

Comprehensive Internationalization



EXAMPLES AND RESOURCES

- Inger Bull, Colorado College: inger.bull@coloradocollege.edu
- Ken Kuntzelman, Arizona Western College: ken.kuntzelman@azwestern.edu
- Annique Nestmann, Mesa Community College: annique.nestmann@mesacc.edu
- Chuck Olcese, Pittsburg State University (Kansas): colcese@pittstate.edu

Defining the Terms



- **Global Learning and Internationalization:** “We define global learning as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers. We refer to the process by which institutions foster global learning as *internationalization*. The latter refers to what institutions do (the inputs or processes) and the former to what students learn (the outcomes).” (*A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn, ACE, 2006*)

Defining the Terms (con't)



- **Comprehensive Internationalization:** CI is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Hudzik, J. K. (2011). *Comprehensive internationalization: From concept to action*. Washington, DC: NAFSA. [Free on NAFSA website](#).
- **Intercultural Knowledge/Competence:** A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts (*AAC&U Global Learning Draft Rubric, 2010*).
- **Intercultural Knowledge:** Complex abilities that are required to perform *effectively* and *appropriately* when interacting with others who are linguistically and culturally different from oneself. Whereas *effective* reflects the view of one's own performance in the target language-culture, *appropriate* reflects how natives perceive such performance (original emphasis). Deardorff, D. K. (Ed.). (2009). *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, California: SAGE Publications, Inc.
- **Alignment:** Instructional objectives, course design and implementation, and assessment must be inextricably linked. Deardorff, D. K. (Ed.). (2009). *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, California: SAGE Publications, Inc.

Choosing Your Process



- Who? Choosing your committee members.
 - When? How often to meet?
 - What? SWOT analysis? Then what?
 - Where? Off-campus retreat?
 - Why? The biggie.
-
- Note: there is no checklist; C.I. will look different on each campus

Four Case Studies



- **Colorado College: 2000 undergrads. Residential liberal arts college.**
- Arizona Western College: Rural community college in border town; enrollment of 13,000 (headcount), 5,800 (FTE).
- Mesa Community College: 27,000 undergrads, 200 F-1 international students, part of a larger District of 10 Community Colleges (Maricopa)
- Pittsburg State University: Comprehensive Regional University (Carnegie – Masters). Total enrollment of 7200 students, 500 international.



Timeline at Colorado College

SWOT=Strengths,
Weaknesses,
Opportunities, Threats

- February: first committee retreat. Half-day; off-campus. Focus on SWOT.
- April: second committee retreat. Half-day; on-campus. Focus on learning outcomes.
 - July: mini-retreat. Small group.
- **August: President launches Strategic Planning process; year-long**
- September: third committee retreat. Half-day; off-campus; focus on student life.
- ??: Fourth and final committee retreat. Focus on assessment?

Colorado College

Key Questions for each office/category/group (see notes below slide)

