

# International Strategy Workgroup Report

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UC San Diego

## Prologue

This report draws on a twelve-month process of cross-campus deliberation and consultation. Charged by Chancellor Khosla in April 2014 (Appendix A), the International Strategy Workgroup met throughout the summer and fall to identify goals and strategies that will significantly enhance UC San Diego's standing as a global institution. A preliminary report, submitted in January 2015, was the subject of both formal and informal conversations with faculty and senior administrators. This final draft is a distillation of this process.

## The Challenge

The greatest research universities in the 21<sup>st</sup> century will be global institutions. This is no less true in the public sphere than in the private: to faithfully serve region, state and nation, universities must engage the globe. Undergraduates must be prepared to meet the complex moral, political and scientific challenges of an interdependent and fragile world. Cutting-edge graduate programs need to recruit the best and brightest students regardless of their country of origin. Innovative scholars, building on the global circulation of people and ideas, must be able to establish sophisticated partnerships with individuals and institutions around the world. Those seeking to share the fruits of discovery, from clinical practices to pioneering works of art, need access to insights and techniques that have been created and tested in a global context.

UC San Diego is on the cusp of greatness. The approach it takes to global engagement will determine whether it is able to realize its full potential. Though still quite young, UC San Diego is consistently recognized as one of the top public research universities in the country and one of the top twenty universities in the world.<sup>1</sup> The achievements that have brought UC San Diego renown have not been the result of central planning. They reflect five decades of entrepreneurial activity by faculty, staff and administrators, and have contributed mightily to UC San Diego's multiple pillars of excellence. These independent efforts must continue unabated. Looking forward, however, we see critical opportunities that call for a complementary and coordinated approach. This report identifies specific policies, practices and

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- *Over 1,100 undergraduates participate in study abroad programs each year;*
  - *11.5% of undergraduates, and 30.2% of graduate students, come from abroad;*
  - *Each year 2,200 students from 45 countries are served through University Extension;*
  - *UC San Diego ranks 8<sup>th</sup> in the nation for the number of international scholars on campus;*
  - *14% of current ladder rank faculty received their highest degree from institutions outside the United States;*
  - *UC San Diego has over 100 International Agreements with individuals and institutions around the globe;*
  - *UC San Diego faculty, through their research and publications, have made major contributions to global literacy.*
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<sup>1</sup> In 2014 UC San Diego was ranked 14<sup>th</sup> best research university by the Centre for Science and Technology Studies at the University of Leiden (<http://www.leidenranking.com/ranking/2014>) and 18<sup>th</sup> best global university by US News & World Report (<http://www.usnews.com/education/best-global-universities>).

institutions that will cement UC San Diego's identity as a top global university.

The need to act is urgent. In this era of interdependent and globalization, leading universities are aggressively reforming policies and challenging assumptions in order to undertake bold experiments in international collaboration. Some have launched campuses in other countries with local partners. Others are concentrating their efforts on a few key countries. To be sure, some of these efforts will falter. But that is the cost of innovation and leadership. In our judgment UC San Diego is trailing the boldest and best of these innovative institutions. Consider these three examples:

- Many University of California campuses are acting decisively to internationalize teaching and research. For example, in recent years UC Berkeley has joined Yonsei University on a campus venture in South Korea, and launched a partnership with Tsinghua University and the Shenzhen municipal government to promote research collaboration and graduate student education in China. Last fall Chancellor Dirks turned the "campus in another country" model on its head by proposing the "Berkeley Global Campus at Richmond Bay," a partnership with public universities and private industry from around the world.<sup>2</sup>
- Peer institutions across the globe are revamping graduate programs to facilitate closer educational and research ties and attract the world's best graduate students. For example, the graduate schools of international affairs of Columbia University and Sciences Po recruit admit students into jointly designed and coordinated Master's degree program. Students begin their studies in Paris and complete them in New York, earning two Master's degrees (one from each university) in two years. In the process they benefit from being part of an exceptionally talented and cosmopolitan cohort. This partnership reflects a fundamental trend in global graduate education. The European Union is standardizing the common European market for higher education around the one year degree at the Masters level. This model is rapidly spreading in Asia. Across the globe, universities are pairing to offer two degrees in two years.<sup>3</sup>
- Leading universities are dismantling barriers to deeper global research collaborations and experimenting with revenue models to sustain them. For example, Stanford has placed a prominent senior scholar in a Chinese university's engineering school for three years to help reorganize and improve its research laboratories. The host university pays the scholar's salary, while Stanford treats the assignment as the scholar's primary service for that review period. Both institutions benefit from the more sophisticated joint research projects made possible by cross training.

Each of these examples illustrates the breadth and depth of international innovation among leading universities. UC San Diego cannot afford to remain on the sidelines. At the same time, we think it inadvisable to forge a comprehensive blueprint for global engagement. UC San Diego's faculty, students and staff are adventurous and entrepreneurial, and we do not want to stymie their independent efforts. Nor do we want to discount the importance of "learning by doing"; local experience is essential to long-term success.

In Appendix B we articulate a global mission statement and goals for an international strategy. These guide our recommendations. But they do not lead us to a comprehensive plan. Instead, we have identified three key challenges facing UC San Diego: improving our ability to innovate in collaborative international education, reducing the obstacles to global research collaborations, and better organizing the campus to be a global leader. For each challenge we recommend two initiatives, each of which has the potential to significantly strengthen UC San Diego's status as a global leader in research, education

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<sup>2</sup> <http://newscenter.berkeley.edu/2014/10/30/berkeley-global-campus/>.

