



Global Awareness FACULTY HANDBOOK Fall 2007

This handbook aims to help Mesa College faculty better understand and apply the Global Learning SLO into the curriculum to enhance teaching and better serve our community.

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INTRODUCTION

The Committee on Global Awareness (formerly the International Education Committee) has taken upon itself to publish this booklet on Global Awareness, one of Mesa College's six SLOs (Student Learning Outcomes), to create forums for faculty to discuss global awareness and globalizing the curriculum among themselves as well as in shared governance committees.

In our increasingly interdependent and globalized community, 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. This booklet attempts to show how faculty could devise a series of standards and set accomplishable goals in order to better prepare students to become globally competent citizens.

Traditionally, California community colleges have not accepted the mission of globalizing the curriculum and of encouraging international education, given that it is typically seen as a four-year university's prerogative. That perception, however, is changing and Mesa College is beginning to take a few steps in a promising direction. Mesa 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 and its SLOs. By taking advantage of its geographic location on the Pacific Rim and neighboring Latin America, 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.

This booklet is divided into the following sections: 1. Globalization of the curriculum, 2. Global Learning Outcomes, 3. Global Competencies Matrix, 4. Current Globalization Efforts, 5. Proposed Consideration for Globalization Efforts. An online survey will be distributed to faculty members on campus during the spring 2008 semester. By completing the survey, you would help the Committee on Global Awareness and the Office of Research and Planning better serve our students and faculty in the future. Your feedback, therefore, would be invaluable.

For more information about the content of this booklet or about the online survey, please contact Prof. Leticia Lopez at (619) 388-2353 [email: llopez@sdccd.edu], or contact the Office of International Education at (619) 388-2230.

1. Globalization of the Curriculum

Curriculum is a key element of any globalization effort. There is a misconception that globalization simply involves adding a few readings or assignments into existing courses. Globalization instead, is interdisciplinary, integrative, and built on the recognition that knowledge is culture based. It requires new pedagogies and ways of learning that enables students to fully experience how other cultures and belief systems work.

What is globalized curriculum?

Globalization of 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. 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 transition.

Students can achieve 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). Students cannot achieve complex competencies with merely one or two introductory courses or through a study-abroad experience that is not intentional about the global learning it seeks to promote.

Strategies for Globalizing the Curriculum

Mesa College could use a combination of approaches to develop a globalization strategy that, for the most part, fall into two categories: the infusion of existing curriculum with international content, and the creation of new courses with an international focus. The curriculum, by most standards, would be global in content and varied in pedagogy. The following questions may help advance dialogue on globalizing instructional delivery practices:

- What teaching / learning strategies can institutions adopt that are appropriate to the cultures represented in the course content?
- What assessment strategies would most effectively capture the global competencies that these courses seek to develop?
- What activities inside and outside the classroom could be structured to reinforce the global learning in the course?
- How might students and faculty engage with peers, locally and abroad, in studying or conducting research on similar content?

2. Global Learning Outcomes

It helps to define what “global learning” is in order to encourage faculty to teach with a more globalized curriculum and introduce “global learning” perspectives to students. The following reference table could be used as an aid:

<p style="text-align: center;">Global Learning</p> <p>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.</p> <p>Global learning is not the following, although it may include some of these:</p> <ul style="list-style-type: none">• 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. <p>Global learning is something that must permeate the curriculum.</p> <p>What constitutes global learning in your discipline? The big questions to ask are these:</p> <ul style="list-style-type: none">• 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? <p>Some ideas to consider:</p> <ul style="list-style-type: none">• 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.• 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.

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).

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

[Source: Olson, Christa L. et al. A Handbook for Advancing Comprehensive Internationalization. Washington, D.C.: ACE, 2006 (108).]

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.

3. Global Competencies Matrix



**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 Committee: Joyce Carrigan, Elizabeth Chu, Nora Corral, Adrienne Dines, Leticia Lopez, Patrice Marks, Susheela Narayanan, Celia Orona, Danene Soares, Xiaochuan Song (2006).

