

**Global Awareness Initial Report
For San Diego Mesa College:
Setting Standards and Goals**

Prepared by Prof. Leticia P. López
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By VP of Instruction, Liz Armstrong

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Introduction

In this increasingly interdependent and globalized community we live in, it is vital that students graduating from colleges and universities are proficient in a foreign language, are aware and conversant in issues of global concern, and have a heightened sense of consciousness regarding other peoples and cultures. Giving additional credence to the matter, the President of the American Council of Education—David Ward—stated, “America’s future hinges on its ability to educate a globally competent citizenry” (Engberg and Green 1). The following report, titled “Global Awareness at San Diego Mesa College”, attempts to devise a series of standards and set accomplishable goals in order to better prepare students to become globally competent citizens. In order to create a strong, feasible, and working model, this report recommends the following approach: 1. internationalize the curriculum more, 2. be able to assess global learning outcomes, 3. request increased global competency through GE courses, 4. heighten global awareness with the help of established programs at Mesa, such as Service Learning or Learning Communities modules, 5. create partnerships, such as with San Diego State University’s Honors and International Business Programs, as well as with local businesses, 6. create study abroad programs that reflect the previously mentioned components, and 7. create a strategic internationalization timeline listing short- and long-term goals.

Since, traditionally, California community colleges have not accepted the mission of globalizing the curriculum and of encouraging international education—given that it is not favored in Sacramento, and is typically seen as a four-year university’s prerogative—an impediment in funding may seem likely. Thanks, however, to grants from the American Council on Education [ACE]¹ and the Gilman International Scholarship Program, Mesa College is beginning to take a few steps in a promising direction. By taking advantage of its geographic location on the Pacific Rim and neighboring Mexico, the College could easily branch out into the international community and provide a window of opportunity to those students who may not have been able to consider, much less afford, such an experience at the university level.

Mesa College is among a small but growing number of institutions that values global awareness as a central feature of its educational responsibilities, as seen by its inclusion in the college’s mission statement. It is, however, imperative, that funding be allocated for this Global Awareness Project to reach fruition, since poor resource availability would spell the end for this initiative. Among the many goals that this report aims to achieve is the creation of a Global Awareness Center on campus, funded first with Federal and/or State appropriated moneys for the college to get it up and running, and then with the help of private and/or public foundations’ grants or endowments.² Such a Center could serve as the engine behind the above-mentioned efforts, and be on the vanguard in showcasing Mesa College’s comprehensive approach to internationalizing undergraduate education.

¹ Acronyms for respective professional associations that handle international education in higher education are listed in Appendix A. Their mission statements are also listed.

² Refer to Appendix B, “Funding Sources for Internationalizing the College Campus.”

I. Internationalizing the Curriculum

Among all the elements of an internationalized campus, the curriculum stands out as the key part of any internationalization effort if all students are to experience international learning in college. Despite the tremendous value of study-abroad programs to promote international learning, recent American Council on Education (hereon, ACE) data indicate that only 10 percent of students will participate in some academic experience abroad during their college career, and most will do so for a month or less (Green and Olson 57). Internationalizing the curriculum involves a true transformation of the curriculum, rather than simply an adjustment. As such, internationalization affects all faculty, not just those who teach internationally focused courses in the general education curriculum or in a few majors. There is a misconception that internationalization simply involves sandwiching a few readings or assignments into existing courses, or creating a new major. Internationalization is interdisciplinary, integrative, and built on the recognition that knowledge is culture based. It requires new pedagogies and ways of learning—such as service and collaborative learning, both of which are in their early stages of development at Mesa College—that enables students to fully experience how other cultures and belief systems work.

Prior to continuing with a rationale behind internationalizing the curriculum, it is best to define a few words that will be used throughout this report in order to ensure a common understanding. Many institutional change efforts are slowed by the lack of a common language, so a brief summary of certain terminology is in order. This report focuses on the term “Internationalizing the Curriculum” because, in addition to addressing discipline-specific learning about other cultures, it indirectly addresses global concerns within its discourse by default. However, in some instances, mention of “global awareness / learning” will be made to suggest that global understanding must transcend geographical limitations.

Key terms as defined by Madeleine F. Green and Christa Olson, Internationalizing the Campus (Washington, D.C.: American Council on Education, 2003):

<p>International Education – is an all-inclusive term encompassing three major strands: (a) international content of the curricula, (b) international movement of scholars and students concerned with training and research, (c) arrangements engaging U.S. education abroad in technical assistance and educational programs. It also addresses both content (a subject can no longer be understood if it focuses solely on the U.S. experience) and approach (presenting a subject in an international framework so that students are aware of the interrelatedness of all nations and the commonality of such problems as poverty and discrimination) (2).</p>	<p>Global Education – is an increasingly popular term sometimes used synonymously with international education. For some, global education points to the hegemony of capitalist systems and the loss of national identity and culture. For others it refers to the <i>reach</i> of a campus, through distance learning, partnerships with other institutions in other countries, or the implementation of academic programs. When applied specifically to a course, <i>global</i> denotes supranational concerns, such as health and environmental issues that are worldwide in their reach and cannot be studied solely in the context of any single nation or region (3).</p>
<p>Those who favor INTERNATIONALIZING THE CURRICULUM emphasize the need for in-depth learning about nations and regions. Those who favor GLOBALIZING THE CURRICULUM argue that greater rigor comes from applying a disciplinary-based perspective to a global issue, such as food supply, labor force, population, and environmental issues (3).</p>	

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Key terms (continued)...

<p>Internationalization – is the process of integrating an international / intercultural dimension into the teaching, research, and service function of the institution (3).</p>	<p>Globalization – is the closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs of transportation and communication, and the breaking down of barriers to the flows of goods, capital, knowledge, and people across borders (3).</p>
<p>Internationalization and globalization are clearly linked but not synonymous. Globalization refers to forceful changes in the economic, social, political, and cultural environments brought by global competition, the integration of markets, and increasing information and communication flow. Internationalization is based on conscious action, and is mostly a response to the challenges brought about by globalization. Lastly, internationality is embedded in territorial space; globality transcends that geography (4).</p>	

<p>Intercultural Education – is an intense and demanding process that requires students to reflect upon matters with which they have had little firsthand experience. It refers to an encounter between people of different nation-states. It includes highly personalized affective learning, self reflection, and direct experience with cultural difference.</p>	<p>Multicultural Education – is the teaching to an ethnically diverse student population, as well as teaching about those populations. It emphasizes the importance of making students aware of identity issues (gender, race, class), issues of access and equity, and the consequences of power and privilege (5).</p>
<p>Intercultural and multicultural education share commonalities and differences. Both intercultural and multicultural educations require stepping out of one’s own cultural assumptions and views. However, intercultural skills are normally acquired abroad, whereas multicultural learning is experienced within one’s own community (4). Intercultural education is more proactive and action oriented, whereas multicultural education refers to knowledge of particular groups without drawing any apparent interconnections between them (5).</p>	

What is an internationalized curriculum?

Internationalizing the curriculum requires conceiving of the curriculum not as a collection of disconnected pieces, but rather as an integrated and learner-centered system that fosters intercultural, interdisciplinary, comparative, and global learning (Green and Olson 58). Beginning the curriculum development process with a focus on having students achieve a desired set of global competencies is a first step in making this shift. A thorough review of the curriculum should help the College determine the extent to which the curriculum is already internationalized and generate ideas about how to broaden and deepen the level of internationalization. Since the College has already articulated its six desired student learning outcomes [Critical Thinking, Communication, Self-Awareness and Interpersonal Skills, Personal Actions and Civic Responsibility, Global Awareness, and Technological Awareness ([San Diego Mesa College 2006-2007 Catalog](#) 8-9)], the next step would be to gather a Global Awareness Task Force³ that would review how the current curriculum helps students achieve global learning.

³ This Global Awareness Task Force could be comprised of some or all members of the Committee on Global Awareness (COGA), or could function as a subcommittee of the COGA.

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Students could achieve certain global learning outcomes through different modes of study (on-campus coursework, education abroad), pedagogies (interactive student-teacher discussions, collaborative group work, experiential and service learning, or internships) and parts of the curriculum (general education, the academic major, interdisciplinary minors, or capstone courses). Students cannot achieve complex competencies with merely one or two introductory courses or through a study-abroad experience that is not intentional about the learning it seeks to promote (Green and Olson 59). Institutions can use the following questions to guide their review of different parts of the curriculum:

- How does taking a certain set of courses contribute to the articulated global learning outcomes?
- What global competencies do these courses develop? What level of complexity do students attain—low, medium, high? How well are these courses connected with others that address the global learning goals? Are there opportunities for greater connections?
- How does this part of the curriculum fit into the larger curriculum? Does it function as a common experience for all students, an introductory experience for students of a particular major, or an advanced capstone experience?

General Education at Mesa College

Of the core courses that all students must take (English, math, history, etc.), or distribution courses (groupings of discipline-based courses from which students select individual classes), the Global Awareness Task Force should address the following questions, among many:

- How does the curriculum enable students to achieve global learning outcomes? What is the evidence that they do?
- Are courses with an international/ global/ intercultural focus required? Or are they simply listed as one among many options?
- Does the GE curriculum include opportunities or requirements for learning about non-Western cultures?
- With Mesa's language requirement, should a language proficiency exit exam be required of students graduating with an AA? If not, how else should language proficiency be assessed and measured?

Education Abroad through Mesa College

Education abroad includes long- and short-term study, internships, and service learning opportunities. Here are only a few of the many questions that the Global Awareness Task Force should address:

- Are the experiential and academic goals of these programs well integrated?
- How well are these study abroad programs connected to the home institution's academic programs?
- Are there problems surrounding recognition of credit for education abroad?
- How are issues of health, safety, and risk issues to be addressed?
- How is the Eurocentric nature of education abroad to be addressed? If an important goal of study abroad is to develop intercultural sensitivity, the limited

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contact with people from the “non-Western” world would suggest that many study abroad efforts provide a limited cultural stretch for students.⁴

Strategies for Internationalizing the Curriculum: New course creation and/or Adoption of the infusion method

Mesa College could use a combination of approaches to develop an internationalization strategy that, for the most part, fall into two categories: the creation of new courses with an international focus and the infusion of existing curriculum with international content. The time-honored approach to curriculum development and/or revision is a comfortable one for faculty. Adding new academic offerings provides new opportunities for international learning on the part of both faculty and students. The infusion approach also serves as an efficient way to engage a wider group of students and faculty to internationalization. If the College supports its faculty with appropriate incentives and professional development opportunities, many will be receptive to these approaches. An internationalized curriculum, by most standards, is international in content and varied in pedagogy. The following questions may help advance dialogue on internationalizing instructional delivery practices, and topics that the Global Awareness Task Force Committee should consider:

- What teaching/learning strategies can institutions adopt that are appropriate to the cultures represented in the course content (Storytelling? Oral histories? Apprenticeships? Service-learning?)
- What assessment strategies would most effectively capture the global competencies that these courses seek to develop (Interviews? Portfolios?)
- What activities could be structured outside the classroom to reinforce the international learning in the course (Drawing up international students in the college? Consulting with international members in the community?)
- How might students and faculty engage with peers abroad in studying or conducting research on similar content? (Creating a distance education or online component? Creating a short-term exchange component?)

