

## *The Global Learning Across Indiana Initiative*

### **1. Plan of Operation**

#### *a. Introduction*

In view of the rapid shift towards globalization, Ivy Tech Community College of Indiana (Ivy Tech) in partnership with Indiana University (IU), seeks to implement a three-year initiative for the internationalization of the Ivy Tech curriculum through the integration of global learning outcomes and less commonly taught language instruction. This will ensure Ivy Tech students gain experience working with diverse groups in order to enhance their appreciation for and understanding of other cultures and increase the global competencies and skills they bring to employers and the workforce.

Ivy Tech is the nation's largest singly-accredited statewide community college system. The College is comprised of 14 administrative regions with 30 degree-granting locations throughout Indiana that serve nearly 200,000 students per year. Ivy Tech offers certifications, technical certificates, and associate degrees in 150 programs and concentrations.

Ivy Tech's mission is to prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong education. Through its affordable, open-access education and training programs, the College enhances the development of Indiana's citizens and communities and strengthens its economy.

IU is a major multi-campus public research institution, grounded in the liberal arts and sciences, which serves more than 110,000 students per year. IU's mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. IU seeks to create dynamic partnerships with the state and local communities in

economic, social, and cultural development and to offer leadership in creative solutions for twenty-first century problems.

***b. Quality of Project***

This partnership between the nation's largest singly-accredited statewide community college system and a Research I University represents a unique collaboration and a viable avenue to broader internationalization. The initiative supports several criteria of Ivy Tech's strategic plan and the growing need of organizations across Indiana to strengthen cultural diversity, global awareness, and international competitiveness. This initiative will effectively prepare Ivy Tech students to transfer to four-year institutions, such as IU, where they will be more likely to graduate and further their international studies and language instruction.

The proposed *Global Learning Across Indiana Initiative*, a unique collaborative internationalization project, will not rest on a few committed individuals, but rather on a system-wide recognition of and willingness to integrate international teaching and learning across all 30 degree-granting locations of Ivy Tech. In order to achieve this goal, Ivy Tech seeks funding for this three-year initiative to implement three major components: 1) to develop a system-wide **Global Learning Certificate**, 2) to develop and pilot **Arabic language courses** system-wide, and 3) to broaden **curriculum internationalization** of courses across the campuses of Ivy Tech.

***c. Project Plan of Operation***

*The Global Learning Across Indiana Initiative* grew from Ivy Tech's college-wide strategic planning effort entitled *Accelerating Greatness 2013*. There are four strategies associated with implementation of the plan. Strategy Two is the primary one around which the activities of this grant application are framed, as it demonstrates the College's commitment to ensuring that Indiana's workforce, citizens, and businesses are globally competitive. Detailed planning is the cornerstone of any successful project, and the detailed planning for the

internationalization of Ivy Tech curriculum reflects the College's commitment to meeting the challenge of globalization in the twenty-first century.

A committee established for Initiative 2c--ensuring that the curriculum and students are globally competitive--has identified numerous activities that will create new opportunities for students, faculty and staff, including: student and faculty exchanges; development of relationships with international colleges and businesses; development of additional foreign languages to afford students more choice; the development of an international studies certificate; development of policies and forms related to travel study; and professional development for faculty so they can learn more about incorporating principles of globalism into courses. In addition, the non-credit course inventory will be expanded to include more courses in languages, culture, political geography, global business and international etiquette for business.

### **A Strong Partnership: Ivy Tech and Indiana University**

Organizations, whether businesses or institutions of higher learning, can and must become globalized. Citizens and students now acknowledge the impact of globalization in their daily lives and how they function in an integrated world. It is increasingly important for students and workers to have a deeper understanding of the interconnectedness and interdependence of global systems and their impact. Educational institutions must inform students about the increasingly integrated world and prepare them as citizens to effectively live, communicate, and work in the twenty-first century. The skills they must acquire not only involve explicit international knowledge, but also the understanding and attentiveness of how global practices and ideas are interconnected, applied, and lived in a variety of complex ways. Equally necessary is foreign language proficiency and a tacit appreciation of the world in order for all citizens to function intelligently and efficiently in a globalized environment (Association of American

Colleges and Universities [AAC&U] 2007 Elkana). (See Appendix 1.1 for a list of works cited).

*d. Objectives with a Purpose*

Globalization, according to AAC&U, is occurring so rapidly that providing global skills to citizens is becoming a major challenge for the Academy. This was the impetus for Indiana University Bloomington (IUB) and Ivy Tech-Bloomington to begin conversations about the Internationalization Collaborative Across Bloomington (ICAB). After a number of initial meetings and conversations, the campuses convened a retreat in August 2010 to discuss the impact of internationalization and globalization on individual institutions and how the realization of a globalized world influences the educational strategies offered to students. The results of that meeting led to multiple conclusions, including the following:

1. IUB and Ivy Tech struggle with very similar concerns and issues when it comes to internationalization.
2. IUB and Ivy Tech share similar common goals when it comes to internationalization.
3. IUB and Ivy Tech are committed to collaborating on internationalization, and a strong partnership exists between the two systems.

Participants from both institutions determined that internationalization must become integrated with the other learning outcomes of each course and that ideally, curriculum must be redesigned to support these global learning outcomes. What emerged is the ICAB project to provide an infrastructure upon which this project will increase internationalization statewide on all Ivy Tech campuses.

Both faculty and staff from Ivy Tech and IUB have benefited from the ICAB internationalization initiative. The goal is to use the ICAB model to create a partnership flexible enough for other campuses in the system to mold to their specific needs, and to become the

primary model for all campuses to adopt. Educational institutions must construct meaning that helps students understand the world and their roles within it. However, as Michael Ignelzi (2000) points out, individuals actively construct their own reality over time and are considerably influenced by their current environment and perceptions. To this end, the collaboration strives to value citizens' current experiences, and introduce new structures and supports that engender a realistic understanding of the new global reality.

AAC&U (2007) suggests that all colleges and universities embrace the goals of increasing global awareness, global citizenship, and global responsibility as part of their educational mission. Yet, many institutions continue to struggle when developing these best practices. *The Global Learning Across Indiana Initiative* will assist both Ivy Tech and IU in developing a model of internationalization best practices that makes a difference and can be coordinated with and implemented by others. Campus conversations, student experiences, faculty expertise and needs, and institutional resources and structures are the foundation for this partnership and project. Implementation of the internationalization project will move both organizations forward in fulfilling their responsibility of preparing graduates for lives in the interconnected and complex world of the twenty-first century.

A Global Learning Certificate, which will be available statewide for all Ivy Tech students, has already been in development for two years at Ivy Tech-North Central's South Bend campus. The groundwork at the South Bend campus will be the foundation for the broader plans of the proposed Global Learning Certificate offered to all students. While the exact format may vary, the core of the certificate will most likely consist of a mandatory orientation for students, a minimum of 15 credit hours of internationalized courses from a variety of departments, foreign language courses, career training, and an experiential global learning component. Particular emphasis will be on courses from the fields of business, education, healthcare, technology, and

the life sciences—high-growth sectors of the economy and areas in which students critically need global perspectives and competencies.

The Global Learning Certificate will be interdisciplinary and provide a broadly applicable framework of knowledge production and problem-solving within specific professional, technical, and academic fields. The final form of the certificate will be determined by the Ivy Tech Regional Academic Officers Committee, but the newly implemented, system-wide certificate will strongly encourage students to take two years of language training in either Spanish, French, Chinese, or Arabic when it is offered.

