

Strategic Plan for International and Intercultural Education

Background Information and Rational

Why International Education?

A 1995 publication of the American Council on Education (ACE) entitled *Educating Americans for a world in Flux*, focused on the need for international education in the United States. The authors directly address this question and state:

“The world in which most adult Americans grew to maturity no longer exists. The cold war is over. The domestic economy is global. The ‘melting pot’ is boiling over. Our world is in flux. The approach of the 21st century foreshadows not simply a new millennium, but a completely new and different globe.” (Educating Americans for a World in Flux: Ten Grounds Rules for Internationalizing Higher Education, 1995, p.3)

With regards to increasing global interdependence, the authors mention but a few of the issues which makes this inevitable:

“Superpower confrontation has been replaced by regional instability. Jobs lost at home reappear abroad. Industrial accidents spread pollution across borders. Public health problems vault oceans. Goods and services flow freely across borders and among great trading blocks. American graduates must compete with their peers from overseas.

In truth, the line separating ‘foreign’ from ‘domestic’ is much harder to define today than it was yesterday, and much of our domestic success depends on events taking place elsewhere.” (Educating Americans for a World in Flux: Ten Grounds Rules for Internationalizing Higher Education, 1995, p.3)

The late Dr. Ernest Boyer, past President of the Carnegie Foundation for the Advancement of Teaching, spoke to many of these same issues when he addressed the “Building the Global Community: The Next Step” Conference in November of 1994. In his opening remarks for this event, which was sponsored by the Stanley Foundation in association with ACIIE, an affiliate of the American Association of Community Colleges, Dr. Boyer summarized his beliefs by stating:

“America is now at the crossroads. We will either rediscover our relationships globally or develop the dangerous and sometimes fatal attitude of isolationism. This country is struggling in its own soul as to whether we are part of the larger human community. We are so big that we have the illusion that we can be isolationists. We dare not try to live that delusion and fail to confront the human community and future.” (Building the Global Community: The Next Step, ACIIE and the Stanley Foundation, 1994, p. 27)

In regard to the role of community colleges, the report asserts:

“As proactive, community-based institutions of higher learning, community colleges have long been aware of global changes and their impact on American Society. Their very nature and scope have evolved due to the influx of international students, the advancement of faculty expertise, technological advancements, telecommunications, the development of new curricula, and compelling global developments. Many colleges recognize that the world is not out there; it is here, in the classroom and communities they serve. Separating domestic from international issues is no longer an option.” (Building the Global Community: The Next Step, ACIIE and the Stanley Foundation, 1994, p.1)

Global Civic Culture and the Human Community

“What is civic culture, and what does it have to do with thinking about the planet? Civic culture represents and patterning of how we share a common space, common resources, and common opportunities, and how we manage interdependence in that “company of strangers” (Palmer, 1981) which constitutes the public. It has to do with the interactions that create the sense of common public interest. Although most of us in that shared civic culture will remain strangers to one another in our lives, we nevertheless have a common interest in maintaining a public framework within which we can live our private lives as individuals and families, within our circles of intimacy.”

“When we think about civic culture, we usually think about our own society. Yet there is a larger company of strangers - the five billion residents of the planet. Can we begin to perceive a common interest in maintaining a public framework for the world community, within which we can live our lives as members on national societies? Can we love our country and also the community of the 167 countries of which it is a part? ...How will we find ways to occupy the common space and share the common resources and the common opportunities in this company of strangers which is the human race, without obliterating the differences or doing violence to deeply held values? Can we stay rooted in our own communities, retain the best of our national ways, and still develop strategies for meeting human needs everywhere, in a linked system of mutual aid that respects the integrity of other ways of life? *What kind of education would we need to prepare us for that?*

The “we” means you and me, the learning task is a large one, and the time may be short. This means that it won’t do to think in the ordinary curricular terms of waiting until new sets of learning materials have been developed and new specialist faculty have been trained and employed. As it happens, we are all new learners and teachers – at home, in our neighborhoods, and in our work places.”
Excerpts from Building a Global Civics Culture: Education for an Interdependent World by Elise Boulding, Teachers College Press, 1988.

Incorporating International & Intercultural Education in the Maricopa Community Colleges: Why?

The term “community” which is used to identify and describe the Maricopa Colleges and those of like mission in the United States, conveys the notion these institutions are constituted to serve the educational needs of the “local community.” This fundamental premise guided the development of programs and services over the first several decades of MCCCDC’s existence and was reflected in the college’s focus on “local needs.” Over the course of the last few years it has become increasingly clear that, in fact, our community is a “global community.” This broader community which claims MCCCDC’s service population among its rightful constituency has become the reality. Clearly the individuals served by community colleges throughout the United States must have access to quality educational experience that will prepare them to successful careers and civic lives in this global community. To continue successfully serving the thousands of individuals who seek education and training from Maricopa Community Colleges, the administration and faculty must respond to the changing local and global reality and internationalize the college campus, classroom and curriculum. This coordination of this challenging endeavor falls under the title of “International and Intercultural Education.”