Internationalizing the major

The role of the department-

Academic Department Chairpersons can play a crucial leadership role in providing energy for internationalization and facilitating the work of the faculty. Chairs can take several important steps to promote internationalization at the department level:

- Reward international competence and activity in the hiring, tenure, and promotion processes.
- Recruit international visiting faculty.
- Encourage and support faculty in internationalizing their courses.
- Support collaboration between departments in the development of interdisciplinary teaching.

⁴ Most students going abroad are white, female, and middle class. Additionally their destination is likely to be an English-speaking country such as the United Kingdom (19.6%), Australia (5.2%) or Western Europe (29%) (Green and Olson 4).

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- Create links with departments in other countries that will provide opportunities for faculty and student mobility and collaboration.

The role of interdisciplinary programs-

More and more U.S. campuses have established global studies programs during the past years. These interdisciplinary programs provide important focal points for the international and intercultural exchanges necessary to make internationalization of the curriculum more viable. Furthermore, such centers could draw upon U.S. Department of Education Title VI resources, and could attract professional expertise in advancing the internationalization agenda on campus. Mesa College should be proud of its interdisciplinary offerings through well-established programs offered by The Chicano Studies and Black Studies Departments, and through programs still in their infancy: Service Learning, Learning Communities, and Women’s Studies. When consulting San Diego Mesa College’s Research Committee’s “Research and Planning Agenda – February 27, 2007”, one could not help but note that in the first research agenda category (“Secure access for all segments of the community”), the following strategic initiative is listed: “Explore impact of online education and other alternative forms of teaching”. Learning Communities, Service Learning, and Short-term courses would be among the services that such research would focus on, and that the Global Awareness Task Force could study.

The role of modern language programs-

Faculty in modern language departments can be instrumental in developing and delivering language and cultural lessons across the curriculum courses. They can be invited to team-teach or guest lecture in their areas of expertise. Also, if the College decides to select certain regions of the world to focus upon in its strategic plan, modern language departments can develop language and cultural studies courses relevant to those specific areas of the world. These new initiatives will require funding for faculty and support services for students—for example, tutoring programs, technicians and resources for Mesa’s Multimedia Language Acquisition Center (MLAC, aka “The Language Lab”)—and print and multimedia resources in the target language. Specifically at Mesa, the need for reassigned time for a Languages faculty member to design and establish various language study abroad programs has been mentioned in the Department’s Program Review for the past four years, but administrative roadblocks have prevented its implementation. Given that the Languages faculty have been involved in international education activities and committee work for many years now, it would be a natural fit for faculty in Languages to lead short term language programs abroad, and to work on a Global Awareness Task Force that would help the college identify its niche within the context of Global Awareness.⁵

⁵ A standard assumption among sociolinguists, such as J. Fishman, C. Ferguson, and H. Giles, is that the most important component of group identity is language. Thus, it is fitting to tie language learning with global awareness in order to appreciate other aspects of each other’s culture.

II. Assessing Global Learning Outcomes

When encouraging faculty to teach with a more internationalized curriculum and introducing “global learning” perspectives to students, it helps to define what “global learning” is and what it is not. The following reference table could be used as an aid:

Global Learning

Global learning is the educational response to the forces of globalization in the world. There is no cookie-cutter approach to integrating global learning into the disciplines. This task requires departmental reflection and collaboration.

Global learning is not the following, although it may include some of these:

- Tacking on an “international” chapter if there is time at the end of the semester.
- Multicultural education under another name (although multicultural education may be included with global learning).
- Eating ethnic/foreign foods and going to international festivals.

Global learning is something that must permeate the curriculum.

What constitutes global learning in your discipline? The big questions to ask are these:

- What are the global issues of your discipline?
- Given the phenomena of globalization (international movement of peoples; enforced cross-cultural relationships; instantaneous movements of ideas and money, and the stresses that come from this constant flux; rapid environmental degradation/extinction of species; a multilingual workplace; global terrorism; etc.), what global learning factors does your discipline specifically address?
- How does the college’s student learning outcomes relate to this discipline?
- How does your discipline determine whether students have acquired the skills necessary to properly address the following: multiple perspectives, interdependence, sustainability, equity/social justice, language-cross-cultural immersion
- How can students be assessed to determine whether they have attained the skills identified as necessary, or whether they have simply been exposed to them?

Some good ideas to consider:

- Finding a multitude of ways through which students will become aware of their own cultural perspectives and will learn to see issues from differing perspectives.
- Requiring that all students have either a local cultural immersion or a study abroad experience related to the major.
- Creating an “international path” to the major, hand-picking (or creating) an appropriate study abroad experience, and listing this special sequence of courses and experience parallel to the regular major offered completely on campus.
- Working with Languages Dept. to develop programs, like “Spanish for Nursing.”
- Making use of domestic students’ ability to read articles in other languages, asking them to share diverse perspectives from their reading in class discussions.
- Finding ways to reward faculty for globalizing the curriculum.

Introducing global learning into the disciplines is a commitment to a process. As department members gain expertise in global learning within the discipline, the process (and the curriculum) will deepen and grow richer. What is sought is not perfection, but a good start: evidence of commitment and an imaginative approach that is promising of success.

Source: Olson, Christa L. et al. A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn. Washington, D.C.: American Council on Education, 2006 (43).

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Norena Badway—a specialist on Student Learning Outcomes (SLOs)—offered a focused consultation at Mesa College on March 16, 2007 titled: “So, How’s it Going? Reviewing Initial Progress on Implementing the Assessment Initiative.” In her presentation, she spent a fair amount of time asking the audience how one goes about assessing the SLO on Global Awareness. While brainstorming, the audience realized that the assessment cycle is not as easy as one might think, thus, highlighting the need for a Global Awareness Task Force to convene and help 1) articulate global learning outcomes for the different disciplines on campus, 2) add them to existing course descriptions on CurricuNet with the help of the Campus Articulation Officer, and 3) align them over the long term with international courses and programs in order to establish partnerships overseas.

A sample of how to plan for global learning outcomes and their assessment in one’s courses was gleaned from a handbook published by ACE. The following table could provide faculty with some ideas on how to steer one’s teaching that would encompass such global learning outcomes:

Planning for Global Learning Outcomes and Assessment

1. What learning outcome are you seeking?	2. How will we know this outcome when we see it? That is, what will the student know or be able to do upon completion?	3. How will students learn these things (in class or out of class)?	4. What evidence can we provide to demonstrate what students know and can do? That is, how can we assess student learning?	5. What are the assessment findings?	6. What improvements were identified that might be made, based on assessment findings?	7. What improvements were actually made?
Sample Outcome:	Sample Performance Indicators:	Sample Learning Opportunities:	Sample Assessment Method:	Sample Finding:	Sample Improvement:	Sample Action Taken:
Students apply knowledge of globalization and its effect on economic, cultural, and political events.	Students -explain the concept of globalization -analyze the impact of globalization upon economic, environmental, and political systems -create a plan for addressing the impact of globalization upon a particular region	-Gen Ed: Intro to global systems -Global systems interdisciplinary course -Education abroad course on globalization -Capstone global studies certificate course	Portfolios from global studies certificate students rated with rubrics by faculty involved in global studies	Students with education abroad experience can analyze the impact of globalization in greater depth than students who have not studied abroad	Courses in global studies certificate program could include information on the region students studied abroad	Developed team-taught course with faculty abroad to make globalization course with its regional focus available to all global studies certificate students

[Source: Christa L. Olson, et al, A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn (Washington, D.C.: American Council on Education, 2006) 18.]

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A legitimate question faculty may have is why so much focus on assessment and student learning outcomes, particularly when it comes to implementing a new, integrative approach to teaching via globalizing the curriculum? Considering this, Dr. Constance Carroll—Chancellor of the San Diego Community College District—sent a district wide emissive on March 21, 2007 addressing the mandatory accountability reports required of all California Community Colleges. In her correspondence Dr. Carroll states:

As you know, accountability has been an important theme in recent years as the legislature and the public have raised more and more questions about the outcomes of their financial investment in public education. Some trace the beginning of the “accountability movement” to the National Commission on Excellence in Education, which published *A Nation at Risk: the Imperative for Educational Reform* in 1983. This publication spawned . . . legislation, regarding accountability . . . [that] reached community colleges a few years ago and is reflected both in legislative requirements and in accreditation requirements—all asking for measurable evidence of educational effectiveness. Quantifying what we do in instruction and student support is a challenge, since that does not represent the entire picture, but providing such data is now required. (1)

With this in mind, faculty should not be led to feel threatened or abandoned, since—particularly in the case of global learning—there are professional associations, such as ACE, willing to provide programs and services that support and enhance internationalization on U.S. college campuses.⁶ Furthermore, a Global Awareness Coordinator together with a Task Force could also help transition each Department and discipline into adopting the Global Awareness SLO, and assessing different aspects of it over time, specifically through introductory, exploratory, participatory, and integrative phases. The chart on the following page titled “Assessing Global Learning Outcomes” could serve the Coordinator, Task Force, and respective Department Chairpersons in the adoption of such ideas.

Expecting a Global Awareness Coordinator and Task Force to handle global learning assessment for each discipline, in addition to conducting curriculum review and the implementation of regular, established study abroad programs is an ambitious request. If assessment and accountability are, indeed, as the Chancellor states, a required part of how business is to be conducted from hereon at the college level, then should it not be the responsibility of the State and federal governments to provide startup funds to help in the creation of a Global Studies Center on campus? As previously stated, such a Center—properly funded with a full-time director and staff—could bridge the needs of the State (accountability), the needs of the faculty (curriculum development), and, in turn, enhance student learning. Through a Global Studies Center, the message that the Mesa campus would be sending is that we recognize that global perspectives are critical to solving contemporary problems, while ensuring academic excellence, and preparing a world-class workforce.

⁶ Also worthy of mention is that ACE’s programs work with colleges and universities to articulate learning outcomes and develop assessment instruments to measure student learning. Identifying global learning and developing strategies to assess for them helps improve curriculum and pedagogy.

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Assessing Global Learning Outcomes: Periodic Assessments along the Global Awareness Continuum

Learning Outcome	Introductory Phase	Exploratory Phase	Participatory Phase	Integrative Phase
Knowledge and Intellectual Skills	Describe, generally and with examples, existing issues of today's world, and systemic interdependence.	Describe, with facts as well as generalizations, at least two major issues facing today's world. Analyze with ample evidence a significant topic related to a world issue.	Develop a clear mental map of the interrelatedness of global institutions, issues, and systems using ample examples.	Describe the world's economic, environmental, and political systems. Assess the complexities and contradictions in one of the world's systems based on ample information about one or more of the relevant issues currently facing humankind.
Cultural Knowledge and Skills	Describe, generally and with examples, the world's cultural diversity. Communicate in any second modern language at a survival level.	Compare and contrast distinct behavioral characteristics of your own and one other culture. Communicate at a beginning level in a second modern language.	Analyze two cultures, including their enculturation processes, worldviews, economic/social/ political patterns. Communicate at the intermediate level in any second language.	Reflect comparatively and in-depth on one's own and a second culture. Adapt in a second culture by working effectively with a counterpart in that culture. Read, write, and speak at an advanced level in a second language.
Values Perspective re: World Issues		Explain two ethical perspectives and evaluate the potential effectiveness of two relevant contrasting responses to one general world issue.	Assess your own perspective and locate it amid several philosophical, religious, ideological, and/or intellectual frameworks and their ethical assumptions.	Articulate the basic assumptions of two value-based perspectives (world views) and apply them in formulating alternative responses to one of the world's major issues.
Personal Engagement in World Issues		Articulate a relationship between a global issue and your personal commitments and vocational choice.	Engage in creating a just and healthy world.	Demonstrate potential for distinctive leadership in a local community and internationally in the pursuit of a just, peaceful, and sustainable world.