Offering Modern Standard Arabic language instruction across the Ivy Tech system represents a vital component in achieving global competency among Ivy Tech graduates and transfers. Arabic is the official language of over 20 countries and has over 300 million native speakers. Although these speakers are largely concentrated in the Middle East, there are groups of native Arabic speakers throughout the world. Being the language of the Qu'ran, it is a common language among Muslims throughout the world.

The U.S. government has designated Arabic as a language of strategic importance. The National Strategic Language Initiative instituted in 2006 promotes the learning of Arabic (and other languages deemed critical) among Americans through numerous scholarships and learning opportunities, including support for language courses from beginning to advanced levels, study abroad programs, intensive instruction opportunities, teacher exchanges, and professional development.

In addition to satisfying national needs and providing language as a component of global competency, Arabic is also an economic necessity. Those who study Arabic can find careers in a variety of fields: journalism, business and industry, translation and interpretation, consulting, foreign service and intelligence, education, finance and banking, and many others. Initiatives to

integrate the Arab world into the global economy are opening up numerous new opportunities. The Arab region, with its rapidly growing population, provides a huge export market for goods and services. For example, Indiana exports to Saudi Arabia in 2010 totaled more than \$278 million; exports to Afghanistan totaled more than \$195 million; and exports to the United Arab Emirates totaled more than \$117 million. Further, according to the Arab American Institute Foundation (2011), over 46,000 individuals of Arab American descent live in 66 of the 92 counties in Indiana. Of new Arab immigrants to Indiana, the largest number comes from Egypt, Jordan, and Saudi Arabia.

### **Professional Development**

The accomplishment of *The Global Learning Across Indiana Initiative* objectives requires extensive professional development for faculty and staff. This will be one of the major contributions of The Center for the Study of Global Change at IU (IU Global Center), which has a long-standing history of providing professional development opportunities in order to internationalize teaching and learning within higher education. The IU Global Center will provide faculty and staff a number of workshops throughout the three years of development and assistance in internationalizing their courses. The IU Global Center will also supervise the project coordinator.

The project coordinator will help maintain a core group of Ivy Tech faculty and administrators for the first two years of implementation, adding new participants the third year in order to increase impact. The coordinator will work with the director and will help organize the workshops throughout the three years. The coordinator will also assist with the development of the Arabic curriculum, the broader curriculum internationalization of Ivy Tech Course Outlines of Record (COR), and the faculty and staff review of various global learning evaluation

instruments. Lastly, the IU Global Center will work with the Center for Evaluation and Education Policy (CEEP) which will conduct the external evaluation for this three-year initiative.

Curriculum internationalization must be linked to broader campus initiatives so that this process can be systemically and systematically integrated throughout an institution of higher education, where it is comprehensively integrated into and across missions, strategies, policies, people, practices, teaching, and learning. This requires recognition and support from all levels and units on campus. This collaborative project seeks to accomplish this by having faculty, trained in internationalization, engage with administrators, staff, and others who are responsible for promoting international education on campuses.

To further ensure its success, The *Global Learning Across Indiana Initiative* will build on the ICAB initiative, along with the work that Ivy Tech-South Bend has already done, to implement its Global Learning Certificate. The goal of the project is to take the South Bend model, including evaluation tools, and tailor it so that all Ivy Tech campuses will be able to offer students a Global Learning Certificate modeled on Ivy Tech-South Bend's international studies certificate for Ivy Tech students.

***e. How Resources and Personnel Achieve Objectives***

The proposed workshops for faculty and staff throughout the three years of this project's implementation will provide guidance on how to internationalize a course and provide international teaching resources and pedagogy to assist educators with internationalized curriculum development. In addition, the workshops will demonstrate to instructors how to integrate global content and how to align course activities, assessment, and content to achieve international learning goals. The workshops will focus more broadly on how to systemically and systematically internationalize campuses and institutions, with specific emphases on assessment, strategic plans, comprehensive internationalization, faculty engagement, and curricular change.

The project will maintain a core group of faculty and administrators for the first two years of implementation, adding new participants the third year in order to increase impact. Faculty participants will receive stipends of \$2,000 and reimbursement for mileage; administrators will receive reimbursement for mileage. Twenty faculty, as well as twenty staff and administrators, from Ivy Tech will meet two Saturdays per semester in Indianapolis (which is centrally located) throughout the three years. The initial group of participants will contribute greatly to this initiative, taking on much of the work of developing and implementing the certificate, internationalizing CORs, and promoting internationalization in their own teaching practices. For the purposes of continuity, approximately half of the core participants will participate the second year. In the third year the Global Learning Certificate will be fully implemented, and a new group of 40 faculty and staff/administrators will proceed through the professional development workshops to internationalize their practices and to help further internationalize the overall curricula of Ivy Tech. In this way, more than 100 Ivy Tech faculty and staff will proceed through a series of internationalization professional development workshops representing approximately 13% of the total Ivy Tech faculty and staff.

<b>PROJECT TIMELINE</b>	
October 2012	Initiate search for Project Coordinator
January and Spring 2013	Hire Project Coordinator. Determine final composition of faculty and staff/administrator group. Plan professional development workshops.
Summer 2013	Conduct two day-long workshops in Indianapolis, Indiana. Begin review of assessment instruments. Faculty commences the re-design of courses. Faculty and administrators/staff begin to work with Curriculum Committee on internationalization of CORs. Arabic I course developed. Certificate development begins. Formative evaluation is conducted.
Fall 2013	Conduct two day-long workshops held in Indianapolis, Indiana. Review of assessment instruments completed. Arabic II Course developed. Faculty and staff work continues on courses and CORs. Certificate completed. Formative and summative evaluation. Arabic instructors identified

Spring 2014	Global Learning Certificate approved. Re-designed courses taught. Arabic I taught. Global learning assessment instrument piloted. Formative and summative assessment of program. Program promotion begins for students and faculty, as well as businesses and community stakeholders. Formative and summative evaluation. Workshops continue for new group of faculty/staff. Continue work on course re-design with new group of faculty. Continue work on CORs.
Fall 2014	Global Learning Certificate available. Global learning assessment continues of students. Workshops continue. Continue work on course re-designs with new faculty. Continue work on CORs. Arabic II and re-designed courses taught. First Orientation for students in Certificate Program. Ivy Tech Program Chair Summit with Internationalization theme. Formative and summative evaluation.
Spring 2015	New group of 40 faculty/staff engage in professional development workshop series. Formative and summative evaluation continues, as does global learning outcomes assessment. 3rd and 4th semester Arabic developed. Re-designed courses taught.
Fall 2016	COR internationalization work continues. Faculty development workshops completed. Summative evaluation. Re-designed courses taught.

During the first year, professional development will include a reverse course design for faculty to help them align their courses to achieve international learning outcomes. They will also be expected to develop strategies and global learning experiences for students across all Ivy Tech campuses. They will work with administrators to better understand their responsibilities and roles within broader institutional internationalization. They will also apply their new skills and understanding about global teaching and learning to their work with the COR.

