Twentieth
Anniversary
Report

“You get better by knowing the world.” Yo Yo Ma
# Annual Report 2003-2005

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Office of Global Affairs Directory 2003-2005

PERSONNEL

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International Student Services Coordinator .......... De Ette Silbaugh

Secretary ............................................................. Mary Jo Sai

Linda Simon

Rebecca Mirza

PIME (California International Studies Project Site)

Co-Directors.............................. Eileen Kerr

Cathi Schali-Lopez

Clerical Support ......................... Gabrielle Cuellar

Lisa Gray

California Foreign Language Project Director .......... Sigrid Rainer

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A Message from the Director

Dear Friends:

During the recent American Council on Education (ACE)-sponsored campus self-study, an astonishing fact became evident: The international and cross-cultural experience of about 30% of the tenure-track faculty and nearly half of the students at CSU Stanislaus seems not to be a defining factor in the campus culture.

To date, CSU Stanislaus has seen itself as a generic comprehensive institution of higher education. However, the ACE review brought into sharp relief the confluence of several defining factors creating a strong profile of the university and its region: a multilingual and multi-ethnic student body, a substantial number of faculty with commitment to global learning, and an urbanizing but still agricultural location that is tied for its very survival to issues of sustainability and interdependence. With these factors at play, we could distinguish ourselves more than we have done through comprehensive and integrated global learning.

The ACE Global Learning Team has proposed a set of global learning goals for the campus, as well as a strategic action plan that suggests how we might proceed in the effort to enhance global learning for all students – not just a privileged few. These are included in this report.

However, as I prepare to retire from leadership of the Office of Global Affairs, I’d like to present my own wish list for the campus to consider. My wish items would not cost much money to implement, but they would require campus teamwork, long-term focus, and commitment:

• 37% of our students self-identify as having learned a language other than English at home. Five years from now, I’d like to see all CSU Stanislaus students self-identifying as second language learners.
• I’d like to see every faculty and staff member comfortable with assisting those for whom English is a second language, and effective in intercultural communication. I’d like to see faculty born outside the U.S., as well as our TESOL and intercultural specialists serving as resources in this effort.
• Five years from now I’d wish every department to have identified the global issues appropriate to its discipline and be actively assessing student knowledge of/competency in those issues.
• I’d like to see every major offer an “international path” that includes an international internship, study abroad, or significant local cultural immersion service learning – without loss of time-to-degree. I’d like to see the Office of Development and University Relations actively supporting this effort.
• I’d like to see that the “global learning goals” developed by the ACE Team on campus were integrated into the general education program. And I’d like to see that our campus had assisted the feeder community colleges in doing the same so that transfer students could have a seamless global education.
• I’d like to see sustainability as a major theme in both curriculum and campus planning.
• I’d like to see more international students here, and see them fully integrated into the life of the university. We are at only 1% international students. 2% would be better.

These goals are not easy to achieve, but with focus over time, they can be reached. They are worth the effort. I have spent twenty of my thirty years at CSU Stanislaus working to create an infrastructure for global learning. Now the campus is ready to go on to the next step, with new leadership. Thank you for the opportunity to serve. I leave with the warmest memories of teamwork with the best of colleagues. Together we have accomplished a great deal.

With all good wishes,

Linda Bunney-Sarhad
Director
Highlights of 2003-2005

• Completion of the American Council on Education “Global Learning for All” project, with the following deliverables: global learning goals, a campus-wide review of global learning, and an action plan for next steps in internationalizing the campus.

• Integration of International Student Services into the Office of Global Affairs, under the coordination of De Ette Silbaugh.

• With the College of Business Administration, initiation of a collaborative Master’s degree program in Business Administration with an emphasis on International Finance (with the Université de Cergy-Pontoise, France: Dr. Andrew Wagner, Director).

• Award to Global Affairs staff member Hildreth Heath of a Title VI-A grant from the US Department of Education ($307,000), with the purpose of continuing to develop global learning in academic departments, jointly with Merced College.

• The first “International April” festival, including a “World on the Quad” celebration, organized by the Global Affairs Advisory Board.

• Global Affairs award of faculty development scholarships for winter or summer study in other countries and intensive summer Spanish study in the US.

• Creation of a working relationship with Merced College to ensure seamless global learning for transfer students.

• Facilitation of the first President’s Departmental Award for Global Learning to the department presenting the best plan to enhance global learning in the major and in general education courses ($10,000 to Communication Studies). Continuation funding for three years was secured by Hildy Heath’s Title VI-A grant.

• Work with the CSU Virtual Language Laboratory project to create shared online Portuguese programs. A pilot course module originating in Portugal is being taught online as part of Portuguese 1020 in Spring 2005.

• Initiation of student exchange with Tamkang University (Taiwan).

• Preparation of new exchange programs with the Universidad Regiomontana of Monterrey, Mexico, the Communications University of China in Beijing, and the BioEconomy Association of Addis Ababa (Ethiopia).

• Completion of the fourteenth summer program of high-intensity language training (HILT) in Spanish, and institutionalization of this content-based instructional approach into the regular curriculum as Spanish 1000.

• US Department of Agriculture (Foreign Agriculture Service) funding to ACREG, a joint effort of CSU Stanislaus with Auburn University, the University of Hawaii, the University of Rhode Island, the University of Southern Colorado, and Stephen F. Austin University to carry out a university/Congressional staff planning retreat in the Azores Islands.

• Completion of a Fulbright Group Project to China’s Yunnan and Guizhou provinces called “China’s Cultural Diversity: the Hmong as a Case in Point” for 12 teachers, faculty, and teacher candidates, led by Dr. Kou Yang (Ethnic Studies).

The most critical factor for the success of nations in the new millennium will be a population whose minds are open to the world.

In Spring 2003 CSU Stanislaus was selected as one of eight institutions nationally for the American Council on Education “Global Learning for All” program. The campus obligations in the project were as follows:

- Creation of campus-wide “global learning goals” upon which all students may be assessed,
- A campus self-study on all aspects of international education,
- Creation of an action plan outlining steps to ensure that no student is left out of the opportunity for global learning,
- Inclusion of a feeder community college (Merced College), to create a model of seamless global learning for transfer students.

