



THE GLOBAL STUDIES INSTITUTE

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Making 'International' Integral To What It Means To Be Educated

Global Learning Inventory 2012-13:
a first look at international education throughout the CSULB curriculum

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Universities are not only ideal platforms from which to study and debate processes of globalization; they are also key actors driving globalization forward. Academia has long been at the forefront of the globalization process... Globalization continues to transform how universities work: the students and subjects they teach, and the way they conduct and disseminate research. With tight budgets everywhere in the wake of the global economic downturn, universities are under increasing pressure to demonstrate value for money to the wider public from their research and teaching.

- Tony Blair 2013¹

California State University, Long Beach is a large, public university located in one of the world's largest and most diverse metro areas. Nowhere is it more important to develop a profound understanding of the intersect between global forces on our education and the force of our global education. Our mission statement emphasizes the importance of developing Global Perspectives for all of our students. We are justly proud of the weekly lectures and events that reflect faculty global passions and our identity as a premier public institution. We know that we have made enormous strides in the expansion of international education. What we have not done is taken stock of that which we do. The Global Learning Inventory (GLI) project is a first effort to do just that. Drawing on the Association of American Colleges and Universities (AAC&U) VALUE Rubric for Global Learning it systematically analyzes all syllabi offered in the 2012-13 academic year, creating a database of international education content delivered through diverse mechanisms and potential global learning outcomes from that content in an effort to understand what international content we deliver in our curricula, how we deliver, where we deliver it, and what the potential learning outcomes are from it. The snapshot the GLI provides is limited by its methodology, considering only those things which faculty have put in their syllabi. Without a doubt there are many ad hoc classroom efforts through which international education is delivered. However, the GLI does provide course-section level data, offering a nuanced tool for looking at global learning outcomes as it complements diverse discipline and subject content. The primary findings are that we have an impressive number of courses offering international education with diverse potential global learning outcomes. We should be very proud of the many examples where innovative faculty have successfully integrated global learning outcomes to complement disciplinary learning outcomes in even the most technical fields. However, we have much untapped opportunity in the modes of delivery and international education at CSULB remains siloed with vast differences in the delivery of global competencies across departments and colleges. In short, there is a strong foundation but much left to be done. With this information it can target its resources at opportunities for enhancing international education in our curricula as part of a globally-engaged campus.

¹ Blair, Tony. *Liberal Education*. Winter2013, Vol. 99 Issue 1, p32-37.

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Introduction

In 1990 CSULB Provost Karl Anatol said:

The world around us is changing – (it) has changed drastically. The fall of the Berlin Wall, the coming together of the Germanys, the strengthening of the European Economic Community, the development of the Pacific Rim – all of these things have bearing on the quality of the preparation that we ought to make possible for our students...We have to find a way to make sure that the courses that we teach do indeed have the components in them that make our students sensitive to issues, conditions (and) demands on the global scene.²

While the sentiment remains we have come so far that the then groundbreaking message today seems quaint with limited goals and lackadaisical accountability. Higher education has increased its expectations. The world has become more complex by so many magnitudes that singular events such as those Dr. Anatol described appear as ripples in our trans-boundary world. Ours is a borderless university to create.

As proud as we rightly are of our progress, we really know very little about the ways in which we deliver international content at CSULB. We make the promise that we will ensure our students gain global literacy through the Global Perspectives pillar of our mission statement. We hold pride in that statement that “the variety and scope of the University’s international curricular offerings are continuously broadened and deepened” and that “through a wide variety of curricular and extracurricular stratagems, all CSULB students are significantly exposed to a global perspective and many will develop multi-lingual abilities.” Yet, much work needs to be done to systematically understand what we do or where we do it, strive collectively as a university to meet this mission, or assess where we have succeeded and where we need to focus more attention.

Every question about what students learn starts with a “so what?”

How do these activities impact the breadth and depth of student learning outcomes?

Why do these student learning outcomes matter?

The second question was answered when we at CSULB determined that global perspectives are integral to our mission. We reaffirm this on a regular basis through our statements and our actions. We uniformly understand that it is vital that students graduating from all of 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. We broadly recognize that it is imperative that students across the disciplines hold the skills to consider their professions in a context of global competencies. In short, we understand that we can no longer merely consider how cultures interact. There is a

² “Cultural awareness main goal of CSULB’s Anatol,” Byline by Dinos Lambropoulos. *Daily Forty-Niner*. November 20, 1990.

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 first question is more complicated. Higher Education has recognized since Ernest Boyer’s seminal 1990 book *Scholarship Reconsidered* that it is critical to connect research and instructional paradigms. In response to this drive universities have spent more than two decades considering mechanisms through which we can measure what students are getting out of their university experience. We have established basic principles such as considering educational values, reflecting on the dimensionality and integrativeness of performance over time, clarity of purpose, balanced attention to outcomes and processes, ongoing assessment, broad representation from across the educational community, honing in on the questions that people care about, visibly linking goals across levels, and considering the public stake in education.³ This is critical but insufficient. By some accounts we need to do more to demonstrate what it is that we do deliver⁴ and by other accounts we have a long way to go in delivering the education students need.⁵

If global competencies are integral to the education we deliver to all of our students then this connection between research and instruction in all of its variances is central to how we think about our global engagement as a university. Typical measures of internationalization (used synonymously here with “global”) typically include numbers of international agreements or research projects, numbers of students going abroad, number of international students, student enrollment in international courses or majors, and the number or percentage of course offerings that have global or international foci. It is the latter that is of concern herein.

Measuring international content delivery or global learning outcomes in the curriculum is new to CSULB but it is not new to higher education. Best practices generally start by identifying desired student learning outcomes and then mapping the learning opportunities.⁶ Tools such as Georgia Tech’s Intercultural Development Inventory (IDI) and Florida International University’s Global Perception Inventory (GPI) seek to understand the skills students perceive they have learned. Tools such as the American

This course is designed to introduce students to the theories and practices of international financial management. International finance is considered a very complex area in finance since it is constructed on top of other finance courses with the twist that the currency is now not only the US dollar anymore. Specifically, what students learn from other finance classes is ‘shifted’ from the fact that US dollar does not have a constant relation with other foreign currencies.