As an institution that is accredited as a single statewide entity, Ivy Tech has a statewide course inventory. Each course is built around a COR wherein consistent learning objectives are identified, along with consistent faculty credential requirements. The CORs are developed and periodically revised by statewide curriculum committees that may also recommend additional expectations, such as a list of recommended textbooks or a statewide final examination that is part of an assessment of learning outcomes measures. Ivy Tech depends heavily on its many

adjunct faculty members and having a standard COR is an important part of communicating the College's expectations to the adjunct faculty. As part of this project, the CORs of many courses in the College inventory will be reviewed and learning objectives will be added or updated to reflect a more intense focus on principles of internationalization. Officially integrating global learning outcomes in Ivy Tech CORs represents a form of curriculum internationalization of profound and broad impact.

Staff and administrators will consider how to utilize the consortium this project will create in order to stimulate other internationalization efforts on their campuses and across Ivy Tech's statewide system. They will also begin to research the appropriateness of various global learning assessment tools, such as the Beliefs, Events, and Values Inventory (BEVI), Global Perspectives Inventory (GPI), Intercultural Development Inventory (IDI), and AAC&U's Global Learning Matrix. Ivy Tech-South Bend currently is investigating the use of the GPI, and this initial work will be useful in determining an instrument to implement across the system.

Other Ivy Tech campuses have begun to work through other initiatives to develop the same kind of competencies in students: Bloomington, through working with the IU Global Center, and Ivy Tech-Southwest, by working with the University of Evansville through a study program at Harlexton College in England. This strategy will allow for the review of what is already in process and determine how it may or may not be altered to serve with other campuses and to fit the context of this new IU-Ivy Tech collaboration.

The second year will begin the implementation and integration of the certificate, further internationalization of CORs, extensive promotion to students and other faculty, and an intense focus on assessment of global learning. Together with faculty, staff and administrators will conclude their review of established global learning instruments to determine which are most appropriate for the student body and specific parameters of the Ivy Tech curriculum. Ultimately,

a global learning assessment tool will be used to evaluate students who opt for the Global Learning Certificate as well as all Ivy Tech students. Therefore, pre-tests and post- (graduation) tests are the goal of global learning assessment. In the meantime, however, these instruments will be utilized as a means of assessing the impact of the newly internationalized courses.

In the third year, the cycle will begin again by bringing in new faculty and staff who will commit to this internationalization project, thus increasing its impact. At the same time, the certificate will be fully implemented and students may enroll across all campuses. Promotion will continue and outreach to Indiana businesses will occur, thus informing the business community of this new initiative at Ivy Tech. With the global learning tool that is selected for use, assessment will begin in a pre-certificate and post-certificate fashion. The faculty and staff will work with Ivy Tech to begin to implement pre- and post-testing of all students who enroll and subsequently graduate and/or transfer.

The IU Global Center has to date organized international studies institutes for hundreds of secondary school and college educators from more than 30 U.S. states. The IU Global Center, with support from all five other National Resource Centers at IUB, organized its second summer institute for community college and university faculty and administrators for 2012. This intensive and nationally-recognized institute (ICCI: Institute for Curriculum and Campus Internationalization) had an intensive course with multiple tracks--one for instructors focused on teaching and learning and particular course internationalization and re-design; and another for administrators and leaders thinking more strategically about systemic and systematic internationalization of campuses and institutions. Madeleine Green, former director of ACE International Initiatives and an expert in the field of internationalization of higher education, was a featured speaker at the institute. She has published major documents and reports in this area. Caryn Musil from AAC&U provided insight about assessment and global citizenship. Other

international experts who presented at the institute included Gil Latz, Susan Buck Sutton, Paul McVeigh, Fanta Aw, and Hilary Kahn, among others.

The Institute benefits participants by teaching them how to internationalize curricula and campuses, and highlights innovative pedagogical and technological techniques, contemporary global and area studies, global learning objectives, institutional change, strategic plans, and assessment. The IU Global Center's efforts will provide an additional method of reaching faculty, staff, and administrators not officially participating in *The Global Learning Across Indiana Initiative*. Many faculty and staff that will participate in this initiative have already attended the previous institute, which will provide a significant foundation for the proposed internationalization plans.

#### *f. Equal Access*

The Ivy Tech staff seeks to ensure that all people receive the opportunity to be a part of the Ivy Tech community of students, and believes the College is enriched by the contributions of its students, faculty, and staff. Support and assistance is provided to any new or returning student requesting accommodations for documented disabilities—another way the College ensures that diversity appears as a prominent educational objective within each career and technical program. One of the self-study subcommittees for re-accreditation also conducted an audit of each academic program. College-wide core curricula for each program from the College's 2007-08 course catalog were reviewed and evaluated for diversity awareness, defined by the presence of targeted, thematic, elemental, or enhanced courses. In addition, a review of College-wide program outcomes was conducted via the College's Infonet. Each of the College's curriculum committees has identified courses(s) in which the following general education objective is intended to be incorporated: "recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives."

## **Diversity: A Stronger Future**

1. The College has a clearly articulated Statement of Diversity.
2. The State Board of Trustees has created regional diversity committees and a President's Diversity Committee to lead diversity efforts at the College.
3. The majority of campuses have established student clubs and organizations for African-American and Latino students and the Self-Study Diversity Committee has encouraged the remaining to do the same.
4. Diversity-related courses in the College's course inventory have been identified and there is a commitment to increase the number of courses that can be infused with elements of diversity.
5. The College's mission, purpose, vision and strategies delineate the work required to provide a framework for achieving diversity.
6. There is a college-wide general education objective that communicates the importance of appreciation for diversity.
7. House Enrolled Act No. 1256 provides an impetus for the work ahead and helps to lay the groundwork for the formation of the College's diversity committees.
8. Ivy Tech's president has appointed several new diverse members to his leadership team.

### **2. Quality of Key Personnel**

#### ***a. Project Directors***

Dr. Rebecca Nickoli is co-director of *The Global Learning Across Indiana Initiative*, and will commit 2% of her time to this project. She currently holds the position of Vice President for Corporate College Services. Dr. Nickoli has been with Ivy Tech for over 30 years, and has served as Associate Vice Provost for Institutional Effectiveness and Grants Administration, providing leadership for grants, monitoring progress toward college-wide strategic goals and

objectives, as well as supporting the overarching institutional effectiveness goals of the College. She is currently co-chair for the Strategy 2c Initiative, *making Ivy Tech students more globally competitive.*

She is also active with the Higher Learning Commission of the North Central Association of Colleges and Schools, an organization that oversees the accreditation of more than 1,000 degree-granting public and private colleges and universities throughout the country. Dr. Nickoli has served numerous roles with the Commission, including Consultant/Evaluator, and Team Chair, and a Member of the First Committee. She also coordinated and authored Ivy Tech's system-wide Higher Learning Commission self-study. Nickoli is the incoming president for the National Council of Workforce Education, an affiliated council of the American Association of Community Colleges.

A native of Richmond, Dr. Nickoli began her Ivy Tech career at the College's Richmond campus where she served many roles, including Division Chair of General Education, Director of Student Affairs, Site Director for the Connersville Instructional Center, and Registrar/Admissions Officer. She was also the Executive Dean of Ivy Tech's Logansport Campus. Dr. Nickoli brings a diverse set of skills and experience to the project. In addition to her wealth of institutional knowledge, she has a proven background in grants administration, adult education and workforce training that qualifies her to lead the internationalization effort.

