STRATEGIC PLAN FOR GLOBAL EDUCATION / INTERANATIONALIZATION

Mercer County Community College

Report of the
Global Education / Internationalization Task Force
Andrea Lynch, Chairperson

DRAFT as of May 5, 2014

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Executive Summary

This strategic plan for Global Education / Internationalization (GE/I) is the work of an ad hoc, interdepartmental / interdisciplinary task force. Members of the team were chosen because of their demonstrated appreciation of the mission of global education and for their ability to think strategically. The team met a few times during the 2013-14 academic year and this plan is the result of the team's work.

The first part of this plan outlines what Mercer is currently doing in many areas related to global education. A comprehensive overview of our institutional state of internationalization is outlined. Key faculty and staff were interviewed in the following areas: study abroad; international student support; world languages; English as a Second Language (ESL); academic global degree programs; general education courses; American Honors @Mercer; extra-curricular / co-curricular programming; external partnerships and community programs; and professional development.

It is quite obvious that Mercer is actively providing global education experiences for our students both inside and outside of the classroom and internationally. Students have many opportunities to observe, learn about, and engage the world community which has a great benefit of providing them with the tools they will need to be successful global citizens in an exceedingly interconnected world.

The second part of this plan contains the vision statements and overall goals. The vision for GE/I requires that we pay attention to the organizational structure so that there is central oversight for GE/I; policies and procedures to ensure that the concepts of GE/I have a priority in our governance system; teaching and learning so that courses and programs continue to provide globally focused learning outcomes; extra-curricular / co-curricular programming so that students can engage each other around global principals; international student support so that we are careful to adequately embrace and support all students; study abroad so that we are providing students with the best opportunity to experience other cultures; professional development so that faculty and staff are well equipped to impart global principals; and internationally-focused partnerships so that we are administratively building on current knowledge and shared experiences so that we are able to provide broader opportunities for our students.

This GE/I initiative is interconnected with our institutional strategic plan and supports the commitment of **VISION 5: A COLLEGE CULTURE MARKED BY A CELEBRATION OF DIVERSITY**. The GE/I agenda reinforces that we are a college with a culture that appreciates and embraces the values and experiences of all those who serve or are served by Mercer. Our focus on GE/I supports the institutional goal to enlighten and expand the knowledge of and appreciation for human diversity and unity. GE/I further allows Mercer to respect and value all who are represented in our richly diverse community.

This strategic plan represents the beginning of our work. Our next step will be to prioritize these goals and begin the process of implementation.

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Introduction

The American higher education system has been recognizing the need to equip students with the necessary skills to navigate our ever-changing, interconnected world for nearly a century. This need to ensure that our students are well equipped with skills to be successful in international interactions has been increasing over the years. According to the 2012 Institute of International Education Open Doors Report, 273,996 U.S. students studied abroad for academic credit in 2010/11. This is an increase of 1.3% over the previous year and a trend that has more than tripled over the past two decades.

Global learning as defined by the American Council on Education is the 'knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers." Internationalization is the process an institution embraces in order to encourage global learning. **Global learning** is more about what students learn (outcomes). **Internationalization** is more about what an institution does to facilitate global learning.

Global education is educational philosophy that has the potential to extend students' awareness of the world they live in by opening them a wider range of human perception, thought, action, and interpretation. Global education promotes understanding of diversities and commonalities of human experience. College graduates in today's world need to have the ability to recognize, understand, and respond to a variety of perspectives on human experiences within and across disciplines in order to effectively respond to the variety of people they interact with. Global education provides exposure to knowledge, interaction, information, and experiences within and across disciplines, cultures, and nations so that students can succeed in our interconnected world.

It is for these reasons that Mercer has taken on this project to plan our GE/I future. We are proactively working to move the college forward toward having more prepared and globally astute graduates.

What Global Education / Internationalization (GE/I) means to Mercer.

GE/I is more than culture and world languages, overseas campuses, study abroad, and exchange programs. It is the responsibility we all share to expand ours and our students' knowledge of and appreciation for human diversity. We need this to succeed in a world that is characterized by human diversity and rapid change. It is important that we require global education for our student body. Anyone graduating from college today will collaborate or compete with people and companies from around the world over the course of his or her career. It is difficult for someone to be effective in this global environment without some intercultural competencies and an awareness of current international issues. At Mercer County Community College (MCCC), we take our students outside the classroom with innovative co-curricular travel and events that are linked to their academic curriculum. A globally competent MCCC student will have knowledge, skills and attitudes that will make them effective global leaders and global citizens.