4. Current Globalization Efforts

Many professors at Mesa College integrate global awareness into their classes. Some do so through modules such as “Service Learning” and “Learning Communities,” whereas others globalize the curriculum on their own by using a combination of such models. Below are examples of each.

Service Learning:

Service Learning at Mesa is a program that combines service in the community with classroom instruction, focusing on critical thinking as well as personal and civic responsibility. The program helps instructors and students incorporate practical service experience with academic studies.

- Leela Bingham, Professor of Spanish and Chair of the Department of Languages, leads service learning classes for her Spanish language students on a regular basis. Her students volunteer at local elementary schools where many of the youngsters have limited proficiency in English. Her students interact with the children as mentors. 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:

Learning Communities is 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. 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. She acknowledges that as the Learning Communities program grows, more could be done in order to incorporate global awareness, which could be one of the focal points in the design of the curriculum. Pairing an ethnic 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.

Hybrid / Independent Models:

- César López, Professor of Chicano Studies, arranges class field trips to explore how history evolves and is written through a Chicano Studies lens. During the Summer 2006 term, Prof. López arranged a field trip to Border Field Park with a special tour by a representative of the American Friends Service Committee to talk about resolving border conflicts around the world.

- 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 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.
- 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 students to view how curators, exhibition designers, and development coordinators display art that reflects global sensitivities that enrich people’s lives on a local level.
- The Women’s Studies Program, an interdisciplinary program started in Fall 2001, is designed to explore the past, present, and future of women from a multicultural perspective.

Global Awareness Opportunities Not Being Tapped on the Mesa Campus:

A report distributed in March 2005 from the Vice Chancellor’s office lists a few grant funded programs that Mesa should take advantage of:

- The Global Education Network (GEN) San Diego Project – Funded by the California Community Colleges Chancellor’s Office. 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 are enrolled in SDCCD programs each semester. These students contribute to the local economy and could help influence cultural awareness on campus.
- Study Abroad Programs – Since 2001, more than 400 community college students from Southern California (150 from SDCCD) have participated 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).

5. Proposed Consideration for Globalization Efforts

- **Creation of a Global Learning Center**

A Global Studies Center on campus would play a vital role in facilitating information for faculty on globalizing their curriculum, and for students for seeking study abroad opportunities. The need for a Global Studies Center on the Mesa College campus could not be greater. 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. 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. 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.

- **Establishment of Mesa College Study Abroad programs**

Global competence implies, among many things, that students function effectively in a globally driven economy and a culturally diverse workforce. 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. In order for this to happen, some important changes must be applied to conventional notions of study abroad.

Community colleges enroll nearly 40 percent of all American undergraduates, yet come up in the rear, behind research universities and liberal arts colleges when study abroad is examined in terms of the type of college sending students abroad. 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. 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. This pattern is changing, since recent 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. Strong leadership from faculty and administrators to include study abroad opportunities in the curriculum in all fields is the only way that study abroad will become an integral part of the undergraduate experience.

Greater diversity of destinations abroad instead of a Eurocentric approach 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. Student interest must be matched by study in Africa, Asia, Latin America, and the Middle East if vital American interests are to be served.

- **Short Term Study Abroad Recommendations**

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 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 booklet recommends that Mesa partner with another CCIE member college or local university to send students abroad for short term sessions (5 and 8-week summer sessions). Since semester-long programs usually leave the college in the red, hosting short-term study abroad programs would make more sense in terms of financial cost and overall responsibility. Reviving short-term study abroad programs at Mesa would help the college blaze a new trail as far as how study abroad is perceived at the local, statewide and national levels.

For additional information and more details on references, statistics, and charts, please view the complete *Global Awareness Initial Report for San Diego Mesa College: Setting Standards and Goals, 2007*.