

Proposal for the Establishment of a Global Studies Institute

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1.0 Introduction

The International Studies Program proposes the establishment of a University-wide Global Studies Institute housed within the Program in the College of Liberal Arts. At inception, the Institute will be funded by the Haglund Global Studies Endowment gifted in August 2011. The Endowment supports curricula/program development and faculty/staff development. However, the broad reach of such an Institute leaves the door open to future endowments that might expand the scope and reach of activities.

2.0 Purpose of the Proposed Institute

The purpose of the proposed Institute is to help make 'international' an integral dimension of what it means to be educated.

In many ways the pursuit of knowledge has always been global. As farming began expanding across the European continent 9,000 years ago it was necessary to normalize practices and techniques across diverse cultural and linguistics groups. The success of China's Sui Dynasty of the 6th Century CE in centralizing government power, establishing a common currency, and producing a single army required the training of officials, businessmen, and military officers in cultural and linguistic adaptation. Even Machiavelli, concerned 400 years ago with the art of domination and the success of princes, came to argue that "when states are acquired in a country differing in language, customs, or laws, there are difficulties, and good fortune and great energy are needed to hold them, and one of the greatest and most real helps would be that he who has acquired them should go and reside there. This would make his position more secure and durable."¹ Early scholarly centers "were all animated by a common principle – or rather they all rested on the common variances between place-bound identity and mobility. The early European universities combined an evolving sense of self-identity – partly grounded on site and partly derived from the surrounding cities, religious organizations and national cultures – with a characteristic openness to and engagement with a larger circuit of knowledge that stretched well beyond national borders."²

What has changed is not the globalization; it is the turbulence created by the rate of globalization and the way in which we adapt and train in universities as a result. We live in an interdependent and globalized world where political, economic, and social interactions across borders are increasing at an exponential rate.³ Accordingly, it is vital that students graduating from all of

¹ Machiavelli, Nicolo. *The Prince*. "Chapter III: Concerning Mixed Principalities." New York: Bedford/St. Martin. 2005 (1533).

² Marginson, Simon, "Introduction," in *Handbook on Globalization and Higher Education*. Cheltenham, Roger King, Simon Marginson, and Rajani Naidoo, eds. UK: Edward Elgar Publishing Limited, 2011.

³ In recognition of this reality some state university systems, such as those in Georgia, Florida, and Oregon, have begun integrating global competencies measures into their comprehensive strategic plans, with

CSULB's diverse programs are sensitized and exposed to global issues, have a heightened sense of consciousness regarding other peoples and cultures, and, where possible, have a toolbox of international and global skills including transcultural and trans-linguistic application. It is imperative that students across the disciplines hold the skills to consider their professions in a context of global competencies. In short, we can no longer merely consider how cultures interact. There is a pressing need to help students build the tools and skills to thrive in a world where "international" is a state of being and identity interactions are at once regular and fluid.

The modus operandi of the Institute will be to act as an administrative conduit for funding international and global knowledge and innovations in curriculum and scholarly and creative activities that serve our students' needs.⁴ This is consistent with the recommendations of the 2010-11 Provost's Task Force for International Education, which highlighted the growing consensus in the field that campus internationalization requires *comprehensive* internationalization. The National Association of International Educators (NAFSA) defines Comprehensive Internationalization as:

*[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.*⁵

As a university-wide endeavor, Comprehensive Internationalization is a way to think about how to bring together the various core elements of internationalization under one tent. Some of the core elements include:

- Increased interdisciplinary offerings (among the social sciences, business, education, science and technology, the arts, and humanities)
- Broadened cross-cultural dialogue
- Heightened global competencies
- Enhanced multiple perspectives in the classroom, particularly of under-represented cultures and societies
- International and cross-cultural literacy (including music dance, drama, visual arts, and literature)
- Second (or multiple) language learning
- Exposure to and discussion of international Issues

individual universities following suit. In Europe higher education authorities have established the Bologna Process whereby students may choose to matriculate at variety of colleges and universities in the 47 member countries.

⁴ "International" education and "Global" education are not the same thing. International Education is an all inclusive term encompassing three major strands: (a) international content of the curricula, (b) international movement of scholars and students concerned with training and research, and (c) arrangements engaging U.S. education abroad. Global is the closer integration of the countries and peoples of the world, making Global education about the reach of academic programs and the study of supranational concerns such as global health and global environment issues that are not tied to any single group of countries. See *Madeleine F. Green and Christa Olson, Internationalizing the Campus, Washington, D.C.: American Council on Education, 2003*. While intellectual distinction is important, the high complementarity between them often leads universities to pursue educational goals concurrently. The Global Studies Institute will encompass both international and global education goals.

