The Curriculum Internationalization Task Force brought together 11 faculty from the six colleges as well as staff from Academic Programs and the International Center. Charged with defining curriculum internationalization for Cal Poly, the task force puts forward the following definition to the campus community.

DEFINITION
Curriculum internationalization at Cal Poly is the process of designing and delivering courses of study that equip graduates to become interculturally competent and to solve global challenges in a sustainable, ethical and inclusive way.

AN INTERNATIONALIZED CURRICULUM AT CAL POLY WILL:
• Challenge students to critically evaluate themselves, cultures, values, and how meaning is created;
• Fuel informed global systems thinkers and doers; and
• Activate Cal Poly students to be positive forces in the world.

Internationalizing the curriculum requires an expressed commitment from higher administration for the principles of comprehensive internationalization and for the resources needed for successful implementation. Additionally the campus community will need to undergo a profound shift in its identity, rhetoric and practice.

THE RECOMMENDATIONS OF THE TASK FORCE ARE DIVIDED INTO THE THREE FOLLOWING AREAS:
1. Steps and considerations for internationalizing the curriculum
2. Resources for internationalizing courses
3. Sharing of best practices and recognition for individual faculty and departments that are successfully offering internationalized courses.
STEPS AND CONSIDERATIONS FOR INTERNATIONALIZING THE CURRICULUM

ONE TO THREE YEARS

• State internationalization and internationalizing the curriculum as priorities in institutional mission and vision statements
• State internationalization and internationalizing the curriculum as priorities in guidelines for faculty review, promotion and tenure
• Consider international expertise in hiring of new faculty
• Develop procedures and guidelines to designate existing and new courses as internationalized
• Cultivate connections with colleges and departments for mutual support in curriculum internationalization and internationalization efforts generally; work with departments to better understand international expertise of faculty
• Collaborate with CTLT to develop a series of workshops that assist faculty in redesigning courses to infuse global perspectives; identify faculty who are well suited to co-facilitate workshops
• Encourage and incentivize faculty participation in CTLT workshops for those teaching internationalized GE courses
• Collaborate with GEGB in the development of internationalization of curriculum via modified GE objectives/criteria for courses and/or areas
• Pull together a task force to address the merits and feasibility of an international certificate and/or interdisciplinary minor
• Offer professional development grants for faculty to attend international development seminars, to participate on Global Programs, to present at international conferences, etc.
• Create a quarterly international speaker series showcasing faculty with international expertise, international scholars, current partnerships abroad, international visitors, etc.

THREE TO FIVE YEARS

• Finalize determination for an international certificate or minor (assuming positive feasibility study)
• Develop GE area with focus on global perspectives (assuming positive feasibility study)
• Develop designation for qualified/vetted international courses in catalog
• Offer grants annually to faculty to support course redesign for international designation
• Collaborate with the Honors Program to develop a capstone to study abroad
• Include in program review departmental strength with study abroad (high impact practice) and with internationalized curriculum generally
• Align internationalized curriculum with discipline accreditation or other standards
RESOURCES FOR INTERNATIONALIZING COURSES

• Internationalization Symposium Fall 2015 will bring the definition of curriculum internationalization to the larger campus community, produce tools and resources from across disciplines, and provide opportunities to network with faculty interested in internationalizing (further) courses.

• Maintain a list of vetted internationalized courses for campus community on the International Center (IC) website.

• Utilize international partnerships with activities such as distance learning and video conferencing.

• House resources (sample syllabi, articles, global learning outcomes, etc.) with Library Commons, CTLT, One Drive, and/or IC’s web site.

SHARING OF BEST PRACTICES AND RECOGNITION

• Focus on curriculum internationalization during Internationalization Symposium in Fall 2015 and showcase faculty and department efforts in this regard.

• Identify students who have studied abroad and international students at graduation.

• Define an “international” graduate more specifically in coming years with certificate, capstone coursework and/or designated minor coursework in qualified internationalized courses.

• Showcase co-curricular programs that support curriculum internationalization such as service learning programs (Engineers without Borders, Medlife, internships, etc.); start with a student poster session during International Education Week, November 2015.

• Initiate an annual Student Global Ambassador Award.

• Provide award for faculty with best/most innovative internationalized course/s (spring 2016—and highlight in fall conference 2016).

• Provide recognition for departments in which each faculty has at least one course qualified as “internationalized” (spring 2016—and highlight in fall conference 2016).
CAL POLY
CURRICULUM
INTERNATIONALIZATION
TASK FORCE
2015 MEMBERSHIP

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