<sup>3</sup> <https://sipa.columbia.edu/sipa-miasciences-po-paris-dual-degree-program>.

and service. We propose that all six initiatives be firmly launched or completed by 1 July 2016. At that time the new senior international officer will hold the first annual progress review for campus leadership.

## Recommendations

The Workgroup recommends that UC San Diego launch its international strategy with six initiatives focused on three primary objectives. Each is aligned with the campus strategic. Each builds on existing strengths. And each provides a starting point for what we anticipate will be an evolving set of policies, programs and actions. Laying a solid foundation will provide vital lessons for future actions.

### I. Innovate in International Education

#### ***Recommendation 1: Strengthen and expand high-impact international experiential learning opportunities.***

One of the most important trends in undergraduate education is the growing recognition that high-impact experiential learning opportunities are essential to a successful education. The campus strategic plan acknowledges the importance of research, internships and service-learning. But resources and opportunities are largely confined to the United States, hampering students' ability to gain the global perspective and strong cross-cultural skills needed to thrive in the 21<sup>st</sup> century. Peer institutions, like UCLA and Duke, have successfully defined new pathways for undergraduate international experiences that can be integrated into academic programs and career credentials. We recommend that UC San Diego do the same.

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*UC San Diego's Strategic Plan, Goal 1: Strengthen the connection between academic and high-impact, co-curricular experiences.*

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#### ***Recommendation 2: Establish guidelines for internationally collaborative graduate degree options, such as dual degrees.***

UC San Diego needs to revamp its graduate and post-graduate degree and non-degree (executive) programs to respond to the changing global landscape. We are depending on the expansion of master's degree programs to fund part of our growth and to bring the ratio of graduate students up to levels commensurate with the best research universities. Yet existing policies and practices impede us in the pursuit of international educational partnerships. Institutions throughout the world are embracing one-year master's degrees and pairing two one-year degrees with partner universities to create an integrated international educational experience that yields two degrees in two years. To take advantage of this emerging opportunity, we need clear guidelines for program design and review that will enable academic units to move in this direction. We recommend that a Senate-Administration task force be charged with responsibility for developing guidelines for progressive and competitive international dual degree programs. (See Appendix D for additional details.)

### II. Promote Global Research Collaboration

***Recommendation 3: Encourage global innovation through research and education seed grants.***

Global leaders in higher education frequently use seed-grants to encourage innovation in research and education. For example, every two years the faculty advisory group to the University of Minnesota’s Global Programs and Strategy Alliance select a region of the world and a theme to concentrate on. An RFP is issued, and the committee awards grants to winning proposals. In many respects this is similar to UC San Diego’s own Frontiers of Innovation award programs. We recommend that existing (and future) seed grants for innovation in education and research align with the campus’ global mission.

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*A 2008 international seed grant at UC Davis led to a Gates Foundation award of \$16 million.*

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***Recommendation 4: Realign campus policies to allow new forms of engagement with research partners.***

UC San Diego’s policies governing travel and research collaboration are more restrictive than those found at many peer institutions. This inhibits the development of robust research partnerships. We recommend that a Senate-Administration task force be charged with responsibility for revising these policies. For example, when deemed consistent with campus priorities, faculty and research scholars should be permitted to take long-term assignments-in-residence at partner universities and research institutions, with full credit given in academic reviews. Similarly, we need a better defined set of options for charging foreign partners for the services of our faculty in strengthening the training of their researchers and the operations of their research labs and institutes.

### **III. Organize to be a Global Leader**

***Recommendation 5: Identify specific countries and regions as priorities for strategic engagement.***

Though specific departments, schools and research units have a strong international presence, UC San Diego’s global profile and institutional engagement as a whole is weak and diffuse. This is a reflection of our highly decentralized decision-making process. Without suggesting any limitations or restrictions on the ability of faculty to pursue independent initiatives, we recommend that specific countries and regions be identified as priorities for broad strategic engagement and coordination.<sup>4</sup> This will increase our impact, strengthen our international reputation and demonstrate our capability as a global leader. Selected countries and regions should provide unique opportunities to fulfill the mission of the university, and they should have strong champions throughout campus. Country and regional priorities should be evaluated annually, and clear three-year goals and metrics should be established. For reasons explained in Appendix E, we recommend that China and Mexico be selected as starting points, and that future discussions of regional priorities give consideration to the Americas (especially Brazil), Asia (especially Japan, South Korea and Taiwan), and India.

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<sup>4</sup> Designation of specific priority countries should *not* exclude initiatives with other countries that are appropriate for the goals of specific educational, service and research agendas throughout UC San Diego. An example is the School of Medicine’s engagement in Mozambique.

***Recommendation 6: Establish an Office of Global Affairs under the direction of a senior global affairs officer and a standing Committee on Global Affairs.***

For UC San Diego to fulfill its potential as a global leader, campus efforts must be better coordinated and communicated and championed. We recommend that a senior global affairs officer (SGAO) be charged with this responsibility. The SGAO should be a

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*Of the top 20 research universities worldwide, 15 have a senior international officer. Of those, all 15 have standing faculty advisory committees for international affairs.*

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tenured member of the faculty. Given the importance of global affairs, and the cross-campus nature of many initiatives, the SGAO should report directly to the Chancellor and the Executive Vice Chancellor and have resources sufficient to meet the position's responsibilities. In addition to leading efforts to fulfill the recommendations made by this report, the SGAO will: collaborate with faculty and administrators to ensure that international programs, offices and initiatives are aligned and effective; create and maintain a comprehensive campus global engagement database that includes tools to assess the impact of global research, teaching and service; team with faculty, administrators and development officers to increase international giving to UC San Diego.

