

ADVANCING CAMPUS INTERNATIONALIZATION
Report to the President's Senior Executive Team

from

Campus Internationalization Leadership Team (CILT)
Shoreline Community College

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Executive Summary

Campus Internationalization (CI) as used here is an umbrella term for Shoreline Community College's efforts to create a campus environment where comprehensive learning cultivates global competence and encourages world engagement by students, faculty, staff, and community. As charged by the President's Senior Executive Team (Appendix A), the analysis and recommendations below focus on four areas: curriculum, student interaction, employee competence, and community engagement.

The vision is one of a college where students feel like they have had a study abroad experience. Students are exposed to a rigorous academic program that equips them with the tools for success in an increasingly complex and global world; they have had the opportunity to gain a deeper understanding of a culture other than their own; and, they feel responsibility to weigh in on matters of global significance.

More formally: *to create a comprehensive international learning environment that prepares all SCC students to become globally competent members of the workforce and actively engaged citizens in the global community. It is also our vision that this campus be considered an asset in the local community, as a place where the community is welcome to learn about and engage others in discussing issues of global significance.*

CI goes beyond, bringing more students to the college from abroad, although to succeed it clearly requires a campus that is diverse in the nationality, experience, needs and interests of its members. Our goal is to heighten opportunities for **impactful learning**: learning that has the potential to be transformative. We want to refocus our campus and engage our collective energy to re-frame our General Education outcomes with an expanded perspective.

This report argues that Shoreline is well endowed with assets to accomplish this. It has a student body that is multinational, multiethnic, and multilingual, a community that values global engagement, and a faculty, staff and administration with the skills, abilities and interests to engage in internationalization.

Another asset is its commitment to advancing global awareness and multicultural understanding, both core general education outcomes at Shoreline. Both help us to recognize, articulate and negotiate multiple perspectives, to communicate across deep differences, to take actions to engage and solve complex problems, and to see encounters with people different from ourselves as opportunities for exchange and collaboration rather than as threats requiring a forceful response. In short, both global awareness and multicultural understanding are central to the kinds of transformative learning and engagement that characterize campus internationalization.

The College already has a significant number of courses and extra-curricular activities that advance campus internationalization. These are listed in appendix C of this report.

This report offers a “road map” for broadening and deepening campus internationalization. It gives directions, principles, and outlines a process but, like any trip, it leaves room for adjustments. CILT proposes that the college follow four principles as it moves along this map: engagement, research, assessment, and accountability.

- **Engagement:** without involvement from stakeholders a college-wide initiative such as CI isn't likely to succeed.
- **Research:** without keeping up with new thinking and other college internationalization initiatives, we risk missing opportunities for innovation or, worse, repeating initiatives that have failed.
- **Assessment:** as with any journey one must always know where they are and if they are going in the right direction.
- **Accountability:** without benchmarks, targets, and committee/persons with lead responsibilities, strategic initiatives like CI are likely to get lost in the day-to-day operations of the college.

CI can be seen as resting on four pillars: internationalizing the curriculum, creating opportunities for meaningful interaction between domestic and international students, enhancing the global competence of college employees, and engaging the community on international issues.

Internationalizing the Curriculum. Colleges tend to internationalize their curriculum through language programs, study abroad, requiring students to take specialized courses, and/or embedding internationalization in the existing curriculum. The committee recognizes that much in this regard is already happening at Shoreline, but in light of the critical role that curriculum plays in CI, identifies several ways in which the curriculum can be further developed in this regard.

Meaningful Exchanges between Domestic and International Students. Negotiating multiple perspectives, communicating across cultural and linguistic differences, and acquiring the abilities to move towards cooperation can best be learned if the college creates multiple opportunities to practice these skills.

Global Competence Learning Opportunities for Campus Employees. CI means that all of the college employees have opportunities to become more globally competent. There should be ongoing opportunities for employees to explore, discuss and learn from one another as events unfold and skills evolve.

Outreach and Engagement in our Local Communities. Community engagement provides the College with opportunities to spark an increased awareness of, and interest in, global events.

In order to move forward, CILT is recommending that a CI Implementation Group (CIIG) be formed to concentrate in particular on these four pillars. The primary duties of the CIIG will be to oversee and coordinate these efforts, including:

- *Working with PIO* to prepare a message to campus community and begin the process of *establishing a common language*.
- *Assisting the International Assessor* to complete his assignments by the end of Spring Quarter 2012.
- *Developing a strategic plan for 2012-13* and present it to SET and STBC not later than the end of Fall Quarter 2012
- *Reviewing Global Awareness and Multicultural Understand General Education Outcomes* for updates and *present recommendations* to Curriculum Committee no later than the end of Fall Quarter 2012.

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I. Overview of Campus Internationalization

A. What does it Mean?

In order to internationalize the campus it is important that we establish a common vocabulary as much as is practical. The following terms are intended to be a broad, but by no means definitive, starting point for campus-wide discussion. These include *international education, globalization, global awareness, and multicultural education and its variants*. Some use these terms interchangeably while others give them very different, if not divergent, definitions.

The term **international education** can generally be applied to those parts of the college that have a recognizable international component: world language programs, study abroad, international exchange programs, and international/global studies all fall within this category.

- World languages classes not only focus on language acquisition, they intentionally introduce students to a different culture and value system.
- Study abroad and exchange programs are excellent ways for students to immerse themselves in a new culture requiring them to deliberately navigate a new human and physical geography.
- International/global studies programs are usually a collection of courses that may or may not lead to a degree or certificate.

The commonality of these programs is that they bring one or more of the traditional academic disciplines' analytical perspectives to the global arena. Because each of these programs has its own identity and outcomes they tend to be disconnected, and at times, subject to marginalization. Regardless of the strengths of each program, they tend not to have a significant impact on the home college's culture, our stated desire.

A related term that is used synonymously with internationalization is **globalization**. The term tends to carry multiple meanings both positive and negative. Many definitions would contain references to the recent technological changes that have led to increases in the flow of ideas, capital, people and goods or a general "flattening" of ecological, economic, political and social relations that diminishes the importance of national borders. More critical definitions of globalization emphasize the growing hegemony of the capitalist/industrial system, dominated by wealthy nations, with a concomitant loss of national identity/culture and environmental destruction.

Many institutions, including Shoreline, identify **global awareness** as a key learning outcome. Generally this term has more uniformly positive connotations than "globalization," emphasizing as it does the skills and knowledge deemed appropriate for active citizenship in 21st century society. Shoreline's Global Awareness outcome addresses students' awareness, recognition, and knowledge of key elements of world events, including artistic expression, values, origins of conflict, and interdependence, whether cultural, economic, or environmental. More broadly, global awareness connotes the ability to pursue inquiry beyond one's immediate environment; recognize, articulate, and negotiate multiple perspectives; communicate across cultural and/or linguistic differences; and, in some definitions, take action to address problems and concerns that span cultural or national boundaries (Boix Mansilla and Jackson, 2011).

Multicultural education is often associated with globalization and internationalization. Multicultural, global and international educators agree that the three terms are associated but not synonymous.

Many multiculturalists take issue with the focus that internationalists place on problems across and between countries, and their corresponding neglect of racism, sexism, heterosexism, and social inequities. They see internationalization as supporting the existing political economic structure and extending the injustices that they associate with that structure. In turn many internationalists perceive multiculturalists as focusing excessively on exploitation and victimization, and so neither adequately preparing students for careers in today's global markets nor addressing other pressing international issues such as development, peace and climate change. (Olsen, Green and Hill, 2006)

Multicultural faculty and staff argue for a transformative education that responds to discriminatory policies and practices in education and maintains a focus on social justice, education access and equity, critical pedagogy, multicultural competence and inclusive excellence, regardless of level of social interaction (local, national, or international). Their goal is to create educational programs, services, and experiences that encourage all students to become "effective" local, national and global citizens. (Gorski, 2010, Banks, 1997).

In the past, multicultural faculty at SCC and other colleges have intentionally focused on issues within the US. However, more recently, responding to demographic changes on this campus and throughout the US, they have begun to establish the interconnections between multicultural competence at local and global levels with the goal of creating learning opportunities that develop engaged citizens.

Another concept pertinent to multicultural education is **intercultural communication**. The campus is just now introducing intercultural communication and has yet to codify a definition. However, the skill sets emphasized here complement those of multicultural and global competence: the ability to see one's own cultural identity and value system, appreciate other cultural identities and value systems, and develop strategies for navigating complex, and often conflicting, structures, processes, and perspectives, in ways that lead to opportunities rather than conflict.

While more conversations are needed, the committee agrees that strengthening both global awareness and multicultural education can benefit all of our students. The two foci should be seen as complementary rather than mutually exclusive, a point emphasized in some of the recent literature (Banks, 2007) and demonstrated at a recent campus event (Courageous Conversations – 2/23/2012). The skills and abilities each perspective encourages are relevant to navigating an increasingly complex social, political and economic landscape.

Given the range and, at times, a lack of consensus regarding terminology, our recommendation is to use the term **campus internationalization (CI)** as an umbrella term for SCC's efforts to create a campus environment where comprehensive learning cultivates global competence and encourages world engagement by students, faculty, staff, and community. It is about reinvigorating the meaning of our "True North" as an educational institution: refocusing our campus and engaging our collective energy to re-frame our General Education outcomes with an expanded perspective. **It is imperative that the SCC community understands that CI goes beyond recruiting students from abroad. Recruiting without internationalization does a disservice to both domestic and international students. Conversely, CI is more likely to succeed on a campus with a diverse student body and employees.**

One final term that needs to be addressed is **global competence**. According to Boix Mansilla and Jackson global competence is "the capacity and disposition to understand and act on issues of global

significance.” Four core capacities of global competence are: “investigating the world, recognizing perspectives, communicating ideas, and taking action.” Global competence is a response to an increasingly complex and interdependent world. A globally competent person is able to:

- understand global imperatives such as climate change, resource depletion, and world poverty,
- successfully navigate complex intercultural encounters with migrants and persons from other countries as they examine these imperatives,
- effectively communicate ideas, and
- be willing to participate in attempts to address these imperatives.

These skills are reflected in our General Education Outcomes, particularly Multicultural Awareness, Global Awareness and General Intellectual Abilities.