⁵ Hudzik, John K. (2011) *Comprehensive Internationalization: From Concept to Action*. Washington DC: NAFSA.

- Informed and responsible global citizenship
- Forging of partnerships with non-profit organizations, business, and constituent groups
- Augmented use of electronic technology

Some aspects of Comprehensive Internationalization are already well integrated into the CSULB fabric. The Center for International Education is the service provision for study abroad, service-learning, and partnerships with institutions in the U.S. and abroad, while the Associate Vice President for International Education has been working towards a campus-wide Strategic Plan to coordinate efforts across campus. The Global Studies Institute will *complement* these efforts. At inception, it will focus on curricular and co-curricular activities. Funding from the Global Studies Endowment will sponsor curricula/program development and faculty/staff development throughout the myriad departments of the university. However, the broad reach of such an Institute leaves the door open to future endowments, which may include funding chairs, faculty research support, student travel support, lecture series, faculty-in-residence, etc.

Internationalization of the curriculum involves true transformation rather than simple adjustment. There is a common misperception that internationalization is served by sandwiching readings into existing courses or creating “international” majors. While these are in themselves important, Comprehensive Internationalization is necessarily interdisciplinary, integrative, and built on the recognition that knowledge is identity-relative and that success in our constantly evolving world will require new pedagogies and modes of learning that reimagine the role and responsibilities of the individual. Since initially the Institute will focus on curricular and co-curricular activities, it will work closely with the International Studies Program, partnering units, the International Education Committee of the CSULB Academic Senate, and leadership across the university to consider modalities for the internationalization of the curricula. Specifically, it will help consider mechanisms for assessing global learning outcomes, establishing standards and accomplishable goals in order to help prepare students to become globally competent citizens, to increase global competencies through GE coursework, to heighten global awareness, and to encourage partnerships among CSULB academic units.

3.0 Institute Director, Governance and Faculty Involvement

The Haglund Global Studies Endowment is in the process of setting up an Advisory Board with the assistance of the Office of Development, International Studies Program, International Education Committee, and the Office of the Associate Vice President for International Education. This Advisory Board is comprised of members from the larger (external) community as well as members from the CSULB campus.

Per the Haglund Gift Agreement, the Director of the International Studies Program is serving as the inaugural Director of the Global Studies Endowment. The Director of the Global Studies Institute will serve at the pleasure of the Dean of the College of Liberal Arts. However, the assumption is that for the transition, the position of Director of the Endowment will shift to Director of the Global Studies Institute and the Advisory Board for the Endowment will become the Advisory Board of the Institute. At the end of the Director’s first term, the Advisory Board will make recommendations to the Dean of Liberal Arts as to its preference for the Directorship.

The Institute is intended to be academic and the Director will be appointed from the faculty ranks. While the Director will be the titular head and responsible for spending activities and programmatic accountability, the success of the Institute will depend largely on the success of

affiliate faculty both supporting and supported by the Institute. Faculty members are the primary point of interface with students and hold primary curricular responsibilities for the education of our students. As such, it is by these faculty activities – which reach across the colleges – that the success of the Institute will ultimately be measured.

4.0 Administration of the Proposed Institute

The Institute will operate with a single Director, part-time administrative support personnel, and an Advisory Board comprised of both faculty/staff from campus and members of the larger community.

5.0 Staff Needs for the Proposed Institute

At the outset, the Institute will be reliant upon the International Studies Program staff. As the Institute's activities and its sources of endowment grow those needs may require reassessment.

6.0 Space Requirements for the Proposed Institute

There are two immediate space considerations: (1) an office for the Director of the Global Studies Institute with a reception area appropriate to receiving external visitors, and (2) regular access to a conference room appropriate to hosting external visitors including the Advisory Board, potential donors, etc.

7.0 Initial Equipment and Infrastructure Needs of the Proposed Institute

The Institute will require standard office facilities (computer, filing, photocopying, scanning, faxing, etc.). Initially, the International Studies Program will provide these facilities. However, as the Institute grows, provision for these operations may need to be re-determined since external funding does not cover equipment and infrastructure. Accordingly, it is assumed that in August 2013 two computers (1 for the administrative support personnel and 1 for the Director) and a printer will be needed. In part this will depend on the directorial relationship at that juncture between the Director of the International Studies Program and the Director of the Institute as well as the relationship of physical space between the International Studies Program and the Institute.

