Curriculum, Co-Curriculum and Learning Outcomes
Final Report to Steering Committee

I. Data Analysis

Strengths
- There has been a significant increase in UM international student population, especially since 2012 as indicated in (International Students at the University of Montana, 2013 Report). This provides potential for greater domestic student exposure to their international peer, enhancing their educational experience. It also has the added benefit of higher tuition dollars per international student for UM.
- UM does a good job of engaging the community in international events, programs and activities.
- UM has a number of units with a successful record of international activities and engagement, including the Global Leadership Initiative and Mansfield Center. We should look for ways to foster similar program success in other areas.
- UM’s foreign language offerings are impressive but underutilized as a source of strength for moving curriculum internationalization forward on our campus.

Weaknesses:
- Limited strategies are in place to help domestic students learn from international students e.g., Global Partners and Conversation Partners.
- Institutional learning outcomes have not been identified for internationalization / what skills, knowledge, and abilities should we teach our future “global citizens” (e.g., intercultural competence).
- UM has quite a few academic minors/certificates programs that relate to the international area but lacks a major in international or global studies, and there is not good collaboration among the existing programs.
- Transferability of credits is a challenge and a problem both for UM students studying abroad and for foreign students wishing to transfer credits to UM. It is not clear how to go through that process with the registrar’s office. At some other schools, there is in the registrar’s office an interdisciplinary liaison that provides support with study abroad requirements and transfer of credits. Currently, every department does it in a different way. A lot of time is invested in advising the students in terms of transferability of credits – not clear what the guidelines are, if they should be uniform or department-specific.
- Collaboration is not always expected, rewarded, or practiced among various programs on campus.

Opportunities:
- Be the “go to” MUS institution for an international experience (here and abroad). UM could be the most diverse community in Montana / creating opportunities for MT students to learn to be “global citizens”.
- We can increase attendance and engagement at international events, by connecting these event(s) to the curriculum. For example, GLI requires attendance at certain events.
There is greater potential for growth in study-abroad participation by UM students. These programs are preferred by many students, and especially by their parents, due to the apparent greater sense of oversight and safety of students in foreign lands compared to the usual ‘exchange’ or student-initiated study abroad programs.

Challenges:
- Resource scarcity both real and perceived, are hampering internationalization efforts. The continuing erosion of our resource base and funding limitation make it difficult to move forward and also endanger the programs we already have in place in the international area.
- Study-abroad courses are expensive, requiring at a minimum airfares and extra room/board expenses, in addition to possible tuition differentials. Without other sources of funds, many (especially Montana) students will not opt for such programs. Second, the relationship of contact hours to course credits typically imposed for on-campus courses does not work well for short, intensive-immersion courses like most faculty-led study abroad courses. The result is that students are asked to pay a significant premium (see above) for what often turns out to be relatively few credits, further discouraging participation. Third, legal and safety concerns have prompted recent growth in the bureaucratic processes required to gain approval for faculty-led courses. While these regulations can be justified on several grounds (liability, health insurance and risk management), the rationale for each of them is not always made clear and some consider them insufficient even as they stand. In any case, the burden of conforming to them is currently placed on individual faculty members, and the increased workload of these regulations, on top of the already-high additional non-contact-hour investment in such courses, have some faculty seriously considering dropping existing courses in the near future.
- For international students, there is a significant dependence on a small number of academic disciplines. Five areas accounted for 76% of enrollments in 2013 (International Students at the University of Montana, 2013 Report).

Recommendations:
- Create a central clearing house for all the international activities and events that take place on campus. We need to have better communication, coordination and integration of such activities so everyone can take advantage of the events. The challenge is how all the activities are communicated to students, members of the campus and surrounding community. If these folks do not know about them they won’t attend or participate, or if there are several competing international events attendance will be low as numbers are spilt up. We have somewhat of information overload and, even, opportunity overload. By having a centralized clearing house for international opportunities and activities at UM we can do a better job of coordinating and streamlining all the international opportunities.
- Audit and inventory existing international activities and prioritize various programs with regard to resources/allocate based on strategic priorities established.
- UM has a number of feeder programs and majors that are very attractive to incoming students, especially international students. Many of these programs are at or near capacity and it is a
question and a challenge for our campus as to whether and how to increase their capacity to accommodate increased enrollment.