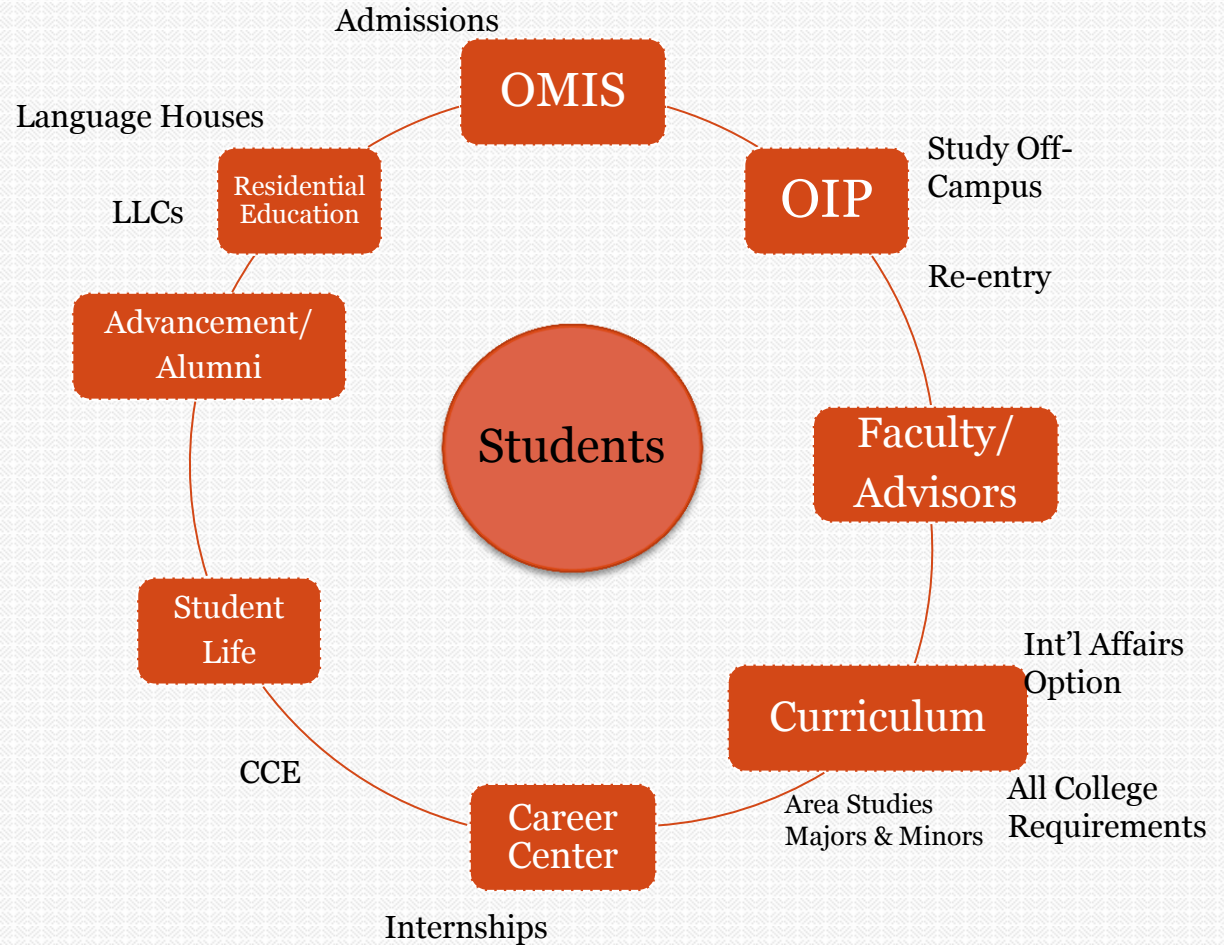
OIP=Office of International Programs

OMIS=Office of Multicultural and International Students

CCE=Collaborative for Community Engagement

LLC=Living and Learning Communities

Local Communities: Denver, Colorado Springs



Four Case Studies



- Colorado College: 2000 undergrads. Residential liberal arts college.
- **Arizona Western College: Rural community college in border town; enrollment of 13,000 (headcount), 5,800 (FTE).**
- Mesa Community College: 27,000 undergrads, 200 F-1 international students, part of a larger District of 10 Community Colleges (Maricopa)
- Pittsburg State University: Comprehensive Regional University (Carnegie – Masters). Total enrollment of 7200 students, 500 international.