This course provides expanded opportunities to students. This point is more pronounced now since we still are affected by the financial turmoil. While the US is in trouble, we also see the opportunity sets out there-- outside the US. China is just one among several countries that provide the opportunities. Needless to say, this class equips students with what they need to be able to explore the opportunities internationally. It just doesn’t make sense to play in only one corner of the sandbox. Given the answer above, it is reasonable to say that

1. Students need to have a good knowledge background in other finance classes because this class is built on top of other finance classes.
2. Quantitative skills and critical thinking are extremely important in this class. Finance could not be finance without logical quantification.
3. The course is important to our students since we have to admit that most students have US centric attitudes since all what they normally use in their everyday life have nothing to do with other foreign currencies.

Dr. Wikrom (Art) Prombutr
Fin 490: International Financial Management

³ “Principles of Good Practice for Assessing Student Learning.” American Association of Higher Education. http://www.academicprograms.calpoly.edu/pdfs/assess/nine_principles_good_practice.pdf

⁴ Carol Geary Schneider, “The Proof Is in the Portfolio.” *Liberal Education*, Vol, 95, No, 1, 2008.

⁵ Arum, Richard and Josipa Roksa. *Academically Adrift: Limited Learning on College Campuses*. Chicago: University of Chicago Press, 2010.

⁶ Green, Madeleine F. *Improving and Assessing Global Learning*. NAFSA: Association of International Educators, 2013.

Council on the Teaching of Foreign Languages oral proficiency test seek to measure student mastery of desired skills.⁷ In one of the most comprehensive efforts, The Global Competence Aptitude Assessment (GCAA) employs metrics for assessing global knowledge, attitudes, and intercultural skills with an eye towards effectiveness in the global economy.⁸

As the Global Studies Institute began working on global competencies assessment measures in Spring 2013 it became clear that we don't yet know enough about what we do at CSULB to deliver on the global competencies promise. We therefore decided on an intermediate step. The Global Learning Inventory (GLI), conducted in Summer 2013, is a first effort to gain a better understanding of the ways in which we deliver international education on this campus. It eschews study abroad, short-term faculty-led coursework,

German Diction is offered alongside English, French and Italian Diction in our Voice Area curriculum. These classes are designed to prepare the student both for teaching and for a career in the profession.

The International Phonetic Alphabet is taught and used as a pronunciation tool throughout course. Students learn basic word structure and rules of pronunciation. They learn basic pronunciation in spoken dialogue as well as Art Song and Operatic Repertoire.

The students tend to take a keen interest in this course because it enhances both their potential to teach and to succeed as performers. A clear understanding of pronunciation and of linguistic nuance can lead to real breakthroughs in better singing which is always exciting to witness in the classroom.

Our Diction courses are offered to Voice Performance majors only. It might be interesting to see if these pronunciation-based courses might be of interest to students studying grammar and literature in French, German and Italian.

Dr. David Anglin
MUS 273B: German Lyric Diction for Singers

and extra-curricular offerings - though all a critical part of the international education fabric - in favor of careful focus on the ways in which we deliver international content in the curricula.

The findings of this study largely support the sentiment broadly expressed by faculty and campus leadership. We at CSULB offer a tremendous variety of international course content types and global learning delivery opportunities. We are justly proud of how far we have come. However, we are also suffer from profound silos. Some colleges see significant divides between departments in the level, method, and intended outcomes of that international coursework. Some departments deliver on the Global Perspectives pillar for all students and in a majority of courses. Some departments offer one or two global or

international courses but otherwise eschew international content for major and GE courses. Due largely to the freedom we enjoy as faculty, some departments offer courses where some sections serve the Global Perspectives mission and other sections do not.

⁷ Green, Madeleine F. *Improving and Assessing Global Learning*. NAFSA: Association of International Educators, 2013.

⁸ <http://www.globalcompetence.org/>

It is not the goal of this report to critique. Different majors, departments, and intended GE learning outcomes create different approaches and priorities and that independence and strength of faculty will is seminal to what makes CSULB a strong and deeply special place to offer and receive an education. It is the goal of this report to pinpoint opportunities. Specifically, by pinpointing opportunities the Global Studies Institute can use its resources to invest strategically in helping department faculties overcome barriers to international education delivery as they see them and pave the way for faculty to grow discipline-specific international course content as they see most valuable to their major and GE course offerings. This is a first step in replacing silos with cooperation, in helping students better understand the part of their education from which they can gain Global Perspectives, in connecting the diverse international components of the curricula, and, ultimately, in meeting comprehensive internationalization goals which ensure that *all* students graduate CSULB with a certain level of global competency.

This course analyzes current world health problems, examines the relationships between factors such as socio-cultural attributes, economics, politics and ecology and the health status of various populations. We also explore cross comparisons of health care systems among developing and developed countries as well as the various organizations that contribute to world health. Finally, we investigate current and future trends in global health.

My aim is to broaden students' perspectives about global health, with the hope that they will develop a more personal commitment to making a this world a better place. In planning the course, a variety of teaching methodologies are used in order to cater to a diversity of learning needs: guest lectures, films and videos, current events/news, internet assignments, using virtual technology such as Skype of Viber to bring an international health worker to speak about his/her work in a developing country, group discussions and collaborative activities.

In the beginning of the course, I usually ask my students to raise their hands if they knew or befriended an international student on campus. It is interesting to note that the majority of students in my class did not raise their hands. So I encourage students to play host to an international student by having them partner with an international student to complete a global health/care project which they are asked to present during the last week of class.

