

CASE STUDIES IN

# GLOBAL EDUCATION

- Globalizing the Curriculum
- Encouraging Faculty Professional Development
- Embracing Local Diversity
- Engaging the Private Sector



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**In response to the need for a more globally competent workforce and citizenry, some community colleges have created innovative and promising practices for globalization that can serve as examples for others to follow. The examples exhibit a wide range of institutional types and approaches, demonstrating that regardless of institution size or budget, substantive and meaningful globalization at community colleges is possible.**



## **Globalizing the Curriculum**

Davidson County Community College (DCCC), located in a semi-rural area in North Carolina, has a full-time equivalent enrollment of about 4,000 students. Many DCCC students lack the resources to travel abroad. The entire life experience of some who enroll has been limited to within a small radius from their homes. Recognizing the vital role of the college to provide its students (and the local community) with opportunities to become globally competent to ensure their success in the 21st-century global marketplace, the college developed a number of institutional initiatives. In 2013, it created the Scholars of Global Distinction Program, which has become a cornerstone for globalization at the college.

Two key elements of the Scholars of Global Distinction Program are that it was started with a \$0 budget and that student enthusiasm sustains and grows the program. Students in every discipline seek out and ask faculty about the availability of globally intensive courses. In turn, faculty globalize their curriculum in order to meet student demands. By 2015, more than 25 courses were globalized, including those in nursing, liberal arts, welding, and automotive systems. In addition to globalized courses, each Global Scholar must participate in authorized international activities and events ("Passport Events"), a global experience (study abroad or domestic intercultural activity/service), and make a capstone presentation that reflects upon and connects his/her global learning opportunities.

Notably, DCCC frequently leverages Fulbright programs to support its Scholars of Global Distinction Program. For example, through the Foreign Language Teaching Assistant (FLTA) program, DCCC hosts teachers from other countries that provide instruction in foreign languages that the college would not otherwise be able to offer. In addition, the FLTAs share their culture through activities on campus and in the local community. New and unusual course offerings and unique international events on and off campus keep DCCC students engaged.





## Encouraging Faculty Professional Development

Lone Star College (LSC) is a system of six colleges, spread out around the greater Houston, Texas, area. As one of the largest community colleges in the nation, it has a full-time equivalent enrollment of about 90,000 students and an estimated \$1.1 billion impact on the local economy. Given its close proximity to the city of Houston, the college is highly engaged internationally, ensuring that its graduates can satisfy local workforce needs. It has been recognized as a top producer of community college Fulbright scholars. The college's vision statement states a commitment to international education. In 2013, LSC won the prestigious Paul Simon Award for Comprehensive Campus Internationalization. It is the first community college to ever win the award.

One of Lone Star College's key tools for globalizing its campuses is the Faculty International Exploration (FIE) Award. Created in 2005, FIE funds winning proposals from full-time faculty to travel abroad and do research or gather information or materials that can help them globalize their courses or develop study abroad programs. The selection process for proposals is a demanding, peer-review process that includes faculty, administrators, and past recipients, as well as potential future applicants. Each proposal is evaluated based upon its budget and potential for long-term benefits to the college, not seniority of the applicant. The program is fine-tuned each year to maximize the impact on students, strengthen

community engagement and capture concrete results. To date, LSC has awarded more than \$300,000 to more than 61 faculty who have traveled to more than 45 countries under the program. Returning FIE faculty have globalized more than 20 course sections at the college and created a diverse offering of at least 16 study abroad programs to such places as China, Costa Rica, Italy, the U.K., the Philippines, Sri Lanka, and Tanzania. As a result, study abroad at the college is increasing: approximately 75% of all LSC study abroad trips are a direct result of the Faculty International Exploration Award. Notably, FIE faculty are also required to help enhance their discipline by sharing their work with colleagues on campus and at conferences, such as Lone Star College's annual International Education Conference.

## Embracing Local Diversity

Scottsdale Community College (SCC) is located on Native American land in a rural area in Scottsdale, Arizona. It has a full-time equivalent enrollment of approximately 10,000 students, 4% of whom are Native American. As one of 10 colleges in the Maricopa Community College District, SCC shares a deep commitment to global education and providing both students and the local community with international and intercultural experiences. Tailoring its international activities to the demographics of the local community, in 2004 SCC created the Australia and New Zealand Education Abroad Program. The program has received national notoriety and, in 2009, won the prestigious Andrew Heiskell Award for Innovation in International Education.







The Australia and New Zealand Education Abroad Program at Scottsdale Community College, also referred to as the Connecting Communities, Sharing Cultures program, provides all students at SCC with opportunities to connect with and gain some understanding of indigenous cultures around the world. In the process, students often acquire a new appreciation for their own community and culture. Through the program, students are encouraged to discuss a variety of important and sensitive issues, including racism, water and land rights, sacred site protection, and rural-to-urban transitional living.

One unique feature of the program has been the strong connection and relationship building between the local SCC community and the indigenous communities visited. Resulting activities have spread opportunities for global competence and multicultural understanding to the larger SCC student population as well as the surrounding local community. Representatives from the indigenous host communities have visited SCC and its surrounding community on numerous occasions, both to share their own culture and to learn more about their new friends. Visitors have produced art exhibitions for SCC and the surrounding community as well as concerts and other cultural performances. The local Salt River Pima-Maricopa Indian Community was so impressed and appreciative of the cultural activities generated by the program that it awarded SCC \$150,000 for study abroad scholarships.

## Engaging the Private Sector

Gateway Technical College (GTC) has eight locations in and around the suburbs and city of Kenosha, Wisconsin. Its full-time equivalent enrollment is about 25,000 students. Notably, the entire community college system in the state of Wisconsin has a strong emphasis on comprehensive technical and vocational education. Recognizing its own significant contribution in preparing a future workforce that can impact the economy as well as the nation, GTC is committed to preparing students for successful careers in an ever-changing global economy.

Gateway Technical College has created study abroad programs that leverage its partnerships with private sector businesses to produce graduates who are both globally competitive and globally competent. Through developing and strengthening relationships with companies such as the Snap-On Corporation and ZF Electronics of China, GTC provides hands-on and project-driven opportunities in which its students get to work with businesses and other college students in different countries. Past study abroad trips have taken groups to a variety of locations, including China, Germany, Scotland, Canada, and Belize. Students are offered internships and collaborate with other students and businesses on joint projects. On a recent trip to Hong Kong and mainland China, GTC business students learned about marketing, human resources, supply chain management, import/export challenges, foreign currency exchange issues, and cultural differences. The student feedback indicates that GTC study abroad opportunities change the way students look at the world and communicate how the national and global economy are interconnected.