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Global education is not a separate entity unto itself, but a component of the entire college experience. It must be infused in every aspect of the college from curriculum, to student services, to administrative structures. It includes, but is not limited to, the following:

- Study abroad,
- International Student support,
- World languages,
- English as a Second Language (ESL),
- Academic global degree programs,
- General education courses,
- American Honors @Mercer,
- Extra-curricular / Co-curricular programming,
- External partnerships and community programs,
- Faculty, staff, administrator Professional development.

Global Education Mission

Mercer County Community College (MCCC) students, faculty, staff will be globally competent leaders and citizens. Toward this mission, we equip faculty and staff and prepare students to become leaders in an increasingly interconnected world and we foster a willingness to address local, global, international, and intercultural issues for MCCC students, faculty, staff, and the Mercer County community.

Current position with regard to GE/I

As a whole, MCCC is actively engaged in many aspects of GE/I across disciplines and departments. This strategic plan proposes a coordinated GE/I plan that will more effectively advance the work done on campus and position Mercer as a model college for global education and internationalization throughout the United States and abroad. We are actively engaged as a college in Study Abroad, International Student support, World languages, Degree programs (LA: Global Studies and BS: Global Business), General education, American Honors, External partnerships and community programs, Faculty, staff, administrator Professional development, and Co-curricular international programming. The impetus for this plan begins with our Education Master plan for 2013-2023.

Faculty Statement of Educational Philosophy

(MCCC Education Master Plan 2013-2023, approved by Faculty Council on Teaching and Learning (FCTL) in 2010)

As a community college faculty, we believe that our students deserve a high-quality education that challenges them to acquire new knowledge and skills, test their accustomed ideas, and achieve competitive excellence. All of our students, regardless of where they find themselves when they come to us, deserve a caring, creative, and engaged pedagogy that helps them achieve their goals, and which cultivates lifelong learning and a passion to understand themselves and the world.

Therefore, we will prepare our courses with diligence and enthusiasm, always improving our teaching abilities and our knowledge of our fields. We will challenge our students to

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take the risks associated with change and growth, and encourage them to take advantage of campus services and other opportunities for continued academic success. We will not tolerate breaches of academic integrity. We will confront incivility and bigotry if we encounter it, ensuring a respectful and vibrant college culture. Our professional practices will assess our students' and our own accomplishments. Finally, we will work to live up to our own ideals by maintaining high standards of professionalism, nurturing our own learning, and embodying for our students the value of the life of the mind in the adventure of full participation in our democracy.

Study Abroad

(Interview with Study Abroad Coordinator, Andrea Lynch)

The purpose of the study abroad program is to broaden the global exposure of MCCC students and faculty to include international experiences that engage students and faculty with the international community so that they are better prepared to be successful while at the same time advancing the principles of globalization. Multicultural experiences broaden our students' perspectives as citizens. Since its formal inception since 2009, the Mercer Study Abroad program has sent students, faculty, and staff abroad to 10 different countries in Europe, Central America, and Africa. Students report high levels of satisfaction with the programs and their experience. They share that the experience "shrunk the globe" for them and that they are more "motivated to do better in life."

We currently run faculty-led programs where faculty and students travel together as part of a specific course. The trip itinerary is part of the curriculum and learning outcomes are experienced at home, in class, and abroad. Faculty and students have traveled to Costa Rica for Spanish, sociology, biology; Italy for biology; London for criminal justice, Poland for history and literature, South Africa for history, Paris for microbiology, and Amsterdam for sociology and psychology.

In addition, we offer semester abroad opportunities for students to travel for the semester without faculty. Much of their preparation is about ensuring that the foreign courses are pre-approved and will transfer back to Mercer. To date Mercer has had students travel to Italy, Spain, Finland, and Ireland for semester-long experiences.

Both groups of students require pre-departure orientation and post-return wrap-up and assessment.

In a recent visit to China and speaking before an audience of Peking University Study Abroad students, First Lady, Michelle Obama highlighted the tremendous value that studying abroad could offer. In her words, "Studying abroad isn't just a fun way to spend a semester; it is quickly becoming the key to success in our global economy. Because getting ahead in today's workplace isn't just about getting good grades or test scores in school, which are important. It's also about having real experience with the world beyond your borders -- experience with languages, cultures and societies very different from your own."