- Efforts must be made to increase the enrollment and critical mass of international / underrepresented students at UM.
- Hire internationally qualified faculty to help build and strengthen international programs and activities and significantly boost UM internationalization efforts and to attract more international students to pursue their education at our campus. There is great potential to recruit international students (where enrollment growth is expected) and we need to be better positioned to attract these students.
- UM should implement the recommendations of the Academic Alignment and Innovation Program (AAIP), which identified programs that have proposed the “most impactful new international activities.” These are outlined in the AAIP report, which is forthcoming this summer.
- To increase attendance and engagement at international events, the event(s) should be connected to the curriculum. For example, GLI requires attendance at certain events. Provide incentives for engaging in international / diversity-related programs important to students.
- After students participate in Study Abroad, a re-entry workshop could be provided during International Month on the topic of “Incorporating Study Abroad into Your Career Plan”.
- The university could develop more opportunities for intercultural conversations, and outline learning outcomes for these conversations.
- Learning experiences between domestic and international students must be designed intentionally; they must be designed to achieve predetermined learning outcomes; and the learning experiences must be assessed regularly to determine if our strategies are effective.
- Have each department (or major) develop some general guidelines as to what courses are likely to transfer from other (non-Montana) Universities to UM (e.g., none, or only upper-division, or only as electives, etc.); these could then be placed in the current course catalog to guide students and departmental advisors. Even in this case, transferability of non-major credits and GenEd courses would remain a significant challenge that would ideally be met in the registrar’s or student advising office.
- UM could do a lot more to encourage incoming students to incorporate study abroad into their plans right away. More first-year students need to be advised to consider beginning study of a foreign language that pairs well with their interests or likely major. Study abroad should be an early priority and so should study of a foreign language. One of the main reasons UM students do not participate in study abroad is that many do not think about it until sophomore or junior year, and by then other requirements that they need for a declared major interfere and the students end up staying in the US to finish their degree.
- With regard to study-abroad courses, create a single point of contact on campus be designated (and given sufficient FTE) to help faculty navigate, fill out, and coordinate paperwork related to carrying out faculty-led study-abroad courses.
II. Data Collection

1. To what extent are students encouraged to take courses with international content? To take language courses? To engage in education abroad? Who provides such encouragement? How do advisers encourage or discourage students to pursue international learning and experiences?

*Units: Undergraduate Advising Center, Academic Departments*

- No rules or guidance exists in regard to how international students who study at UM receive credit for their work, such as specific benchmarks to measure and develop transferability. Every department does it in a different way. Administration of dual degrees is a particular challenge.
- A lot of time is invested in advising the students in terms of transferability of credits – not clear what the guidelines are.
- It would be very helpful if clear rules were provided – there is a European model that's particularly helpful. It designates certain amounts of time to be spent at different institutions in order to achieve a dual degree. That sort of specific guidance would be greatly appreciated.
- Other challenges in regard to faculty led study abroad programs include increased bureaucracy – more and more paperwork to address liability, health insurance and risk management topics.

2. To what extent is education abroad integrated into the academic major, minor, and general education requirements? How do departmental requirements and practices encourage or discourage international learning?

*Units: Academic Departments, ASCRC, Undergraduate Advising Center*

- Education abroad is integrated into several majors and minors across campus. It is particularly prevalent in MCLL, but many other programs have study abroad as well. The internship requirements in several disciplines encourage international learning.

3. What policies or practices (related to this subcommittee) hinder internationalization efforts at this institution?

*Units: GLI, OIP, FSSS, Student and Faculty Survey*

- Get interdisciplinary courses off the ground as General Education (GE) courses. ASCRC has been reluctant to approve them so GLI has stopped requiring that GLI course proposals apply for GE designation.
- One challenge is how information about opportunities for out-of-classroom experience is communicated. GLI students are required to have at least one 3-credit upper division credit course as an internship, study abroad or service learning class.
- Create centralize international opportunities and do a better job of coordinating and streamlining the process.

4. To what extent does the institution’s general education curriculum include international or global content, perspectives, and different ways of knowing? What is the evidence?

*Units: ASCRC and Undergraduate Advising Center*
• The General Education requirement for Indigenous and Global Perspectives is 3 credits, and there are also requirements for Historical and Cultural Studies, Ethics and Human Values, and American and European Perspectives (see UM 2014-2015 Catalog).

5. To what extent do academic departments attempt to internationalize majors? To what extent do they promote or impede study abroad for students? What is the evidence? To what extent is study abroad integrated into the academic major, minor, and general education requirements?

**Units:** Academic Departments, ASCRC, Student Survey

• This is somewhat repetitive of Question 1 above. One example though is that the School of Business offers an International Business major. A second major is required in another business functional area. Study abroad is encouraged for all business majors.

