

July 24, 2022

MEMORANDUM

TO: M. Katherine Banks, Ph.D.
President

FROM: Susan Ballabina, Ph.D. *Susan Ballabina*
Vice President for Academic & Strategic Collaborations
Working Group Chair

SUBJECT: Implementation Memo - Working Group #5 – Sub-group on Global Engagement

Recommendation to be Implemented: Incorporate campus units that fit the mission of the Academic & Strategic Collaborations Division

Strategic Considerations:

The sub-group on global engagement of working group #5 was charged with creating a vision for a new Department of Global Engagement and developing the implementation plan, including the recommendation of units and services to be part of the centralized model. As part of the charge, we also identified structures and processes that should be developed to position Texas A&M to be recognized globally and ensure inclusive and responsive service to the university community.

The sub-group began with a review of internationally focused efforts on campus and at peer and aspirant schools. Through the review, we identified several models of centralization that could be partially replicated to support global activities at Texas A&M. The research was robust and fruitful. Although a full report is beyond the scope of this memo, additional details on the research are in the appendices described below.

The priorities are in the text of this memo. The appendices include supporting information and details, including the working group process, justifications, and benchmarking. Four principles guided our discussion, research and recommendations:

- **Impact:** Becoming globally recognized as a top-tier institution.
- **Relevance:** Providing the nation's leading services (effective and timely) to faculty, staff, students, community members, and global partners.
- **Solutions:** Creating more efficient structures and processes to empower the Texas A&M community to engage globally.
- **Partnership:** Developing and maintaining strategic partnerships that bring Texas A&M to the table and create programs to engage our students, faculty, and staff in relevant global programs.

Using the guiding principles, the sub-group created Vision and Mission statements for the centralized Department of Global Engagement:

1. Vision: The Department of Global Engagement supports / promotes Texas A&M University as a leading international institution that serves Texas, the nation, and the world.
2. Mission: The Department of Global Engagement advances Texas A&M University's mission and land grant commitment by providing collaborative leadership, strategic coordination, and support for the University's global engagement activities.

Major Challenges Encountered and Resolutions:

The potential challenges include securing the necessary resources to accomplish the plans set out in the recommendations. This includes identifying and securing space for an international center. Additionally, there could be pushback from units recommended for inclusion. However, the sub-group was compiled of representatives from across campus, including many of the areas impacted by these recommendations and we suggest that beginning dialogues, exploring opportunities, and creating additional working groups or committees will alleviate possible pushback and create the necessary buy-in to move the recommendations forward.

Key Logistical Issues to be Completed and Timeline:

The following effective, relevant, and impactful proposals need to be implemented to ensure that the Department of Global Engagement (GE) provides the nation's leading services to faculty, staff, students, community members, and global partners. Additional details and recommendations for further consideration are included in Appendix B.

1. New Reporting Structure Elements:
 - a. Explore how the Qatar Support Office and International Faculty Services could be better supported under the GE umbrella. In addition, an MOU will be developed between the LT Jordan Institute and Education Abroad to define the need for coordination of the Institute's Education Abroad programs with GE. September 2022.
 - b. All colleges, schools and academic support services should have a global engagement office/person(s) who work through the central GE department and serve as liaisons for daily global engagement issues, including education abroad advising, strategic efforts, and partner agreements. An example of how this organizational model could look for the new College of Arts and Sciences is attached in Appendix C. These offices would be structured similar to the Halliburton Engineering Global Programs office. However, their size and scope will depend on the college's need and international activity. We recommend beginning the process with the academic and administrative deans of each college in the Fall of 2022.
 - c. Add strategic positions, including internship and non-academic Education Abroad advisors, COIL (collaborative online international learning) coordinator, International Student and Scholar Service (ISSS) advisors, and Global Engagement Risk Manager, communications, and technical support positions. All of these positions are essential to ensuring that GE meets the needs of our students, faculty, and staff. Begin July 2022 with full implementation by May 2023.

2. Campus Collaborations and Processes
 - a. Implement a campus-wide Global Engagement operational committee modeled after AOC/GOC groups. New committee would be charged with strategic decision making and communication across colleges, schools, divisions, and units. Operational by January 2023.
 - b. Approve sufficient salary adjustments, staffing levels, and space for Global Engagement units to address current and future client needs in a responsive, relevant manner (lowering risk, liability and increasing impact). This includes expanding the existing Education Abroad advising team and the international student advisor team.
 - i. Education Abroad advisors support and promote global engagement and study abroad initiatives across campus. Advisors serve as the primary initial point of contact for students exploring and pursuing international experiences and support and coordinate that experience before, during, and after their time abroad. This includes liaising with academic advisors, financial aid staff, the Office of the Registrar, Student Business Services, and other student support services. Education Abroad advisors are also responsible for program development and delivery such as pre-departure orientations, study abroad fairs, and classroom presentations. At Texas A&M, Education Abroad advisors support approximately 8,000 students annually.
 - ii. The international student advisors advise international students, campus staff and faculty about procedures, policies and regulations related to all types of nonimmigrant status that can be used by international students at the University. The international student advisor serves as a Designated School Official (DSO) and an Alternate Responsible Officer (ARO) to federal programs governing the support of international students. At Texas A&M, international student advisors support approximately 10,000 students annually with a current ratio of 1 advisor to every 1,090 students. The standard is 1:300.
Begin September 2022.
 - c. Remove international student insurance process from International Student and Scholar Services (ISSS) and locate it with the A&M System where the requirement is mandated. This needs to be explored with the A&M System in Fall 2022 for future implementation.
 - d. Collaborate on international agreements with other relevant campus units; the Associate Vice President for Global Engagement should have delegated authority to sign international agreements as typically handled by a central international office at benchmark institutions.
 - e. Create a GE website to feature and elevate Texas A&M's global activities. Go live by August 2022.
 - f. Create a coordinated hosting process for international delegations.
 - g. Reinvigorate global recognition programs for faculty, staff, and students.

