Cultivating Global Learning at Large Research Intensive Universities

CII Summer Meeting-APLU, University of Guadalajara, July 16, 2018

Dr. Joanna Regulska (Moderator), Vice Provost and Associate Chancellor, UC Davis
Dr. Carlos Iván Moreno, Vice Provost for International Affairs, University of Guadalajara
Dr. Nancy Erbstein, Director, Global Education for All, UC Davis
Dr. Janaka Ruwanpura, Vice Provost (International), University of Calgary
Increasing interconnection and interdependence

- Most urgent challenges are global in scope
- Job markets are increasingly global
- Knowledge and technology cross more boundaries

Higher education has a responsibility to prepare students.
UC Davis is a Global Campus

Over 6,200 international students from more than 110 countries

11th among U.S. universities in number of international scholars (2015-16)

More than 1,300 students studying abroad each year in over 30 countries

Over 2,200 international scholars

150 international partnerships across 45 countries

Global Affairs seed grants have led to around $40 million in external research funding
University of Calgary: Improving Global and Cross-Cultural Competencies (CCC)
Presentation Road Map: 3 Questions

1. Adopting a broad focus on global education at a large university requires broad-based campus support. How has that support come about?

2. What has been one of your greatest challenges? How are you addressing that?

3. Public land-grant universities have a special responsibility to provide public benefit, including benefit to our most marginalized populations. How does your approach to global education incorporate attention to inclusion and social justice?

4. Discussion
Adopting a broad focus on global education at a large university requires broad-based campus support. How has that support come about?

1. Universidad de Guadalajara
2. University of California, Davis
3. University of Calgary
1. **Governance and organizational restructuring**: decentralization through internationalization offices in every campus.

2. **Strengthening capacities for internationalization**: for students, faculty and deans and other key actors through seminars, workshops and programs for innovation and entrepreneurship.

3. **Redefining research priorities**: to address newer global problems like sustainable energies, natural hazards and resources conservation, in particular, through the STEM disciplines.

4. **Global university hubs and redefining our partnerships**: leading joint research efforts, mobility and joint postgraduate programs towards key partners, in particular, non-Spanish speaking countries in North America, Europe and Asia
Governance and Organizational Restructuring

Decentralization through internationalization offices in every campus
Strengthening Capacities for Internationalization

Top management skills development

• Seminars and short courses in order to develop skills for internationalization.

• **431 Institutional leaders** have been trained.

**United Kingdom**

- University of Oxford
- Warwick University
- University of the Arts London

**EEUU**

- Harvard University
- MIT
- Babson College
- Arizona State University

**France**

- Université Grenoble Alpes
- Université Paris-Saclay

**Spain**

- IE
- Universitat Autònoma de Barcelona
- Universitat Pompeu Fabra
A multifaceted strategy to build the capacity of all UC Davis community members to succeed in an interconnected world.
UC Davis is pursuing a vision to immerse all students in global learning before graduation—undergraduate, graduate and professional—preparing them to be successful leaders and members of their professions and communities.
A Campus “Big Idea”

• A call for forward-thinking, interdisciplinary programs and projects that will positively impact the world for generations

• Broad campus engagement in Global Education for All proposal development and proposed activity

• 1 of 13 selected by campus
A Campus Steering Committee

- Every school/college
- Undergraduate Education, Graduate Education, Student Affairs, and Diversity, Equity & Inclusion
- Senate and Federation Faculty
- Staff
- Administration
- Students
Clear and Focused International Strategy 2013

1. Increase Diversity

2. Improve Cross Cultural Competencies

3. Increase Educational & Research Partnerships

4. Leverage International Development

T1: 10% Undergraduate

T2: 25% Graduate

T3: 50% International Experience for Undergraduates
Determine cross-cultural competencies required for the University

Internationalize the curriculum and co-curriculum

Enhance teaching and learning resources to optimize the educational experiences of international students

Review and enhance student support services for international students

Increase and encourage opportunities for students and staff to develop language skills

