

International Centers and Institutes 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
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Executive Summary

There are 172 centers and institutes (C&Is) on the University of Florida campus classified into one of three general categories: Types I, II, III. Data on expenditures derived from externally funded contracts and grants show that C&Is play a major role in generating outside support for a broad range of research, teaching, and service activities. Many C&Is are the locus of activities that would not otherwise take place within disciplinary departments. By focusing on particular topics or methods, C&Is are often at the cutting edge of emerging issues in their respective areas of interest.

C&Is are highly diverse in terms of size, organizational structure, and substantive focus. Some have no international involvement whatsoever; others encompass hundreds of affiliate faculty, the majority of whom are deeply committed to international research, teaching and service initiatives. Examples of the latter include the Center for African Studies, the Center for Latin American Studies, and the Center for International Business Education and Research, all of which receive funding from the Title VI program of the United States Department of Education.

A survey of centers and institutes, based on a scale that ranged from 1 (low internationalization) to 3 (high internationalization), found a mean score of 2.13, 2.09, and 2.05 for Research, Outreach/Service, and Teaching, respectively. A description of selected C&Is, especially those with funding from Title VI, illustrate the diversity of international activities carried out by the various groups. On the basis of three general observations, the Sub-Committee on Centers and Institutes proposes eight specific recommendations with the intent of increasing the degree of internationalization among those units for which greater foreign involvement is a relevant criterion.

Sub-Committee Mandate

The University of Florida seeks to:

1. Assess the extent of internationalization that currently exists on campus as it relates to teaching, research, scholarship and public service.

2. Establish goals for the further internationalization of the academic programs and curriculum at the university and establish a process for assessing the implementation of those goals.

Centers and Institutes: A Profile of Diversity

The 172 centers and institutes (C&Is) at the University of Florida play an important and highly varied role on the UF campus. A complete list of C&Is as of 8/14/02 may be found in the documents room, see Volume II, Section 4: Inventory of Active Institutes and Centers.

Centers and institutes fall into three general categories: Type I Centers (N=5) are those that receive state-legislated financial support and have a mandate for service that extends beyond the limits of the UF campus, to include other units in the State University System (SUS). Examples include the Florida Center for Library Automation (FCLA), and the University Press of Florida.

Type II C&Is (N=61) receive state funds and Type III C&Is, the most numerous of the three types (N=106), receive no state funds, and exist primarily on funds external to the university. Centers and institutes focus on domains of knowledge that reside within a discipline or are cross-disciplinary in scope. These are organizational mechanisms that can be used to provide greater depth in teaching and/or research to a narrower range of problems within a discipline, or to apply a broader vision to problems that cross traditional knowledge boundaries. Centers may help to develop new areas of research that are interesting to the faculty and relevant to external constituencies, encourage cross-disciplinary and multidisciplinary approaches to teaching and research, provide more relevant focus for service to external and internal constituencies, and/or promote the sharing of resources (e.g., equipment, labs, etc.) and collaboration across departmental and college boundaries.

The significance of C&Is at the University of Florida is partly reflected by data on the total expenditures derived from externally funded contracts and grants. The results of a recent study prepared for the Council for Education Policy Research and Improvement (CEPRI) found that total expenditures (direct and indirect) from externally funded

sources reached \$37,363,823 in FY 00/01. C&Is thus play a key role in generating outside support for a broad range of research, teaching, and service activities.

C&Is at UF are highly diverse in terms of their size, organizational structure, and substantive orientation. Some have narrowly focused, mainly domestic agendas that involve only a handful of faculty. Others, such as the Geoplan Center (in Design, Construction and Planning) and the Public Utility Research Center (Business Administration), display a greater degree of international involvement, a more interdisciplinary scope, and draw on a larger number of cross-campus participants. Still other centers encompass hundreds of affiliate faculty, the majority of whom are deeply committed to international research, teaching and service initiatives. Examples of the latter include the Center for African Studies and the Center for Latin American Studies.

The heterogeneity of C&Is makes it difficult to generalize to all Type I, II, and III categories. With this limitation in mind, we can nonetheless advance some cautious observations concerning the unique role that C&Is play on this campus.