Great resource persons are important in my course, and I identify them through local organizations that work with international health issues. I also invite faculty at my university or some other local university who have traveled, and/or have done research on a relevant topic, and among students themselves, who bring rich backgrounds to class. Films also bring a visual component to international health information so a list of films are usually made available on different topics. I have also asked students to research such films and to suggest appropriate films for our class.

Finally, students are urged to locate other sources on topics listed in the syllabus to critique and/or add to the book.

Dr. Veronica Acosta-Deprez
HSC (Health Science) 420I: International Health

Why is Global Competency Important?

While there is no one agreed upon definition of global competency the most commonly used stems from the "Delphi Panel": *Having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment.*⁹ The implication in such a definition is that learning necessarily is connected to productivity and capability. Global competencies must deliver on positive outputs.

Employers are louder and more consistent than ever in voicing their concern for what universities are training students to do as they enter the work force. Employers

⁹ Hunter, William D., George P. White, and Galen C. Godbey. "What Does it Mean to Be Globally Competent." *Journal of Studies in International Education*. 2006 10:267.

across professions are looking for adaptability, critical thinking, analytical reasoning, communication (written and oral), *and* global competencies.¹⁰ In a globalized world these skills are not only complementary but often overlapping. For instance, studying abroad is one of the greatest ways imaginable to grow adaptability. Students who engage in long term study abroad programs also tend to return to improved academic performance, higher graduation rates, higher intercultural and language skills, and higher GPAs on their home campuses.¹¹ Beyond academe, studying abroad has a strong impact on the future of students more often than any other factor in their education including coursework selection.¹² Yet, one need not go abroad to gain critical global competencies that integrate with other learning outcomes. Adding breadth to disciplinary learning outcomes through classroom-based global learning outcomes adds important complexity that enhances both critical thinking and analytical reasoning skills.

In the Delphi definition of global competencies language acquisition and study abroad, cornerstones of international education, are not central to global competency. More important, the Panel concludes, is that a person needs to try to understand his or her

This is a course that integrates a global perspective into all aspects of the curriculum and assessment, as well as an active learning focus built upon the Model United Nations simulation. Students not only learn the "rule of the game" through conventional international organization readings and lectures about the UN system, but are also participants in a simulation exercise that they conduct throughout the entire semester as they research and represent their assigned MUN Conference countries. This course enable deep learning on all levels, as students research and "write their own script" as the drama of international diplomacy unfolds in the deliberations of their MUN simulated UN committee. When one speaks about retention and life changing courses, the MUN experience combines rigorous academic preparation with the personal commitment and involvement of the student delegate as they engage in a collaborative exercise to address real-world problems of security, environment, development, and human rights. Thanks to Instructionally Related Activity funding, we are able to create a world-class learning experience for our students at MUN conferences attended by major universities at regional, national, and international levels of simulated diplomacy.

Dr. Larry George
POSC 378: Politics and Practice of the United Nations

cultural position and then step into someone else's.¹³ Pedagogically, this means that sustained direct experience outside of one's own culture is critical to developing global competencies. As a practical matter a student then can gain those global competencies more efficiently by visiting unfamiliar cultural surroundings, extensive foreign language training, and integrated cultural perspectives locally than by short-term (less than one semester) study abroad experiences.¹⁴

Work that follows on this points out that inward discoveries of one's own place in their cultural fabric are not exclusive of outward discoveries.¹⁵ Unlike long-term study abroad short-term study abroad programs (usually 3-week faculty led programs) do not allow students to gain linguistic skills, experience culture shock, define new academic outcomes, or independence from program advisors.¹⁶ However, they do

¹⁰ The question framing varies. For instance, one survey framed this in terms of "Global issues and developments and their implications for the future" and "The ability to understand the global context of situations and decisions" (AAC&U, "Raising The Bar: Employers' Views On College Learning In The Wake Of The Economic Downturn", Hart Research Associates, January 20, 2010). The findings are, however, consistent across very different surveys. Eg. American Management Association (AMA) *Critical Skills Survey* 2012.

¹¹ GLOSSARI -- the Georgia Learning Outcomes of Students Studying Abroad Research Initiative, 2010.

¹² The University of Minnesota Global Engagement Survey (2009) surveyed 6391 students who studied abroad over a 50 year period. Outcome measures of impacts include civic engagement, knowledge production, social entrepreneurship, philanthropy, career, and education. The study found that students who study abroad are 24% more likely to go to graduate school and that global values grow exponentially during subsequent coursework.

¹³ See Hunter, William. (2004) for a discussion of the study that drove this finding.

¹⁴ Hunter, William 2004.

¹⁵ Hunter, William D., George P. White, and Galen C. Godbey. "What Does it Mean to Be Globally Competent." *Journal of Studies in International Education*. 2006 10:267.

¹⁶ Zamastil-Vondrova, Kristine. "Good Faith or Hard Data? Justifying Short-Term Programs. *International Educator*. January-February 2005.

offer important alternate learning outcomes, encouraging linguistic awareness, cross-cultural perspectives, attitudinal reflection, and a change in perceptions of academic skill development. In this sense they are an important first step for many students in attaining global competencies but never a last step.

More recent efforts to define global competencies work from frameworks, noting that a definition like Delphi's, focusing on skills alone, introduces only one of several important aspects. World Savvy,¹⁷ Oxfam's Global Citizenship curriculum framework,¹⁸ and National Geographic's definition of geo-literacy¹⁹ all settle on related framework aspects that highlight skills, knowledge, values and attitudes, and behaviors. We have the Herculean task of ensuring skills delivery of global competencies – across all fields including and perhaps particularly STEM fields – while addressing the not just what students are learning but how they are learning it.