A key partner in implementing the project is co-director, Dr. Hilary E. Kahn, who will commit 10% of her time to this project. She has been with Indiana University since 1997, beginning as faculty within the discipline of anthropology, and since 2004 within the field of international education. She is currently the Director of the Center for the Study of Global Change at IU (a Title VI National Resource Center), the Director of the Graduate Minor in Global Studies at IUB, the Director of Voices and Visions: Islam and Muslims in a Global

Perspective (a public scholarship initiative supported by the Social Science Research Council), Director of Framing the Global Project (a research and publication initiative supported by the Mellon Foundation), and faculty in Anthropology and International Studies. She also leads communities of practice and professional development workshops for staff and faculty of Bloomington and the entire IU system on curriculum and campus internationalization. Before coming to the Global Center, she was the Director of Curriculum Internationalization at IUPUI. She regularly teaches within the IU Global Studies Program and the International Studies Department and she runs a summer service-learning program in Jamaica. She has taught semester-long Global Dialogues courses through interactive video technology with Macedonia, Indonesia, and Russia. Her areas of interest and expertise include international education, intercultural teaching and learning, visual anthropology, visual pedagogies, human rights and the arts, and global research. She has presented at national and international conferences, published numerous peer review articles and book and film reviews, and published a book, *Seeing and Being Seen: The Q'eqchi' Maya of Guatemala and Beyond* in 2006 (University of Texas Press) about her ethnographic research. In 2009, she received the IU Commission of Multicultural Understanding Faculty Award for promoting multicultural understanding and the IU International Studies Excellence in Teaching Award. In addition to her local involvement in curriculum internationalization, she has led curriculum internationalization workshops for NAFSA: The Association of International Educators (NAFSA) as well as for AIEA, the Association of International Education Administrators. From 2009-2012 she was the network leader of NAFSA's committee on Internationalizing Teaching, Learning, and Curriculum.

***b. Other Key Partners and Personnel***

The accomplishment of the three project objectives requires extensive professional development for faculty and staff. This will be one of the major contributions of The IU Global

Center, which has a long-standing history of providing professional development opportunities in order to internationalize teaching and learning within higher education. The IU Global Center will provide faculty and staff a number of workshops throughout the three years of development and assistance in internationalizing their courses. The IU Global Center will also supervise the project coordinator.

This coordinator will facilitate the meetings and work of a core group of Ivy Tech faculty and administrators for the first two years of implementation, adding new participants the third year in order to increase impact. The coordinator will work with the project directors and will help organize the workshops throughout the three years. The coordinator will also assist with the broader curriculum internationalization of Ivy Tech CORs and with the faculty and staff review of various global learning evaluation instruments. The Coordinator and the IU Global Center will also work with CEEP, which will conduct the external evaluation for this three-year initiative.

Another major partner on the IU campus is the Center for the Study of the Middle East. The IU Center for the Study of the Middle East (CSME) has been designated by the U.S. Department of Education as a Title VI National Resource Center. With approximately 100 affiliated faculty members located in the College of Arts and Sciences and seven professional schools, CSME promotes multi- and inter-disciplinary knowledge of the Middle East by supporting academic programs, scholarship, public outreach, language instruction, and support for educators and students at all levels.

Our primary contact at CSME will be Cigdem Balim Harding, who is the Associate Director. Dr. Harding, who will be dedicating 5% of her time to this project, joined the faculty of the Near Eastern Languages and Cultures at IU from Manchester University, UK, in 2006. In Manchester, she developed curriculum for Middle Eastern languages while she was the Chair of

Middle Eastern Studies. She is a senior examiner for the International Baccalaureate Organization, and trains teachers of language/literature. She has trained teachers of less commonly taught languages in Turkey, United Kingdom and at IU, as well as developed courses for teacher training. She is the author (with her colleague Zaineb Istrabadi) of the Arabic curriculum of IU.

While Ivy Tech's South Bend campus has taken the lead in developing a Global Learning Certificate, a system-wide Globalization Committee has begun to work to develop the same kind of competencies for students. Ivy Tech-Bloomington continues working with IU Global Center, and Ivy Tech-Southwest is working with the University of Evansville through a study program at Harlexton College in England. All of these campuses will contribute valuable insight to the implementation of this proposed project. Two Ivy Tech faculty members with experience in internationalization of curriculum will be appointed to work in coordination with the project directors and the coordinator. The faculty will be instrumental in the internationalization of courses. Each of these individuals will have previous experience in course internationalization (See Appendix 2.1 for a list of other key Ivy Tech personnel partnering in this internationalization initiative).

This internationalization project will tie together and strengthen the considerable efforts of the various campuses. The ultimate intent is to create a pilot for the international studies certificate that can be reviewed through the typical College processes and adapted for college-wide use. This grant will give the College an opportunity to both evaluate and modify a robust pilot and then scale it up across campuses so that all students can benefit from its components.

This proposal also builds on work already done during the self-study process for re-accreditation in 2008 during which College faculty reviewed all general education courses and many technical courses in the inventory. As part of that process, faculty reviewed course

descriptions and CORs to identify which courses had elements of cultural competence, historical perspective, and globalization. This project complements the College's strategic initiatives to make the curricula and students more "globally competitive."

*c. Faculty and Staff Diversity*

In summer 2007, the Ivy Tech State Board of Trustees appointed Thomas J. Snyder as President of the College. President Snyder was selected by a state board seeking, among other attributes, a commitment to faculty diversity at Ivy Tech. Having served previously as an executive in the corporate environment, he came to the College with a significant track record as a manager, corporate executive, and a strong reputation related to his previous efforts in diversity.

During his first year in office, President Snyder made several appointments of senior College officials and members of his personal staff that reflect that commitment to diversity. The College has added two women (one being an African American) to its senior leadership roster in the following positions: Vice President for Corporate College Services, and the Vice President for development. Additionally, the College has established a new position, Director of Training and Development, at the system level; the person holding this position is an African American. (See Appendix 3.1 for Ivy Tech's Statement of Diversity).

The Ivy Tech mission and core values were published in *2010 Strategic Plan: Changing Lives and Changing Indiana* and include diversity, integrity, community engagement, innovation, excellence, and creating an environment focused on students and employees. The core values are intended to serve as a guide to the behavior of all members of the academic community, including faculty, staff, and students. Ivy Tech is an accredited Equal Opportunity, Affirmative Action employer, and applications from underrepresented groups will be considered for the project coordinator and faculty participants.

### **3. Budget and Cost Effectiveness**

#### **a. Budget Breakout**

Please see attached budget justification for detailed breakout by year.

#### **b. Cost Effectiveness and Project Objectives**

*The Global Learning Across Indiana Initiative* seeks to maximize every funding dollar it requests through the UISFL grant. The following breakdown demonstrates that the approximately \$419,000 over three years this proposal requests will fund key strategic components vital to accomplishing the project's goals. In order to maximize the impact of funding, the project will build upon other established Ivy Tech and IU initiatives; a primary strength of *The Global Learning Across Indiana Initiative* will be its organic integration into the strategic goals of both sponsoring institutions. The project is vital to institutional goals because it is the next logical step in addressing system-wide internationalization. This project has the intention of impacting the entire state of Indiana through the work of two large systems of higher education. The careful planning and budgeting also ensure the project's overall viability and its ultimate goal of systemic internationalization.