6. How rich are the opportunities for students to take courses with an international or global focus? What international majors, minors, concentrations, certificates, and courses are offered? What do enrollment patterns in these courses indicate about student interest over time?

**Units:** Registrar, Academic Enrichment, OPBA, ORCS, Peace Corps

• No response

7. Does the institution have a language requirement (for some or for all students)? Why or why not? Is this requirement articulated in seat time or proficiency? What do enrollment patterns in language courses reveal? What qualitative data exist about language learning at this institution? What quantitative data?

**Units:** ASCRC, Registrar, MCLL

• Students at UM are required to complete a second semester of foreign language, or equivalent “symbolic systems” requirements (see UM 2014-2015 Catalog). Language requirements differ by major. For example, in the School of Business, the IB major has a four semester language requirement.

• Yes, a one-year language requirement (articulated in seat time and a passing grade) was passed and will take effect beginning in fall 2015, but it passed only after great resistance from certain sections of the UM campus (esp natural sciences) and it is rather weak, even for a one-year minimal requirement. This language requirement will not include any majors with a credit requirement above 48 (thus, all the natural sciences are excluded, I think), so quite a few majors across the UM campus will be exempt from even a one-year requirement. The somewhat arbitrary figure of 48 credits also leaves the door open for majors to boost their respective major requirement total in order to avoid the language requirement. Finally, a number of entering students simply test out of this requirement and hence do not need to study a foreign language at all. So it is a requirement, but a very weak one without teeth.

• Enrollment trends in foreign languages across the US are down at the moment (about 20% over the last five years was what one person reported as a general trend). This trend toward lower enrollment in foreign language classes in US colleges and universities arguably runs counter to globalization and internationalization efforts in the US. The greater majority of students who do
study a foreign language opt to study Spanish (because it is easier and many students already have some knowledge of Spanish due to their heritage); far fewer students opt to study other foreign languages, especially those rated more difficult to learn, such as Chinese, Japanese, Arabic and Russian. When asked why they do not study a foreign language, many students say the class meets too frequently, interferes with other classes required for their majors, or that the foreign language classes have far too much homework in comparison with their other classes (many students list daily homework as a major reason for dropping their foreign language—apparently, classes in many other majors on the UM campus do not assign homework on a regular basis—or else, they must assign homework that can be avoided without penalty).

- Relatively little data exists about language learning at UM beyond the grades that students receive in their classes. Apart from final exams, there are no exit tests to evaluate overall language proficiency (nor do we feel that such tests could be objectively created—otherwise, you would create a situation where instructors would be teaching to the test instead of teaching to prepare students for future careers, etc). Testing is overrated and a US obsession that arguably does more damage than help.

8. Has the institution gathered information about alumni use of language skills after graduation?

**Units:** Alumni Assoc. and MCLL

- Language sections have primarily only kept track of students who go on to graduate school in a related field after graduation. For example, the Japanese and Russian section keep up a webpage with information about recent graduates and what they are doing after graduation. German also collects such information.

9. To what extent does pedagogy take advantage of the differing perspectives that domestic and international students bring to campus?

**Units:** Faculty and Student Survey

- TBA

10. To what extent does the curriculum integrate U.S. multicultural issues with international/global perspectives and issues

**Units:** OIP, FSSS, MCLL, NAS

- Yes, there are courses that integrate an international perspective. The most obvious example is Dr. Greymorning’s 231 Indigenous World View Perspectives course and Dave’s 260 Sustainable Indigenous Community Development class—both of which are electives. Dr. Greymorning also teaches one of our required course, 306 Contemporary Global Issues of Indigenous Peoples class. All three of those are international in scope. Most of our other classes are multicultural and/or international in some sense given that they explore diverse tribal traditions and usually include groups throughout North America.

- If by curriculum you mean Ged Ed, then there is some attempt but it is more of a grab bag than a coherent effort at our institution

- In terms of MCLL in particular, our department mission speaks to this goal and these goals are central to many of the courses that are offered within MCLL. Courses are generally taught
directly in the native language at the upper division and they often involve substantial multicultural and international/global content, but such courses are only open to those who have attained a high degree of language skill. It would be better if our institution made it easier and/or offered incentives for MCLL faculty to work collaboratively across departments. MCLL has the sense that little is done in other departments to promote the study of foreign languages on our campus. Much more could be done if MCLL faculty could work together with their colleagues in history, political science, creative writing, anthropology, etc. Right now it is even quite difficult for faculty within MCLL to offer collaboratively created courses, so the system stifles collaborative, international efforts before they can begin. But MCLL course offerings are generally multicultural and often involve substantial international and global content.