Higher Education, and CSULB specifically, is struggling to create change in how we deliver global competencies within a rapidly changing environment. It is but one area in which we debate, struggle, and create. Indeed, the nature of the university as an institution itself is changing. Universities were designed in the medieval era for an increasingly cosmopolitan world in which scholars from across Christendom could gather and communicate in Latin to the betterment of their societies. They survived the demise of their world by adjusting to a succession of divergent social and political systems. Scholars discuss four categories of universities that followed: early modern universities, modern universities, and the more recent iteration of national and state universities. We are once again in need of transformation to evolving social and political norms or face extreme calcification and, ultimately, irrelevancy. The issues are many but amongst the most prominent are:

- The role of technology - not *if* it transforms higher education but *how* it can be harnessed to positively transform higher education rather than undermine it.
- How to remain competitive centers of learning in an era where global higher education is changing and American students are increasingly falling short of their counterparts in other countries.
- How to train students with the necessary skills for the workplace without sacrificing the pursuit of knowledge.
- The tools for quantitatively measuring success have grown exponentially. This is important and universities should be held accountable. However, we have much to do in higher education to grow tools for the qualitative measures of success. Increasingly, if we can't measure it then it doesn't count.
- The "national" or "state" university is fast becoming a relic. The state share of the CSULB budget has fallen from 47% in 2009 to 23% today. California general fund appropriation for higher education per student is about half today what it was in 1970. We have survived through tuition increases, cuts to per-student spending, and enrollment reductions. We should expect a future with low state financial

¹⁷ <http://worldsavvy.org/>

¹⁸ http://globalcitizens1.wikispaces.com/file/view/gcguide_just_curriculum_links.pdf

¹⁹ http://images.beta.education.nationalgeographic.com/wpf/media-content/file/Geo-Literacy-Preparation_for_Far_Reaching_Decisions-cb1297096984.pdf

commitment, high revenue volatility, and flagging popular support; this is the national trend.

- Closely related to university funding is university cost and student preparation: institutional performance nationally has declined, state student grant aid programs have suffered, tuition has increased and tuition policy itself has transformed (and differently in public vs private higher education), and college readiness has been challenged by K-12 cuts.
- Immigration. At the national level we have not determined how higher education integrates into immigration law resulting in great disparities within the group of twelve states that allow for undocumented immigrants at universities let alone between this group and the remaining thirty-eight states.

Global Competencies attainment is not in competition with these other challenges. It is a vital, interwoven component of them seminal to primary activities of Academic Affairs and, increasingly, other aspects of university business. Technologies for on-line education and increasingly complex class management software are the same technologies used by faculty experimenting with the concurrent co-teaching of courses in other countries, virtual guest lectures from abroad, international student collaborations, and other important global learning tools. Given the global marketplace of employment and ideas, the competitiveness of American students is inextricably tied to our ability to integrate our students and their learning outcomes with students in other countries and their learning outcomes. Even the cost of educational delivery is likely to keep on its rapid metamorphosis as the international student increasingly is both on combined campus program (so-called 2+2s where students take the first two years on their home campus and finish at CSULB) and integrative campus programming where CalState Online and related mechanisms facilitate the delivery of lectures from our campuses to students overseas and the delivery of lectures from overseas to our campuses.

Methodology of the Global Learning Inventory

The GLI is a database. Working with a team of specially trained students and the library's special collections department the Institute carefully examined all of the syllabi offered in the 2012-13 academic year. The first step was to sample approximately three dozen syllabi from different colleges to get a sense of the sort of global content delivered and to look potential challenges. This led to the creation of two questions: *is the syllabus complete* and *is there any international content at all*. If the syllabus does not contain learning outcomes, readings, assignments, etc. then it isn't possible to analyze what it delivers. If the syllabus had no international content then there is no point in considering the rest of the indicators. The second step was the creation of international education delivery mechanisms. In the end there were six gross measures. These are given a Likert scale reflecting percent of effort. A second scale look at probative measures. These are learning outcomes derived from the AAC&Us Values Rubric for Global Education. There are, similarly, six measures ranked on a Likert scale. See Appendix A for a breakdown and definitions.

Once this was created the team set to work. All syllabi submitted to the university as required by Academic Affairs are housed in the Special Collection of the CSULB library. The syllabi were analyzed in this fashion as described on the assumption that different sections of the same course might have different activities or learning outcomes. There were 7049 syllabi in total. The director provided significant training for a team of three student assistants (hired for their experience in international education, attention to detail, and data entry skills). The three worked concurrently in the library under the supervision of the director.

Undoubtedly, there are limitations to this methodology. Faculty do not always put their innovations in their syllabi. Despite a campus-wide emphasis on the importance of faculty clearly articulating their learning outcomes this is not always the case. A more robust study would have included multiple academic years and would have sampled faculty and departments through alternate means to look at other modes of curricular and co-curricular efforts. Nonetheless, the section-level data across all courses does provide a critical snapshot of what we do, how we do it, the degree to which we do it, and what the potential global learning outcomes are.

Where Are We International?

This section considers the amount of international content in courses and where in the university this content is delivered. In the aggregate, there are two ways of thinking about this. The first consideration is whether there is *any* international content measured along the six variables identified. The second consideration is how much of the content is international. Best practices, as reflected in the NAFSA: International Association of International Educators literature, defines a course as “international” when it contains at least twenty-five percent international material. In this study we have defined this as twenty-five percent international material in any one of the six areas identified.