Strategic Planning for International and Intercultural Education: What approach should MCCCDC take?

In the views of some members of academia, international & intercultural education would be a special program of curriculum in which selected students would focus their academic work on international studies, preparing for careers in international activities. In the thinking of others, international & intercultural education would focus primarily on the business sector in as much as this is the arena in which a great amount of our international activities occur. However, the more widely accepted approach is to infuse an international and intercultural perspective throughout the curriculum and into each campus and each department. To achieve this, programs must be developed in support of faculty and administrative professional development opportunities and projects which support the internationalization of the curriculum.

The Maricopa Community Colleges now directly serve many of the post-secondary educational needs of some 55% of the more than 4 million citizens of Arizona and also, in a less direct but very significant way, those people around this globe that are connected to this county through business, cultural relationships, and personal contacts. MCCCDC has accepted this role by assuming national leadership in many areas including an increased emphasis on international & intercultural education. The commitment to this leadership role carries with it the responsibility to provide increasingly responsive and effective programs, services, and activities in this important area so MCCCDC’s constituents are more inclined and better prepared for their respective roles of participants and leaders in the rapidly emerging global community and economy.

**Maricopa Community College District
International and Intercultural Education**

Mission Statement

Recognizing this globe as the home that all cultures, nations, and people must share, the Maricopa County Community College District, through the leadership of its faculty and staff, commits itself to prepare its students for successful participation in a global community.

As one of the largest educational systems in the world, MCCCCD must be a significant leader in international and intercultural education. The teaching and learning which occur in our college develop the knowledge and skills, and promote the attitudes and values which will enable our students to become productive citizens in a changing and multicultural world. The infusion of international and intercultural perspectives within our curriculum and across our campuses enables our students to participate and become leaders in the global community.

Definition

In the Maricopa Community Colleges, international and intercultural education consists of those teaching and learning activities which enable our students to successfully participate in the global community. Programs, services, and intercultural education include areas such as foreign language study, international studies, global education, ethnic studies, bilingual programs, and comparative education. Study abroad programs as well as faculty and student exchange opportunities are considered to be crucial to the successful internationalization efforts of any college or program. All courses and curricula should be internationalized, not only those such as geography or Spanish which more readily lend themselves to such an effort.

**Maricopa Community College District
Strategic Plan for
International & Intercultural Education**

1. Strategic Issues

These areas have been identified by the focus groups and the steering committee as being critical to the success of international and intercultural education. Failure to address any one of these areas may result in the failure of the entire I&IE efforts. Although they are listed in general priority fashion, there is no implication of time sequencing, rather they are inter-connected and mutually supportive. Strategic issue #1 contains the output essence of the entire I&IE Plan but it cannot be accomplished without the achievement of the additional six Strategic Issues.

2. Goals and Objectives

These are board targets to which MCCCCD commits itself to achieve over the coming years. While there will be additional and subordinate goals developed by the colleges as they prepare their individual college plans, the goals stated in this document are established for the District as a whole. As the strategic plan is implemented, evaluation will be continuous and new goals will be established as needed based upon the outcome of the overall Strategic Plan.

It is important to note that this Strategic Plan does not contain the detailed strategies, action plans, timelines, assigned responsibilities, and resource allocations that are necessary to ensure its success. Specific programs and projects which are related to the internationalization of the college will be developed by the implementation teams once the Plan is approved by the Governing Board. Much of the data generated by the focus group will be utilized by these implementation teams at both the District level and at the colleges.

An additional and essential part of the Strategic Plan is the review and update on an annual basis. This is considered to be the key to a successful program and will enable the District to keep the plan current and maintain its integrity.

Strategic Issue #1:

Development of international and intercultural education plans at each of the MCCCCD colleges.

Goal: Each of the Maricopa Community Colleges will develop an I&IE Plan which is complementary to the Governing Board approved district – wide I&IE Plan.

Objective: Each college will establish the process by which it will develop its I&IE Plan. (i.e. appoint a steering committee etc.), and begin the preparation of its Plan.

Objective: The MCCCCD I&IE steering committee and District Director will provide support and assistance to the colleges when requested.

Action Plan: Copies of existing college I&IE plans will be shared among the colleges by the MCCCCD I&IE steering committee.

Strategic issue #2:

Internationalizing the curriculum and activities.

Goal: MCCCCD will further develop and implement an international & intercultural dimension into academic and occupational-technical disciplines.