The ACE Global Learning for All Team

Team members are as follows:

Co-Chairs:
Armin Schulz (Teacher Education) and Linda Bunney-Sarhad (Global Affairs)

Members:
Hildy Heath (Modern Languages; Study Abroad)
Marge Jaasma (Communication Studies)
James Klein (Arts, Letters, and Sciences)
Peter Li (Management)
Gary Novak (Psychology)
Koni Stone (Chemistry)
Steve Stryker (English)

And representatives from Merced College (2003-2004):
Caroline Kreide (Foreign Languages)
Brent Saich (Sociology)
followed by (in 2005)
Sarah Greene (Dean of Instruction)
Lana Balatti (Physics)

Global Learning Goals for the Curriculum

Fundamental to ensuring that global learning is truly available for all is the realization that the curriculum is the only educational aspect of the university that truly affects every student. The ACE Team recommends to the campus that each graduate of CSU Stanislaus have demonstrated, in the general education program, knowledge of the following:

**Sustainability** - Ensuring that the present generation can satisfy its needs without compromising the ability of future generations to satisfy theirs, both in the U.S. and in the world outside the U.S.

**Interdependence** - Understanding that the world’s systems are interdependent: that local economic and social patterns have impact beyond their effects on individual lives, and that global patterns have local impact.

**Perspective Consciousness** - Recognition that one’s view of the world is not universally shared and that others may have profoundly different perceptions.

**Social Justice** - Understanding that the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well being, both in the U.S. and in the world outside the U.S.
The ACE Campus-Wide Review of Global Learning at CSU Stanislaus

The ACE review of global learning is a summary of what the faculty/administrator ACE team learned in its investigation of all aspects of global learning on the campus.

The team gathered information for the review through a series of faculty and student focus groups, a review of campus documents, a faculty survey, a written global learning survey of 494 students, and focused interviews with 40 faculty members and administrators. In addition, the team, together with the Arts, Letters, and Sciences Dean’s Office carried out a “curriculum mapping” exercise to see the extent to which the identified global learning goals can be achieved by all students through general education courses and through the major.

The review followed the eleven issues recommended by the American Council on Education, each section including specific recommendations of next steps to take in strengthening global learning for all on at CSU Stanislaus.

ACE issues:
1. University Commitment to Global Learning: Mission, Goals, and Vision
2. Environment for Global Learning
3. Strategy to Accomplish Global Learning Goals
5. TheExtent of Global Learning Diffusion in the Curriculum
6. The Extent to Which the Co-Curriculum Fosters Global Learning
7. Opportunities for Study and Internships Abroad, and their Integration into the Curriculum
8. Engagement with Institutions in Other Countries
9. International students – Their Presence and Integration into Campus Life
10. Evidence that Global Learning is Part of the Campus Culture
11. Synergy and Connections among Discrete Global Learning Activities

Copies of the ACE Campus Review of Global Learning are available from the Office of Global Affairs. In addition, as an aid to campus units seeking to collaborate in the global learning effort, the “CSU Stanislaus Rubric for Assessing Global Learning for All” shows steps by which we can continue to enhance global learning. In general, the campus appears to be between Stages One and Two in the assessment rubric (included in the Appendix to this report).

In November 2004 an ACE peer review team visited the campus to discuss the review with different offices and groups and make recommendations. In December 2004 ALS Interim Dean James Klein served as an ACE peer reviewer of Cleveland State University (Ohio). In April 2005, the action plan “Next Steps in Global Learning for All” was completed and submitted to the American Council on Education for posting to the organization’s website.

The Appendix of this document provides the Strategic Action Plan created under the ACE project, as well as rubrics for assessing the development of global learning on campus.

“Global” addresses the common issues facing humankind and the earth, not just those of political units. “International” focuses on the political relations between nation-states.”

—Nathalie Bailey, Lehman College, CUNY
Master’s Program

with the Université de Cergy-Pontoise, France

History of the program:
Dr. Bill Crist, retired both from his professorship at CSU Stanislaus and his presidency of the California Public Employees Retirement System (CalPERS) Board of Directors, facilitated contact between the Université de Cergy-Pontoise near Paris, and the CSU Stanislaus College of Business Administration in order to create a new Master of Science degree in Business Administration, Finance: International Finance.

In a dazzling show of organization and commitment led by Dr. David Lindsay (Chair, Finance and Accounting), the College of Business Administration achieved development and approval of the new program in only a few months’ time. Program direction has been assumed by Dr. Andrew Wagner.

The program:
The program emphasizes financial dealings between the U.S. and the European Union. Students progress in cohorts, so as to give them a lifetime resource of strong personal ties on both sides of the Atlantic. This international initiative is consistent with the identified campus need to prepare students to function effectively in a global economy. In the first articulation of the program, ten students from Cergy-Pontoise and seven from CSU Stanislaus participated.

The MSBA with emphasis in International Finance is a twelve-month program:
- one semester at California State University, Stanislaus,
- one semester near Paris, at the Université de Cergy-Pontoise,
- a three-month internship in France or the U.S.

Courses are taught in English, with the exception of one taught in French. Internship placements are at businesses or financial institutions that routinely make international financial transactions.

Prerequisites:
The program is designed for highly motivated students who have taken the required prerequisite core courses. The program is not limited to Business Administration majors, but previous study of French is strongly advised.

The following are prerequisites of the program for non-Business majors:
Financial Accounting
Managerial Accounting
Business Finance
Macroeconomics
Microeconomics
The following courses are taught in California:

- MGT 5040 Management of International Business (3 units)
- FIN 5330 International Financial Management (3 units)
- FIN 5210 Managerial Finance (3 units)
- FIN 5220 Security Analysis and Portfolio Management (3 units)
- FIN 5950 Selected Topics in Finance (2 units)
- FIN 5940 Internship carried out in France or the US (3 units)

Courses taught in France:

- FIN 5415 Political, Cultural, and Social Environment (2 units)
- FIN 5410 Strategy for Financial Managers (3 units)
- FIN 5341 European Financial Markets (1 unit)
- FIN 5435 Financial Engineering and Risk Management (4 units)
- FIN 5425 Corporate Governance and Ethics (2 units)
- FIN 5440 Seminar on Financial Professions (1 unit)
- FIN 5950 Selected Topics in Finance (2 units)

Sample internship sites:
- investment departments of American pension funds
- financial analysis and marketing departments of money management firms
- financial analysis and marketing departments of investment banks in the United States and in France
- companies producing goods for export, carrying out international market analysis

Recruitment is in progress for the AY 2005-2006 program.