Figure 1: Percentage of Courses at CSULB With Any International Content

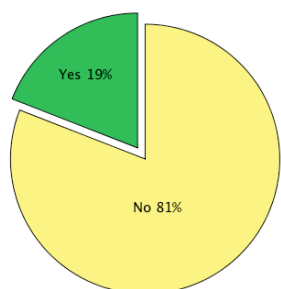
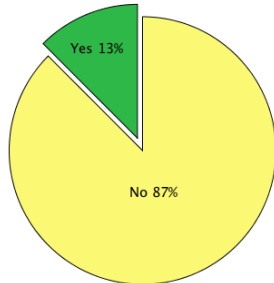


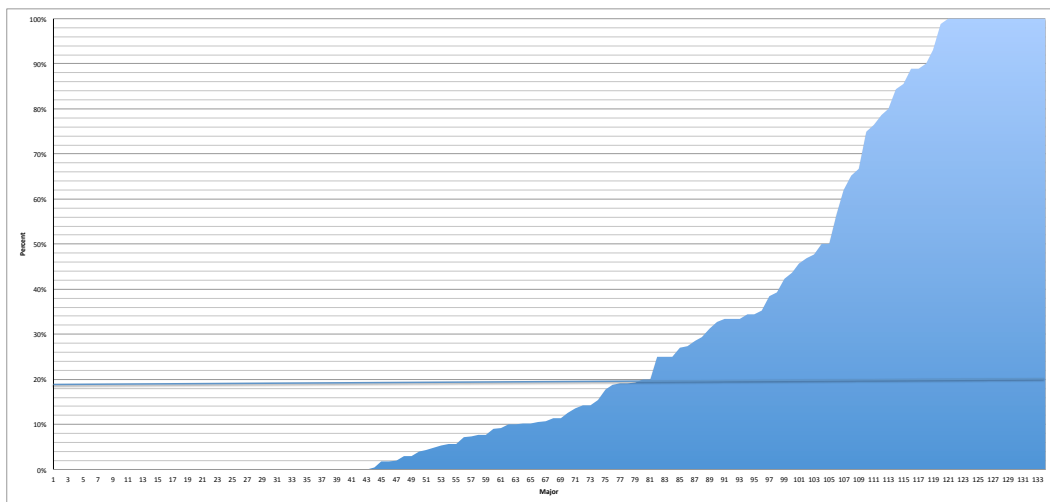
Figure 2: Percentage of Courses at CSULB Meeting the Standard Definition of International Content in the International Education Literature (25%)



What should be clear from this distinction between *any* international content and a best practices definition is that the difference is relatively small (19 percent vs 13 percent). This indicates that courses tend to be international or not. There are relatively few courses that offer just a singular comparison, singular writing assignment, or other limited international content exposure.

The next question is *where* there is such education. If we are dedicated to the concept that global engagement is critical to all CSULB graduates, not just some within some majors, then we need to look at if all students are receiving international education regardless of discipline.

Figure 3: Percentage Of Courses With Any International Content By Major



Looking at the dispersion of international content in courses by college it becomes clear that while the 19 percent of courses offer at least some international content – a relatively high number – the distribution is far from even. There is a significant difference in international content delivery between colleges ($F=98.630$, $p<.000$), ranging from one college that offers international content in 42 percent of its courses and another that offers international content in only 1 percent of its courses. Other colleges vary widely in between.

Within majors there is insignificant variation ($F=.001$, $p<.981$). That is, most majors offer a very high number of courses with at least some international content or very little at all. CSULB international course content is clearly delivered in silos. The concern is that if international course content is delivered in silos then the tendency is to offer global learning outcomes in silos and establish student global competencies in silos.

There are important factors to consider such as ways in which general education assists majors in furthering the development of global competencies and the conduciveness of majors to integrating international content into their coursework.

General Education

Students don't only take courses in their majors, they also take courses in general education. It is possible that some students in majors with relatively limited international course content are gaining global competencies elsewhere. Unfortunately, there is no assurance this is the case. CSULB requires a global capstone course. This is critical exposure. However, it in itself is insufficient to ensure the delivery of global learning outcomes promised as part of the CSULB global perspectives pillar. Best practices in international education today point toward the delivery of global competencies as an integral part of the curricula rather than a destination in itself.²⁰ Everyone entering the professional workforce today needs to have a high level of global competency to succeed but the nature of those competencies varies widely by profession and, by extension, major.

My goal is to make I/ST 100: Global Citizenship as interactive and student-centered as possible. In my view, critical thinking courses in general education require such a format because it encourages students to generate and defend their own questions, judgments, and arguments about the material.

What excites me most about this course is teaching critical thinking through a thematic lens of global citizenship. Students at CSULB come from a wide range of ethnic and cultural backgrounds and this is a unique opportunity to teach them how to situate their personal experiences within the context of larger global trends and issues. Moreover, I am enthusiastic about how this lower-division, GE course imparts the significance of global awareness to a cohort of mostly first- and second-year students. By teaching students early in their college careers to think in global terms, instructors open doors to opportunities students may not have otherwise considered, including study abroad and internships.

Throughout the semester, students work together on group-based projects exploring specific topics relating to the economic, political, cultural, environmental dimensions of globalization. Students learn how global is local through a tour of the Port of Long Beach where they are asked to record their observations and reflect on both the drawbacks and benefits for Long Beach of having a major international port in its backyard. Even students who had lived in Long Beach all their lives expressed surprise at the extent of the Port's impact on the local economy and environment.

I am consistently impressed by the level of creativity, enthusiasm and analytical thinking students bring to their group presentations and written work. Further, having students work collaboratively fosters a collegiality in the classroom that allows me to develop productive one-on-one relationships despite the large class size.

Dr. Angela Hawk
I/ST 100: Global Citizenship

²⁰ Ibid

Interestingly, success nationally in the development of global competencies across the curricula isn't tied to institution type. Institutions with great external resources have significant opportunities. The University of Minnesota, for instance, has become a national leader in the innovation of comprehensive internationalization. However, there are common themes across all national leaders in global competencies deliver that transcend institution type, size, and wealth. Northern Arizona University, Kennesaw State University, The College of Saint Benedict and Saint John's University, Florida International University, The Georgia Institute of Technology, and Portland State University serve as examples of institutions that have set comprehensive internationalization as a pillar in their strategic plans, shifting emphasis from student mobility – short term study abroad programs – to comprehensive approaches. Coursework within the major has proven a critical element to the diversification of global learning outcomes and measuring those outcomes, through the assessment process as part of standard practice in Academic Affairs, is the most assured way of determining if these global learning outcomes are being delivered.