3. Strategic Initiatives/Positioning Texas A&M as a Global Leader
 - a. Obtain main campus space for a Texas A&M Global Center (see attached example photos attached in Appendix D) to house centralized international offices and highlight global activities, research, and outreach. Space is critical to building community and we do not currently have a space for our international community to gather and connect. An example of a space that could be repurposed that already exists on campus is the YMCA building. The YMCA building has an impressive entry space with a rotunda that would be ideal for displaying flags and hosting delegations, signing ceremonies, and receptions. It also has adequate space to create an area for international students, scholars, and peers to gather. Further, the YMCA building is centrally located and does not need extensive renovations. Location TBD by January 2023.
 - b. Reinvigorate Global Faculty Advocates for facilitating strategic initiatives (e.g. online international learning, area centers, capacity building in strategic sites).
 - c. Offer curricular globalization and non-academic intercultural training.
 - d. Identify and address faculty needs related to international engagement.
 - e. Identify and address international student needs, including creating a sense of belongingness and community.
 - f. Develop a strategic recruitment plan for international students in departments with capacity to grow. Implementation Fall 2023.
 - g. Create broader outreach efforts with former student networks, The Association of Former Students, and globally focused national and international organizations.

Global awareness and collaborations are essential to solve the world’s most critical problems, position our faculty to develop those solutions, and prepare our students to lead. These recommendations will create the pathway to position Texas A&M as a globally recognized university. If these recommendations are approved, a segment of the working group will continue to serve in advisory capacity to determine the implementation process of the recommendations, ensure required approvals are obtained, and develop metrics to track campus globalization efforts, identify impacts of the department’s efforts and ensure that the department is responsive and efficient in addressing needs so that Texas A&M is a leader in international education.

Approved:



M. Katherine Banks, Ph.D.
President

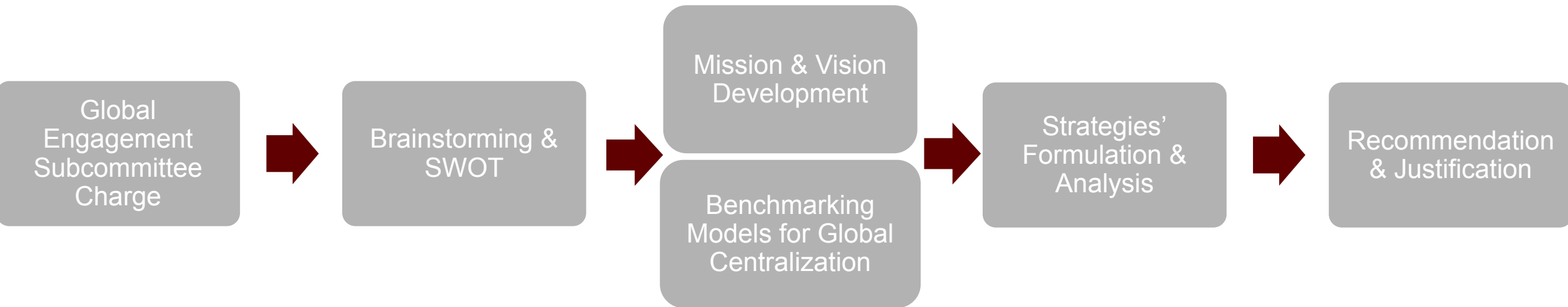
August 12, 2022

Date

APPENDIX A: Process

February 2022

May 2022



APPENDIX B: RECOMMENDATIONS & JUSTIFICATION STATEMENTS:

Recommendations	Justification Statement
<p>Every school/college/unit/branch campus (e.g., architecture, engineering, LAUNCH, MSC, Student Activities, Athletics, TAMUQ) is REQUIRED to have a designated international officer (or office) to liaise with the Global Engagement office and with students, faculty, and staff within their school, college, or unit related to international initiatives.</p> <p>Recommend that 'pillars' have an international office:</p> <ul style="list-style-type: none"> ● Agriculture & Life Sciences ● Arts & Sciences ● Health Sciences 	<p>Texas A&M University was the number one public university for sending students abroad for the five (5) years preceding COVID. To ensure consistency of information and that policies and procedures for all students, faculty, and staff traveling abroad are followed, it is imperative for every college, school, unit, and branch campus with any global functions to have a dedicated international officer (or council) that is part of the Global Engagement network. The officer (or council) will be responsible for liaising with the Global Engagement office regularly on matters related to education abroad and international student and scholar services. Additionally, the officer (or council) will be available to support students, staff, and faculty within their college, school, or unit on matters related to international initiatives and policies, including but not limited to, education abroad programs, international agreements, incoming exchange and international students, and risk management. The new Global Engagement network will resemble the AOC/GOC and research deans' model and replace the current IPC and EA liaison roles.</p>
<p>Every school/college/branch campus needs an academic advisor to serve as a point person that is well versed with international programs for students and how these impact their major or to look across disciplines; perhaps the 'director of advising' for the college.</p>	<p>For students to have successful academic experiences abroad, they must understand coursework that can be taken abroad and/or transferred back into their Texas A&M degree plan. As such, each college, school, and branch campus must dedicate at least one academic advisor that is available to students across all majors to answer questions about earning credit on global programs and to assist with the course pre-approval process. The individual must complete a required training with the Global Engagement office on an annual basis.</p>
<p>Insurance for international students should be coordinated by TAMUS as that is where the mandate is from.</p>	<p>Texas A&M international students purchase the same plans as the other undergraduates or graduate students on campus and should be handled the same as all these other students. With a requirement to purchase one of these plans because of visa issues, the international Aggies should have access to the insurance experts in response to questions and concerns. International Student Services provides duplicated services less efficiently than someone with expertise in insurance matters. No other peer institution places this role within the international student or scholar office. This also</p>