B. Why does it Matter?

As educators and community leaders living in an interdependent, multicultural world, we have a responsibility to nurture “global competence” that gives our students “the capacity and disposition to understand and act on issues of global significance.” (Boix Mansilla and Jackson, 2011)

Our job as educators is to prepare our students to navigate complexity and flourish in a socially responsible manner by equipping them with knowledge and critical thinking skills. Our job as community leaders is to help all those we serve, both students and community members, to comprehend changes in their world that result from an increasingly interdependent and changing world.

How to do this? To quote again from *Educating for Global Competence*:

“Students who have learned intercultural skills, understand multiple contexts and traditions, and have had multiple opportunities to reflect on their own worldviews in light of others’ are less likely to experience difference as a threat requiring violent defense. Rather they are more likely to experience the cultural encounter as an opportunity for exchange and collaboration.” (Boix Mansilla and Jackson, 2011, p. 4)

We owe it to our students to provide them with ideas, experiences, and skills that will help them, in the words of President Obama, “achieve their dreams.” More and more those ideas and skills are shaped by a global context of interaction, cooperation, and exchange—cultural, intellectual, physical and economic.

We owe this as well to the people in our local community and to the citizens of Washington State who support us financially. Interdependence and globalization affect not just students or people at the start of their careers, but all members of our community. We must strive to be a center of learning and sustained engagement for all our neighbors, no matter their age or profession. When we welcome our neighbors to campus, [we hope that] they view the college as more than just a place where students spend time on their way somewhere else, but as an integral part of their community. To do this requires that we engage meaningfully with the global forces that are transforming our community.

Shoreline is facing numerous challenges and, as President Lambert has noted, risks being “relegated to obsolescence” if it fails to rise to these challenges. One of the most significant of these—but also one

of our greatest opportunities—is the rapidly increasing degree of global interdependence. If we do not address this growing trend we will find ourselves rendered irrelevant, not just to students but to the larger community in which we dwell. On the other hand, if we purposefully transform our curriculum, our institutional practices, and our relation to the community with these changes in mind, we can become a leader in education for the twenty-first century.

C. How does it relate to General Education Outcomes?

Throughout our discussions the committee saw significant overlap between CI and our General Education Outcomes. However three of them stood out: global awareness, critical multiculturalism and general intellectual ability.

a. Global Awareness

Students will demonstrate understanding and awareness of issues related to and consequences of, the growing global interdependence of diverse societies by integrating knowledge from multiple disciplines. Students will describe how social, cultural, political, and economic values and norms interact.

The College has made significant efforts to meet this outcome since it was originally established. The College has:

- expanded or continued courses in Social Science, Humanities and Science focused on global perspectives, including International Studies and Interdisciplinary Studies
- offered four major languages: Chinese, French, Japanese, and Spanish
- introduced and expanded its award-winning travel abroad program
- continued to offer opportunities for domestic and international students to interact both in and out of the formal curriculum,
- established a Global Affairs Center, that brings speakers to campus, and offers students and community members other windows on the world, and
- developed a Global Pathways guide for students interested in taking classes that enhance global competence

In addition, departments were encouraged to self-identify classes that meet all or parts of this outcome in the master course outline.

While the connection between this outcome and CI is self-evident, the connection does need to be recognized. In large part, the assessment of our efforts to internationalize the campus will be grounded in this outcome. Later in the document it will be recommended that the College spend some time reflecting and updating this outcome.

b. Multicultural Understanding

Students will demonstrate understanding of issues related to race, social class, gender, sexual orientation, disabilities and culture and the role these issues play in the distribution of power and privilege in the United States.

The college has devoted significant time and resources to this outcome. It has funded three full-time tenured faculty members who primarily teach the MCS 105 class and has engaged in vigorous discussion and, as stated earlier, codified a college-wide understanding of what this means. However,

in recent times it has reduced the amount of credits students must take to meet this outcome from ten to five credits. Also changes in statewide transfer of diversity requirements mean that not all SCC graduates will meet this outcome.

As mentioned earlier, this outcome is closely related to intercultural competency. It is the view of this committee that there is much to gain from exploring the intersection between multiculturalism and internationalization. Indeed, there can be little doubt that Shoreline graduates will be living in an increasingly multicultural environment and be faced with a complex matrix of interactions where the skills and abilities in this outcome are assets: for the individual, for his or her employer, and for society.

c. **General Intellectual Ability**

Students will think critically within a discipline, identify connections and relationships among disciplines, and use an integrated approach to analyze new situations.

It is the view of this committee that a globally competent individual must possess these attributes. When students are confronted by international issues (such as climate change) they, by necessity, have to “identify connections and relationships among disciplines” (Chemistry, Oceanography, Geography, Political Science, Sociology, Economics, etc.). Many of our students are in that phase of their personal development where they are becoming aware of a world beyond their local experience. For many analyzing international issues, interacting with students from different cultures, and engaging either the local or global communities will be “new experiences.” Internationalizing the campus will give students the opportunity to build foundations for using integrative approaches.

To take this a step beyond the specifics of the outcome, our students are facing a very challenging future. They will find themselves tested in many ways. Their fundamental skills in computation, reading, writing and analyzing will be pushed. We contend that while CI is not the only way in which they might gain this skill, it is timely and relevant. It can be engaging and challenging. It is a way for this college to meet their needs and reaffirm its reputation as a place to find a superior education.

CI is an opportunity for this college to intentionally engage in **impactful learning**: learning that has the potential to be transformative for our students. It also provides a framework around which the college can revisit and re-invigorate its general education outcomes.

II. A Roadmap towards Campus Internationalization

“... the curriculum includes the rather narrow definition of the individual courses or programs offered by our colleges and universities; however, I do mean more by it. By “[curriculum],” I mean all the activities, experiences, and learning opportunities (that is, the entire teaching and learning environment) that students, academics, administrators, and support staff [are] part of. The [curriculum] involves the entire institution and all the intended (and unintended) messages conveyed to students while they are studying in our programs and on our campuses ...”

Carolyn Kreber, *Internationalizing the Curriculum in Higher Education*, 2009

The above quote, taken from a study that focuses on curriculum internationalization, captures what to us campus internationalization is about (hence the word “curriculum” is placed in brackets in several instances). It is the “campus” not just the “curriculum” that is being transformed, but we embrace the idea that strengthening campus internationalization requires a holistic approach that forces us to think about all parts of the institution.

In this section we offer a roadmap for how campus internationalization can be accomplished at Shoreline Community College. As we try to make clear throughout this report, key parts of internationalization already exist on this campus. Our recommendations are largely trying to leverage our existing assets into a college-wide effort to fulfill our college vision of being a “world-class leader in student success and community engagement.” **Our assets include:**

- learning outcomes that align well with campus internationalization by equipping students with a sense of their place in the world and enabling them to function effectively
- a faculty that has extensive global experience academic expertise, and fundamental interests necessary for internationalizing the campus
- a staff that understands the importance of global events to our community and values the diversity of our students
- a student body that is multinational, multiethnic, and multilingual. In particular, a majority of our international students are from the one of the more dynamic regions in the world: Hong Kong, Indonesia, Taiwan, Korea, China
- an administration that is committed to creating an environment where students learn the skills and abilities associated with global competence
- a community that values global engagement

A. Vision

Global awareness and competency have increasingly become recognized components of high-quality undergraduate education. Campus Internationalization (CI) ties directly to the successful attainment of the learning outcomes. *Our vision is to create a comprehensive international learning environment that prepares all SCC students to become globally competent members of the workforce and actively engaged citizens in the global community. It is also our vision that this campus be considered an asset in the local community, as a place where the community is welcome to learn about and engage others regarding issues of global significance.*

Restating this in a more informal manner:

We hope to create a college where students feel like they have had something of a study abroad experience. They've been exposed to a rigorous academic program that equips them with the tools for success in and outside the formal labor market, had the opportunity to gain a deeper understanding of cultural issues in contexts other than their own, and feel responsibility to weigh in on matters of global significance. At the same time we hope the local community sees Shoreline as a vibrant place where it can learn more about the evolving world and engage in meaningful conversations with faculty, students, other experts and one another.

The Intersection between Internationalism and Multiculturalism

Recognizing and capitalizing on the intersection between Multiculturalism and Internationalism is essential for the success of CI. It is here where students will learn to navigate the complex multicultural fabric created by globalization. The multicultural competent individual has much in common with the globally competent individual. Each has the ability to recognize the “issues of power and privilege that exists in all interactions” and “can function effectively in multicultural settings by using appropriate communication strategies to work through differences by making judgments and decisions by considering as many points of view as possible.” Each can adapt “constructively to situations in which race, social class, gender, sexual orientation, disability and culture affects people’s experiences.” (Shoreline Multicultural Understanding Learning Outcome).

The Intersection between Campus Internationalism and Global Studies Program

Shoreline has an already well developed International Studies Program anchored by four core classes: INTST 101 Survey of Contemporary Global Issues, INTST 200 States and Capitalism, INTST 201 International Political Economics, INTST 205 Gender and Global Justice. In addition the college has created a “Global Pathways” resource for transfer students interested in global studies highlighting courses in each of the distribution areas that have a global focus (see appendix C). Global Pathways also identifies learning opportunities outside the classroom. It lays the foundation for a possible academic certificate in global studies. The globally competent individual has the ability to “articulate the values and beliefs that influence humans in seeking identity and meaning within their culture,” “describe the impact of global interdependence on local cultures including those within the United States,” and “Identify the origin of events that have led to contemporary global conflict, competition, and cooperation.” (Shoreline Global Awareness Learning Outcome).

B. Principles

Four core principles should guide us as we advance Campus Internationalization: *engagement, ongoing research, assessment and accountability.*

- **Engagement.** In order to accomplish our vision we must engage the relevant constituencies on and off campus early in the process. Without commitment from stakeholders it is hard to envision success for this initiative.
- **Research.** While there has been significant time and effort devoted to examining how other institutions had accomplished internationalization, the timeline was not sufficient for exhaustive research. Ongoing research will be invaluable so that our initiatives are informed and current.
- **Assessment.** We must assess where we are, set our goals, and assess our efforts to accomplish those goals. Absolutely essential to this has been the funding of release time for an Outcome Assessor-Global Awareness officer (see Appendix B).
- **Accountability.** Each of our suggested initiatives needs to be held accountable for planning, implementing, and completion of their tasks.

