

## **International Teaching Activities Report**

Submitted to the University of Florida Steering Committee  
for the Southern Association of Colleges and Schools  
Commission on Colleges Reaffirmation of Accreditation Report

Prepared by the  
International Focus Committee -- Teaching Sub-Committee

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## Executive Summary

Each college at the University of Florida was surveyed to gather information on the international dimensions of its overall teaching effort and on its plans over the next five years to strengthen its commitment to expand the international focus of its educational efforts.

The sub-committee distilled this information and organized it to address the first two goals of the International Focus Self-Study: (1) assess the extent of internationalization and (2) establish goals for future internationalization and establish a process for assessing the implementation of those goals. This report also indirectly addresses the third goal--identifying institutional needs to provide incentives to encourage faculty and students to pursue international research, exchange, and educational initiatives and opportunities--since the incentives involved in encouraging faculty and students to pursue international activities are directly connected to identifying the university's best practices on the international front.

Teaching contributions to internationalization is a complicated subject that this report analyzes on three levels: (1) substance, or course content; (2) program development; and (3) people. Substance is the amount of international content our students are exposed to in the classroom. Program development is the design and implementation of curricula specifically aimed at encouraging international education and exposure. Program development also includes incentive systems currently in place that encourage initiatives in this area. People are the students and faculty with international backgrounds, exposure, and training in the classroom experience. If these three elements are present in the education of our students, the sub-committee concluded that internationalization of teaching is taking place at the University of Florida.

The data gathered from each college reflects the extent to which internationalization is now occurring. Highlights from the college self-study reports are reviewed in the next section. Following that section, the sub-committee used the three elements (course content, program development, and people) to develop goals for further internationalization of teaching at the university and to construct measures for evaluating the effective achievement of these goals.

### Sub-Committee Mandate

The University of Florida seeks to:

1. Assess the extent of internationalization that currently exists on campus as it relates to research and scholarly activities.
2. Establish goals for the further internationalization of research and scholarship and establish a process for assessing the implementation of those goals.
3. Identify institutional needs to provide incentives to encourage faculty and students to pursue international research, exchange and educational initiatives and opportunities.

### Assessing the Extent of Internationalization in Teaching at UF

There is a university-wide commitment to internationalized instruction. The General Education requirements, which all students must complete, in addition to their major and college requirements, include a mandatory six credits of courses that address "International/Diversity Focus." The 2002-2003 Undergraduate Catalog describes this as follows:

*The United States is part of the global community and is increasingly diverse as a nation. The international and diversity requirement provides basic concepts and tools to help students understand and appreciate diversity among nations (the international component) and within a nation (including the U.S.). This includes differences such as gender, class, race, ethnicity, sexuality or culture.*

*Courses meeting this requirement may make a student aware of non-Western influences or they may immerse students in a culture quite different from the mainstream U.S. culture. These courses give students new lenses through which to view, and thereby, understand, people and world events (Undergraduate Catalog, 2002, p. 1-25).*

A total of over 300 undergraduate courses meet the "International/Diversity" or "I" credit designation, and more than half of these designated courses are offered in any

given semester. The General Education Council, a faculty committee, examines course descriptions to ensure the content and exposure match the criteria quoted above. A periodic review by the council of the "I" designated courses is undertaken to verify the course content meets the stated criteria.

Because language acquisition is fundamental to internationalized teaching, three colleges (serving nearly one-half of the undergraduate majors at UF) specify foreign language proficiency as part of their college requirements or options. The College of Journalism and Communications provides students the choice between a foreign language and a quantitative option. The College of Fine Arts specifies foreign language proficiency for several of its majors. The College of Liberal Arts and Sciences, the largest college at UF, with over 10,000 undergraduate student majors, requires every student to demonstrate foreign language proficiency equivalent to passing the final course in an introductory foreign language sequence.