Some Majors are More Conducive to Global Competencies Delivery Than Others

Some majors are more conducive to global competencies delivery than others. However, today every profession requires global competencies and nearly every professional association has a committee or initiative(s) with an international and/or global focus. For instance, the American Institute of Biological Sciences has a virtually endless web of international and global initiatives, grants, and conferences. Preparing U.S. chemists to be competitive in addressing global challenges is one of the four goals set out by the most recent American Chemical Society Strategic Plan. In the ASCE Vision for Civil Engineering in 2025 it is stated that “The engineering community, especially the civil engineering community, is global and, as such, should share a common vision and work together to achieve it.” It goes on to say that “The education and training of future civil engineers and the continued development of today's civil engineers must include and go beyond the required technical competencies.” It outlines a series of important interdisciplinary training areas critical to engineering curriculum including sustainable development, the environment, policymaking, and leadership before turning to the importance of a vision that includes a greater emphasis on the ethics in global engineering practices and the ability to work within a range of economies, cultures, and circumstances.

At the national level new emphases are being placed on international priorities and interdisciplinary international efforts. The October 2013 “Biological Response and Recovery Science and Technology Roadmap” of the Executive Office of the President National Science and Technology Council sets capacity to collaborate with international partners as a strategically important part of Federal, academic, and industrial Science and Technology efforts. The National Oceanic and Atmospheric Administration (NOAA) outlines concerns with U.S. global competitiveness, the effective engagement of scientists in the global economy, global science training (K-Higher Education), the ability of NOAA scientists to leverage environmental literacy and scientific knowledge to serve not just the nation but the global community, the need to raise global awareness (across borders), and global public safety. Amongst six “mission-critical” considerations the NOAA outlines the need for “a workforce skilled in political processes, education, communication, and public

engagement which is also familiar with administrative procedures and adept in strategic planning methods as well as U.S. and international laws and treaties.”²¹

The framework for education across disciplines is changing at the national policy level, recognizing the necessity of global competencies even in technical fields. Professional associations across the disciplines have begun to set global competencies as a strategic educational priority. There are model institutions that have been succeeding at creating university-level mechanisms to ensure that global competencies are attained through disciplinary course materials in all majors. However challenging, leaving international education outside of disciplinary efforts is simply not a luxury any university can afford if it wants to ensure it can train its graduates for future success in their professions.

What International Education Do We Deliver?

At CSULB we deliver global content through two primary methods: assigned readings about global issues or parts of the world and writing assignments or practica in which students explore global issues or parts of the world. These are commonly concurrent practices within a class ($r=.85$, $p<.000$). The global learning outcomes of diverse sorts are commonly articulated in the syllabus ($r_{xy,z} = .676$ $p<.000$). In Figure 4 below we should therefore assume that in most cases the different international education delivery types being measured are taking place in the same classes rather than some classes offering one type of international content delivery and some classes another. This is not a surprising finding given that most of the times the reading assignment and the writing assignment match and the purpose of the articulated learning outcomes are to signal what the student will get out of such assignments.

²¹ National Oceanic and Atmospheric Administration. Education Strategic Plan 2009-2029. http://www.oesd.noaa.gov/NOAA_Ed_Plan.pdf

Figure 4: Percentage of Courses With International Content By International Content Delivery Method and Percentage of That Method With International Content



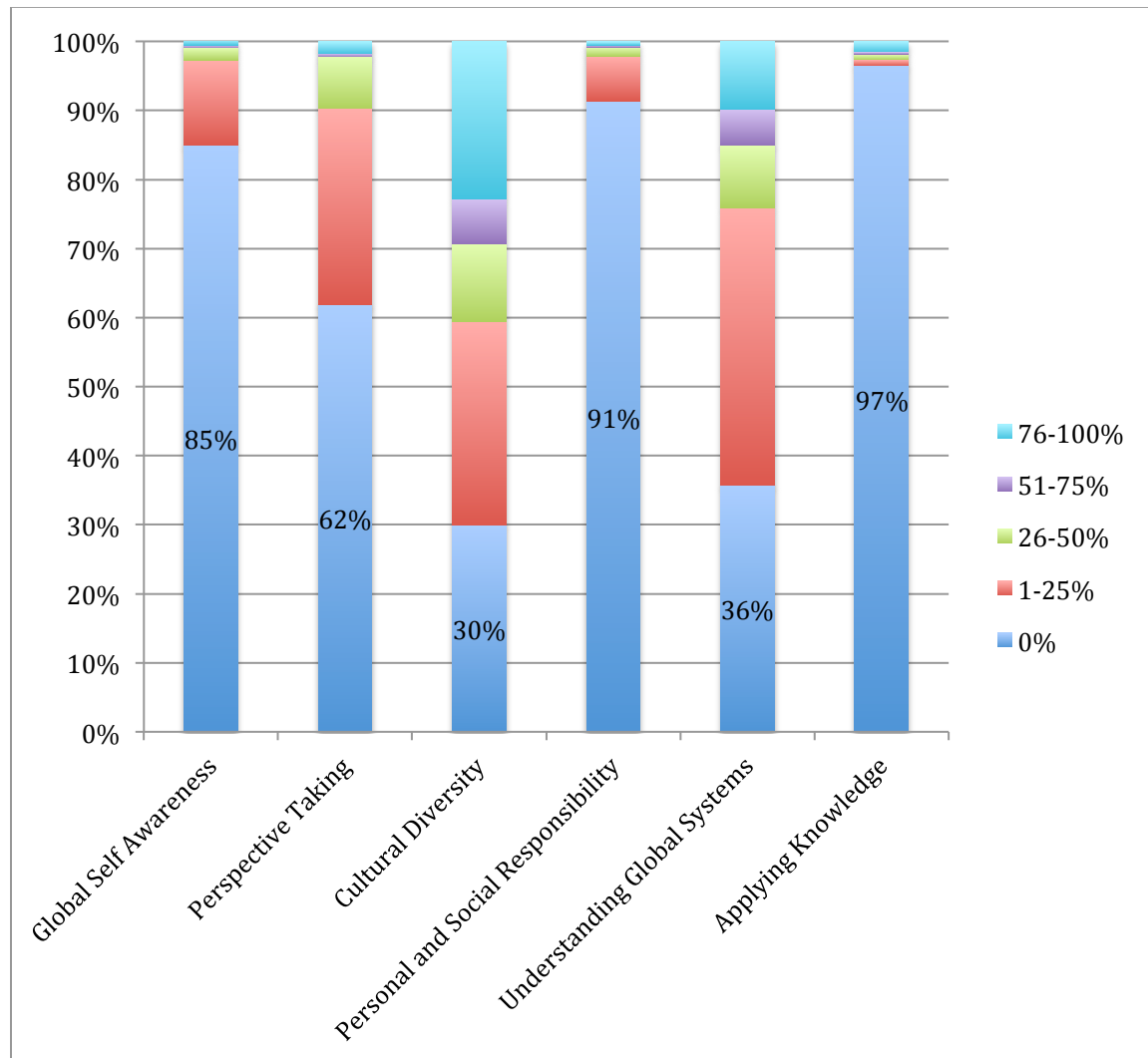
What is perhaps a bit more surprising is that there is relatively little experimentation in international content delivery. Despite a powerful Elluminate Live! software, few faculty are taking advantage of it in order to systematically have CSULB students team with students in a comparable class in another country or other endeavors of growing popularity in industry leading institutions in international education. There are no courses which systematically take advantage of international students in the classroom to create joint assignments, and there are but a very few which engage in international experiential learning. Of course, technology use and international student activities *do* often take place less formally in the classroom by way of assignments and technology-based guest lectures that are not in the syllabus. However, this is an indication that the address of global learning outcomes through innovative means is taking place only in small enclaves.

