

SDSU | San Diego State
University

AMERICAN COUNCIL ON EDUCATION
INTERNATIONALIZATION LAB

COMPREHENSIVE REPORT

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Message from President, Adela de la Torre

Education is a uniting force that transcends borders, connects communities and empowers people. As global political tensions and partisan polarization continue to grow, the role of education as a tool of diplomacy is critical. Many of our greatest challenges – war, disease, climate change, supply chain, migration and more – can only be addressed effectively from a global perspective. Across all academic and professional disciplines, an understanding of people, cultures and history is critical to peace, collaboration, innovation and economic development.

Through our campuses in San Diego, Imperial Valley and Georgia; our online SDSU Global Campus; regional microsites; and other programs around the globe and online; San Diego State University is transforming the lives of students and engaging the communities we serve to drive educational and economic development. As the world emerges from the COVID-19 pandemic, we thank those who progressed our global strategy in the face of obstacles created by the pandemic and we redouble our efforts to support this critical endeavor. I am deeply grateful to the members of our community who are actively participating in the creation of this global strategy. And to our SDSU community, I encourage you to engage with this process, broaden your international perspective, and seize every opportunity to invest in developing our future global leaders. It will have a lasting impact felt around our university and around the world.

Adela de la Torre
President

Executive Summary

The American Council of Education (ACE) defines comprehensive internationalization “as a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected. In order to foster sustainable and just global engagement, the comprehensive internationalization model embraces an organizational growth mindset. It frames internationalization as an ongoing process rather than a static goal. To that end, it recognizes that all constituents at a college or university—students, faculty, and staff—are learners and central to the institution's equitable, intercultural transformation. Intentional comprehensive internationalization is not an ancillary enterprise, but a means to advance an institution's distinct teaching-research-service mission.”¹

San Diego State University has a rich history of international collaborations and partnerships, and is well-positioned to nurture existing relationships and develop new ones to help advance toward the goals articulated in our Strategic Plan: *We Rise, We Defy: Transcending Border, Transforming Lives*.

SDSU's location and history serve as the basis for much of our international partnership activity. Being so close to the U.S.-Mexico border we have many active collaborations and conduct a variety of transborder activities. The university is further deepening its engagement with Mexico with the establishment of a deeper presence in Oaxaca. The university can and should “lean in” to this distinct identity and prioritize transborder and U.S-Mexico international activity more broadly.

San Diego County is home to 17 federally-recognized tribal nations with jurisdiction over 18 reservations, the most of any county in the United States. Accordingly, SDSU has a unique opportunity to collaborate and partner with tribal nations, especially the Kumeyaay, in the context of our broader international activity. Centering tribal nations in the development and implementation of SDSU's evolving internationalization strategy will enrich the learning experience for our students, and help us make meaningful progress toward our broader DEI objectives.

In 2015, SDSU was awarded the largest-ever grant in our history, from the Millennium Challenge Corporation, to deliver STEM undergraduate degree programs and develop personnel and infrastructure capacities in Tbilisi, Georgia, in partnership with Tbilisi State University, Ilia State University and Georgian Technical University. Supplemented by funding from the Georgian government these activities have involved an investment of over 30 million dollars. SDSU Georgia has been a major driver of internationalization activity for the university over the last 7 years. As such, the university has an opportunity to build upon these investments to further advance our internationalization agenda.

Towards Comprehensive Internalization

While the university has made recent progress centralizing our international activities—via the appointment of a permanent AVP of International Affairs, and a reorganization—we still have important work to do: we need to inventory these engagements and establish effective quality controls. No one person or unit has visibility into the entirety of the university's international activity, which a) poses risk, b) results in the duplication of effort, and c) prevents us from identifying synergies and opportunities.

To tackle these challenges and opportunities, International Affairs was charged to create a **Global Strategy Action Plan** ([Activity 29](#) of [SDSU's Strategic Plan](#)) on July 2020 with implementation

¹ Source: [ACE](#)

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benchmarks addressing the following areas: international student recruitment, yield and retention, administrative structure, curriculum, co-curriculum, and learning outcomes; faculty policies, global education opportunities; international student experience; partnerships; access, equity, diversity, and inclusion; transborder engagement; and International research.

SDSU joined the [American Council on Education \(ACE\) Internationalization Laboratory](#) cohort, a two-year guided experience structured around ACE's [comprehensive internationalization framework](#) and [toolkit](#) which was adapted to better align the global strategy objectives with the overarching strategic plan.

The Global Strategy Action Plan evolved from nearly two years of campus-wide conversations and data collection. The full experience of the Internationalization Lab (outlined in Appendix D) during a global pandemic offered a number of unique challenges but also unveiled some of our vulnerabilities. Delayed starts, campus visits, and committee reporting were part of the process due to the loss of staff and the need to prioritize crisis response to the COVID-19 pandemic. Campus engagement was also challenging due to the inherent barriers of virtual settings. However, we are excited to share the five strategic priorities—with corresponding goals, sub-goals, and key performance indicators—that emerged through the assessment process.

The Global Strategy Action Plan represents a living and dynamic process and document that stands on a foundation of rich international research, activity, and achievements over many decades. As we look towards 2025, the Plan will continue to guide SDSU's comprehensive internationalization to better serve the needs and global aspirations of our students, faculty, and university.