We also recommend the creation of a high-level standing Committee on Global Affairs, comprised of both Senate and Administration leaders. Once per quarter the SGAO shall convene the Committee to discuss global opportunities and challenges and to review campus programs, policies and actions. (For further details, see Appendix F.)

# Appendix A:


## Committee Charge

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UC San Diego's strategic vision is predicated on the belief that advanced research, vibrant education and strong global engagement are the defining features of a great university in the twenty-first century. In spring of 2014, Chancellor Pradeep Khosla convened the International Strategy Workgroup (ISW) to draft a campus-wide international strategy:

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April 3, 2014

Peter Cowhey, Dean, School of International Relations and Pacific Studies – **Co-chair**  
Alan Houston, Interim Vice Chancellor for Student Affairs – **Co-chair**  
Kim Barrett, Dean, Office of Graduate Studies  
Sandy Brown, Vice Chancellor for Research, Office of Research Affairs  
Ann Craig, Chair, Academic Senate Committee on International Education  
Steve Gamer, Vice Chancellor for Advancement  
Michelle Hermas, Director, International Affairs, Office of Research Affairs  
Margaret Leinen, Vice Chancellor for Marine Sciences and Director of Scripps Institution of Oceanography  
Ramesh Rao, Director, San Diego Division, Qualcomm Institute at Calit2  
Barbara Sawrey, Dean, Undergraduate Education  
Kirk Simmons, Director, International Center  
Mounir Soliman, Assistant Vice Chancellor for Health Sciences International  
Mary Walshok, Associate Vice Chancellor, University Extension

**SUBJECT:** Charge to International Strategy Workgroup

I ask that you assist UC San Diego in advancing our efforts to strengthen the coordination of our international initiatives by serving on an International Strategy Workgroup. Although our campus has both intensive and extensive international ties in research and education, we do not currently have a campus-wide international strategy. Individual efforts are not necessarily aligned, and as a consequence the whole is less than the sum of the parts.

The International Strategy Workgroup will be charged with responsibility for drafting an international strategy that addresses such questions as “what do we want to communicate to the globe about UC San Diego?” In which regions of the globe should we concentrate?” and “What kinds of international investments do we wish to make?”

This group will:

- establish criteria for selecting programs for strategic engagement; and
- establish “rules of engagement” for strategic investments in research and education, including metrics for success and appropriate exit strategies for initiatives that prove unsatisfactory.

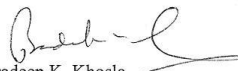
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The criteria and rules of engagement will be used to guide subsequent committees charged with strategic international branding, education and student involvement, and research connections. They are not intended to displace or replace existing relationships and agreements between faculty and international partners. Instead, they will be used to help guide campus-level planning and investment.

Alan Houston, Interim Vice Chancellor for Student Affairs, and Peter Cowhey, Dean of the School of International Relations and Pacific Studies, will co-chair the workgroup. Workgroup members are asked to participate in monthly meetings. The first meeting will be no later than May 1, 2014. The workgroup is asked to provide a final report by December 31, 2014.

I would very much appreciate your willingness to work collaboratively to develop a strategy that strengthens UC San Diego's position in our global world. I look forward to your positive reply.

With kind regards,



Pradeep K. Khosla  
Chancellor

c: EVC Suresh Subramani  
VC David Brenner  
Senate Chair Kit Pogliano

To fulfill this charge the workgroup inventoried current international activities on campus, classifying each in terms of three broad categories (education, research and outreach). Special attention was paid to processes that either hinder or facilitate these activities. Drawing on campus and UC strategic plans and documents, the ISW drafted a global mission statement and set out goals, criteria and rules of engagement for each of the three areas of concentration. Finally, the ISW reviewed peer institutions and invited innovative leaders of internationalization to campus to identify benchmarks, best practices and emerging trends.



# Appendix B:

## Mission and Goals

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### Global Mission Statement

UC San Diego is a global university that transforms individuals and communities, at home and abroad, by integrating international perspectives and experiences into its educational, research and public service missions.

### Goals

1. To internationalize education at UC San Diego by:
  - a. promoting a culture of internationalization at home that increases global literacy and enables students to experience and understand the diversity of lives and living conditions in other lands, thus empowering them to lead and innovate in a diverse and interconnected world;
  - b. increasing student access to and participation in academic and co-curricular experiences abroad;
  - c. attracting, retaining, and integrating international students from diverse countries of origin into the university community;
  - d. forging partnerships with other stakeholders including educational, governmental and economic entities to ensure a sustainable pipeline for student recruitment and support UC San Diego's international partnerships.
2. To facilitate international research by:
  - a. encouraging, facilitating and strengthening international collaborative research, especially in areas of investigation identified by the campus strategic plan;
  - b. supporting an international research culture that "advances the frontiers of knowledge, shapes new fields and disseminates discoveries that transform lives"<sup>5</sup>;
  - c. increasing and diversifying UC San Diego's research funding portfolio;
  - d. encouraging, facilitating and making more visible research regarding international, transnational and area studies topics.
3. To enhance UC San Diego's ability to serve the region and state by:
  - a. establishing sustained relationships with alumni throughout the globe;
  - b. increasing access to research and education in the US by training non-US, non-matriculating students at UC San Diego;

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<sup>5</sup> <http://plan.sdsc.edu/documents/Exec-Summary-Strategic-Plan.pdf>.

