Tier 3 Program Narrative
Cal Poly International Center (CPIC)

Teaching, Learning, Scholarship

For the academic programs you expect to offer and the students you expect to serve:

1. **What effective approaches to teaching and learning are emerging in your field and related to interdisciplinary areas?**

   Internationalization of the curriculum is a key area of discourse in the field of international education. Universities successful at integrating international content and experiences into the curriculum in a systematic way have established “buy in” from faculty, deans, and the top administration. Curriculum internationalization is not simply adding another stand-alone requirement to existing graduation requirements; rather it is most effective as an intentional infusion of international or global perspectives and content in general education and discipline-specific courses.

   Study abroad programs offer opportunities for students to engage in experiences that allow for intercultural, experiential (Learn by Doing) and immersive learning. Emerging in the field of international education are global, problem-based, interdisciplinary, concept-driven programs. Programs also include complex models in which U.S. and international groups collaborate on projects, using short, intensive periods of in-person contact in each country together with ongoing collaboration through online platforms.

   Trends indicate that faculty who teach abroad are striving to better incorporate discipline-specific content and intercultural learning, rather than defaulting to handling the two as separate missions. There has also been a turn to a more practical approach to intercultural learning, including efforts to help students understand how to use the intercultural skills they have gained while studying or interning abroad in their later academic, professional, and personal lives.

   Similarly, international students benefit from programming that facilitates intercultural learning with reflexive exercises, opportunities to network and share perspectives with domestic students, and coaching from faculty and staff (such as career counselors) on how to articulate their academic and intercultural experiences to best achieve future professional goals.

2. **How should Learn by Doing incorporate new learning needs, opportunities and technologies?**

   As stated in the visioning statement on Internationalizing Cal Poly (May 2014), “Learn by Doing in a global context drives students, faculty and staff to critically evaluate themselves, their own cultures, their values and place in the world. It promotes growth in character, ability to handle ambiguity, reflexive and relative thinking, and ultimately, greater personal fulfillment. It fuels
informed global systems thinkers and doers, and activates Cal Poly students to be positive forces in the world.”

With this general philosophy and vision, we must consider that our graduates need to be proficient in languages in addition to English, be proficient in operating in one or more cultures other than the U.S., have knowledge of business, social, political, etc. practices in other countries/cultures, and generally have an ability to understand different ways of knowing and doing. Intercultural academic immersion, whether abroad or at home, provides Learn by Doing through lived experience.

Ways to facilitate the global competence of our graduates include supporting international student enrollment at Cal Poly, incentivizing study abroad, funding faculty international opportunities, and hiring and effectively supporting faculty with international expertise. Additionally, making accessible language learning both on campus and abroad is key—this can include ability and incentive to get language training in languages not offered at Cal Poly (or not offered at advanced levels). We also have a need to bring international internships into study abroad opportunities in more formalized and accessible ways.

In terms of technology, Cal Poly has a keen need for facilities that allow for quality video conferencing for classrooms, meetings, language laboratories, and the like. Further, an international lounge space that brings in international news and other media would support global learning.

3. How does the teacher-scholar model fit?
Partnerships with international institutions provide excellent opportunities for faculty and students to engage in international research projects. Additionally, short- or long-term research opportunities abroad, such as a faculty member in Anthropology who takes students to Fiji regularly for ethnographic field studies, are excellent ways in which students can Learn By Doing in a global context.

Faculty members who travel abroad, whether for research, teaching, site visits, or other purposes, engage in ongoing learning within the intercultural contexts of their own respective fields (observing, for example, how viticulture is handled in a particular location, or how product packaging takes on culturally specific formulations in various locations). Similarly, visiting international scholars have the same kind of intercultural teacher-scholar experience when they conduct research, teach classes, and give public lectures or guest presentations on the Cal Poly campus.

The model also fits excellently with Cal Poly Global Programs in that our faculty are essentially immersed in the field-study context together with students. Students who participate in these programs get a first-hand look at the faculty member’s own immersive approach to research and learning in the setting abroad.

Other types of study abroad programs—direct exchanges, direct-enroll programs or study centers abroad—involve international faculty members providing instruction to participating Cal Poly students. These faculty members are teacher-scholars who may be industry experts, active professionals, or otherwise deeply engaged in professional activities within their fields while
also conducting research and teaching. Cal Poly students in such courses encounter teacher-scholars who present culturally diverse approaches to the teacher-scholar model.

Learning Environments

What learning environments should Cal Poly develop or modify to accommodate (1) new modes of teaching and learning, (2) Learn by Doing, and (3) the teacher-scholar model in the future? Please respond in terms of the qualitative characteristics of the facilities and other spaces (including technology) critical to your programs and students:

1. **Formal, scheduled or organized instruction**
   Efforts to internationalize the curriculum would be well supported with improved technologies. These could include additional classroom spaces like the "Skype Room" (in the OCOB), which could support live, synchronous joint course sessions between students in an on-campus classroom with those on a Cal Poly Global Program abroad or in a class at a partner institution abroad.

   In collaboration with the Center for Teaching and Learning, we seek to develop peer-driven training for faculty on creating inclusive classroom environments that recognize the contributions, perspectives and struggles of international students in the classroom. This dovetails nicely with current efforts of the CTLT and the Office of Diversity and Inclusivity in promoting inclusive classroom environments.

2. **Informal student learning outside the classroom or laboratory**
   The International Center seeks to develop highly integrated international internship programs in concert with the colleges and the Career Center.