The Global Strategy Action Plan

Throughout the two-year comprehensive internationalization process, international activity and progress towards key aspirations outlined in the university strategic plan have continued to move forward. This document outlines a select list of those accomplishments, a growing list that will continue to be expanded in the Global Strategy website. SDSU's Global Strategy Action Plan is aligned with the University Strategic Plan (2020-2025) and organized under four shared strategic priorities and five goals, key activities, and accountability measures:

Global Strategic Priorities

1. International Access, Diversity, Equity, and Inclusion
2. Global and Transborder Engagement
3. International Environmental, Social, and Financial Sustainability
4. International Innovation

International Goals

- GOAL 1: Strategic Internationalization Alignment
- GOAL 2: Internationalization through Meaningful Partnerships
- GOAL 3: Students as Globally Conscious Leaders
- GOAL 4: Faculty as Global Education Leaders
- GOAL 5: SDSU's International Identity

Progress: 2020-2022 Internationalization Accomplishments

Recognitions and Special Distinctions	
<p>2019-20 Ranking Year (Open Doors 2021)</p>	<p>SDSU was ranked #3 in the US by Open Doors for study abroad participation in 2019-20 with 1634 participants, down from 2940 participants the previous year. Prior to the 2019-20 pandemic year, there was a consistent upward trend in SDSU study abroad numbers since 2001. Even though the 2019-20 reporting year included the cancellation of the vast majority of summer 2020 study abroad programs, including all SDSU faculty-led programs, SDSU's numbers speak to the continued interest in semester-long options throughout the year.</p>
<p>Gilman Scholarships for Access to Global Education (2021)</p>	<p>During the Gilman scholarship program's first 20 years (2000-2020), 215 Pell-eligible SDSU students received Gilman awards to support their studies abroad, earning SDSU the honor of "Top Producer" among large universities of 15,000 students or more. A strong cohort of Gilman recipients each year helps underrepresented students see that studying abroad is possible.</p>
<p>International Engagement Faculty Awards</p>	<p>The inaugural International Engagement Faculty Awards symposium took place in fall of 2021 in response to the university's aspiration to increase research activity and global engagement. The second annual event will take place in November 2022.</p>
Collaborative Accomplishments & Partnerships	
<p>Risk Management & Safety Support.</p>	<p>The Risk Management Committee was formed with cross-divisional participation, leading to the hiring of SDSU's first Assistant Director of International Safety, Security and Risk—the first position of its kind in the CSU system. The Chancellor's Office purchased Terra Dotta Systems (TDS) Travel Registry and Alert Traveler application to support safety goals.</p>
<p>Program Development, Global Learning Outcomes (GLOs), and Curriculum Internationalization</p>	<p>SDSU's senate approved the SDSU Global Learning Outcomes (GLOs) and Sample GLOs Rubric is developed for faculty use.</p> <ul style="list-style-type: none"> • Faculty Learning Seminar was launched to bring together faculty members to use/play/work with GLO and share their experiences. The three-part seminar included panel discussions with faculty engaged in international projects, international students, and study abroad returnees. • Ways to Internationalize Curriculum Guide was developed at the request of faculty looking for guidance to internationalize their curriculum or create faculty-led programs.

	<ul style="list-style-type: none"> ● Program Development Team formed that includes support for contracts and agreements to better support faculty-led and other programs.
<p>Global Learning (GL) Course Designation</p>	<p>SDSU's senate approved the Global Learning (GL) course designation proposed by the International Affairs Council. The GL course designation will be implemented within the course catalog system to identify courses aligned with SDSU's Global Learning Outcomes, which makes it easier for departments and faculty to internationalize the curriculum for all majors.</p>
<p>Strategic Restructuring to Better Serve SDSU</p> <p>SDSU International Affairs was formed by combining three prior siloed international units in order to better serve the needs of colleges and SDSU Imperial valley. The objective of this ongoing process has been to focus on program quality and the alignment of programs with GLOs. A rebranding and realignment of functional areas better represent the new focus on service and quality. To support service and quality, the following support structures were implemented:</p>	
<p>Leadership Support:</p>	<ul style="list-style-type: none"> ● Associate Vice President and Senior International Officer focused on International Affairs; ● Director of International Affairs Strategy and Communications ● Assistant Director of International Safety, Security and Risk ● Two half-time Directors for Faculty International Engagement
<p>Rebranding to Improve Support and Access:</p>	<ul style="list-style-type: none"> ● Study Abroad Office rebranded as Global Education Office (GEO): communicates broader access to international experiences. With GEO advising based on academics, there is regular communication with student success centers and academic advisors, many of whom didn't have regular information about how to operationalize study abroad and point students in the direction to maximize their options. ● International Affairs Complex houses various functional areas and Passport Office.
<p>Optimized Partner Review and Access</p>	<ul style="list-style-type: none"> ● Terminated partnerships that are not aligned with GLOs and SDSU strategic priorities (Access, Equity, Diversity, & Inclusion; Sustainability; Transborder region and identity). ● Optimized partner selection criteria to ensure program design integrates GLOs, support for underrepresented students, and sustainable initiatives. A new Scholarships and Fellowships administrative appointment is in place to coordinate equity-based scholarships which will provide access to STEM/STEAM programs