In many cases, C&Is are the locus of activities that would not otherwise take place within disciplinary departments. The faculty and student groups that comprise the various C&Is tend to be more interdisciplinary in outlook, and are more likely to engage in policy-relevant work, especially within those units that advocate a problem-oriented mission. By focusing on particular topics or methods, C&Is are frequently on the cutting edge of emerging issues in their respective areas of interest. Compared to conventional departments, C&Is are generally endowed with greater freedom and flexibility, thereby enhancing their capacity to respond quickly to new funding options and to new technological innovations. In contrast to large academic departments that carry a disciplinary label (e.g., Political Science), the substantive focus of some units, such as the Center for Women's Studies and Gender Research, also provides a clear identification with a particular set of issues, and a roster of associated faculty who may be housed in colleges and schools across campus. As a result, many C&Is serve as the point of contact between the university and a broad range of community, scholarly, and business groups-- a role that has assumed global importance since the advent of the Internet. The ability to

provide a bridge between the intellectual capital on campus and interested groups across the world contributes significantly to UF’s national and international visibility.

Extent of Internationalization

Because of the diversity of C&Is at UF, it is not surprising that the degree of international involvement is also quite varied. In order to obtain a general picture of the degree of internationalization among C&Is on campus, we devised a simple questionnaire to determine the proportion with “Low,” “Medium,” and “High” levels of international involvement. The instrument asked that C&I directors respond in terms of the university’s three principal missions: (1) teaching, (2) research and scholarship, and (3) service (including outreach, technical support, and consulting activities). The instrument also allowed for the possibility that, in the case of many centers and institutes, the notion “internationalization” was simply “Not Applicable.”

Descriptions of the three “Levels” may be found in the documents room (see Volume II, Section 4: Definitions of Levels of International Involvement in Teaching, Research, and Service). Although the definitions of each level are subject to interpretation, the descriptions were sufficiently general to successfully enable respondents to select the level that best represented their center or institute. The objective of the instrument was to measure the degree of internationalization, and to establish a campus-wide baseline data set against which future progress can be measured. Table 1 presents a summary of the results for Fall 2002.

Table 1
Centers and Institutes Level of Internationalization:
Teaching, Research, Service/Outreach
 (N=172)

Level of Internationalization	Teaching	Research	Service/Outreach
Level 1: Low	12.7	15.7	13.7
Level 2: Medium	25.5	42.2	40.2
Level 3: High	15.7	26.5	20.6
N/A	46.1	15.6	25.5
Total	100 %	100 %	100 %
Mean (excluding N/As)	2.05	2.13	2.09

In keeping with the objectives of most C&Is, the results show that the Research component displays the largest proportion of C&Is in Level 3 (26.5 % with “High” degrees of internationalization). It is further evident that Teaching is the dimension that is least relevant to C&Is as 46.1% of the respondents declared that teaching was not applicable to their unit. This pattern is reflected in the mean values of index: 2.13 for Research; 2.09 for Outreach and Service activities; and 2.05 for Teaching.

Inventory of International Activities

C&Is are directly or indirectly involved in a wide range of international activities that vary in substance and intensity from one unit to another. An inventory of activities, followed by a description of selected units, reflect the scope of the international initiatives carried out by C&Is.

Members and affiliates of centers and institutes teach courses with an international focus; construct web-based distance education programs that have a global reach; coordinate study abroad opportunities for undergraduate and graduate students; incorporate foreign language and area skills into graduate and undergraduate courses; sponsor visual and performing events that sensitize UF students to the art and cultures of foreign countries; organize conferences, workshops and symposia with an international focus, and that include foreign participants; support international travel for students and faculty; administer outreach programs to foreign agencies, institutions and businesses; recruit foreign students into UF programs; host visiting scholars, students and guest speakers from abroad; add international materials to special collections in the library; carry out research on international topics; execute research, teaching, and extension activities in foreign countries; serve on editorial boards that publish books and journals with an international audience; publish in foreign journals; and collaborate with colleagues and institutions outside of the United States.

