

Project Name:	Globalizing Undergraduate Education
MIU Round:	Round 1
Sponsor(s):	College of Agricultural and Life Sciences' International Program Office
Coordinator(s):	John Ferrick, Masarah Van Eyck, Laura Van Toll
Partner(s):	International Academic Programs (IAP), Center for International Business Education and Research (CIBER), International Engineering Studies and Programs (Engineering), CALS Career Services
Report Date:	Year 1, August 2010; Year 2, July 2011; Year 3, July 2012; Year 4, July 2013

Project Specific Goals and Measures

Project Impact Measure(s)	<p>“Globalize” the undergraduate curriculum in the sciences (with an emphasis on CALS curriculum) by:</p> <ul style="list-style-type: none"> • Increasing the frequency and quality of international content in undergraduate science courses • increasing the number of new international internship sites and short-term field study programs • increasing the number of students placed in international internships and on short-term field study programs • increasing funding available to students through grants • serving as a central point of contact for sharing best practices in globalizing the undergraduate experience.
Project Impact Data Source(s)	CALS' International Program Office will provide the number of internship sites, the number of students placed in internships and the amount of funding on an annual basis.
Baseline Measure(s)	<p>Baseline is international internship and short-term study abroad activity in 2009-10. Total is 14 sites and 142 students.</p> <p>Engineering</p> <ul style="list-style-type: none"> • Mechanical Engineering/China (11 students for 6 weeks in summer) • Chemical Engineering/Austria (9 students for 10 weeks in summer) • Chemical Engineering/Spain (11 students for 10 weeks in summer) <p>Business</p> <ul style="list-style-type: none"> • Vietnam (20 students for 1.5 weeks during spring break) • China (22 students for 1.5 weeks during spring break and 2 students for 2 months in summer) • Ireland (3 students for 3 months in summer) • Spain (1 student for 3 months in summer) • Hong Kong (1 student for 2 months in summer)

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**Baseline Measure(s),
continued**

Nursing

- Thailand, Mexico or Uganda (around 6 student per year total)

CALS

- Dairy Science/Mexico (8 students per years for 2 weeks in summer)
- Horticulture/Costa Rica (18 students for 2 weeks during winter break)
- Landscape Architecture/Honduras (8 students for 2 weeks in summer)
- Nutrition/Uganda (16 students for 3 weeks during winter break)
- India (6 students for 10 weeks in summer)

General MIU Goals and Measures (applicable to project)

<p>C Increased capacity for high-impact practices</p>	<p>International internships and short-term field study programs combine experiential learning with diversity/global learning, two high-impact experiences. In addition, Science Internationalization Course Development Awards support teaching practices that make use of academic technology, experiential learning, case studies, community-based learning, and first-year seminars to encourage active learning.</p>
<p>D Increased student learning and teaching excellence</p>	<p>Require all recipients of the Science Internationalization Course Development Awards to report measurable deliverables that illustrate the extent to which their curricula has been internationalized and the number of students impacted. As of 2010-11, developing an assessment plan for demonstration of increased global learning outcomes. Evaluate international internship and short-term study abroad programs by interviewing returning students and faculty. Integrate international questions into the CALS senior student exit survey.</p>
<p>F Decreased achievement gaps</p>	<p>Work closely with the CALS Undergraduate Programs & Services Office to address the achievement gap. Specifically, 1) connected with the MANRRS student organization (Minorities in Agriculture, Natural Resources, and Related Science) to emphasize the importance of thinking globally and undertaking a study abroad or international internship; 2) submitted a plan to NSF for increasing minority recruitment and participation in the undergraduate research grant; 3) worked with the student organization advisor to create marketing materials to address the barriers to participation in international experiences for students of color; 4) worked with the UW Foundation on targeted fundraising for minority study abroad scholarships; 5) prioritized curriculum internationalization projects that address the needs of underserved populations.</p>
<p>G Attention to diversity in new hires</p>	<p>Statements encouraging diversity in applicants were included on the position vacancy notice. In the interview and hiring process, weight was given to candidates who had past experience in addressing diversity issues.</p>

