

REPORT FROM THE TASK FORCE ON INTERNATIONALIZING THE CURRICULUM - 2004

EXECUTIVE SUMMARY

The Task Force on Internationalizing the Curriculum met from January 2004 to November 2004. The charge of the Task Force was (1) to assess the present state of internationalization of the curriculum, (2) to develop the campus-wide expectation that undergraduate students will have an international learning or work experience in another culture, and (3) to propose goals and strategies for enhancing the international dimension of the curriculum at UC Davis. Recognizing the campus' historic strengths in international education and research, the Task Force recommends the following initiatives:

- Internationalize the UC Davis curriculum so that students are confronted with different cultures, political systems, and economic systems, both inside and outside the classroom. Enlarge the cohort of international students and scholars on campus and integrate them more effectively into the learning environment.
- Incorporate an international dimension into the General Education requirements, to ensure that students choose either an education abroad experience or take advantage of international experiences locally. We support the proposal of the Academic Senate Committee on International Studies and Exchanges (CISE) to establish an International Education GE requirement, which could be met by a study/internship abroad or by an international learning experience through UC Davis (Appendix 9).
- Enhance the research, internship and international experiences for students through expansion of study, internships and work-learn opportunities abroad. Integrate education abroad experience seamlessly into the curriculum.
- Strengthen and develop new international courses at UC Davis.
- Encourage an international component to faculty activities, promotion and tenure packets, job descriptions, and a reward system for faculty who participate in efforts to internationalize the curriculum.

These recommendations were adopted unanimously by the members of the Task Force: Dennis Dutschke and Peter Schiffman, co-chairs, Patrick Brown, Jean-Xavier Guinard, Jeannette Money, Lorena Oropeza, and Dino Tinti. Proposals for implementation are detailed in the attached report.

REPORT FROM THE TASK FORCE ON INTERNATIONALIZING THE CURRICULUM

Introduction

The UC Davis Academic Senate established the joint Administration/Faculty Senate Task Force in Fall Quarter 2003. The charge of the Task Force was to assess the present state of internationalization of the curriculum, and to propose goals and strategies for enhancing the international dimension of the curriculum at UC Davis.

The Task Force is the most recent in a series of initiatives to globalize the university that date back to the late 1980s (Appendix 1). The initial goal was to create an administrative structure for campus efforts at internationalization. The Globalization Initiative of 1995 sought to implement this goal as well as to develop educational and research programs that would enable UC Davis to become a leading global university. In 2001, the Office of the Vice Provost of University Outreach and International Programs was ultimately established to facilitate and coordinate international education and research. The Vice Provost Office of International Programs is guided by the International Research, Education and Outreach Mission that puts at the forefront international discovery, learning and engagement.

Chancellor Larry Vanderhoef has taken the lead in championing international education at UC Davis. Most recently in his 2004 Convocation speech, "Crossing Boundaries Imagined and Real," he argued,

"And what better place to prepare those world citizens, people who can see bridges instead of boundaries, than at our colleges and universities? I hope that a global perspective will eventually permeate our curriculum and our discussions and that the day will come when all of our students will be able to have an experience in another culture."

The globalization initiative has also found a prominent place in the UC Davis Vision: Strategic Plan to Achieve Campus Aspirations, as international education and research have become integral to the university goals of learning, discovery and engagement (Appendix 2).

UC Davis' international aspirations and strategies are shared by institutions of higher learning across the United States, from elite private universities like Harvard University to large public land-grant universities like the Universities of Michigan, Minnesota and Wisconsin. Major national associations, including the American Association of Universities (AAU), American Council on Education (ACE) and the National Association of State Universities and Land-Grant Colleges have joined the effort to internationalize American universities.