Students may choose from roughly twenty foreign languages taught at the university in order to meet the foreign language requirement, and majors or minors are offered in many of these languages for undergraduates who want to further extend their language studies. Hundreds of undergraduates choose a foreign language as a second major and graduate with a dual degree or double major. The foreign language departments---African and Asian Languages and Literatures, Germanic and Slavic Studies, and Romance Languages and Literatures---are all housed in the College of Liberal Arts and Sciences, and the latter two departments maintain thriving graduate programs.

The inspiration for much of the international content in "International/Diversity" and advanced foreign language courses comes from the university's centers and programs that focus on "area studies." The well established and nationally ranked Center for Latin American Studies and the Center for African Studies have long provided programmatic support, faculty support, and lecture series in the international realm. In 1999, the African Studies program expanded its minor to include four specialized tracks, to better complement existing majors. Between 2000 and 2002, 96 graduates, with majors in 22

departments across 6 colleges, completed the 15 hours in African Studies required for the minor.

The Asian Studies Program has been re-energized recently by the appointment of a new Director and a \$2,000,000 grant to expand the program. The European Union Studies Center has just been launched as a multi-disciplinary effort linking several departments in the College of Liberal Arts and Sciences, as well as faculty in other colleges and the University Library.

Many departments--Political Science, Food and Resource Economics, History, Economics, Anthropology, Agricultural and Biological Engineering, etc., as well as the foreign language departments mentioned above--have faculty lines and extensive curricula devoted to the study of international relations and/or area studies. For example, the Department of Political Science offers a multidisciplinary International Relations Certificate Program for undergraduates and a Master of Arts degree in International Relations. Supplementing these departmental commitments are nearly 60 university exchange programs in over twenty countries and twenty-two university-sponsored study abroad programs in more than fifteen countries, all of which are maintained and coordinated by the UF International Center. There are many more independent study abroad programs that are approved by the University of Florida in which undergraduate and graduate students can participate.

Overseas study for students is a fundamental means for internationalizing education. No amount of study in the classroom at the university can match the learning experience a student acquires by studying abroad. For nearly a decade, UF has made it a priority to promote overseas/study-abroad experiences for its undergraduate, both during the summer and academic year. The university has provided incentives for students by making many of its academic rules and regulations transparently applicable to study abroad. For example, UF students can maintain financial aid, UF grade point average credit, and summer residency while participating in the many exchange and study abroad programs sponsored by the university. Graduate students specializing in area studies are exposed to overseas environments while conducting research and forging the contacts necessary for their professional development. Departments, centers, colleges, and the

Graduate School make travel grants available to graduate students, thus enabling them to conduct essential academic work overseas.

An important aspect of internationalizing education is the participation of international students and faculty in the programs of study that the university offers. While the undergraduate population of truly international students is relatively small because of enrollment pressures in a growing state, graduate programs across the university typically attract large numbers of international students, particularly in the sciences and engineering. In some programs, international graduate students make up as much as 25% of the graduate student population. The exposure of native students to individuals from foreign countries is an invaluable internationalizing influence on graduate education at UF. Some of our international students have graduate assistantships, and their job responsibilities often bring them into contact with UF undergraduates as teaching assistants or lecturers in lower-division classes. Foreign graduate assistants, whose native language is not English and who serve in teaching roles, are required to take a Test of Spoken English that they must pass before being allowed to teach or assist in teaching. The Linguistics Program, in cooperation with the Graduate School and the College of Education, offers programs to help international students with their English language skills. These programs are available to international faculty as well, who now number over 1,000 at UF and are active across all disciplines at the university.

### Program Summary

The following is a summary of highlights of the college-by-college survey conducted as part of the international focus self-study process. It supplies the reviewer with a synopsis of many of the best practices now in place at the university that encourage the internationalization of teaching and curriculum development. As a prelude to this review, it should be noted that each college has its own approach to internationalizing education and the curriculum. Some colleges take a centralized approach with energy, inspiration, and incentives flowing from the dean's office. Other colleges use a mixed approach, combining college-wide initiatives with

departmentally driven programs. Still others are highly decentralized, relying on departments to develop their international focus. A few colleges report a currently limited but expanding focus on international activity.