Enhance opportunities for study abroad, summer research opportunities, internships/practicums etc

Enhance opportunities for internationalization of our campuses through intercultural experiences for our students and staff

Provide cultural competency training for staff who work on the front line with international students
Definition of International Learning Experiences (ILE)
Integration with faculty for their preferred modes of ILE, programs and partners
Associated Deans/Directors International Council (ADCI)
Dashboards – University wide and faculties
Promotions at Country Days
Workshop to increase to 30% Target
Allocation of Money from Central
At the University of Calgary, an “international learning experience” is defined as a program or activity abroad which is:

- Organized by UCalgary faculty, staff, or approved student groups
- Either a for-credit course/program or a non-credit activity
- Occurs outside of Canada
- Minimum of five days duration *(may vary slightly depending on activity)*
- Student activity is registered on an appropriate database
- Non UCalgary activities and programs as approved
Goal #2: Improve cross-cultural competencies

YOY share of students with an international experience*
*UCalgary formula used: UG students with an international experience (IE) divided by UG graduates for each year.

UCalgary students with an international experience vs. national average*
*Based on data reported by the Study Abroad Office, faculties and other units as of end of Winter 2017. Formula is fulltime UG IE students (UCI) divided by enrolled fulltime UG (RO).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Headcount</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>United States</td>
<td>223</td>
<td>20.0%</td>
</tr>
<tr>
<td>2</td>
<td>United Kingdom</td>
<td>88</td>
<td>7.9%</td>
</tr>
<tr>
<td>3</td>
<td>China+HK+Taiwan</td>
<td>76</td>
<td>6.8%</td>
</tr>
<tr>
<td>4</td>
<td>Japan</td>
<td>71</td>
<td>6.4%</td>
</tr>
<tr>
<td>5</td>
<td>Spain</td>
<td>63</td>
<td>5.7%</td>
</tr>
<tr>
<td>6</td>
<td>Switzerland</td>
<td>55</td>
<td>5.0%</td>
</tr>
<tr>
<td>7</td>
<td>Germany</td>
<td>54</td>
<td>4.9%</td>
</tr>
<tr>
<td>8</td>
<td>Australia</td>
<td>46</td>
<td>4.2%</td>
</tr>
<tr>
<td>9</td>
<td>South Korea</td>
<td>39</td>
<td>3.5%</td>
</tr>
<tr>
<td>10</td>
<td>Italy</td>
<td>34</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

% of students on intl. experience programs receiving UC grants*
*Number of grants (382 and 622 respectively), divided by students with an intl. experience. Investment dollars allocated by UCI for students divided by students with an intl. experience. Individual cases may differ. Data Source: VPI

UC grant dollars per student on intl. experience programs*

*332 $802
Innovative and Sustainable Funding Model

$ THOUSANDS

15-16: $401
16-17: $1,003
17-18: $1,006

- Staff: 2%
- Faculty: 12%
- Students: 86%

Invest in International Learning Experiences
Impact of $1-Million Investment 2015/16 to 2016/17

- 4.8% Increase in grant applications (421 to 706)
- 3.1% Increase in grant awards (384 to 622)