- c. creating new international graduate or five-year BA/BS-MA/MS degrees, and exploiting the possibility of dual/double, and/or joint degree programs;
- d. extending the global impact of UC San Diego Health Sciences, both in its clinical presence and the dissemination of research and technical expertise.

## **Premises**

There are three major premises to these strategic goals:

1. The approach should seek to maximize two seemingly contradictory goals: durability and flexibility. On the one hand, it should facilitate commitments that are durable, coherent and integrated. On the other hand, it should encourage experimentation and responsible risk-taking. In practical terms this means that the initial strategy should focus on a three- to six-year time horizon with meaningful milestones along the way.
2. The strategy should establish an organizational and administrative framework that facilitates communication, collaboration and coordination among all members of the campus community. It should empower faculty and staff who are passionate about and able to support global initiatives. It should infuse on-going planning by Divisions, Schools and Colleges. And it should serve to galvanize support from students and alumni.
3. Resources must be consistent with the university's mission and the strategies and tactics needed to advance it. This will require better coordination and stewardship of existing resources, sustainable investments, and the development of new revenue streams. All commitments must include mechanisms to ensure accountability.

## Appendix C:

# Dual Degree Options

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In order to remain competitive with top tier research universities and create new global opportunities for our students and to increase the number of available options for engaging with partner institutions, UC San Diego should explore the establishment of international dual/double degrees. Further, a handbook for the development of these international degrees at UC San Diego should be drafted.

### **Collaborating Internationally**

UC San Diego's international research initiatives could be complemented by our international education initiatives, thereby strengthening UC San Diego's profile in the world, creating greater faculty/student mobility, and generating additional revenue for the University. Although many modes of international collaboration exist<sup>6</sup>, this proposal focuses on dual/double degrees.<sup>7</sup>

International dual/double degree programs are academic programs collaboratively offered by partner institution(s) located in different countries. They feature a jointly agreed upon curriculum (in some courses perhaps jointly developed) and agreed-on credit recognition with students studying at each partner higher education institution(s). Upon completion of the study program, students receive degree certificates issued separately by each of the institutions involved in the program.<sup>8</sup>

Within the UC there are two international dual degrees, although they are not explicitly listed as such; UCLA's Anderson School of Business with National University Singapore and UCLA's Anderson School of Business with Universidad Adolfo Ibanez (UAI). Participants of these eMBA programs receive two diplomas- one from each participating institution.<sup>9</sup>

### **Handbook**

Within the UC there are examples of clear institutional policies for the creation of joint degrees. For example, a model of a "handbook" for creating CSU/UC joint doctoral programs has been published.<sup>10</sup> A similar handbook for creating international dual/double degrees could easily be created. Two essential starting points are the Western Association of Schools and Colleges policies pertaining to joint degree

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<sup>6</sup> <http://globalhighered.wordpress.com/2011/02/10/what-are-international-dual-joint-degrees/>

<sup>7</sup> Our recommendation is to avoid the "joint" degree program as of now. As defined by the Institute for International Education, international joint degree programs are academic programs collaboratively offered by two (or more) higher education institutions located in different countries. Jointly developed and integrated curriculum and agreed-on credit recognition are characteristics associated with these programs. Students study at their home institution and then the partner institution(s) abroad and are awarded a single degree certificate issued and signed jointly by all institutions involved program at the conclusion of the program. UC San Diego has seventeen domestic joint degrees, therefore we can conclude that there is sufficient infrastructure in place for the establishment of joint degrees. However, such programs pose far deeper questions of how to achieve consistent academic standards at the international level than do double degree programs. Joint and Double Degree Programs in the Global Context- A Report on an International Survey, Obst, Kuder and Banks 2011, p 9

<sup>8</sup> The most ambitious programs, but not all, attempt "integrated curriculum and agreed-on credit recognition" so that there would be efficiencies when counting courses towards the degrees (Ibid., p. 9).

<sup>9</sup> [http://www.ucop.edu/graduate-studies/\\_files/whats-next-degrees.pdf](http://www.ucop.edu/graduate-studies/_files/whats-next-degrees.pdf)

<sup>10</sup> [http://www.ucop.edu/institutional-research-academic-planning/\\_files/jointdochandbook.pdf](http://www.ucop.edu/institutional-research-academic-planning/_files/jointdochandbook.pdf)

programs, and the Council of Graduate Schools *Joint Degrees, Dual Degrees and International Research Collaborations*, which provides recommendations for the design of dual degree programs and a checklist for memoranda of understanding.<sup>11</sup>

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<sup>11</sup> [https://www.wascsenior.org/files/Joint\\_Degrees\\_Policy.pdf](https://www.wascsenior.org/files/Joint_Degrees_Policy.pdf); <http://cgsnet.org/joint-degrees-dual-degrees-international-research-collaborations-2010>

## Appendix D:

### Internationalizing Undergraduate Education

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Students come to UC San Diego for a world-class education that will prepare them to meet the complex moral, political and scientific challenges of an interdependent and fragile world. This education is a holistic experience; it should have curriculum that addresses multidimensional and intertwining global issues and it should have exposure to other cultures, both at the home campus and abroad.