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International Student support

(Interview with Director of International Student Services and Director of Admissions, Savita Bambhrolia)

MCCC International Student Services and Admissions and Outreach are both managed by the same office. This office handles admissions processing for all potential students. Included in this potential student pool are US students, foreign students wishing to study in the US, and students living or visiting in the US wishing to study at Mercer who self-identify as having international origin. The Admissions and Outreach office provides support for two groups of international students: F-1 Visa status students and students who self-identify as having international origin. In addition to all of College admissions and outreach, this 2.5 person office handles roughly 125 F-1 visa students and an undetermined amount of students who self-identify as having international origin each semester. Mercer does not actively recruit for or specifically market to international students; our international student enrollment is made up of students who are referred to us word of mouth. International students come to us from over 50 different countries.

F-1 Visa status students require a variety of support services above the routine admissions support including hands-on advising throughout the admissions process, college orientation, and immigration compliance counseling. In addition, the office is responsible for reporting immigration status information to the Department of State on behalf of all F-1 Visa status students at least 2 times each semester. These students are required to work with the Admissions and Outreach office.

The Admissions and Outreach office is also a resource for personal and social advisement and referral for students self-identifying as having international origin. These students are supported with workshops, seminars and open office time to meet with the Admissions Director for various advising requests. There is no requirement for these students to participate but programming has been very successful over the years.

Lastly, the International Student Organization is a student club that offers support and social interaction for all students with a focus on cultural diversity. In the past several years the club has provided a fashion show, thanksgiving dinner, fund raiser bake sales, and a trip to the American Museum of National History in NYC. International week in the second week of November is a campus-wide event that brings together all nations, languages, cultures, and customs to share food, music, and common experiences. This organization functions solely with volunteer participation.

World Languages

(Interview with World Languages Coordinator, Daniel D'Arpa)

Mercer offers credit courses for 9 world languages. Spanish is the most popular offering with about 10 sections each semester over a range of 6 levels. The advanced two levels rarely get adequate enrollment. French is offered in 4 levels with about 2 sections running per semester. The intermediate 2 levels rarely run due to nonexistent enrollment. The following are offered about1 time per semester: Chinese, Arabic, German, Italian, Japanese, and Latin (online). ASL routinely has 3 sections running each semester. All

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language courses are approved humanities general education electives and serve as a graduation requirement for most Associate Degree programs. Mercer has 1 full-time language faculty member and approximately 16 adjuncts teaching the world language courses.

ESL

(Interview with ESL coordinator, Carol Friend and Dean Organization Development and Community Programs, Lynn Coopersmith)

Mercer has a robust ESL program. We educate students whose primary language is not English in 3 distinct areas. One area is in the academic affairs area where students are working toward developing college-level competence in English to function in for-credit courses. The other area where students can get English language proficiency is in the area of community programs. Here is where a student works toward competence to function in the workplace. The third place Mercer offers ESL training is through grant funded sources for non-English speaking Trenton residents looking to develop basic competence to function in society.

Students who seek to earn an Associate's Degree must demonstrate the highest level of English competence before enrolling in credit courses. Most all F-1 visa international students and students for whom English is not their native language enroll in some level of ESL. There are 3 levels of ESL courses offered through the academic affairs area: advanced beginner, intermediate, and advanced. At each level students may take 3 courses totaling 12 credits. Each of the three levels courses in Reading with Critical Thinking, Listening and Speaking, and Writing with Grammar is offered. Students are placed into the appropriate level based on their Accuplacer ESL scores. , these international students must take the TOEFL (Test of English as a Foreign Language) test administered by the College Board In order to be granted an F-1 visa. Once they enroll as a Mercer College student they take Accuplacer which puts them in the appropriate course level. There also is a level of ESL [below advanced beginner] that is offered for anyone who has limited knowledge of the English language.

In the area of community programs, we offer courses on and off campus that respond to community needs. On-campus courses have included English conversation, accent reduction, and citizenship preparation. Off-campus, customized training has also been offered at the client's site for organizations wishing to raise the English-language proficiency of their employees. Clients have included Princeton University's grounds and food workers and Pearson's foreign born employees and their families.

Academic global degree programs

(Interview with Coordinator Global Studies, Gianna Durso-Finley and Coordinator Global Business, Laura Sosa)

There are currently 2 degree programs with GE/I emphasis; the Business Administration AS degree with a Global Business concentration and the Liberal Arts AA degree with a Global Studies concentration. Both programs are transferrable and require students to take additional world language and diversity and global perspective courses in lieu of other general education electives. Each program is actively pursuing articulation

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agreements with 4-year colleges and universities. In addition, programs such as Business Administration and Business Studies have infused global perspectives in all business courses. Combined enrollment for both programs was 47 students in the Fall 12. This number is up 11% from the previous year.