C. Four Pillars of Campus Internationalization

Campus internationalization at Shoreline Community College rests on four pillars: internationalizing the curriculum, creating opportunities for meaningful interaction between domestic and international students, enhancing the global competence through professional development of college employees, and engaging the community on international issues.

Internationalizing the Curriculum. Broadly speaking, there are four avenues that colleges tend to use to internationalize their curriculum: emphasizing foreign language programs, requiring a study abroad experience, requiring course(s) that specifically focus on international issues, and/or embedding international outcomes within existing courses. While greater emphasis on foreign language acquisition and travel abroad opportunities should not be ignored, the committee recognizes the pivotal role that curriculum advancement plays at Shoreline.

Integration of Domestic and International Students through Meaningful Exchanges. All too often students tend to associate, both in and out of the classroom, with those who “look” like themselves. This all too human trait can be a very real obstacle in gaining the skills of a globally competent individual. Negotiating multiple perspectives, communicating across cultural and linguistic differences, and acquiring the abilities to move towards cooperation can best be learned if the college creates multiple opportunities to practice these skills.

Global Competence Learning Opportunities for Campus Employees. Campus Internationalization requires that all college employees have opportunities to grow and become more confident of their global skills. While there is already considerable global competence at this college, there should be ongoing opportunities for employees to explore, discuss and learn from one another as events unfold and skills evolve.

Outreach and Engagement in our Local Communities. Community engagement provides the College with opportunities to spark an increased awareness of, and interest in, global events. Whether through on-campus lecture series, off-campus presentations, or service learning projects in immigrant communities, these activities help students and members of the community develop a capacity and disposition to understand and act on global issues.

D. Recommendations

We are recommending that the college establish a Campus Internationalization Implementation Group (CIIG) that concentrates its efforts on each of the four areas discussed in this report (curriculum, students, employees, and community). We recommend that the CIIG divide its work into four teams lead by members of the CIIG, but also made up of employees, students, and – as appropriate – off campus representatives.

The CIIG would be made up of two co-chairs and the leaders of the four teams. The composition of each team would be recommended by the co-chairs and approved by the SET. Each team will likely have different timelines and deliverables. However, each one will follow the core principles of assessment, engagement, and research.

Internationalizing a campus is a significant task that needs to be accomplished in a strategic and intentional manner. Although there are significant differences in the missions of the teams/groups recommended below, they are all tasked with assessment and accountability to ensure that their focus remains consistent with the overarching goal of CI.

1. **CI Implementation Group (CIIG).** Its mission will be to:
 - a. oversee implementation teams for each of the pillars
 - b. work closely with the Outcome Assessor-Global Awareness officer (see Appendix B) to ensure that his/her duties are completed in a timely fashion
 - c. communicate with the campus community on the progress of this internationalization initiative, and coordinate its efforts with other offices such as the International Education
 - d. continue to research and give strategic direction to the Campus Internationalization effort
 - e. report back to the President and SET at least quarterly
 - f. create, and update as needed, a Campus internationalization Action Plan as called for by the Strategic Planning Budget Committee and College Council
2. **Curriculum Internationalization Team.** Its mission will be to:
 - a. develop a statement of strategic goals for strengthening curriculum internationalization, and a timeline for accomplishing those goals
 - b. establish a set of focus groups made up of faculty members to develop specific criteria for measuring internationalization of the curriculum in specific disciplines

- c. establish a timetable for the International Assessor to complete the assessment project
- d. develop a timeline for progress on, and assessment of, curriculum internationalization
- e. at least annually produce and update a report on efforts at other colleges to advance curriculum internationalization
- f. report back to CIIG twice a year

3. Meaningful Interactions Team. Its mission will be to:

- a. develop a statement of strategic goals regarding strengthening meaningful interactions between students, and a timeline for accomplishing those goals
- b. create focus groups made up of students, faculty, and administrative staff to identify curricular and co-curricular opportunities for meaningful interaction
- c. facilitate and assess efforts to create curricular opportunities for meaningful interaction
- d. at least annually produce and update a report on efforts at other colleges to advance meaningful interactions
- e. develop best-practice matrices based on assessments
- f. report back to CIIG twice a year

4. Global Competence Team. Its mission will be to:

- a. develop a statement of strategic goals regarding professional development and other activities that strengthen global competence of campus employees, and a timeline for accomplishing those goals
- b. create one or more focus groups to identify and facilitate professional development opportunities for employees
- c. assess events and opportunities
- d. at least annually produce and update a catalogue of best practices adopted at other colleges that advance skills and abilities that a globally competent employee would possess
- e. report back to CIIG twice a year

5. Community Engagement Team. Its mission will be to:

- a. develop a statement of strategic goals regarding strengthening engagement between the College and its various off-campus communities, and a timeline for accomplishing those goals
- b. establish one or more focus groups to identify and facilitate community engagement opportunities
- c. assess events and opportunities

- d. at least annually produce and update produce a report on some of the best practices being employed on other campuses to engage the community
- e. report back to CIIG twice a year

E. Budget

Based on the principles outlined above, there will be two demands on our resources. The first is continued funding of the Outcome Assessor-Global Awareness officer. The committee sees this as vital. Without being able to measure the effectiveness of our internationalization efforts we would be flying blind. For example, if the curriculum implementation team were to recommend embedding international perspectives across the curriculum it would be difficult to measure its effectiveness. Intentionally and deliberately assessing our programs ties directly to our principle of accountability; it also could be foundational work for the college as it moves towards assessing other General Education Outcomes.

The second type of major demand will be on the College's human resources towards this effort, beginning with time-demands on those actively leading and participating in the five teams. These demands will likely include attending meetings, conducting research, and writing. Other costs of this enterprise might include member participation in conferences where these issues are addressed, local retreats with relevant members of the campus community, plus purchasing research publications, printing, etc.

Some of these expenses, such as retreats, may be funded through grants. And there may be ways to compress other demands by using both the format and techniques introduced by TED talks (a global set of conferences owned by the private non-profit organization Sapling Foundation, founded in 1984 to disseminate "ideas worth sharing").

It should be noted that there could be significant up-sides to devoting resources to CI. If done right, engaging the entire college community in CI can generate significant energy and enthusiasm after so many years of focusing on budget constraints.

The CIIG will present to the SET by December 31, 2012 a budget proposal detailing the above needs, and requesting funds for 2012-2013, as well as estimating future funding needs.

F. Deliverables

a. Action Plan

The last task of CILT will be to present this report and the Action Plan it represents to SET for its acceptance and review. CILT will then present the approved document to College Council and SPBC. Once these presentations are complete CILT will disband.

b. Campus Internationalization implementation Group (CIIG)

- Once SET accepts the roadmap and appoints the CI implementation group, this implementation group will *make appointments* for each of the four implementation teams.
- *Work with PIO* to prepare a message to the campus community and begin the process of *establishing a common language* outlined in 2a.

- *Work closely with the International Assessor to complete his assignments by December 31, 2012.*
- *Develop a CI strategic plan for 2012-13 and present it to SET and STBC by December 31, 2012.*
- *Review Global Awareness General Education Outcomes for updating and present recommendations to Curriculum Committee no later than December 31, 2012.*
- *Work closely with IE, to launch and assess events promoting meaningful interactions between international and domestic students. Initial evaluations will be presented to SET by December 31, 2012.*
- *Work closely with the GAC Director to assess already established events promoting community engagement. Survey community as described in subunit report. Initial evaluations will be presented to SET by December 31, 2012.*
- *Launch and assess events enhancing Global Competence of employees. Initial evaluations will be presented to SET by December 31, 2012*

III. Subunit Team Reports

A. INTERNATIONALIZATION OF CURRICULUM

In general there are four ways colleges internationalize their curriculum: foreign language training, study abroad experiences, specific distribution requirements, and/or embedded curriculum outcomes. Colleges differ in which of these areas they emphasize in their efforts for internationalization. Also, while some college curricula have some international components not all colleges are intentional regarding internationalization. In our research we:

- assessed what internationalization of the curriculum means at other higher education institutions;
- examined what presence international or global curriculum has at other institutions (2 year and 4 year); and,
- reviewed international/global curriculum at peer institutions in our region (specifically, Washington State two year schools).

We included mission statements, institutional values, educational outcomes, study abroad programs, international or global studies offerings, international student programs, and professional-technical certificate or degree options of an international nature.

a. Conceptual Framework/Institutional Practices Elsewhere

We examined internal studies and action plans at several private and public four-year colleges and universities including St Mary's College, UC Davis, Appalachian State University, the University of Kentucky, Seton Hall, Boise State University and Montana State University. We included these studies because they have clear themes as outlined below. Some of these themes are relevant to 2-year public schools such as Shoreline CC; others are not, due to the nature of lower division curriculum as well as resource/budgetary limitations.

- Campus-wide understanding of, and buy-in to, curriculum internationalization is critical to success. In every report reviewed, **this was a multi-year process involving institutional assessments, surveys and reviews** aimed at identifying institutional strengths and weaknesses and in some cases external assessments of peer institutions identifying opportunities, challenges and threats at those institutions. (St Mary's College, UC Davis, Appalachian State University, University of Kentucky, Seton Hall, Boise State University and Montana State University).
- **Explicit communication of commitments to internationalized curriculum through mission statements, institutional values and learning outcomes are requisites of success.** (St Mary's College, UC Davis, Appalachian State University, University of Kentucky, Seton Hall, Boise State University and Montana State University).
- Learning outcomes emphasize international perspectives that include both skills and knowledge. (St Mary's College, UC Davis, Appalachian State University, Boise State University and Montana State University).

- Establishing a study abroad experience as a graduation requirement. (St Mary’s College, UC Davis, Appalachian State University, University of Kentucky, Seton Hall, Boise State University and Montana State University)
- Introducing or expanding incentives to recruit faculty with international background.
- Introducing or expanding incentives to administration and faculty to develop courses and programs with international content, including study abroad.
- Introducing or expanding incentives to administration and faculty to develop research opportunities with international content, particularly research abroad.
- Emphasizing interdisciplinary learning that is region based (e.g. Latin American or African studies) and/or global issue based (e.g. global warming, geopolitics of energy).
- Developing curriculum emphasizing cross cultural skills and recognition of multiple perspectives around local, regional and global issues.
- Expanding course offerings in “critical” foreign languages and study of other cultures.
- Developing a system of internal recognition for faculty who are actively engaged in internationalization efforts.