III. Request for Global Competency – GE Courses

Less than one-quarter of all U.S. undergraduates are required to take one course with an international focus in order to graduate. Similarly, of those institutions that do require an internationally focused course, 60 percent require a course with a non-Western perspective (Green and Olson 65). Although one course is insufficient to produce a “globally competent” graduate, it does signify a start—one important opportunity to introduce students to international and global learning. As mentioned previously under “Internationalizing the Curriculum,” requiring that students attend Mesa-sponsored events (such as the Festival of Colors, International Education week, and Women’s History Month) does not truly constitute a holistic approach to increasing global awareness. Such events have to become a true part of the instructional experience on campus, not merely an optional activity on the periphery of student campus life. In other words, students’ attendance at the events is not enough. Instructors must ask them to reflect on the events and do critical thinking and writing about it. Offering regular events that instructors integrate into their lesson planning is a way of hybridizing and globalizing the curriculum. One way for different Departments at Mesa to request global competencies of their students is to use the Mesa College Matrix on Global Competencies, created by the Committee on Global Awareness. Listed on the next page, the matrix lists the different levels of competencies (1 to 5), how to engage in campus activities, and suggestions for curriculum enhancement. Faculty and staff have an ongoing commitment, of sorts, to the matrix, but must do more to integrate it into curriculum development.

With respect to curriculum development, there are two certificate programs that currently exist in the Mesa College catalog that encourage global competency within general education courses. One is the Honors Global Competencies Certificate ([Catalog 158](#)), and the other is the Certificate of Completion: Global Culture Studies ([Catalog 180](#)). With the Honors Certificate, students are required to complete 15-17 units, and all coursework except for foreign language must be done as an honors contract. With the Global Culture Certificate, students are required to complete 15 units of coursework taken in multi-cultural academic areas. It is a cross-departmental award and, like the Honors Certificate, is awarded in recognition of information on the transcript. However, according to Susan Newell, Evaluations Office at Mesa, “According to our records, no certificates for either Honors Global Competencies or Global Culture Studies have been awarded.”⁷ It is somewhat shocking that the Mesa curriculum made provisions for students to receive certificates, but they are not receiving them because of a lack of interest or information. There is a big difference between what the College is trying to accomplish and what we actually offer. There also exists a gap between the average students who take GE courses and those who could successfully fulfill a global certificate program. These and other similar concerns regarding global competence are issues that a Global Studies Center, in addition to a Global Awareness Task Force, must address.

⁷ Electric correspondence titled “Stats for Global Awareness Report” received on April 18, 2007.

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**San Diego Mesa College
GLOBAL COMPETENCIES MATRIX***

	Descriptions	Campus Activity	Curriculum Enhancement (Suggestion or Examples)
5th Level – Exchange			
	Help students acquire values and skills needed to actively participate in a global society by providing options for cultural immersion experiences	<ul style="list-style-type: none"> - Faculty/Student Exchange programs - Study Abroad - Service Learning projects - Internships - Local international business partnerships 	<ul style="list-style-type: none"> - Infrastructure to support campus activities <ul style="list-style-type: none"> ♦ Fiscal resources ♦ Personnel resources ♦ Facility resources - Incorporate exchange campus activities into curriculum - Adopt sister college abroad - Inter-institutional collaborative learning - Fulbright Scholarships/Exchanges/Grants
4th Level – Understanding			
	Recognize the complexities in which diverse racial and cultural groups participate in the formation of society	<ul style="list-style-type: none"> - Faculty Flex Training - Best Practices Workshops - Conferences/Lecture Series - Professional Development - Curriculum Innovations - Foreign Language conferences 	<ul style="list-style-type: none"> - Incorporation of international/intercultural perspectives into curriculum and course activities - Establish a repository of instructional resources related to international/intercultural perspectives - Access global perspectives from faculty and students as a classroom resource - Debates - Free speech forums
3rd Level – Interaction			
	<ul style="list-style-type: none"> - Provide opportunities or forum for “interrelations” - Encourage active participation in activities outside the confines of a familiar environment 	<ul style="list-style-type: none"> - Asian Pacific Clubs - French Club - Foreign Language Conferences - Guest Lectures - Teleconferences - International Students Club 	<ul style="list-style-type: none"> - In-class guest speakers - Debates - Community service - Field trips - Extra credit/incentives for participation - On campus International Student body - Inter-institutional collaborative learning
2nd Level – Comparison			
	<ul style="list-style-type: none"> - Identify similarities and differences among cultures and environments - Enable students to improve their thinking and analytical skills 	<ul style="list-style-type: none"> - Humanities Institute - Film/speakers - Lecture Series - International Education Week - Festival of Colors 	<ul style="list-style-type: none"> - Extra credit/incentives for participation - Present a paper/write a report - Discussion panels - Debates - In-class guest speakers
1st Level – Awareness			
	Promote discussion of the cultural components and celebrations present in our society	<ul style="list-style-type: none"> - Festival of Colors - International Education Week - Black History Month - Asian Pacific Heritage Week - Women’s History Month - Chicano/Latino Heritage Celebration 	<ul style="list-style-type: none"> - In-class presentation on a major little known ethnic person/contributor to the field - Discussion of current events or history related to ethnic cultures - Provide extra credit/incentive for participation in cultural events

*Referenced Banks & Banks’ Multicultural Education: Issues & Perspectives 4th Edition
Developed by San Diego Mesa College’s International Education Sub-Committee: Joyce Carrigan, Elizabeth Chu, Nora Corral, Adrienne Dines, Leticia Lopez, Patrice Marks, Susheela Narayanan, Celia Orona, Danene Soares, Xiaochuan Song (2006).

IV. Integrating Global Awareness at Mesa

It is, perhaps, Pulitzer Prize winning journalist Thomas L. Friedman who best described the status of the globalization in today's world in his book by the same title: the world is flat. The flattening of the world, as Friedman explains, happened at the dawn of this new century, and his book goes on to describe how—consequently—countries, companies, communities, and individuals must adapt. More than ever, in this age of globalization, paired with its successes and discontents, swift advances in technology and communications have put people in touch in no other way in human history. For a center of higher education to keep up with the great changes taking place, it must evolve or lose ground to more innovative, groundbreaking, and adaptable institutions. For this reason, one of the main goals of a Global Studies Center ought to be the encouragement and fostering of best practices using innovative teaching methods, that are practical and challenging for students, such as Service Learning and Learning Communities.

Best Practices for Integrating Global Awareness at Mesa:

There are many professors at Mesa who incorporate best practices for integrating global awareness into their classes, but only a few make it their mantra for the whole semester and/or academic year. Despite the difficulty in narrowing down the choice to six professors, this report offers a sneak peek at how a few instructors enhance the global learning experience for students thanks to “Service Learning”, “Learning Communities”, and/or a combination of these models.

Service Learning:

The Mesa College 2006-2007 Catalog describes “Service Learning” as a program that combines service in the community with classroom instruction, focusing on critical thinking as well as personal and civic responsibility (31). The program helps Mesa College instructors and students incorporate practical service experience with academic studies, and has been around for the last half dozen or so years.

- Leela Bingham, Professor of Spanish in the Department of Languages, leads successful service learning classes for her Spanish languages students on a regular basis. Her interest in service learning was born out of her involvement in the nationwide Everyone a Reader Program, which inspired her Sabbatical Project titled “Service Learning and Spanish: Students Helping Students (2003).” In her proposal she writes:

With service-learning, the traditional classroom is expanded to include community members of various ages, races, abilities, backgrounds, and ethnicities – an ideal learning environment, especially if you are a foreign language student. For the foreign language student, service-learning represents a hands-on, multi-cultural component and an invaluable resource – a resource typically unavailable in the foreign language classroom. (3)

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Prof. Bingham arranges for her students to work at local elementary schools where many of the youngsters have been identified as having limited proficiency in English. Her students interact with the children as mentors, and provide them with homework assistance while tutoring them in reading and writing. Such meaningful collaboration for college students encourages them to learn *with* their Spanish speaking community members as opposed to learning *about* them, thereby increasing community, multicultural, and global awareness for all parties involved.

Learning Communities:

The Mesa College 2006-2007 Catalog describes “Freshman Experience Learning Communities” as an innovative approach to traditional course offerings, created by linking courses together to provide more support for academic skill development and an easier adjustment to college life (32). Participation in learning communities has been shown to contribute to improved student success and reduced attrition.

- Jan Ellis, Professor of Physical Education and Learning Communities Coordinator, oversees some of the courses in the Mesa Learning Communities program that address cultural diversity, specifically Personal Growth 127 & 140.⁸ At this point in time the majority of the courses are basic skills courses with a few new transfer courses being offered in the fall 2007 semester. More could be done in order to incorporate global awareness into the linked courses, but, as the program grows, it could be one of the focal points in the design of the curriculum. Regarding the dance program, Mesa Dance offers two classes, Ethnic Dance and Belly Dance that focus on the movement traditions of many different cultures. Latin, African, Caribbean, Middle Eastern, Brazilian, and European folk rhythms and styles are explored. Additionally, guest lecturers often visit, such as two who presented master classes recently in Afro-Haitian and Dunham technique, which is modern dance based on movement from the West Indies. Students recognize the importance of the origins of many dance genres; tap comes to us from Africa and Ireland, ballet from France and Germany. Jazz, Modern and Hip Hop, which are indigenous to America but spring from the cultural melting pot, are also offered. Pairing a dance class with, for example, a music class in a “Learning Communities” format would not only increase students’ multicultural sensitivity, but also expose them to cultural diversity, and ultimately contribute to increasing their global awareness in one aspect of our global culture.

A Few Courses That Tap into the “Service / Learning Communities” Philosophy:

- César López, Professor of Chicano Studies, arranges class field trips to explore how history evolves and is written through a Chicano Studies lens. For instance, in his CHIC141B (U.S. History from a Chicano Perspective) class in the Summer 2006 term, Prof. López arranged a field trip to Border Field Park (a California Park on the U.S.-Mexico Border) with a special tour by a representative of the American Friends

⁸ Mesa’s Puente Project and the Mesa Academy also address cultural diversity, but lie outside the boundaries of Learning Communities. All three programs complement and support each other, nonetheless.

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Service Committee to talk about resolving border conflicts around the world. The class met where the physical border fence dips into the Pacific Ocean.

- Nancee Kesinger, Professor of English, combined research of selected nations around the world with outreach activities to increase awareness of “children in crisis.” The project has been part of her ENG205 (Critical Thinking and Intermediate Composition) courses since the Fall 2004 semester, with some modifications. Elements of art and music were incorporated in the context of this multi-layered research project focused on arguing specific action plans to help “Children in Crisis” all over the globe. An article appeared in the Mesa Press (20 Mar. 2007: 12) featuring the project.
- Alessandra Moctezuma, Professor of Art and Gallery Studies, regularly schedules visits to local museums and galleries, as well as trips to Los Angeles County, for her art students. These visits allow them to talk to various members of a museum’s staff (curators, registrars, directors, exhibition designers, development coordinators) and understand the workings of such institutions. Her advanced Museum Studies / Exhibition Skills class (ART161B) curates exhibitions in the city of San Diego. Some of these have included Street, an exhibition of work by homeless artists in collaboration with HAWC (Homeless Artists and Writers Collective) and ICE Gallery. Film students from San Diego State University also participated making a video documentary about the featured homeless artists. The students who organized this exhibit have just completed a 2nd Street show on their own, so they continue the project that was begun in class.