8.0 Amount and Source of Funds to Operate the Proposed Institute

The Haglund Global Studies Endowment was formed by gift in August 2011. The Institute is to be founded through this gift. The gift is valued at approximately \$1.5 million, vested in stages as outlined in the gift agreement. While the Haglund Endowment will maintain its name in perpetuity, Elaine Haglund has generously requested that the Institute not bear her name, partly to assist in the efforts of expanding funding sources.

At inception, the Director of the International Studies Program, currently Director of the Global Studies Endowment, will serve as Director of the Institute. The activities of the Institute will fall under his current International Studies Program Instructional Administration Fraction (IAF). This contract runs August 2011-August 2013. At that time, an effort will be made to separate the functions of the Institute from the functions of the International Studies Program as the two positions – Director of the International Studies Program and Director of the Global Studies Institute – can be, but are not necessarily, one in the same. The gift agreement articulates the

expectation that as the endowment grows it will help defray administrative costs associated with the Directorial allocation.

The inaugural administrative support for the Institute will fall to the International Studies Program. Depending upon the activity load in the International Studies Program, it should have sufficient administrative support to serve the Institute. However, should the activity load increase substantially – due to significantly increased faculty effort — additional endowment and/or the administrative support allocation may require adjustment.

As state above, the gifted funds cover program costs but not operational costs. The Institute needs are minimal (photocopies, toner, parking for guests, coffee for events, etc.). However, the operating budget of the International Studies Program is very small and is insufficient to absorb this cost. The Center requests a budget of \$500 per fiscal year from the College of Liberal Arts to cover these basic costs.

9.0 Some Proposed Activities of the Institute

Curricula/Program Development

- Course development that impacts a large number of students or a targeted critical area of the student body that has had limited international curriculum opportunities;
- Support for broad-reaching co-curricular and curriculum enhancing efforts;
- Augmenting the potential of technology use to strengthen international education, including online library collections, curricula and instructional arrangements that may connect CSULB students with their counterparts in other world regions.

Faculty/Staff Development

- Faculty release time and/or summer stipend for the program/department/Institute director or chair or other faculty members selected by the chair or director to develop curriculum, faculty workshops and other support activities;
- Creating globally oriented interdisciplinary teaching/learning faculty communities;
- Conducting workshops for faculty to promote internationalization of the curriculum and to encourage participation in overseas teaching/instructionally related research.