What Are the Potential Outcomes of the International Education We Delivery?

In the GLI methodology any course without any international content and any syllabus that was so incomplete as to be unable to deliver the appropriate information on course learning objectives could not be analyzed for their global learning outcomes. However, those that met both of these criteria were analyzed on a second rubric which explored the potential outcomes. Students are not assessed as part of the GLI so these are not assessment measures. These are measures of the *potential* global learning outcomes given the international content delivery and the method of delivery. The variables included were modified from the AAC&U set of global indicators released as part of the VALUE project. They include Global Self Awareness, Perspective Taking, Cultural Diversity, Personal and Social Responsibility, Understanding Global Systems, and Applying Knowledge (see Appendix A for definitions).

As the figure below indicates, courses with international content score fairly high in setting up the Cultural Diversity and Understanding Global Systems global learning outcomes. About a third of courses also address Perspective Taking. Where courses are weakest is on Global Self Awareness, Personal and Social Responsibility, and Applying Knowledge. On the one hand, this should be expected given the nature of international education delivery (above). It is also consistent with the structure of international education at CSULB delineated above with international education delivery happening through particular departments and, largely, separate from major and disciplinary education. On the other hand, this raises some concerns. It is an indicator that while we do fairly well at delivery of concept-based learning outcomes we don't go very far in developing a student's ability to develop a mature integrated international identity, to recognize individual responsibility in society (locally, nationally, and globally), or developing tools of application for a systemic understanding of the interrelationships between changing societies on the local and global level and apply that knowledge to real-world problem-solving in a personal or professional setting.

Figure 5: Of Courses With International Content: Percentage of Courses Which Have a Particular Global Learning Outcome By Percent Of Course Which Addresses This Outcome



Seizing Opportunity

The findings of this inventory make clear that while CSULB has much to be proud of there is also much work to be done. If the goal is to ensure that the acquisition of global perspectives are an integral part of the CSULB mission, few of the necessary adjustments will be expensive but they will take significant effort and commitment. It will require a planning and thought process that far exceeds the mandate of this report. However, there are some immediate and opportunities worth singling out.

International Education Mode of Delivery

Nearly all international education at CSULB takes place by way of reading and writing assignments. However, we have at our disposal already the technology and models on campus for creating learning synergies by offering international collaborations between a course on our campus and a parallel course in another countries. The few courses that do this are in disciplines as diverse as Accounting, Mechanical Engineering, Education, English and Biology. Unlike strategies that require differentiated readings or labs, international collaborations do not require any change in course materials and those pose no challenges with technical content or accreditation standards. Similarly, we have a wealth of international students on campus yet there is very little formal activity (mentoring, partnership programs, etc.) to take advantage of the intercultural and linguistic skills they bring to further global learning outcomes, build intercultural bridges, grow international contacts, and the like. Finally, there are few courses on campus that offer experiential learning as part of the course process even when faculty appear to largely support it. There are few places in the world better situated than Long Beach to help students overcome the unusual provincialism associated with insular international communities in the U.S. through global experiences in a local context.

Courses With Multiple Sections Where One Section Offers Global Learning Outcomes

There is much concern, particularly in STEM and more technical courses, that global learning outcomes will undermine disciplinary learning outcomes. There is often debate to be had. However, at CSULB there are 174 multi-section courses where one section offers global learning outcomes and the rest do not. There does not appear to be concern in any

Most if not all of the challenges confronting humankind in the coming years will be global challenges. Some of these include an increasingly globalized economy (as the current economic crisis conspicuously attests,) the transformation of the international system to one that is more multipolar and correspondingly, leading the US to become a less dominant power, increasing global constraints on highly strategic resources such as energy, food and water, and the increasing threat to the availability of resources on account of climate change.

Global Trends, 2025: A Transformed World

of these cases that those sections are undermining the disciplinary learning outcomes. It can be concluded, therefore, that students taking the unofficial global section are receiving broader learning outcomes than those who are not. This appears a real opportunity for faculty to collaborate in cross-learning activities at the department level to enhance global learning outcomes within the discipline and ensure a more even delivery of learning outcomes for all students.