Fledgling Global Education Projects and Programs with an Interdisciplinary Approach:

- César López, Professor of Chicano Studies, started creating The César E. Chávez Digital Collection since the Spring 2006 semester. It is one that will digitally archive and organize a private collection of original photographs that focus on the life of civil rights leader and founder of the United Farm Workers César E. Chávez. The photographs were taken by San Diego resident Carlos LeGerrette over a period of 25 years and have never been publicly exhibited. The project will have multiple goals that include scanning and organizing photographs and creating an online viewing website for instructional use. It would be an ideal curriculum addition to be used in SMART-equipped classrooms, and would further understanding of diversity, non-violence, human rights, and the civil rights movement.
- Laura MacKenzie (Professor of Psychology) and Tanya Kravatz (Professor of Sociology) serve on the Advisory Committee for the Women’s Studies Program. This interdisciplinary program started in Fall 2001 (according to the Mesa College Academic Affairs Committee Minutes, 26 March 2007) is designed to explore the past, present, and future of women from a multicultural perspective. The Certificate of Completion in Women’s Studies recently has been approved through the Mesa Curriculum Review Committee. The Program is also involved in preparing Women’s History Month activities, as well as year-round seminars.

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Global Awareness Opportunities Not Being Tapped on the Mesa Campus:

According to the report “SDCCD International Education Activities Contribute to Local Economic and Workforce Development,” distributed by Vice Chancellor H.T. Ingle’s staff at a District International Education Task Force Meeting on 11 March 2005, the SDCCD’s second guiding principle is: “. . .) to identify and meet the diverse educational needs of learners from San Diego and global communities . . .” and includes a priority for “fostering a commitment to global education opportunities for students, faculty, and staff.” The report lists several grant funded programs and other resources that Mesa has not tapped into:

- The Global Education Network (GEN) San Diego Project – Funded by the California Community Colleges Chancellor’s Office, provided funding to develop a regional infrastructure for Global and International Education. This project provides more than 1,200 SDCCD faculty, staff, students, and community members with opportunities to participate in global and international education activities.
- The California / Mexico Network (CAL-MEX-NET) for Education and Training Project – Funded by the U.S. Department of Education’s Business and International Education Program, Title VI-B, focuses on promoting binational economic development. The project currently supports several binational teacher and student exchange projects.
- Foreign Student Admissions – More than 400 international students enrolled in SDCCD programs each semester. These students contribute to the local economy and influence the cultural awareness of their fellow students on campus.
- Study Abroad Programs – Since 2001, more than 400 community college students from Southern California (150 from SDCCD) have increased global competencies by participating in SDCCD supported Study Abroad Programs. However, Mesa College has not sponsored its own short-term study abroad program, not affiliated with SDICCCA, since Summer 1999 (Two-week Fashion Course in Paris).

V. Creating Partnerships

One way for Mesa to meet its goal for internationalizing the curriculum and increasing global awareness is through the creation of partnerships with industry, business, government, community organizations, and colleges and universities throughout the region. In fact, in her article titled “The Community is Our Partner,” Chancellor Constance Carroll wrote, “Two reasons account for the tremendous success of the San Diego Community College District. The first reason is our . . . highly qualified faculty The second reason is that everything we do, we do in partnership with other institutions and organizations in the community and beyond” (2). She goes on to encourage partnerships with SDSU, UCSD, USD and other universities in California and across the nation to ensure the transferability of course credit. Dr. Carroll also stresses the importance of partnerships with industry, local businesses, hospitals, and other agencies to ensure leading-edge education in vocational programs, as well as employment in many cases. Since the SDCCD opened the 2006-2007 academic year with a celebration of our partnerships,⁹ it is a fitting reminder for Mesa to take advantage of the following opportunities that have presented themselves:

Partnerships with Universities –

- Nancy Marlin, Provost at San Diego State University, together with the SDSU’s Honors Program Director proposed a partnership with Mesa College’s Honors Program to lead study abroad opportunities for students. Representing Mesa at the meeting, held on 15 December 2006 were Vice President Liz Armstrong, Associate Dean Danene Soares, District Honors Transfer Coordinator Dr. Alison Primoza, and Prof. Leticia P. López.
- Dr. Steven Sacco, was Co-Director of the Center for International Business Education and Research (CIBER) at SDSU from 1997 to 2006. Dr. Sacco is the author of numerous books and articles that describe successful interdisciplinary collaboration in international education. Dr. Sacco has also directed 50 successful grants totaling over \$7.5 million. Funding sources include the U.S. Department of Education (13 grants from 7 programs), the Coca-Cola Foundation, and the governments of Canada, France, Japan, Mexico, and Quebec. He was the keynote speaker at two Mesa Languages Department conferences (May 2004, May 2006), and has expressed interest in working with our college in writing collaborative grant proposals to conduct short-term service learning programs with an international business component abroad.
- Thekima Mayasa, Professor of Black Studies at Mesa College, has worked over the past three years with the Department of Africana Studies at SDSU to take students to Ghana for a two-course summer institute. She has developed, with the help of Mesa’s Articulation Officer, a Memorandum of Understanding (MOU) to demonstrate in writing the partnership between the Mesa and SDSU campuses. Mesa students would, thus, be able to enroll in two upper division courses [(AFRAS485: Blacks in

⁹ Refer to WE-With Excellence, September 2006 edition, for more information.

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Arts) and (AFRAS470: Comparative History-African and African American Heritage)] and receive academic credit for them.

- Dr. Leticia P. López, Professor of Spanish at Mesa College, led a group of 20 Mesa students to San Sebastian, Spain, in the Summer of 2005. During the 2004-2005 academic year she designed and marketed the program, and partnered with the University of Southern Mississippi to be able to offer academic credits to ten students requesting them. Students enrolled in either SPAN101 (First Semester Beginning Spanish), SPAN102 (Second Semester Beginning Spanish), or SPAN201 (Third Semester Intermediate Spanish), for a maximum of 5.0 units.

Partnerships with Local Business and Other Agencies –

Partnerships with local rotary clubs (Kiwanis, Lions Club, etc.) as well as with local business and national corporations (SDG&E, AT&T, Seattle's Best Coffee, Starbucks, etc.) should not be overlooked. Oftentimes these are agencies that would benefit from establishing a short- or long-term relationship with a center of higher education in order to draw attention to a cause (such as service learning), and/or to gain a certain amount of exposure from the partnership.

VI. Create Study Abroad Programs

In global affairs—whether the region is Europe, Asia, Latin America, Eastern Europe and the former Soviet Union, or the Middle East, whether the issue involves diplomacy, foreign affairs, national security, or commerce and finance—what nations do not know about each other exacts a heavy toll. The stakes involved in study abroad are that simple and that important. For their own future and that of the nation, it is essential that college graduates become globally competent.¹⁰ Promoting and democratizing undergraduate study abroad is the next step in the evolution of American higher education. Study abroad must become the norm and not the exception, thus positioning this and future generations of Americans for success in the world.

Historically speaking, how have Americans turned to higher education in the face of great national challenges? President Lincoln signed The Morrill Act in 1862 opening campus doors to produce millions of graduates and multiplying the nation's productivity through research and service (Commission 4). President Truman signed the G.I. Bill after World War II helping fuel one of the greatest economic booms in American history and democratizing access to university campuses. Similarly, The National Defense Education Act of 1958 and the Higher Education Act of 1965 helped public and private colleges and universities when the nation's leaders called on higher education. Now, the challenges of a new century confront us. Presently, the U.S. House of Representatives introduced bi-partisan legislation called the Senator Paul Simon Study Abroad Foundation Act of 2007. Its key components are that:

1. Within 10 years' time, one million students will have studied abroad in quality programs abroad (roughly 5 times today's participation level).
2. Underserved populations, including students at community colleges and minority-serving institutions, will participate in greater numbers.
3. Participation will increase in nontraditional destinations like China, the Middle East, and developing countries (currently, nearly half of all study abroad takes place in four Western European countries).
4. Through the creation of a foundation to administer the program, an innovative public-private partnership is established, thus increasing the cost-effectiveness of the program.
5. Increasing the number of college students who have the opportunity to go overseas by providing awareness, access, and financial support.

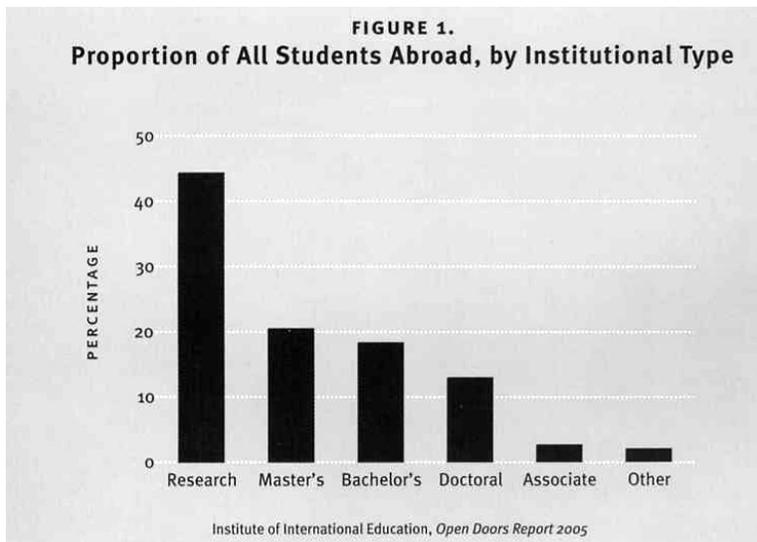
The Commission on the Abraham Lincoln Study Abroad Fellowship Program was created several years before Senator Paul Simon's death in 2003. The Commission works diligently to see to it that Senator Simon's goals listed above are met. It also asserts something that Senator Simon understood: study abroad is a powerful educational experience. According to data compiled for the Institute for the International Education of Students (IES), 80 percent of students who studied abroad agreed that it enhanced their interest in academic work, while 95 percent agreed that their experience continued to

¹⁰ "Globally competent" implies, among many things, that students function effectively in a globally driven economy and a culturally diverse workforce.

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influence their perspective on world events (Commission 9). However, when study abroad is examined in terms of the type of college sending students abroad, then two types of institutions dominate the picture: large research universities and smaller liberal arts colleges. Community colleges come up well in the rear, yet they enroll nearly 40 percent of all American undergraduates (Commission 15). The proportion of students abroad who come from community colleges (just 2.5 percent) does not begin to approach the contribution these institutions make to institutional enrollment (see Figure 1). Doing more to encourage study abroad for students from community colleges is necessary, since it promises large dividends in terms of both numbers and diversity of Americans abroad.

Beyond institutional barriers, some majors and programs seem more oriented to study abroad than others. The majority of Americans studying abroad have tended to major in “traditional” fields such as the humanities, social sciences, and foreign languages (Commission 16). This pattern may be changing, since latest data indicate that business and management students now make up more than 17 percent of students abroad, ranking second behind social sciences at 22 percent. By contrast, just 8 percent of students abroad are engineering majors and 6 percent are education majors. Degree programs in engineering, nursing, journalism, and pre-medicine typically involve a large number or required courses locked into tight sequence. Students, thus, find it difficult to find the time and credits necessary for a study abroad experience. This must change. Experience shows that leadership from administrators and faculty will drive the number of study abroad participants higher and improve the quality of programs. Such leadership is the only way that study abroad will become an integral part of the undergraduate experience (Commission 16).



