

From: Kelechi Kalu
Sent: Thursday, November 30, 2017 1:05 PM
Subject: RE: Global Option Certificate Pilot Program

Dear Chair Rodriguez,

My last email on this topic acknowledged receipt from the Senate Office of various comments and suggestions from different colleges and schools on international affairs' proposed Global Option Certificate Pilot Program for enhancing undergraduate global learning experiences at UCR.

Based on the questions, comments and suggestions from various academic governance units, we have revised the Global Option Certificate Pilot proposal – it is attached. Therefore, with this email, please let us know at your first convenience if there are other issues, questions and/or guidance that we need to take into account in moving the Global Certificate Option Pilot program from consultation into implementation stage.

Thank you and with kind regards,

Kelechi

Kelechi A. Kalu
 Professor of Political Science &
 Founding Vice Provost, International Affairs
 UNIVERSITY OF CALIFORNIA RIVERSIDE
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<http://www.ucr.edu/international/iweek.html>

From: Kelechi Kalu
Sent: Wednesday, May 24, 2017 5:03 PM
To: Cherysa P Cortez <cherysa.cortez@ucr.edu>
Cc: Mely Fitzgerald <mely.fitzgerald@ucr.edu>; Dylan Rodríguez <dylanr@ucr.edu>
Subject: RE: Global Option Certificate Pilot Program

Dear Chair Rodriguez,

I am delighted to receive the Senate committee/subcommittee responses regarding our proposed Global Option Certificate Pilot Program for enhancing undergraduate students' international learning experiences. We will digest the responses and provide a fuller reply to your office for further discussion and or action as necessary.

Again, thanks for facilitating the reviews and responses!

Best,

Kelechi Kalu

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From: Cherysa P Cortez
Sent: Tuesday, May 23, 2017 1:13 PM
To: Kelechi Kalu <kelechi.kalu@ucr.edu>
Cc: Mely Fitzgerald <mely.fitzgerald@ucr.edu>; Dylan Rodríguez <dylanr@ucr.edu>
Subject: RE: Global Option Certificate Pilot Program

Good Afternoon,
On behalf of Senate Division Chair Dylan Rodriguez, I attach the Senate response regarding *the Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR* proposal.
Best,


Cherysa Cortez

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May 23, 2017

TO: Kelechi Kalu, Vice Provost for International Affairs

FROM: Dylan Rodriguez, Academic Senate Division Chair 

SUBJECT: Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR

Dear Kelechi:

The Senate has reviewed the proposed "Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR," and the reviewing committees' responses are attached. What follows is a brief outline of those responses.

The Committee on Educational Policy generally supports the proposal, but did provide substantive feedback on a few matters. First, it recommends that the proposal be revised to include documentation on how the proposed program will be funded. Second, the Committee commented that travel to Native American reservations within the United States is considered international travel. Third, the Committee suggests that the proposal eliminate the term "overseas," given that it is not necessary to travel overseas to cross national borders. Finally, the Committee suggests a shift in terminology, preferring "globalizing" over "internationalizing."

The CHASS Executive Committee supports the goals of the pilot program, and did not object to the contents of the proposal. It did note, however, that financial cost is a major obstruction for UCR students who might wish to participate in international learning. It thus believes that if such challenges are not addressed adequately, efforts to promote international education will not reach their potential.


The Committee on International Education supports the proposal but offered a number of thoughts. The first major concern was in regard to program implementation. Some on the committee feel the implementation plans are overly vague, but others believe it may well be appropriate to allow academic departments to structure learning experiences in ways that make the most sense for their respective majors. The Committee did provide a couple concrete recommendations: first, that International Affairs and relevant Academic Senate Committees must play a continual, active role in reviewing the continuity of standards for the designated emphasis across departments and majors; second, the Committee suggests a revision to the proposal that includes a listing of international partners that have been identified, and/or an account of how such partners will be determined by participating departments.

Finally, the Committee on Courses supports the goals of the proposal and its outlined plans. It recommends that the committees guiding the proposed program work with the Registrar's Office to facilitate creation of new course numbers and subject codes.



May 8, 2017

To: Dylan Rodríguez, Chair
Riverside Division

From: Stephen Wimpenny, Chair 
Committee on Educational Policy

Re: CEP Review of Proposed Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR

The Committee on Educational Policy reviewed the proposed pilot program for internationalizing undergraduate students' learning experience at UCR at their May 5, 2015 meeting and are generally supportive of the proposal. The Committee noted that the proposal did not clearly articulate where the funding and resources to support the program will come from. The Committee recommends that the proposal be updated to include documentation on funding for the proposed program.

Additionally, the Committee noted that travel to Native American reservations in the United States is considered international travel and recommends that the proposal be revised to eliminate the use of the word "overseas". The Committee also recommends the use of the word "globalizing" instead of "internationalizing".