Selected Examples

European Union (EU) Studies Center. The recently established interdisciplinary EU Studies Center is housed in the political science department. Its mission is to foster research and scholarship on the EU by sponsoring guest speakers and workshops, and establishing a Florida-wide network on EU studies. The EU Center also enhances the scope of teaching EU-related topics through the creation of an interdisciplinary EU Certificate program. The five-year goals of the EU Studies Center are to: develop a regular colloquia series (two talks per semester) with invited external and UF-based speakers; establish a network of EU scholars across the SUS through annual workshops and biannual meetings of campus representatives; implement the EU Studies Certificate, including the creation of 6-8 core EU-related courses and the development of web-based courses open to all SUS students; create an EU-focused interdisciplinary summer study abroad program in collaboration with the Vesalius College in Brussels; and construct a “roster of experts” available for presentations to the general public, consultation with the business community and the media.

Public Utility Research Center (PURC). Under a collaborative arrangement with the World Bank, PURC continues to deliver a two-week course twice a year for utility regulators and industry executives in countries actively pursuing the infrastructure reform initiatives. To date, over 1,000 participants from 107 countries have come to UF for training. Recently PURC joined with the London Business School to sponsor a conference on "Competition in Wireless." Speakers and attendees came from all parts of the world including Europe, South America and the Middle East. In addition, PURC personnel have conducted numerous workshops and/or seminars in other countries for smaller groups to address industry and regulatory concerns. The beneficiaries of these and other activities (see <http://bear.cba.ufl.edu/centers/purc/international/02.htm>) are not only the agencies that receive training, but also the faculty and students who work together to develop and deliver the content.

The Documentary Institute (DI). The DI, housed in the Department of Telecommunication, focuses on domestic and international issues. The Institute began

offering a Master's program in documentary production in 1998. As teacher/scholars, as well as documentarians, the faculty members of the College Documentary Institute are committed to educating students to engage in critical thought and to approach the study of communication and documentaries from a global perspective. Throughout the 1990s the Documentary Institute has focused on various international themes. In 1990, faculty members produced, *Giving Up the Canal*, a documentary broadcast nationally on PBS about turning over control of the Panama Canal. The same team has produced *Campaign for Cuba* and *Last Days of the Revolution*, both broadcast nationally on PBS in 1992 and 1994, respectively. Current projects include *Good Morning, Revolution*, a documentary about African Americans and Communism based on a trip that African Americans made to the Soviet Union in 1932 to participate in a film about race relations in the United States. The second project, *Negroes with Guns*, is a documentary about a civil rights leader with strong ties to Cuba and China.

Land Use and Environmental Change Institute (LUECI). LUECI is a multidisciplinary research center, developed cooperatively by the Departments of Geological Sciences, Geography, Anthropology, and the Center for Latin American Studies. LUECI promotes basic and applied studies of environmental changes associated with natural phenomena (e.g. climate shifts, volcanic eruptions, fire) and human activities (e.g. deforestation, soil erosion, lake eutrophication, pollution, introduction of exotic biota). LUECI also fosters development of courses that address complex interactions among climate, humans, and the environment, especially in tropical and sub-tropical regions. Current research initiatives include the following projects: Paleoclimate of the Yucatan Peninsula; Paleoecology of Yunnan, China; History of El Niño Events (based on sediment profiles from saline lakes of the Galapagos Islands; Historical Ecology of the Maya Region; and the Environmental History of the Bolivian Altiplano.

Center for Subtropical Agroforestry (CSTAF). The CSTAF is a multidisciplinary, multi-institutional initiative established within the School of Forest Resources and Conservation (SFRC) to undertake activities in research, extension, and education and training related to agroforestry. Established with the support of a four-year USDA/CREES/IFAS grant to the University of Florida, the center focuses on the

southern and southeastern parts of the United States, but it is envisioned to be an eventual world leader in agroforestry. Research projects include the Hillside Agriculture Program (HAP, Cap Haitien and Jacmel, Haiti, and the Nicaraguan Reforestation Project.

