

Global Competency

Creating opportunities for students, faculty, staff, and administrators to enhance global perspectives and intercultural competencies will facilitate the internationalization of the CSUF campus—in line with the Mission, Goals & Strategies of the university; UPS 320.100 *International Education Policy* (6-17-82), the CSU (1992) *Internationalizing the California State University* report, the recommendations of the 2000 International Education Committee, Ad Hoc International Programs Discussion Committee, 2008 Second Language Graduation Requirement Ad Hoc Study Group and the 2008 Junn *Motion regarding second language graduation requirement ad hoc committee recommendations* (ASD 08-83); as well as the CSU Academic Senate (2008) resolution: *Support of International Experiences and Global Perspectives in CSU Education* (AS-2818-08/FA [Rev]).

While there is clearly consensus at senior levels that enhancing international perspectives throughout the campus is a goal, it is less clear that the entire campus community shares this mission or that a centralized process exists to create or measure the effectiveness of such desired outcomes. The first step would seem to be to create a sense of ownership across campus that this is a necessary and, in fact, priority issue. Converting the mission statement to a sense of mission on campus would help create the environment for change. In reality some changes have begun and there are many excellent examples of curricular and co-curricular activities on campus; however a generalized sense of mission across all sectors of the campus would be beneficial. Methods to implement this might include:

- Defining global competency and internationalization in operational terms that can be understood by all and can be measured.
- Developing a new university policy statement on global competency as an academic outcome.
- Incorporating language that promotes global competency and enhanced international perspectives in the campus strategic plans
- Challenging each Division, College, Department and Program on campus to discuss their global competency agenda and develop standards for their disciplines/constituencies, if not already done.

A second step would be to specifically identify required global competency outcomes at various levels

- Creating global competency outcomes as a measure of general education for all students;
- Creating global competency outcomes for each discipline on campus as part of the learning goals for students
- Creating global competency statements for faculty that contribute to retention and promotion processes
- Creating a sense of global community on campus

The third component would be developing strategic processes to ensure the identified outcomes can be implemented and achieved.

- Internationalizing the curriculum at the discipline and program levels
 - Review of content for degree and quality of inclusion of global themes

- Development of new courses, certificate programs as appropriate
- Enhanced use of the internet (online courses with international partners, “guest speakers”)
- Service learning projects with global focus
- Foreign language learning
- Foreign travel
- Faculty collaborations for research/scholarship, teaching, and service activities
- Collaborative partnerships with International agencies (e.g. UN, WHO)
- Institutional self study assessing comprehensive internationalization efforts on campus
- Highlighting student, faculty, staff diversity on campus
- Study Abroad opportunities, Exchange Programs, Visiting Scholars

Finally a central coordinating group should be created to guide and monitor the process across campus, set target deadlines, prepare progress reports, outline evaluation strategies to measure the success of changes made. One possible group would be the International Education committee of the senate; a second would a task force created specially for this purpose. Or the work could be monitored by College curriculum committees who report to the University Curriculum, General Education, and Graduate Education committees.

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References

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