The primary budget components of the project include:

- Stipends for faculty to attend workshops, re-design courses, work on CORs, and assist with development of certificate
- Payment for professional development workshops
- Funding for Arabic course development
- Assessment, including payment for CEEP project evaluation and development of global learning measures
- Travel for faculty and administrators to workshops and for outside experts coming in to lead workshops

- Indirect costs (limited to 8% of total direct costs)

**c. *Fly America Act (FAA) compliance***

All travel associated with the *Global Learning Across Indiana Initiative* will be compliant with federal mileage rates and the Fly America Act (FAA).

**4. Plan of Evaluation**

**a. *Evaluation Effectiveness***

This project will rely on CEEP to guide the project evaluation process. To ensure the successful implementation of this initiative, Ivy Tech faculty and administrators will work with CEEP to utilize rigorous assessment tools that will measure programmatic progress, impact, and student learning outcomes associated with this initiative. The *Global Learning Across Indiana Initiative* will also enlist partners like the International Center of Indianapolis to assist in developing outreach and promotion that will raise awareness in the community about the opportunities the implementation of the project will provide Ivy Tech students as they directly enter the global workforce, or transfer to IU or other four-year institutions.

CEEP will conduct an ongoing external evaluation of the collaborative project between Ivy Tech and IU. CEEP, with more than four decades of experience in evaluation planning and execution, regularly conducts rigorous program evaluations on the international, national, regional and local levels. This Center has a staff of over 60, including a number of Ph.D.-level senior staff. The research staff has a wealth of experience in conducting evaluations in higher education as well as providing technical assistance for a variety of programs within the U.S. Department of Education. CEEP currently serves as an external evaluator for Title VI National Resource Centers of Indiana, Georgetown and Harvard Universities, including the IU Global Center. The evaluation results were used by each center to improve the quality of ongoing

services and activities and measure the center's outcomes. Further, CEEP is currently assessing the ICAB collaboration between IUB and Ivy Tech-Bloomington.

During the next three years, CEEP will consult regularly with the project directors of the consortium and provide quantifiable measurable outcome-oriented data based on evaluations of the activities and programs supporting the major objectives of the consortium. CEEP will conduct both formative and summative evaluation utilizing the following activities and methodologies: making site visits, conducting in-depth semi-structured interviews, and administering surveys. The ongoing informal and formal feedback from the evaluation data and accompanying reports will assist the consortium in making necessary adjustments throughout the project period as well as provide data on the impact the project is having on its stakeholders.

*b. Evaluation Criteria*

The ICAB has established the following objectives (which correspond with UISFL priorities) to accomplish over the three-year period. These objectives will be the focus of the external evaluation.

**Objective #1:** The Collaborative will build upon existing foreign language program requirements to develop a system-wide interdisciplinary Global Learning Certificate for Ivy Tech that will include a mandatory orientation, 15 credit hours of "internationalized" courses, an experiential global learning component, career training, and a foreign language component. (Competitive Preference Priority 1, Invitational Priority 2)

**Objective #2:** The Collaborative will develop two years of Arabic language courses for the Ivy Tech system. (Invitational Priority 1 & 2)

**Objective #3:** The Collaborative will broaden curriculum internationalization of courses system-wide across the Ivy Tech system. (Invitational Priority 2)

The objectives are outlined with corresponding evaluation questions, measures and methods below. Each of the questions will be assessed from both a quantitative and qualitative perspective.

**Global Learning Across Indiana Initiative Objectives and Measures**

Objective #1: The Collaborative will develop a system-wide interdisciplinary Global Learning Certificate for Ivy Tech, built upon

existing foreign language requirements, that will include mandatory orientation, 15 hours of credit hours of “internationalized” courses,

an experiential global learning component, and a foreign language component. (Competitive Priority 1, Invitational Priority 1, 2).

EVALUATION QUESTIONS	MEASURES	METHODS
<p><b>Formative (Y1-2):</b></p> <ul style="list-style-type: none"> <li>• To what extent is the development of the certificate supported across Ivy Tech faculty, staff, and administration?</li> <li>• To what extent are recruiting efforts and the scope of activities successful in attracting diverse participants?</li> <li>• To what extent are the participants satisfied with the program?</li> <li>• To what extent do participants find the information provided useful and/or applicable?</li> <li>• To what extent are faculty, staff, and administrators prepared to support the details of the certificate?</li> </ul> <p><b>Summative (Y2-3):</b></p> <ul style="list-style-type: none"> <li>• To what extent have students applied the relevant knowledge into their continuing education, employment, or future plans?</li> <li>• To what extent has the implementation of the relevant knowledge broadly affected constituents, students, staff, faculty, administration?</li> </ul>	<p>50% of faculty and staff attending workshops and accessing materials who respond to the Annual Survey will report that they were <i>satisfied</i> or <i>highly satisfied</i> overall.</p>	<p><b>Formative (Y1):</b> Annual online survey evaluating staff and faculty professional development, teacher training activities and materials</p> <p>Semi-structured interviews of key stakeholders in the development process</p> <p><b>Summative (Y1-3):</b> Awareness and Impact Online Survey of students, faculty, staff, administrators</p> <p>Global Awareness Survey (exact instrument TBD) of certificate students</p>
	<p>40% of students and faculty and staff who respond to Awareness and Impact Online Survey will indicate that are <i>aware</i> or <i>highly aware</i> of the certificate.</p>	
	<p>60% of students and faculty and staff who respond to the Awareness and Impact Online Survey will indicate they are <i>familiar</i> or <i>highly familiar</i> with the details of the Global Learning Certificate</p>	
	<p>50% of students obtaining a Global Learning Certificate who respond to the Awareness and Impact survey <i>have or plan to</i> utilize knowledge gained from the Global Learning Certificate</p>	
	<p>60% of students getting a Global Learning Certificate who respond to the Formative Surveys will report that they were <i>satisfied</i> or <i>highly satisfied</i> overall.</p>	
	<p>60% of students who respond to the global awareness instrument will reveal an increase in awareness, knowledge, and/or research as a result of their enrollment in the certificate program.</p>	
	<p>Each year, the number of students declaring a Global Learning Certificate will increase by 15%.</p>	

Objective #2: The Initiative will develop two Arabic language courses for the Ivy Tech System (Invitational Priorities: 1, 2).

EVALUATION QUESTIONS	MEASURES	METHODS
<p><b>Formative (Y1-2):</b></p> <ul style="list-style-type: none"> <li>To what extent are recruiting efforts successful in attracting diverse participants?</li> <li>To what extent are participants enrolling in the courses?</li> <li>To what extent are the participants satisfied with the new language opportunities?</li> <li>To what extent are faculty and staff prepared to implement the new language courses?</li> </ul> <p><b>Summative (Y1-3):</b></p> <ul style="list-style-type: none"> <li>To what extent are the students and alumni report that they are utilizing Arabic in their current studies or employment?</li> </ul>	<p>50% of faculty and administrators who respond to the Annual Survey will report that they <i>agree or highly agree</i> that they are prepared to teach or implement the new courses (including pedagogy training)</p>	<p><b>Formative (Y1-3):</b> Annual online survey evaluating the new opportunities to learn a foreign language</p> <p>Arabic Language Assessment by instructors utilizing the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines</p> <p><b>Summative (Y1-3):</b> Awareness and Impact Survey of students, faculty, staff, administrators</p> <p>Semi-structured interviews with key stakeholders</p>
	<p>60% of students enrolling in Arabic who respond to the Awareness and Impact Survey will report that they were <i>satisfied or highly satisfied</i> overall.</p>	
	<p>70% of students completing Arabic report increasing abilities in effective reading, writing, speaking and listening comprehension skills</p>	
	<p>Each year, the number of students taking Arabic will increase by 15%.</p>	

Objective #3: The Initiative will broaden curriculum internationalization of courses system-wide across the Ivy Tech system and will include the development of a foreign language program in Arabic (Invitational Priority 2).

