Internationalizing TAMUCC

Purpose
To advance the Internationalization of the TAMUCC campus.

PROBLEM STATEMENT
To find efficient and effective ways to “instill global perspectives into the academic life of the university,” as stated in Momentum 2015.
BACKGROUND INFORMATION

• Globalization is within TAMUCC mission.
• In 2009 the International Task Force (ITF) was created to address internationalization issues and a report was completed and presented to the Administration.
• ITF recommended the implementation of 22 initiatives in the following areas: student exchange/study abroad; faculty exchange/research abroad; internationalization of the curriculum; internationalize campus environment; off-campus community activities/programs/liaison.
• There is very little participation (less than 1%) of domestic students in study abroad programs.

ASSUMPTIONS

• Some faculty members show interest in globalization, but this does not seem to be a priority for many
• Faculty may not wish to add the extra workload to shoulder the responsibility of a new minor
• Students do not seem to be interested in globalization initiatives. They seem to be focused on completing their studies as expeditiously as possible
• Many of our students do not seem to have a global understanding. They need to have a global experience
• Financial resources are not readily available for programs, scholarships, and other international initiatives
• Not many students are interested in study abroad

FACTS

• Currently there are no majors and only one minor (international business) with an international emphasis
• There are 600+ international students (F-1) on campus (ESLI and TAMUCC) that are a potential resource for internationalization of campus. In addition there are about 140 foreign-born students whose legal status is other than F-1.
• There are courses listed in the catalog that include international/global components
• There have been very few faculty-led study abroad programs offered to our students.
COURSES OF ACTION

1. International Relations: To establish a minor/certificate in international relations
   a. Asian Focus
   b. Latin American Focus

2. HIEP: To develop, implement and sustain High Impact Educational Practices
   a. Study Abroad
   b. Diversity/Global Learning

3. Minor in Asian Studies: To establish a minor in Asian Studies

4. Minor in Latin American Studies: To establish a minor in Latin American Studies

PRIOR COORDINATION

Dr. Kelly Quintanilla - Concur
Dr. Nancy Sullivan - Concur
Dr. Patrick Crowley - Concur

Prior Coordination

Dr. Patrick Crowley
Certificate in International Studies: Dr. Patrick does not see a real international coverage unless faculty are hired.
High Impact Educational Practices: This is very positive because TAMUCC would graduate more well-rounded and better educated students.
Minor in Asian Studies: It’s possible as the University seems to lean more towards Asia rather than Europe or Africa. However, no Chinese or other Asian language courses set up (other than the ALLEX program, which could stop any time).
Prior Coordination

Dr. Kelly Quintanilla

Dr. Quintanilla sees it as a positive that the courses all exist which makes it easier to begin a program for any of the minors or the certification in International Studies.

The cons revolve around the resources available. Who would oversee the programs? Would anyone want to do this without a course release? What would be the cost? Available funds to hire adjuncts, funds to advertise the programs? Already short on funds for the programs that exist.

Prior Coordination

Dr. Nancy Sullivan

• I like the idea of a minor (or major) in international relations. Based on the courses that we already offer, it seems like students could then choose to focus on Asian studies or Latin American Studies. The minor in Mexican American studies seems to be out of commission for now, but it could be something to look at for ideas. Some of the courses that you show in the Asian Studies minor could be used in both, such as the two POL classes and the COMM class.
• Most the courses are already being offered, but there needs to be a support system if a minor is instituted. For it to be successful, the university would have to appoint someone to be in charge of the program. I believe that not having a faculty member to administer the minor in MA studies is the reason that it keeps disappearing. A major in international relations could help bring students to this campus if it were advertised nationally and adequately supported. This university keeps using the rhetoric of preparing students to be global citizens, but we haven’t really done much to do support this goal. Such a program would be a start.

RECOMMENDATIONS

COA 1, 3, 4

1. To establish a minor/certificate in International Relations;
4. To establish a minor in Asian Studies; and
5. To establish a minor in Latin American Studies

As indicated in prior coordination, while these are viewed as good ideas, human and financial resources are not readily available. The courses are already listed but it would be a matter of finding the resources necessary to:
• Hire adjuncts to teach the courses for each minor
• Provide administrative release for faculty to administer the minor
• Provide funds for adjuncts to cover any courses faculty provided administrative release were teaching.
RECOMMENDATIONS

COA 2

2. To develop, implement, and sustain High Impact Educational Practices

a. Study Abroad

As indicated earlier in this presentation, there are not many faculty-led study abroad programs, which are the most attractive financially speaking. The number of students asking for information on study abroad is very low.

b. Diversity/Global Learning

Many colleges emphasize courses and programs that help students explore cultures, life experiences, and issues different from their own, racial, social, cultural and other differences are explored. Study abroad would be a great way to achieve this goal, but this is not the only way to augment the experiential learning. As we mentioned before, we have a number of international students on campus, we have a number of international oriented courses already in the catalog. The local Corpus Christi community has a number of different cultures, religions, and groups represented, and with some planning students could connect with these different groups to have meaningful experiences that bring them closer to a more global learning.

CONCLUSIONS

COA’s 1, 3, and 4: While there is support for these courses of action, the lack of resources will delay implementation of any of these certificates or minors

COA 2: While it may be a long time before we have a large percentage or our students going abroad, other High Impact Educational Practices (HIP) are viable at this time, since resources are available in the campus community and the community at large. Global Islander (Fall 2012) is an example of a potential HIP. It could be brought back. Careful planning on the part of faculty to include activities in their courses that will allow students to explore other cultures, worldviews different from their own, contact with groups different from their own, will make a difference in helping the globalization of TAMUCC. These practices would not incur any additional costs, only careful and deliberate planning to give students opportunities to broaden their horizons and open their minds.

QUESTIONS????