	<p>places an excessive burden on staff who already provide highly specialized immigration advice that can take 4 - 6 months to learn. Analysis of roles in this office also point to the specialized nature of the insurance workload as contributing to the excessive turnover of the international student advising staff.</p> <p>This also causes a financial burden on ISSS when students do not pay their bill and accounts must be reconciled. ISSS has lost \$16,000 in just one semester, and it is often much more costly.</p> <p><i>CITE: University of Georgia and University of Alabama’s health centers enroll undergraduate students in health insurance.</i></p>
<p>Education Abroad staff member(s) who specialize in non-academic programs abroad (Student Organizations, Athletics, unit-led trips, L. T. Jordan Institute, Internships, etc.) linked to these other offices or sharing staff from these offices.</p>	<p>Recommendation: Create 1-2 dedicated staff positions in Education Abroad with a focus on supporting non-academic programs abroad (student organizations, Athletics, unit-led trips, L.T. Jordan Institute, internships, etc.), with responsibility to keep regular contact with units running these kinds of programs and to help recruit and develop new programs.</p> <p>Non-academic programs are an important way to introduce students to international experiences and account for 40%+ of all TAMU student experiences abroad*. First-generation and under-represented minoritized students international experience disproportionately falls into these non-academic programs**. Currently, support for non-academic programs is spread across several EA staff, but hiring dedicated staff to support these programs would encourage additional engagement by non-academic groups and facilitate compliance with international travel processes and rules.</p>
<p>Need a physical space for the Global Engagement office AND to be known across campus as the place for all things global/international (YMCA)</p> <p><i>Immediate:</i> “We are bursting at the seams.” (sensitive advising conversations and Zoom meetings are occurring in shared/close spaces)</p> <p><i>Long term:</i> Dedicated space on the main campus that speaks to the importance of global programs at TAMU and to mirror our impressive rankings and worthy of hosting foreign dignitaries.</p> <p>Visit: Texas Tech, Univ. of North Texas</p>	<p>A dedicated physical space on the TAMU main campus for TAMU Global Engagement would serve as a physical hub for global activities and bring visibility to the university’s commitment to student mobility, international research, and global impact. The space would build a sense of community, providing a welcoming place for domestic and international students and scholars to engage in dialogue, network, and collaborate, would serve as a center for university and community events with an international focus and celebrate globalization efforts.</p> <p>Physical space influences behaviors and sends a message. This will make the statement of a truly global and globally reputable university.</p> <p>One-time funds to move to new space such as YMCA, or renovate existing building, or to construct new purpose-built space.</p>

<p>L.T. Jordan - Consider L.T. Jordan Institute to be under Global Engagement office</p>	<p>Physical location and museum artifacts and On-campus/MSC programming; Student organization oversight (FLI, ISA) remain in current structure.</p> <p>Integrate LT Jordan international programs with intercultural engagement and competence initiatives being created within Global Engagement office.</p>
<p>L.T. Jordan</p>	<p>International internships and service-learning</p> <p>Support for international research fellows</p> <p>Overseas Loan fund should move to existing EA office. LT Jordan is the only additional (not EA) stand alone, central study abroad office at the university that serves the whole university, not just a specific college. Thus, it is replicating the role of the EA office. Suggest combining the LT overseas programming with EA.</p>
<p>Additional support for ISS office to curb turnover and lessen turnaround time</p> <p>TAMU ISS office:</p> <p>20 staff</p> <p>9 advisors (1:1,100 student ratio)</p> <p>Acceptable 1:300 (UGA is ~1:205)</p> <ul style="list-style-type: none"> ● OPT students (~2,000/yr) ● Incoming students (processing I-20s and DS-2019s; managing Terra Dotta portal) ● Dependents ● Non-degree seeking students/exchange students <p>Starting salary is ~36k</p> <p>(UGA is ~\$45)</p>	<p>Immigration processes and policies continue to become more complex and time intensive. Nationwide, ISS professionals are experiencing extreme backlogs and a lack of clarity with policies surrounding international student visa processes. Given the size of Texas A&M University's international student population, the current staffing model in ISS is insufficient to meet the growing demands and workload inherent with this important work. To address this reality, the following recommendations are proposed:</p> <ol style="list-style-type: none"> 1. Expand ISS staff to improve the ratio of staff to student stakeholders 2. Increase ISS staff salaries to align with industry levels 3. Invest in technological resources that help streamline the work of ISS staff, to ultimately provide the best customer service to international students. 4. Develop career ladder pathways within ISS that allows for internal promotions and career advancement 5. Infuse ISS staff's work with non-immigration related tasks/responsibilities to allow for a more fulfilling professional experience.

<p>Move Qatar Support Office (QSO) to be within the Global Engagement Office</p>	<p>We can consider TAMUQ to be like the Galveston campus and require a designated international staff to provide coordination (consistent and within EA guides) to all student programs including TAMU students going to Qatar and TAMUQ students coming to TAMU</p>
<p>Create a Manager of Risk, Health, and Safety located in the Department of Global Engagement.</p> <p>Create a high-level group (Legal, Risk and Compliance, Export Control, Global Engagement, College/School representatives, etc.) that reviews and makes recommendations about high-risk international engagement and establishes published guidelines for these reviews.</p>	<p>Over the last two years, the global pandemic has raised awareness about the complexity of international activities through the stoppage of international travel, which stranded students, faculty and staff in various locations and suspended a great deal of international engagement. Determining risk of travel, risk of engagement with certain countries or vendors, and managing international student/faculty/visitor emergencies in the US or emergencies abroad during a sanctioned University activity requires special skills and knowledge that is best maintained in a centralized position within the centralized office. Global Engagement has oversight for locations abroad in Mexico and Costa Rica with site specific risk management and insurance needs and facilitates the highest level of Education Abroad and international student populations in the US. However, Texas A&M does not match peer institutions who have better organizational structures for emergency management of global programs. For example, UC Berkeley has a high-level university committee that reviews academic activities classified as “high risk” and has identified guide rails within which such programs are identified and must operate if approved to move forward. Texas A&M’s current process operates on a crisis-based process and routes risky travel to the President for approval.</p>
<p>Have an International Contract dedicated person in the Department of Contract Administration.</p> <p>Delegation of Authority for signing these agreements should be in the Department of Global Engagement.</p> <p>Create a coordination mechanism for those who work on various types of global agreements/processes on campus.</p>	<p>There are several types of international agreements that require review, negotiation, and approval: international partnership agreements (MOAs), sponsored students contract and education abroad contracts. While the international partnership agreements have a Global Engagement staff member with a dedicated portion of her time to handle the approximately 160 active international partnerships with foreign institutions, these agreements have no financial obligations and are therefore less risky than the other two types of contracts. Currently these riskier monetary (labor laws, insurance) contracts are scattered across several people in Global Engagement who rely heavily on Contract Administration or other risk management specialists to review and negotiate their wording and obtain signatures. Indeed, many of the education abroad contracts are handled in departments across campus but at the end, they all funnel through Contract Administration. As these education abroad contracts are very specialized, this is a duplication of effort. Most importantly, it can take over 9 months to have these education</p>