Current undergraduates crave learning experiences which enhance or apply classroom work. Employers assess them on their ability to access undergraduate learning on the job. Graduate programs seek students who can integrate undergraduate education with graduate programs. To assure that students are intellectually challenged, can be competitive in these environments, the campus needs to provide international living-learning experiences in research, internships and study abroad. UC San Diego should fully support existing programs and actively pursue new opportunities. These experiences should be 1) credit-bearing or recognized on a co-curricular record, 2) financially accessible and 3) easily discoverable and well-advised.

UC San Diego already has an international research program entitled PRIME (Pacific Rim Undergraduate Experiences). Each year UC San Diego actively recruits and places approximately 20 science and engineering undergraduate students in Asia as interns in research laboratories. This internship program was founded eight years ago on the premise that developing solutions to today's most challenging problems – infectious diseases, natural disasters, energy security, environmental degradation, violent extremism – requires not only excellent content-based skills and knowledge, but also a global perspective and strong cross-cultural competence.<sup>12</sup> This program is run by the Division of Biological Sciences and the Jacobs School of Engineering. This successful program will sunset this year if the university does not step in to support it.

In the Division of Social Sciences, Anthropology Department faculty lead summer courses that connect classwork with field research. For many years, faculty in the Department of Anthropology have led small teams of graduate and undergraduate students to field research stations where students can participate actively in archeological or cultural anthropology studies. Finally, they have taught departmental summer session courses in sites rich in cultural and historical artifacts. These successful courses are integrated into the Anthropology majors and promoted by the departments.

An example of a current international internship program is GLOBAL-TIES (Teams in Engineering Service), a cross-divisional program administered through the Jacobs School of Engineering. Global TIES puts multi-disciplinary teams of undergraduates to work building the dreams of not-for-profit organizations in San Diego and in developing countries around the world.<sup>13</sup>

The Programs Abroad Office currently advises on a wide variety of study abroad programs sponsored by the UC system or other institutions of higher education. Last year approximately 950 students participated in study abroad experiences at UC San Diego. Although this number seems high, participation from UC San Diego in study abroad programs has been declining steadily since 2010.

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<sup>12</sup> Page et. al. (2009); Williams (2005); Lincoln Commission Report (2005)

<sup>13</sup> <http://globaltiesUCSanDiego.weebly.com/>

International education experiences should have the potential for credit or placement on the co-curricular transcript. The university is currently developing a co-curricular transcript which would capture a student's experiential learning activities. The university should encourage pursuit of experiences which would qualify for publication on this co-curricular transcript.

The campus should encourage participation in these programs by improving access through scholarship and financial aid, and where possible, by helping to manage program costs.

Lastly, UC San Diego should be able to advise students on these opportunities. Most departments currently include information about study abroad experiences on their websites, but they may not actively promote these experiences with their majors. The university is currently building an experiential learning portal (ELP). The ELP should be promoted and supported by colleges, schools and divisions that the university may appropriately encourage students to participate in appropriate activities.

## Appendix E:

# Regional Connections

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Successful international strategies at other universities have all made commitments to focus particularly on key partner countries. These priorities do not exclude bottom up entrepreneurship that engages other countries. And the campus priorities may evolve over time. But no university has the human or financial resources to dive deeply into a large number of countries.

This appendix reviews the practices of our peers and synthesizes the broader data about current UCSD engagements globally. Our intent is to provide the campus with a deeper dive into how our recommendations for initial country priorities fit into the larger landscape of university practices and our own particular strategic landscape. But we begin with a short explication of the particular rationale for our recommendation that Mexico and China be the initial priorities for UC San Diego as a whole. The committee especially focused on criteria that are forward-looking:

1. Which countries will best enable UC San Diego to achieve its educational and research goals?
2. Which countries will provide ample opportunities for UC San Diego to establish itself as a thought-leader on responding to the challenges of the 21<sup>st</sup> century?
3. Which countries will allow UC San Diego to take full advantage of its geographic location and institutional identity?
4. Which countries already have strong ties to UC San Diego, providing a foundation upon which to build?

### **Mexico**

This year UC President Janet Napolitano launched a series of initiatives meant to reinforce the UC's commitment to the public service. The Global Impact Area of Focus includes a UC-Mexico Initiative. The initiative will bring together existing UC programs to "provide a central point of entry for external audiences...and create synergies among current efforts." One of its goals is to leverage existing funding to stimulate new investment.<sup>14</sup>

Though each UC campus has existing programs on Mexico, no other campus is on the Mexican border; UC San Diego must be the leader in these efforts. The Mexico Initiative is well underway and our efforts must be focused and coordinated without further delay.

Mexico emerges as a priority for a few fundamental reasons. If internationalization is to be important to diversity and inclusion at UC San Diego, it is hard to imagine not focusing on Mexico. It is our next door neighbor; a dedication to service and engagement with the bi-national San Diego/Baja community and economy requires a high profile engagement with Mexico across all fronts because many of the dynamics shaping Baja also depend on national level policies and socio-economic dynamics.