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	that were once cost-prohibitive and beyond means to many SDSU students, including URM, Pell-eligible, First Generation, and DACA.
Student Support Improvements	
International Student Support	<p>Student Centered Support</p> <ul style="list-style-type: none"> • Transition Coordinator focused on pre-arrival support and I-20 document coordination • Sponsored Student Coordinator focused on sponsored students unique needs • SEVIS coordinator focused solely on compliance reporting for international students • Partnered with SDSU Navigate (EAB) and Coordinated Care program to better support students and build stronger partnerships across campus
Streamlined Access	<ul style="list-style-type: none"> • Moved multiple services online to better support international students access due to being unable to come to SDSU until mid-summer • Improved data collection, analysis, and reporting
International Affairs Campus and Community Partnerships	
Global Campus	International Affairs and Global Campus actively partner to increase access to international education opportunities for students in matriculated and self-support programs, respectively. Among other collaborations, in 2021-22 International Affairs, Global Campus and Enrollment Services developed a 3-year pilot international student recruitment and retention plan, with significant funding committed by campus leadership effective Fall 2022.
Passport Office	SDSU Passport Office extended support for faculty, staff, students, and community members; expanded hours and additional staffing to support this expansion.
Re:Border Conference	The Re:Border Conference continues to foster transdisciplinary transborder and bi-national engagement and collaboration. Fall 2022 marks the fourth year the conference remains a strong presence with an average of 500 international attendees every year. Themes have included The Water We Share (2019); Our Border on the Move: Binational Mobility and Migration (2020); A Nuestra Salud: Public Health and Mental Health (2021); Sustainability and Innovation (2022). With a focus on access, equity, diversity, and inclusion, the conference provides an avenue to disseminate knowledge based on ongoing transborder faculty and student initiatives in the areas of research, teaching and learning, and service with institutions of higher education and community partners in Baja California, Mexico.
Funding and Access	

Student Funding Access	<ul style="list-style-type: none">● Since 2007, SDSU Associated Students has earmarked \$400,000 annually for study abroad scholarships.● SDSU's campus-wide Aztec Scholarships portal has created a screening question about study abroad intent to easily allow students to opt-in for consideration for a large number of study abroad funding sources with one application● SDSU's campus-wide Aztec Scholarships actively promotes international student scholarship opportunities
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Global Strategic Priorities

We call out four global strategic priorities that emerged from the global strategic research and planning process, which also run through the university Strategic Plan (2020-2025) priorities as illustrated and connected all throughout this document. (See Appendix 3)

1. International Access, Diversity, Equity, and Inclusion

As a common thread for comprehensive internationalization, Access, Diversity, Equity, and Inclusion takes into consideration the campus climate and its impact on international students and international education as a whole. The strategic plan states that at SDSU, the mark of our global leadership will be an innovative institutional infrastructure that promotes and supports diversity, equity, and inclusion in everything we do: research, teaching, profession. This commitment is a comparative strength of the university. It should therefore serve as a driver of, and frame for, our collaboration for every area of SDSU's Global Strategy and partnership activity. It is also important to note that since "Access" is seldom called out in current DEI initiatives, special attention should be placed in ensuring it is a priority.

2. Global and Transborder Engagement

SDSU will leverage its unique stature as a community-engaged, border-connected, Hispanic-Serving Institution (HSI) located on Kumeyaay land. As a Common Thread and strength at SDSU, Transborder Engagement is amplified through our transborder relationships and expertise, manifested in our many collaborations and partnership activities in Baja, California, and more broadly in Mexico. SDSU's annual RE:BORDER Conference is a high profile example of this collaboration in action, organized and run together with key partners south of the U.S.-Mexico border. Few U.S. universities can boast this same strength. Thus, it's not only something to be leveraged to develop win-win collaborations in its own right; it can also be understood as a unique "international face" we present to the rest of the world, in the context of developing new international engagements with other countries and regions, and deepening existing ones.

3. International Environmental, Social, and Financial Sustainability

SDSU is committed to building a resilient and sustainable university through innovative practices. We commit to using our resources with transparency, equity, efficiency, and accountability in alignment with the university's goals. As citizens of a larger global community, SDSU proudly embraces the principles of responsible environmental stewardship. The establishment of the SDSU Office of Energy and Sustainability and recent hiring of a Director of this office represents an opportunity for SDSU to stake a unique claim to leadership in merging international education and sustainability efforts. That Sustainability is a Common Thread attests to the importance SDSU attaches to more closely integrating sustainability practices and principles into the university's international collaboration and partnerships. This accords with the growing attention being paid to issues in these interrelated fields, with the emergence of the Climate Action Network for International Educators being one example.

4. International Innovation

In alignment with SDSU's strategic priority to become a New Kind of Hispanic Serving Institution (HSI), SDSU will forge a path to become an R1 Doctoral University where excellence and access converge. As

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a common thread for comprehensive internationalization. SDSU will promote and support innovation through international and transborder research, global education that transcend study abroad, and innovative and sustainable practices that improve access, diversity, equity, and inclusion in all we do.

