Internationalisation and Curricular Change:
Fostering Global Citizenship within the University

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Overview of the Presentation

• About City

• Why Global Citizenship?

• Vision for Institutional Change

• Re-visioning and Incremental Change

• Implications for Professional Practice

• Conclusion
About City

• Founded in 1894 as the Northampton Institute, received its Royal Charter in 1966

• Nearly 24000 students (13000 full-time equivalents) in 7 Schools (27000/15000 FTEs including validated students)

• 32% students from 156 countries (majority from outside EU); 22% staff from nearly 50 countries outside the UK

• 31% students are postgraduates
Why Global Citizenship?

• Institutionalisation agenda + high proportion of international students

• Strengthen sense of student community across disciplines & promote intercultural learning between domestic/international

• Enrich undergraduate offering via breadth that would engage students in analysis of real world problems

• Consistent with teaching strategy & strategic plan

• Vision of new leadership & Undergraduate Review Recommendation
Vision for Institutional Change

Diagram 1 – City University London Institutional Undergraduate Educational Offering

Breadth Opportunities (curriculum)

15 Credit Module Institutional Electives Available in Each Year From a Choice of:

- Integrated Business & Professional Skills
- Languages
- Global Citizenship

Core Programme

Student

- Discipline-specific knowledge, skills and values
- Ability to contribute, articulate and share ideas across boundaries
- Application of team-working and creative problem-solving
- Exposure to real-life scenarios
- Understanding and use of personal development planning

Professional Career Graduate

Breadth Opportunities (non-curriculum)

Public Lectures, Interest Groups, On-Line Training, Community Engagement

- e.g. sustainability, international matters, ethics, volunteering
Vision for Institutional Change: Challenges

Review’s recommendations endorsed by Executive Council and Senate, but…

• Change in leadership (departure of VC)
• No new resources
• Other priorities around bringing university administrative processes into alignment (such as academic year)
• High level of school/programme autonomy
• Initial implementation date of fall 2010 modified to possible 2011 with recommendation for further consultation with schools & programmes
Re-visioning and Incremental Change

• Dean’s proposal to maintain momentum of global citizenship curriculum: a summer school

• Work to date on curriculum would inform summer school development

• Pilot curriculum, engage faculty

• Partner with Utrecht University – two campuses/two modules/one programme

• Respond to key university partner requests

• New practice of utilising summer term for academic offer
  • To include domestic and international
Implications for Professional Practice

• Ambitious university-wide change can be fraught with expected & unexpected challenges

• Smaller scale implementation at the school or programme level is one option for incremental change
  • Challenge of developing as self-supporting

• Timing and approval processes – even at school level can be complex and lengthy process
  • Tight timelines not ideal, relying on personal relationships in this inaugural year

• New directions can offer additional benefits:
  • Testing expansion of use of summer term for study abroad
  • Responding to key university partners’ requests
Global Citizenship Summer School – July 2010

A collaborative course taught at:

City University London (3 -17 July)
and
Utrecht University (18 – 30 July)

• City University London (Module 1)
  Global Citizenship: Conceptual foundations and topical issues
• Utrecht University, the Netherlands (Module 2)
  Global Citizenship in a European Context

Students will…
- explore concepts and theories of global citizenship
- examine major international and European issues
- work in a student-centred classroom with a diverse group of classmates
- participate in course-related excursions (museums, sites of relevance etc.)
- earn 12.5 ECTS credits for successful completion of both modules along with a certificate of participation in the GCSS

• For more course details:
  http://www.city.ac.uk/arts/global-citizenship/
Conclusion

• Innovation also = calculated risk-taking and this requires firm leadership

• Leverage support where it arises (Olive Tree Director, Pro-Vice Chancellor of Research and International, academic staff, Deputy Dean of Engineering, Learning Development Centre etc.)

• New approach to curriculum, new staff, new term of delivery – can be daunting process

• Ultimate success of summer school will reflect ability of University to be flexible and collaborate across units to develop meaningful offer and it is hoped that this will support the institution’s overall future global citizenship efforts