**ACE Internationalization Lab Committee for Curriculum and Study Abroad**

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Co-conveners: Helen Gaudette and Beatriz Pena

**Committee Goals**

The first goal of this committee is to make specific **curriculum** building recommendations for working with faculty to add global content, issues, experiences, and ideas to their courses, and to the administration to support this effort.

The second goal is to make specific recommendations to increase student participation in **study abroad**, by diversifying study abroad opportunities, as well as by increasing the expectation in all students to study abroad, and providing scholarships- overall goal is to increase numbers by 10% each year.

The third goal is to make recommendations to promote **internationalization** on campus **in general**.

**Curriculum:**

-Formally adopt these global learning goals in general for all QC students:

**Knowledge:**

Students gainDiscipline-specificknowledge of global issues, processes, trends, and systems

Students demonstrate knowledge of their own culture as well as other cultures, countries, and regions

**Skills:**

Students can successfully navigate cultural and linguistic differences

Students are engaged in global issues, and play an active role as leaders on campus, in their communities, and beyond

**Dispositions:**

Students gain greater awareness of their own cultural identity and place in the world

Students gain understanding of social responsibility and what it means to serve others

-Launch a **Faculty Incentive program** to globalize existing courses (adding texts, new course requirements, enhanced focus on international elements and sources, online collaborative learning), and develop new globally focused ones.

Incentives to include stipends for attending conferences (COIL, April 25-26, 2015), workshops, and creating new courses; research travel grants; special recognition; being rewarded in tenure and promotion. Spring 2016, Office of Global Education Initiatives will begin by holding a 2-day global syllabi workshop with the Center for Teaching and Learning, to be followed by workshops in Fall 2016.

-Provide further incentives for faculty to adopt **Collaborative Online International Learning** (COIL) methods; one of the best models for this is COIL’s Dual Hybrid – “In this model, two or more groups of students residing in different countries enroll in the course with dedicated faculty members co-teaching and managing the coursework at each participating institution. Each group of students regularly meets face-to-face with their instructor, while the larger group works together online on specific assignments and shared productions. Here the curriculum for the different student groups need not be identical, but can instead be complementary, with only the shared units and assignments being similar or identical. In this model it is more likely that students will be separately graded and receive credit from their home university.” <http://coil.suny.edu/>.

-Launch new **Global Studies Minor** for undergraduate students, administered by the Office of Global Education Initiatives, Fall 2016

The Queens College Global Studies Minor is a challenging program that is aligned with the QC strategic plan and is necessary in order to “infuse our academic programs with a global perspective” and “prepare students to become leading citizens of our global society.” Successful completion of the program results in a “Global Studies Minor” designation on the Queens College final transcript. A certificate for the Minor will be awarded to students upon receiving their Queens College diploma.

A Global Studies Minor Faculty Steering Committee will be selected and responsible for the organization, implementation, and regulation of the program. The Queens College Office of Global Education Initiatives under the Dean of Arts and Humanities/Special Assistant to the Provost for International Affairs and the Provost’s Office will administer the program, and offer student advising. This committee would count as service to the college for tenure and promotion.

The program builds global competence by requiring students to engage in one international experience and take internationally oriented coursework at home. It will increase the demand for study abroad courses and international internships, as well as globally focused courses. Students would participate in the program for up to two years (4 semesters) in order to be awarded the Minor. Throughout the program, events to maintain the interest of students pursuing the global minor (presentations/activities) may be organized by the Steering Committee.

The Global Studies Minor integrates international studies, language acquisition, and intercultural experience into the traditional academic curriculum of the student’s degree program. This program will be open to students in all academic majors. The general template for the program requirements should be followed across the entire College.

Many faculty members at Queens College have focused their research and teaching on international issues and phenomena that is relevant to the goal of this Minor program. An effort will be made to engage faculty from all academic departments and to incorporate their coursework into the requirements of the Global Studies Minor. Workshops will be planned with the Center for Teaching and Learning for faculty in global curriculum building, ie. adding more global content to their courses, or creating new courses with a global focus, etc.