General Education

(Interview with Dean Mercer Online, Linda Scherr)

Mercer County Community College is committed to providing each student with an educational experience that is shaped by the best traditions of higher learning as it addresses the demands of the modern world. For all graduates of degree and credit-bearing certificate programs, this experience includes general education.

General education addresses a broad range of learning opportunities for students and establishes high standards for graduates. General education core competencies, state-wide gen. ed. goals and Mercer-based objectives are well established and infused throughout all courses. A mix of these competencies, goals and objectives are required for all new course approvals from the curriculum committee.

In addition, specific courses are classified as general education courses. A general education course is one whose primary purposes and overall design coincide strongly with the approved general education goals and objectives. The President designates which courses are approved as general education courses, and the categories in which they are approved, upon the recommendation of the Curriculum Committee. The general education course list is also subject to affirmation by the statewide General Education Coordinating Committee.

Specific to GE/I the Mercer Core Competency G: Intra-Cultural and Inter-Cultural Responsibility requires that students are able to demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and be able to demonstrate cultural, global, and environmental awareness. The state-wide goal #8: Diversity and Global Perspective requires that students understand the importance of a global perspective and culturally diverse peoples. Lastly, the general education category of Diversity and Global Perspective lists courses that are specifically dedicated to global education and serve as the place where general education and global education intersect.

Many courses are infused with either intra-cultural and inter-cultural competencies or state-wide diversity and global perspective goals; additionally, some courses, such as The Global Environment of Business (BUS230), World History (HIS 112, HIS 113), 20th Century World History (HIS 213), World Literature (ENG 203,204), Geography (GEO 101, 102), and Central Voices in World Drama (THR 212) are specifically designed with total focus on global perspectives and global awareness.

American Honors

(Interview with Asst. Dean American Honor's @Mercer, Gianna Durso-Finley)

American Honors @ Mercer is a selective honors program for students who want to attend Mercer then transfer to earn a bachelor's degree. American Honors at Mercer

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builds on the strengths of eight years of Honors teaching at Mercer. The program begins with its first full class in fall of 2014. Students admitted to the program are expected to be motivated by academic challenge, take ownership over their learning, and at a minimum, be college-ready in math and English by their first semester. Students earning a degree from the American Honors program earn the distinction of graduating from one of the most prestigious community college honors programs in the country. American Honors graduates transfer very successfully to selective colleges and universities.

This program may be particularly attractive to International students with F-1 visas. The American Honors at Mercer Program offers international students two different types of admission to the program; direct admission and English conditional admission. Students who are academically qualified, but need to increase their English language proficiency before enrolling in the American Honors program at Mercer, will be notified of their English conditional admission. International students enrolled in the American Honors program at Mercer may choose from a range of housing and accommodation options including: homestays and off-campus apartments. International students need to demonstrate financial solvency to cover educational and living expenses during attendance.

It is expected that International student enrollment will increase dramatically as a result of the American Honors @ Mercer program.

Extra-curricular and Co-curricular programming

(Interview with Advisor ISO, Alice Chung, Director of Admissions, Savita Bambhrolia, Advisor AASO, Lucia Brown-Joseph, Director Student Activities, Danielle Garubba)

Mercer students have the benefit of joining a variety of multicultural student organizations. These student organizations provide on and off campus activities and experiences that promote global awareness, strengthen linkages between domestic and international students, and encourage students to engage and interact outside of their culture. The International Student Organization (ISO), the African American Student Organization (AASO), the Latino Student Organization, and the Muslim Student Organization are examples. Membership for each is voluntary. In previous years the ISO has hosted a campus-wide, festival-style International Day where the food, fashion, and music of various nations were showcased and celebrated. They have done excursions, fund raisers, and an international fashion show. The AASO is actively involved with multicultural programming to celebrate and raise awareness of diversity issues. In the current year, resources are scarcer than in previous years so the student organizations' activities have been curtailed. However, each of the advisors report that enthusiasm for the inter-cultural work is very strong.

The faculty often encourages students to participate in activities and experiences outside of the classroom. Students are often given opportunities to demonstrate knowledge of and/or participation in on and off campus lectures, activities, excursions, workshops, etc. that support the learning outcomes of the course. For example, Introduction to Business students has taken a field trip to the Federal Reserve Bank in New York City.