Center for Humanities and the Public Sphere. The nascent Center for Humanities has a strong commitment to collaboration with scholars across global boundaries and serves as a magnet to attract leading international researchers and scholars to UF. In 2002, the Center for Humanities sponsored four major conferences on topics related to globalization: “Globalization and its Discontents,” “Identity, Assimilation and Displacement,” “Circulations: America and Globalization,” and “Theorizing Transnational Religion and Globalization.”

Centers with USDE Title VI Funding

The University of Florida hosts three graduate training centers funded by the Title VI program of the United States Department of Education: the Center for African Studies (CAF), the Center for Latin American Studies (CLAS), and the Center for International Business Education and Research (CIBER). Title VI grants are awarded on the basis of a national competition among major universities across the country. Because they are fully devoted to international research, training, and outreach, the three Title VI centers warrant special attention.

In addition to promoting a wide range of research and outreach activities, all three centers actively support the creation of new international courses in colleges and departments across the UF campus. A list of the graduate and undergraduate courses offered at UF may be found in the documents room (see Volume II, Section 4: International Courses). Following USDE reporting guidelines, all of the listed courses devote at least 25% of their content to international topics. The majority of courses on the list are 100% internationally oriented.

The listing is remarkable for the large number of courses offered and the wide range of topics covered. Both indicators reflect the degree to which faculty associated with the Title VI centers are committed to teaching internationally relevant courses at the University of Florida.

Center for African Studies

Mission: The Center for African Studies promotes excellence in teaching and research on Africa in all the disciplines at the University of Florida. The center also disseminates knowledge about Africa to the wider community through an integrated outreach program to schools, colleges, community groups, and businesses. Central to this mission is sustaining contacts and expanding interactive linkages with individuals and institutions on the African continent. In addition to undergraduate education, the center promotes and supports graduate studies as essential for the development of a continuing community of Africanist scholars. The center thus plays a pivotal role in addressing issues critical for understanding Africa in the global context. A major component of the Center for African Studies' mission is to work with the rest of the university in promoting Africa-related programs on the campus and beyond.

The center's mission is realized through (a) its systematic implementation of programs for research and for training human resources, (b) the broad base of Africa-related material resources at the University of Florida available to African Studies faculty and students, and (c) projects linking the center to institutions in Africa and to various community groups and organizations in the United States.

Human Resources: The Center for African Studies has over 75 affiliated teaching and research faculty housed in a wide variety of colleges and departments across campus. The center's faculty and students benefit from visiting scholars from African universities who come to UF for teaching, research and professional development purposes.

Material Resources: The U.S. Dept. of Education Title VI National Resource Center Grant supports research, teaching, and international linkage. Foreign Language Area Studies Fellowship, also funded by USDE, support graduate training in foreign languages. The Harn Museum of Art houses a permanent African collection, in addition to short and long term exhibits on African themes, and holdings in the university library are among the most comprehensive collections in the world.

Programs: Programs sponsored by the Center for African Studies include: linkages with African Universities (UDSM, Makerere, Capetown, Ghana-Legon, Botswana, and a proposed linkage with Cheikh Anta Dio; linkages with other universities

internationally (Kyoto); study Abroad (Tanzania, South Africa, Ghana, Uganda, Morocco, and Botswana (proposed); African-Artist in Residence Program (invites an African artist to UF each year to work with students in music and dance); an outreach program that targets elementary and secondary teacher training, collaboration with post-secondary institutions, and outreach to business, media & community groups; speakers and conferences on African topics; and the publication of African Studies Quarterly, the multidisciplinary electronic journal of African Studies.

List of Courses in documents room (African Studies section; see Volume II, Section 4: International Courses); also <http://web.africa.ufl.edu/>

Center for Latin American Studies

History: The University of Florida (UF) has offered Latin American area and language courses since the 1890's. The first MA degree in Latin American Studies was awarded in 1931, and the Center for Latin American Studies was created in 1963. It was among the first institutions in the country to be designated a National Resource Center by the US Department of Education (USDE) and receives assistance and fellowships through the USDE's Title VI program. Today, the center is recognized as one of the top-ranked area studies centers in the world. The center's "value added" to the University of Florida is achieved by providing the intellectual incentives, the institutional capabilities, and the external funding to forge novel linkages between faculty and students at UF. The center currently has 145 faculty affiliates who are housed in colleges, schools and departments across campus.

