

Curriculum, Co-Curriculum, and Learning Outcomes

UC Santa Cruz has a strong foundation upon which to build structures, opportunities and processes promoting greater internationalization — academic, programmatic and paradigmatic approaches that are multiscalar, cross-cultural, interdisciplinary and reflective of global interdependence and integration. Our students have a broad diversity of international experiences, crossing multiple cultures and identities. Our faculty have attended institutions around the globe and engage in research of exceptional international impact in all fields. Our portfolio includes signature degrees and research programs that have specific international foci, including global finance, Latin American studies, astronomy, East Asian studies, climate policy and science, and many others. Our colleges expand and enrich the undergraduate learning experience through curricular, co-curricular, and experiential programs and opportunities. Our faculty, students and alumni engage the world and are deeply enriched by these international endeavors.

Yet, UC Santa Cruz can do more in efforts to prepare all students to take their place in an increasingly interconnected world. There is uneven geographic representation and coverage of cross-cultural and international topics in the curriculum. There is inefficiency and redundancy across multi-departmental curricula, with more courses than necessary offered about some regions and few on other regions, notably the Middle East. Within the curriculum, the lack of breadth of language instruction is a concern, and additional faculty support is needed to incorporate global learning into classes and programs. There are not enough spaces and programs on campus in which intercultural and transnational exchange and mutual learning can take place. Such unevenness, inadequacies, and disparities must be remedied to support and train our international, undergraduate and graduate students.

There are many actions that our campus is poised to undertake, some in progress and others yet to be planned. Specifically, we are planning to launch new undergraduate and graduate majors, minors, or certificates, including global and community health, and global studies. The broad curriculum can also be supported through a review of general education requirements and support for curricular redesign related to global learning. The successful international communities available at some of our colleges should be replicated at others. Collaboration among groups dedicated to curricular and co-curricular innovation can be strengthened.

The subcommittee developed several principles regarding internationalization.

We need to do more to valorize the international backgrounds and transnational knowledges our students already bring to the campus, including support for teaching strategies that can better treat such backgrounds and knowledges as learning assets rather than liabilities.

We must not hold students with international backgrounds and transnational knowledge responsible for teaching the campus community about their backgrounds and knowledge; that is our job as an institution.

We need to consider strategically language instruction, determining the most effective way to ensure sustainable access to to key languages. And, we need to provide support for students and visitors as they develop higher levels of fluency in English.

We need to have a comprehensive approach and plan for engagement with international alumni and alumni presently outside of the country.

We need to envision a creative articulation of internationalization efforts with and within the colleges, facilitating cross-campus discipline innovation among faculty fellows, compelling curricula for students, and engaging opportunities for alumni and supporters.

We need to engage our local community in learning and being part of the internationalization of our state, campus, curriculum, and student body.

We need an international center as a physical space of support and sociality for international activities. This would serve as a community resource center for international, undergraduate, graduate, and visiting students as well as a hub for staff, faculty, and researchers seeking international engagement and expertise on campus.

The subcommittee developed several goals, not ranked.

- Courses
 - a. Develop support for programs and faculty to modify courses to include global issues, even in courses not focussed on a region.
 - b. Ensure access to language learning.
 - c. Encourage the Senate to consider general education requirements in the context of internationalization, ER and CC in particular.
 - d. Facilitate interdisciplinary instruction related to global understanding, leveraging the colleges, Strategic Academic Plan barriers work, and other campus mechanisms.
 - e. Develop model curricular and co-curricular learning outcomes related to international understanding and cross-cultural competency for use in courses and programming.
- Regional foci
 - a. Form cross-divisional faculty teams to review cross-program offerings so that students with specific educational objectives can meet their goals. Articulate the curricula in the catalog and the schedule of offerings. Consider individual major templates, minors, and designated emphases. Regions of possible initial focus, roughly listed by need and momentum include:
 - i. [Middle East](#)
 - 1. Persian and arabic planned for 2019-20 with external support.
 - ii. [South Asia](#)

1. Neither Hindi nor Urdu is available at UC Santa Cruz or in California, an opportunity.
 2. Establish a [cross-divisional research center](#).
- iii. [Africa](#)
 1. Historical foci on North Africa, West Africa, and slavery. Current issues in [Focus on Africa](#).
 - iv. [Southeast Asia](#)
 1. Building upon the Pilipinx Historical Dialogue ([social network site](#)).
- b. Determine and address language gaps, such as Arabic, in language and course availability.
 - c. Encourage faculty teams to work with collaborating departments to increase coverage of the area, and to develop concentrations, minors, or individual major templates where appropriate.
- Degree programs and minors
 - a. Global and Community Health
 - i. Tying into the [UC Global Health Institute](#) and [UCEAP Public and Global Health](#).
 - ii. Minor within 1-2 years; BA and BS within 2-3 years; designated emphasis within 1-4 years, and longer term possibility of creating a transdisciplinary global health institute.
 - b. Global Studies or Global Theory
 - i. Examples from [UMN](#) and [UCI](#).
 - ii. How is globalization redefining theory? Global Theory as a strategy to address globality as the condition in which we live and experience.
 - iii. Certificate and minor within 1-2 years; Consideration of major within 3-6 years.
 - Strategic Academic Plan
 - a. Seize the opportunities present in the [Strategic Academic Plan](#)
 - Campus-wide programming to support multicultural international education
 - a. Review goals, effectiveness, and breadth of [CC](#) general education courses.
 - b. Expand and increase faculty participation in [CITL](#) and [ODEI](#) programming related to internationalization.
 - c. Ensure close collaboration in college curriculum and co-curriculum regarding multicultural international education, including considering replication of the [iFloor](#).
 - d. Consider college-specific geographic foci, perhaps changing by quarter or year.
 - e. Provide strong post-graduation advising for student from outside the country and those planning to work or study outside the country.
 - f. Create internationalization “best practices.”
 - International Center
 - a. Examples from [UCI](#) and [UCD](#).
 - b. Form a study group to develop ideas related to scope and function of a future international center.

- Writing support
 - a. Expand writing and language support for international students, leveraging the successes of the Academic Literacy Curriculum and the [Graduate Preparation Program](#).
- Information
 - a. Consolidate information and activities on campus to better understand where we are and if there are certain geographical areas where we should focus our efforts.
 - b. Ensure quarterly meetings amongs curricular and co-curricular leaders to catalyze shared responsibility for undergraduate and graduate co-curriculum.
- Branding
 - a. Develop a comprehensive branding strategy for UC Santa Cruz as an multicultural internationalized university.
 - b. Engage graduate students in field studies and undergraduates in study abroad in promoting UC Santa Cruz. Develop new financial models at the undergraduate and graduate levels to increase affordability of international study and field work.
 - c. Encourage public lectures and presentations at local schools by graduate students and faculty with international experience.
 - i. E.g., poster day with recognition/awards related, tying together ugrad, grad, visitor
 - d. Develop an engagement plan for international alumni and alumni working or studying outside the country.