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External partnerships and community programs

(Interview with Dean Organization Development and Community Programs, Lynn Coopersmith, and Director Transfer and Career Services, Laurene Jones)

Mercer is open to many types of external partnerships. The office of Organization Development and Community Programs accepts clients that are looking for short-term contracts to train their international employees. We have had short-term training contracts to provide ESL courses for international employees of Princeton University and Pearson.

Mercer also works to develop external partnerships with academic institutions. The office of Transfer and Career Services often receives inquiries from schools looking to establish academic relationship with Mercer. Once a request is received, this office brings together key people to evaluate the opportunity. Sometimes opportunities extend into the GE/I area.

We currently have an articulation agreement with American University of Paris (AUP) for our AA or AS degree-seeking students who are interested in studying International Business, Global Communication, International Economics, Liberal Studies, Computer Science, and other programs. This agreement guarantees admission to AUP for Mercer students who have completed an AA or AS degree with a 3.0 GPA or higher. AUP is a United States university engaged in international, interdisciplinary education in a foreign country. AUP brings together elements of the American university model—small, discussion-based classes; a collaborative relationship between students and faculty; a special emphasis on critical thinking and clear communication—with the cultural, social, and professional opportunities of one of the world's most cosmopolitan cities, Paris. They were founded in 1962 and are accredited by the Middle States Association of Colleges and Schools. They have an academic culture of engagement, global citizenship, and community.

American Honors at Mercer, which is an honors program for Mercer students, has a dual admissions option available with Rutgers University so that students can complete a 4-year Baccalaureate degree at Mercer.

The Liberal Arts, Global Studies program has a "Guaranteed Transfer Articulation Agreement" with the Rider University. Rider guarantees Mercer students completing the Global Studies AA degree with a 2.5 GPA of better program admission, waiver of application fee, acceptance of all credits, and full junior status into their BA in Global Studies program.

We have an affiliation agreement with Temple University, Japan Campus that stipulates that each college will work to provide an opportunity for Mercer students to study in Japan. We also have a letter of intent with Qingdao Estar Vocational and Technical College in Shangdong, China where we have agreed to explore educational opportunities and cultural exchanges through friendly teacher, book, and student exchanges.

We are currently working on a program agreement for our AS in Global Business with Kean University's Global Business School; a program agreement for our Hotel,

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Restaurant, and Institution Management program with The National Institute for Professional Advancement (NIPA) in St. Maarten; and a memorandum of agreement with University St Kliment, Ohridski Bitola - Faculty of Tourism and Hospitality in Ohrid, Macedonia.

Faculty, staff, administrator Professional development

(Interview with Dean Mercer Online, Linda Scherr)

Faculty and staff are provided in-house professional development through our Instructional and Professional Improvement Committee (IPIC) which offers pre-class week pedagogical training, brown bag series for faculty, distinguished lecture series for all the college community, and Mercer's Leadership Academy by approval for select faculty and staff. Very few of these workshops and sessions deal directly with global education or diversity.

Also, in the last year we have had one faculty exchange where 2 Mercer faculty traveled to Macedonia and 2 Macedonian faculty traveled to Mercer.

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Summary of Objectives

The plan represents the work of an ad-hoc team of faculty, staff, and administrators across the college. Using the Community College for International Development's (CCID) Framework for Comprehensive Internationalization (FCI) we have focused our efforts on collaboration and consensus building to advance MCCC in the area of GE/I. Our work consisted of assessing our abovementioned strengths and weaknesses and identifying where opportunities and threats lie.

A summary of the overall vision for GE/I is:

1. Organizational Structure: MCCC will have a centralized administrative unit dedicated to International Education and provides effective ongoing leadership and management through an advisory support mechanism.

2. Policies and Procedures: GE/I will have a central position in the MCCC governance system, mission, core activities, policies, and reward structures of both campuses which make it possible to initiate, carry out, and sustain GE/I activities.

3. Teaching and Learning: MCCC will ensure that its curriculum reflects a focus on the learning outcomes of a globally competent student.

4. Extra-curricular / Co-curricular: Mercer will strengthen its program of student and co-curricular activities that consciously integrates and reinforces international themes and issues.

5. International student support: MCCC will provide support and services that contribute to the academic, cultural, social, and personal experiences of students and scholars from around the world

6. Study Abroad: MCCC will provide opportunities for students to study abroad

7. Professional Development: MCCC will encourage faculty and staff to develop their global competencies

8. Internationally-focused Partnerships: MCCC will have significant partnerships with international institutions, including the establishment of joint/double degrees, student and/or faculty exchanges, Memorandums of Agreement (MOA's)

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The Strategic Plan:

Organizational Structure

1. MCCC will have a centralized administrative unit dedicated to International Education and will provide effective ongoing leadership and management through an advisory support mechanism.