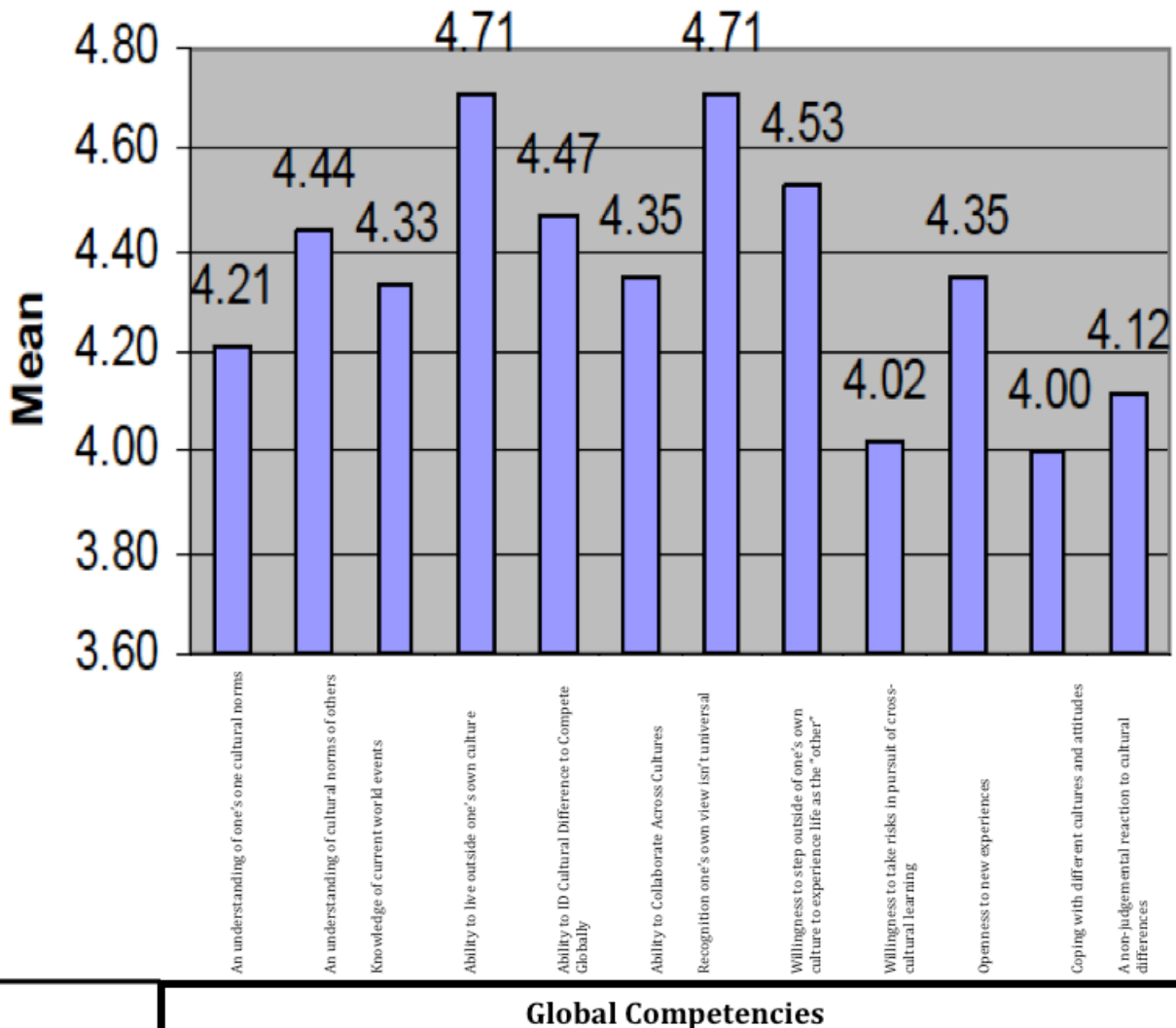
10.0 Student Impacts of the Proposed Institute

The mission of the proposed Institute is to increase student Global Competencies – the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance. It is critical that global competencies be developed within any discipline and that they also cut across disciplines. Today *every* profession requires global competencies. It has long been understood that those in international professions require global competencies and that with global markets as a driver, management students must necessarily build core tools and understandings. It is now clear that an engineer needs to be able to integrate innovations from around the globe while applying knowledge across diverse cultural, intercultural, and transcultural environments. A farmer needs to understand that the combination of decreased transport costs and rising potato production in China means that it will be increasingly difficult to compete while low production potential for pecans in a Chinese market that is craving a nut of newfound cultural importance has driven global prices – and opportunities - to new highs. A plant biologist needs to understand a rapid spread of seeds that may be due to unintended globalizing forces and/or intended hybrids engineered for particular gains. Healthcare professionals need to track the sources of contagious

diseases that often are closely related to unique national policies based on cultural mores and behavior.

Despite this history and importance, delivery of global competencies training is highly variant and, often, in need of significant consolidation and encouragement. Many institutions tend to do well at providing study abroad opportunities and thus helping students live outside of their culture. However, that is a high impact on a small number of students. Student willingness to take risks in the pursuit of cross-cultural learning — coping with other cultural and attitudes, refraining from judgment of others, and even an understanding of one's own cultural norms — tend to suffer if global competencies and learning outcomes receive only limited focus on campus where the vast majority of students are receiving their education primarily within their specific disciplines. Whereas professionals in many fields can rely on regional experts with highly developed skill sets to assist them in negotiating intercultural and linguistic divides, few such professionals can succeed in the 21st century workforce if they do not develop these base global competencies.

Most Promoted Global Competencies



Source: Grudzinski-Hall, Magdalena N. *How Do College and University Undergraduate Level Global Citizenship Programs Advance the Development and Experiences of Global Competencies?* Ph.D. Dissertation, Educational Leadership Development and Learning Technologies, Drexel University, 2007.