EVALUATION QUESTIONS	MEASURES	METHODS
<p><b>Formative (Y1):</b></p> <ul style="list-style-type: none"> <li>To what extent are faculty and staff successful in internationalizing their courses?</li> <li>To what extent are the participants satisfied with the internationalization course development process?</li> </ul> <p><b>Summative (Y1-3):</b></p> <ul style="list-style-type: none"> <li>To what extent have international courses been institutionalized system-wide at Ivy Tech?</li> <li>To what extent is faculty successful in meeting their internationalizing course goals?</li> <li>To what extent is the student body's global awareness increasing?</li> </ul>	<p>By the end of each year, the number of internationalized courses will increase by 20.</p>	<p><b>Formative (Y1-2):</b> Annual online survey evaluating the course internationalization process</p> <p><b>Summative (Y1-3):</b> Global Awareness Survey evaluating global learning outcomes</p> <p>Semi-structured interviews with key stakeholders</p>
	<p>By the end of each year, the internationalized courses will be disseminated to 15 Ivy Tech degree-granting locations.</p>	
	<p>60% of faculty/staff globalizing the courses who respond to the Annual Survey will report that their efforts were successful or highly successful overall.</p>	
	<p>65% of faculty/staff globalizing the courses who respond to the Annual Survey will report that they were <i>satisfied</i> or <i>highly satisfied</i> overall with professional development workshops</p>	
<p>40% of current students, alumni who respond to the global awareness survey (TBD) will annually show a change in global perspectives from year 1 to year 3.</p>		

### *c. Methods of Evaluation*

The comprehensive three year evaluation will include five main components: Formative Evaluation, Summative Evaluation, an awareness and impact survey of the new programs, a Global Awareness Survey, and collaborative efforts. The aggregate information provided by these components will allow the consortium to make the necessary improvements, as well as to document the impact that the internationalization activities have had on a variety of participants, including current undergraduate students, alumni, university faculty, Ivy Tech system-wide, and individual community campuses, students, and local and international businesses.

#### *Formative Evaluation*

In years one and two, CEEP will focus on evaluating the extent to which the new or redesigned programs and activities are being implemented as intended and accomplishing their stated goals. The resulting feedback will allow for annual improvement to help ensure that objectives are met. Formative methods will include surveys and interviews with faculty, administrators, students and collaborative community and business partners (see above for discussion of specific formative evaluation questions, measures, and methods for each objective).

#### *Summative Evaluation*

Summative evaluation will occur across all three years but will be emphasized in years two and three when CEEP will analyze outcomes such as the extent to which the Consortium's programs have impacted students, faculty, and the community. CEEP will survey and interview current and former participants. An online Awareness and Impact Survey will be administered during years one and three to determine the extent to which the major stakeholders are aware of the new programs. In year three, CEEP's final summative report will focus on the extent to which the grant program has accomplished the pre-established objectives (see specific

summative evaluation questions, measures, and evaluation methods for each objective contained herein).

#### *Awareness and Impact Survey*

CEEP will implement an Awareness and Impact Survey of current and past Ivy Tech students, faculty, staff, and administrators to determine awareness of the globalization certificate and the new Arabic courses. This survey will answer the following questions: Who is getting a certificate and why? Are they transferring? Where are they going? What are they doing after they leave Ivy Tech?

#### *Global Awareness Survey*

The initiative will review existing global competency instruments and will subsequently administer an instrument that will measure global awareness and perspectives of students each year of the grant. CEEP will evaluate the data and compare responses from year one to year three. Their evaluation will provide data that will assess the impact of the efforts to internationalize Ivy Tech courses system-wide. The results from this inventory will be used to shape the development of the project and the final impact evaluation.

#### *Collaborative Efforts*

It is very important to evaluate the implementation and success of the consortium's numerous partnerships. CEEP will guide formative and summative evaluation of collaborative activities with the individual degree-granting locations in the Ivy Tech system, IU Global Center, and multiple other units on and off campus and in the community.

#### *d. Sample Evaluation Tools*

Collaboration evaluation questions, measures, and evaluation methods (pg. 23-25) and timeline (pg. 9-10) may be found herein. Baseline data on each of the evaluation questions will

be collected at the beginning of the grant period and will continue as needed for formative evaluation and annually for summative evaluation. An annual formative/summative evaluation report will identify activities and outcomes of the preceding year, as well as any applicable longitudinal outcomes. In year three, a final summative report will focus on the extent to which the grant program accomplished the pre-established objectives.

## **5. Adequacy of Resources**

Language proficiency in Arabic may be necessary for students to be effectively competitive in business, manufacturing, and technology upon graduation. However, like other critical languages, strong abilities in Arabic also support broader national interest and needs. Training students in less commonly taught languages (LCTL) and enhancing understanding of global phenomena where these languages are spoken also directly support national and transnational needs of the United States.

The Arabic curriculum will be based on the language proficiency levels of ACTFL and will have syllabi and lesson plans that comply with the 5Cs of effective language learning (cultures, communities, communication, comparison, and connections). After two years, students will be expected to have acquired an “intermediate” level proficiency in speaking, reading, writing, and listening comprehension of Modern Standard Arabic. Using authentic texts from early on and communicative techniques, students will gain the skills necessary to be proficient language learners.

Instructors will be professionally qualified instructors who will receive language pedagogy training and guidance of teaching Arabic. The IU Global Center and CSME will provide professional development and language pedagogy training. This workshop will ensure

that the Arabic instructors are familiar with current language teaching methods, assessment mechanisms, and instructional technology.

***a. Sources of Institutional and Matching Resources***

Ivy Tech is committing resources totaling \$172,498 towards the *Global Learning Across Indiana* initiative. Co-project director Dr. Nickoli will dedicate 2% of her time to this project in each of the three years. Two Ivy Tech faculty members will also be dedicating 10% of their time to work in coordination with the directors and the coordinator in the curriculum internationalization of CORs and courses. Ivy Tech will also provide fringe benefits of 35% on the co-project director's and faculty members' time dedicated to the project. Ivy Tech will also provide \$7,500 for the teaching of Arabic courses in year two and \$25,000 towards the teaching of Arabic in year three. IU will also provide institutional support for this project. Co-project director Dr. Kahn will dedicate 10% of her time to the *Global Learning Across Indiana initiative* (5% of which will be cost share); additionally, 5% of an Arabic Language Specialist's time will be committed to the project. Further, IU will provide fringe benefits for 5% of co-project director Kahn's time and 5% of the Arabic Language Specialist's time. IU's total commitment for this initiative is \$36,392.

***b. Adequacy of Resources for Project Activities***

Libraries at Ivy Tech campuses across the state offer students, faculty and staff an abundance of resources, both on campus and through the College's virtual library. Thirteen of the 14 regions have a library on site, while the remaining region has access to online library materials as well as the use of neighboring IU East's campus library. At each onsite library, students, faculty and staff are able to access extensive book, periodical, and course reserve collections, and can also make use of printers, copiers, wireless internet, and interlibrary loan

services. Online resources are available to all through Campus Connect, Ivy Tech's portal for current students, faculty, staff and alumni. Further, each of the 30 degree-granting locations across Ivy Tech's 14 administrative regions have appropriate classroom space within which to host these proposed new courses.