As seen above, detailed campus internationalization efforts have been launched at several four-year institutions over the last 8 years. However, two-year colleges within the state of Washington, particularly in the Puget Sound region, serve substantially different student populations and exist in a decidedly different resource/budgetary environment than four-year institutions. Two-year institutions tend to focus their efforts towards campus internationalization on one or more of the following three areas.

1. General Ed Outcomes/Mission and Vision

Most colleges examined made no explicit references to international/global focus or themes such as global awareness, global competence or global citizenship in their Mission or Vision statements. Exceptions to this include Highline CC, Pierce CC and Cascadia CC which do make reference to *global awareness, global perspectives* or *fostering global community*. With respect to education outcomes or core abilities, some schools were more explicit in focusing on international themes, notably Everett CC, Clark College, Spokane Falls CC, Olympic CC, and Bellevue College. Various education outcomes or core abilities are mentioned including, “global/multicultural perspectives” (Clark College), “worldview” (Spokane Falls CC), “global perspective” (Olympic CC), and “global awareness” (Bellevue College). Clark College and Olympic CC have the most specific and elaborate global outcomes.

2. Study Abroad Programs

The vast majority of community colleges in the state (17 were examined) have study abroad opportunities. However, most are through the Washington Community College Consortium for Study Abroad (WCCCSA). Some colleges have their own study abroad program: Lower Columbia CC has a program in Belize; Green River CC has programs in Japan, and Australia/New Zealand; Clark College has programs in Germany, Japan, and Spain; South Seattle CC has programs in Denmark and Japan; and, South Seattle CC and North Seattle CC share the Global Impact Service Learning project in Peru,

Tanzania, Vietnam. Some of these colleges share links with other colleges' Study Abroad Programs: Bellevue College, Clark College, and Edmonds CC participate in Green River's quarter-long programs in Australia/New Zealand and Japan; and, Clark College has links with a quarter-long study abroad program thru the University of Oregon.

3. International Studies Degrees, Certificates, and Dedicated Courses

A few schools have International Business Degrees or Certificates, among these - Highline International Business Degree and Certificate Programs; Cascadia's Global Studies Certificate; and, Edmond's International Business Associate of Technical Arts Degree and Associate of International Business - Global Business Certificate. Seattle Central requires one course in Global Studies for to obtain an Associate of Arts degree.

Several schools offer dedicated International Studies or Global studies courses, including:

- Bellevue Community College offers direct equivalents to three classes at the UW Jackson School: States and Capitalism (INTST 200), International Political Economy (INTST 201), and Cultural Encounters and Intentions (INTST 202). Bellevue students can also take the Geography of World Affairs (INTST 105), International Business (INTST 150), Comparative Religion (INTST 203), Global History (INTST 204), and History of Africa (INTST 280).
- Edmonds offers three International Studies classes that have equivalency at the UW Jackson School: Intercultural Communications (INTST 101), International Political Economy (INTST 201), and Cultural Interactions (INTST 202).
- Cascadia offers three Global Studies courses: Globalization, Culture, and Identity (GS 150); Regional History and Culture (GS 220); and Contemporary Japan (GS 230).
- Everett Community College offers four Global Studies courses: Introduction to Global Studies (GS 101); Global Issues Through Film (GS 105D); Introduction to Latin America (GS 185); and, Pacific Island Cultures (GS 186D).

b. Assets at SCC

Shoreline has been a recognized leader in areas considered central to providing an international curriculum, including:

- Dedicated International Studies courses with an emphasis on inter-disciplinary perspectives: Contemporary Global Issues (INTST101), States and Capitalism (INTST200), International Political Economy (INTST201)), and Gender and Global Justice (INTST205).
- Multicultural Studies courses: Introduction to Multicultural Studies (MCS105), Seminar in Social Justice (MCS205), African Studies (MCS210), Environmental Justice (MCS238), and Fundamentalism Among the Children of Abraham (MCS250)).
- Interdisciplinary Studies courses with a global, international and cross cultural focus
- A complete list of classes that contribute to Global Awareness at Shoreline is provided in the Appendix C to this report.
- Excellent faculty with significant global competence and experience, many of whom have lived, traveled, studied, and completed research abroad; some speak multiple languages.

- An innovative and diverse Study Abroad program which has won the college national recognition (Paul Simon Award, 2007), led by faculty with extensive experience leading such programs. Over the last 25 years, Shoreline faculty developed and taught programs in Argentina, Bolivia, France, Greece, Guatemala, Honduras, Ireland, Indonesia, Jamaica, Japan, Mexico, Namibia, South Africa, Thailand and Turkey. Faculty from a wide range of disciplines, including Humanities, Social Sciences, Natural Sciences and Professional Technical disciplines, have participated. Shoreline's study abroad programs are notable for the diversity of geographic settings visited, particularly in the developing world.
- Long standing faculty experience with Interdisciplinary Studies courses focusing on global or international themes. Many faculty members, particularly in the Humanities and Social Sciences, embrace this approach.
- A growing international student population that enriches the diversity of perspectives and experiences found on campus that benefits discussions on global issues: political, economic, social, ecological, health, etc.
- The Global Affairs Center (GAC) which emerged from, and continues to work closely with, the curriculum side of the college. The GAC organizes activities designed to encourage critical thinking and engagement on global issues, including symposiums, speakers, and video presentations along with discussion. Recently merged with the International Education office at the College, the GAC has additional responsibilities that include the college's study abroad programs, short-term training programs, and student/faculty exchanges. All these activities are an important part of the College's co-curricular assets, and are sometimes planned in coordination with a particular class.
- The breadth of high quality academic disciplines/programs that attract students from outside our district including International Studies, Global Pathways, and International Business programs; transfer program courses in scores of disciplines including Economics, Geography, Geology, History, MBA Prep., Music, Sociology and Political Science; and proftech courses in Automotive, Criminal Justice, Dental Hygiene, Manufacturing, Nursing, and Video Communication and Technology.
- General Education Outcomes that include "Global Awareness:" *"Students will demonstrate understanding and awareness of issues related to, and consequences of, the growing global interdependence of diverse societies by integrating knowledge from multiple disciplines. Students will describe how social, cultural, political, and economic values and norms interact."*
- Excellent support from private industry (especially automotive).
- A well-developed virtual curriculum that allows students to learn across national borders.

c. Challenges at SCC

- Lack of a consensus regarding the scope of an internationalized curriculum among faculty, staff and administration.
- Limited time available for Prof-Tech students to take general education courses.

- Commitment to curriculum transformation that will likely require additional resources and incentives, at least in the early stages of their development.
- Commitment of resources to developing and continuing the College’s own successful Study Abroad programs aside from continuing to participate in the statewide study abroad consortium
- Reluctance among faculty and programs to develop new courses or offer courses due to budget constraints and enrollment requirements. This pertains particularly to “at-risk” courses with typically lower enrollments (e.g. inter-disciplinary studies and study abroad) in comparison to conventional courses.
- Low morale among employees due to recent budget difficulties.
- Fewer tenured faculty members to do the work that it takes to create new programs and courses.
- No intentional or systematic way of addressing our Global Awareness General Education Outcome.
- Inadequate marketing of our scope of coverage of global topics to the wider community.
- The perception that workforce students are not interested in or do not require breadth in their education and training program.

d. Recommendations on What SCC Should Do Next

- Revisit the Global Awareness General Education Outcomes and recommend any revisions and/or updates
- Work with internationalization assessor to create assessments.
- Carry out and analyze assessment
- Recommend how best to internationalize curriculum (e.g. embedded versus dedicated course requirements)
- Review and prioritize recommendations below.
- Engage in continuous assessment, research, and refinement, including the following for consideration:
 - Use curricular initiatives such as *The One Campus, One Theme* as a way to capitalize on existing College assets and values of the interdisciplinary approach: faculty from multiple disciplines focusing on a common theme in their courses
 - Improving incentives for faculty to develop or enhance courses with international content
 - Supporting faculty innovations by, for example, helping them overcome “risk-adverse” behavior that often stymies developing new courses or offering courses with explicit international content (one way might be to link new course to the Global Awareness General Education outcomes).

- Protecting “at-risk” courses with typically lower enrollments in comparison to conventional courses, such as inter-disciplinary studies (IDS) and international studies (INTST) classes, by establishing lower enrollment targets
- Consider additional professional development stipends for faculty developing international course curriculum
- Continuing support for *Service Learning*, if possible (funding for the coordinator in the past came from *WA Campus Compact*)
- Expanding the number of courses designated as International Studies courses particularly those with an emphasis on inter-disciplinary perspectives
- Improving institutional support for study abroad programs aimed at increasing faculty involvement and increasing the number and visibility of programs

Suggestions specific to ProfTech Curriculum

Some might say that workforce students are not interested or do not require breadth in their education and training program. Employer feed-back indicates that their employees and their companies do indeed benefit from international or global awareness, especially as business expands internationally. Employees with global awareness also tend to be more involved in their local communities; have a higher appreciation of cultural diversity; and have generally better interpersonal skills with both co-workers and customers.

Beyond what employers may require in the workforce, our education system has an obligation to the student and to our communities to provide students the opportunity to learn more about the world and to become good global citizens.

“...Surprisingly absent in public discourse about work readiness is the lack of deep understanding by students of issues of global significance—how global markets operate, the promise and perils of transnational production, how social entrepreneurs contribute to human development while also meeting their bottom line, demands of economic and cultural development, and the dilemmas of inequality—to name a few.” (Educating for Global Competence: Preparing Our Youth to Engage the World: Veronica Boix Mansilla & Anthony Jackson)

The college should consider focusing on internationalizing professional technical programs by:

- Collaborating with professional technical faculty as to how best to bring internationalization into their programs
- Developing an Associate of Applied Science Transfer Degree (AAS-T) option for Professional-Technical students. This could be accomplished by requiring a designated international course as part of the degree, or by developing an integrated course that includes themes of global competence as one of the integrated components of the course
- Developing partnerships with four-year colleges that offer a four-year applied bachelor degree on the SCC campus
- Further developing study abroad opportunities with the Ajou Motor College program to include automotive, engineering, manufacturing and other related programs

- Exploring other study abroad opportunities for professional-technical programs that include or invite students from other campuses to increase participation and improve study abroad program viability

B. INTEGRATION OF DOMESTIC AND INTERNATIONAL STUDENT COMMUNITIES THROUGH MEANINGFUL OPPORTUNITIES FOR THE EXCHANGE OF IDEAS AND EXPERIENCES

Among its students, SCC serves three distinct groups: international non-resident students (F-1 immigration status), resident immigrant students, and domestic-born, native English speaking students. To become an educational leader in Washington State, which has a strong global business sector and many culturally and linguistically diverse communities, SCC should capitalize on **the knowledge, skills and understanding** that these three student groups have to gain from each other. “As the demand from government, business, and education sectors for personnel who have international skills and expertise increases, it will be critical to ensure that more of our students are equipped to engage in international work” (Olson, Evans and Shoenberg 2007).