Goals, Activities, KPIs, Accountability & Resources

GOAL 1: Strategic Internationalization Alignment

In alignment with the university 2020-2025 Strategic Plan (SP), the Global Strategy (GS) will serve as the university’s commitment to and roadmap for comprehensive internationalization in support of SDSU’s strategic priorities and four global strategic priorities : (1) access, diversity, equity, and inclusion; 2) global and transborder engagement; (3) financial/environmental sustainability, and (4) innovation. The International Affairs AVP Office will provide leadership to implement the GS Plan

Sub-Goals	Activity	Key Performance Indicators (KPIs)	Who’s Accountable
<p>1a: In alignment with Activity 29 of SDSU’s Strategic Plan (2020-2025), The Global Strategy Action Plan (GSAP) will serve as a living document to guide comprehensive internationalization and funding of priorities including:</p> <p>1) international student recruitment, yield and retention; 2) administrative structure; curriculum, co-curriculum, and learning outcomes; 3) faculty policies; 4) global education opportunities; 5) international student experience; 5) partnerships; 6) access, equity, diversity, and inclusion; 7) transborder engagement, and 8) International research</p>	<p>I. by [date] secure institutional approvals and support of the Global Strategy.</p> <p>II. by [date] develop a Global Strategy Action Plan website within International Affairs and update progress and accomplishments on an ongoing basis.</p> <p>III. by [date] create a development plan and seek appointment of a development officer within URAD.</p>	<p>I. Commitment Statements and Approvals obtained</p> <p>II. Global Strategy Action Plan shared across campus for feedback</p> <p>IIIa. GSAP website published</p> <p>IIIb. Development plan</p>	<p>International Affairs, in strong partnership with colleges and units, including SDSU’s Diversity and Innovation Unit, Associated Students, Global Campus, and SDSU campuses.</p>

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<p>1b: Identify goals that prioritize data-informed policies and procedures that prioritize innovation, risk mitigation, and safety</p>	<p>I. Collaborate with ASIR to develop team metrics to demonstrate SDSU’s activities over time as it relates to international activities.</p> <p>II. Create a Tableau dashboard that visualizes internationalization efforts, and makes reporting accessible to the SDSU community.</p>	<p>I. Metrics designed</p> <p>II. Tableau dashboard finalized</p> <p>III. Report and review completed</p>	<p>International Affairs in strong partners with ASIR and campus colleagues.</p>
<p>1c: Identify a goal that prioritizes advocacy, prioritizes visibility, and promotion of international activity and research across campus and to all campus community members.</p>	<p>I. Implement software that supports prioritizes visibility, promotions and advocacy of international engagement and research.</p> <p>II. Identify opportunities where international engagement is promoted and valued in the tenure and promotion at SDSU</p>	<p>I. Software is implemented.</p> <p>II. Summarize/report of opportunities is created.</p>	<p>International Affairs, FAAS, and IT.</p>
<p>1d. Commit to signing the Climate Action Network for International Educators (CANIE) Accord</p>	<p>I. Work with faculty, students and the Office of Energy and Sustainability to determine the specific CANIE Accord actions to which the university will commit.</p> <p>II. Develop and implement action plan for fulfilling accord commitments.</p>	<p>I. CANIE Accord Workgroup has been established and has held its first meeting before the end of 2022.</p> <p>II. Achieve demonstrated progress in taking one or more pledged actions in Academic</p>	<p>International Affairs staff, Office of Energy and Sustainability, Global Campus, Senate Sustainability Committee</p>

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	<p>III. Continually assess progress in meeting commitments.</p>	<p>Year 2022-23 III. Annual review of CANIE Accord action plan</p>	
<p><i>Resources Needed for Implementation of GS #1</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principal Workgroup Members to facilitate implementation teams focused on goal activities <input type="checkbox"/> Marketing and communications resources for graphic design, distribution of plan, and campus launch <input type="checkbox"/> IT support for hosting launch virtual forum <input type="checkbox"/> Designated communications and administrative interns to support implementation teams 		

GOAL 2: Internationalization through Meaningful Partnerships

In alignment with SDSU’s strategic plan, expand academic infrastructure and partnership to meet the needs of broadly diverse learners in our region, across the border, the nation, and the world.

Sub Goals	Activity	Key Performance Indicators (KPIs)	Who’s Accountable
<p>2a: Infrastructure of internal collaboration & partnerships</p>	<ul style="list-style-type: none"> I. Create a steering committee to 1) outline a charter of Collaborations and Partnerships, 2) conduct an annual audit of infrastructure and partners, and 3) provide recommendations and implementation plan. II. Create an internal communications plan that provides information regarding best practices, policies, and practices to facilitate international communication between IA, colleges, and campus units. III. Expand professional development training and partnership opportunities for internationalizing the curriculum at SDSU 	<ul style="list-style-type: none"> I. Steering committee has been established by {date}. II. First Infrastructure and partnerships audit completed by {date} and information accessible on the International Affairs website III. Timeline of implementation activities defined by {date}. 	<p>Faculty international engagement and campus partners.</p>
<p>2b: Infrastructure of external collaboration and partnerships</p>	<ul style="list-style-type: none"> I. MOU policies, procedures, and protocols II. Create an external communications guide that includes best practices, policies, and practices to facilitate international communication between IA, colleges, and campus compass units. III. Safety and Security policies, procedures, and protocols. Are upheld through use of Terra Dotta, Travel Registry and Alert Traveler software. IV. Annually in May, review the full institutional partnership and collaboration portfolio and develop/update policies, procedures, review criteria, and timelines for selecting international partners, sustaining 	<ul style="list-style-type: none"> I. Annual review of all bilateral partnerships (May of each year) and IEO partnerships (August of each year) II. Communications guide completed III. Travel and Security policy publicized and plan for reviewing it and updating regularly. IA website 	<p>Faculty international engagement and campus partners.</p> <p>Assistant Director of International Safety, Security, and Risk</p>