	<p>abroad contracts finalized through Contract Administration. A dedicated contract person who can explain TAMU/TEXAS requirements and knows where clauses can be omitted or negotiated will expedite the process and allow programs to be implemented more effectively and lower the institutional risk.</p> <p>Having the senior international officer (Hudson as AVP) serve as signatory for these types of international agreements and contracts invests the university position with the most knowledge about these agreements with the authority to monitor risk and compliance issues associated with them. Global Engagement by nature is a collaborative department that cannot perform its role in isolation, ensuring that a collaborative process of review, negotiation, and assessment takes place prior to signature.</p>
<p>Outreach and Communication position located in GE</p>	<p>The Global Engagement office will need an extensive internal and external communications plan in order to disseminate information and opportunities to the campus-community and to share stories of international impact with industry, public officials, thought leaders, and former students. Will also serve to collect, and thereby amplify, global engagement successes from throughout the university community. Full traditional and dynamic social media presence required. Consistent messaging, branding, and professionalism will serve to enhance communications.</p>
<p>Website for Global Engagement</p>	<p>Subcategory of the Outreach and Communication position. A comprehensive website will serve as a first stop for all things international at TAMU, providing direct information from the office of Global Engagement and linking to other TAMU units.</p> <p>One-time funds to construct a website; Recurring funds to staff updates and maintenance.</p>
<p>A program manager to support technology-based projects and manage application integration for the department. This is not a PITO position and is specific to the needs of GE.</p>	<p>There are two specialized data management programs maintained by Global Engagement: 1) federally mandated Student and Exchange Visitor Information System (SEVIS) interface for international students, faculty, and scholars, and 2) education abroad application, management, and tracking system for students going abroad. Both are critical university functions and the ISSS SEVIS database is currently managed by staff with no special technical expertise and other duties related to these functions. EA has a staff member who can be centralized to provide support for the whole department.</p> <p>In addition, the website for Global Engagement must provide an interactive interface with the specialized data management systems managed by this unit as well as with live research data downloads (Soltis Center) and operating in two languages (Mexico and Soltis Center). Both the student data management tools upload confidential data from the University's Compass system, and the one designed for SEVIS also uploads information into the US Customs and</p>

	Immigration Services database.
Continuation of Global Faculty Advocate Program for initiatives where the Department of Global Engagement needs faculty leadership, including the two international sites owned by TAMU: Costa Rica and Mexico City, but expand it to include other areas and funding for Global Engagement.	This program currently provides faculty with a small stipend as a means to encourage global engagement in targeted university initiatives best led by faculty. It has been particularly useful for the Soltis Center for Research and Education, for example. Dr. Don Brightsmith has used his \$10,000 annual stipend and three-year appointment to encourage other faculty members to visit Costa Rica, which has resulted in the development of new education abroad programs and encouraged other faculty to develop or expand research projects in Costa Rica. This recommendation expands this proven concept to include the Mexico Office and other short or long term initiatives, such as those identified in these recommendations, that would be benefitted by faculty leadership for those with specialized global expertise. It also expands the program to include funding support for other areas of faculty global engagement such as program development.
Create a new department or role focused on international student success and domestic student intercultural competency (non-academic)	Prevailing models for effective international student support and domestic student competence development include a centralized department focused on the co-curricular aspects of service to international students and intercultural competency development for all students. By housing these efforts together, the University can both more effectively serve our international students while also leveraging our diverse international student population to help educate our domestic students.
Continue Community of Respect Intercultural Training programs for faculty and staff.	This department could provide much needed consistent intercultural (non-academic) training for students going abroad/not leaving campus; and interested faculty and staff; re-entry programming for returning students. Further, this entity would provide on-going transition assistance for international students (i.e. orientation, tax assistance, cultural adjustment trainings, etc.).
International Faculty & Scholars should be part of the Global Engagement office (as is done at many other universities); if not, at least in appearance with mention on the website; 'welcoming function' for international faculty would also make more sense for joint programming	<p>Include an Office of International Faculty Services in the Global Engagement Entity.</p> <p>The majority of our peer institutions had an office similar to what we propose. It seems to be the best way to address all needs in the most efficient manner.</p> <p>Examining 12 peer institutions, in all cases, the faculty and scholar services were together. In 9 of those cases there was one office serving students, faculty, and scholars (Berkeley, Indiana, Mich. St., Oregon, Penn State, Purdue, UCLA, Texas, and UVA). For the other three, there was a combined student/scholar office and a separate office for H1B/O at the Univ. of Florida and a combined</p>

	<p>scholar/faculty office and a separate office for students at Ohio State and Wisconsin. Furthermore, the predominant model is to have this unit in a centralized international office if one exists.</p>
<p>Explore support for faculty/staff/administrators to engage in international research</p>	<p>Global Engagement needs to have a set list of pre-written documents for faculty to use as they apply for global grants or grants that have a global component. For example, TAMU description, TAMU Global Engagement goals and strategic priorities.</p> <p>Periodically engage with faculty and staff to assess needs to support global engagement.</p> <p>Reach out to faculty and staff who received applied for global grants (Fulbright; NSF IRES...) ask what support can be provided to incentivize more people to look for and apply for these opportunities</p>
<p>New global program initiatives</p>	<p>The Department of Global Engagement should seek, promote and implement opportunities to make Texas A&M a leader for Global Engagement.</p> <p>There are opportunities for cross-campus synergies that may not be possible for a single college or department to facilitate on their own. For example, obtaining a funded Area Studies program, identifying an interdisciplinary project abroad, or liaising with VPR to leverage research collaborations. The Department of Global Engagement should create opportunities for such engagement, provide targeted resources, and serve as the coordinating mechanism to foster them.</p> <p>For example, the department should have incentive funding to encourage faculty to create student programs, or develop international research partnership, globalize the curriculum, or provide matching funds for globally focused grants. The department could develop information sessions and training for faculty and decision makers to engage globally or facilitate global experiences for students, boilerplate information for faculty grant writing, and incentivize self-reporting of international engagement from faculty so that the institution has a better perspective on its global footprint and impact.</p> <p>Promote interdisciplinary opportunities for broad range collaboration, encourage robust partnerships rather than small unit collaboration.</p>