Context

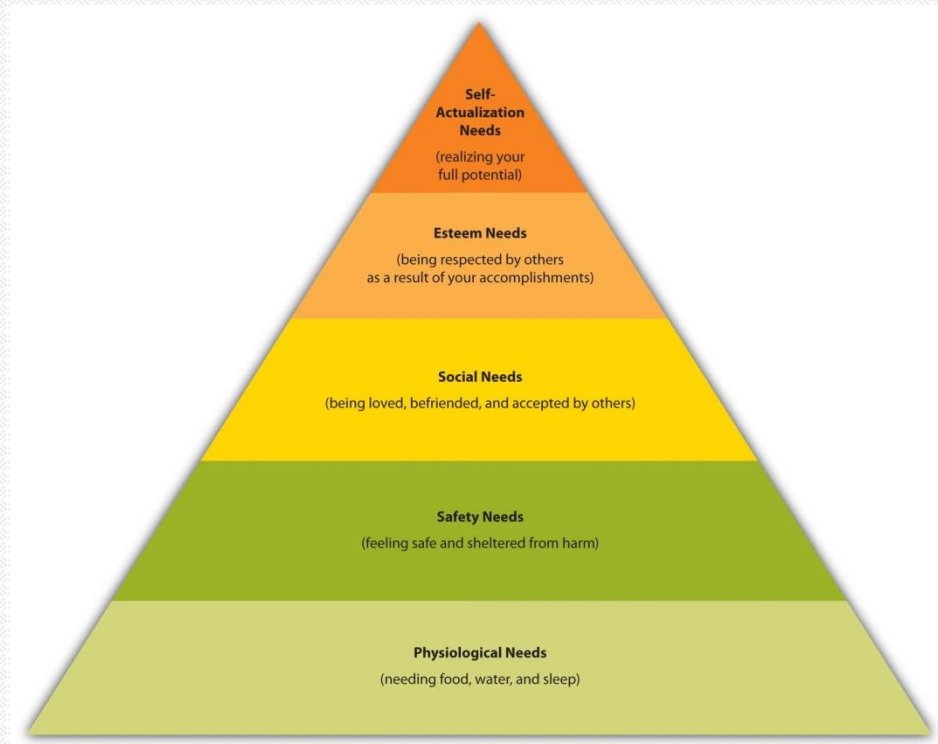
Status Quo

Challenges

Opportunities

CIZN

A Hierarchy of Needs



Context



Institution

- Rural CC – Border Town, AZ
- 10Km² area – 6 learning centers
- Enrollment:
 - 13K HC, 5.8K FTE
 - 56% F, 53% H – 29% W – 8% I – 3% B – 2% NA – 81% IS – 8% OS – 6% Mil – 5% CA & WUE
- Academics:
 - 34% Dev.
 - 6% LEP
 - 51% 1st G
 - DS 30%, - Voc & Occup. Prog.
- Faculty – 80% PT
- SL - 1/3 – Eⁿ
- College Mission:
 - Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships, which enhance the lives of people in Yuma and La Paz counties

Community

• POPULATION

- 100K Yuma 200K Co. – 23K LP – 100K WV
- 56% H/L
- 40% W
- 2% B
- 1% - NA, A, Mix
- Top fastest growing 80%-460%
- SL – 94% Hisp

• ECONOMIC WELL BEING

- 68% US income – 75% AZ income
- UE – 25% Yuma– 48% SL
- 264% of US – 253% AZ – 2nd worst Co.
- Poverty
- Yuma: 20%. (40% Single F P)
- SL : 33% (42% SFP)

Hierarchy of Needs



CIZN

Internationalization

Intercultural Understanding and
Communication

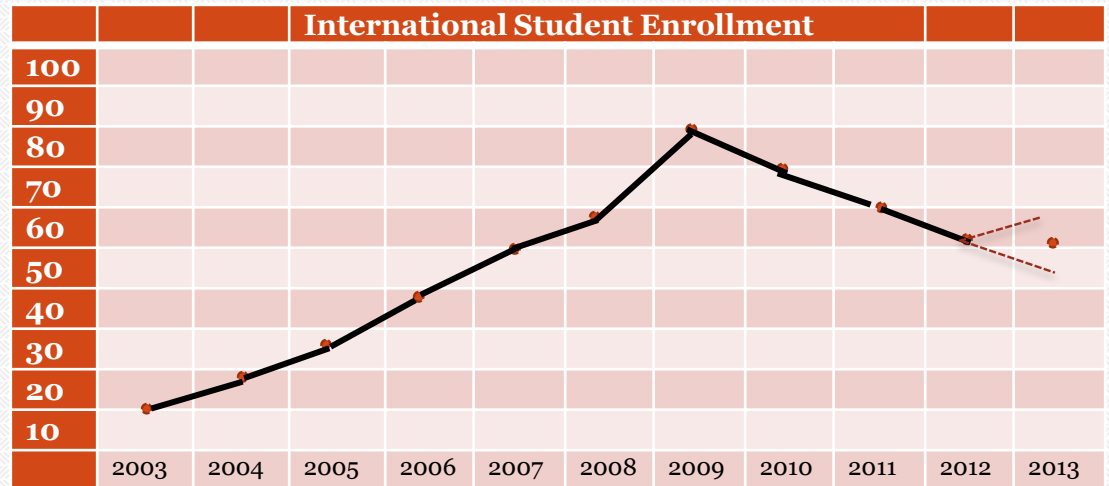
Global Awareness

Appreciation of Diversity



Arizona Western College

International
Student
Program





Arizona Western College

Status Quo

Campus Culture

Challenges and
Opportunities

- Diversity on Campus
 - Ethnic & Cultural
 - F, O, E, H, K, R visas
 - Traditional vs. Non-Traditional
- Diversity in Community
 - Military
 - Foreign Companies
 - Medical community – families
 - Recent immigrants
- Lip Service Approval
- Mexico



Arizona Western College

Challenges

- Budget
- Staff
- New Administration and Restructuring
- Polarized Attitudes
- College Mission – Priorities, Vision
- Community Needs