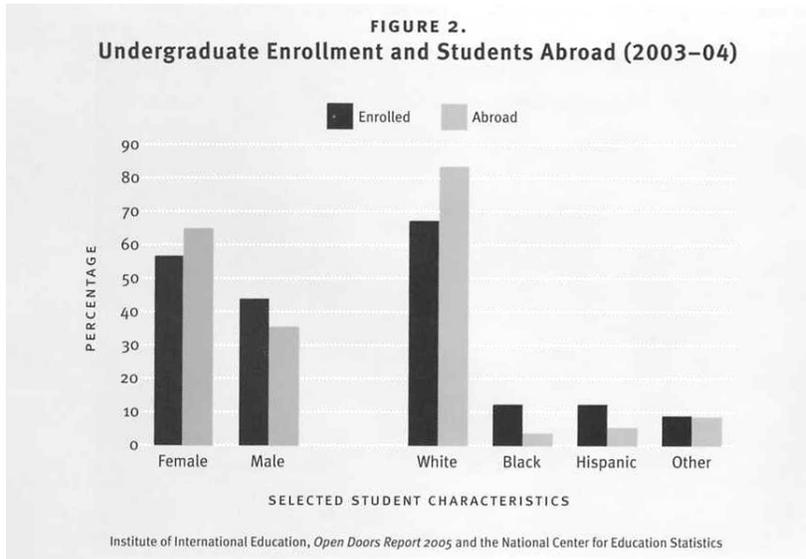
[Source: [Source: *Open Doors 2005 Data Tables*]

Doctoral & Research:
59.7%
Master's: 20.4%
Bachelor's: 16.0%
Associate: 3.0%
Other: 0.8%

The demographic profile of students studying abroad does not match the demographic profile of American undergraduates. Simply by bringing the two profiles into greater balance, we would go a long way toward increasing the diversity of Americans studying abroad, in the process expanding the perception of what an “American” is in other cultures. Figure 2 compares the two groups. What becomes apparent in Figure 2 is that

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minority students, including Hispanic American and African American students, are significantly underrepresented. American colleges must make new efforts not only to raise the number of students abroad but also to increase the diversity of these students. It is important that people living in other lands have a more accurate picture of the great diversity that makes up the United States.

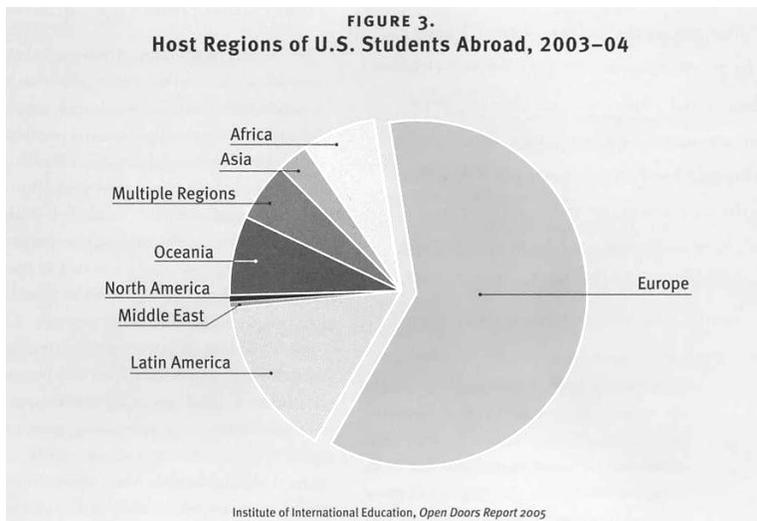


[Source: *Open Doors 2005 Data Tables*]

Female abroad: 65.6%
 Male abroad: 34.4%

White abroad: 83.7%
 Black abroad: 3.4%
 Hispanic abroad: 5.0%
 Other abroad: 7.9%

Greater diversity of destinations abroad is also highly desirable. Despite the growth of the Pacific Rim as an important center of economic power, and the emergence of China, India, Brazil, the former Soviet Union and Africa on the world’s economic stage, two-thirds of Americans studying abroad do so in Europe (Commission 17). Fully one-fifth of these students are in the United Kingdom. Figure 3 displays destinations of American students abroad. The reality remains that study abroad is heavily Eurocentric. European nations are important trading partners and allies, but student interest must be matched by study in Africa, Asia, Latin America, and the Middle East if vital American interests are to be served.



[Source: *Open Doors 2005 Data Tables*]

Europe: 60.9%
 Latin America: 15.2%
 Oceania: 7.4%
 Asia: 6.9%
 Multiple Regions: 5.5%
 Africa: 3.0%
 North America: 0.6%
 Middle East: 0.5%

Financial Barriers

The cost of study abroad is undoubtedly a barrier for many college students. Some financial aid is available, but is insufficient. Lincoln Commission scholarships (for course loads under 12 units of study abroad) and fellowships (for full time course loads over 12 units abroad) can make a difference for many students who need additional aid. The availability of a scholarship can stimulate students to find additional resources needed to study abroad. To address this barrier, the Lincoln Commission proposes to direct at least 88 percent of the money from the Lincoln program to student awards. It should be noted, however, that individual colleges must play an important role in cost containment when offering study abroad programs.¹¹ By offering study abroad opportunities in less popular and non-traditional destinations, then less expensive options could be available to students. Benjamin A. Gilman International Scholarships are also available for undergraduate study abroad and was established by the International Academic Opportunity Act of 2000. This scholarship provides awards for U.S. undergraduate students who are receiving federal Pell Grant funding at a 2-year or 4-year college or university to participate in study abroad programs worldwide. Sponsored by the U.S. Department of State Bureau of Educational and Cultural Affairs, this congressionally funded program is administered by the IIE (Institute of International Education) through its Southern Regional Center in Houston, TX. A new feature to the Gilman Scholarships are the “\$3,000 Critical Need Language Supplement” available to students studying a critical need language. Besides loans, other financial aid opportunities are available to students besides the two mentioned here for study abroad. A Global Studies Center on campus would play a vital role in facilitating this information for students and for applying for institutional funds with the sole purpose of funding students’ study abroad scholarships.

Designing Study Abroad Programs with the IES MAP

Along with an increase in interest come challenges such as how to provide study abroad opportunities without compromising academic excellence. Faculty and administrators who make decisions about study abroad programs at their institutions need effective tools to help them develop and assess the quality in these programs (Institute 4). The “Institute for the International Education of Students (IES) MAP (Model, Assessment, Practice) for Study Abroad” offers just that: an educational tool for designing and evaluating study abroad programs. It was developed by a task force of leaders in both international and U.S. higher education who drew on extensive site visits and data analyses of a wide variety of programs. The IES MAP was initially created to assess existing study abroad programs and develop new ones. However, it can also be of significant benefit to faculty and administrators at U.S. colleges, accrediting organizations, as well as to students and

¹¹ Michigan State University has made cost containment an important part of the expansion of its study abroad program. At least 50 percent of the university’s study abroad programs cost no more than being on campus (excluding airfare). This situation is due, in no small part, to lower expenses in many nontraditional locations (Commission 18).

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their parents.¹² This report recommends that Mesa College implement the IES MAP when designing study abroad programs.

The IES MAP offers a philosophical framework for considering what constitutes program quality in study abroad (Institute 9). The principles expressed support the integration of the academic program with the local culture. This integration offers a more effecting learning environment for students than alignment with an American set of expectations of the learning environment. The framework is also dynamic, so that it can respond to changing student needs and developments in education. The IES MAP focuses on four academic areas:

- The student learning environment
- Student learning and the development of intercultural competence
- Resources for academic and student support
- Program administration and development

The IES MAP is a valuable resource to use because it helps in setting standards, showing accountability, and assessing student learning outcomes.

Standards and Accountability:

Despite the growth in international education, a uniform set of educational standards is not available for most study abroad programs in the U.S. (Institute 10). Among the six regional accrediting associations in the U.S., only two evaluate study abroad programs sponsored by their members. Furthermore, study abroad providers do not share the same public accountability as colleges and universities. Use of the IES MAP published guidelines will help guide administrators and faculty members who are responsible for approving programs for their students, making decisions on credit transfers, and advising students of their study abroad options. Consistent program evaluation assures these responsible parties of program staff members' continuing commitment to students and the quality of their international experience.

Student Outcomes Assessment:

There are several challenges to assessing learning outcomes in a study abroad program. Mesa College should be able to address these challenges prior to, during, and after students travel abroad on a college-sponsored trip:

- Demonstrate the link between students' intellectual and personal growth, particularly their cultural learning, and their program of study and engagement with the host culture.
- The study abroad program's goals need to reflect cross-cultural learning experiences, such as access to educational, cultural, and political institutions.
- The evaluation's scope should include such non-academic elements as interactions between U.S. students and people in the host country.
- The evaluation must respect differences in academic cultures, including pedagogical practice and student assessment and grading.

¹² Students and families want assurances that they will get what they paid for, whereas home campuses want to feel confident that they are advising their students appropriately.

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The IES MAP further recommends that the college create a continuum of program design and improvement to achieve desired outcomes through the analysis of student self evaluations of their cultural learning.

Below are the four sections of the IES MAP that Mesa College could use when designing its own study abroad program(s) from the ground up:

I. Student Learning Environment

- A. Provide pre-departure information
- B. Prepare an on-site orientation
- C. Guarantee instructional quality
- D. Oversee curricular design
- E. Focus on curricular and intercultural competence
- F. Offer language development opportunities
- G. Offer internships
- H. Offer field study and trips
- I. Engage students in language school-sponsored cultural and social activities
- J. Involve students in other academic, political, economic and cultural institutions
- K. Facilitate re-entry gathering for students back into their home culture and home institution

II. Student Learning: Assessment and Intercultural Development

- A. Intellectual development
- B. Development of language and communication skills
- C. Cognitive growth
- D. Interpersonal growth
- E. Intrapersonal growth

III. Resources for Academic and Student Support

- A. Faculty qualifications
- B. Administrative staff qualifications
- C. Academic advising
- D. Academic center staff size
- E. Academic center facilities
- F. Access to local educational and cultural institutions
- G. Library resources
- H. Instructional technology
- I. Housing and home stays
- J. Student qualifications
- K. Health
- L. Safety and risk management

IV. Program Administration and Development

- A. Quality of communications

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- B. Involvement and recommended responsibilities of IES members
- C. Efficiency of recruitment and enrollment procedures
- D. Professional development

As with all great new ventures, creating a study abroad program carries with it many advantages as well as disadvantages. Although the benefits far outweigh the risks, these must be considered, nonetheless, in the planning of such programs.

Risk Management with Study Abroad Programs

The following list of questions concerning study abroad programs was compiled from a presentation by William P. Hoyer for the ACE Leadership Network for International Education Conference held in Washington, D.C. on November 9, 2006. In his presentation, titled, “Health, Safety, Security and Risk Issues Affecting Study Abroad: A Proposed Check List for Presidents and Provosts”, he asks:

- With respect to international trips and programs funded or sponsored by your institution, does someone on campus know where each of your students are at any given point in time?
- Does your institution have an emergency and crisis management plan in place for the international trips and programs it sponsors?
- Does your institution require an application and approval process for international trips and programs it funds or sponsors?
- Does your institution conduct periodic risk assessments of the international programs it funds or sponsors?
- Are program participants surveyed or given exit interviews at the end of each program?
- Is counsel on the home campus involved in contract reviews with respect to partner institutions and third party providers of services in connection with the international program?
- Does each participant execute a liability waiver form in advance of travel?
- Are faculty adequately trained and oriented prior to taking students on university sponsored international trips and programs?
- Are student participants adequately oriented prior to going abroad and on-site?
- Are policies and procedures in place regarding when, how and under what circumstances your institution will suspend or terminate an international program it sponsors?