Curricular and co-curricular activities on campus help facilitate meaningful exchange of ideas between domestic and international students. This can happen at various points in a student’s college experience inside and outside the classroom. Meaningful exchanges foster attainment of the College’s Global Awareness learning outcome. At Shoreline, “Global Awareness,” demonstrates our commitment to student-centered global learning in the classroom.

In our institutional review of curricular and co-curricular activities at local community colleges, we found that many institutions first focus on ensuring non-native speaking students’ academic success and retention in their programs. In addition, our peer colleges provide opportunities for immigrant and international students to interact with, integrate into, and contribute to their campus community in ways consistent with Shoreline’s practices.

a. Conceptual Framework/Institutional Practices Elsewhere

We contacted several local community colleges to learn about how their curricular and co-curricular activities help facilitate integration of students. Some programs are specifically designed to integrate international/immigrant students into the campus community, and others are for **all students** to be involved in building a sense of community.

Curricular, instructional setting:

Edmonds Community College

- Offers “Career, College, Life Success” classes for all students for college success.
- Incorporates volunteering in the community as a required component of ESL Speaking and Listening courses for ESL students.
- Offers Study Abroad programs including a Vietnam Program with financial aid recipients.
- Periodically offers “Learning Community” classes co-taught by ESL instructors and academic discipline instructors, wherein successfully completed students can receive credit for college level courses and are simultaneously waived from ESL class requirements. These classes create a sense of community where non-native speaking students and domestic-born students can exchange on-going dialogues.

Bellevue College

- Offers a two-credit class called “International First Year Experience (I-FYE)” for all F-1 international students. Bellevue College’s counselors and International Student Advisors teach the class consisting of themes such as cultural adjustment, immigration, time management, mapping an educational and career path, and mental health.
- Offers a joint academic level Communications class and upper level ESL class to partner students from each class throughout the quarter for a joint assignment and presentation.

Highline Community College

- Offers mandatory “College Survival” for all new international students. The class consists of various topics like immigration regulations, campus resources, culture shock, clubs and organizations, and tips to succeed in American classroom.

South Puget Sound Community College

- Offers a 5 credit Transitions to College class, an Adult Basic Education (ABE) class taught by an ABE teacher. Level 5 and 6 ESL students are encouraged to enroll concurrently with their ESL class in order to interact with domestically born students. The curriculum includes exploring campus and learning about student services, IBEST programs and financial aid.

Co-curricular:

Edmonds Community College

- Offers “LEAF School” (Learn and Serve Environmental Anthropology Field School) in conjunction with AmeriCorp to provide environmental field trips and activities attracting both international and domestic born students.
- Operates “Conversation Partner Program” for ESL students through the International Student Services Office.

Bellevue College

- Offers International Student Association (ISA), one of the largest and most active associations on campus.
- Coordinates a Peer to Peer Volunteer and Tiered Mentoring Program that is volunteer-based peer mentoring. Many international students sign up to be peer mentors. The Office of Student Programs coordinates the program and hosts monthly social events to thank the volunteers.
- Hosts an Annual Camp Casey Leadership Retreat to take over 100 students for a three-day leadership training that is free to all student participants. The Office of Student Programs covers this retreat at an approximate cost of \$26,000.
- Has over 80 clubs and organizations open for all students to participate in. It is interesting to note that the popular clubs for both international and immigrant students are as follows: African Student Association, Chinese Student Association, Eastern European Union, Latin

American Cultural Club, El Centro Latino, Indonesian Club, International Talk Time for ESL students, Japanese Support Team, and Muslim Student Association.

- The Office of Student Programs hosts over 300 events for all students on campus annually.

Highline Community College

- Operates International Leadership Student Council (ILSC) providing weekly activities and events as well as Conversation Pal Program through the International Student Programs Office.
- Hosts Annual GlobalFest to showcase international students' cultures.
- Publishes *The Mosaic Newsletter* to share the stories and experiences of international students with other campus members.
- Hosts Movie Fridays through the International Student Programs office.

South Puget Sound Community College

- The ESL department, which serves immigrant students, publishes a short book of writings by ESL students every year. The book, which contains articles about students' home cultures and immigration experiences, is released in conjunction with an event to which the campus community is invited. At the event, students read their stories, show MovieMaker videos they have created about aspects of their home cultures, and teach a little bit of their native languages. Non-ESL guests are required to get two author signatures in order to participate in the lunch provided; this encourages interaction between ESL students and the rest of the college community.

b. Assets at SCC

Curricular, instructional setting:

- All students, domestic and international, are required to complete one of the multicultural understanding core classes. As stated earlier in this document the skills and abilities foregrounded in these classes are an important component of global competency.
- SCC ESL instructors are able to connect their curriculum with campus wide themes, work with other instructors to set up class exchanges, interviews, and visits on a quarterly basis. For example, over the past two quarters five ESL classes participated in the "One Campus One Theme" events, which brought together classes and instructors from across the campus to study and discuss one theme, Food. Within their courses, ESL students are often exposed to non-ESL events and given opportunities to interact with others on campus.
- Both international and resident non-native English speakers participate in initial orientation programs tailored to their needs so that they are introduced to available support services and issues such as culture shock and American academic norms and expectations.
- SCC instructors frequently create collaborative learning assignments that can provide rich opportunities for domestic and international student interaction.
- Exchanges through Prof-Tech programs such as Business Academic Southwest in Denmark and Ajou Motor College in South Korea, and short-term summer programs such as "Oral Health

Training in Bolivia” through SCC Dental Hygiene Program create great opportunities for meaningful interaction.

Co-curricular:

- Shoreline has many student leadership positions which provide students with opportunities to collaborate with diverse campus groups. Some of these positions serve specific populations on campus for retention and student engagement. These include the Student Leadership Center which leads the **Student Body Association (SBA)** and the **Arts & Entertainment Board (A&E)**. The A&E Board was recently charged with increasing campus activities and events for all students, staff and faculty.
- The International Education office manages the **International Peer Mentor Program (IPM)** primarily to help international students be successful in their cultural adjustment and integration into an American college experience at Shoreline.
- **Global Affairs Center (GAC)**. Although most GAC programming is not aimed solely at integrating various communities of students at Shoreline, much of its programming does have that benefit. For example on two occasions in 2011 and 2012 international students from Libya led discussions of recent events in their country about their personal experiences. To the extent that discussions like these bring together the various student communities on campus, they benefit our student integration objectives.
- Hospitality & Tourism College (HTC) coordinates **Peer Activity Leaders (PAL)** to assist Japanese students during their 9-month program to maximize their classroom learning and involvement in the community.
- The **HEROES Program**, a new program through AmeriCorp in conjunction with the ESL Department, helps ESL, GED and CEO students to gain leadership skills and build a sense of community on campus.
- The **Center for Service-Learning** also provides campus-wide service-learning activities such as an annual MLK Food Drive that involves all students and college employees.
- The **Student Leadership Center** also serves 39 active clubs and 40 organizations. Some of the most active clubs are Hong Kong Student Union, Taiwanese Student Association, All African Club, Indonesian Fellowship Club, the Chinese Student Association, and the Worldly Philosophers and Dismal Scientists Society (WPDSS) club. The existence of these and other student clubs promotes identification with SCC.
- **SCC Tutoring Services** currently has 88 tutors assisting students in either Academic Transfer or Professional Technical programs. About 36 of them (41%) are international students helping Shoreline students in all subject matters.
- Shoreline also has peer-to-peer tutoring service available specifically for Adult Basic Education (ABE) ESL students (level 6 or below) in writing, reading and pronunciation.

c. Challenges at SCC

- **Lack of international diversity.** Ninety-two percent (92%) of international students currently enrolled at Shoreline CC are from Asia and South East Asia. Expanding the range of countries of origin of our international students, in theory, would expand the range of perspectives and opportunities for interaction on campus. However, **the realities of the international education environment, coupled with state and federal initiatives, speak to the virtues of continuing a highly successful marketing effort.**
- Another challenge at SCC is the lack of activities and events for all students during peak daytime hours. The declining number of full-time students in the past three years has had an impact on the S&A fees that the Student Body Association collects to fund club events, activities and services. The Student Leadership Center and Women's and Multicultural Centers have unfilled positions such as the Director for Student Leadership Center, the Manager of Clubs and Organizations, and the Manager of Multicultural Center. In addition, streamlining marketing efforts would enhance our overall efficacy in bringing all students together for co-curricular activities.
- Providing essential and meaningful opportunities for international, resident immigrant and domestic students to interact meaningfully. This is critical for them to navigate the complex and challenging globalized world we live in.

d. Recommendations on What SCC Should Do Next

- Work with the internationalization assessor to create assessments of meaningful interactions between domestic and international students
- Carry out and analyze assessment
- Based on assessment develop a list of best practices for both curricular and co-curricular activities and share with campus community
- Engage in continuous assessment and refinement, including the following for consideration:
 - Developing guidelines that assess current practices and facilitate **curricular** practices and activities aimed at more meaningful interactions of all SCC students.
 - Developing guidelines that assess and facilitate **co-curricular** practices and activities aimed at more meaningful interactions of all SCC students.
 - Creating a series of student panel discussions of contemporary social issues that would encourage exchanges between students of different nationalities. For example, a discussion of social media, care of the elderly, or fashion trends. What is important is the interaction, not the subject.
 - Identifying locations (e.g. Music and VCT buildings) and support services (e.g. Library) where informal student interactions are taking place to further support integration. Create opportunities for meaningful student interactions.