“China’s Multicultural Kaleidoscope”: Fulbright Group Project to China

Some Fulbright China Participants and Hosts in Guiyang

The Fulbright Group Projects Abroad program is sponsored by the US Department of Education for the purpose of enhancing teaching about other countries in K-12 classrooms. Dr. Kou Yang (Ethnic Studies) and Linda Bunney-Sarhad wrote the proposal that funded a CSU Stanislaus Group Project to China July 16 to August 13, 2004 in Yunnan and Guizhou provinces. (It was originally funded for 2003 but had to be deferred for a year due to the SARS epidemic in China.) The focus of the project was the Miao/ Hmong and other cultural groups of Yunnan and Guiyang provinces, and their interactions with the dominant Han population. Since the Northern San Joaquin Valley, where CSU Stanislaus is located, is very culturally diverse – including a large Hmong population – the project was designed, not only to teach about to China, but also to draw some parallels between the regions to enhance understanding of ethnic diversity and its relation to ancient and modern history in both places.
The group, led by Associate Professor of Ethnic Studies Kou Yang, was made up of six K-12 teachers and administrators, three teacher educators, and three teacher candidates that were completing their credential programs. Participants were the following:

Mary Salisbury
Barbara Penney
Brent Saich
Karalee McClymont
Meghan A. Kubo
Doua H. Vu
Song J. Vu
Sao Vue
Jeffrey M. Welch
Senda Chang
Seng A. Vang
Sia Her

Prior to departure, the participants had two orientation days (June 5 and June 26) to learn about China and its cultural diversity. They also received orientation as to travel requirements and health/safety precautions. Professor Shuo Wang of the CSU Stanislaus History Department and Professor Sari Miller-Antonio of the Geography Department assisted Dr. Yang with presentations about China. OGA Director Linda Bunney-Sarhad and Study Abroad Coordinator Hildy Heath provided information about preparing to go overseas.

The two Chinese institutions that provided academic lectures, cultural activities, and other arrangements were the Ethnology Institute in the Yunnan Academy of Social Sciences in Kunming (Yunnan) and the Guizhou University for Minorities in the city of Guiyang (Guizhou Province). At each location, the host universities, represented by Prof. Gu Wenfeng (Kunming) and Prof. Wu Xiaoping (Guizhou), organized daily activities including lectures, tours, and cultural activities (including daily study of survival Chinese and Tai Chi). At each location Project Director Kou Yang also lectured and led discussions of the participants. After visiting Yunnan and Guizhou provinces to see the ethnic diversity there, the group spent its final days in China in Shanghai observing a city with no official ethnic diversity. They were introduced to a middle class Han family and also to some minority migrant workers. That final stop gave a deeper view of the range of cultures and lifestyles that make up modern China.
International Studies and Foreign Languages:

Broadening the Reach

A U.S. Department of Education Title VI-A Project
Director: Hildreth Heath

Project Abstract

To produce a globally competent college graduate, institutions must do more than string together a few courses or offer a study abroad experience for a select few. They must put international understanding and intercultural competence at the heart of the educational experience, deep in the fabric and values of the institution. Preparing students to be globally literate will require many linked institutional changes, including the curriculum, student life, faculty development, and relationships with external groups, rather than a series of discrete initiatives.

American Council on Education Report
Madeleine F. Green, Vice President and Director, Center for Institutional and International Initiatives

The initiatives of the project are as follows:

• Foreign languages across the curriculum:
  – Development of two new Spanish minors (Spanish for Criminal Justice and Spanish for Business);
  – Development of a high-intensity oral language training program for students who wish to learn Spanish or Portuguese, but are not attracted to the traditional sequence of courses taken by language majors;
  – Development of internships in Mexico for students in Business and Criminal Justice.

• International studies across the curriculum:
  – Development of “international paths to the major,” incorporating education abroad as a normal alternative to on-campus study without increasing time-to-degree;
  – Creation of a departmental incentives program, allowing departments to compete for a monetary award by enhancing the international content of the major and ensuring that each graduate has not just been exposed to, but thoroughly comprehends the international issues of the discipline;

At the heart of the internationalization of an institution is and will always remain its curriculum, precisely because the acquisition of knowledge, plus analytical and other skills, as well as the conduct of research, is what a university is primarily about.

—Maurice Harari, Center for International Education (ret.), CSU Long Beach
– Implementation of summer and winter faculty development retreats for departments in the process of internationalization, to increase faculty expertise and enhance opportunities for faculty reflection and team building relative to internationalization and to ensure full implementation of each internationalization plan;
– Creation of "Language Development and International Studies Scholarships" for faculty, providing opportunities for faculty to participate in winter and summer term language immersion programs at home and abroad in order to increase linguistic and international expertise.

• International studies across the educational experience (including K-14).
– Development of an integrated training program for K-12 teachers in the university’s six-county service region, in partnership with the California International Studies Project, to demonstrate how to enhance the international content of standards-mandated instruction;
– Further development of a partnership with Merced College, a “feeder” community college, to ensure that community college transfer students (80% of the transfer student population) have backgrounds in international studies similar to students who start CSU Stanislaus as freshmen. Merced College will implement the international studies across the curriculum initiatives listed above.

This is an ambitious program, which can succeed because of strong partnerships already developed with the CSU Stanislaus Department of Modern Languages, the California International Studies Project, and Merced College.

Faculty Development Awards
In every possible way, the Office of Global Affairs works to provide faculty with experiences that will assist them in infusing global learning across the disciplines. One important way is the provision of summer study opportunities outside the U.S. through the OGA’s collaboration with the University Studies Abroad Consortium and the Instituto Bilingue of Cuernavaca, Mexico.

Awardees:
Study Opportunities Outside the US:
Summer 2004:
Shikana Porter (Counseling) Accra, Ghana
Gary Novak (Psychology) Turin, Italy

Winter 2005:
Andre Garza (Library) Cuernavaca, Mexico

Summer 2005:
Daniel Afonso (Music) Pau, France
Amy Andres (Library) Puebla, Mexico
Margie Sanchez-Walker (History) Santiago, Chile
Carmen Rexach (Merced College, Biology) Chengdu, China

Summer Spanish Immersion Program:
Another important opportunity provided by OGA is the possibility of Spanish immersion study right on the campus during summer. Awardees have the privilege of learning under the HILT format of Dr. Steve Stryker described later in this report. The 2005 awardees for this program have not been announced as this report goes to press.

Funding for Faculty Development Programs:
The faculty development effort was begin in a very small way with OGA resources. It has been strengthened by funding from the US Department of Education under Hildy Heath’s Title VI-A grant.
International Student and Scholar Services (ISSS)

With the retirement of beloved long-time International Student Coordinator Bob Santos from the Department of Counseling (Student Affairs), International Student and Scholar Services became part of the Office of Global Affairs. The purpose of the transfer was to integrate all international efforts under one unit, to encourage synergy among them.

In May 2004 De Ette Silbaugh was appointed Coordinator of International Student and Scholar Services. She brought to the position a wealth of previous experience with international student services and visa administration as Director of the CSU Stanislaus American Language and Culture Program. She also brought a real interest in and concern for students and an ability to relate to them.

Efforts for AY 2004-2005 have focused on developing and clarifying procedures for international students, in addition to providing direct student services.

