



OFFICE OF
INTERNATIONAL
EDUCATION

Bringing CU to the World • Bringing the World to CU

University of Colorado at Boulder



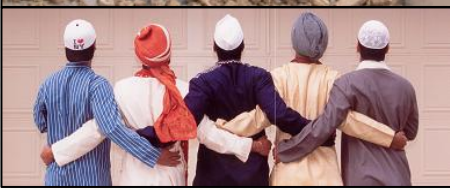
International Bachelor of Arts

Michael Grant / Lawrence Bell

University of Colorado at Boulder

University of Colorado at Boulder

- Flagship campus of the University of Colorado
- 30,196 students
- 4788 graduate students
- over 3,300 faculty
- \$208.9m in research grants in 2009
- #34 in the world (2009 Shanghai Jiao Tong ranking)



The International Dimension

- 1248 international students enrolled from 86 countries
- Over 1000 CU-Boulder students studying abroad each year in over 40 countries
- 657 international scholars teaching and conducting research in Boulder
- 47 active agreements for exchange (and many more honorific agreements)
- 4 dual degree programs
- significant collaborative ongoing research with overseas partner institutions



Engaged in the World

- 79 faculty/staff have received Fulbright awards for international experiences
- 105 students have received Fulbright awards since 1977
- #2 school with students serving in the Peace Corps
- 17 astronauts graduated from CU-Boulder
- Numerous other top international scholarships for CU students – Rhodes, Marshall, etc



Engaged in the World

- Recent faculty survey results show:
 - 73 % regularly collaborate w/foreign colleagues
 - 24.9 % engaged in funded international work
 - 57 % conduct research internationally
 - 20.6 % involved in teaching in foreign countries
 - 40 % teach a course on campus with a global focus
 - 88.5 % of faculty/staff read or speak a language other than English
- At CU-Boulder, staff are equally engaged internationally
- With so many leaders engaged in the world, the students are encouraged to follow that lead



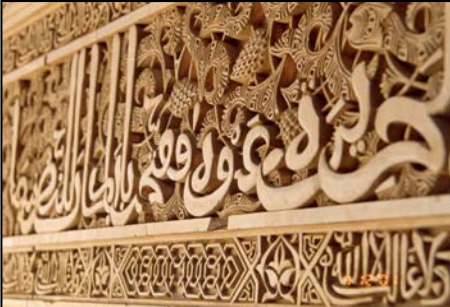
Recently concluded inventory of Internationalization activities

- American Council on Education assisted process of review of international activities
- Proposal for revisions of curriculum to expand international opportunities for students
- Intention to grow the international student body, particularly at the graduate level
- Proposal for additional funding to support globally focused research and teaching efforts
- Promote diversity in the student body through international growth



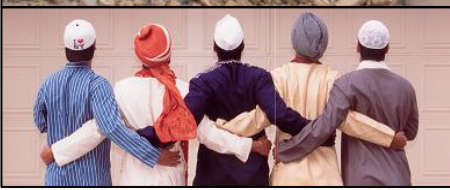
Program Outline

- UCB / Wollongong (UOW) / Dublin City University (DCU)
- All 3 institutions recognize:
 - Global perspective is necessary for future grads
 - Value direct international experience
 - Problems of science are best approached from a global perspective
 - new “tools” become available through joint academic efforts



Program Requirements

- Students must:
 - Meet all requirements of “home” school
 - Attend at least one semester at one of the other institutions
 - Complete 3 jointly taught courses
 - Complete the home institution’s menu of program courses
 - Complete the electronic portfolio



Program Requirements

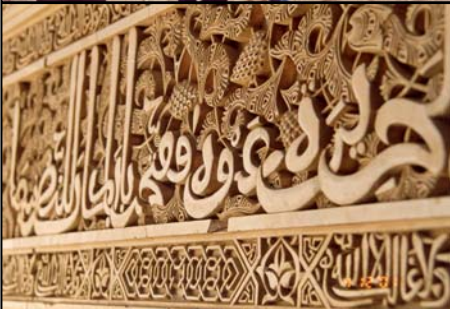
- Details of the “jointly taught” courses
 - These classes are taught through videoconferencing
 - Taught by faculty at three institutions
 - Shared evaluation of academic work
 - Students engage each other in direct dialogue / conversation / argument
 - The part that “students like the best”
 - Beginnings of culture sharing



Electronic Portfolio

- Portfolio gets updated each term
- Details the distinctive nature of the program for each student
- Shows the connection between social science and science work
- Contains an analysis of ancillary coursework
- Explains what developing an international ‘frame of mind’ means to their work





“Hallmarks” of the program

- Exposure to a variety of teaching styles
- Understanding the global perspectives of science
- Engaged in a global marketplace for solutions before graduation
- Face-to-face conversations in internet, skype, videoconferencing environments
- Student’s exit with a symbol of science’s future

UCB Degree Options

- Anthropology / Astrophysics / Ecology & Evolutionary Biology / Environmental Studies / Chemistry and Biochemistry / Geography / Geological Sciences / Integrated Physiology / MCDDBiology / Physics



Examples of class discussions

- Bioethical dilemmas – ex: indigenous treatment vs “modern/western” treatment of diseases
- Social/cultural perspectives on the use of genetically modified food crops
- Different social/political perspectives on global climate change