C. GLOBAL COMPETENCE LEARNING OPPORTUNITIES AND PROFESSIONAL DEVELOPMENT FOR CAMPUS EMPLOYEES

A globally competent person is able to:

- understand global imperatives such as climate change, resource depletion, and world poverty;
- successfully navigate complex intercultural encounters with immigrants and persons from other countries as they examine these imperatives; and,
- participate in activities/discussions that address these imperatives.

a. Conceptual Framework/ Institutional Practices Elsewhere

There is no consensus either on terminology or on what is meant by the terms being used, such as global awareness, global competence, and multicultural competencies. Second, although many institutions are grappling with the same issues and questions, few are actually in a position to implement a campus-wide set of practices and actions to address those issues and questions.

There is little evidence of specific recommendations for improving the global competence of all college employees. Most institutions focus attention and recommendations on intercultural communication and multicultural understanding (as opposed to global issue awareness) among faculty and students.

- South Seattle Community College has a program called VOICES that provides “learning opportunities with respect to ensuring inclusion, equity and social justice. [This program promotes] a vision of cultural sensitivity, a climate of awareness of and appreciation for diversity” (Ricardo Leyva-Puebla, Director of the Office of Diversity). This learning community includes a “lunch and learn” series for campus employees with a shared reading text as well as a poetry workshop for staff and students.
- Portland Community College has a well-established (10 years), externally-funded, student leadership and education program called The Illumination Project designed to foster a climate of equality, compassion, justice and respect for all people. This project is campus-wide and has the goal of having all campus community members participate in problem-solving around issues that traditionally have made education more difficult for students of color, women, poor/working class students and immigrant and international students. [Connection to employee global competence not clear.]
- University of British Columbia has a program called Living Lab that involves the campus community in conversations about the complexities and challenges that arise in diverse and multicultural teaching and learning environments.
- Green River Community College established a Task Force on International Student Teaching and Learning in May, 2011. Three of the recommendations were pertinent: funded study abroad for faculty and staff; globalization as a campus-wide learning outcome; and dialogue in the President’s Commission on Diversity about the role of Globalization on campus.

b. Assets at SCC

SCC is presently providing a range of opportunities for all college employees to further develop their global competence and has plans to expand that range. SCC has a diverse workforce with various levels of global competence and experience. Significant numbers of employees have lived, traveled and worked abroad in a number of capacities. Members of the campus community are experts in the fields of intercultural communication, international relations, and world languages. SCC employees represent a largely untapped, readily available resource of expertise and experience.

- **Training/learning opportunities**

- Intercultural Communication Training for Classified Staff
 - Dr. Mimi Harvey conducted one session in Fall, 2011 with 20 attendees. Feedback was positive, including requests for further trainings
 - A second training took place in March, 2012. Again, feedback was positive and included requests for further trainings that included faculty and administration.
- Multicultural Understanding Online Course for faculty and staff
 - Dr. Betsey Barnett offers an online version of her introductory class on multiculturalism (IAS 295 Multicultural Understanding, in 2010) during Summer Quarter with a weekly face-to-face meeting. Other multicultural classes, such as MSC105, Introduction to Multicultural Understanding, are also offered frequently and are available for employees to attend.
- Intercultural Communication (CMST 285) was offered to all campus employees to enroll for credit or noncredit, Winter quarter 2012. One classified staff enrolled for credit; one enrolled for noncredit.
- Contemporary Global Issues (INTST101), States and Capitalism (INTST200), International Political Economy (INTST201), and Gender and Global Justice (INTST205) are offered annually and are available to employees to attend.

- **Campus Diversity Action Committee**

A Multicultural Understanding Panel during Multicultural Week was held in Fall Quarters of 2010 & 2011, and is planned for Fall 2012; Multicultural Week activities such as these are planned each year.

- Five faculty members who are trained in Theatre of the Oppressed (T.O.) plan to incorporate this pedagogical device into campus life beginning Fall Quarter, 2012.

- **Global Affairs Center (GAC)**

- The GAC organizes activities designed to encourage critical thinking and engagement on global issues. These activities include symposiums, invited speakers, and video presentations followed by discussion. Events take place both in the daytime and in the evenings and are open to both campus and off-campus community members. These events contribute to developing global competence among employees in a less structured way

than the targeted training opportunities described above. They encourage learning on a wide range of global issues.

- **Multicultural Center**

- In the past this center organized lectures, workshops and special events designed to develop and enhance the multicultural awareness, knowledge and skills, of staff and community members, making an important contribution to enhancing global competence.

- **International Partnerships**

- Several institutional partnerships such as those with the Taiwan Academy and Qingdao University have the potential to be valuable opportunities for increasing the global awareness and cultural competencies of all campus employees: administration, faculty and staff.
 - **Taiwan Academy Scholarships.** Faculty can apply for support paid by the Ministry of Foreign Affairs, to travel to Taiwan for 3 to 12 months to study the history, culture and languages of this island nation.
 - **Ajou Motor College/Shoreline Program.** Now in its fifth year, the Ajou Program, as it is called, brings students from South Korea to Shoreline for two weeks, to enhance their education while supporting their global understanding and leadership development. Each summer, students from Ajou Motor College travel to Shoreline to participate in a customized cultural program that includes automotive and ESL curricula as well as field trips to local dealerships and community events.
 - **Business Academy South West of Denmark.** The program is designed to encourage student and faculty exchanges between Shoreline and BASW in Denmark. To date, Shoreline has hosted three faculty and close to a dozen students from Denmark. In recent years, Shoreline has sent a number of its faculty and students to Denmark.
 - If a **Confucius Center** is established on SCC campus, it could provide many opportunities for all college employees to increase global competencies.

c. Challenges at SCC

- As has been noted elsewhere in this report, the challenge of budget cuts affects all areas of implementation of CI, including funding professional development.
- Another challenge, discussed in several places in this report, is developing a shared understanding of the terms used to talk about this process, terms such as internationalization, global competence, intercultural competence, and multicultural education, to name only a few. A survey of the literature and publications such as ACE reveal that this is a universal challenge faced by institutions of higher learning from four-year universities to community colleges.
- There is, at present, no SCC website information on our institutional partnerships, local or international. This lack of access to information means that these potential sources for increasing the global competence of all campus employees often go unutilized.

- Time and resource constraints are increasingly a challenge for all campus employees and each group faces a unique set of constraints.
- The structural inequality inherent in any institution among different categories of employees can inhibit the open exchange of ideas.

d. Recommendations on What SCC Should Do Next

- Work with internationalization assessor to create assessments of programs and events designed to enhance employee global competence
- Carry out and analyze assessment
- Based on assessment develop a list of best practices for enhancing global competence
- Engage in continuous assessment and refinement, including the following for consideration:
 - Continuing to identify specific ways in which global awareness, critical multiculturalism and intercultural communication training can advance the goals of enhancing the competence of all employees at the College
 - Identifying present interest and experience levels of all college employees.
 - Expanding learning/training opportunities for all college employees (faculty, administration and classified staff) through workshops, classes, campus-wide themes, events, discussions and Learning Communities that focus on intercultural communication, multicultural understanding and global awareness
 - Providing “brown bag” opportunities, such as the Global Eyes series
 - Providing learning opportunities about the cultures and worldviews of key countries sending international students to SCC
 - Providing professional development opportunities for faculty to enhance their knowledge and skills regarding all aspects of campus internationalization
 - Supporting faculty and staff study abroad opportunities
 - Encouraging faculty exchanges with our partner institutions in other countries
 - Addressing obstacles to involvement in opportunities that further develop the global competencies of all college employees
 - Researching student-led projects, such as The Illumination Project (Portland Community College) and The Living Lab (University of British Columbia), to assess the feasibility of instituting and funding a similar project at SCC

D. OUTREACH AND ENGAGEMENT IN OUR LOCAL COMMUNITIES TO FOSTER GLOBAL AWARENESS

As part of its effort to articulate a strategy for moving the SCC campus forward on campus internationalization (CI), CILT was charged by the P/SET to provide analysis and recommendations [to strengthen] outreach and engagement.

We believe that engagement provides the College with opportunities to spark an increased awareness of the vast array of resources that a wider worldview provides to the participants. The types of community engagement addressed here are those activities designed to provide students and members of the community with “the capacity and disposition to understand and act on issues of global significance” (Boix Mansilla and Jackson, 2011, p. xiii).

In researching community engagement, we surveyed several community colleges and private, for-profit organizations in Washington and other states. We also reviewed reports on internationalization from several private and public four-year colleges and universities as part of this study. We expected to find that community engagement has intrinsic value to educational institutions as part of their core mission of fostering awareness and critical thinking. We were less confident it meant the same in the for-profit world. Therefore, we approached each sector (educational and for-profit institutions) separately but used a common set of questions. The wording was modified as noted depending on which sector was being address. The questions included:

- What does “community engagement” mean to you (on your campus, or in your business)?
- How do you carry out and/or encourage community engagement (on your campus, or in your business)?
- Why do you think “community engagement” is important? For students? To satisfy a core element of the College’s mission? For employees? For customers?

a. Conceptual Framework/Institutional Practices Elsewhere

“Community” encompasses groups on campus, including students and college employees (faculty, staff, and administrator). It also includes several “off-campus” communities, such as businesses, schools, government, churches, retiree groups, and immigrants, as well as communities abroad. This section of the report focuses on how well the college advances engagement of all these communities in ways that advance an understanding of and capacity to act on issues of global significance. A concomitant effect of engagement is that it encourages cross-cultural communication, global civic engagement, and shared learning across groups.

There is less clarity regarding on what issues we seek to engage the community. An issue can be global by virtue of its content (e.g., war or peace, ocean resources or trade) or its consequences (corporate philanthropy that leads to humanitarian assistance). Our principal focus is on issues that are global by virtue of their content. But many “domestic” issues, such as education reform, income disparities, and worker and minority rights, have consequences for how we think about and behave internationally, and vice versa.

Survey of Colleges

We surveyed the websites of thirteen colleges, and had follow-up phone conversations in a few cases (schools surveyed are listed at the end of this report). From those contacts we learned the following:

Many of the schools we surveyed have global or international studies programs like ours. Some programs utilize international resources that are locally available, such as guest lecturers. Still other colleges encourage students to take advantage of local opportunities to experience international speakers and cultural exhibits off campus.

When we searched specifically for activities called “community engagement” or simply “engagement” on other schools websites, no results were found, or the results clearly fell outside the meaning of those terms being used here (e.g., an event organized by Everett CC designed to elicit community input into the College’s strategic plan).