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	relationships, and keeping records.		
<p>Resources Needed for Implementation of GS #2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principal Workgroup Members to facilitate implementation teams focused on goal activities <input type="checkbox"/> Lead assigned from faculty advancement for implementation team <input type="checkbox"/> Budget to develop professional development training <input type="checkbox"/> Administrative support from Chancellor’s Office to provide guidance and accountability of partnerships <input type="checkbox"/> Committee members from colleges and units across campus <input type="checkbox"/> Interns for website support <input type="checkbox"/> Designated communications and administrative interns to support implementation teams 		

GOAL 3: Students as Globally Conscious Leaders

In alignment with SDSU's strategic plan, we will provide equitable access to opportunities for the education and training of SDSU undergraduates, graduates, and lifelong learners to become the innovators and leaders our region and global society demand. Through alignment with the GLOs, SDSU students' experiences in and outside of the classroom will be designed to explore their cultural identities; examine the relationships between language, culture, history and power; engage with critical global issues; and increase their career readiness.

Sub-Goals	Activity	Key Performance Indicators (KPIs)	Who's Accountable
<p>3a: International student campus engagement and support</p>	<p>I. Create infrastructure that supports international students academic success through collaborative campus engagement across administrative units and colleges.</p> <p>II. Define key cross-campus collaboration processes to support international students' sense of SDSU identity by working with key DEI units and programming offices.</p>	<p>I. Completed improvement plan that measures success of a) admissions process, b) first year advising, c) cultural-sensitivity.</p> <p>II. Increase Internal student representation and advocacy across campus by identifying key international student center staff and representatives.</p>	<p>International Student Center and campus collaborators</p>
<p>3b. Engage all SDSU students with global education, prioritizing pathways for students who have historically been underrepresented in these opportunities.</p>	<p>I. Build partnerships with SDSU colleges and cultural centers through regular communication and joint outreach</p> <p>II. Integrate regular outcomes assessment and student evaluations of global education experiences into data and reporting, to facilitate continuous</p>	<p>I. Quarterly meetings with academic advisors and cultural center directors</p> <p>II. Add assessment questions into the student process of pre-departure and returnee advising in Aztecs Abroad; deploy automatically.</p>	<p>Global Education Office staff, ASIR staff, college-based academic advisors, culture center directors</p>

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	<p>improvement of programs to serve all students.</p> <p>III. Identify specific programs and pathways that address the most common barriers to student participation in global education opportunities</p>	<p>III. Annual review of scholarship process and student evaluation questions</p>	
<p>Resources Needed for Implementation of GS #3</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principal Workgroup Members to facilitate implementation teams focused on goal activities <input type="checkbox"/> Direct lead in the Enrollment Services unit to support ISC's and GEO's implementation teams <input type="checkbox"/> Direct lead in Student Affairs/DEI division to support DEI components of implementation plan <input type="checkbox"/> Budget allocated specifically for international student programs and engagement <input type="checkbox"/> Direct lead in ASIR to support work of ISC and GEO <input type="checkbox"/> Designated communications and administrative interns to support implementation teams 		

GOAL 4: Faculty as Global Education Leaders

In alignment with SDSU’s strategic plan, the mark of our *global leadership* will be an innovative institutional infrastructure that promotes and supports research, learning outcomes, professional development, student experiences in and outside the classroom, and transnational and global relationships. [Global Learning Objectives](#) (GLOs) will be central to aligning curriculum, student advising, faculty research, and faculty engagement with this goal.

Sub-Goals	Activity	Key Performance Indicators (KPIs)	Who’s Accountable
<p>4a: Increase and support Curriculum Internalization</p>	<ul style="list-style-type: none"> I. Develop a strategy that identifies COIL as an institutional priority that includes faculty panels, COIL training, and faculty partnership building. II. Implement a plan for GLO Alignment that integrates GLOs into course catalog, is part of the faculty hiring and promotion process, and is the foundation for student advising. III. Expand course articulation between SDSU and international partner institutions across all academic disciplines and offer faculty-led programs to strategically augment the existing international offerings available to students. IV. Identify (2) opportunities in each academic college to expand diversity of and access to international learning opportunities 	<ul style="list-style-type: none"> I. Inventory of COIL experience across campus finalized and COIL experiences increased II. Obtain more Global Learning Course designations across campus departments and colleges IIIa. Published articulated approved courses across all SDSU colleges, across all continents and regions IIIb. Faculty-led programming available across all SDSU colleges, across all continents and regions IV. 2 opportunities created per college. 	<p>Faculty international engagement and campus partners:</p> <p>HR FASS Academic colleges</p>

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<p>4b: Increase and support International Research</p>	<p>I. Recognize and celebrate international research.</p> <p>II. Increase faculty engagement with established software to promote international research and publications.</p> <p>III. Implement new database software to highlight existing and promote further international research.</p> <p>IV. Develop a sustainable plan that creates supports and pathways to visiting International Scholars, and addresses housing resources, community, and belonging.</p>	<p>I. Annual Faculty Global Engagement Symposium Awards</p> <p>II / III. Software implemented and faculty trained and using the software.</p> <p>IV. Plan developed and shared with the appropriate stakeholders.</p>	<p>IA in strong partnership with IT FASS IV</p>
<p>Resources Needed for Implementation of GS #4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principal Workgroup Members to facilitate implementation teams focused on goal activities <input type="checkbox"/> Designated communications and administrative interns to support implementation teams <input type="checkbox"/> Designated budget to support faculty engagement activities, software, and publications 		

GOAL 5: SDSU's International Identity

SDSU will expand its global impact, unifying the university through a common mission and identity to achieve its global strategic goals.