-Create **Departmental awards** for undergraduate student research on global issues, and showcase this research with an annual poster fair and reception to honor them

-Collaborate with the Center for Ethnic, Racial, and Religious Understanding (CERRU), and other groups on campus to **build a movement of cross-cultural engagement** on campus for students, faculty, and staff; to create new versions of CERRU’s “facilitating constructive conversations” **classroom workshops for faculty**, to encompass global issues (and their local impacts), and encourage students to insert their unique, diverse, and even global perspectives into classroom discussion. Main goal of the workshops is to facilitate domestic students learning from international students, and vice versa.

-**Develop NYC Summer and the Arts, or other customized summer programs** for international students from our partners abroad. These can be offered in English, or Chinese, Japanese, and Korean as requested. Programs can be designed to be for-credit, or not-for-credit, 2-4 weeks, or whatever length the partner wants. Students would stay in the Summit, or do home-stays, and excursions will be planned that are linked to the coursework. The English Language Institute could provide English language instruction if wanted, as well as academic support and tutoring.

Example: Program developed for Nanzan University, 2017,

with range of possibilities

Students from Nanzan University will come to Queens College to take one content course for three credits:

Urban Studies or History course on global Queens, and New York City, designed for them with excursions to various landmarks and sites in the city on weekends or evenings

Advanced English course with ELI

Internship in NYC with INTRAX

How many students? 10-20

Out-of-state tuition will be charged for the course: $1836.35 ($1680 tuition + $156.35 summer fees)

Internship, includes placement and support: $1800.00

ELI course: $1600.00

Housing to be provided by the Summit: $900 per month

Sara’s Home Stay (they take public transportation to QC), homestay can start on any day of the week

1 week: $300, double occupancy

4 weeks: $950, double occupancy

Food and transportation: budget for $30-40 per day

Come as Visiting Students, must complete application and pay fee

Minimum TOEFL 50, IBT 61, IELTS 6 for English proficiency

We will we provide transportation for group from the airport

Short orientation and Welcome dinner when they arrive

They will travel on tourist visas to USA, with their own travel insurance

Flier to be designed for Nanzan to promote the course by January, 2017

Excursion program: $300 each, includes monthly Metro Card for NYC Subway

Farewell dinner

They will be accompanied by a staff or faculty member from Nanzan

**Study Abroad**

-Provide more internal **scholarship** money for QC students to go abroad

-Lobby the departments to offer **more Gen Ed equivalencies for study abroad** courses, and courses for majors and minors.

-Identify faculty in each department to serve as a **faculty advisor for study abroad**. This person would be the point person in each department to disseminate information to faculty and students (this would count as service to the college for tenure and promotion).

-Make it **easier for transfer students to take study abroad courses** (allow them to take courses during their first semester here at QC- accept them based on their GPAs from their previous schools)

-Expand opportunities for credit-bearing **internships** abroad, by partnering with organizations such as “America’s Unofficial Ambassadors” and Intrax

**-Invest in adopting the IDI to enhance learning in Study Abroad courses, by training faculty and administrators who design and teach faculty-led study abroad courses.**

The Intercultural Development Inventory (IDI), to assess students before and after they go abroad, and use the results as a teaching course development tool for new faculty-led study abroad programs to make sure students get the most out of their learning experiences. “The Intercultural Development Inventoryassesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. Intercultural competence has been identified as a critical capability in a number of studies focusing on overseas effectiveness of international sojourners, international business adaptation and job performance, international student adjustment, international transfer of technology and information, international study abroad, and inter-ethnic relations within nations. The Intercultural Development Inventory is a 50-item questionnaire available online that can be completed in 15–20 minutes. The IDI includes up to six (6) customized questions that can be added to the questionnaire. In addition, the IDI includes contexting questions that allow respondents to describe their intercultural experiences in terms of (a) their cross-cultural goals, (b) the challenges that they face navigating cultural differences, (c) critical (intercultural) incidents that they face when they encounter cultural differences, and (d) the ways they navigate those cultural differences. These questions allow individuals to reflect on how their IDI results relate to their cross-cultural goals and challenges, increasing cultural self-understanding, and enabling improved accomplishment of key cross-cultural goals. After individuals complete the IDI, each person’s responses to the 50 items are analyzed and reports are prepared that include the person’s written responses to the contexting questions.” (<https://idiinventory.com/>)