The College of Business Administration is an example of a centralized approach to internationalizing education, inspired by its explicit recognition that business, to be successful, must compete in a global environment. Its program is clearly delineated below, in this excerpt from its survey results:

. . . [T]he College has developed a four-prong strategy for creating and diffusing a global awareness into its teaching and curricula.

- Infuse the international dimension in each of the business core courses in addition to having specific “international” courses in the specialty area.
- Develop courses that specifically target geographic areas or topics of global concern.
- Negotiate exchange relationships with leading business schools around the world to enable our students and faculty to study/teach abroad and learn about other cultures and ways of doing business. At the same time, these relationships will bring foreign faculty and students to Gainesville to enrich the College's programs.
- Establish formal majors, concentrations, certification programs, degree programs, and activity modules for students who want to give an extended global focus to their business studies.

These four initiatives have enabled the College to enhance the international dimension of the diverse courses and programs in which it engages so that all major constituencies of the college have an opportunity to experience the benefits of the increasing international emphasis.

To accomplish these goals, the College of Business Administration has set a goal of sending at least ten percent of its faculty abroad each year on an out of country assignment. Already, 55% of the faculty have participated in the program. There are also course development grants specifically aimed at increasing international content. A reflection of the increased interest in internationalizing the business curriculum is that the

foreign language credits that Business Administration undergraduates have added to their curriculum has increased 12.5 times over the last five years. This is all the more remarkable, since foreign language credits are not required for the Business Administration bachelor's degree. The college has developed 14 undergraduate and 28 graduate courses with an international focus, particularly in Economics and Finance. Student enrollment in these courses has increased dramatically over the last five years. Most impressive is the number of exchange options developed recently by the college. There are now 40 different exchanges in 18 different foreign countries as well as new internationally oriented Master's programs that have become highly successful in recruiting students since their inception.

The College of Liberal Arts and Sciences uses a mixed strategy to encourage internationalization of teaching and the curriculum. While relying primarily on efforts initiated in departments, the college does have an associate dean with responsibility for international education. There is also an International Committee of college faculty members charged with a variety of tasks including the development of a major and minor in international studies.

Most internationalization effort in CLAS occurs at the departmental, center, and program levels. Naturally, the foreign language departments are highly focused on internationalization activities. For example, the Romance Languages and Literature Department, successfully secured a *centre pluridisciplinaire* from the French government to establish the France-Florida Research Institute. A professor in the Department of Political Science lead the development of a Title VI proposal for the new European Union Studies Center that will bring faculty and students from several departments together to study issues relating to that body.

In addition to the departments and programs which address language, linguistics and cultural studies in the target language, international issues and cross-cultural perspectives inform the teaching and research of almost every department and center in the humanities and the social sciences, most especially Anthropology, Geography, Political Science, Sociology, English, History, Religion, and the Center for Women's Studies and Gender Research. Anthropology faculty activities range from collaboration

with the U.S. Food and Agricultural Organization to gathering forensic evidence of human rights abuses in Bosnia for the International Human Rights Tribunal of the former Yugoslavia.

Undergraduate participation in the broadly popular Model United Nations program, under sponsorship of faculty from several departments, is an indication of genuine student interest. Graduate students are supported by both departmental and college travel funds to conduct their studies overseas. Faculty contacts and exchanges are supported in a similar fashion by both department and college competitions for international travel assistance. The CLAS programs and centers, some of which are defined by an international or area studies agenda, routinely schedule internationally oriented conferences and lecture series; they also attract international scholars on visiting professorships or lectureships.