Sub-Goals	Activity	Key Performance Indicators (KPIs)	Who's Accountable
<p>5a: Define and promote SDSU's International Identity in alignment with SDSU's strategic plan.</p>	<ul style="list-style-type: none"> I. Launch a communication campaign across campus to communicate IA's mission, vision, and the GS. II. Launch new International Affairs Website with updated branding and functional areas specific sites III. Develop a editorial calendar to regularly publish stories (eg. international students, study abroad, faculty teaching/research, scholars, and awards/distinctions) 	<ul style="list-style-type: none"> I. Campaign developed and timeline to execute it. II. Website launched III. Editorial calendar finalized and weekly review plan 	<p>IA in collaboration with Stratcomm and campus partners</p>
<p>5b: Provide consistent publications highlighting international activity focused on students, faculty, and staff.</p>	<ul style="list-style-type: none"> I. Communicate International Experience Requirements (IERs) and updates to these requirements to all campus stakeholders 	<p>I. Visibility of information about IERs on IA website and SDSU Course Catalog, using consistent language.</p>	<p>IA in collaboration with Stratcomm and campus partners</p>
<p>Resources Needed for Implementation of GS #5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Goal Steering Workgroup Members to facilitate implementation teams focused on goal activities Designated communications, website, and administrative interns to support implementation activities <input type="checkbox"/> Designated budget to support publication and promotion materials and activities, including brand items 		

Appendices

Appendix A: Glossary of Terms and Acronyms

ACE	American Council on Education
IA	International Affairs (formerly Global Affairs)
COIL	Collaborative Online International Learning
GEO	Global Education Office
GLOs	Global Learning Outcomes
Global Campus	SDSU Global Campus
HSI	Hispanic Serving Institution
IER	International Education Requirement
ISC	International Student Center
KPI	Key Performance Indicator
SDSU	San Diego State University
SDSU-IV	Imperial Valley Campus

Appendix B: List of Committee and Subcommittee Members

[List of Committee/Subcommittee Members](#)

Appendix C: Subcommittee Descriptions

1. **Articulated Institutional Commitment and Administrative Structure** examined SDSU's mission statements and strategic plan's areas connected to internationalization as a priority, as well as administrative structures that support them. Members evaluated SDSU's current commitment to comprehensive internationalization by responding to a [series of questions](#) and examining documents connected to Mission and Strategy, Funding and Support, Visibility and Messaging, Communication, and Institution-wide Tracking and Assessment. The process identified that investments in leadership, strategic restructuring, and institutional investments in and support of International Affairs as a campus partner have yielded a number of achievements towards internationalization. These accomplishments represent a strong foundation from which to continue building.
2. **Curriculum, Co-Curriculum & Learning Outcomes** examined general education requirements that hold a global component focus, including course-level curriculum internationalization, and the development of internationalized majors, minors, and special programs. Assessing student global learning, and globally-focused co-curricular programs. Through a series of [questions](#) for college leadership and faculty, subcommittee committee members found that a well-established culture of international learning exists on campus and that internationalization is particularly strong through transborder engagement activity.
3. **Faculty Policies & Practices** examined internationalized tenure and promotion guidelines, as well as examples of programs that promote faculty mobility, including U.S. government programs, including faculty-student international research initiatives, and award and grant programs to support faculty mobility and curriculum internationalization. Subcommittee members conducted [a preliminary analysis of 49 RTP](#) (Reappointment, Tenure, and Promotion) documents across colleges and departments. Four priority areas were identified to improve policies and practices in support of comprehensive internationalization. The original assessment plan was to complement the preliminary analysis to conduct three key focus groups with: (a) new-ish faculty members, (b) faculty champions, and (c) current Subcommittee members to gather information. However, with the loss of a co-chair, only one of the three focus groups was conducted. Overall, the preliminary and incomplete analysis showed that internationalization is often not emphasized or stressed in reappointment, tenure, and promotion policies at various levels.
4. **Global Education & Opportunities** examined institution-sponsored education abroad programs along with major-specific study abroad. The subcommittee launched a survey to SDSU advisors representing various SDSU colleges as well as Student Affairs & Campus Diversity. The survey gauged the extent to which these advisors' areas encouraged study abroad and other global education opportunities; identified which opportunities were being promoted where and by whom; and gathered information about perceived barriers. Furthermore, the survey shed light on the level of knowledge among various campus constituents about transborder, virtual and global programs as opposed to traditional study abroad opportunities, as well as advisors' perceptions of the level of access to global education opportunities. The survey information was supplemented by data from the SDSU Aztecs Abroad (Terra Dotta) Database, and the IIE Open Doors surveys submitted over the past two decades.
5. **International Students & Scholar Experience** examined the integrated campus support and services for international students throughout the full international student lifecycle. Assessment

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found that international student transition is a priority and that it is a discussion at the forefront of the campus's efforts and priorities. Also, the admission process is clear and communication around immigration procedures and I-20 issuance is a key strength as multiple departments are disseminating this information consistently. There are a number of opportunities for improvements in this area.