Mexico is one of the two largest economies south of the United States in the Americas, and Mexico has a higher per capita income than Brazil. It is a solidly middle income economy (and a member of the

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<sup>14</sup> <http://www.ucop.edu/initiatives/>; <http://ucmexicoinitiative.ucr.edu/about.html>.

traditional “club” of industrialized countries, the OECD) despite its serious problems with income distribution and crime. It has emerged with a sophisticated manufacturing base (world class in some industries) that is challenging Asian countries for serving the Americas and it is home to a growing number of prominent multinational firms. Mexico has also moved steadily from a “one party” democracy to a competitive electoral democracy that shares important values with the United States.

Equally importantly, Mexico has steadily grown an ever more sophisticated set of universities and research institutions backed by much expanded funding from the Mexican Government for graduate student exchanges with the United States. UC San Diego, like many American universities, has become unbalanced in its international student mix due to the rapid growth of students from China. Mexico offers an important opportunity for rebalancing the mix.

By virtue of geography UC San Diego has a positional advantage in the race for prominence in Mexico. We already have a rich set of existing but scattered activities, ranging from observational work of SIO through the engagement of the global health program with clinics in Baja and the work of the Center of Comparative Immigration Studies on the vital issue of migrant flows. The Center on US-Mexican Studies has long been one of the most important centers for policy analysis and discussion around reform in Mexico with over 700 past Fellows working in Mexico.

## **China**

China is likely to be the largest national economy in the coming decades and one of the world’s two great powers; the relationship between the U.S. and China is likely to define many global choices of the 21<sup>st</sup> Century. China will also be a close rival to the United States for leadership in science and technology. For example, the aspirations of SIO for comprehensive global atmospheric and oceanic observation, including the Polar icecaps, would benefit greatly from cooperation with China’s huge new investment in observational capabilities. China will be a major research and commercial presence in the biological/medical sciences. Its strength in other fields of intellectual and artistic accomplishment is rapidly growing. Our students (and prospective students) have a soaring interest in engagement with China, and students from China are currently essential for both our undergraduate and graduate programs. That will not change in the near future. UC San Diego wants to be better able to compete for China’s best students even as it diversifies the overall mix of its international students.

UC San Diego also has strong specific assets in China. In addition to the vibrant personal networks of our distinguished Chinese American scholars, the social science and history programs have created a preeminent China program now organized for global engagement through the 21<sup>st</sup> Century China program. Fudan University has invested in creating a UC-Fudan Center headquartered at IR/PS. Tsinghua University has a growing engagement with UC San Diego. And both the Medical and Engineering Schools have been building partnerships in China. Both private donors and Chinese firms are becoming more financially prominent in American university circles, and UC San Diego can build a strong case for their attention with a more sustained campus effort. We also have a rapidly growing and highly successful alumni base in China who are important partners for UC San Diego in coming decades. We must continue to add value for them, and we must reinforce their loyalty and enthusiasm for support of our university by prominent engagement with China.

## **Best Practices—What We Can Learn from our Peers**

UC San Diego is active throughout the globe. This is largely the result of entrepreneurial activity by faculty. Most leading global universities enhance faculty initiatives, and strengthen their international identity, through regionally focused efforts. We asked several universities if they had criteria to



determine the areas of focus for international activity. Answers varied on a spectrum from no involvement or direction by the central administration to endorsement of very specific criteria. These criteria were generally regional or thematic and at times a combination of the two. The more successful programs all had similar facets; some **criteria** by which to focus international activity, the formation of a group to guide the university through decision-making and evaluation, seed grant funding and a method for evaluation.

Each university spoke of apprehension expressed by faculty in the initial discussions of focusing efforts. Most faculty members were concerned about the research that did not fall under the regional or thematic foci. At institutions like UC Berkeley, those overriding faculty concerns were prevailing, thus their theme was, “plant 1,000 seeds and see what blooms.” There was little centrally-supported focus initially, though efforts were put forth to strengthen certain partnerships. (University of California, Berkeley International Strategy Task Force 2012) Obviously, the new global campus of Berkeley is a dramatic departure; it may not choose priority regions as partners, but it is dramatically upgrading the level of centralized effort.

There was no evidence of a university that discouraged research activity outside of the suggested parameters; only evidence of universities showing specific encouragement of certain regions to allow for a more cohesive effort in those regions and/or research themes. Ohio State very specifically states that it makes no attempt to dismantle or discourage any other activity. However, they asked themselves whether, at an institutional level, it made sense to invest in certain regions and/or partnerships. (Ohio State University Office of International Affairs 2014)

University of Washington’s discussion focused on how they could, as an institution, leverage their funding by sharing the same scarce resource. (University of Washington, Office of Global Affairs 2014) In order to cull down 26 country priorities to a more manageable six (6) country priorities, University of Washington asked three main questions:

- 1) Where is our faculty doing research?
- 2) Where are our students studying abroad?
- 3) From which countries are our international students/scholars coming?

Ohio State added a fourth question:

- 4) With which countries do our local businesses interact?