Mission: To accomplish its mission, the CLAS:

- administers an interdisciplinary graduate and undergraduate training program in Latin American Studies that provides students with the language abilities, cultural awareness, and socioeconomic understandings required of scholars and practitioners in international business and education institutions;
- funds interdisciplinary research on Latin America and the Caribbean; organizes faculty and student exchanges between UF and institutions in Latin America and the Caribbean; conducts outreach to business organizations, community groups, and education institutions across the state;

- sponsors activities that enrich the intellectual and cultural life of students, faculty and staff at UF.;
- facilitates scholarship and international collaboration through e-learning technology; organizes scholarly and applied conferences, workshops, and colloquia on Latin America and the Caribbean; and
- provides a fiscal/administrative structure to handle programs and events organized by affiliate faculty in other units on campus.

Research and Training Programs: Graduate training and research programs include: the Tropical Conservation and Development Program (TCD); the Latin American Business Environment Program (LABEP); the Partnership in Global Learning (PGL); a research project on Religion in the Americas; and a study-abroad program in Portuguese and Brazilian Culture. The center awards undergraduate and graduate certificates in Latin American Studies, as well as a Master's in Latin American Studies. Every year the CLAS holds an annual conference on a Latin American topic, and sponsors a campus-wide student summer field research competition. (See listing in documents room, Volume II, Section 4: Student Summer Field Projects). The annual student competition attracts applicants from many disciplines who address a wide range of interdisciplinary topics. CLAS also provides graduate fellowships to study less commonly taught languages, such as Portuguese and Haitian Creole.

Outreach: The CLAS is highly committed to activities that deploy the intellectual capital of the University Florida to the benefit of groups beyond the borders of the UF campus. Outreach activities target K-12 teachers as well as faculty in colleges and universities around the state with the goal of improving the scope and quality of area studies and language training. Other activities serve the business community and the media, improving the quality and enhancing the frequency of Latin American reporting.

List of Courses in documents room (see Latin American Studies section, Volume II, Section 4: International Courses); List of Student Summer Research Awards 2001-2002 (in documents room, Volume II, Section 4: Student Summer Field Projects); and <http://www.latam.ufl.edu>

Center for International Business Education and Research (CIBER)

Mission: Centers for International Business Education and Research, CIBERs are funded by the U.S. Department of Education to promote education, research and business outreach that enhances international business in university programs and contributes to sustaining and improving the competitiveness of American firms.

The mission of the University of Florida CIBER is to increase the international business (IB) capacity of the state, the region, and the nation. This enhancement is to be achieved by: Enriching opportunities at the UF campus through development of interdisciplinary research and teaching programs that link business, area studies, language studies, and other professional programs. Developing specialized IB expertise in the areas of infrastructure industries, agribusiness, and Latin America. Establishing IB information flows and IB program linkages between UF and other universities and between UF and the business community.

Specific Objectives of the UF CIBER:

1. Improve business students' foreign language and area skills, understanding of cultural differences, knowledge of IB, and participation in international programs;
2. Increase WCB faculty efforts to improve foreign language and area skills, develop IB curricula, conduct research on IB issues, and develop programs for IB leaders;
3. Provide foreign language, area studies, and professional program students with increased opportunities to study business curricula and to choose business specialties within their programs;
4. Increase foreign language, area studies, and professional program faculty's business knowledge, and ensure that they and WCB faculty collaborate in teaching and research related to IB; and
5. Ensure that US businesses and institutions, especially those in Florida and the Southeastern US, gain a better understanding of international markets, improved international skills, and the knowledge necessary for adapting and developing products for international markets.

CIBER-Supported Activities: Serving Students

CIBER-funded undergraduate programs provide a broad introduction to international business for thousands of students and specialized, intensive opportunities for students seeking more in-depth training. Graduate students receive advanced IB training through formal coursework as well as CIBER-sponsored seminars, workshops and research experiences abroad.