When we searched for things like “speaker program” or “service learning” and then worked backwards to explore the content of these, we started finding more examples of how other colleges engaged their communities, sometimes but not exclusively on global issues. For example, the Lyceum Speaker Series at Clark College included several speakers on international subjects and were open to members of the community. Several of the colleges we surveyed have some sort of service learning program whereby students can have experiences that expose them to issues and needs that are “local” in nature but nevertheless provide excellent opportunities for thinking about the same problem in a comparative context.

The school that probably best models our definition of community engagement with an international twist is Edmonds CC.

- Lecture Series. This series is sponsored by the Office of Student Life and brings thought-provoking and inspirational speakers to campus. A committee of students, faculty, and staff select influential scholars, artists, activists, and community leaders with promise for sparking discussion and reflection in the community. Topics vary and include local, national and occasionally international speakers. It’s not clear if these programs have a budget for speaker stipends.
- The “Civic Engagement” Program. A cable television program, the purpose of which is to give community leaders an opportunity to offer a first-hand, unfiltered account of how they are leading the county and region. A second purpose is to break down the misconception of distant, unconnected leaders, by showing the human side of elected officials and local leaders.
- Home Stay Program. Designed to help international students find housing, the program also exposes the host families to an alternative culture other than their own.
- Volunteer Literacy Program. Serves both domestic and international (refugees and immigrants) populations. Primary objective is to teach English literacy, but like the Home Stay Program, it also can benefit global engagement when it connects student-tutors with those who have a different cultural background.
- Creative Retirement Institute (CRI). CRI is a member-driven, self-supporting organization whose mission is to provide quality, affordable educational opportunities for adults in a supportive

environment (from online mission statement). CRI does get some in-kind support (e.g., classroom space) and minimal administrative support from the College. It does not generate revenue for the College, instead is seen as a marketing tool. Topics of classes vary but include subjects that clearly support “global” community engagement.

This brings us to an important point about community engagement at other colleges. It is commonly not viewed as a vehicle for generating income for the College, at least directly; rather these sorts of activities are about civic duty and integrating the College into the identity of the community, which sometimes results in donor support.

Survey of Private Businesses

By conducting a number of telephone interviews with public relations and human resource department individuals, we were able to get a sense for what various companies and corporations do to support their communities. Additionally, we asked how their company valued global awareness or competence among their current and future employees; and if they supported the idea that college students should have a global or international experience – be it study abroad, or other work here at home that brings them into regular contact with other cultures -- as part of their education.

In this initial round of contacts, we approached specific companies that have supported Shoreline Community College in the past to learn about how they practice community engagement and why it is important to their company. After that conversation, we worked in the question of how they may value the global awareness topic as described above. The three companies include one that is local to the Puget Sound region, a second that is regional (North West Oregon and Washington), and the third is global, meaning that the company markets products in the United States and beyond. The following is a summary of responses from these companies.

It is no surprise that the way in which “community engagement” and “global awareness” are defined by for-profit organizations is in terms of benefits to the company and the community that represents its “market.”

- The private sector, even companies that do not engage in international business, values employees that have a broader world perspective. The product bought or sold may not be international but often customers and/or coworkers are, in the sense that they (customers and coworkers) have different cultural values and habits due to birth or experience. A deeper understanding and appreciation of those cultural differences can translate into better relationships and productivity.
- Second, and just as important, global or international awareness fosters a curiosity about the ethnic cultures that make up the fabric of America. Customers and co-workers come from diverse backgrounds. A deeper understanding and appreciation of those cultural differences can also translate into better relationships with customers and coworkers and ultimately, with the communities where business is conducted.
- It is believed that those employees who contribute to charity – a proxy for awareness and engagement -- have higher morale, are more motivated and productive in their work, and retain their jobs longer than employees who are not engaged in charitable activities.

However, this does not preclude a broader perspective that benefits both business interests and society at large. Keeping employers involved as advisory members of our curriculum development

process will help our students prepare for the world of work while also developing skills as good global citizens.

In two of these companies the community engagement philosophy is part of the human resources department rather than a part of the marketing department. One HR representative specifically mentioned that global awareness is most effectively taught in the context of communication skills.

Interestingly, the company that was most international seemed to value global awareness differently. Being globally aware and sensitive is believed to be more important for sales and management employees than for production employees. It is expected that sales and management employees arrive having completed at least some course work that relates to global competency or awareness.

b. Assets at SCC

- Faculty and staff with globally significant experience and intercultural/multicultural expertise. Dozens of SCC employees (faculty and staff) have training and experience that is valuable in efforts to engage the community on global issues. This includes language skills, living overseas, travel, familiarity through study or other exchanges with other cultures.
- Global Affairs Center (GAC). The GAC organizes events that heighten awareness, and encourage engagement and collaboration on global issues. These events are open to both campus and off-campus community members, and in order to encourage the later, some of these events are scheduled in the evening. The GAC also serves as a point of contact between the college and several area public education organizations, such as Global Washington, the Washington Council on International Trade (WCIT), and the Washington State China Relations Council (WSCRC). The GAC has been able to leverage its relationship with some of these organizations to bring speakers to campus.
- Study Abroad. Shoreline provides a number of options for students who seek an overseas experience that broaden and deepen their understanding of today's global community gained from classes, including three-week and quarter-long or three-week long programs. Shoreline is also an active member of the Washington State Community College Consortium for Study Abroad, which offers programs in places like Costa Rica, Italy, Denmark, London, Spain & Japan.
- Local Education Partnerships. Shoreline has partnerships with several local educational and public service institutions that enable the college to bring resources to campaign and assist students to find meaningful opportunities off campus. Currently, Shoreline has or is developing such partnerships with:
 - The Humphrey Fellows Program at the UW, Evans School of Public Affairs
 - Global Washington
 - The World Affairs Council of Seattle
 - The Washington China Relations Council
 - The Washington Council on International Trade
- International Education Partnerships. Shoreline has several partnerships with institutions in other countries that facilitate student and faculty exchanges, including:

- The Business Academy Southwest in Denmark
- The Ajou Motor College in South Korea
- The Taiwan Academy in Taiwan

Efforts are currently underway to secure similar partnerships with

- The Confucius Institute of the People’s Republic of China
 - Qingdao University of the People’s Republic of China
 - Early Childhood Education partnership with an educational institution in Mongolia
 - Music partnership with Shanghai Music Academy
- Center for Service-Learning. The mission of the Center for Service-Learning (CSL) is to support the development of meaningful service-learning opportunities that meet community-defined needs, enhance learning by integrating academic curriculum and service, and foster civic engagement, equity, and a sense of social purpose. In 2008-2009, the most recent academic year for which data are available, the CSL facilitated 6 service-learning classes, and the contribution of over 7,695 hours of service by students to over 30 community agencies. The CSL organized food drives in conjunction with other offices on campus that are part of the Martin Luther King (MLK) Day celebration. In 2012, for example, over 14,000 pounds of food were collected and donated to several area food banks. Many of these activities focus on actions that are local, such as the food drive, but hold lessons for thinking about global issues, such as dealing with world hunger.
 - Multicultural Center. The Multicultural Center offers lectures, workshops and special events that are designed for staff and community members to develop and enhance their multicultural awareness, knowledge, and skills. As noted elsewhere in this report (Section 2), understanding the linkages between multiculturalism and internationalization is critical to the success of this CI initiative at Shoreline. More importantly, it is critical to the success of our students and communities to understand the complex world in which they are living.
 - One Theme One Campus Project. Beginning in 2011, a group of Shoreline faculty developed a project that supports learning and awareness of social responsibility via a shared theme across disciplines. In 2011-2012, that theme is food. Through coursework and co-curricular projects students can understand real world applications of their knowledge and skills learned at SCC. The One Theme, One Campus model not only supports learning and understanding but builds community engagement and gets our students more involved here on campus and in our communities.

c. Challenges at SCC

- Knowledge of community members’ needs and interests. Being familiar with the makeup of the communities in which we wish to engage is critical to developing programs and specific events that will draw their support for our efforts and advance campus internationalization. To date, such understanding of the community has been based on anecdotal and general identification of key community members and organizations.

- Financial support. Many of the recommendations in this report will require that the College invest additional resources.
- Institutional support on campus. Institutional “buy-in” to introduce further change is stretched thin after several years of budget cuts.
- Institutional support off campus. Shoreline CC has a relatively immature relationship with off-campus organizations. Few faculty and staff actively participate in such local community organizations as the Shoreline Chamber of Commerce, the Rotary Clubs (there are three in Shoreline), the Shoreline Development and Planning Commission, and the Shoreline Board of Education.

d. Recommendations on What SCC Should Do Next

- The Director of Global Affairs should begin gathering information about community members, including their identification, needs and interests, as soon as possible. This survey should be carried out with input from the campus internationalization assessor.
- Work with internationalization assessor to create assessments of scope and significance of community engagement activities for campus internationalization.
- Carry out and analyze assessment.
- Develop a list of best practices for community engagement activities to be shared with both campus and off-campus communities.
- Engage in continuous assessment and refinement, including the following for consideration:
 - forming partnerships with local organizations and community groups to develop and promote program content
 - meeting with local school district representatives to plan and promote events taking place at Shoreline CC that complement their curriculum objectives
 - working with local government and other community leaders to identify opportunities in which the College can facilitate engagement between public leaders and citizen groups
 - preserving the “brand identity” of the Global Affairs Center
 - Evaluating the desirability and goals of a home stay program for international students.
 - Evaluating the desirability and goals of a tutoring program for refugees and immigrants.
 - Meeting with businesses and non-profit organizations with a global focus to establish internship opportunities for SCC students
 - Creating video records of SCC engagement events that are easily accessible to communities both on and off campus
 - Developing local TV, radio, and web programs that highlight what is happening at Shoreline CC

- Establishing a team of faculty with experience leading students overseas to recommend ways in which the study-abroad program can be improved, including ways in which members of the off-campus community can participate in such travel on a non-credit basis
- Developing a program whereby students can earn recognition, if not credit, for cumulative world citizen activities
- Exploring the possibility of establishing a Northern King County/Southern Snohomish County World Engagement Consortium in collaboration with local governments, Rotary Clubs, community online news services and/or other educational institutions. The mission of this council would be to bring global awareness and engagement to our communities in a coordinated fashion that takes advantage of our collective strengths, resources and opportunities.