	<p>Stronger presence with organizations like IIE, Fulbright. Industry relationship, Global Engagement Grant, Global Faculty Ambassadors, Global programming, Innovation X grants, etc. Funding for new programming related to cultural understanding, global activities, enhancing the presence of TAMU globally.</p>
<p>Global Engagement should provide a coordinated hosting role for international visitors, particularly high-level dignitaries.</p>	<p>All peer institutions have a centralized coordination point for visits of foreign dignitaries or delegations and advice to campus units hosting these visitors to ensure appropriate protocols, facilitate logistics and university officials attending; coordinate parking, Wi-Fi access, letters to support visitors obtaining visas, and many other visit details including providing official university gifts and welcome packets. Texas A&M currently coordinates centrally only the reservation of international flags. While some of these hosting roles may be served by web-based resources, a position is needed because of the many international visitors and the opportunity for collaboration across colleges and departments that are currently missed when there is no centralized knowledge of these visits. This also provides an opportunity for better export control review and tracking of international visitors, management of time for university officials who need to visit with these guests, and university gifts provided to visiting delegations. This would also provide consistent information pieces and ensure international protocols are in place for visiting delegations.</p>
<p>Reinvigorate previous global recognition programs and develop new ones that honor outstanding commitment to international engagement.</p>	<p>Recognition awards for faculty and staff service related to global engagement have not been awarded for between 5 -10 years. These globally focused recognition programs were essential to reward faculty through the Bush Excellence in Teaching, in Research, and in Service awards and the Presidential Award of Excellence for Faculty Service to International Students. Made in conjunction with the Association of Former Students, the Outstanding International Alumnus award was special recognition for a former student who attended Texas A&M as an international student and provided a high level of service to Texas A&M. These award programs should be revived and expanded with both student and staff excellence awards for outstanding contributions to Texas A&M's Global Engagement. This is particularly important given the number of staff and student employees who work on global efforts at Texas A&M.</p>
<p>Coordinate and offer Collaborative Online International Learning (COIL) opportunities, with a consistent platform for shared learning experiences across schools and colleges, both synchronous or asynchronous, perhaps with simultaneous language translation.</p>	<p>Providing coordination of COIL classes is essential for the students who are unable to go abroad and to ensure continued international education in the face of global cataclysmic events such as pandemics. Ensuring a viable platform across campus to facilitate faculty development of courses is essential as is coordination of provider opportunities. This is a growing need and will require a new staff member.</p>

Development of a targeted recruitment plan for international students	Currently, these students overwhelm the admission office with applications. Texas A&M would benefit from a thoughtful plan for recruitment in areas that may benefit institutional goals.
International student, faculty, and scholar advocacy should be a role of the Global Engagement Department	The offices providing support services for these populations provide a level of advocacy, as do departments and colleges who enroll or hire them, but the Department of Global Engagement should serve as an advocate liaison at the highest levels of the institution, facilitating informed responses to international incidents and coordinating with other offices to ensure that issues impacting this population are raised and addressed.
Work with the Association of Former Students to more fully develop the network of former international Aggies.	The Association of Former Students is a wonderful asset to the institution in terms of advocacy, student engagement, and developing partnerships around the world that assist with teaching, learning, and scholarship endeavors whether in the US or abroad. The department of Global Engagement should have a liaison who interfaces with the Association to build out the international layer of the former student network.
Identify ways to ensure that the Fulbright components across campus are more tightly linked and provide cohesive services both for outgoing and incoming faculty, staff, and students.	Texas A&M has well situated liaisons for four different parts of the Fulbright program, and all work well together. However, all of these would benefit from regular coordination, facilitated by Global Engagement, to capture synergies and identify ways to enhance the visibility and services for this program.
Identify Global Engagement points of contact in Academic and other support service areas to assist specialized needs of incoming international students.	The Global Engagement office needs access to academic and support service staff who are trained with the specific skills necessary to support incoming exchange students, international undergraduate students, and sponsored students in such areas as admissions, financial aid, and residence life. A specific point of contact within each office that supports these services for these populations must be identified and liaise regularly with the Global Engagement office. For example, there should be in undergraduate admissions an International Undergraduate Admissions Specialist.
International Internship position located in GE	<p>High-Level Justification: This position is needed to advise students, oversee the processing of paperwork and health insurance, collaborate with the Manager of Risk, Health, and Safety to ensure the most recent standards are being met, as well as coordinate with third-party providers, the Career Center, and internal university programs, including the J1 intern scholars. In the last 5 academic years, the university has tracked nearly 175 students/year participating in international internships.</p> <p>Additional Justification: The position could collaborate with the Career Center and the Hire Aggies platform to find international</p>

internship opportunities and build an international internship network in addition to the traditional avenues of provider programs and TAMU programs (LT Jordan, PPIP/ANRP). Additionally, there is great potential to create a “domestic internship program” for J1 students (following all federal rules) for international students, as these students are looking for “international” internships as well and being here is their international experience. This position could have some revenue generating potential, if an “admin fee” is charged for finding placements – this is what the third-party providers do, so there is no reason we couldn’t have that in-house.

Office of Global Engagement College of Arts & Sciences

This document was created in anticipation of a recommendation by the global engagement subgroup of Working Group #5, for the *Path Forward*, that each of the four colleges at Texas A&M University have a global engagement unit, akin to those in the College of Engineering and Mays Business School. What follows is a description of a proposed Office of Global Engagement in the College of Arts & Sciences.

The sheer size of the new College of Arts & Sciences, as well as its prominence on campus, greatly increase the coordination and capacities necessary to adequately execute global engagement. Indeed, the College of Arts & Sciences should be a leader in this area. Global engagement is a broad perspective and approach to campus internationalization that goes beyond simply study abroad. Global learning, after all, should take place not just abroad, but also on-campus, in- and out-of-the classroom. The focus of the Colleges of Liberal Arts, Science, and Geosciences, however, has been limited to study abroad.

This overview presents a description of the objectives the Office of Global Engagement would best serve, an outline of its scope and functions, and concludes with the unit's structure and anticipated needs.

Objectives

The Office of Global Engagement will:

- Advance the College of Arts & Sciences' global footprint.
- Foster an environment for global engagement and learning college wide.
- Provide students with on- and off-campus opportunities to develop global perspectives, intercultural competence, and global citizenship.
- Support faculty and departments in their global engagement endeavors.