Objective: Continue to conduct discipline dialogues at the District and/or colleges (as appropriate) to share information concerning what is currently being done to internationalize the curriculum within each discipline, to review what is being done in other institutions, and to develop a plan to expand and extend the process of internationalizing the curriculum.

Objective: Develop a district and college inventory of MCCCCD courses which have intentional and intercultural components and facilitate the dissemination of this material to faculty throughout the district.

Goal: MCCCCD will develop and implement an international and intercultural dimension in all appropriate student development activities and community service programs.

Objective: Conduct a district-wide dialogue concerning community and student services to share information concerning what is currently being done in international services, to review programs which have been implemented at other institutions, and to develop a plan to further promote the process of internationalization and the infusion of an intercultural dimension on each campus throughout the district.

Objective: Update and disseminate a district office and college inventory of services which already have international components.

Strategic Issue #3:

Faculty, Staff and Administrative Development.

Goal: MCCCCD will develop and implement a comprehensive faculty/administrative/staff development program which focuses on international and intercultural education and its implications for teaching and learning.

Objective: Work with the colleges' staff development coordinators and other interested parties to review what is currently being done by the MCCCCD colleges and other institutions, and develop a comprehensive plan for faculty/staff/administrative development in I&IE.

Objective: Develop, publish and disseminate an inventory of current practices which are offered within the district and through external entities.

Objective: Update, publish, and distribute a reference list of professional human resources to advise on international and intercultural education development issues within and outside the district.

Strategic issue #4:

Faculty, Staff, and Administrative Leadership.

Goal: The District I&IE steering committee will meet with the administration of the district, the president, administration, and faculty groups of each college to disseminate, explain, and promote the vision, mission and the plan for I&IE with the purpose of creating a district-wide consensus in support of the Plan.

Objective: Develop and distribute materials relating to international and intercultural education which can be incorporated into district office and college orientation programs throughout the District.

Objective: The District I&IE steering committee members will meet with student leadership personnel to disseminate, explain, and promote the vision, mission, and the Plan for I&IE with the purpose of involving students and student services personnel in the implementation of the Plan.

Strategic Issue #5:

Resource Support.

Goal: MCCCDCD will develop and maintain an “I&IE resource bank” which will give faculty and other personnel adequate access to informational and material resources on I&IE. This information will be made available through the I&IE Web Page.

Objective: Conduct a district-wide inventory to identify and locate resources available to support I&IE (housed within District and externally.)

Objective: Design the “I&IE Resource Bank” and implement through the start-up phase. Incorporate into the I&IE Web Page.

Goal: MCCCDCD, through its annual budgeting process, will make adequate financial and human resources available at the district office and college levels to support I&IE programs and activities.

Objective: Provide college administration with information regarding the related costs and justifications for implementing I&IE goals and objectives.

Objective: Develop and implement policies which allow colleges to establish budget priorities which are confirmed and supported at the District level.

Goal: MCCCDCD will identify and assist its faculty and staff in pursuing external funding opportunities in I&IE.

Objective: Develop and publish a list of external funding resources.

Objective: Provide multiple workshop and individual assistance in I&IE grant writing.

Strategic Issue #6:

Communication.

Goal: MCCCCD will develop and implement a communications system and process which provide frequent and useful I&IE information concerning related activities, events, and developments. The primary resource for the dissemination of information will be through the I&IE Web Page.

Objective: The MCCCCD I&IE steering committee will meet on a monthly basis to provide inter-college communication and coordination on I&IE issues. Specialty sub-committees and ad hoc committees may meet more frequently.

Objective: The MCCCCD I&IE steering committee shall support the planning and assist in the evaluation of I&IE programs and activities at the District level. The Steering committee will assist the District I&IE Director in facilitating the implementation of the MCCCCD I&IE Plan.

Goal: MCCCCD will develop and maintain linkage with external entities which support and enhance its I&IE programs.

Objective: Inventory, assess and disseminate resulting information concerning current external linkage in I&IE to District and college I&IE representatives.

Objective: Prioritize those linkages which need development during year one of this plan, and establish and implement a plan for that development.

Goal: MCCCCD will actively advertise and promote its I&IE activities, events, and successes to appropriate external entities.

Objective: Identify the external entities which MCCCCD needs to communicate with concerning I&IE issues, and establish appropriate communication processes with those groups.

The content of this document was approved by the Maricopa Community College District Governing Board on July 28, 1992. Minor modifications were made to the timeline and target completion dates. The topics of Goals and Objective have been condensed to facilitate the modifications needed to the overall timeline. Additional modifications have been made to reflect changes recommended by the District I&IE Director, acting under division of Vice Chancellor de los Santos. These modifications, which were made on November 15, 1996, were minor and did not change the intension or underlying premise of the original Governing Board approved document.