Specific Concerns about Study Abroad at Mesa College

In addition to the risk management concerns listed above, faculty and staff at Mesa College have raised the following issues that apply to studying abroad. These are topics that should be addressed by a Global Awareness Task Force together with top level administration. These and other concerns that may come up in the future should be answered and compiled in a handbook available to those who inquire about them in the Mesa community:

- How do you make accommodations for disabled students on your study abroad programs?

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- How are study abroad programs (short term and/or long term) chosen at the College? What standards or rubrics does the College follow?
- The training involved in putting a study abroad program up for competitive bid is long and cumbersome. Will there be an assigned faculty member working with a knowledgeable staff member on this task on a regular basis to streamline the process, or will only the same staff person be responsible on a yearly basis to place bids?
- The learning curve for knowing how to prepare a study abroad program and putting it together is significant, and not a professor's role. What incentives are being used to encourage faculty to get involved?
- Where could someone look up what kind of study abroad programs have been offered in the past at Mesa? Is there a binder with all of Mesa College's previously sponsored study abroad programs available?
- Why have successful Mesa-sponsored, short term study abroad programs in the past been cancelled, or the programs have not been renewed? There are members in our local community who would study abroad not for the transfer of credits, but rather the opportunity to be exposed to a vocational program abroad or one that would expand their cultural horizons.
- How is the College using its ACE grant toward increasing global awareness and study abroad? What is the College doing to inform faculty about it? What measures are being taken to renew the grant?
- Program prices and length of programs are cost prohibitive to most community college students. What can the Global Awareness Task Force do to make programs more accessible to students?
- Why is there no actual Global Awareness Center present on campus? Resources and literature on studying abroad are available for students in the rear of the Transfer Center, but there is no signage on doors or hallways announcing a "Global Awareness Center", nor is it listed on maps posted around campus.
- There are possible side effects on study abroad programs due to our nation's "war against terrorism". How does the College plan to manage a situation abroad if our students happen to be in the wrong place at the wrong time?
- How many summer abroad programs could the College host at one time? How does one come to that conclusion and who makes this decision? Is it not in the College's best interest to "reward" those departments that actively engage in "internationalizing their curriculum" with their own study abroad program?

Short Term Study Abroad Recommendations

This Global Awareness Report recommends that the College consider offering non-traditional besides the traditional destination offerings for study abroad. Numerous colleges and universities tie in internship opportunities with study abroad, which Mesa should also consider. For example, through UCSD's EAP Program [The UC Education Abroad Program], students could work on the preservation of historic buildings in India, work for Samsung in Korea, intern in the media lab of a cultural center in Madrid, intern with the CNN Beijing office in China, volunteer for NGOs in Turkey, work with women's rights organizations in Chile, and work on rural development projects in Thailand, to name a few. These service learning and volunteer projects beyond the

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classroom are conducted under the supervision of local faculty and can be tailored to students' specific interests. USD's Short Term Study Abroad Programs are equally enticing, offering students the opportunity to study Afro-Caribbean literature in Falmouth, Jamaica; science majors to study sand pollution in Baja California, Mexico; political science majors to learn about the Islamic influence in Spain, France, and Morocco. The California Colleges for International Education (CCIE), of which Mesa College is a current member, lists a wide array of community colleges that invite students from around the state to participate in their study abroad offerings. Given this, Mesa has a host of possibilities to choose from in designing or partnering on a program that could prove highly successful.

This report recommends several summer abroad 2008 options for Mesa College:

OPTION #1. Creating our own program modeled after another college's or university's program : a) It could be modeled after one that already exists at SDSU or another community college, b) It would generate FTES for Mesa College, c) Our faculty would be engaged directly with the college or learning center abroad, d) The bid process with potential vendors would be cumbersome, but once resolved, the vendor would take care of logistics instead of the lead faculty member taking a group of students abroad, e) The research involved in selecting a program would not as labor intensive as starting a program from scratch, since the language schools abroad have gone through quality control evaluations by U.S. colleges, f) Granting release time for a faculty member to develop and market the program, recruit students, conduct on-site and off-site orientations, and the myriad of responsibilities that accompany such a program's creation would have to be considered. This faculty member could work with and independently of the Global Awareness Coordinator.

OPTION #2. Partnering with a CCIE member institution: a) Partnering with a CCIE (California Colleges for International Education) member college would strengthen the collaborative ties between the college districts, b) It would benefit both colleges greatly in terms of receiving grant moneys from organizations like the Commission on Lincoln Scholarships for fostering study abroad partnerships, c) It would lower the cost of the program if more than 20 students enroll and travel together, d) The courses offered are already at the lower division level, so most all community college students could apply. Potential partnership programs include:

A. Study Spanish in Buenos Aires, Argentina through Cabrillo College (June 16 – July 13, 2007) Estimated cost: \$2598 including airfare. Participants will enroll in a five unit course in Spanish language and culture. Students will be provided with a unique language learning environment, will live in the home of a local family, attend intensive language classes with 6-8 students, and participate in guided cultural activities.

B. The Baja California Field Studies Program, Sea of Cortez through Glendale Community College (June 18-22 on campus, June 23-July 6 at the Baja Field Station) Estimated cost: \$785 including transportation. Participants will enroll in a four unit Introduction to Marine Biology class with an accompanying Field Investigation Lab conducted around the fishing village of Bahía de los Ángeles.

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C. Study Biology and/or Spanish in Costa Rica through Santa Rosa College (Summer 2007, four weeks) Estimated cost: \$2925 including airfare. Participants could enroll in either a four unit Tropical Biodiversity and Conservation class or a four unit Spanish language class (high elementary or low intermediate equivalency).

D. Arts and Cultural Tour of Thailand and Vietnam through Fresno Community College (May 21- June 6, 2007) Estimated cost: \$2889 including airfare. Participants will enroll in a three unit course on Southeast Asian Studies, will visit historical sites, and acquire knowledge that will help them integrate a Southeast Asian perspective into their studies. This will help them gain a better understanding of such communities in the United States.

E. Summer in China and Mongolia through City College of San Francisco (June 28- July 16, 2007) Estimated cost: \$3595 including airfare. Participants will enroll in a three unit course on an Introduction to Modern Pacific Asian Studies, and will be acquainted with many aspects of China and Mongolia by traveling to Beijing's Forbidden City, the Great Wall, temples, palaces, and Buddhist cave complexes. The tour also includes the old capital of the Mongolian empire established by Jenghiz Khan.

OPTION #3. Partnering with SDSU: a) It would show our interest in forming partnerships with our community, b) We would be responding to SDSU's call for forming a partnership, c) We would work with a university with a proven track record¹³ of offering successful study abroad programs, d) We would not need to research the quality of the program abroad, e) Liability would be shared with another college, f) It would buy us time so that we could train our faculty to develop our own short term study abroad programs, g) With release time granted up to one year, a faculty member could work on applying for study abroad grants for our students and could work as a campus-wide representative on global awareness instead of creating a program from scratch. Potential partnership programs with SDSU include but are not limited to:

A. Spanish Language Immersion in Alajuela, Costa Rica (July 21 – Aug. 17, 2007) Estimated cost \$2307 plus airfare. This four-week intensive language and culture immersion program in Costa Rica aims to provide an enriching cross-cultural experience. Courses are taught by faculty of the Costa Rican Culture and Language Institute in Alajuela, a small city adjacent to San José, the capital. In addition to the intensive language courses, there are local events that vary weekly including city tours, museum visits, Latin American cooking classes, topics in Central American issues. The Language Institute staff also helps students plan tours at additional modest prices.

B. Criminal Justice Administration in Moscow, Russia (May 26-June 16, 2007) Estimated cost: \$1700 plus airfare. SDSU and Moscow State University (MGU) will conduct a three-week study of today's Russian criminal justice system. One hour of Russian will be taught daily. Field trips to police stations, courts, and cultural sites of Moscow are included. This is an academic program open to all areas of American criminal justice, including law enforcement, attorneys, and court professionals.

¹³ SDSU has around 100 different international programs that allow students to participate in internships abroad, alternative Spring Breaks, short-term summer programs, or full-semester programs.

OPTION #4. Partnering with other community colleges / universities / entities (such as Community Colleges for International Development- CCID): a) Partnering with community colleges across the nation would demonstrate a shared commonality, b) It would benefit both colleges greatly in terms of receiving grant moneys from organizations like the CCID for fostering study abroad partnerships, c) It would lower the cost of the program if more than 20 students enroll and travel together, d) The courses offered are already at the lower division level, so most all community college students could apply. Potential partnership programs include:

A. Troika in Guatemala: Life in Modern Guatemala, the Old and New (20 days- Dec. to Jan.) Estimated cost \$1800 plus airfare. Tompkins Cortland Community College in New York is looking for two other colleges to join their program in investigating Guatemala as both a modern and traditional society. Three to six credits are awarded.

B. Central European Country After EU Accession, Slovakia (14 days- May to June) Estimated cost \$2300 including airfare. Roane State Community College in Tennessee is looking for two other colleges to join their program in Bratislava, the capital, in learning about one of the Central European countries after its accession to the European Union in May 2005. Focus is on small and medium business growth as well as tourism as a source of economic diversification.

Closing Words on Study Abroad –

To reiterate students' interest in study abroad, a survey taken in 2002 on public support for International Education of college bound high school seniors showed that 48% wish to study abroad, and 85% wish to participate in international courses or programs while in college (Engber and Green 9). Nowhere is this zeal better illustrated than in our local community, where San Diego State University ranks number two in the nation for sending students overseas (Medina 1).¹⁴ The Dean of the College of Extended Studies at SDSU, William Byxbee, gave credit to Provost Nancy Marlin for making study abroad one of her strongest priorities: "When you have the provost telling everybody that it's important to internationalize the curriculum, people stop and listen. Marlin . . . has informed the deans that she wants them to make more options available for students to travel overseas . . . in order to grow in another part of their education" (Medina 2). The provost not only vocalized her intent on making study abroad a priority, but also showed the way. Similarly, at Mesa College, with strong leadership and action from the top, we could turn study abroad into a priority and, thus, a reality for many students.

For comparison purposes, SDSU, in responding to The Commission on Abraham Lincoln Study Abroad call to increase abroad opportunities for students, provided programs for about 20 percent of the estimated 1,200 SDSU students who studied abroad last year—a number that continues to grow (Medina 1). Another way that the university improved its

¹⁴ Because of the large number of students who studied abroad during the 2003 academic year, SDSU is ranked No.2 in the nation for its study abroad programs, according to the latest "Open Doors" report by the Institute for International Education (IIE).

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study abroad programs is because certain majors require students to study abroad. Thus, the outreach efforts of the College of Extended Studies and the International Student Center make students aware of these opportunities through information sessions, education fairs, and classroom presentations. Mesa College could use SDSU as a model and start by emulating its outreach efforts to draw attention to its line up of study abroad offerings.