- All the courses that I teach at UM and have taught since 2005, for that matter, have always integrated multicultural issues with international/global perspectives and issues. I developed on average one new 3-credit, semester-long course per year, based on my pedagogical approach. In addition, one two-week, 3-credit course offered summer/winter and one 1-credit, graduate weekend course.

11. How is internationalization manifested in the co-curriculum (e.g., international events, festivals, lectures, films)? To what extent do students, faculty, and staff attend these events? To what extent does the campus host international scholars, performers, and lectures?

**Units:** GLI, OIP, Mansfield Center, FSSS, Academic Enrichment, Student Affairs, UC

- Student Affairs offers a diverse variety of international opportunities in the co-curriculum from Campus Rec offering a trip to Peru through their Outdoor Program, UM Dining’s international cuisine selections to Living Learning Communities in Residence Life and Curry Health Center offering their staff training on cultural competency; international travel; health, immunizations, political perspectives.
- It all depends on how well these events / lectures, etc. are communicated to students and what incentives/encouragement are provided to them to attend (e.g., require students to attend certain events, bonus points, etc.). International Food Festival is generally very well attended. International week not very well attended. We may be doing too much with regard to having too many activities and events. We do quite a bit but the challenge is how they are communicated to students and members of the campus community. We need grassroots efforts to consider all activities and prioritize them based on some strategic plan. We need to have better coordination and integration.
- Speakers Bureau, International Culture & Food Festival, Global Partners Program, Field trips, Orientation Events, International House, Volunteer opportunities and Workshops. Very few attendees unless by invitation. Every nationality club has a faculty member advisor.
- We actually have quite a few events on our campus; one may argue perhaps too many. We have somewhat of information overload and even opportunity overload. The challenge is to get people to attend. To increase attendance/engagement, the event(s) have to be connected to the curriculum. Students will not go to events they do not have to. GLI requires attendance at certain events. Compared to students and faculty, staff have the least flexibility to attend campus events. We have quite a few visiting/international scholars and students but many faculty and students do not take the time to engage with them.
- Mansfield Center (MC) has five to six brown bags per semester where outside speakers; UM professors discuss Asia-related topics. We also organizes the Asia Leadership Forum where Ambassadors, leading scholars make public presentations, meet with faculty and students and provide class lectures on Asia-related topics. MC offers a winter session study abroad class to Vietnam. The Wilderness Forum during this period on campus brings leadership delegations from China, Korea, and Japan. Faculty and students and staff connected to the program attend but the general staff members usually do not attend these events. MC is a conduit for a number of State Department programs and Fulbright fellows that are sent to Asia who provide lectures at universities, similar venues. Economic Empowerment Training Programs (usually six weeks) to Lower Mekong countries under the Lower Mekong Initiative (State Department: U.S. Agency for International Development). MC also manages the Critical Language Program of the Department of Defense which funds helps with tuition for a dozen graduate students who teach/help out with the program.

- OIP hosts a myriad of events, lectures and films every year. During international week in November and International Month in March guest lectures, events and seminars are hosted for not only the campus community but the wider Missoula community as well.

- Throughout the year OIP hosts many university delegations from UM’s partner universities, educational partners and various other entities. Just this spring OIP hosted Kumamoto Prefecture Educational Division, Waseda University and Isabel Capeloa Gil, Associate Professor of Cultural Theory at the Catholic University of Portugal and Honorary Fellow at the Institute of Germanic and Romance Studies. The Hubert H. Humphrey Fellowship Program brings young and mid-career professionals from designated countries to the United States for a year of non-degree graduate-level study, leadership development, and professional collaboration with U.S. counterparts.

12. What opportunities exist in the local environment to enhance internationalization efforts? To what extent has this institution taken advantage of them? To what extent are the co-curricular activities open to and attended by members of the local community?

   Units: Academic Departments, OIP, Mansfield Center, FSSS, Student Survey, Student Affairs. MCLL

- UM has created a speakers bureau, who talk at high schools or other schools Families take in international students, which is growing; there is lots of involvement by UM staff, faculty, and the Missoula community. There are many internship opportunities.

- The Mansfield Center engages with a multitude of private and nonprofit organizations in the state as well as with state, federal and major cities such as Missoula, Bozeman, and Billings on internationally related topics/events. Examples include the world Affairs Council, International Film Festival, Chamber of Commerce, United Way, Missoula Economic Partnership, Montana Ambassadors, Small Business Administration as well as the news media.