68% National Average

Innovative and Sustainable Funding Model
# U15 Canadian Data

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percentage of undergraduate students with ILE per year</th>
<th>Structure/Mode</th>
<th>Total # of Staff working</th>
<th>Institutional Funding commitment for Study Abroad (per Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>15%</td>
<td>Combination</td>
<td>6</td>
<td>$ 984.85</td>
</tr>
<tr>
<td>British Columbia</td>
<td>19.40%</td>
<td>Centralized</td>
<td>25</td>
<td>NA</td>
</tr>
<tr>
<td>Calgary</td>
<td>21.5%</td>
<td>Combination</td>
<td>10</td>
<td>$ 1,015.37</td>
</tr>
<tr>
<td>Dalhousie</td>
<td>7.50%</td>
<td>De-Centralized</td>
<td>2</td>
<td>$ 500.00</td>
</tr>
<tr>
<td>Laval</td>
<td>12%</td>
<td>Combination</td>
<td>9</td>
<td>$ 2,667.00</td>
</tr>
<tr>
<td>Manitoba</td>
<td>7.60%</td>
<td>Combination</td>
<td>2</td>
<td>$ 200.00</td>
</tr>
<tr>
<td>McGill</td>
<td>NA</td>
<td>Centralized</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>McMaster</td>
<td>NA</td>
<td>Combination</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>Montreal</td>
<td>NA</td>
<td>Combination</td>
<td>13</td>
<td>$ 2,847.00</td>
</tr>
<tr>
<td>Ottawa</td>
<td>NA</td>
<td>Combination</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Queens</td>
<td>NA</td>
<td>Combination</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>10.50%</td>
<td>Centralized</td>
<td>3</td>
<td>982</td>
</tr>
<tr>
<td>Toronto</td>
<td>NA</td>
<td>Combination</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Waterloo</td>
<td>58.60%</td>
<td>Combination</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Western</td>
<td>22.80%</td>
<td>Combination</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
A Challenge and Its (Potential) Solution

What has been one of your greatest challenges? How are you addressing that?

1. University of California, Davis
2. University of Calgary
3. Universidad de Guadalajara
A “Big Idea” at UC Davis

GLOBAL EDUCATION FOR ALL

INTERNATIONALIZE THE ACADEMIC CURRICULUM

ENHANCE GLOBAL EXPERIENTIAL AND SERVICE LEARNING

EXPAND STUDY ABROAD AND AWAY

ENGAGE STUDENTS IN GLOBAL RESEARCH

ESTABLISH GLOBAL LIVING AND LEARNING COMMUNITIES

EXTEND CAMPUS CO-CURRICULAR GLOBAL LEARNING AND LEADERSHIP

UC Davis is pursuing a vision to engage all of our students in global learning and experience before graduation, preparing them to be successful leaders in their professions and communities.
Each Hub area will include
• direct student programming
• information about opportunities across and beyond campus
• resources to build new & expanded programming
• information about relevant student funding sources
Global Learning Outcomes

Global learning aims to help students to:

• become informed, open-minded people who are attentive to diverse perspectives across the spectrum of differences

• understand how their actions affect – and are affected by – local and global issues

• build capacity to address the world’s most pressing and enduring issues collaboratively and equitably
# International Learning Experience by Program Type

<table>
<thead>
<tr>
<th>Program Type</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exchange</strong></td>
<td>263</td>
<td>257</td>
<td>271</td>
<td>303</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>24%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>GSP</strong></td>
<td>351</td>
<td>503</td>
<td>466</td>
<td>505</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>46%</td>
<td>39%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Work Placement</strong></td>
<td>176</td>
<td>75</td>
<td>122</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>17%</td>
<td>7%</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>268</td>
<td>256</td>
<td>348</td>
<td>147</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>23%</td>
<td>29%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1058</td>
<td>1091</td>
<td>1207</td>
<td>1135</td>
</tr>
</tbody>
</table>
5F: Barriers to Achieving our Outcomes

- Fear
- Finances
- Faculty and Advisor Support
- Family & Friends
- Fit
5F: Overcoming Barriers

**Fear**
- Raising awareness of support provided before, during, and after programs
- Working closely with Risk Management to monitor and address safety issues and concerns
- Providing information to counter fear of the unknown
- Using FOMO to your advantage

**Fit**
- Program Finder on the website
- Adding programs to fill gaps and/or meet student and faculty demand
- Working with faculties and departments to identify “preferred” partners and programs (prevent analysis paralysis)
- Curriculum mapping
- Creating “major advising pages”
- Identifying “mobility windows”

**Family and Friends**
- Providing information to dispel misconceptions
- Addressing concerns through information and advising
- Encouraging students to go with their friends
- Reminding students of new life-long connections that are made through study abroad
5F: Overcoming Barriers

**Faculty and Advisor Support**
- Educating faculty and advisors to raise awareness & dispel myths
- Enlisting their help in determining programs & partners that are the best fit for their students
- Identifying champions
- Building relationships
- Working to overcome university bureaucracy

**Finances**
- Investing $1M for grants & awards
- Working closely with UCI Finance and with Financial Aid Office
- Ensuring low-cost and/or short-term opportunities available
- Informing students of paid/funded opportunities or locations where they can work
- Educating campus community re: actual cost as well as value
Internationalization in Mexican Universities

• Most of the universities are focused on mobility.