In AY 2004-2005, CSU Stanislaus welcomed 79 students from 26 countries: Azerbaijan, Belgium, Bulgaria, Cambodia, Cameroon, Canada, China, Costa Rica, Denmark, France, Grenada, India, Indonesia, Israel, Japan, Kenya, Nigeria, Slovakia, Saudi Arabia, Taiwan, Tunisia, Ukraine, United Kingdom, and the United Arab Emirates.

Activities:
1. A three day orientation for new students before each new semester: the orientation includes instruction on visa maintenance, academic registration, cultural adjustment, and many other topics. During this time, luncheons are supplied by local community organizations. At the end of orientation, a potluck dinner supplied by Friends of International Students (a community organization) provides all international students a chance to meet socially with faculty, staff and community members.
2. Back to school pizza party: A gathering of all international students to reconnect with old friends and make new friends.
3. Twice-monthly “Coffee House” events: Informal afternoon get-togethers where students can relax, chat with friends and participate in games. In addition, often an international surprise guest performs and answers questions regarding his or her talent and country.
4. Salute to graduates: A barbeque held on the eve of commencement. Students graduating within the year are recognized. Visiting family and friends are invited as well as all other international students.
5. Workshops: Optional Practical Training, Income Tax Preparation, Writing Proficiency Screening Test
6. Interviews: Coordinator Silbaugh meets with each incoming student the second month of classes to gauge their cultural and academic adjustment and make referrals where appropriate. She also meets with each graduating student to discuss future plans, help each apply for further degrees, help arrange for Optional Practical Training, counsel each one as appropriate on readjustment issues in returning home.

Expectations include. . . the ability to appreciate and value cultures other than one’s own.”

—CSU Cornerstones Document
Collaborative Effort with Merced College

Beginning in 2003 with the American Council on Education grant program, a collaborative effort between CSU Stanislaus and Merced College has brought the two institutions together. Together we are learning how to ensure that all students – including transfer students – have a similar global learning opportunity. Merced’s Vice President for Instruction John Spevak appointed two faculty members, Caroline Kreide (Foreign Languages) and Brent Saich (Sociology) to work with the ACE Global Learning Team.

At Merced College’s invitation, over the past two years CSU Stanislaus personnel – Armin Schulz, Melissa Aronson, Hildy Heath, and Linda Bunney-Sarhad – have delivered faculty development training in support of the global learning effort there. Merced personnel also have participated in ACE project meetings both on the Stanislaus campus and at ACE headquarters in Washington, DC. However, the ACE grant, while it provided excellent ideas, did not provide resources for an effort of the scope needed to create parallel global learning efforts at two institutions.

For this reason, Hildy Heath of the Office of Global Affairs applied for and received a US Department of Education Title VI-A grant of $307,000 in support of a three-year effort of both campuses to create a model of seamless global learning for transfer students. The leader of the Merced effort is Debbie Morimoto (Geography), with the special support of Dean of Instruction Sarah Greene and Lana Balatti (Physics). The effort is further detailed in the section on the Title VI-A grant project.
Award Program:

Departmental Leadership in Global Learning

Departmental Leadership Award
In Fall 2003, President Hughes announced an incentive to departments to ensure global learning to their major and general education students. The incentive was a $10,000 award to the department proposing the most promising plan to provide global learning to its students. Dr. Hughes asked Global Affairs to administer the program on her behalf.

Why focus on the department? The reasoning behind the departmental award is as follows: the campus has tried the individual faculty stipend route to internationalizing the curriculum. Many syllabi have been revised. Unfortunately, however, faculty retire or change assignments. There is no way to ensure continuity and institutionalization of this approach to global learning.

However, the department continues to offer its major and general education courses as faculty come and go. The department hires new professors and evaluates current faculty for promotion and tenure. It is the body most responsible for the makeup of the faculty and the nature of the curriculum – and therefore the strategic unit for ensuring global learning for all students.

Since internationalization of the curriculum is not a one-size-fits-all-disciplines endeavor, each department has to reflect on the global issues relevant to its discipline and decide both what students need to learn and how best to reach them. The departmental award recognizes the most thorough and promising approach to this goal.

Who won? The Department of Communication Studies won the award for its innovative proposal to incorporate international activity into its departmental RPT elaborations, to include an “international path to the major” in its catalog description of the major, and to take other actions.

Will the program continue? The instructions for applying for the award are included on the following page, and a rubric for assessing departmental progress toward “global learning for all” on the page after that. Through Hildy Heath’s US Department of Education Title VI-A grant, the award program will be continued for three years and replicated in a slightly different format at Merced College, to support that global learning effort. Award guidelines are on the following page.
Departmental Leadership Award:

Global Learning in the Disciplines
Guidelines
2004 – 2005

To produce a globally competent college graduate, institutions must do more than string together a few courses or offer a study abroad experience for a select few. They must put international understanding and intercultural competence at the heart of the educational experience, deep in the fabric and values of the institution. Preparing students to be globally literate will require many linked institutional changes, including the curriculum, student life, faculty development, and relationships with external groups, rather than a series of discrete initiatives.

American Council on Education Report
Madeleine F. Green, Vice President and Director, Center for Institutional and International Initiatives

Purpose:
The Departmental Leadership Award is designed to serve as both a catalyst and an incentive to departments interested in enhancing global learning in the disciplines, with focus on the curriculum.

Award:
$10,000. Two awards in academic year 2004-2005. The awards will go to departments presenting the best Action Plan detailing how the department will progress toward global learning in the disciplines, with focus on the curriculum.

Eligibility:
All academic departments are eligible. This is not an award for what a department has accomplished in the past. The award goes to departments with the most effective Action Plan for next steps toward comprehensive global learning.

Process:
1. Assess the current state of global learning in the department. The attached Rubric for Assessing Global Learning may be used to assist in this process.
2. Determine what steps would move the department to the next level.
3. Develop an Action Plan that describes how the department will take those steps. Include measurable goals and an assessment plan to indicate when goals are reached.
4. Include a budget plan for use of the award.

Application Deadline: March 15
The following rubric was developed to assist departments in evaluating their own progress in providing global learning.