CIBER-Supported Activities: Serving Faculty

Through a variety of initiatives, including competitive grant programs for research and curriculum development, CIBER supports specific faculty projects and study tours that enhance IB research and teaching expertise across the campus and the region. CIBER-sponsored faculty development programs encourage UF faculty and instructors from other Florida schools to enhance international business aspects of their courses and their research agendas. A lecture series brings distinguished speakers to campus to stimulate interest in international business topics, a working paper series makes UF studies available to researchers elsewhere and a multidisciplinary workshop brings together faculty from diverse colleges to learn from the perspectives of other disciplines. In addition, faculty development programs in IB are made available to UF instructors as well as to those from other Florida colleges, including community colleges.

Research and curriculum development support: include competitive research grants; competitive curriculum grants; travel grants issued to faculty outside of the competitive grants program; summer salary funding for special projects in the WCBA, languages, and area studies; and a CIBER Working Paper Series. Graduate student funding supports faculty international business research as well as training students in the research process and introducing them to current global business issues. Eight CIBER-supported graduate students worked with faculty on state IB economic development activities and on research projects analyzing global infrastructure markets, current business conditions in Latin America, business opportunities in Africa and international agricultural markets. Additional activities include formal lectures and opportunities to visit global firms; an Interdisciplinary Research Workshop Series; as well as international business conferences and seminars.

CIBER-Supported Activities: Serving Business

An annual publication on *The Latin American Business Environment* is a signature UF CIBER program for state, regional and national businesses. Other business programs vary year-to-year in response to current issues and needs and include conferences, forums, workshops, publications and presentations.

List of Courses in documents room (International Business and Economics, Volume II, Section 4: International Courses); also: <http://bear.cba.ufl.edu/centers/ciber/>

Recommendations for Greater Internationalization of Centers and Institutes

Recommendations for the greater internationalization of C&Is must be tailored to the special roles that C&Is play on the UF campus. At the outset we must recognize that – in light of the nature and mission of many centers and institutes – internationalization may not be a relevant goal. That being said, it is also evident that we can formulate recommendations with the intent of increasing the degree of internationalization among those units for which greater foreign involvement is a relevant factor. We derive eight specific recommendations from three general observations, as follows:

1. Title VI centers provide an anchor for interdisciplinary courses, conferences, and research tied to international education and training. In addition, Title VI centers are fully engaged in service and outreach activities that directly benefit K-12 teachers, as well as members of the community, business groups, and the media. Because the Title VI program is highly competitive, awards from USDE convey undisputed legitimacy and prestige to the program.
Recommendation 1: Increase the number of graduate and undergraduate centers on campus funded by USDE Title VI.
2. Centers and institutes are most often comprised of individuals who are budgeted to a home department that vary in terms of the degree of support and recognition given to activities that take place outside of the department. As a result, the needs of faculty associated with centers and institutes sometime compete with departmental resources, and departmental credit.
Recommendation 2: Provide a source of special funds (beyond those available

through home departments) to support international meetings, conferences, and workshops organized by centers and institutes, as well as funds to go directly to faculty for international initiatives, such as participation in study abroad and the development of joint courses and international collaborations.

Recommendation 3: Develop mechanisms, such as seed money programs, that enhance the resources and the incentives for research on international topics, and for research carried out in foreign countries.

Recommendation 4: Develop a mechanism by which members of C&Is can travel to and make contacts with scholars outside of the United States.

Recommendation 5: Encourage overseas sabbaticals and competitive leave support, such as Fulbright Scholarships and internships with United Nations Agencies.

Recommendation 6: Find mechanisms that encourage department chairs to recognize, value, and reward faculty members who are involved in international activities via a center or institute.

3. The diversity of C&Is on the UF campus presents special challenges to any attempt to measure and evaluate the degree to which they are engaged in international activities. The task is complicated by the fact that most faculty who are members of a center or institute are also housed in disciplinary departments. Dual affiliation tends to muddy the reporting process, and run the risk of double counting activities that are properly attributed to one but not both units.

Recommendation 7: Within centers and institutes improve the scope and quality of record keeping associated with international activities.

Recommendation 8: With improved records in hand, periodically evaluate the degree of internationalization of centers and institutes.