Ultimately, it is recommended that an advisory group of college stakeholders help shape the development of this unit's vision and strategic priorities.

Functions

The Office of Global Engagement will steer implementation of the College of Arts & Sciences' global engagement strategy and collaborate with internal and external partners to execute new opportunities for students, faculty, and departments. Establishing this unit creates exciting new capacities and opportunities previously unavailable. An overview of these new capacities is provided first, followed by a description of the unit's work in three key areas: Student mobility, global learning on campus, and international partnerships.

Opportunities

This reorganization offers an opportunity to create a new foundation for collaboration in our new college. This is particularly the case with interdisciplinary global programs, for example study abroad and COIL (Collaborative Online International Learning). Starting from scratch with new mar-comm and development units offers an opportunity to grow strategic collaborations on such thing as:

- Engaging former students who live abroad.
- Highlighting our students, faculty, and programs that have global impact.

- Donor engagement regarding global learning.
- Effective promotion of global engagement opportunities.

Rather than focusing solely on study abroad promotion, the Office of Global Engagement will provide all students opportunities to develop global knowledge. This will involve the creation of our own initiatives, workshops, and events, but also serving as a clearinghouse on the variety of learning opportunities that exist on campus. This unit will also be positioned to advance issues of diversity, equity, inclusion, and social justice, the discussion of which is often relegated to the domestic context.

At the same time, the Office of Global Engagement will be equipped to support students through the entire life cycle of education abroad, from interest through return and graduation. Areas for innovation in education abroad include:

- Increasing study abroad rates among science majors.
- Prioritizing diversity abroad and students underrepresented in this activity.
- Supporting and growing our students' applications for national scholarships, such as the Fulbright, Rhodes, Marshall, Gilman, and Boran.
- Creating programs specific to heritage speakers of Spanish, an underserved population in study abroad programming.
- Re-entry workshops for study abroad returnees, to guide reflection and career application.

The Office of Global Engagement will also be situated to better support our international students, both degree-seeking and visiting exchange students, through programming that develops community and opportunities to connect with others. Our international students and scholars, as well as former students abroad, are also an untapped resource for global engagement on campus.

Faculty and departments will benefit from enhanced supports in the areas of international program development, growing international partnerships, and internationalization of the curriculum, with emphasis on the internationalization of campus-based learning. Areas for innovation include:

- Supporting federal grant applications with a global engagement component.
- Establishing new strategic international partnerships for research collaborations that bring opportunities for faculty and graduate students.
- Assisting with international student recruitment and J-1 student research visitors.
- Creating interdisciplinary approaches to global engagement.
- Instituting COIL (collaborative online international learning).
- Establishing global learning outcomes and providing assessment services using the *Intercultural Development Inventory* (IDI) or the *Beliefs, Events, and Values Inventory* (BEVI).

Student Mobility

Student mobility involves outgoing study abroad students, incoming study abroad (exchange) students, and international students who are degree seeking. The Office of Global Engagement will create programs and partnerships that offer new international opportunities for our variety of majors and the international students we host. The office will also administer international field trips, college-level exchange programs, and faculty-led study abroad programs, and the transfer credit pre-approval process. This unit will serve as a resource for students on study abroad planning and national scholarship applications, and provide outreach and marketing through info sessions, mini fairs, and workshops. Issues of affordability and diversity abroad will be a priority.

This unit will serve as a departmental resource regarding program development, student travel, critical incidents, and risk. The Office of Global Engagement will also serve as a resource for departments regarding the recruitment of degree-seeking international students, provide departments assistance in inviting visiting J-1 student researchers and interns, support relevant campus partners in critical incident response, and coordinate international visitor delegation logistics with relevant campus partners.

Global Learning on Campus

Since only about 10% of undergraduates study abroad, even alongside efforts to increase this number, it is important to ensure that all students on campus have opportunities to engage in global learning. The Office of Global Engagement will create/promote co-curricular and curricular opportunities, such as COIL, to ensure equal access to learning experiences that develop intercultural competence and global knowledge. This will include engagement and outreach to students, faculty, and departments; the promotion of academic programs, minors, and certificates that facilitate global engagement and intercultural learning (e.g. Global Languages and Cultures, BIMS Spanish, Communication and Global Media, Diversity and Social Justice, etc.); and support for faculty and departments with grant applications and the internationalization of courses and curriculum.

International Partnerships

The Office of Global Engagement will serve as the point of contact in Arts & Sciences regarding all international partnerships and agreements, will collaborate with the university to execute new memoranda of understanding/agreement and renewals, develop strategic college-wide exchange partnerships, support departments in establishing research and exchange collaborations, and host visiting delegations from prospective and current partners.

Office Structure

The Office of Global Engagement will be headed by a director who has leadership and oversight of unit strategy and administration. The director will report to an associate dean and oversee one to two staff and student workers.

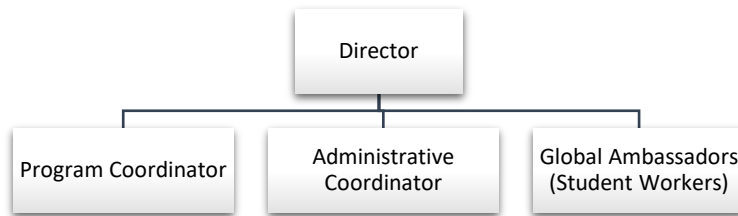
The director will serve as the College of Arts & Sciences liaison to the university's global engagement unit, and lead program development, faculty and department engagement and support, curriculum-related initiatives such as COIL, grant support, critical incident response, risk management, international partnerships, assessment, and budget management. The director will also coordinate a College of Arts & Sciences global engagement advisory committee.

Based on similar units on campus, and the anticipated scope of the Office of Global Engagement, two staff under the director may ultimately be necessary. Whereas the director is primarily faculty-, department-, and administration-facing, staff will be more student-facing roles.

The first staff might best have the title of Program Coordinator or Program Assistant and focus on study abroad. This would encompass student engagement, program promotion, transfer credit pre-approval process oversight, and study abroad advising and resources. This individual would have a dotted line to one to two student workers.

The second staff member might best be an Administrative Coordinator or Program Assistant. This individual will provide general support for the director and assist with programming outside study

abroad. This may include international student engagement, exchange student programming, visiting J-1 student researchers, visiting delegation logistics, event planning, and social media. This individual may also have a dotted line to one to two student workers providing general office and event support.