- Missoulians are generally very interested in international and global issues and many attend the International Food and Culture Festival, internationally oriented conferences and talks, film screenings, etc. The success of the recent series of TED talks speaks to a fairly high level of local interest in international and global issues within the community. But much more could be done
to build on this interest and to build on the success of the Int. Food and Cult Festival, which is only one day out of the year. The university should host more large events such as this. Many events are open but the U could do a better job of promoting talks and conferences in the greater community.

- In terms of the foreign languages offered within MCLL, there is not a great deal of opportunity locally to engage with native speakers of the languages taught, so this makes it important periodically to invite guests from the host countries represented within MCLL. When guests from foreign countries are invited by organizations not directly affiliated with MCLL, often MCLL does not find out about these opportunities until it is too late to try to take advantage of them.

- Partnership with Missoula County Public Schools to develop pathways for IB students and the Kumamoto Prefecture high school exchange program. Jeannette Rankin Peace Center hosts the Humphrey Fellows lecture series which is open and free to the public. Study Abroad hires interns who are international students (we had one from Greece and from UK last year). Also, small group discussions are part of the Pre-departure course, and we invite many international students. Finally, we invite international students participate in events arranged by the study abroad office (for example a game night or a movie night)

13. To what extent does the co-curriculum seek to integrate U.S. multicultural issues and international perspectives and issues?

**Units:** Student Affairs

- No response

14. What strategies are in place to help domestic students learn from international students?

**Units:** GLI, OIP, FSSS, Student Affairs

- FSSS / Global Partners program Domestic students intentionally paired with international students in RL Intercultural living learning community and GLI living learning community Classes with intercultural focus often match domestic students with international students Activity classes, like yoga, students get to know each other and talk to each other; also Intramurals, outdoor trips, Blackfoot River clean up (draws iStudents); billiards, table tennis Student employment is a big one for Student Affairs, for example, UM Dining targets international students intentionally, they work with FSSS to do so; they have positions that are non-work study positions and know this is a necessary condition for international students to work on campus UM Dining hosts food events where international students engage, which engages other (domestic) students.

- FSSS provides internship opportunities for domestic students in their office. All nationality clubs host programs and events that are inclusive of domestic students but the funding is very limited. Global Partners program is a service program to provide a personal "buddy" to help out new foreign students during their first semester on campus. The International Student Association allows domestic students to participate in all levels of the organization. The International House on campus is a center for intercultural activities and programs. Foreign students, scholars, campus, and community groups can reserve the facility free of charge by calling and reserving
the International House. Community groups wishing to reserve the I-House should have some international connection/reason for using the house,

- FSSS has the Global Partners Program where they pair American and International students in the fall semester to serve as a resource, help with transition, make friends and do things together. ELI provides the Conversation Partner Program where international students have an opportunity to practice their English in conversation with American students. Classroom engagement of international students would be a great opportunity for them and for American students to learn about their countries and ways of doing things within the context of specific courses but the question is to what extent is this taking place?

- All OIP internships are open to both domestic and international students. The ELI Conversation Partner Program offers students the unique opportunity to interact with native English speaking volunteers from the Missoula community. By its very definition Study Abroad is about helping domestic students learn from international students and experiences whether abroad or at UM.

- One of the strategies I implement to help domestic students learn from international students, are interviews that my domestic students conduct with international students, in many of my courses. The goal is for those domestic students to learn about foreign issues and gain perspectives and connect many of our local concerns to a global environment and vice versa. For the international students it is incredibly rewarding to be “cultural ambassador” and to share their home culture with others and to contribute to a greater, worldwide understanding.

15. To what extent has the institution developed student learning goals associated with the global and international dimensions of undergraduate education? What are they? Where are they articulated? Who knows about them? How consistent are goals for different programs or colleges?

*Units:* ASCRC, Provost’s Office

- The learning goals for Indigenous and Global Perspectives are as follows: Upon completion of an Indigenous and Global Perspective course, students will be able to:
  1. Place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments;
  2. demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and
  3. analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

In the School of Business, international/global components of education are required by their accrediting body. For AACSB, it is Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

16. How do faculty members assess student achievement of those goals?

*Units:* OIP, Academic Enrichment, Student Affairs, Provost’s Office

- The number of cases where misunderstandings have occurred has decreased.
• Students are evaluated every two weeks for international internship projects. In other cases evaluation method decided by individual instructors so they are not standardized or sometimes they are not evaluated.