Arizona Western College

Opportunities

- Technology & Communications
- Border with Mexico
- Academic Programs
 - Solar, Agriculture, STEM, Business, etc.
- Partnerships
 - NAU – ASU – U of AZ
 - UK – others
- Fulbright – Grants
- Education Abroad
- Allies
- Students and Student Programming

Four Case Studies



- Colorado College: 2000 undergrads. Residential liberal arts college.
- Arizona Western College: Rural community college in border town; enrollment of 13,000 (headcount), 5,800 (FTE).
- **Mesa Community College: 27,000 undergrads, 200 F-1 international students, part of a larger District of 10 Community Colleges (Maricopa)**
- Pittsburg State University: Comprehensive Regional University (Carnegie – Masters). Total enrollment of 7200 students, 500 international.



Mesa Community College

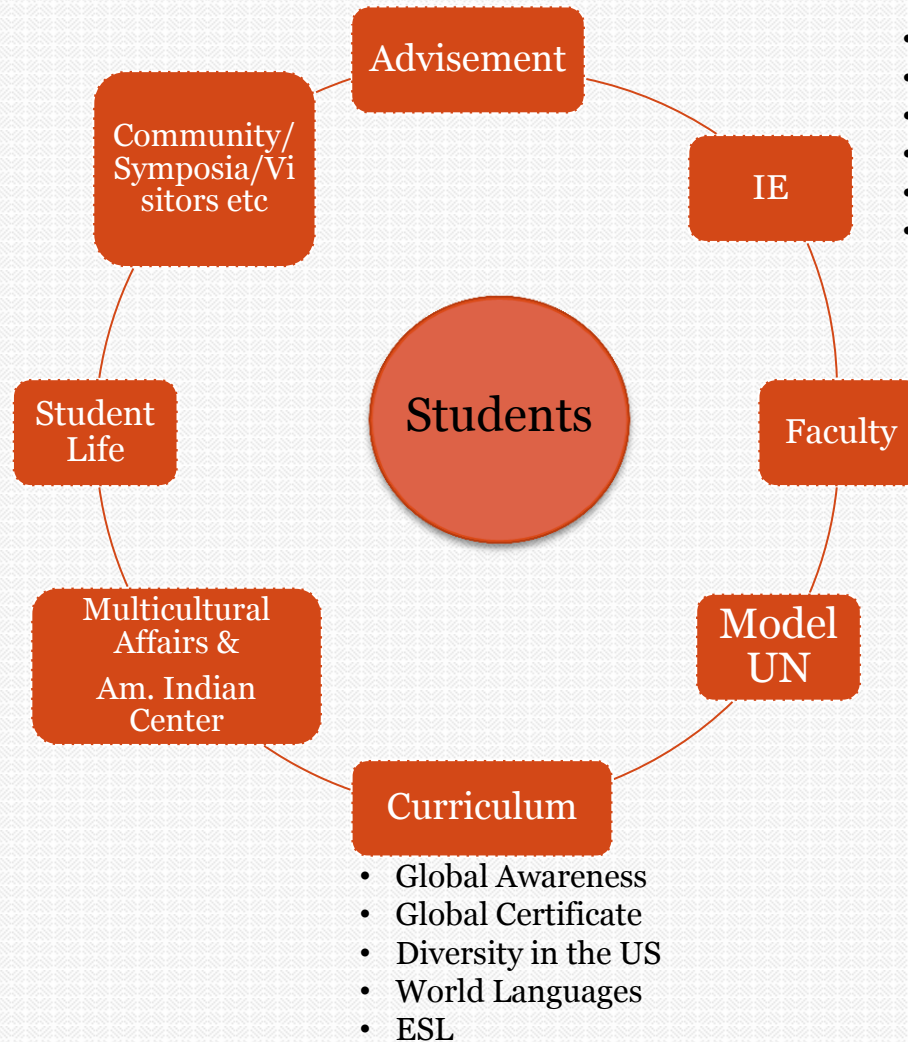
- Largest of 10 community colleges in Maricopa District
- Very small international enrollment compared to our numbers (27,000, and only 200 F-1 students)
- 48 countries in F-1 population
- Have 9 home-grown, faculty led study abroad programs
- Very “domestic” domestic population, though have refugee populations and large Hispanic community



Mesa Community College

- Original focus was on internationalizing the curriculum
- Faculty-led survey created and given out, never really studied results
- That is where study ended, but, global certificate was created, and global courses for Humanities credits, and an effort to create a “Global Center.” Then I was hired.
- Support from the Top Down to: actively recruit F-1’s, increase study abroad, and work with Global Ed Committee for Global Awareness

Global Learning Areas MCC





**Mesa
Community
College**

- Thankful for initial efforts
- Now plan to focus on “holistic” Global Learning, so that all areas can be considered and added to a students opportunity for global learning
- Looking into an “Informed Initiative” project, considering CCID survey to collect data, and working with my “Global Education Committee” to move forward.