Ohio State also posed the third question differently. They asked, “(w)here do we have a critical mass abroad?” This is a different metric, calculating alumni, but the result of the query could be the same or similar as the answer to question three. (Ohio State University Office of International Affairs 2014)

Likewise, there are universities that apply thematic criteria to the selection of their foci. These themes are mostly in research. Like many universities, University of Oregon supports specific campus-wide research themes but their Office of International Affairs aligns their seed grant funding with these themes and gives specific support to the theme of sustainability. (University of Oregon, Office for Research and Innovation n.d.)<sup>15</sup> Another facet common of these regional/thematic foci is the process of

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<sup>15</sup> As an example of UC system practices, consider the work of UC Davis. Since 2001, UC Davis has funded over 150 innovative programs through UOIP. They expended \$1.6 million in total seed grant funding, with a return of approximately \$35 million in external funds. One seed grant was awarded to a junior faculty member who requested an original amount of \$1830 in 2004 to bring sustainable agriculture knowledge to Vietnam. In 2005 he received an additional seed grant of \$15,000. Based on his work, he was awarded a grant for \$99,983 from the US Department of Agriculture and a Fulbright Award for \$53,290. UC Davis’ best example is an \$18,000 UOIP grant

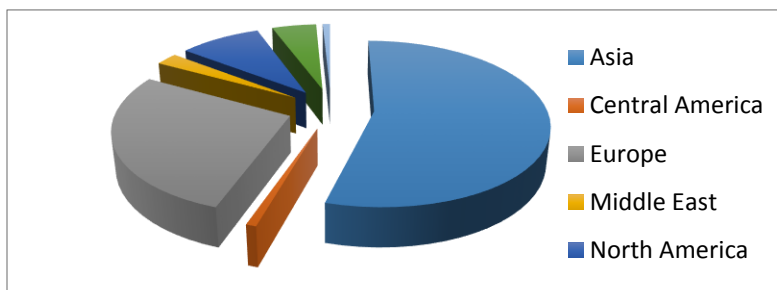
evaluation. Most universities revisit their regional/thematic foci every 1-2 years. The process for evaluation is usually discussion by their faculty committee or group.

### Applying these criteria to UC San Diego

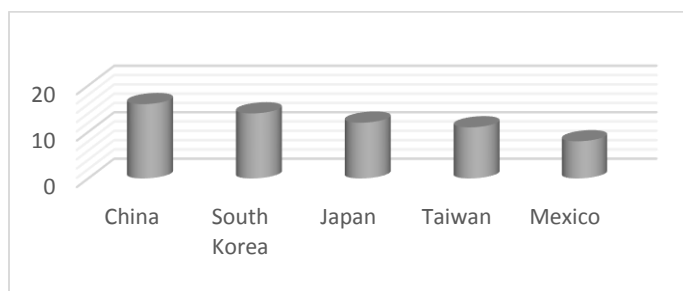
Based on currently available data, how would UC San Diego respond to the four guiding questions asked by peer institutions?

#### A. Where are we doing research?

UC San Diego currently has no central repository of data on faculty research, thus in the absence of a comprehensive query, we utilized the data from currently available resources. After an international research database is built, this question should be revisited. For now, the first source of data is the regions or countries with which we have partner MOU. This information was gathered from the Office of International Affairs.<sup>16</sup> By region, the top two areas were Asia and Europe.



The top five countries are, (in descending order): China, South Korea, Japan and Taiwan and Mexico.



The second resource which would be utilized would be the contracts and grants database; unfortunately, that information is not currently collected.

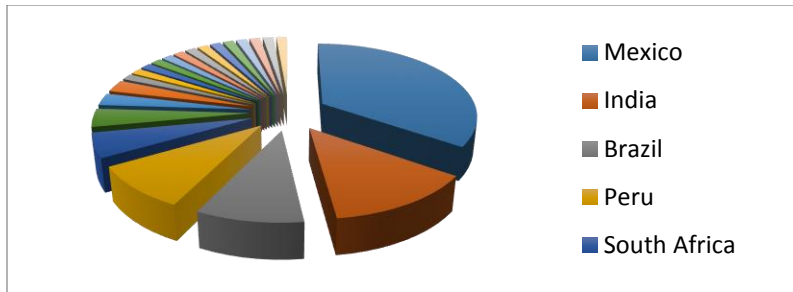
Thus, the third resource which we used was current Cal-IT2 research.<sup>17</sup> The top five countries are, (in descending order): Mexico, India, Brazil, Peru and South Africa.

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they awarded in 2008 for a global nutrition project with international partners in Finland, Malawi and Ghana. This led to a Gates Foundation grant for \$16 million.

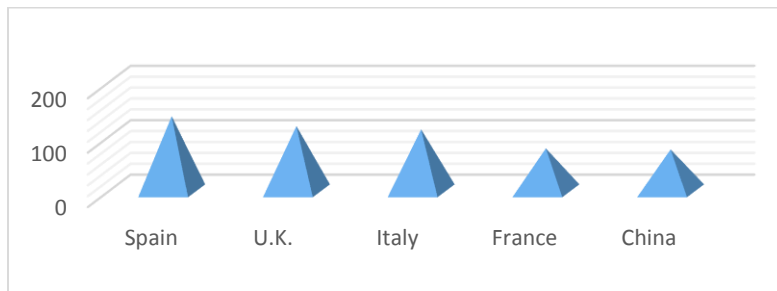
<sup>16</sup> <http://ia.UC San Diego.edu/>

<sup>17</sup> <http://ric.UC San Diego.edu/projects>



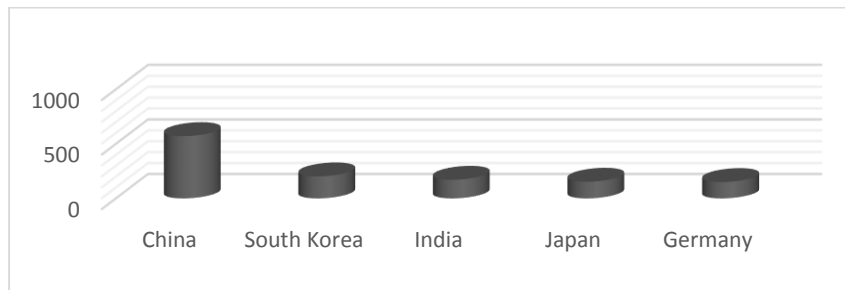
**B. Where are our students going?**

The top five countries (in terms of number of students participating in study abroad programs, (in descending order), are: Spain, U.K., Italy, France and China.