6. **Collaboration & Partnerships** examined partnership programs and global engagement planning and policies. This includes resources and processes for tracking partnerships and agreements. A SWOT analysis of internationalization with a specific focus on collaboration and partnerships revealed the following strength, weaknesses, threats, and opportunities, all of which inform the recommendations.

Appendix D: The Comprehensive Internationalization Process

San Diego State University has a long tradition of global and transborder engagement. A critical part of our comprehensive internationalization is to continue identifying international activities across campus, understand how they intersect with the university strategic plan, and align them with the Global Strategy. Overall, comprehensive internationalization is a core element of SDSU's mission, vision, and strategic plan.

Guiding Questions

The following questions guided the data-collection process:

- What existing efforts can be channeled?
- How does this apply to students who are: Inbound, outbound, and placebound?
- How is access, diversity, equity, and inclusion central?
- What activity/considerations exist globally and in the border region?
- How are we innovating and/or where innovation is needed?
- What are the resources (human, physical, & financial) needed?
- Where are potential cost savings/consolidations?
- What are the environmental implications? How can they be mitigated or reduced?

The following diagram represents SDSU's comprehensive internationalization guiding framework, which guided the data gathering process that informed this Plan. Wide participation from across campus contributed through six subcommittees whose efforts were guided by three common threads:

1. Access, Equity, Diversity, and Inclusion;
2. Sustainability
3. Transborder Engagement

(See Appendix 1 for a full list of committee members and Appendix 2 for description of each subcommittee).



Challenges

The pandemic introduced a wide range of challenges that forced our teams to reimagine ways to prioritize the pressing needs of our campus while moving forward with key internationalization activities. These included:

Internal Challenges

- **Staffing reductions** during the COVID-19 pandemic were substantial and exacerbated an existing weakness, namely the perception and reality that staff and faculty are over-extended and under-resourced. Nurturing and fortifying existing partnerships is itself time and bandwidth-consuming, if done properly. Yet, expanding and diversifying our partnerships and collaborations is more difficult when person power is in short supply. Successful comprehensive internationalization will need to be thoughtfully addressed.
- **Collaboration:** Opportunities for stronger collaborations are missed due to an overextended workforce as well as the decentralization that until recently characterized international education at SDSU. The new reorganization of International Affairs vis-a-vis SDSU colleges is a step in the right direction in addressing this gap.
- **Capacity:** Staff and faculty time and energy have been in short supply, which compound sluggish international collaboration within SDSU and the CSU more broadly. International collaboration and partnerships by their very nature require flexibility and adaptability, as time differences and varied legal and regulatory requirements between jurisdictions call for new ways of doing things. The often slow pace of change at the university has been a challenge to address this reality. Therefore, International partnerships atrophy, or opportunities are missed altogether, because the university comes across as under-responsive when processes take too long. Current and external partners who are able to operate more flexibly may find SDSU / the CSU incompatible with their own internationalization imperatives and needs.

External Challenges

The COVID-19 pandemic has made future planning difficult at best, with the emergence of new, more dangerous variants posing health, travel, and financial risks.

Russia's invasion of Ukraine, and the humanitarian crises that are already resulting, poses a variety of threats given the sheer unpredictability of what will continue to transpire. Travel to Ukraine and Russia is currently fraught with risk, and we cannot afford to underestimate, or overestimate, the possibility of emergent new risks as this crisis unfolds. Despite far less media attention, the same threat exists with respect to instability in Afghanistan, and other war-torn countries and regions.

These threats are further exacerbated by the climate crisis, which itself is driving mass migrations of climate refugees (e.g. Syria, Central America) and adding to regional and global instability and unpredictability. Collaboration and partnership activity must be continually evaluated against these shifting contexts.

The rising cost of higher education is exacerbating economic inequalities within and between countries, which poses a threat to our commitment to DEI principles and practices. How do we ensure that we

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continue to “walk the walk” and not just “talk the talk”, when budgetary pressures fluctuate at best, and grow inexorably at worst? Without due attention to this threat our collaboration and partnership activity may inadvertently drift toward serving partners and students based on “ability to pay”, undermining our DEI priorities.

The erosion of democratic institutions in the U.S. and elsewhere manifests in a variety of threats - risk of arrests and detentions of students or faculty in autocratic nations with weak legal institutions, risk of partnership activities being compromised due to fraying bilateral relations (e.g. Russia, Confucius Institute controversies.) We risk poor decision-making if we fail to adequately account for these developments and if we fail to do enough to address them in the first place.

Exchange partnerships can only be successful with active student mobility in both directions. However, the ever-increasing cost of living in San Diego can often limit opportunities for students to come to SDSU on an exchange semester from regions such as Latin America and Eastern Europe. Agreements in these regions become unbalanced with SDSU owing space to partners that are never able to make up the space. As a result these agreements stagnate but cannot be discontinued due to imbalance.

Data Analysis and Implementation Roadmap

Each of the six subcommittee conducted a SWOT analysis based on collected data from surveys, forums, and informal conversations. Findings were synthesized with recommendations through informal reports to account for the substantial staff attrition triggered by the COVID-19 pandemic. The final report was synthesized from these recommendations and further refined through a collaborative and iterative process. The final report is informed by four global strategic priorities that intersect with the university’s strategic plan. Five goals, with respective subgoals, activities, key performance indicators (KPIs), and proposed accountability partners and resources, encompass the roadmap that will guide the implementation of the plan.