Four Case Studies



- Colorado College: 2000 undergrads. Residential liberal arts college.
- Arizona Western College: Rural community college in border town; enrollment of 13,000 (headcount), 5,800 (FTE).
- Mesa Community College: 27,000 undergrads, 200 F-1 international students, part of a larger District of 10 Community Colleges (Maricopa)
- **Pittsburg State University: Comprehensive Regional University (Carnegie – Masters). Total enrollment of 7200 students, 500 international.**



Pittsburg State University

Institutional History of
Internationalization

- Comprehensive Regional University (Carnegie – Masters)
- Long history of 6-8% international enrollment
- Currently 500/7200
- 60 international partners in 25 countries
- Study Abroad office established fall 2006
- 4 Title VI Grants (1999-2007)
- IKE program initiated fall 2007
- Simon Award 2008



Pittsburg State University

Process of planning for
Comprehensive
Internationalization

- President Requested
- Combined with Co-curricular Accreditation Academy
- Task force created
 - Existing international council
 - Each academic college represented (at least one chair, one dean)
 - Key administrative leaders (student life, univ. development)
 - Sub-committees created – Univ. Development, Faculty and Student Academic issues, Student Life, IPS functions, Enrollment Management)



Pittsburg State University

Key outcomes

What would an international priority at PSU look like?

- Global student learning
- Faculty support
- What makes an administrative unit international?
- Institutional structure
- Long term goals for international student and study abroad enrollment
- Caution: throwing too much into the plan

Bibliography



- AAC&U. (2010?). *Global learning draft rubric*. (). Washington, DC: AAC&U.
- AAC&U. (2010?). *Intercultural knowledge and competence value rubric*. (). Washington, DC: AAC&U.
- Ashwill, M. A. (2004, Spring). Developing intercultural competence for the masses. *International Educator*, XIII, 16-17-25.
- Bolen, M. C. (Ed.). (2007). *A guide to outcomes assessment in education abroad*. Carlisle, PA: The Forum on Education Abroad.
- Brewer, E., & Cunningham, K. (Eds.). (2009). *Integrating study abroad into the curriculum*. Sterling, VA: Stylus Publishing, LLC.
- Deardorff, D. K. (2004, Spring). *International Educator*, XIII, 13-14-15.
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-242-266.
- Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, California: SAGE Publications, Inc.
- Greek Lakes Colleges Association, Associated Colleges of the Midwest, & Associated Colleges of the South. (2008). *Liberal education and study abroad: Assessing learning outcomes to improve program quality*. ().Teagle Foundation.
- Green, M. F. (2012, May+June). Global citizenship: What are we talking about and why does it matter? *International Educator*, , 124-155-127.
- Helms, R. M. (2012, Spring). Overcoming "publish or perish": Fostering faculty engagement in internationalization through tenure codes and other employment policies. *IIE Networker*, , 25-27.
- Heyl, J. D. (2007). *The senior international officer (SIO) as change agent* Association of International Education Administrators.
- Hudzik, J. K. (2011). *Comprehensive internationalization: From concept to action*. Washington, DC: NAFSA.
- Hudzik, J. K., & McCarthy, J. S. (2012). *Leading comprehensive internationalization: Strategy and tactics for action*. Washington, DC: NAFSA.
- Hunter, W. D. (2004, Spring). Got global competency? *International Educator*, XIII, 6-7-12.
- Lewin, R. (Ed.). (2009). *The handbook of practice and research in study abroad*. New York, NY: Routledge.
- Olson, C. L., Green, M. F., & Hill, B. A. (Eds.). (2006). *A handbook for advancing comprehensive internationalization: What institutions can do and what students should learn*. Washington, DC: American Council on Education.
- Stearns, P. N. (2009). *Educating global citizens in colleges and universities*. New York, NY: Routledge.
- Vande Berg, M., Paige, R. M., & Hemming Lou, K. (Eds.). (2012). *Student learning abroad: What our students are learning, what they're not, and what we can do about it*. Washington, DC: NAFSA.