• Some of the most important HEIs are more involved in research networks and in building partnerships.

• Just a few universities incorporate the curriculum for internationalization

Structural Limits for Mobility

• According to the UNESCO and the International Institute for Educational Planning, the worldwide enrollment for higher education is around 210 million students.

• There are around 5 million students on international mobility.

• This represents 2.4% of the total worldwide enrollment.

**National Survey of Student Mobility (ANUIES)**

29,401 outgoing students during 2015-2016

They represent 0.8% of the national higher education enrollment

**Top 10 countries for outgoing Mexican students**

- **Spain**: 7,546
- **United States**: 5,033
- **France**: 1,787
- **Canada**: 1,668
- **Germany**: 1,462
- **Colombia**: 1,445
- **Argentina**: 1,407
- **Chile**: 1,402
- **Italy**: 665
- **China**: 634

Share of Student Mobility by Campus (2017)

Includes both inbound and outbound students: 4,238

Emphasizing Inclusion and Social Justice

How does your approach to global education incorporate attention to inclusion and social justice?

1. University of Calgary
2. Universidad de Guadalajara
3. University of California, Davis
Inclusion and Social Justice

Accessibility Services: students with various physical and academic accommodation needs

Native Centre: To connect with Indigenous students

Q Centre to raise awareness among LGBTQ+ students

Programs that focus on sustainability and social justice (i.e. QES Internships, UCalgaryCares programs)
All Internationalization Is “At Home”

• **Fiscal resources are scarce** and are mostly spent on day to day organizational operations.

• Internationalization offices are often limited to deal with just mobility issues; and there is an **unequal level of internationalization among campuses**.

• We need to be bold and allocate our scarce resources in those **programs that might help students that are most in need**.

• Traditional mobility programs (semester-based) tend to **favor those who are better-off financially**.
Implementation of New Mobility Programs

Source: International Affairs Office, Universidad de Guadalajara.
Linking UdeG with Global University Hubs

668 international agreements
Linking UdeG with Global University Hubs
Inclusion Best-Practice

• **259 students from indigenous communities** are currently enrolled in CUNORTE, our northern campus.

• **Wixárika** is included among the options that students can choose to learn a second language.

• The campus sponsored **18 projects** developed by indigenous communities.

• **30 indigenous students** were sent to national and international exchanges in **2017**.
Global learning aims to help students to:

• become informed, open-minded people who are attentive to diverse perspectives across the spectrum of differences

• understand how their actions affect – and are affected by – local and global issues

• build capacity to address the world’s most pressing and enduring issues collaboratively and equitably
Recognizing Under-Considered Resources

- Transnational and international degree-seeking students and visiting scholars
- Staff-Members
- Regional Networks and Organizations
Emerging Themes: Cultivating Global Learning

Campus Support
• Broad support is critical
• Establish clear goals/objectives
• Offer support/resources
• Build on specific campus opportunities

Challenges
• There will be barriers
• Structural, cultural, institutional
• Some place-specific
• Address via collaborations

Equity and Inclusion
• Must be an intentional focus
• Multi-dimensional with multi-population emphases
• Somewhat place-specific
• Address via collaboration
Questions and Discussion

For additional information please see:

Universidad de Guadalajara
http://www.udg.mx/en/internationalization

University of California, Davis
https://globalaffairs.ucdavis.edu/ge4a

University of Calgary
https://www.ucalgary.ca/uci/