Rationale: Up to this time Mercer has had no college-wide or institutional level office or position providing oversight and coordination for international affairs or related initiatives. We engage in many effective global endeavors, however, there is no one unified voice. If GE/I is to be sustainable and successive at MCCC, GE/I initiatives need to have a central point which is connected with other relevant college-wide units. It is important that GE/I also coordinate with institutional goals.

1.1. Create a central campus-wide entity to serve as a focal point of coordination and leadership of internationalization efforts, such as a Center for GE/I. Its responsibilities will include the following:

1.1.1. Provide consistent and strategic leadership and operational coordination for all aspects of international programming

1.1.2. Coordinate and assist in the development of international education, professional development, outreach opportunities, and service programs through collaborations among deans, provost, international student support, faculty, and other academic and student support service units.

1.1.3. Serve as the college principal point of contact with professional associations, community groups, four-year institutions, and other similar entities concerned with international education and matters related to internationalization and globalization.

1.1.4. Provide organizational coordination and oversight for student study abroad opportunities and exchanges.

1.1.5. Provide organizational coordination and oversight for faculty/staff development activities involving international education and for curricular, co-curricular, and extra-curricular programs that promote greater global awareness and learning across the college.

1.1.6. Pursues grant opportunities and entrepreneurial projects that bring resources to the college in support of internationalization goals.

1.1.7. Promote the recruitment, advisement, and support of international students at the college.

1.2. Establish a college-wide GE/I committee to act as an advisory and coordinating body for MCCC's strategic approach to international education. This committee would:

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1.2.1. Act as the advisory and coordinating body for Mercer's strategic approach to international education in the areas of instruction, curriculum, student services, recruitment, study abroad and oversees entrepreneurial activity.

1.2.2. Ensure that Mercer develops a globally conscious curriculum.

1.2.3. Involve members who want to advance Mercer's institutional goals in international education.

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Policies and procedures

2. **GE/I will have a central position in the MCCC governance system, mission, core activities, policies, and reward structures of both campuses which make it possible to initiate, carry out, and sustain GE/I activities.**

   Rationale: Unless GE/I is clearly articulated in key policies and statements, it will remain undeveloped and not integrated throughout the institution. It is important that the relevance of GE/I is well articulated among all college stakeholders.

   2.1. Develop a college-wide plan for GE/I. Enhancing internationalization is not only a plan but a change process. The process must be consonant with the usual ways Mercer works. It is important also that the plan has at its core a credible set of student learning outcomes required for a Mercer graduate to be considered globally competent.

   2.2. Create a GE/I policy/procedure manual which would provide integrated coverage of GE/I policies.

   2.3. Complete a review of the pivotal college-wide planning documents and provide recommendations for including GE/I so that they are evident throughout.

   2.4. Provide routine reporting about internationalization efforts to key college governance bodies.

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Teaching and Learning

3. **MCCC will ensure that its curriculum reflects a focus on the learning outcomes of a globally competent student.**

Rationale: GE/I must be infused throughout the disciplines. It can be incorporated in existing courses in many subjects. Focusing our planning efforts toward identifying global learning outcomes for the Mercer graduate provides a foundation for all GE/I initiatives.

3.1. Develop an institutional definition of global competence; the set of characteristics that define global competency. We must know what abilities, skills, knowledge, or attitudes are necessary for our students to be globally competent.

3.1.1. Develop an assessment so that students can demonstrate their global competence.

3.1.2. Where appropriate, incorporate this assessment into intake and exit student evaluations.

3.1.3. Use the results of the assessment to reestablish GE/I goals.

3.2. Ensure that academic programs and courses that have special emphasis on global education are clearly mapped to global student learning outcomes.

3.2.1. Identify courses and programs that are specifically focused on GE/I

3.2.2. Evaluate GE/I course listings and the frequency they are actually taught in order to better understand the choices students have

3.2.3. Publish a mapping on Mlink.

3.3. Support and promote the sound use of instructional methodologies that provide opportunities to build language proficiency and cultural awareness.

3.3.1. Support and promote current pedagogical, professional and scholarly standards in the instruction of second language acquisition.

3.3.2. Support professional and scholarly development of World Language faculty to more effectively implement current standards of language instruction.

3.3.3. Develop language immersion options that link world languages to relevant study abroad options

3.4. Support and promote effective instructional methodologies that build language proficiency for students for whom English is a foreign language.