The increasing need to facilitate a more global perspective in our students has been evident in the College of Health and Human Performance for a number of years. Over 6 years ago, the Department of Health Science Education created a specific course designed to increase students' knowledge in international health. The course, Trends and Issues in International Health, is an upper division course that meets the international requirement in the general education distribution. For over 5 years, the college has been involved in two exchange agreements in which faculty and students alternate study at UF with the University of Darmstadt in Germany or the University of Western Sydney in Australia. At this time a third program is being explored with the National Taiwan Normal University in Taipei. Students in the college have the opportunity to interact with international graduate and undergraduate students while learning from international faculty.

In the College of Journalism two programs have obtained certification via international groups. As early as 1973, the Department of Public Relations received international certification from the International Public Relations Association. In May 1998, the Department of Advertising was the first university advertising program in the nation to be certified by the International Advertising Association. Since certification, 350 advertising majors have graduated with the IAA's Diploma in International

Marketing Communications. In 1999 and 2000, the University of Florida's Department of Advertising teams were named United States/Canada Champions in the IAA's InterAd International Advertising Student Competition.

The Department of Journalism tries to fulfill its mission to create the next generation of global journalists by offering entire courses (in some cases) and well-developed units (in other cases) that address international issues. One course meets in a Latin American country each fall semester. Two other courses include off-campus instruction in the Yucatan Peninsula as well as London, Paris, and Rome.

The Institute of Food and Agricultural Sciences (IFAS), which houses the College of Agricultural and Life Sciences (CALs) is a complex organization dedicated to teaching, research, and extension service, and is an outgrowth of the university's designation as a land-grant institution. Its approach to internationalizing education has both centralized and decentralized components. It has its own International Programs Office that manages international contracts and dozens of cooperative agreements and projects. As such, IFAS's involvement in international education and research has been well established. This enables CALs to take advantage of IFAS's international connections to expose undergraduate and graduate students to the global context of agriculture and to facilitate faculty research and exchange programs in foreign countries. There are nearly 100 international faculty in IFAS and over 300 international graduate and post-doctoral students. This wealth of personnel translates into nearly 70 courses at the undergraduate and graduate levels with substantial international content. This is a case where the presence of international people helps to create internationalized education.

There are several examples in the College of Health Professions of successful collaborations contributing to graduate level globalization. In 2000-2001, for example, the Department of Clinical and Health Psychology established a faculty and student exchange program with the clinical psychology program at the University of Oxford in Oxford, England. The department has also entered a formal agreement with the University of Jordan in Amman to train clinical psychologists in Jordan. All clinical psychologists in Jordan will have been UF trained when the training agreement is

complete. The college also has a collaborative relationship with Taegue University in Taegue, Korea hosting students as well as scholars

The College of Engineering employs a decentralized and department-driven approach toward encouraging internationalization in teaching. Because there is a high percentage of Engineering faculty who are foreign-born and because engineering research, like research in the sciences and medicine, takes place naturally in an international setting, it makes sense that most of the commitment to internationalizing education comes from the ground up in this college. Another strong influence on internationalizing education in this college is the prominent presence of foreign graduate students in every department. For example, 15% of the undergraduate students and 58% of the graduate students in Chemical Engineering are international students. Every graduate student in this department serves two semesters as a teaching assistant.

It is difficult for the College of Medicine and the College of Dentistry to expand the international student presence in their classes because state law limits enrollment to U.S. students. The Department of Biochemistry and Molecular Biology has nevertheless been able to attract international graduate students into their Interdisciplinary Program in Biomedical Sciences (IDP) Graduate Program (fully one-third of this program is international), and this ensures an international presence in the classrooms and labs of the department.

The College of Law maintains active student and faculty exchange programs and an extensive list of international and comparative law courses. The College was recently awarded \$250,000 to support Law students while they engage in internships or other overseas study programs. This scholarship opportunity will be particularly beneficial to those students seeking to complete one of the two certificate programs in international law. The goal for these students who study overseas will be to develop awareness and legal methodology to assist them in solving international problems.