Needs

Initial needs involve staffing, space, and funding. While waiting for staff to be hired, a graduate assistant or student worker would be helpful to support the director in scaling up operations. If one staff is hired initially, it is recommended that be the education abroad focused Program Coordinator. Space on the college’s website to establish a dedicated web presence will also be critical.

Visibility and accessibility are key. A centrally located office is inviting, encourages walk-ins, and reminds individuals of the presence and importance of global engagement. As we anticipate moving to the Academic Building, a first-floor location with reception space and two to three offices is ideal.

While an accurate budget is dependent upon knowledge of specific programs, initiatives, and a funding model for faculty-led programs, an attempt at a basic budget is nevertheless offered below.

Operating	
Student Wages	\$ 13,000
Professional Development	\$ 5,000
Miscellaneous	\$ 1,000
Education Abroad	
Faculty Led Study Abroad (depends on funding model)	\$ 200,000
Miscellaneous	\$ 5,000
Global Engagement	
Student Initiatives, Programming, Activities	\$ 20,000
Miscellaneous	\$ 5,000
Total	\$ 249,000

While the option exists to consider a fee-based model for study abroad programs, there are pros and cons to this model, which may not be a good fit for Arts & Sciences. This consideration is best deferred to a couple years down the road, once both the College and Office of Global Engagement are well established.

Texas Tech University's International Center



OSU's Watkins International Center



APPENDIX E: UNIVERSITY COMPARISON

Indiana University

IU Global

<https://global.iu.edu/>



Univ. of Wisconsin

International Division

<https://international.wisc.edu/>



UC Davis

UC Davis Global Affairs

<https://globalaffairs.ucdavis.edu>



The Ohio State Univ.

Office of International Affairs

<https://oia.osu.edu/>



OFFICE STRUCTURE

Indiana University – OFFICE

- **Office of International Affairs**
 - **Office of International Services** (coordinates recruitment/admissions for international students)
 - **Office of Overseas Study** (provides visa services, administers study abroad programs)
- **Office of International Development** (administers contracts and grants)
- **Office of International Partnerships** (develops and oversees university-wide partnerships and exchange agreements)
- **Honors Program in Foreign Languages** (foreign language immersion programs for HS students in eight countries)

UC Davis – OFFICE

- **Global Affairs**
 - Development
 - Engagement with SDGs
 - Global Education
 - Global Centers
- **Academic Programs and Partnerships**
 - Article 26 Backpack
 - Faculty Programs
 - International Agreements and Partnerships
 - International Visits and Delegations
 - International Academic Programs
 - Global Professional Programs
 - UC Davis Arab Region Consortium
 - UC Davis Chile Life Sciences Innovation Center
- **Global Learning Hub**
 - **Study Abroad**
 - Global Internships and Research (database)
 - Global Community Engagement
 - Global Skills and Leadership
- **Services for International Students and Scholars**

University of Wisconsin – DIVISION

- **International Division**
- **International Academic Programs** (study abroad)
- **International Student Services** (F and J visas)
- **International Faculty and Staff Services** (non-student immigration support)
- **International Internship Program** (cultivate in-person internships and applications for credit from independent students)
- **International Projects Office** (develops initiatives, administers service agreements, provides support for international grants and contracts)
- **Institute for Regional & International Studies** (comprises and provides coordination and administrative support for 9 area studies centers (incl 8 NRCs) and International Studies major (College of Arts & Sci))
- **Language Program Office** (foster less commonly taught languages; includes Project Go)

The Ohio State University – OFFICE

- **Office of International Affairs**
- **Area Studies Centers** (African Studies; Latin American Studies; Slavic, Ea European & Eurasian St; Ea Asian St; Chinese St; Japanese St; Korean St; Mid Ea St; mostly supported by Title VI grants and FLAS)
- **Global Education** (study abroad)
- **Global Gateways** (offices in Shanghai, Mumbai, São Paulo)
- **Global Engagement** (promote cross-cultural relats. on campus)
- **Global One Health initiative**
- **International Partnerships**
- **Global Risk and Safety**
- **International Scholars**
- **International Students**

**organization of unit seems to be based on ACE toolkit*

LEADERSHIP POSITIONS

Indiana University

- Vice President for Int'l Affairs (*reports to university president*)
- Associate Vice Chancellor for Int'l Affairs
- Associate VP for Int'l Research and Development
- Assistant VP for Int'l Affairs
- Associate VP for Int'l Partnerships and Senior Advisor for Int'l Advancement
- Interim Associate VP for Int'l Services
- Associate VP for Overseas Study
- Chief of Staff
- Director of Int'l Gateway Offices
- Director of Development, Int'l Advancement
- Director of Finance and Administration
- Director of Marketing and Communications

UC Davis

- Vice Provost and Dean, Global Affairs
- Associate Vice Provost of Global Education, Global Affairs
- Associate Vice Provost of Academic Programs and Partnerships Global Affairs
- Assistant Vice Provost, Global Affairs
- Director Services for International Students and Scholars
- Director Global Professional Programs
- Director of Faculty Engagement
- Director (interim), Academic Programs Global Learning Hub Global Affairs
- Executive Director, Global Learning Hub.Global Affairs

University of Wisconsin

- Vice Provost and Dean, Int'l Division (*reports to Provost and VC Academic Affairs* □ *Chancellor*)
- Associate Dean
- Associate Dean; Int'l Safety & Security Director
- Interim Associate Dean; Faculty Director, IRIS
- Director, Int'l Projects Office
- Director, Int'l Academic Programs
- Director, Int'l Student Services
- Director, Int'l Faculty and Staff Services
- Chief of Staff
- Director, Int'l Internship Program
- Director, Language Program Office

The Ohio State University

- Vice Provost for Global Strategies and International Affairs
- Associate Vice Provost
- Executive Director of International Advancement
- Exec Dir of Global Gateways and International Partnerships
- Exec Dir, Global One Health Initiative
- Director, Fulbright Scholar and Fulbright-Hays Programs
- Directors, Brazil/China/India Gateway
- Directors, various Area Studies Ctrs.
- Director, Communications
- Director, Global Education
- Director, Int'l Ss and Scholars