The IU Global Center has been providing training in language pedagogy, acquisition, assessment, and instructional technologies to graduate students, Fulbright recipients, faculty members, and incoming scholars through its annual Language Pedagogy, Assessment, and Instructional Technology Workshop for LCTL Instructors. Participants have included instructors of Arabic, Bengali, Chinese, Hebrew, Hindi, Japanese, Portuguese, Russian, Turkish, Ukrainian, Wolof, Zulu, among other languages. The developers and instructors of the Arabic courses will also be able to utilize the expertise in language teaching and training available at the Center for the Study of the Middle East as well as the resources of IU's Arabic Language Resource Center.

## **6. Commitment to International Studies**

### ***a. International Studies Courses and International Partnerships***

Ivy Tech has a number of courses that satisfy requirements for Global and Diversity Studies Curriculum. Most foreign language courses at Ivy Tech include four semesters of instruction, one for each semester of a two-year associate degree program. Students in the School of Liberal Arts & Sciences programs may be required to take a foreign language and students in other disciplines may choose language classes as electives. Students who are seeking the Global Learning Certificate will be strongly encouraged to take foreign language courses. The importance of foreign language skills will be promoted through new marketing and promotional materials about the *Global Learning Across Indiana Initiative*.

Ivy Tech's Corporate College Services has identified several new non-credit courses that will be developed by spring 2013. The new courses will include: Arabic, Portuguese, Global Business, Political Geography, Chinese Culture for Business, and Japanese Culture for Business. Dr. Nickoli, co-project director, has solicited interest in course development and is currently reviewing resumes to find the best qualified candidates. Two credit courses have recently been developed in Mandarin Chinese. While the Arabic courses proposed here are credit-bearing, a non-credit course that explores doing business in Arabic-speaking regions will also be developed in consultation with CSME.

*b. Planning International Partnerships*

Ivy Tech has been instrumental in creating numerous international partnerships. On July 20, 2009, in the Grand Hall, the Governor of the State of Hidalgo, Mexico, the Minister of Education, and the Chancellor of the Universidad Politécnica de Francisco I. Madero joined the Ivy Tech Chancellor from Lafayette and State Legislators in the signing of a historic agreement to begin a collaboration between the two institutions. The signed agreement was the first step in offering international education opportunities to students, faculty, and staff. The agreement with the Universidad Politécnica de Francisco I. Madero establishes a framework within which projects and programs can be developed between the two institutions. Those programs include faculty and student exchange, and activities related to learning, teaching, and cultural exchange.

Ivy Tech is already exploring the viability of offering distance education courses for the students from Hidalgo institutions combined with a final capstone/internship course on the Ivy Tech-Lafayette campus. In addition, the Ivy Tech-Lafayette campus has a strong relationship with both Purdue's College of Agriculture and College of Technology; thus, educational

opportunities are currently being discussed for students from Hidalgo institutions to transfer to Purdue once their associate degrees from Ivy Tech are completed.

Other opportunities for international partnerships are the inclusion of Ivy Tech -Northeast in The American Association of Community Colleges' (AACC) Vocational Education Leadership Training Program (VELT). AACC arranged for five Chinese community college presidents to visit in mid April 2011. These Chinese college administrators represented colleges that specialize in training and education in telecommunications, light industry, textiles, vocational, and economics and business. They studied how Ivy Tech provides education and training through a community college system in the United States and also how the educational institution partners with business and industry. The leaders met and interacted with College administrators, deans, faculty, and students on campus, and met with area K-12 school superintendents. In addition, they toured business and manufacturing partners during their stay.

In spring 2011, 15 French students from the Lille's SKEMA Business School spent two months with Ivy Tech as a part of the *Three-Module Cultural Experience* in which they learned American business standards, fine-tuned their English language skills, and completed a three-week job shadow experience.

### ***c. Continued Institutional Commitment to Internationalization***

In summer 2011, Ivy Tech-Northeast--in partnership with GateWay Community College, Edmonds Community College, and Peace Trees Vietnam—took a travel study trip abroad with students, faculty, staff, and members of the community in an effort to strengthen cultural diversity, global awareness, and international competitiveness among faculty, staff, and students. Peace Trees Vietnam was founded in 1995 to renew relationships with the people of Vietnam and promote a safe and healthy future for its families and children. They sponsor demining and

mine risk education, survivor assistance, citizen diplomacy trips, and community building projects in partnership with the people of Quang Tri Province. Programs offered consist of global citizenship, cultural immersion, service learning, and sustainability programs in Prague, Czech Republic and several countries in Southeast Asia.

***d. Funds to Support Project Objectives***

Though Ivy Tech meets requirements under the special rule to request a waiver of cost sharing (please see Appendix 4.1), both Ivy Tech and IU will provide support totaling approximately 30% of the comprehensive program budget. The commitment of institutional funds speaks to Ivy Tech's support of the *Global Learning Across Indiana Initiative* and its dedication to internationalizing curriculum statewide.

Faculty will be able to infuse experiences derived from the program into course curriculum specifically in the areas of diversity, service learning, globalization, and sustainability. Students and other participants will be able to gain experience in working with diverse groups as well as enhance their appreciation of other cultures, while building friendships and providing service to various communities in Southeast Asia. GateWay Community College, Edmonds Community College, and Ivy Tech will be recognized as colleges that are globally attuned and prepared for the ever-changing marketplace while serving the global community (see Appendix 5.1, for full 2011 Ivy Tech international travel opportunities).

Ivy Tech has also developed and supported a Sister City Faculty Exchange with Wuxi Professional College of Science and Technology in Wuxi, China. Located in the center of Wuxi New District, the Wuxi Professional College of Science and Technology is a full-time college, established by the Wuxi Municipal Government and run by the Administrative Committee of Wuxi New District, with the approval from the government of Jiangsu Province. Wuxi New

District has over 800 foreign-invested enterprises and 150 high tech enterprises, many of which are belong to Global Fortune 500 companies.

## **7. Elements of the Proposed International Studies Program**

### ***a. How this Initiative Contributes to Internationalization***

In this interconnected world, where workers encounter global challenges and cross-cultural divides, students must be prepared to problem solve, recognize diverse perspectives, and utilize a wide array of paradigms and tools when working toward solutions and greater efficacy. Therefore, it is vital that the Global Learning Certificate be interdisciplinary by nature, such that it provides broadly applicable frameworks of knowledge production and problem-solving. This will clearly be a foundation of the Global Learning Certificate proposed as part of *The Global Learning Across Indiana Initiative* here. However, Ivy Tech and IU also desire this to be a type of certificate that has significant impact within specific professional, technical, and academic fields. Therefore, while the certificate itself will be interdisciplinary, its framework will ideally greatly contribute to specific fields of practice and inquiry.

### ***b. CSGC: An Interdisciplinary Approach to Systemic Internationalization***

The IU Global Center has embraced three major challenges: to contribute to the comprehensive internationalization of IU; to promote wider analysis and innovative thinking about global issues by extending the intellectual reach of Indiana University regionally, nationally, and internationally; and to create a supportive environment for innovations in teaching, learning, and research in global studies. Teaching and learning is at the heart of the mission of the IU Global Center, which is engaged in a systematic and sustained effort of infusing global perspectives in undergraduate, graduate, and K-12 teaching. The IU Global Center promotes collaboration and innovation as central to all its curricular, research, and

outreach programs, as well as in the wide range of conferences, exhibits, and other events that explore and provide education on issues of global significance.