3.4.1. Support the pedagogical, professional, and scholarly development of ESL faculty and staff.

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3.4.2. Encourage TESOL (Teaching English as a Second or Other Language) membership and conference attendance.

3.4.3. Ensure ESL teacher certification is valid for all faculty teaching ESL courses.

3.4.4. Develop and support English language immersion opportunities that link the practice of English to relevant United States cultural activities.

3.5. Become an accredited ESL institution with the Department of Higher Education.

3.5.1. Acquire the funding necessary for accreditation process.

3.5.2. Partner with an already accredited institution.

3.6. Ensure that information resources are sufficient to support GE/I initiatives.

3.6.1. Ensure that information resources include support for commercial language learning systems such as Mango or Rosetta Stone.

3.6.2. Ensure that faculty has access to information resources for internationalizing the curriculum.

3.6.3. Ensure that there are adequate information resources to support faculty, staff, and students awareness of GE/I issues.

3.6.4. Ensure that there are adequate information resources to support faculty-staff development activities in support of GE/I issues.

3.7. Develop a process to continually identify where faculty are infusing curriculum with global education.

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Extra-curricular / Co-curricular

4. Mercer will strengthen its program of student and co-curricular activities that consciously integrates and reinforces international themes and issues.

Rationale: Extra-curricular / Co-curricular activities strengthen students' global engagement through on and off campus programming. The strength of these activities resides within the campus environment, with classmates, and faculty and staff. We have the responsibility to help foster and support extra and co-curricular activities relating to international topics and themes.

4.1. Encourage and support academic and student activities that embrace globalization and global awareness through on and off campus activities and experiences (i.e. concerts, museums, theater).

- 4.1.1. Support an annual campus-wide, multi-cultural event that showcases student and faculty ethnicities and allows participates to experience each other's culture.
- 4.1.2. Equip faculty and staff to suggest, sponsor, and/or implement intercultural events that could be used as co-curricular activities.
- 4.1.3. Support events that advance global awareness.

4.2. Encourage more cross-cultural participation at domestic and international student events.

- 4.2.1. Support events, experiences, activities that encourage students to learn, experience, and become engaged with another culture.

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International student support

5. MCCC will provide support and services that contribute to the academic, cultural, social, and personal experiences of students and scholars from around the world.

Rationale: Mercer does not actively recruit for international students; however, we have over 150 F-1 Visa status students on campus each semester. These students require many services to become fully compliant with immigration regulations and to become successful college students. In our ever increasing global world, it is apparent that domestic and international students have a stake in each other's success. It is important that we learn from each other. As we are support the international students to become successful, we are in essence, supporting all students.

5.1. Offer advising services for international students

- 5.1.1. Promote an effective and seamless transition to Mercer through a variety of methods such as: Pre-arrival services, Orientation programs, Immigration and general advising
- 5.1.2. Enhance services that enable students to develop skill necessary to become global citizens such as: Workshops, Cultural programs.

5.2. Enhance recruitment activities

- 5.2.1. Increase overall marketing efforts to attract more international students to enroll at Mercer
- 5.2.2. Partner with American Honors @ Mercer, corporate and government sponsors, and international alumni
- 5.2.3. Enhance efforts to raise private scholarship support from businesses and industries to financially assist international students

5.3. Develop options for international student housing

5.4. Enrich the campus climate for international students and better engage international students with domestic students, staff, and faculty.

- 5.4.1. Devise a system that encourages faculty/staff mentoring of international students with similar language and cultural competency.
- 5.4.2. Develop a system that encourages domestic student and ESL student interaction to provide English language practice for international students

5.5. Provide opportunities for more effective post-graduate engagement.

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Study Abroad

6. MCCC will provide opportunities for students to study abroad

Rationale: Experiential learning is an important component of a student's education, and study abroad represents one of the more compelling forms of experiential learning. Faculty is central to internationalizing Mercer. Encouraging and supporting faculty to create study abroad programs is one way to make faculty members good role models for global citizenship.

6.1. Increase Study Abroad access and opportunities for more students

- 6.1.1. Acquire funding to facilitate student participation in study abroad
- 6.1.2. Create more affordable, low-cost study abroad offerings
- 6.1.3. Create an online registration system that will streamline the process
- 6.1.4. Develop and share course outcomes for STA001 and STA002

6.2. Foster increased incentives for faculty to develop courses that would include faculty-led, short-term study abroad experiences.

