intend to do research or receive credit for study abroad

### *Resources:*

1. Existing funding support is limited and provided by multiple sources:  
International Institute travel awards (~\$2K per student), Friends of the International Center fellowships (\$2K), Tinker Field Research grants, limited department funds, as well as competitive national and international grants from agencies such as DAAD, Fulbright, Microsoft, NIH, NSF and the DOE. No Foreign Language and Area Studies (FLAS) scholarships or other Dept. of Education funds available through UC San Diego
2. In order to increase the availability of opportunities to support graduate students in accessing global research and academic opportunities, UC San Diego will require:
  - a. More robust campus funding programs for international research, particularly pilot research that can lead to external funding
  - b. A system to track graduate student travel and exchanges, particularly those conducted during the summer and those funded by departments or faculty grants
  - c. Additional centralized or collaborative support in the form of a group of faculty or a Department of Education grant applications that would benefit graduate students; these applications are time-consuming and have been rarely done at UC San Diego, although they are common elsewhere, including other UC campuses.

### **Appendix III International Students – Recommendation Implementations**

Based on the analysis of various studies of international student experience and engagement (see Appendix III),<sup>4</sup> UC San Diego offers a remarkable array of services and programs for international students. Still there is need to develop and enhance campus-wide collaborations among faculty, staff, and domestic students to holistically support international students by focusing on ensuring a successful transition and integration into academic and campus life.

#### **1. Successful transition and integration into academic and campus life**

- Efforts to encourage and facilitate peer relationships are critical for student success. Expanding the existing International Student Peer Coaching Pilot Program and GAP Undergraduate Ambassador Program (currently on hiatus) to reach more first-year and transfer students will support this transition. 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 international experience to help international students.
- During the 2019 International Student Experience Symposium student panelists shared that they would have benefitted from having more time to learn about campus resources and an extended period to become better oriented to the campus.<sup>6</sup> Establishing 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, will assist international students in their transition to UC San Diego.
- Having additional Counseling and Psychological Services (CAPS) counselors, specifically those who are multilingual and whose language ability reflect those of the international student population, will support students who may experience issues of adjustment to a

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<sup>4</sup> These studies include ten-year trendlines of international student enrollment by total population, degree level, country of origin and program, 2016 Final Report of the UC San Diego Task Force on the International Student Experience, 2018 Status on the Final Report of the UC San Diego Task Force on the International Student Experience, 2018 Survey Results from the UC San Diego Undergraduate Experience Survey, 2018 Graduate & Professional School Student Experience Survey, 2020 Final Report of the UC San Diego International Student Experience Symposium, and various reports on the international student experience in the U.S. <sup>6</sup> 2019 International Student Experience Symposium Report. UC San Diego

new culture and feelings of isolation and homesickness that may occur during their academic program.

- 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.<sup>7</sup> From the very beginning of their journey to the United States, international students face significant logistical barriers in obtaining housing. 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 housing to address the 32.8% of international students who experience homelessness over the break.<sup>8</sup>
- In the 2018 Graduate & Professional School Survey, students expressed a need for additional social and cultural programming to connect with their peers and other students.<sup>9</sup> Leveraging partnerships to coordinate these efforts would improve satisfaction with their social engagement at UC San Diego. In addition, there is a need for additional academic support for international graduate students, specifically related to writing. Regardless of a graduate student's field of study, the ability to communicate within specific U.S. academic language and norms can have a significant impact on graduate student's academic and career success.

## **2. Maximize opportunities to connect faculty and staff to existing resources**

- UC San Diego could maximize opportunities to connect faculty and staff to existing campus resources such as the Engaged Teaching Hub at the Teaching + Learning Commons and Staff Education and Development to continue to support inclusive excellence efforts on campus.
- Increasing awareness about available resources that students may benefit from will allow faculty and staff to direct students to services, help manage expectations, and effectively communicate expectations both inside and outside of the classroom.
- Formalizing training in different departments will ensure that international students, who seek the same services, receive equitable experiences and are aware of the unique perspectives and considerations for international students.

## **3. Comprehensively support the entire international student lifecycle**

- In general, students 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

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<sup>7</sup> 2016 Task Force on the International Student Experience Report. UC San Diego.

<sup>8</sup> 2018 UC Undergraduate Experience Survey

<sup>9</sup> 2018 Graduate & Professional School Experience Survey

and beyond.<sup>10</sup> 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.

- Through current partnerships, providing increased access for international students to engage in high-impact experiences such as research, internships, study abroad, and service-learning will develop students who can solve problems and become changemakers in their communities. In addition, by cultivating community, regional, and international partnerships, UC San Diego can offer students real-world experiences and potential career opportunities to empower students to lead and innovate in a diverse and interconnected world.
- Maximizing opportunities to provide scholarships and grants available to international students addresses the unexpected financial hardship that students may experience but also to recognizes their merit and accomplishments.

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<sup>10</sup> 2018 UC Undergraduate Experience Survey

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