Whichever study abroad options the College chooses, it should keep in mind a few goals and recommendations of this report: be able to assess global learning outcomes with such a program, be able to create a partnership with a community abroad and/or at home, be able to offer students a form of internship / service learning program while abroad in exchange for financial aid, be able to offer long- and short- term programs, be able to subsidize the cost for students through grants, scholarships, and loans. If a few or all of these goals are met, then Mesa would be truly on the path toward revolutionizing the way study abroad is perceived in our District, and could blaze a new path as far as how study abroad is perceived at the community college level.

VII. Global Studies Center

The need for a Global Studies Center on the Mesa College campus could not be greater, as illustrated in the previous sections of this Global Awareness report. Preparing students for competitive success in the global marketplace is one of the five missions of California's community colleges; yet, the reality is that such a mission is not matched by funding resources on either the state or Federal level. While many community colleges wrestle with financing cost/benefit issues concerning International Education programs and activities, a few have succeeded in creating community supported, revenue generating centers that yield a high return. Some ideas to help fund a Global Studies Center come from an article titled "Concept Paper: Center for Transnational and International Education Initiatives" created by the Office of Instructional Services, Planning and Technology.¹⁵ The article suggests:

- Develop a robust foreign student program, similar to Los Rios and Coastline Community Colleges, which contribute to the expenses of running their International Education Program efforts.
- Undertake revenue generating alumni tours to other countries.
- Tap the use of online and telecommunications media for developing international linkages.
- Provide a potential revenue source for the college in the form of foreign students enrolled in online credit and non-credit technical programs and academic courses.
- Hold fund raising events to underwrite Study Abroad scholarships and travel-loan programs for needy students.

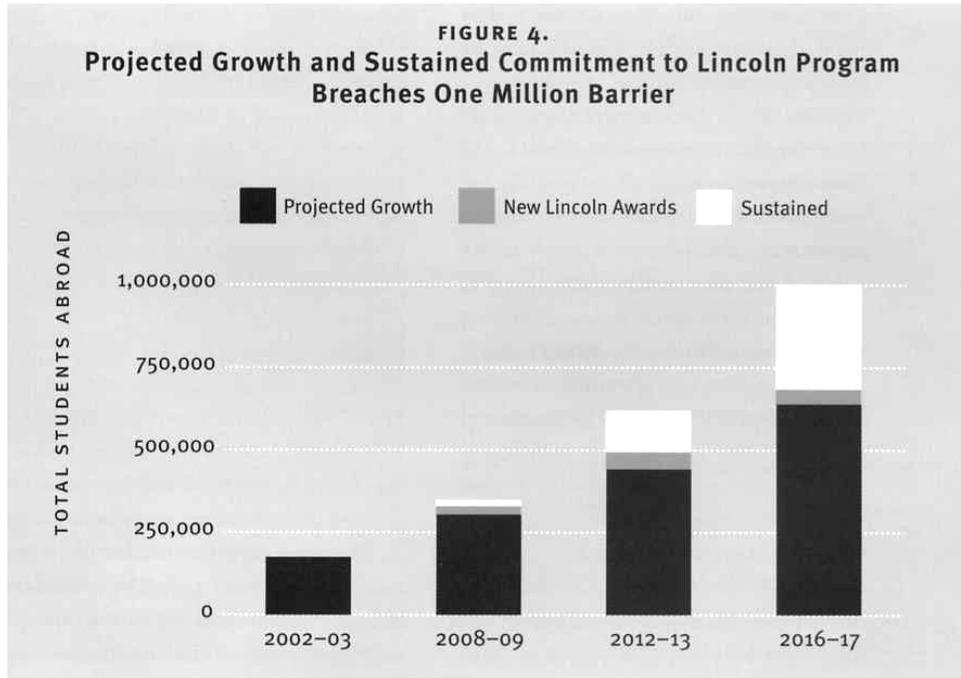
The article further states, "research on International Education Programs in Community Colleges shows that the most successful programs are operated out of Centers or Institutes that are supported and endorsed by the upper level college or District administration" (3). In terms of cost, a Center would require approximately \$100,000-\$250,000 in start-up costs and staffing, per year, with the goal of being self-supporting within three years (5). Revenue generation through grants, contract, educational service fees and fundraising events could defray funding of the Center along with a proactive business partnership and a philanthropic cultivation effort across the SDCCD service region.

One source of funding for a Global Studies Center could come from the Lincoln Fellowship Program, since its design is to reform and remove existing institutional impediments to study abroad. Since many colleges need help and technical assistance to establish and maintain new study abroad programs, the Lincoln Fellowship Program can be designed to encourage such help. Figure 4 demonstrates how an annual rate of increase of 14.8 percent stimulated by the establishment of an Abraham Lincoln Fellowship Program can build on steady-state rates to break "the one million students abroad barrier" by 2016-17 (Commission 23). The Lincoln Commission's goal to break

¹⁵ At a SDCCD International Education Task Force Meeting, held on 28 Nov. 2005, this article was among some of the literature that was distributed.

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“the one million students abroad” barrier is feasible simply by raising the proportion of students abroad from colleges with little involvement in study abroad, such as community colleges and minority-serving institutions. The Commission’s intent is that not less than 88% of the funds from the Lincoln Program be provided directly in scholarships to awardees. But a program of grants to institutions would be awarded especially to those offering an ambitious increase in enrollment targets for study abroad.



Lastly, by renewing the Global Awareness Coordinator Reassigned Time Position on a yearly basis, the author of this report offers her services to 1. write grant proposals that seek funding for internationalizing the curriculum and for study abroad initiatives, 2. offer workshops and presentations to the different School Meetings on campus on how to increase global awareness, and 3. represent the college by attending District Task Force meetings, and local and national conferences on international education. The long term goal of such an endeavor would be to secure enough funds to cover the initial start up costs of creating such a Center on campus, and to have garnered the attention necessary to sustain its viability.

VIII. Strategic Internationalization Priority Timeline

To recap previous sections, good intentions and piecemeal actions, while important, are not enough to internationalize a campus. Campuses interested in internationalization need to follow a certain recipe for success, which includes the following ingredients:

- Adopt an intentional, integrative, and comprehensive approach
- Demonstrate strong leadership from the top
- Depend on committed leadership throughout the institution
- Engage faculty and reward those who do show widespread engagement

In their book Promising Practices: Spotighting Excellence in Comprehensive Internationalization, authors Engber and Green highlighted global education models of excellence at eight colleges and universities across the nation. They prove how each of the participating campuses instilled that global commitment by providing opportunities for faculty to travel in order to conduct research, meet with colleagues, or accompany students. Their successes make it clear that once faculty develop firsthand international experience, their interest and enthusiasm grow quickly. That investment pays off in faculty support for internationalization, in the enthusiasm they communicate to students, and in their own teaching (13). The authors also propose that in order to show a commitment to meeting student needs, one should use a student friendly approach to listing in the course catalog how study abroad programs can assist students in each department in fulfilling requirements for any major (14). Another way to lure students into enrolling in certain classes is by building study-abroad components into regular courses, so that travel components of a few weeks are integral parts of the course. While such experiences are a far cry from spending a year abroad, they do provide some international exposure to students who might otherwise have none (15). Lastly, when providing a comfortable venue for students to congregate and learn from one another, such as an International Café, language exchange and/or tutoring could be one of the features offered. This demonstrates how the college administration offers supportive resources for students, while feeding into the ethos of internationalization.

The next two pages provide the reader with a Suggested Strategic Planning Timeline as well as a Timeline for Effective Communication in the hopes that Mesa would continue its commitment to global awareness in our college community.

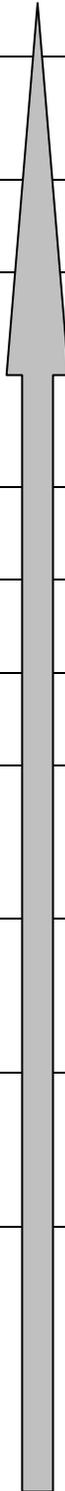
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Suggested Strategic Planning Timeline

Strategic Priority	Action Plan: Short term (<3yrs)	Action Plan: Long term (>3yrs)
1. Develop the Global Awareness Reassigned Time Position further; extend the position on a yearly basis	<ul style="list-style-type: none"> • Submit proposals to foundations and agencies for funding international education scholarships and internationalizing the curriculum 	<ul style="list-style-type: none"> • Further connections with funding agencies • Create a Global Studies Center • Hire a Center Director and Staff
2. Capitalize on the strategic geographic location of the college and its diverse student body	<ul style="list-style-type: none"> • Continue to host Global Studies/ Humanities Institute conferences • Continue sponsoring activities like Chicano Heritage Month, Women’s History Month, and Festival of Colors 	<ul style="list-style-type: none"> • Participate in annual Scholarship Banquet to honor international service—determine funding of scholarships for students
3. Convene a Global Awareness Task Force to, among many things, bring together the standards for globalizing the curriculum	<ul style="list-style-type: none"> • Help connect Global Learning Outcomes with the General Education SLOs 	<ul style="list-style-type: none"> • Continue to drum up support pointing to the need for a Global Studies Center
4. Develop area studies	<ul style="list-style-type: none"> • Give support to those disciplines and certificate programs that show evidence of globalizing the curriculum the most • Discuss with departments the need to harmonize programs 	<ul style="list-style-type: none"> • Continue to support and strengthen interdisciplinary ties between departments • Connect the mission of different disciplines with on-campus activities to encourage diversity
5. Develop and support strategic exchange partnerships with colleges abroad	<ul style="list-style-type: none"> • Follow up on existing contacts and interests from abroad • Review existing linkages and renew agreements as appropriate • Continue to promote exchange relationships • Create a directory of exchange programs 	<ul style="list-style-type: none"> • Strengthen all existing linkages and seek additional linkages in region considered strategic to curricular and co-curricular needs • Deepen relationships with colleges that have established successful exchanges
6. Promote international learning throughout the curriculum	<ul style="list-style-type: none"> • Develop list of internationalized courses • Offer workshops for faculty (adjunct and contract) to globalize their curriculum 	<ul style="list-style-type: none"> • Continue to organize workshops on internationalizing the curriculum • Develop an award for the most internationalized department
7. Develop greater incentives for faculty to be involved in international education	<ul style="list-style-type: none"> • Recognize efforts of faculty involved in study abroad in hiring and promotion • Create campus award for faculty contributions to internationalizing their courses 	<ul style="list-style-type: none"> • Better promote opportunities for faculty to participate in semester-long exchanges while continuing to receive full pay and benefits
8. Provide opportunities for meaningful international and U.S. student interaction in and outside of class	<ul style="list-style-type: none"> • Develop a list of available courses and programs that bring international and U.S. students together in meaningful ways • Evaluate the effectiveness of such programs 	<ul style="list-style-type: none"> • Continue to monitor the quality and effectiveness of interaction between U.S. and intl’ students • Organize symposiums on international learning for students
9. Integrate study abroad into the curriculum	<ul style="list-style-type: none"> • Develop a list of programs that require study abroad in any fashion • Engage faculty to consider taking students abroad • Engage faculty in discussion of what theme they would like to see developed or emphasized abroad 	<ul style="list-style-type: none"> • Engage faculty in discussions of improving the quality of study abroad programs • Develop funding sources for study abroad scholarships • Increase study abroad participation to at least 3.5% of total enrollment • Increase faculty and student participation in exchange programs

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Timeline for Effective Communication