Conclusion

In many ways CSULB is a leader in International Education. We are now the number one MA institution in the country in total number of international students and second MA institution in California in total number of students studying abroad.²² We have seven

²² Institute of International Education. *Open Doors 2013: Report on International Educational Exchange*. Washington DC, November 2013.

centers and institutes with a specifically international mission and many others that offer co-curricular opportunities that enhance the international and global learning of our students. An enormous number of faculty members are either themselves from another country or have lived in another country. Nineteen percent of the classes offered at CSULB in AY 2012-13 have at least some international content and 13 percent have at least 25 percent international content. These are strong accomplishments.

Overall, internationalization does not permeate the fabric of most institutions; it is not yet sufficiently deep, nor as widespread as it should be to prepare students to meet the challenges that they will face once they graduate.

Green, M. F., Luu, D., & Burris, B. (2008). *Mapping internationalization on U.S. campuses: 2008 edition*. Washington, DC: American Council on Education.

Moving forward the question is how we ensure that the Global Perspective pillar in the mission statement serves all CSULB students. Only ten percent of students are either international students themselves or American students who opt to study abroad. In focus herein is that part of the pillar that states, “the variety and scope of the University’s international curricular offerings are continuously broadened and deepened.” We currently have diverse international curricular offerings but they tend to be in silos with a minority of departments offering any international content. Where we have a mandatory requirement – a Global Issues breadth requirement in General Education – it is the exceptional case where that course is made integral to the overall learning outcomes of the individual student.

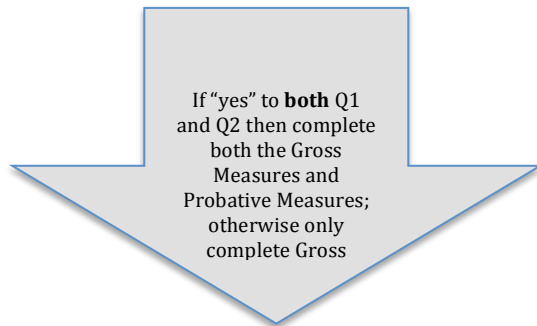
By college level measures nearly all courses are in themselves of tremendous quality and offer. However, the majority of courses that are international or global deliver learning outcomes through reading and writing outcomes alone, leaving technology, experiential learning, international student-based projects, and the like a rarity. The learning outcomes from these courses are thus commonly strong on building cultural perspectives, individual perspective building, and improving student understanding of global systems. This is consistent with employer desires for workers who have “the ability to understand the global context of situations and decisions.” Yet, they are weaker on personal and social responsibility and applied knowledge. The implication and application of global issues is an equally desired skillset by all employers. By one measure, 68 percent of employers think that four-year colleges and universities need to improve how they prepare students for the challenges of the global economy with nearly half seeing a need for significant improvement. We have much to do to rise to that challenge.²³

The Global Learning Inventory is not intended either to be comprehensive or to provide an answer. It does, however, offer some next steps for the Global Studies Institute and its focus on curricular and co-curricular issues. In the coming months the GSI will employ these findings to inform its assessment tools development process and, critically, its investment strategies for maximizing its resources towards the incentivization of new global learning outcome opportunities.

²³ American Association of Colleges and Universities. “Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn.” January 20, 2010. In this survey employers highlighted the importance of “Knowledge of human cultures and the physical and natural world” with 67 percent arguing for the importance that new employees have “the ability to understand the global context of situations and decisions” and 65 percent arguing for the importance that new employees have an understanding of “global issues and development and their implications for the future.” These figure higher in employer views of new employee skillsets than many other factors including cultural diversity in the U.S., the ability to work with numbers and statistics, and civic knowledge and participation. Forty-five percent of employers seek employees with working proficiency of a second language.

Appendix A: Global Learning Inventory Rubric

Gross Measures								
	Complete Syllabus (0=no, 1=yes)	Any International Content? (0=no, 1 =yes)	International or Global Learning Outcomes Articulated	International Readings	International Writing or Practica	Technology for International Communication	Integration of International Students	Experiential Learning
Syllabus 1								
Syllabus 2								
...								



Probative Measures: Values Rubric (AAC&U)					
Global Self Awareness	Perspective Taking	Cultural Diversity	Personal and Social Responsibility	Understanding Global Systems	Applying Knowledge

Gross Measures

Complete Syllabus: 1. Course prefix, number, title 2. Course Description, 3. Student Learning Outcomes, 4. Outline of Subject Matter, 5. Recommended Texts (including instructor course packet as applicable), 6. Assessments and Grading System

Any International Content: Is there any international content anywhere in the syllabus (readings, writing assignments, technology use, etc.)

International Writing: Are there writing or practica assignments that are specifically international in nature?

Technology for International Communication: Is technology (ELLUMINATE, SKYPE, etc.) used to link faculty and/or students in another country?

Integration of International Students: Are there exercises or readings that specifically address the contribution of international students in the classroom? (eg readings across languages, international collaboration projects, etc.)

Experiential Learning: Do students get international-related hands-on experience outside of the classroom?

Definitions of Probative Measures

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

Assessing Probative Measures

Through the Gross Measures students learn the following:

Global Self-Awareness

Students address significant issues in the natural and human world based on articulating one's identity in a global context.

Perspective Taking

Students evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)

Cultural Diversity

Students adapts and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

Personal and Social Responsibility

Students take informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.

Understanding Global Systems

Students develop deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

Applying Knowledge to Contemporary Global Contexts

Students learn how to apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

Scoring

1 = meets none of the criteria

2= One to 25% of the syllabus addresses this criteria

3= 26 to 50% of the syllabus addresses this criteria

4= 51-75% of the syllabus addresses this criteria

5= More than 75% of the syllabus addresses this criteria