GLOBAL PRESENCE

Indiana University

- *Ferguson International Center* - purpose built building on IU campus
- *Global Gateways* –Network to build relationships with universities, institutes, NGOs, government, and businesses around the world for research, partnerships, conferences, workshops, study, and internships; IU branded space w/ resident staff
- *Study Abroad Centers* - Italy (Bologna) and Spain (Madrid)
- *“Internationalization at Home”*
 - Promoting global competency on-campus
 - Global Classroom (COIL)
 - Sustainability Poster Competition
 - Diplomacy Lab
 - Institute for Curriculum and Campus Internationalization
- *Alumni Association* (links to chapters abroad)

UC Davis

- “A physical hub for global activities.” – the International Center at UC Davis welcomes domestic and international students and scholars alike to share experiences, engage in dialogue, and be a part of community events.
- “Global Education for all” initiative
- UC Davis Chile; UC Davis Arab Region Consortium

University of Wisconsin

- *Student opportunities-*
 - On campus
 - Beyond campus
 - International students
- *Alumni opportunities-*
 - Badger bridge
 - Alumni learning
 - Badgers near you

The Ohio State University

- Area Studies Center: Africa Studies; Latin America Studies; Slavic, East European and Euroasian Studies; Polish Studies Initiative; Middle East Studies; East Asia Studies, Institute for Chinese Studies; Institute for Japanese Studies; Institute for Korean Studies
- Global Gateways - Physical Locations Abroad: Brazil; China; India
- “Global Option” for most undergrad degrees

MISSION / VISION STATEMENTS

Indiana University

“Global engagement is for all... It is for our students, our faculty, our state, our nation, and our world. IU seeks to train the next generation of industry, government, academic, and civil society leaders; to generate research and knowledge that can help solve major global challenges; and to work in close collaboration with partners both locally and globally to improve our society. The Office of the Vice President for International Affairs promotes global engagement at IU across all aspects of the university’s mission.”

UC Davis

Global Affairs brings the world to UC Davis, welcoming more than 10,000 international students, scholars and leaders, and hosting programs that inspire global curiosity, understanding and engagement. Compelled by the valuable outcomes of thinking globally, we make transformative opportunities a reality by supporting the thousands of students and faculty learning and researching globally—and by facilitating collaborations that tackle the world’s most pressing challenges through more than 150 global partnerships.

Putting our vision of a UC Davis community that engages, thrives, and leads in this interconnected world into action, Global Affairs is in pursuit of an ambitious goal: [Global Education for All](#).

University of Wisconsin

*The International Division leads efforts at the **University of Wisconsin–Madison** to cultivate international scholarship and engagement, promote global awareness, and prepare students for a diverse and interconnected world.*

Mission: *“We lead campus efforts to cultivate international scholarship and engagement, promote global awareness, and prepare students for a diverse and interconnected world.”*

Vision: *“Our vision is best expressed through the perceptions of our key stakeholders.” (faculty, students, staff members, alumni, and community members)*

The Ohio State University

Mission: *The Office of International Affairs: Engages Ohio State's students and faculty in educational and research experiences internationally; Facilitates the integration of international students and scholars into Ohio State's world of knowledge; Fosters excellence in the study of languages, the history of arts and cultures and their societies, and international security; Provides information and access to Ohio State's academic expertise for the benefit of communities the world over*

Vision: *The Ohio State community relies on the unique international expertise of the Office of International Affairs to provide it with information and access to premier opportunities in a global setting.*

NOTABLE TAKEAWAYS FROM OTHERS

Michigan State (*Four pillars*)

- Innovating Global Solutions
- Creating Global Citizens
- Generating Global Investment
- Upholding MSU Values of Diversity, Equity and Inclusion

Purdue

- Global office staff who provide intercultural learning/training (much is non-credit based but it connects to faculty that also teach)
- Strong Assessment Hub for global learning

UC Berkeley

- Hub for all international areas... even if they don't manage it, they link to it
- System-wide study abroad opportunities are available to all UC system students
- They define 'complex international activities' - duration, country, certain activities (if it is outside these risk guide rails → they require additional review/approval by a comprehensive group – legal, research, export control, global engagement, etc. and promise a review in one week)

UCLA (*Three main pillars*)

- Global engagement (strategy, partnerships, hosting dignitaries, alumni network abroad, etc.)
- International education (international students and study abroad; fundraising for scholarships and fellowships)
- International Institute (academic programs in global and area studies, 650+ affiliated faculty, supports language courses, houses centers and programs that support multi disciplinary research, host public events, link university to LA community, NRCs, Fulbright)

University of Illinois Urbana-Champaign

- Guidance for faculty conducting research is very clear, e.g., managing foreign influence with decision making and a 'my disclosures' online reporting

NOTABLE TAKEAWAYS FROM OTHERS

University of Oregon (Division of Global Engagement)

- Global Studies Institute as unit w/in the division: supports faculty, depts, projs; supports centers and programs; affiliate academic units (ex: School of Global Studies & Languages)

OVERARCHING THEMES FOR GLOBAL UNIT

- Create (or build!) a dedicated space
- Include positions dedicated to Communication & Marketing, Research Initiatives, and Safety and Security
- Be a hub for:
 - Connecting all things global/international on-campus
 - All opportunities for students to gain global learning/intercultural competence, both on campus and off; provide basic intercultural training for all students going abroad
- Provide the following support:
 - Help units with bringing more Title VI resource centers; FLAS and Fulbright to campus
 - Develop a greater connection with alumni abroad and international alumni in the U.S. with Association of Former Students
 - Create awards and grants for global activities; identify status of existing award programs (Presidential Excellence awards, Outstanding International Alumnus)
 - Oversee cross-campus engagement by hosting events, dignitaries, etc.
- Options for **international faculty, students, and scholar services**:
 - Combined international student, faculty, scholar office – Berkeley, Indiana, Mich. St., Oregon, Penn State, Purdue, UCLA, Texas, UVA
 - Combined student/scholar office and a separate office for H1B/O – Univ. of Florida
 - Combined scholar/faculty office and a separate office for students – Ohio State, Wisconsin
- **Sponsored Students** - agreements, recruiting
- Reestablish the **English Language Institute**; consider connection to current English Language Program in Center for Teaching Excellence
- Create pathways that make it easy for faculty and administrators to know which entity needs to review and approve various types of international agreements, risky travel, or other international engagement