More and more of the members of the academic community are joining the Chancellor in providing international education and research opportunities that are integral to the

curriculum. The International Relations major is one of the largest on campus; many courses contain international components and more international classes are added to the curriculum annually; the number of students participating in study, internship and research programs abroad has increased dramatically, with over 1,000 students abroad in 2003-2004 (Appendix 3); there has been a significant increase in international programs, centers and institutes at UC Davis, such as the Hemispheric Institute on the Americas, the Program in International Nutrition, and the international programs in the College of Agricultural and Environmental Studies.

UC Davis is becoming increasingly international and the Task Force is proposing strategies to enhance the process by building on existing strengths and developing the campus' vast potential to be a global leader. We envision a curriculum that is truly international and actively engages the entire academic community at UC Davis.

Assessment

During the Winter and Spring Quarters 2004, the Task Force conducted an assessment of the present state of the internationalization of the UC Davis curriculum. The principal assessment activities were:

1. An email survey on internationalization of the curriculum was sent to members of the Davis Division of the Academic Senate and the Federation (Appendix 4). Over half of the 400 survey respondents agreed with the statement "International competency is important enough that UC Davis should require all students to have an international educational/research experience to graduate." They further agreed that this international competency could be achieved through study/internships abroad and/or coursework on campus.
2. The Task Force met with key campus administrators, directors, and faculty to discuss various issues related to internationalization (Appendix 5). These discussions informed the Task Force on current initiatives, including foreign language learning, especially of the less commonly taught languages; General Education requirements as they related to international competency; international courses in the curriculum, the integration of an international experience into graduate studies; and study and internships abroad.
3. The Task Force compiled a comprehensive list of campus courses with an international content (Appendix 6). The list of courses with an international component is large and represents an important opportunity for students to develop international competency.
4. The Task Force assessed the capacity of UC Davis to offer opportunities for study/internships abroad. UC Davis has a wide array of programs to offer undergraduates and graduates, including the system-wide Education Abroad Program, UC Davis Short Term Programs Abroad, Summer Sessions Abroad, University Research Expeditions Program, individual internship programs (Internships and Career Center), and other study/internship activities abroad. Many of the programs also offer opportunities for

faculty to engage in education abroad with students. These programs accommodated more than 1,000 undergraduate and graduate students during the 2003/4 academic year and have a future capacity to accommodate all students choosing an international educational experience.

5. The Task Force surveyed bench-mark universities in the United States and associations of higher learning (Association of American Universities, American Council on Education, National Association of State Universities and Land-Grant Colleges, etc.). (Appendix 7). Many universities across the United States, from private institutions like Harvard and Yale to large public universities like the University of Minnesota, have established comprehensive plans to internationalize their curriculum. These plans provided both a basis of comparison to evaluate UC Davis' efforts and a set of goals for the campus (Appendix 8).

Recommendations

The Task Force unanimously agrees that the curriculum at UC Davis is strong in international education, but there are compelling reasons to enhance the international dimension of the curriculum. The University must prepare students to be successful in their professions and careers, and to be global citizens and future world leaders. To become global citizens and world leaders, students must develop a global competence, an empathetic appreciation of other cultures and the ability to work individually or as part of a team across cultural boundaries. Global competence can best be obtained through a significant personal encounter with a foreign culture and it should be an expectation of every UCD student that they participate in some form of international experience. We believe that an international experience is gained most effectively abroad, but may well be acquired through appropriate educational activities (e.g. international courses) on the UC Davis campus.

The Task Force recommends the following initiatives to internationalize the curriculum so that a global perspective will permeate the UC Davis curriculum.

- **Recommendation:** Internationalize the UC Davis curriculum so that students are confronted with different cultures, political systems, and economic systems, both inside and outside the classroom. Enlarge the cohort of international students and scholars on campus and integrate them more effectively into the learning environment.

Implementation Plan: Engage the Colleges, Schools, Centers, Institutes, and departments in an effort to increase the international learning experiences for students (in and outside the classroom), ensure that credit is given towards the degree and General Education, and encourage an international component in degree programs. Provide funding and release time for faculty to revise their curriculum to include opportunities for all their students to have an international learning and research experience. Establish an aggressive plan to recruit

international undergraduate and graduate students. Build on the Graduate Studies funding project. Develop programs to involve international students with domestic students in curricular and extra-curricular activities. Enlist the assistance of international students in the development of foreign language learning, especially the lesser taught languages.