**Rubric for Assessing Departmental Globalization**

**DIMENSION I: Departmental Philosophy and Mission of Global Learning**

<table>
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<tr>
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<th>STAGE ONE PROCESS</th>
<th>STAGE TWO PROCESS</th>
<th>STAGE THREE PROCESS</th>
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<tbody>
<tr>
<td></td>
<td>Critical Mass Building</td>
<td>Quality Building</td>
<td>Sustained Institutionalizing</td>
</tr>
<tr>
<td><strong>Definition of Global Learning</strong></td>
<td>No department-wide agreement on what is meant by global learning.</td>
<td>Operationalized definition for global learning within the department, but some variance in the use of the term.</td>
<td>A clear departmental definition for global learning, consistently used to operationalize its different aspects within the department.</td>
</tr>
<tr>
<td><strong>Strategic Planning</strong></td>
<td>No official strategic plan for advancing global learning within the department.</td>
<td>Although certain short- and long-range goals have been defined for the department, these are not formalized into a plan that will guide implementation.</td>
<td>An official department strategic plan exists and includes both short-range and long-range goals.</td>
</tr>
<tr>
<td><strong>Alignment with Departmental Mission</strong></td>
<td>While global learning complements many aspects of the department’s mission, it remains on the periphery and is rarely included in efforts that focus on the core work of the department.</td>
<td>Global learning is often mentioned as an important part of the department’s mission, but it is not included in any official strategic plan.</td>
<td>Global learning is a primary concern of the department and is included in strategic planning.</td>
</tr>
<tr>
<td><strong>Alignment with Other Campus Efforts</strong></td>
<td>Global learning in the department stands alone and is not tied to other efforts on campus.</td>
<td>Global learning is tied loosely or informally to other high profile globalization efforts on campus.</td>
<td>Global learning is tied strongly and intentionally to other important, high profile globalization efforts on campus.</td>
</tr>
</tbody>
</table>
### Dimension II: Faculty Support for and Involvement in Global Learning

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<tr>
<td></td>
<td>Critical Mass Building</td>
<td>Quality Building</td>
<td>Sustained Institutionalizing</td>
</tr>
<tr>
<td>Faculty Awareness</td>
<td>Very few department faculty members know what is meant by global learning or what resources and current activities are available on the campus.</td>
<td>Some department faculty understand the global learning effort and are aware of related resources and activities.</td>
<td>The majority of faculty members in the department understand the global learning effort and are aware of related resources and activities.</td>
</tr>
<tr>
<td>Faculty Involvement and Support</td>
<td>Few faculty members are advocates for global learning or support its integration into their courses or the department as a whole.</td>
<td>Some faculty are global learning advocates and support its infusion into their courses and the department as a whole.</td>
<td>The majority of the faculty are global learning advocates and support its infusion into their courses and the department.</td>
</tr>
<tr>
<td>Faculty Incentives and Rewards</td>
<td>Faculty are not encouraged to engage in global learning; few incentives are provided for global learning professional development; faculty work in global learning not usually recognized in RPT process.</td>
<td>Although faculty are encouraged and are sometimes provided incentives to pursue global learning professional development, their work is not always recognized in the RPT process.</td>
<td>Faculty are encouraged and are provided with incentives to pursue global learning professional development. Faculty involved in global learning efforts receive recognition in their RPT process.</td>
</tr>
<tr>
<td>Faculty Hiring</td>
<td>International experience and/or commitment to global learning are not included in criteria for hiring new faculty.</td>
<td>International experience and/or commitment to global learning are sometimes considered when hiring new faculty.</td>
<td>International experience and/or commitment to global learning are high priorities when hiring new faculty.</td>
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### Dimension III: Support for International Experience for Students

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<tr>
<td></td>
<td>Critical Mass Building</td>
<td>Quality Building</td>
<td>Sustained Institutionalizing</td>
</tr>
<tr>
<td>Student Awareness</td>
<td>There is no department process for informing students about global learning courses and opportunities or study abroad.</td>
<td>There are some processes for informing students about global learning courses and opportunities for study abroad, but these are sporadic and lack coordination.</td>
<td>There are department-wide steady and coordinated processes informing students about global learning courses and opportunities for study abroad. Department has identified an International Path to the Major.</td>
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**DIMENSION IV: General Education and the Major**

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<th>STAGE ONE PROCESS Critical Mass Building</th>
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<th>STAGE THREE PROCESS Sustained Institutionalizing</th>
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<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>Global learning is not addressed in general education courses offered by the department.</td>
<td>The department has global learning goals for General Education courses, but it is unclear if faculty agree on what is meant by global learning and whether perfunctory international units are attached to courses, or multiple perspectives are broadly infused throughout courses. A uniform assessment of global learning is not in place.</td>
<td>Global learning goals for general education courses are clearly articulated, faculty development training helps instructors implement the goals, and students are assessed for identified global learning skills, knowledge, or experiences.</td>
</tr>
<tr>
<td><strong>The Major</strong></td>
<td>Global learning is not addressed in the major.</td>
<td>Faculty have identified the global issues that are relevant to the major and sometimes address them in their courses.</td>
<td>The department is committed to systematically ensuring that all students majoring in their discipline know and can intelligently discuss the global issues appropriate to the major. Faculty development activities support instructors’ efforts and provide opportunities for international travel and research. Students are assessed for identified global learning skills or knowledge.</td>
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**DIMENSION V: Assessment:**

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<th>STAGE ONE PROCESS Critical Mass Building</th>
<th>STAGE TWO PROCESS Quality Building</th>
<th>STAGE THREE PROCESS Sustained Institutionalizing</th>
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<tbody>
<tr>
<td><strong>Assessment of Student Global Learning</strong></td>
<td>No goals for global learning exist, and no formal assessment of student global learning knowledge or skills is carried out.</td>
<td>The department has agreed on global learning goals, but no assessment of student global learning outcomes is carried out.</td>
<td>The department systematically assesses student global learning, according to clearly defined global learning goals.</td>
</tr>
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</table>
Study Abroad

We are now in another Sputnik moment. . . . It is time to launch a major national effort to ensure that every U.S. college student graduates with both an understanding of at least one foreign area and facility in at least one foreign language. For that to happen. . . study abroad must become the norm, not the exception, at higher education institutions in the United States.

NAFSA, Report of the Strategic Task Force on Education Abroad

Strategy:
The Office of Global Affairs has established a two-pronged strategy to integrate study abroad into the culture of the campus and to increase the numbers of participating students.

• Placing Study Abroad Within the Curriculum
Study abroad is about academics. It is about earning academic credit toward a CSU Stanislaus degree in a university outside of the United States. As such, it is and has always been a viable part of the curriculum. Despite this, many students view study abroad as an extra curricular activity, or merely a travel experience. To change this perception, OGA is taking steps to make it clear that study abroad is part of the curriculum by working with individual departments to identify “International Paths” to the major. Departments need not develop brand new programs to create an International Path, but need only choose among the wide variety of programs already available to CSU Stanislaus students to find the locations and courses best suiting students in the particular major. These International Paths will be included in departments’ sections of the university catalog, showing students how to include an international component in their educational experience, and making it explicit that study abroad is a viable and approved means of completing the major.