Colleges often collaborate on international projects that involve UF students in valuable international field experiences. For example, the Colleges of Medicine, Veterinary Medicine, and Dentistry, in cooperation with the UF Center for Latin American Studies and the UF International Center, have developed Project HEAL (for

"Health, Extension, and Learning") that works with the University of San Francisco de Quito in Ecuador, and will soon expand to other Latin American universities. Hosting international visitors is another way UF provides an intercultural experience for its students. The dean of Harbin Medical University of China and four of its faculty members visited the College of Medicine in the fall of 2001 to learn about innovative aspects of undergraduate medical education, including its use of standardized patient profiles to assess student competencies. A formal affiliation between Harbin Medical University of China and the UF College of Medicine is being explored.

As part of the Partnership in Global Learning Program, the members of the UF College of Medicine visited Brazilian universities to discuss participation in multimedia research in medical education pedagogy and service delivery. Both the College of Pharmacy and the College of Agricultural and Life Sciences have Global Gators programs with the similar aim of increasing the possibilities for international exposure for students and faculty while enhancing outreach efforts.

Distance education programs offer exciting potential for increasing the international reputation of UF as an educational institution. For example, in January 2002, the College of Pharmacy launched the Working Professional Doctor of Pharmacy (WPPD) program in Germany. The purpose of the distance education WPPD program is to educate pharmacy practitioners to become proficient in the delivery of pharmaceutical care. The students participate in the "remote" model of the WPPD with faculty from UF visiting them periodically and the students traveling to Florida for clinical practice experiences. We anticipate that in the next five years the WPPD program will expand to both South America (Brazil) and Asia (Thailand).

### Summary

The aim of this review has been to provide an overall sense of international teaching efforts in terms of course content, program development and international presence on campus. The report has not covered in detail every college or its contributions to the university's internationalizing efforts in teaching and curriculum development but rather has summarized campus efforts in general. Details are available

in the individual colleges' survey responses, available in the documents room. In general, it is clear that there is a strong basis for the expansion of internationalizing activities at UF, and this makes it easier to develop realistic and achievable goals for the next five years.

### Goals for Further Internationalization of Academic Programs and Curriculum

In developing goals for the internationalization of academic programs at UF, it is important to respect the diversity of the university's teaching mission. A one-size-fits-all approach is not in the best interests of the university. These goals are offered to inspire UF to do better what it already does well. Listed below are the goals for internationalizing education and the means of assessing those goals. For the most part, the goals are aimed at the college-level for implementation; but there are also university-wide goals associated with General Education and the integration of college and departmentally based activities.

Goal 1: Expand the International Focus component of the General Education requirement to nine credits, separate it from the Diversity Focus requirement, and create an incentive for all UF students to consider taking a foreign language at UF.

Comment: The desired result is to separate the two components that make up the International/Diversity Focus General Education requirement while expanding the International Focus to nine credits. And at the same time allow introductory language credits to be accepted as International Focus and Humanities ("H") credits. All foreign languages are now taught with a strong cultural component, thus making the Humanities General Education designation justifiable. The "I" credits would still be paired with another General Education requirement, as they are now. Making this change would encourage students across the university to take a foreign language (10 credits for the introductory sequence of two courses) because they could meet their "I" credit and "H" credit General Education requirements at the same time. Furthermore, this action would reduce the incentive for students to "proficiency" out of their college's foreign language requirement. Taking a foreign language perhaps different from the one taken in high

school or spoken at home is a good way for a student to broaden his or her international horizons. Students would still be required to earn six credits of Diversity Focus under this new scheme, and those six credits would likely be paired with another General Education requirement, as they are now. Since International and Diversity Foci are each important aspects of General Education, separating the two components would enhance both in the process.

Evaluation: While additional teaching resources for the foreign language departments at UF will be required, making this change should produce a measurable increase in the number of foreign language credits taught. However, the change should not affect significantly the overall "hours-to-degree" required of our undergraduates, because the "I" credits will pair with other General Education requirements. Students will have alternatives to taking foreign languages early in the process of implementing this goal thereby easing the resource strain on expanding the foreign language departments. It would be the responsibility of the university's General Education Council to develop the new nine-credit International Focus requirement and forge the complementary changes to the General Education status of the introductory foreign language courses.