- **Recommendation:** Incorporate an international dimension into the General Education requirements, to ensure that students choose either an education abroad experience or take advantage of international experiences locally. We support the proposal of the Academic Senate Committee on International Studies and Exchanges (CISE) to establish an International Education GE requirement, which could be met by a study/internship abroad or by an international learning experience through UC Davis (Appendix 9).

Implementation Plan: Request that the General Education Committee and the Academic Senate at Large approve the recommendation of CISE to add a separate International Education GE requirement (Appendix 9).

- **Recommendation:** Enhance the research, internship and international experiences for students through expansion of study, internships and work-learn opportunities abroad. Integrate the education abroad experience seamlessly into the curriculum.

Implementation Plan: Support and enhance existing study and internship abroad programs (EAP, STPA, SSA, ICC, UREP), and individual programs by faculty and departments. Develop a program to integrate study abroad into the curriculum. Expand funding opportunities for graduate students to participate in international education, research and conferences. Encourage support from colleges, schools, and departments to facilitate faculty collaboration with their international colleagues to enhance international educational opportunities for their students.

- **Recommendation:** Strengthen and develop new international courses at UC Davis.

Implementation Plan: Encourage Deans, Chairs of Departments and Directors of Programs to develop ways to enable faculty to develop international courses. Provide funding for faculty to develop such courses. Develop workshops at the Teaching Resources Center to assist faculty in developing international courses or international components to courses.

- **Recommendation:** Encourage an international component to faculty activities, promotion and tenure packets, job descriptions, and a reward system for faculty who participate in efforts to internationalize the curriculum.

Implementation Plan: Give formal teaching credit to faculty who supervise international internships (192s) and who participate in international teaching. Give teaching release time to faculty who work on academic integration of study abroad coursework and develop an international dimension in their courses.

Faculty Senate Approval and Implementation

The Task Force encourages the Academic Senate to endorse the recommendations of the report on internationalizing the curriculum at UC Davis.

In anticipation of the approval of the recommendations, we ask that the recommendations be implemented in a timely way across campus. We think that the best way to implement the initiative would be through a coordinated effort among the Deans, departments and programs, faculty and students. All colleges, schools, departments and programs would be asked to determine their strengths and weaknesses in providing international content in their curriculum, and in preparing internationally competent students. The goal would be to create a significant capacity, across campus, to internationalize the curriculum by engaging the faculty in the effort.

List of Attachments

Appendix 1: History of Internationalization on the UC Davis campus

Appendix 2: UC Davis Vision: Strategic Plan to Achieve Campus Aspirations

Appendix 3: Description of UCD curricular and co-curricular opportunities for study/internship abroad with participation statistics for the past 3-4 years

Appendix 4: Faculty survey and results

Appendix 5: Notes from discussions with administrators, chairpersons, directors, and faculty

Appendix 6: List of international courses

Appendix 7: AAU international survey

Appendix 8: Internationalization strategy plans at Harvard University and the University of Minnesota

Appendix 9: Proposed modification of GE requirements

Appendix 8: Proposed modification of GE requirements

1. Add a separate International Education GE requirement, which could be met with

(a) a study abroad experience (Education Abroad Program, Summer Sessions Abroad, Short Term Programs Abroad, International Internships, or non-UC study abroad providers) or

(b) an approved International Education course on campus. This option would add one course to current GE requirements. An umbrella course could be created for study abroad participants. Students participating in non-UC study abroad programs would petition the Faculty Senate Committee on International Studies and Exchanges (CISE) for GE credit.

Examples of courses that would qualify as International Education courses on campus would be courses in international law, global economics, world history, global politics, world agriculture, etc.