Appendix E: Alignment with SDSU’s Strategic Plan

The following table incorporates key phrases from the five university strategic priorities across the four running also through the Global Strategic Action Plan.

<p><i>Global Strategy Priorities and → University Strategic Priorities ↓</i></p>	<p>International Access, Diversity, Equity, and Inclusion</p>	<p>International Financial, Social & Environmental Sustainability</p>	<p>Transborder & Global Engagement</p>	<p>International Innovation</p>
<p>SP1: Becoming a Premier Public Research University: A New Kind of HSI</p>	<p>Where excellence & access converge</p>	<p>We’re committed to developing infrastructure and resources that enable our research activity to grow...</p>	<p>Will leverage its unique stature as a community-engaged, border-connected, HSI located on Kumeyaay land.</p>	<p>SDSU will forge a path to become an R1 Doctoral University</p>
<p>SP2: Resilience: Designed to Thrive</p>	<p>...dedication to community , diversity and equity</p>	<p>...committed to building a resilient and sustainable university, [developing] new revenue streams. SDSU proudly embraces the principles of responsible environmental stewardship.</p>	<p>As citizens of a larger global community...</p>	<p>...through innovative practices.</p>
<p>SP3: We Are SDSU</p>	<p>...under a single name creating a sense of unified belonging for students, faculty, staff, and alumni</p>	<p>...the collective mission is to support the educational, social and economic development of communities...</p>	<p>We span the California-Mexico border, and serve the world.</p>	<p>SDSU will expand its global impact...</p>
<p>S4: Equity and Inclusion in All We Do</p>	<p>... advancing diversity, equity, and inclusion in research, teaching and in community engagement.</p>	<p>Our values compel us to foster such an environment, where community members of all identities can thrive financially and socially.</p>	<p>We embrace SDSU’s identity as a Hispanic-Serving Institution on the border and recognize our residence on Kumeyaay land.... SDSU will be a global leader...</p>	<p>...At SDSU, the mark of our global leadership will be an innovative institutional infrastructure that promotes and supports diversity, equity, and inclusion in everything we do...</p>
<p>SP5: Students at Our Core</p>	<p>Our collective [inclusive] efforts will elevate SDSU as a national exemplar...</p>	<p>[cultivating] a university culture and infrastructure that facilitates an affordable, student-centered, wellness-focused, life-long educational journey...</p>	<p>... providing education and training for the innovators and leaders our region and global society demand.</p>	<p>SDSU commits to a future where all students are able to achieve their greatest potential... providing education and training for the innovators and leaders ...</p>

Appendix F: SDSU Global and Transborder Activity

Units, Campuses, Colleges	Activity / Initiative / Centers
International Affairs (IA)	Global Seal of Biliteracy
	Re:Border Conference
	<i>Global Safety & Security</i>
	Global Perspective Symposium
IA - International Student Center	International Education Week & Peace Village Events
IA - Global Education	COIL & Glocal Programs
IA - Faculty Engagement	Faculty Symposium Faculty-Led Programs
IA - Passport Office	Serving the SDSU and San Diego Community
Campuses	
SDSU Global Campus	American Language Institute Global Operations Management Excellence
SDSU Imperial Valley and Brawley sites	Cross-Cultural Center
SDSU Mission Valley	TBD
SDSU Georgia	Exchange Program
Colleges	
Arts & Letters	Behner Stiefel Center for Brazilian Studies
	Center for European Studies
	Center for Islamic and Arabic Studies

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	Center for Latin American Studies
	International Security and Conflict Resolution (ISCOR)
	Language Acquisition Resource Center (LARC)
Business	The Hostler Institute for World Affairs
	Latin American Studies (MBA/MA)
	Global Business Development (MS)
	Center for Advancing Global Business
	Center for International Business Education and Research (CIBER)
Education	Center for Equity and Biliteracy Education Research (CEBER)
	Department of Dual Language & English Learner Education
	International Inclusive Leadership Program
Engineering	Engineer Study Abroad
Graduate and Research Affairs	Reimagining Transboundary Water
	Rural RISE: Rural Resilient Infrastructure
	Trans-facturing: Transforming Manufacturing with 3D Printing
Health & Human Services (CHHS)	CHHS Abroad
Professional Studies & Fine Arts	Center for Surf Research
	Center for Communication, Health, & the Public Good
Sciences	Center for Climate and Sustainability Studies
	Global Change Research Group
	International Programs
Weber Honors	International Experience Programs (HONOR 313, 413)
Identity Centers	
Latinx Center	En Confianza

Undocumented Resource Center	Free Immigration Consultation Services
	UndocuAlly Training

Appendix G: Future Aspirations

The Global Strategy is informed by the data and work of the ACE Internationalization Lab. The current goals and activities listed have been identified as current priorities. However, the Global Strategy is intended to be a living document that is in a process of continuous improvement and evaluation. As SDSU accomplishes goals, opportunities arise for future aspirations of internationalization to be prioritized, and for new goals to be added to the Global Strategy. Some of SDSU's future aspirations can be found on this document.

[Link to Future Aspirations Document](#)