Goal 2: Expand the UF International Center's responsibilities for promoting and coordinating international teaching efforts.

Comment: The UF International Center has recently been reorganized and energized by the appointment of a Dean for the International Center. It is important that the International Center remain involved in efforts to internationalize the curriculum, particularly during the initial phase. Faculty and students with ideas about international education would benefit from help in developing these ideas; in the same way that the Division of Sponsored Research helps to incubate ideas for research grant proposals. The key function of the International Center in this area should be to encourage, support, and implement good ideas by serving as a clearinghouse for our faculty and students. Furthermore, because so much of internationalization at the university involves interdependence among the various colleges, departments, centers, and programs, a

central organization--the UF International Center--acting as the facilitator of this interdependence will likely earn good results.

Evaluation: It should be a relatively easy task to count the number of new overseas programs, international research proposals, faculty exchanges, etc., that the UF International Center fosters in a given year. Rather than designate a specific target for this goal, it would be more useful to monitor progress and note improvement in the UF International Center's efforts to inspire a more internationalized academic environment.

Goal 3: Based upon the colleges stated 5-year goals toward internationalization in teaching and curriculum, each college should develop a five-year plan that would include: (1) incentives for the development of new courses with international content; (2) encouragement of faculty involvement in international research and teaching initiatives; and (3) development of undergraduate and graduate programs aimed at greater international exposure.

Comment: While departments and individual faculty are often the vehicles through which internationalization initiatives develop, it is important that each college provide some systematic support, so that efforts within the college can be promoted and coordinated. The College of Business Administration showed that, over the last five years, a committed college could produce striking results. There is every reason to expect that successful results would follow if other colleges were to commit to internationalization in a similar fashion. It is important to note that this commitment would vary in content significantly across the colleges. Each college is different, as the above review demonstrates, and these differences need to be respected in the implementation and evaluation of the five-year plans.

Evaluation: In the self-study process, each college was asked to establish 5-year goals in the area of teaching and curriculum. Each college should establish yearly benchmarks to measure progress toward these 5-year goals. In the annual provost review process, colleges could be asked to submit a progress report on how well they are meeting their established five-year goals and what strategies they have used to ensure success.

## Conclusion

Each of the three aspects of internationalizing education--course content, programmatic development, and people--have been addressed in reviewing what the University of Florida is doing now for internationalizing teaching and curriculum development and by specifying the goals for future improvement in the educational mission of the university. The sub-committee on teaching learned, through the college self-study reports, that the university clearly has a good foundation upon which to build. With proper direction and funding, the next five years should bring the university, its students, and its faculty more prominently into the international arena.

## **Internationalization Data By College: Teaching**

In developing their self-studies, all of the colleges were asked to assess their current level of internationalization and to establish 5-year goals in specific areas related to teaching, research and service. The information on the following pages is the result of that assessment and goals' development for the area of teaching.

Within the college self-studies located in the documents room are the department specific data that was used to create this section. At the time this data was collected, there were 17 colleges. With the recent re-location of the College of Natural Resources and Environment into the College of Agricultural and Life Sciences there are now 16 colleges on the UF campus.

On the pages that follow, the left hand column is the name of the college and the number of full time equivalent faculty. At the top of the page are the item names or questions to which the college and department were responding. Immediately under these headers are columns for current and for 5-year goals. At the bottom of the page, next to last row are totals for all of the university.

Although the college data viewed independently indicates good efforts toward internationalization, the collective data is in a number of cases impressive. For example, undergraduates at the university may select from close to 1000 courses that have substantial (over 50%) international content. In 2001-2002, about 15% of UF's faculty held citizenship outside the United States. Just over 25% of our graduate student population is international students.

This quantitative data supplements the qualitatively driven self-studies reports and provides an additional source of information on the internationalization of the University of Florida.