- 6.2.1. Develop and document a clear and uncomplicated proposal submission-through-approval process that facilitates arrangement of study abroad trips.
- 6.2.2. Write and make available a policy / procedures manual
- 6.2.3. Develop and maintain information resources for faculty considering running a study abroad trip.
- 6.2.4. Partner with faculty to create international service-oriented programs

6.3. Form a college-wide study abroad advisory committee (sub-committee of the GE/I committee). Its purpose will be to:

- 6.3.1. Develop a study abroad program rubric for determining programs to support.
- 6.3.2. Review and approve study abroad programs, weighing regional diversity as a component of the approval rubric.
- 6.3.3. Define clear learning outcomes and appropriate assessment measures for each study abroad experience for both students and faculty
- 6.3.4. Establish best practices for planning and experiencing study abroad programs

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6.3.5. Ensure good pre- and post-study abroad activities

6.4. Enhance semester-long international experiential learning opportunities

6.4.1. Increase awareness of semester-long programs.

6.4.2. Provide ongoing support and advisement for students wishing to study abroad for a semester or more.

6.4.3. Expand global partnerships through work with CCIS and CCID

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Professional development

7. MCCC will encourage faculty and staff to develop their global competencies

Rationale: Adapting to the increasing internationalized world requires transformation in thinking and practice on the part of everyone. This needed transformation fuels our commitment to faculty and staff development that is easily accessible.

7.1. Develop and provide support for workshops, distinguished lectures, fellowships, study tours, performances and faculty exchanges suited to faculty and staff in a range of disciplines and administrative units

7.1.1. Work with IPIC to ensure that all pre-class week schedules include at least one topic relating to GE/I

7.1.2. Look for opportunities throughout the year to present GE/I to the college community.

7.1.3. Develop intercultural training modules that provide information on cultural mores of the nations and regions from where we draw our international students.

7.2. Support faculty and staff in pursuing international professional development opportunities

7.3. Invite and welcome visiting scholars and staff from overseas to give lectures.

7.4. Showcase faculty and staff achievement of intercultural connections.

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Internationally-focused Partnerships

8. MCCC will have significant partnerships with international institutions, including the establishment of joint/double degrees, student and/or faculty exchanges, Memorandums of Agreement (MOA's).

Rationale: Working to build an international community requires a collaborative approach. Partnerships with other academic institutions will serve to strengthen and increase student opportunities.

8.1. Build a network of international institutions with whom we can develop collaborative programs

8.2. Establish joint or dual degree programs that facilitate student mobility

8.3. Increase the number and geographical representation of institutional partnerships with a focus on those that involve student exchanges

8.4. Develop a robust faculty exchange program where foreign faculty comes to Mercer to teach and work among our students and where Mercer faculty visit foreign colleges and universities to teach and work among foreign students.

8.5. Build relationship with academic consortia

8.5.1. Develop relationships with other NJ Community colleges to increase range and number of study abroad offerings and student enrollment.

8.6. Partner with local colleges and businesses with large international student and employee populations to learn and share ideas.

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Special thanks to the following for making their work available:

A Handbook for Advancing Comprehensive Internationalization	American Council on Education (ACE) funded by the Ford Foundation, Washington, DC	October 2006
Internationalizing the Campus: A User's Guide	American Council on Education (ACE) funded by the Ford Foundation, Washington, DC	2003
Building a Strategic Framework for Comprehensive Internationalization	American Council on Education (ACE) funded by the Ford Foundation, Washington, DC	Unknown
CCID System of Comprehensive Internationalization	Community Colleges for International Development (CCID), Hiawatha, Iowa	2012
Global Education Strategic Plan	Fairleigh Dickenson University, Hackensack, NJ	Unknown
A Multi-year Phased Strategy for the Internationalization of Harper College	Harper College, Palatine, IL	2010-2015
Strategic Plan for a New Era of Internationalization	Indiana University Purdue University Indianapolis, Indianapolis, IN	Spring 2007
Strategic Plan for Internationalization	North Virginia Community College, Annandale, VA	February 2007
International Strategic Plan	Owens Community College, Toledo, OH	December, 2009
University Office of International Programs, Strategic Plan 2990 - 2013	Penn State, Abington, PA	Unknown
Strategic Plan for Internationalization	University of Kentucky, Lexington, KT	2007-2009
Strategic Plan for Comprehensive Internationalization	University of Tulsa, American Council on Education Internationalization Laboratory, Tulsa, OK	February 2011
A Campus-Wide Commitment to Invest	Virginia Tech, Blacksburg, VA	Unknown
Open Doors 2013	Institute of International Education	2013

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