   Growth in the interest of students groups in engaging in international field experiences necessitates additional support to guide student organization leaders through the development, planning, and execution of such informal learning experiences.

   International students for whom English is not the first language often need writing tutoring and support. Writing support needs to include targeted advise on disciplinary vocabulary and the discipline-specific approach to writing in the field.

3. **The teacher-scholar model.**
   One of the best ways to accommodate the campus' international mission in terms of the teacher-scholar model is to create some designated offices, laboratories, and accommodation facilities (e.g., specially targeted apartments) for visiting international teacher-scholars. Such facilities would make Cal Poly a more attractive destination for international researchers who
could join the campus community for a fixed period of time, conduct research here (involving Cal Poly students), and/or teach (or co-teach) courses.

Faculty members who teach in study abroad settings would benefit from an expanded array of technological tools that allow for interactive research and course discussions.

Additionally, through existing and new partnerships, we would benefit from creating opportunities for students and faculty to engage in international research projects. For example, utilizing technology we can bring together cohorts of students from Cal Poly and those international partners for project-based learning.

Considerations

Academic Mix (including state-support/self-support funding)

– Program mix/college shares (program headcount; FTES including GE and support)
The International Center collaborates with Extended Education on Cal Poly Global Programs that are self-supporting (Special Sessions courses). Considerations for Global Programs include development of linkages abroad that allow for offering courses, labs, etc. that require specialized teaching and learning spaces (serving STEM majors in particular, but also architecture and agriculture students, etc.). Diversifying the types of programs we offer overseas will make study/teaching abroad more accessible to larger populations of Cal Poly students and faculty.

– Undergraduate/post-baccalaureate/graduate mix (by college)
Currently study abroad offers little programing for graduate students. However, consideration for growth in this area is warranted. Many graduate students would benefit from coursework and/or internship opportunities abroad, particularly in the summer.

For international students, study at the graduate level at Cal Poly offers opportunities to reach broader cohorts than perhaps study at the undergraduate level. Targeted recruitment of international graduate students will help internationalization efforts as well as potentially assist departments with under-enrolled programs.

– CA resident/domestic non-resident/international student mix (by college, by level)
Degree-seeking international students comprise barely 1% of the Cal Poly student population. The national average is 4.2%, thus putting Cal Poly far behind its peers. From CSU campus data published, the average is 3.9% international, close to the national average. To be at the national average by 2022, Cal Poly would enroll nearly 800 international students yearly.
Teaching and Learning (by program and student level)

– Learn by Doing: Teacher-Scholar

Learn by Doing in international contexts is much more resource-intensive than it is in domestic settings, yet it provides an experience that is uniquely rich and rewarding for both students and faculty. Many current models outsource the bulk of the costs to the participating students, but additional funding streams are needed, whether through an endowment, grant funding, or other sources to make study abroad more accessible to students with limited economic means.

– Pedagogy/learning modes (e.g., delivery, engaged learning, undergraduate research, community service, internships/field placements, study away, study abroad, technology, session structure)

In order to maximize the unique benefits provided by international programs, greater flexibility is needed in how facilities, courses, and resources are used. For example, a course that includes both on-campus and international/field components currently must be construed in one of just two or three fairly 'standard' formulations, but greater flexibility is needed to allow for expanded opportunities (e.g., being able to offer a course that meets across the divisions between standard academic terms without detriment either to students' status, aid, etc. or faculty member's appointment and benefits).

– Space, infrastructure and information systems implications

The kinds of new facilities, infrastructure, and information systems and platforms required to advance Cal Poly's international mission are becoming increasingly specialized and require innovative thinking and campus-wide support. Engagement with ITS and the campus community, for example, in implementing specialized software for international data management is critical for the International Center and our ability to support the campus effectively in international programing and in risk management.

Co-curricular Learning (in general and by program, level)

– Discipline-based activities; student life more generally

In an increasingly intercultural world, students need tools for success in engaging with intercultural experiences on a co-curricular level. Greater collaboration between Student Life and the International Center could help enrich co-curricular learning for Cal Poly students who study abroad as well as for international students at Cal Poly. Technological approaches could be part of the solution.

– Residential community

The international mission of the campus is well supported by the creation of an international residence hall, a living-learning space that is designed to house international students and internationally-minded domestic students. The International Hall could support language
communities, offer international cuisine, and put on internationally focused events, etc. The Hall could provide lounge space for collaboration and networking.

**Student Success (in general and by program, level)**

– Retention, graduation rates; preparation at entry, achievement gaps; student diversity (gender, ethnic origin, financial means)

*Research is demonstrating* that students who participate in study abroad programs have higher student success rates than their peers who do not participate (with the study controlled for class standing and GPA), and that the benefits of studying abroad are even greater for students from certain demographics, such as African American students (four-year graduation rates for African Americans who had studied abroad were 31 percent higher than for African American students in the control group). For these reasons, ensuring access to study abroad and international internships participation is extremely important to the overall student success at Cal Poly.

Student success for international students of limited economic means is a daunting goal. Assistance programs are needed to ensure that the international diversity that we bring to campus is not itself lacking in diversity in terms of economic background (that is, to ensure that not all of our international students are individuals with the means to pay for a U.S. university education outright). Yet, most financial aid is targeted to domestic students (and there is not even always enough for that purpose). Some other U.S. universities have launched innovative initiatives to partner with donors, businesses or other organizations to sponsor international students of very limited economic means, sometimes in exchange for those students participating in cultural-enrichment activities for local schools, the university, and/or the community.