*c. Meeting Programmatic Needs*

Strategy Two of Ivy Tech's 2013 strategic plan is to ensure that Indiana's citizens, workforce, and businesses are globally competitive. Ivy Tech reaches out to employers through its program advisory committees and its many contacts with local and state economic development entities, chambers of commerce, and other resource organizations that connect the College to business. Ivy Tech's president has personally heard a number of such comments and encouraged both the Provost's Office and the Corporate College to begin researching how best to respond. The Provost's Office worked with the development of the credit courses and the Corporate College developed both a Mandarin language course and a course in Chinese Culture for Business.

*d. Efficacy of the Initiative*

The careful planning for, and rigorous measures of the project will help ensure that it can achieve the desired goal of improving and expanding language instruction in Indiana. The size of Ivy Tech's statewide system, and the numerous community partners involved in promoting the opportunities the initiative will bring to the state's workforce will serve to expand foreign language study to a much broader audience than is currently being served. The interest shown by businesses in expanding Arabic language study will also help bring to the program prospective students interested in opportunities for employment with companies doing business in the Middle East.

**8. Need for and Prospective Results of the Proposed Program**

*a. Internationalization: A Statewide Priority*

In the volatile and globally connected economy of the twenty-first century, it is incumbent upon educational institutions to expand global learning opportunities for a workforce operating in an increasingly competitive environment. Community colleges play a central role in workforce preparation and development throughout the United States. In view of the rapid shift towards globalization, Ivy Tech seeks, with its partners, to implement a three-year initiative for the internationalization of the Ivy Tech curricula. The primary goal of this initiative is for a percentage of all Ivy Tech courses to have global learning outcomes that will ensure Ivy Tech graduates will be competitive in the coming years.

*b. A Strategy for Implementation*

This project will tie together the several efforts of the campuses. The ultimate intent is to create a pilot for the Global Learning Certificate that can be reviewed through the typical College processes and adapted for system-wide use. This grant will give the College an opportunity to both create a robust pilot and then replicate it across campuses so that all students can benefit from its components. This proposal builds on work already done during the self-study process for re-accreditation in 2008, during which College faculty reviewed all general education courses and many technical courses in the inventory to identify which courses had elements of cultural competence, historical perspective, and globalization. This project activity complements the College's strategic initiatives to make the curricula and students more globally competitive.

The second major component of this initiative is to create, across the Ivy Tech system, courses in **Arabic**. Given the strategic importance of Arabic, there is a great need to equip students with the language skills necessary to compete effectively and as global citizens. Offering the Arabic courses through the accredited, statewide Ivy Tech system will make this

vital training affordable and available to the broadest community possible. By partnering with IU, a national leader in Arabic language instruction, curricular innovation and teacher training, Ivy Tech will ensure its teachers and students a curriculum (including materials and experiences) based on the best current research. IU's CSME, in partnership with the IU Global Center, has been preparing a Language Resource Center for Arabic, complete with online exercises, learning aids as well as books and printed materials. The Resource Center is designed to be used both by the instructors and the learners of Arabic.

The third goal of the initiative is to broaden **curriculum internationalization** of courses across Ivy Tech campuses by partnering with a number of organizations, including the IU Global Center. The Center is recognized as a leader in curriculum and campus internationalization, as demonstrated at ICCI, the only intensive institute on curriculum and campus internationalization held annually in May at IUB. The Global Center has strong working ties with AAC&U and NAFSA, in addition to effective relationships with academic and service units across the IU system, on which it can build a stronger state-wide infrastructure for internationalization. The Global Center also has a deep history of working with communities and K-12 schools and educators.

*c. Project Sustainability*

Part of the institutionalization of this proposal of curricular enhancement will be actual and permanent changes to statewide Ivy Tech CORs. Ivy Tech will first implement Global Learning Certificate Courses and then move beyond such that a particular percentage of all Ivy Tech courses have global learning outcomes. This will be a significant move toward achieving the Strategy Two of the Ivy Tech strategic plan aimed at preparing Ivy Tech graduates to be

globally competitive. Faculty will work on how and where to insert international learning objectives into these course outlines as part of this project.

***d. Sharing of Program Materials and Results***

This project also recognizes that internationalization must be reinforced, supported, and defined through a dialogue between faculty and the administrators and staff who are responsible for fostering, encouraging, and implementing global learning and teaching on campuses. Ivy Tech is committed to the task of reaching as many people as possible with this project. Outreach includes research concerning what Indiana and international businesses define as necessary twenty-first century skills and knowledge to be incorporated into strategies and learning objectives. Results of this project will not only be shared amongst project partners, but will also be shared with Indiana and international businesses. Promotion is needed not only for students, but for faculty too, and to businesses to inform them of the certificate and courses the College is now providing students and employers. It is also crucial to provide career guidance to students about how to market their international certificate and newly acquired skills to employers.

**9. Potential Impact of the Proposed Program in Improving International Studies and the Study of Modern Foreign Languages at the Undergraduate Level**

Section 9 is only applicable to associations and organizations. This is not applicable to Ivy Tech and IU regarding this initiative.

**10. Competitive Preference Priority 1**

A Language Supplement in the most recent *International Educator* (March/April 2011 Vol. 20:2) reported that studying foreign languages at community colleges is a growing trend. It cites statistics from the Modern Language Association that demonstrate a 14 percent growth in foreign language training between 2006 and 2009. Advantages in the global job market are

clear motivations behind the increasing interest in foreign language training in community colleges. It is no surprise, thus, that conversations with Indiana businesses reveal an interest in foreign language abilities, including Arabic, as an increasingly necessary and beneficial skill for success within the globalized economy.

The Global Learning Certificate that will be developed as part of the *Global Learning Across Indiana Initiative* represents how community colleges are answering this growing demand for foreign language skills in the twenty-first century workforce. Arabic is a LCTL that is vital in the global marketplace, whether in Indiana or in Asia, and Ivy Tech already has strong foreign language programs in both French and Spanish, (two-year programs), and more recently Chinese (a one-year program); each of these programs is advantageous for a variety of career and academic pursuits. Ultimately, Arabic course development will parallel the other languages already offered across Ivy Tech such that four semesters will be made available. Students in the certificate program will learn how to utilize their foreign language and global learning skills through career development workshops. These workshops will guide students in how to market their new global skills as they seek to enter the twenty-first century workforce or transfer to a four-year college or university.

## **11. Competitive Preference Priority 2**

Ivy Tech looks to expand foreign language course offerings to include the development of a course in Arabic, listed as one of 78 priority LCTL designated by the U.S. Department of Education. This proposed offering demonstrates a commitment to achieving global competency among both Ivy Tech graduates and those who transfer to four-year institutions, where Arabic foreign language programs are already in place. Through offering this associate degree program, Indiana students interested in working towards an undergraduate degree in Arabic will have

increased options for where to begin this course work. The ability to offer a two-year foreign language program in Arabic positions Ivy Tech as an institution dedicated to increasing relevance and value within Indiana's business community, while simultaneously strengthening cultural diversity, global awareness, and international competitiveness among faculty and students.