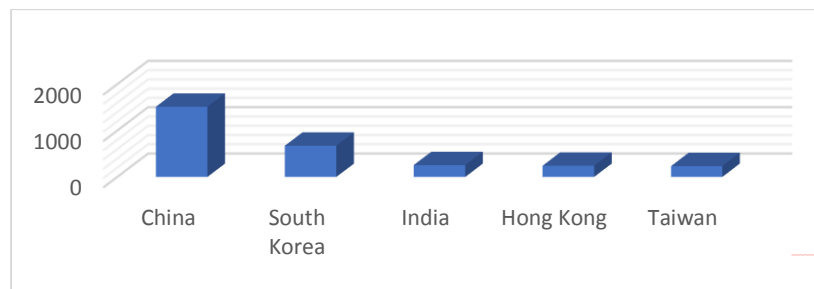


**C. From which countries do we receive international scholars/students?**

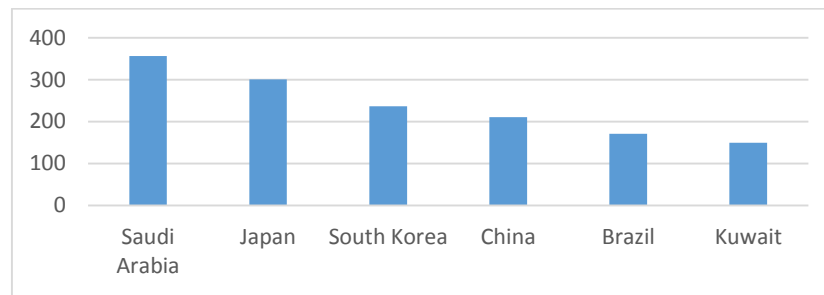
The countries of origin from which we receive our international scholars are: China, South Korea, India, Japan and Germany.



The top countries of origin from which we receive matriculated international students are: China, South Korea, India, Hong Kong and Taiwan.



Of nearly 1,700 non-matriculated international students, the top countries of origin are: Saudi Arabia, Japan, South Korea, China, Brazil and Kuwait.



#### D. With which countries do our local businesses interact?

San Diego's proximity to the border fosters a natural inclination to do business with Mexico. Well over a billion dollars in goods and services cross the U.S.-Mexican border each day.<sup>18</sup> According to a U.S. Census Bureau report, imports and exports passing through the San Diego Customs District in 2009 totaled approximately \$44.0 billion,<sup>19</sup> Business in the regional San Diego community that recruit UC San Diego graduates do business with Mexico.

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<sup>18</sup> State of the Border Report, Wilson Lee (2013)

<sup>19</sup> City of San Diego Fiscal Year 2012 Adopted Budget

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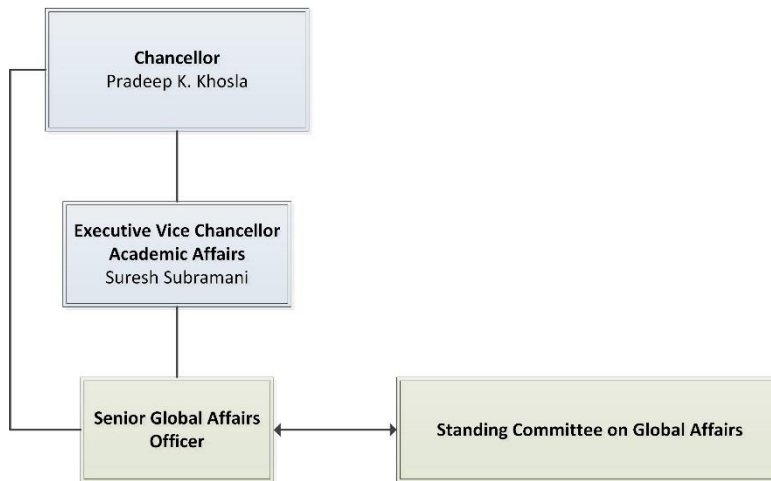
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## Appendix F:

### Administrative and Organizational Structure

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#### Organization Chart



#### Standing Committee on Global Affairs (suggested composition)

##### 1. Charge

- Convene once per quarter to discuss policies and procedures, actions, opportunities and strategies that have the potential to enhance UC San Diego's stature as a premier global university.

##### 2. Membership

- Senior Global Affairs Officer (chair)
- Dean of Undergraduate Education
- Dean of the Graduate Division
- Vice Chancellor, Research Affairs
- Vice Chancellor, Marine Sciences
- Vice Chancellor, Health Sciences
- Vice Chancellor, Advancement
- Dean, Graduate School of International Relations and Pacific Studies
- Academic Senate Representatives
  - Chair, Committee on International Education
  - Chair, Committee on Research
- Divisional Deans