Appendix A

SCC CAMPUS LEADERSHIP TEAM CHARGING DOCUMENT

[October 20, 2011]

CAMPUS INTERNATIONALIZATION LEADERSHIP TEAM (CILT)

President Lambert has articulated a vision that Shoreline Community College will strive to be a world class educational leader, capitalizing on its current strengths in many areas and creating new opportunities for growth by offering innovative, high-quality academic programs and co-curricular activities. As the college moves forward, its strategy must also deploy the strengths of its current academic programs and embrace bold, innovative approaches to solving new problems. A campus environment that provides comprehensive international learning opportunities is a hallmark of program excellence. (CT 2) Creating such an environment serves as an important strategy in attracting and retaining domestic and international students by underscoring the relevancy of their college experience to their lives and their interests. (CT 1.1, 4.1) Domestic students should have an opportunity to connect with international students in ways that foster attainment of SCC's Global Awareness general education learning outcomes. Our international students should experience a welcoming campus that provides meaningful opportunities to connect with domestic students, campus life and the broader community.

P/SET, with the Strategic Planning /Budget Committee and the College Council, and in consultation with classified staff and faculty union leadership, will create and implement recommendations regarding internationalization of the campus, through the efforts of the Campus Internationalization Leadership Team. Once the internationalization analysis and recommendations have been reviewed and approved by Strategic Planning/Budget, College Council and P/SET, an implementation leadership team will be created.

Roles and responsibilities in the Campus Internationalization Leadership Team (CILT) endeavor are outlined below:

P/SET

As usual, P/SET will continue to serve its primary decision-making role on all final decisions related to the College's strategic initiatives.

Campus Internationalization Leadership Team

By November 1, 2011, P/SET will select and appoint six (6) individuals to serve on CILT. The composition of the group will be as follows:

- One academic Dean recommended by the VP of Academic Affairs and Student Success
- Three Faculty recommended by the VP of Academic Affairs and Student Success
- Two staff recommended by the Executive Director of International Education.

Criteria for selection and appointment to CILT may include, but will not necessarily be limited to: 1.) individual expertise; 2.) functional area of responsibility at the college; 3.) time availability; and/or 4.) leadership experience.

Charge to the Campus Internationalization Leadership Team

Led by a Chair and Vice-Chair, the CILT will be charged with delivering the following to P/SET:

1. Collaborate with the faculty assessment coordinator to:
 - a. Conduct an inventory of classes self-identifying as meeting the Global Awareness general education outcomes.
 - b. Identify the strengths, weaknesses and opportunities of how SCC is currently meeting the Global Awareness general education outcomes.
 - c. Develop a plan to conduct intentional assessments for the near term, mid-term and long term. (CT2)
2. Create a work team to focus on an analysis and recommendations for internationalization of the curriculum deliverable by January 16, 2012. (CT 2.1)
3. Create a work team to focus on analysis and recommendations that lead to better integration of domestic and international student communities through meaningful opportunities for the exchange of ideas and experiences by January 16, 2012. (CT 2.2)
4. Create a work team to focus on analysis and recommendations for global competence learning opportunities and professional development for campus employees. (CT 4.2)
5. Create a work team to focus on analysis and recommendations related to outreach and engagement in our local communities to foster global awareness. (CT 3.1)

These analyses and recommendations will take the form of a final document which will be submitted to P/SET on January 31, 2012.

CILT Administration, Management and Reporting

- CILT will report directly to P/SET.
- CILT will complete its work primarily through the implementation of a “workgroup” model, whereby various strategic workgroups are put in place to accomplish each individual charge.
- Once appointed, members of CILT will be expected to:
 1. Create specific charge statements for each group.
 2. Identify and recommend individuals to serve as leaders and members of each workgroup.
- P/SET will review and approve all workgroup recommendations.
- CILT’s primary roles (in addition to the completion of a final document) will be to lead, direct and manage the entire process, as well as hold workgroup leaders accountable for fulfilling the workgroup’s charge.

- CILT will provide regular updates on its work and progress to the College Council.
- CILT's Chair and Vice-Chair will meet monthly with the Strategic Planning/Budget Committee to provide updates and coordinate research and planning activities between the groups.

Workgroups

Each workgroup leader is expected to manage the work of her/his workgroup, coordinate as needed with other workgroups, attend CILT meetings as needed and communicate regularly with CILT.

Appendix B

Outcomes Assessor-Global Awareness Officer Position

NOTE: At the same time the SET established the Campus Internationalization Leadership Team (CILT) and charged it with producing this report, the SET also authorized creation of a temporary part-time (time-release faculty) position of Outcome Assessor-Global Awareness Officer, and charged that employee, in collaboration with the CILT, with developing instruments for assessing short- and long-term internationalization impacts of curriculum and co-curricular programs at the College. The following is from the vacancy announcement for that position which was issued in December 2011, and which provides a more complete statement of the functions and duties of that position. A complete vacancy announcement can be obtained from HR.

Position Definition/Purpose

- Develop, implement, and analyze results of global awareness assessments.
- Make recommendations to Campus Internationalization Leadership Team (CILT) and assist in the development of a strategic plan for campus internationalization.

Essential Functions and Duties

- Recommend scope of the assessment (who, what, when, where and why).
- Design assessment methodology including specific tools (survey, interview, longitudinal study, etc.) to be used.
- Conduct assessment(s).
- Analyze and present to CILT the results of the assessment(s).
- Work with CILT to draft report with recommendations to the SCC President, and VP/Academic Affairs, in order to advance campus internationalization.

Appendix C

CLASSES AT SHORELINE THAT CONTRIBUTE TO CAMPUS INTERNATIONALIZATION

The following classes currently offered at Shoreline CC contribute to Campus Internationalization. These classes cover a wide range of disciplines. Not all classes contribute in the same way or to the same degree. An important goal of assessment will be to measure such differences. A more complete description of each class can be found at the SCC course catalog online at <http://new.shoreline.edu/courses/>.

Accounting 208	Geology 100, 110
Anthropology 100, 206	History 116, 117, 118
Art History 204, 210, 224, 225, 226	History-East Asia 215, 216, 217, 218
Biology 150	Humanities 111, 112, 113, 160, 275
Business 103, 104, 105, 120, 205, 215	International Studies 101, 200, 201, 205
Chinese 121, 122, 123	Japanese 121, 122, 123, 221, 222, 223
Communication Studies 203, 235	Multicultural Studies 105, 205, 210, 238, 250
Criminal Justice 248	Music 108
Economics 100, 201, 201, 215	Oceanography 101
Environmental Science 101	Political Science 101, 203, 221
French 121, 122, 123	Psychology 100, 200, 202, 236, 245
Gender & Women's Studies 205, 284, 285, 286	Sociology 101, 201, 238
Geography 100, 201, 204, 207, 234, 238	Spanish 121, 122, 123, 221, 222, 223

The number of classes that contribute to each of the Global Awareness General Education indicators.

GLOBAL AWARENESS INDICATOR	# CLASSES
I. Recognize the value and significance of artistic and religious expressions in various world cultures.	285
II. Articulate the values and beliefs that influence humans in seeking identity and meaning within their culture.	400
III. Describe the impact of global interdependence on local cultures including those within the United States.	150
IV. Identify the origin of events that have led to contemporary global conflict, competition, and cooperation.	19
V. Demonstrate awareness and knowledge of the economic forces that have led to the interdependence of national economies and the imbalance of distribution of wealth.	107
VI. Demonstrate knowledge of the impact of global interdependence on the natural world.	98

Appendix D

REFERENCES

Reports

There are many reports, articles and book on the subject of campus internationalization. The aim here is not to provide an exhaustive report on these items. Rather, the following are key studies that the team found useful for its work and recommends as starting points to others who may wish to explore this subject further.

Appalachian State University, ***Interim Report [on Internationalization]***, American Council on Education Internationalization Laboratory, 2008

Ashwill, Mark and Durong Thi Hoang Oanh, “*Developing Globally Competent Citizens*,” ***The Sage Handbook of Intercultural Competence***, SAGE Publications, Inc., 2nd edition, 2009

Boix Mansilla, Veronica and Anthony Jackson, ***Educating for Global Competence: Preparing Our Youth to Engage the World***, Asia Society, 2011

Green, Madeleine and Christa Olson, ***Internationalizing the Campus – A User’s Guide***, American Council on Education, 2008

Internationalization Task Force, “*University of Kentucky White Paper on Internationalization*,” 2009

Kreber, Carolin, “*Different Perspectives on Internationalization in Higher Education*,” in ***New Directions for Teaching and Learning***, Volume 2009, Issue 118, Summer 2009

Lab Team, ***Internationalization at Saint Mary’s College, Final Report to the President***, December 7, 2009

Olson, Christa, Madeleine Green and Barbara Hill, ***Building a Strategic Framework for Comprehensive Internationalization***, American Council on Education, 2005.

Olson, Christa, Madeleine Green and Barbara Hill, ***A Handbook for Advancing Comprehensive Internationalization: What Institutions Should Do and What Students Should Learn***, American Council on Education, 2006.

Olson, Crista, Rhodi Evans and Robert F. Shoenberg, ***At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education***, American Council of Education, 2007

Seton Hall University, ***Strategic Proposal for Internationalizing Seton Hall University***, An American Council on Education Internationalization Laboratory Initiative, 2009

Colleges and Universities Surveyed

The following are a list of the colleges and universities surveyed to learn more about their initiatives with respect to one or more of the pillars of CI (curriculum, students, employees and communities) discussed in this report.

Appalachian State University, NC
Bellevue College, WA
Boise State University, ID
Cascadia Community College, WA
Central Seattle Community College, WA
Centralia Community College, WA
Clark College, WA
Columbia Basin College, WA
Edmonds Community College, WA
Everett Community College, WA
Green River Community College, WA
Highline Community College, WA
Montana State University, MT
Moses Lake Community College, WA
North Seattle Community College, WA
Northern Virginia Community College, VA
Portland Community College, Portland, OR
Seton Hall University, NJ
South Puget Sound Community College, WA
South Seattle Community College, WA
Spokane Community College, WA
St. Mary's College, IN
University of British Columbia, Vancouver, Canada
University of California–Davis, CA
University of Kentucky, KY