The proposed Institute serves as a facilitator to college, department, and faculty efforts to address these rapidly growing needs. It is not intended as a degree-granting unit, and direct student interaction will be limited. However, because the Institute will provide vision, collaboration, funding, and opportunities for degree-granting units and their faculties, it is important that the Institute collaborate with academic units looking towards growing measures of student global competencies. There are a growing number of models for achieving this, but all include elements

about how students investigate the world beyond their immediate environment, how students recognize their own and others' perspectives, how students communicate their ideas effectively with diverse audiences and cultures, and how students translate their ideas and findings into appropriate actions.⁶

The impacts of the Institute on students through the funding of curricular and co-curricular innovations will be nearly immediately felt and grow over time. As degree-granting units move towards evaluating and measuring global competencies and global learning outcomes, the Institute will serve as an increasingly important resource for assisting in this endeavor.

11.0 Means of Evaluating the Work of the Proposed Institute

Success of the Institute may be evaluated in terms of productivity in distributing funds for the given activities, ensuring completion of those activities, and the impact of those activities at CSULB. The director is responsible for writing an annual report that will summarize the activities of the year and appending documents detailing critical accomplishments. The indicators of success may vary widely by activity. For example, faculty development might be measured by the written creations of individual faculty, curricular innovations might be measured by their successful creation and, over time, by the number of impacted students. Faculty workshops might be measured by quality of material introduced and rate or level of strategic participation and efforts.

The Simon Awards of the National Association of International Educators (NAFSA) have four broad categories for evaluating successes in international education. These categories as stated are beyond the scope of the proposed Institute. However, variations on certain sub-criteria for evaluating success relevant to the Institute's mission can be helpful in determining if the Center is achieving its intended ends. For example:

- International and comparative perspectives are infused throughout curricular issues funded by the Center
- Curricular innovations reach across colleges, schools, divisions, departments, and disciplines.
- The institution is more engaged with existing partners and is reaching out in meaningful ways to new partners at home and abroad
- There are demonstrable impacts with participant faculty
- Internationalization is evident in research and/or faculty exchange.
- Education abroad is positively impacted
- International students are better integrated into campus to the benefit of both international and local student bodies.
- There is an enhanced co-curricular presence that empowers and allures students across the disciplines about international dimensions of their education.
- Alumni—domestic and international—are more engaged in internationalization.

⁶ See for example: The Global Competence Aptitude Assessment: <http://www.globalcompetence.org/> (accessed 10/26/11); "The Global Competence Matrix" (2010) EdSteps Project and the Asia Society Partnership for Global Learning; Hunter, Bill, George P. White, and Galen Godbey "What Does it Mean to Be Globally Competent?" *Journal of Studies in International Education*, Vol. 10, No. 3, 267-285 (2006); Hunter, William D. (2004). "Got global competency?" *International Educator*, Spring 2004, p. 6-12. Hunter, William. (2004). "Knowledge, skills, attitudes, and experiences necessary to become globally competent." Unpublished doctoral dissertation, Lehigh University, Pennsylvania.

The Advisory Board will play a central role in reviewing these accomplishments and determining how well they meet the objectives laid out in the Institute's mission and strategic plan. A copy of the annual report will also be distributed to the Dean of Liberal Arts, Associate Vice President for International Education, and other relevant campus leaders, for their review. The Director of the Institute will also present the report to the International Education Committee of the Academic Senate for the input of its members.

Where there are efforts to reform, augment, or change curricular offerings it will be necessary for participant faculty to work through their department curriculum committees and college Educational Policies and Curriculum Committees. These committees will serve to review courses in the curriculum.

Appendix A: Gift Agreement Letter



December 8, 2011


Richard Marcus, Ph.D.
Associate Professor and Director, International Studies Program
California State University, Long Beach

Dear Richard:

As Susan Berkman mentioned to you, we do not typically release donor gift agreements publicly since they often contain the donor's personal financial information. For that reason, please accept this letter as verification that Dr. Elaine Haglund has created the Global Studies Endowment in a gift agreement dated September 13, 2011 and on file with the CSULB Foundation.

The gift agreement guarantees a gift that is part cash and part estate gift valued at approximately \$1.5 million. There currently is approximately \$200,000 in the endowment account. Elaine's gift plan will increase that amount over time.

Thank you for proposing the creation of the Global Studies Center within the College of Liberal Arts in support of Elaine's generous gift.

Sincerely, 

Michael T. Losquadro, CSPG
Associate Vice President for Development
Chief Operating Officer – 49er Foundation

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