Communication With:	Method	Frequency	Person(s) Responsible	Short term (<3 years) Goals
President		Once per semester	Dr. Rita Cepeda	-Increase local and global partnerships for Mesa College
Vice President of Instruction		Once per semester	Elizabeth Armstrong	-Reward faculty for meeting deadlines and accomplishing objectives for internationalizing the curriculum more
Academic Senate President & SLOACC		Once, toward the end of the semester or more frequently	Prof. Mary Teegarden & TBA	-Report on how SLO benchmarks, among them, global awareness, are being met
Deans		Once or twice per semester at their respective School meetings	Jodi Corliss, Bill Craft, Saeid Eidgahy, Dave Evans, Kit Foster, Margie Fritch, Otto Lee, Danene Soares	-Stress to faculty that certain benchmarks for SLO assessments must be met for accreditation purposes. Reward respective departments that do meet the benchmarks and submit feedback by a certain deadline.
Chair of Chairs		Once, toward the end of the semester	Prof. Georgia Laris	-Compile a list of faculty who actively internationalize their curriculum more,
Academic Program Review Committee		One or two intensive sessions per semester	Dr. Yvonne Bergland, Prof. Ron Fremland	-Work on assessing global learning outcomes for a specific set of disciplines
Curriculum Committee		One or two intensive sessions per semester	Paula Gustin	-Work with specific faculty across the disciplines in internationalizing their curriculum
Student Services (Interim VP)		Ongoing	Gail Conrad	-Promote the two Global Certificate Programs offered -Encourage more active student and faculty engagement in multicultural campus activities
Institutional & Campus Research		Ongoing	Dr. Yvonne Bergland	-Track students who seek Honors Global Competencies Certificates, Certificates of Completion for Global Culture Studies, and Women's Studies Certificates
Global Awareness Task Force &/OR Committee on Global Awareness		Meets four times per semester	Danene Soares, COGA Committee Members	-Work with specific faculty on internationalizing the curriculum -Create standards and a rubric for selecting and fostering short term study abroad programs
Global Awareness Coordinator	-Biweekly report to VP of Instruction. -Four times per semester at the Global Awareness Task Force Meetings -Once p/semester to Academic Senate & Chair of Chairs meetings	Prof. Leticia P. López	-Write grant proposals seeking funds for internationalizing the curriculum and for study abroad initiatives -Offer workshops to the different Deans' School Meetings on campus on increasing global awareness and how to internationalize the curriculum	

Conclusion

To recap, this report strongly recommends and advocates comprehensive internationalization using broad, deep, and integrative approaches. The College should, in the short term, convene a Global Awareness Task Force that would continue to review and analyze existing internationalization initiatives, would articulate global learning outcomes and align them with different departments and disciplines, and lastly would develop a short- and long-term internationalization plan. Over the long term, a Global Studies Center funded with State, federal, and/or private foundation moneys could—under the guidance of a director and staff—pick up where the Task Force leaves off. Since the curriculum is the most important element of a campus’s internationalization strategy in which all students are prepared and educated to live and work in a global and multicultural society, this should be the first order of business for the Task Force. The higher education community increasingly recognizes the need to identify and assess learning outcomes. Identifying learning outcomes for international / global learning and developing strategies to assess for them helps improve curriculum and pedagogy. The Task Force should work with respective departments to articulate global learning outcomes for each discipline and develop assessment instruments to measure student learning. Lastly, Mesa College should recognize the need for dialogue across borders and for increased international engagement, supporting efforts from the part of faculty and students to travel and study abroad. Thanks to groups such as ACE, CCIE, ACIIE, and others, that advocate international education and enhancing internationalization on college campuses, Mesa has a support system to rely on for practical, theoretical, and financial support.

While recent world events may galvanize colleges and universities to become serious about international and global learning, even a crisis may not produce deep and enduring change. Many profound changes will have to occur if we are to make a major shift to greater interdisciplinarity, a focus on learning outcomes, and a higher level of engagement with the world. The piecemeal approach—a language requirement here, some study abroad there, and an internationally focused course or two in the general-education requirement—has not succeeded in deeply internationalizing U.S. higher education institutions or student learning (Engber and Green 17). Colleges and universities owe it to their students and to the public to deliver in concrete and meaningful ways on their promise to prepare students for the global world.

**APPENDIX A: DESCRIPTION OF ASSOCIATIONS
INVOLVED WITH INTERNATIONAL EDUCATION**

ACE – American Council on Education → ACE is the major coordinating body for all of the nation’s higher education institutions. It seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives. The Center for International Initiatives (CII) is a branch of ACE. (www.acenet.edu)

ACIIE- The American Council on International Intercultural Education → This association serves as an affiliate council of the American Association of Community Colleges (AACC). It is an advocate for community colleges in the global arena, using its collective expertise to facilitate programs, activities, and linkages in international and intercultural education. (www.aciie.org)

ACTR/ACCELS- American Councils for International Education → American Councils serve as an international non-profit organization working to advance education, research, and mutual understanding across the United States, Canada and the nations of Southeastern Europe, Eurasia, and South Asia. With a staff of over 370 professionals, American Councils designs, implements, and supports innovative programs in education, professional development and scholarly research. Founded in 1974 as an association for area and language professionals, American Councils has focused its expertise on academic exchange, professional training, distance learning, curriculum and test development, delivery of technical assistance, research, evaluation, and institution building. (www.americancouncils.org)

ALLIANCE- Alliance for International Education & Cultural Exchange → The Alliance is an association of non-governmental organizations comprising the international educational and cultural exchange community in the United States. Its mission is to formulate and promote public policies that support the growth and well-being of international exchange links between the people of the United States and other nations. (www.alliance-exchange.org)

CCD- Coalition for Citizen Diplomacy → The coalition is comprised of a group of leaders drawn from the nonprofit, business and academic communities that has launched a national campaign to dramatically increase the number of Americans engaged in international dialogue, exchanges and activities. The campaign included a series of Community Summits held between September 2005 and April 2006 that led to a National Summit on Citizen Diplomacy in Washington, DC, July 12–14, 2006. The campaign continues to plan for future Community Summits. (www.citizen-diplomacy.org)

CCID- Community Colleges for International Development → The mission of CCID is to provide opportunities for building global relationships that strengthen educational programs, and promote economic development. To accomplish its mission CCID

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provides technical training, economic development, curriculum development aid, facilitates partnerships and educational exchanges that result in increased global awareness, leadership training, and professional development opportunities. (<http://ccid.kirkwood.cc.ia.us/>)

CCIE- California Community Colleges for International Education → A consortium of community colleges in California—of which the San Diego Community College District partakes—that holds meetings and workshops on shaping respective colleges’ roles in our global community, offers student scholarships for studying abroad, and awards faculty grants for globalizing the curriculum. (www.ccieworld.org/homepage.htm)

CCIS- College Consortium of International Studies → CCIS member institutions sponsor professional development seminars for faculty and administrators in various countries each year. The objectives of CCIS include (1) encouraging more active support of CCIS study abroad programs sponsored by member institutions; (2) acquainting administrators and faculty with important aspects within a given country in order to promote intercultural understanding; (3) fostering the internationalization of the college curriculum (www.ccisabroad.org)

CIEE- Council on International Educational Exchange → Hosted by academic institutions abroad, the CIEE seminars provide one- to two-week intensive overseas experiences, offering focused updates on global issues and regions that are shaping the course of world events, while introducing participants to scholarly communities overseas. By exploring international issues and exchanging views with colleagues in other countries, seminar participants can re-examine their own disciplines within an international context and incorporate global perspectives in their teaching. (www.ciee.org)

IIE- Institute of International Education → IIE’s membership association includes over 850 member institutions, including universities, 2- and 4-year colleges, national and international exchange agencies and educational not-for-profit organizations around the world. This network serves over 4,500 individuals with a commitment to the internationalization of their institutions. Members of IIE receive targeted membership services to help recruit and advise international students and Americans studying abroad, network with other professionals, and stay current on new developments in international education. (www.iienetwork.org)

IIES – Institute for the International Education of Students → Since 1950, IES has provided students and U.S. colleges and universities with high-quality academic study abroad programs and internship opportunities that foster intercultural development. It is a global organization with 24 centers throughout Asia, Australia, Europe, New Zealand and Latin America. A consortium comprised of more than 140 leading U.S. colleges and universities, IES annually enrolls over 2,500 students in their worldwide programs. The program provides contemporary courses that embrace an interdisciplinary approach to subjects such as gender, ethnic diversity, urban studies, and international business. (www.iesabroad.org)

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NAFSA- Association of International Educators → NAFSA is an Association of International Educators is a member organization promoting international education and providing professional development opportunities to the field. (www.nafsa.org)

NEH – National Endowment of the Humanities → NEH is an independent grant-making agency of the United States government dedicated to supporting research, education, preservation, and public programs in the humanities. (www.neh.gov)

APPENDIX B: FUNDING RESOURCES FOR INTERNATIONAL EDUCATION

❖ **Government Funding for Faculty Development**

Department of Education

- The Fulbright-Hayes Faculty Research Abroad Program – www.ed.gov/offices/OPE/HEP/iegps/fra.html
- The Fulbright-Hayes Group Project Abroad Program – www.ed.gov/offices/OPE/HEP/iegps/gpa.html
- The Fulbright-Hayes Seminars Abroad Program – www.ed.gov/offices/OPE/HEP/iegps/sap.html

Department of State, Bureau of Educational and Cultural Affairs

- The Fulbright American Scholar Program – www.iie.org/cies
- The Fulbright Scholar-in-Residence (SIR) Program – www.cies.org/cies/sir/sir.htm
- The Hubert H. Humphrey Fellowships – www.iie.org/pgms/hhh
- The Fulbright Teacher Exchanges Program – www.grad.usda.gov/International/ftpe.html
- The Fulbright Memorial Fund Teacher Program – www.iie.org/pgms/fmf
- Andrew Heiskell Awards for Innovation in International Education - <http://iienetwork.org/?p=26627>

❖ **Funding for Institutional Initiatives**

- Association Liaison Office for University Cooperation in Development (ALO) – www.aascu.org/alo
- U.S. Department of Education, Office of Postsecondary Education: International Education and Graduate Programs Service (IEGPS) – www.ed.gov/offices/OPE/HEP/iegps/aorc.html
- Business and International Education – www.ed.gov/offices/OPE/HEP/iegps/bie.html
- Centers for International Business Education – www.ed.gov/offices/OPE/HEP/iegps/cibe.html
- Institute for International Public Policy – www.ed.gov/offices/OPE/HEP/iegps/iipp.html
- International Research and Studies – www.ed.gov/offices/OPE/HEP/iegps/irs.html
- Language Resource Centers – www.ed.gov/offices/OPE/HEP/iegps/lrc.html
- National Resource Centers – www.ed.gov/offices/OPE/HEP/iegps/nrc.html#app1
- Undergraduate International Studies and Foreign Language Program – www.ed.gov/offices/OPE/HEP/iegps/ugisf.html
- U.S. Department of Education, Office of Postsecondary Education: Fund for the Improvement of Postsecondary Education (FIPSE) – www.ed.gov/offices/OPE/FIPSE/international
- The Program for North American Mobility in Higher Education
- The European Community / United States of America Cooperation Program in Higher Education and Vocational Education and Training
- The U.S.-Brazil Higher Education Consortia Program
- FIPSE (Fund for the Improvement of Postsecondary Education) – www.ed.gov/offices/OPE/FIPSE/Comp/index.html

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