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EXECUTIVE COMMITTEE:
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

RIVERSIDE, CALIFORNIA 92521-0132

April 19, 2017

TO: Dylan Rodriguez, Chair
Academic Senate

FROM: Kate Sweeny, Acting Chair
CHASS Executive Committee

RE: Proposal for a Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR

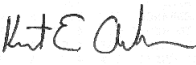
The CHASS Executive Committee discussed the Proposal for a Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR at the regular meeting on April 19, 2017. The committee was supportive of the goals of the pilot program and had no objections to the program as proposed. However, the committee noted that for many students, the primary barriers to international experiences are related to the cost of such experiences, whether direct (the specific costs of travel, lodging, etc.) or indirect (lost wages, absence from familial duties, etc.). It is the committee's perspective that without considerable attention to such barriers, other efforts to encourage international experiences may be less fruitful.

Kate Sweeny, Acting Chair
CHASS Executive Committee



May 10, 2017

To: Dylan Rodríguez, Chair
Riverside Division

From: Kurt Anderson, Chair 
Committee on International Education

Re: Proposed Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR

The Committee on International Education (CIE) reviewed the proposed pilot program for internationalizing undergraduate students' learning experiences at UCR and were supportive of the proposal.


The Committee did have some concerns regarding the proposed program's implementation and noted that the proposal was vague. Although, the Committee did argue that the vagueness could be interpreted as being purposeful in that it allows broad leeway for departments to offer experiences in ways that make the most sense for the major. The Committee agrees that this is an appropriate way forward in that decisions regarding undergraduate majors are housed within academic departments with oversight from the Senate.

In the spirit of finding the proposal very compelling, the Committee has a number of recommendations that should be considered by all parties moving forward. The Committee recommends that the usefulness of the creation of a designated emphasis be considered with regard to the specific majors chosen, and that the degree of standardization across departments and majors is an issue that will need continual review by International Affairs and the relevant Academic Senate Committees, including CIE. For example, the Committee had concerns about the minimal number of credits required for the credential and if that number will remain the same across disciplines, the range of activities proposed to acquire the certificate, including whether students must go abroad to meet the requirement, and how existing programs fit into the new activities. Additionally, the Committee recommends that the proposal be updated to include the list of overseas partners if they have already been located or document how the partners will be decided by each participating department.



April 19, 2017

To: Dylan Rodríguez, Chair
Riverside Division

From: Chris Chase-Dunn, Chair 
Committee on Courses

Re: Proposed Pilot Program for Internationalizing Undergraduate Students Learning Experiences

The Committee on Courses reviewed the proposed pilot program for Internationalizing Undergraduate Students Learning Experiences at UCR at their April 17, 2017 meeting and was supportive of the goals of the initiative and the proposed mode of implementation. For those programs that propose new courses our committee recommends that the internationalization program committees work the Registrar's Office to consider how best to implement the creation of new course numbers and subject codes.

TO: Dylan Rodriguez, Chair
Riverside Division

FR: Kurt Schwabe, Chair 
Executive Committee, School of Public Policy

RE: **Proposal for a Pilot Undergraduate Certificate Pilot Program for Internationalizing Undergraduate Students' Learning Experience at UCR**

Date: May 10, 2017

The Executive Committee of the School of Public Policy has reviewed the proposal. We support the idea of developing an international certificate program that recognizes competencies in thematic areas related to international learning and experience. The proposal, in its current state, was unclear and confusing in many areas and thus we'd request that the International Affairs Office spend some time and present its ideas to individual executive committees' and the Executive Council. A few, among the many, questions/comments we have include:

- How does this program relate with the current Global Studies Program?
- Is this a program that requires a study abroad component (i.e., is it a necessary element), or is study abroad one element of the program but not a necessity? At times, the proposal reads as if the certificate program is simply a way to enhance the study abroad program; at other times it reads as one element.
- It would be useful to provide some examples of such a program at other institutions and discuss how this proposed program mimics, extends, improves upon, etc., other international certificate programs around the U.S.
- The timeline and implementation date seem rushed given what's listed here.

May 12, 2017

To: Dylan Rodriguez, Chair
Riverside Division

From: Ward Beyermann, Chair, Executive Committee
College of Natural and Agricultural Science

Re: Campus Review: Pilot Program for Internationalizing Undergraduate Students' Learning at UCR.

The CNAS Executive Committee discussed the proposed Pilot Program for Internationalizing Undergraduate Students' Learning at UCR at its meeting on May 9, 2017. The committee unanimously endorsed the concept and feels that it adds an important dimension to the undergraduate experience at UCR. However, the proposal is vague on the details, especially in regards to its implementation. For example, program selection is accomplished with a nomination by the Dean, but the faculty and department involvement in this process is unclear. Because of the impact on undergraduate education, a Senate review process must be incorporated into the implementation of this pilot program.