**Internationalization in General:**

-Support the new faculty research project (June-December 2016) funded by the Andrew W. Mellon Foundation Diversity Enhancement Research Grant **“Measuring the Impact of Internationalization on Queens College’s Minority Immigrant Students and Alumni”.**

This research will be based on surveys and discussion groups presented to QC's current undergraduate students and alumni who migrated to the United States as infants or teenagers. The goal is to collect fifty to seventy-five substantial subjects. Although the goal for the number of subjects may be low, QC is a unique institution with this rich diversity. The data could also be compared to other higher education institutions. It will track concrete and perceived social, economic, academic, and personal success rates. The research can assess the level and depth of the internationalized experience, test the hypothesis that this experience leads to success, and how far alumni have excelled. From April to August, 2016, a significant portion of data collection and analysis will be performed. By the end of the funding period of December, 2016, the research results will be further analyzed and concluded in a report for possible article submissions or process papers. The grant’s funding would be utilized on a research assistant qualified to assist with digital survey design, implementation, and assessment, on undergraduate student forums to enhance diverse interaction, on alumni discussion groups in Queens, Manhattan, and Long Island, on incentives for participants, and on filming to archive testimonials.

The ultimate goal of this project is to test the hypothesis and guide internationalized efforts on minority immigrant students at QC. The impact of the study on the higher education community will, hopefully, be significant as new ideas approach or as contributions to ongoing discussions to increase minority immigrants' participation in internationalization. The research can be competitive by being unique of its kind as content of the survey will measure distinct student experiences at QC such as global content and issues in courses, co-curricular activities, travel or study abroad, internships, etc. Finally, if the research results provide enough evidence to prove that minority immigrant undergraduate students are more successful with substantive internationalized experience at QC, then more resources and policies may be developed to enhance their participation and learning environment.

-Publicize the **international collections** in the Library and Museum, some of which is currently being done with the annual “Year of” program and Daghlian collection

-Hold **orientations for faculty about QC International Programs**, and **training** on cultural sensitivity and cross-cultural engagement for faculty and staff (work with the Center for Teaching and Learning). OnetoWorld, which we are members of, offers on campus workshops for faculty and staff intercultural competence.

-Support the work of faculty in the English and Linguistics departments who are seeking to identify and **address the specific needs of students for which English is not their native language**, in order to improve their educational experience at QC.

-Launch a **bi-annual online newsletter** to publicize new international partnerships, visits to campus by international delegations, new faculty-led study abroad programs, student and faculty accomplishments and awards (Fulbright, Gilman, Boren, etc).

**What do we need to make these happen?**

$25,000-$30,000 annually for faculty incentive programs, student awards, orientations, workshops

$30,000 annually for study abroad scholarships

Presidential/Provost endorsement that faculty participation on committees will count as service for tenure and promotion

Intercultural Development Inventory (IDI), (<https://idiinventory.com/>)

$1600 each, to train faculty and staff to administer the IDI

$22 per student, for pre and post tests

The Study Abroad Office has only one full-time administrator, its Director. It is recommended that he be able to hire a full-time person as an Assistant Director (Assistant/Associate HEO), to serve as his #2, and free him from some of the daily administrative tasks that occupy most of his time.

Currently, the Office of Global Education Initiatives has a Director with no staff. We recommend that she hire one full-time person (Assistant/Associate HEO), to help manage the Global Studies Minor Program once it’s up and running, organize workshops and orientations, publish the QC Global Initiatives Newsletter, and run the new summer school with the hope that it will turn into an annual summer school for students from all of our international partner universities.