• Changing Student Perception Through Marketing
Nationwide, the average study abroad student is a 19 – 24 year old, white, middle class female. Add to this the mistaken idea that study abroad is prohibitively expensive, and the result is that many students automatically disqualify themselves before even beginning to consider the possibility of studying abroad.

The OGA counters these misperceptions through the use of clear messages in advertising materials. The slogan “I studied abroad. You can, too!” is coupled with photos of our own students who are studying abroad, taking particular care to ensure that as wide as possible a diversity of gender, age, and ethnicity is featured. Many students report that seeing the photo of someone they know or seeing the photo of someone representing their own ethnic, gender, or age group gave them the courage to consider studying abroad. Another important message for CSU Stanislaus study abroad publicity is the slogan “Think you can’t afford it? Think again!” The fact is that many study abroad programs are no more expensive than studying at CSU Stanislaus and living in Turlock.

Access
The Office of Global Affairs works to ensure that study abroad opportunities are accessible to the widest possible range of students, including part-time and working students. This means that programs must be accessible in both cost and duration. A variety of short-term study abroad opportunities are available.
CSU Stanislaus Short-Term Study Abroad Programs

• **Winter Term in Cuernavaca, Mexico**
  This three-week program has consistently strong student participation, offering access to a wide variety of students due to its short-term duration, high level of institutional support, and affordability. Instructionally Related Activities (IRA) funds reduce each student’s out-of-pocket expenses.

  With OGA assistance, faculty developed this cross-disciplinary Winter Term Spanish immersion program, which was carried out for the first time in January 2000 with six faculty members and twenty-eight students participating. Although short-term language immersion programs are not unusual, this program stands apart because it incorporates pre-professional and professional training, including observations and projects in the host country. Students travel with CSU Stanislaus faculty to Cuernavaca and live with Mexican families while attending classes at the Universidad Internacional Center for Bilingual and Multicultural Studies.

  Steve Stryker (English) was Program Director in Winter 2004 and 2005. Other faculty participants were Margie Sanchez-Walker (History) teaching History of Mexico and Ellen Dunbar (Master of Social Work) teaching International Social Work. Dorbea Carey (Social Work) and Andre Garza (Library) attended the program as recipients of an OGA Faculty Development Scholarship.

• **Summer Session in Greece**
  This month-long program will provide a Seminar in International Business in Athens, Greece, in academic cooperation with the University of Piraeus. Al Tsacle (CIS) and Paos Petratos (CIS) will direct the program in Summer 2005.

• **Short-term programs in development**
  The Office of Global Affairs is working with faculty in the development of two new short-term programs:

  • **Caribbean Field School**
    This new short-term program will be under the direction of Jeffrey Mantz (Anthropology/Geography). Held in the Commonwealth of Dominica, West Indies, the Field School will give Anthropology students practical training in fieldwork techniques, language, and quantitative and qualitative research methods. Interdisciplinary applications of the field school will be developed in subsequent years (Environmental and Agricultural Sciences, Geology).

  • **Winter Term in South Africa**
    This three-week program housed at the University of Cape Town, will allow students to study globalization, development, and democracy in South Africa, an environment that provides a laboratory for the exploration of these issues. Jason Myers (Political Science) will direct the program.
Summer Study Abroad Programs
Summer short-term programs increase access to study abroad. Ranging from one to three months in length, these programs are accessible in cost and duration. CSU Stanislaus students have access to a wide range of summer study abroad programs through the campus membership in the University Studies Abroad Consortium (USAC). USAC is a consortium of 22 universities offering study abroad programs in 18 countries.

Internships in France
The “partner county” linkage between Stanislaus County and the département of Mayenne, France, includes month-long reciprocal internships in business and government for CSU Stanislaus students and students from the Université du Maine. The Stanislaus County Board of Supervisors and the Conseil Général de la Mayenne provide financial support for this program. In June 2004, CSU Stanislaus students Cherise Starr and Omar Velazquez traveled to France for the four-week internships. Their French counterparts participating in internships in Stanislaus County were Emma Cameron and Mylène Boulay. Stanislaus County Supervisor Jeff Grover organized internships for the French students at Coit Restoration and 5.11 Tactical, a subsidiary of Royal Robbins.

Bilateral Exchanges
Bilateral exchanges are one-for-one exchanges with students from foreign universities. Exchanges are an efficient and cost-effective way to increase access to study abroad, since students pay regular CSU Stanislaus tuition, and nominal housing costs in the host country. CSU Stanislaus offers the following Bilateral Exchanges:

- **Aarhus School of Business, Denmark**
  In 1999-2000, Dan Vellenga (Finance) initiated the Aarhus School of Business exchange. To date, eight Danish students have attended CSU Stanislaus, and six CSU Stanislaus students have studied in Aarhus. CSU Stanislaus students Sandra Babb and Courtney O’Donnell studied in Aarhus in Spring 2004. Their Danish counterparts studying at CSU Stanislaus were Lauge Aarsnes and Jonas Halvorsen.

- **Hogeschool Haarlem, The Netherlands**
  Another of Dr. Vellenga’s initiatives paid off in the form of an exchange relationship for business students with Hogeschool Haarlem in The Netherlands. To date, eleven CSU Stanislaus business students have studied in Haarlem, and twelve students from The Netherlands have studied at CSU Stanislaus. Dutch students studying at CSU Stanislaus in 2004 were Weiger-Jan Bakker and Marlies Booyink.

- **Tamkang University, Taiwan**
  CSU Stanislaus and Tamkang University, Taiwan, developed a new exchange this year under the terms of an agreement between President Hughes and Tamkang’s President Horg-Jinh Chang. Tamkang University initiated the exchange by sending the first student, Pei-min Liu, for academic year 2003-2004. OGA is recruiting CSU Stanislaus students of all disciplines to participate in the exchange for 2004-2005. Students will have the opportunity to learn Chinese and to take subject areas courses taught in English.

June 2004 Delegation from Tamkang University meets with President Marvalene Hughes, Director Linda Bunney-Sarhad, and Study Abroad Coordinator Hildy Heath
Semester and Year-Long Programs

**USAC Semester Programs**

CSU Stanislaus is an associate member of the University Studies Abroad Consortium (USAC), a consortium of 22 universities offering study abroad programs in 18 countries for summer, semester, or year-long programs. In 2001, President Hughes granted fee waivers for CSU Stanislaus students participating in USAC programs. This generous action on the part of President Hughes helped increase access to study abroad by relieving students of the burden of paying fees to both the foreign institution and CSU Stanislaus.