Yours sincerely,

Ward Beyermann, Chair
CNAS Executive Committee

Pilot Program for Globalizing Undergraduate Students' Learning Experience at UCR

DT September 23, 2016 (Revised August 29, 2017)
 TO Vice-Provost Cyndi Larive, Undergraduate Education
 FR Kelechi Kalu, Vice-Provost for International Affairs

Themes	<p>Globalizing undergraduate students' learning experience can take different innovative dimensions in curricular enhancement.</p> <ul style="list-style-type: none"> • Global content in courses • Education abroad • Foreign language skills • Cross-disciplinary seminar ("capstone" experience) • Assessments of globalization in a major
Opportunity	<p>The current discussion of the need to revise the general education curriculum is ideal for carrying out this cost-neutral pilot and providing units with an operational model of integrating Education Abroad while they are working on the revision. The outline which follows provides broad strokes, with the intent that each department draw on their own considerable expertise in fleshing out the details. Standardization concerns regarding curricular development could be addressed through campus-wide organizations such as the Academic Senate Committee, the International Education Committee, and others as appropriate.</p>
Context	<p>Globalization is not a free-standing dimension of education, but should permeate all learning. The relevant horizon for competition in a knowledge-based society is global in scope and transcends national, linguistic, and cultural boundaries.</p>
Five Goals	<p>UCR graduates should be expected to have acquired competencies that prepare them to have the skills and knowledge to:</p> <ul style="list-style-type: none"> • Work in global settings • Be aware of and adapt to other cultures • Be familiar with global issues • Communicate across linguistic and cultural boundaries • Appreciate the global dimensions of their disciplines

We propose that globalization of education at UC Riverside be delivered in the five thematic dimensions and should be measured in terms of the five skills set (starting a year after the curricular enhancement is implemented).

Approach Students will be able to acquire a global certificate (noted in their transcript) through the establishment of a portfolio of activities embedded in the students' undergraduate education. By defining its components as enhanced options within a given major curriculum, the program can be offered by all major curricula as a seamlessly integrated optional track within the major that does not extend time-to-degree. Similar to the honors concept as an optional and voluntary contract between the student and the academic unit, fulfilling all requirements will give the student a formal recognition as a globally knowledgeable person within the given field. Students who fulfill only part of the global enhancement-designated courses will have gained relevant educational exposure representing a value-added portion of their studies but will not be awarded a certificate.

Example:

UCB Seven Course Breadth: International Studies

<https://ls.berkeley.edu/seven-course-breadth-international-studies>

Project With the concurrence/support of the three College Deans, a pilot group of three undergraduate major programs (one each from CHASS, CNAS and Engineering) will form the pilot for this project. The International Affairs office [IA] will work with a faculty/staff committee in each program to design appropriate sets of globalizing activities in the thematic dimensions and following best practices in attaining success for the five knowledge and skill sets.

Criteria for selection of programs

- Currently challenged with regard to education abroad
- Number of students in major – not more than 150 for pilot
- Willingness of the unit to participate
- International UG student population not significant for selection process
- Intentional Collaboration with IA and UE to enhance students' global learning experiences

Selection of programs

Ask the 3 deans to nominate their choices (some IA suggestions include):

CHASS: e.g. Culture and Media Studies, Comparative Literature

Engineering: e.g. Materials Science/Engineering or Bioengineering

CNAS: e.g. Botany and Plant Sciences or Environmental Sciences

Work Groups and Resources	<ul style="list-style-type: none">• Faculty/academic advisors work group for each of the pilot units.• Incentive program for faculty will be available (to be budgeted for FY18)• Resource and contact staff in IA for all 3 programs and other units on campus
Curricular Adjustments	Faculty members in each unit are essential in defining these dimensions: course content, capstone experience.
Education Abroad	<p>Create models for making Education Abroad available to a much higher number and broader spectrum of undergraduate students in curricula across campus (e.g. 50% of graduating class and more). Since curricular constraints are a major factor preventing students from benefitting from Education Abroad, IA can assist units with its expertise in custom-shaping these experiences regarding:</p> <ul style="list-style-type: none">▪ Education Abroad formats▪ Calendar options▪ Cost considerations▪ Connection to courses and strategic partners <ul style="list-style-type: none">• Three sets of viable implementation plans for the five globalizing themes as developed by the three faculty/staff committees.• Three coherent enhancement programs for undergraduate global learning experiences integrated with the three pilot programs.• Sharing of the pilot plans with all programs as institutionally recommended best practices for integral curricular globalization.
Timeline: dependent upon input from stakeholders	<ul style="list-style-type: none">• Work with programs through 2018• Program drafts ready by October 2018 for faculty consideration in units• Guideline portfolio and FAQs ready for broad dissemination in February 2019• Implementation of new Globalization Certificates in 2019/2020 AY• Some or all three programs may begin earlier.