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| I | Unintended benefits | <ul style="list-style-type: none">• Partnering with CALS Career Services for internships has increased the number of students visiting Career Services earlier in their undergraduate experience. Connecting students earlier and for different reasons opens the door to a variety of new opportunities they would not have otherwise known about.• A process for finding domestic internships in CALS already existed. A separate process for international internships did not need to be developed and students are now able to find out about both opportunities together.• Clarified the procedures and liability for students participating on internships with campus Legal Services.• Enhanced relationships with the Division of International Studies toward a shared goal of internationalizing curriculum and undergraduate experiences in the sciences. |
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Progress Reports

Year 1, 2009-10

Year 1 was focused on hiring and organizational activities. The staff person coordinating the internship activities was hired and is working to establish advisory groups, marketing materials, and a framework for recruiting students are administering internships. A PLV for the second position was posted in July 2010 with a targeted starting date of 10/1/2010. Progress on the internationalization of the curriculum will not be made until this person is hired.

Year 2, 2010-11

- Hired director of science curriculum internationalization (Nov. 2010).
- Promoted the need for science internationalization by redesigning the CALS IP website; producing two videos profiling science students who completed international internships; publishing related articles in the CALS alumni magazine; meeting with individual faculty and department chairs to promote activities and available support; widely publicizing the new Science Internationalization Course Development Awards.
- Strengthened relationships with campus partners including International Studies, UW Foundation and the CALS Communications office, CALS career services, and the Teaching Academy.
- Assessed the needs of science students and identified barriers/challenges to internationalizing the science curriculum. Activities include a CALS senior student exit survey and an in-person survey of faculty and instructors in science courses.
- Added 10 new internship sites with four more in development stages. Partnered with Nutritional Sciences to develop 13 short-term study abroad programs for the Global Health Certificate. Developed a for-credit class specific to students undertaking research internships.
- Worked to increase funding for students. Submitted grants to the NSF and other funding agencies.

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Year 2, continued

- In 2010-11, 28 students completed international internships, 67 students completed short-term internships, 106 students attended short-term programs through the new Global Health Certificate.
 - Established campus-wide Internationalizing the Sciences Faculty Committee with the Division of International Studies
 - Developing an online resource library for instructors looking to internationalize science curriculum
 - In 2010-11, awarded 13 Science Internationalization Course Development Awards, which will impact approximately 20 undergraduate science courses and approximately 1000 students per year.
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Year 3, 2011-12

- Through the Science Internationalization Course Development Awards, provide instructors with support to design and implement teaching modules that introduce students to international aspects of their field. Developed learning outcomes and assessment plans. These awards impacted 1900 students and 53 courses.
 - Developed partnerships with DoIT and the Institute for Biology Education to redesign courses and/or integrate technology into existing courses while refocusing on international topics.
 - In 2011-12, 29 students completed international internships, 204 students completed short term study abroad programs, 30 students attended short-term programs through the new Global Health Certificate.
 - Started promoting international opportunities in large enrollment CALS courses, at SOAR, and in the CALS freshman seminar.
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Year 4, 2012-13

- In 2012-13, 26 students completed international internships and 220 students completed short-term study-abroad programs.
 - Continued supporting and evaluating partnerships developed in Years 2 and 3, including partnerships with DoIT Academic Technology's Engage Program, the Department of Animal Science, and the Institute for Biology Education.
 - Developed new internship programs in New Zealand, Korea, Norway, Sweden, Germany, and Switzerland. Developed new short-term study abroad program in El Salvador in conjunction with the Greenhouse Learning Community. Developed new field study programs for the Global Health Certificate in Ethiopia, China, and Sierra Leone.
 - MIU-funded staff member serves on CALS curriculum committee and is participating in the review of the CALS International Studies requirement.
 - Assessment: Activities include student focus groups to identify where science students are exposed to international content and the CALS senior exit survey.
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