The following CSU Stanislaus participated in USAC semester programs during 2003-2004:

USAC also offers opportunities for CSU Stanislaus faculty to become visiting professors in USAC summer programs. In Summer 2004, Kofi Akwabi-Ameyaw (Anthropology) taught Peoples and Cultures of Africa at the University of Ghana. In Summer 2005, Susan Marshall (English) will teach Innocents Abroad in London, England.

**CSU International Program (IP)**

The CSU International Program (IP) is the official study abroad program of the California State University System, giving CSU students the opportunity to pursue academic and career-enhancing studies at distinguished universities and other institutions of higher education in 17 countries. Students compete with CSU students system-wide for acceptance to IP. The OGA recruits and advises qualified students in selection of programs that best suit their needs and interests, and assists them through the application process.

The following faculty participated in CSU International Program activities:

- Kofi Akwabi-Ameyaw (Anthropology) represents CSU Stanislaus on the Chancellor’s Academic Council on International Programs for a three-year term.
- The CSU Chancellor’s Office selected John Almy (Chemistry) to serve as Resident Director of the IP Program at the University of Madrid for academic years 2003-2004.
- The CSU Chancellor’s Office selected Jennifer Helzer (Geography) to participate in the CSU International Faculty Partnership Seminar 2004 in Paris, France. The theme of the Seminar was “Imagined Spaces, Real Places: France and California.” Twenty CSU faculty members were selected to participate in the seminar out of 75 applicants system-wide.

**The Elwood W. Swanson Memorial Scholarship**

The Elwood W. Swanson Memorial Scholarship was established to honor the memory of the OGA Director’s father. The purpose of the scholarship is to highlight new study abroad opportunities and to pique the interest of students who have not previously considered study abroad a possibility. Two CSU Stanislaus student earned the scholarship in Spring 2004:

- **Sandra Babb**
  Aarhus School of Business, Denmark
- **Courtney O’Donnell**
  Aarhus School of Business, Denmark

Swanson Scholarship recipients Sandy Babb and Courtney O’Donnell in Aarhus, Denmark.
Fulbright Scholars in Residence

In AY 2004-2005 CSU Stanislaus is hosting two Fulbright Scholars.

**Ulla Marketta Hakala** of the Turku School of Economics and Business Administration (Finland) is resident in the Department of Communication Studies, team teaching with John Sumser and Nancy Burroughs. She also is conducting research in marketing communication, presenting her research at a professional conference, and instructing an Advertising and Promotion Management course in Marketing. As Hakala says, “It’s very important for instructors to go abroad and learn about different curricula, teaching methods and to get acquainted with different types of research. Hopefully we can get some kind of exchange program for both students and faculty.”

**Jose Manuel Rogrigues Lucio** of the University of Lisbon (Portugal) is resident in the department of Anthropology and Geography, teaching two courses: Geography of Europe and Local Development. He also is working on research pertaining to poverty, which has been a personal focus for him since childhood.

Another Portuguese Fulbright scholar has been allocated to the Department of Geography for AY 2005-06, through the Center for Portuguese Studies.
Program in International and Multicultural Education (PIME)

PIME, the Office of Global Affairs’ longest running program, was established in the early 1980’s by CSU Stanislaus Professors Steve Hughes and Paul Magnelia as a global education professional development program for K-12 history/social studies teachers. PIME is now a regional site of the California International Studies Project (CISP), one of the nine California Subject Matter Projects. Under its alliance with CISP, PIME’s main responsibilities are to provide intensive professional development opportunities to teachers in our region and to form partnerships with districts that have under-performing schools, to support state content standards-based instruction and assessment goals.

PIME is one of several Global Affairs outreach efforts to the CSU Stanislaus region. PIME’s programs have helped to give CSU Stanislaus a leadership role in providing professional development training to K-12 teachers. In addition, PIME’s partnerships with local school districts have provided the opportunity for intensive work with teams of teachers at school sites.

**Highlights of 2003-2004 Programs**

**Women Around the world and through the centuries: An Evening Series**

This year PIME continued its popular evening seminar series with an eight-part program exploring the experiences of women around the world. Using a “historical lens,” presenters took participants on a journey through the world from Japan to Brazil and from ancient times to today. In addition, participants formed a reading group to collectively read two books on women’s experiences in order to see more deeply into their experiences.

**Content Literacy/ELD Series**

Continuing work from last year, PIME again offered two courses in academic literacy and English Language Development (ELD) reading strategies. This program taught reading strategies using history/social studies and international studies content. Teachers learned these strategies, implemented them in their classrooms, and then shared their experiences with fellow participants. In total, PIME served 20 teachers in these series. In addition to our standard program, Co-Director Cathi Schali-Lopez took four teacher leaders and worked with them on an intensive examination of teaching practice, which culminated in video taping and analyzing their lessons. It was a powerful experience for all. The teachers who were trained will now work with new teachers next year on developing their lessons.

**Partnership Schools/Districts**

PIME’s continued partnership with Atwater Elementary School District yielded several successful programs for participating teachers. PIME served approximately 40 teachers in the district this year, and expanded into work with paraprofessionals assigned to elementary classrooms. The focus for 2003-05 is on supporting the implementation of Atwater’s language arts program and its connections to their social studies content.

PIME also formed two new partnerships this year: Tracy High School and Delhi Unified School District. At Tracy High, PIME staff are working with the Social Science Department on in-service programs and support for their project to design and develop a standards-based series of units that incorporate primary sources as critical
thinking tools. At Delhi, PIME is working with a district panel to design a three-year plan for the district to build literacy, and support grade level instruction in the subject areas. PIME will play a key role in designing this plan.

Summer Institute 2004
In summer 2004 PIME offered a US history-based summer institute titled, “Myth and Reality in US History”. This institute was designed to challenge participants to think about their subject matter and how it has been taught as myth and reality. Topics included The American West, Images of the 1950s, History as Biography, and Visions of the Civil War. Participants explored national myths that have guided and do guide us, and how they have changed over time, while delving deeper into the content that they teach.

Highlights of 2004-2005 Programs
This year PIME has continued the type of programming provided last year to our region’s teachers, but on a smaller scale because of budget cuts to Subject Matter Projects.

Evening Seminar Series:
“Linking Past to Present: Latin America and the United States,” providing both a historical and a modern look at the connections between these two regions.

Partnerships:
We have expanded our partnerships with Atwater Elementary, Tracy High School and Delhi Unified School Districts to include more teachers and more rigorous content knowledge.

Open Programs:
We have provided programs in content literacy and teaching strategies to all interested teachers.

PIME’S NCLB Programs
July 2004-June 2005
In accordance with the No Child Left Behind (NCLB) Act of 2001 teacher compliance requirements, the Program in International and Multicultural Education has developed the following programs to assist Local Education Agencies in the Region 6 California Subject Matter Project (CSMP) Area. PIME’S goal is to provide assistance in ensuring that all teachers assigned to history/social science core academic subject matter demonstrate competence in the academic subject matter they teach.

World History
Primary Source Documents and Historical/Social Science Analysis Skills, Summer 2005
In grades 8 and 11, students are assessed by a standardized test based on the history social science standards. These student test scores are then calculated into the school’s API score. Teachers and students are being held accountable by these test scores; therefore, in the summer of 2005, PIME will sponsor an institute for 30 teacher participants with a 40-hour program to engage them in using primary source standards based documents in Ancient and Medieval World History, and Modern World History. In this course, they will learn how to incorporate and apply the Historical Analysis Skills at their grade level into their instructional practices.

“Economics in a Global Setting” Seminar Series
In November of 1998, the State Board of Education adopted new standards which include an economics strand integrated into the social science curriculum. So, starting in February of 2005, PIME in partnership with the Foundation for Teaching Economics and CSU Stanislaus Economic Professors
will present a 40-hour economic standards based seminar series to enhance K-12th grade teachers’ knowledge of standards related to economic principles that are stated in the history social science standards.

Coaching Clinic
PIME will sponsor a leadership team of four candidates in the summer of 2005, to participate in an 80-hour institute program. This program is designed to prepare them to coach and observe teachers who elect to complete Certificate of Compliance requirements through their classroom instruction in the academic content area of history/social science.

English Language Development in the Content Area of History/Social Science
Providing universal access to the core content area of history social science for English language learners is not enough. Teachers need to be aware of the instructional needs of students in all five levels of English language proficiency. Because of the academic language that is necessary to comprehend the core content of history/social science, PIME has developed a 40-hour winter and spring program that will address the challenge of academic literacy. This program is designed to provide forty K-12th grade teacher participants with the necessary background knowledge in research based language development instructional strategies and how to successfully incorporate them in to their daily classroom instruction.

Certification Consultation
The leadership of PIME has consulted with teachers and school officials in the CSMP Region 6 Area to assist in analyzing needs, developing strategies, and supporting the efforts of teacher compliance for the NCLB requirements. In July of 2004, PIME provided assistance in ensuring that all teachers assigned to history/social science core academic subject matter demonstrate full competence in the academic subject matter they teach.

PIME Principal Investigator: Sari Miller-Antonio (Anthropology/Geography)
PIME Co-Site Directors: Eileen Kerr and Cathi Schali-Lopez
PIME Office Assistant: Gabrielle Cuellar
International April 2005 Celebration

Study the Valley; Encounter the World

The Office of Global Affairs Advisory Board organized the first annual April International Celebration in 2005. The events were varied and involved departments and clubs from across the campus. The purpose was twofold: to enhance interest in international and cross-cultural affairs and to provide related educational experiences. The OGA Board hopes that more and more campus units will become involved over time, and that ultimately the one-month celebration may evolve into a defined “Year Of...” study of an international issue or a country.

Following are the events of this year’s Celebration.

April 6:
“The World on the Quad” festival: displays from Study Abroad, the Library, Service Learning, the Health Center, student clubs, and other units; an international fashion show; Aztec dancers, folklorico dancers, Mexican cultural displays, music and vendors

April 13:
“Studying the Hmong in China”: A lecture by Kou Yang (Ethnic Studies) and Mary Salisbury (Teacher Education) on the Summer 2004 Fulbright Group Project to China

April 14:
Lecture by Ethan Zohn, winner of Survivor Africa, who uses his international experience in HIV/AIDS education and soccer in Africa as a backdrop for his program. His lecture was entitled “Survive and Thrive in the Global Community.” This was co-sponsored by Study Abroad and the University Union Program Board.

April 18:
“Children and Genocide in Eastern Congo”: A presentation by CSU Stanislaus Communications student Maximilien Munga and members of the Fondation Elimu about the ongoing plight of children in eastern Congo. This was co-sponsored by Communications Studies, Teacher Education, and History.

April 19:
“Fighting the Last War: Plague Pandemics and Disease Paradigms”: Dr. Katherine Royer (History). Co-sponsored by Nursing and History.

April 21:
“On My Dig in China”: Sari Miller on her recent work in China supported by the National Geographic Society, with slides

April 25:
“Global Spotlight”: a reception to honor “globally-experienced” faculty who are committed to enhancing global learning on the campus. Also in April, the faculty ad hoc sustainability group provided a month-long Library display on issues and methods of sustainability.
Center for Portuguese Studies

History of the Center
The Portuguese Studies Center, formally designated in 1999, draws together the many Portuguese language and Portuguese Studies initiatives which have been carried out at CSU Stanislaus since 1990. The dedication of the local Portuguese community and the generosity of Portuguese foundations have supported the Center’s efforts to develop a degree minor in Portuguese language, to offer an annual intensive summer institute in Portuguese language and culture, to develop a bilingual teaching certificate in Portuguese, and many cultural and community service events. The purposes of the Center are to introduce Portuguese language and culture to the non-Portuguese community and to assist the Portuguese community with acculturation services and efforts to maintain cultural values.

Center Activities
Virtual Portuguese: Putting Portuguese on Line
Stanislaus’ first Camões Institute lecturer (1992-1998), Ana Cristina Sousa, has begun preparation of an on-line Portuguese course. In Spring 2005 she is piloting the cultural component of the course as a team teaching assignment with on-campus Portuguese instructor Eduina Azevedo. Ms. Sousa is teaching the on-line component from Portugal. When fully functional, the whole on-line course will be shared through the CSU “Virtual Language Lab” consortium.

ACREG
In Fall of 2000, the university was invited to join a consortium of American universities seeking to obtain federal support for Azorean initiatives. ACREG (Azores Collaborative Research and Education Group) is proposing a “Good Neighbor Partnership” that would provide substantial resources for joint research with the University of the Azores, student exchange, and other initiatives that would benefit both sides. ACREG partner universities are as follows:
- Auburn University
- University of Hawaii at Manoa
- University of Rhode Island
- University of Southern Colorado
- Stephen F. Austin University (Texas)
In August 2003 the US Department of Agriculture (Foreign Agriculture Service) provided funding to ACREG to carry out a university/Congressional staff planning retreat in the Azores Islands.

University of the Azores Partnership
Subsequent to a January 2001 trip to Ponta del Gado (Azores) by President Marvalene Hughes, OGA Director Linda Bunney-Sarhad, and Portuguese Studies Center Director Elmano Costa, student exchange between the two institutions began in Summer, 2001. The exchange continues as a resource for interested students.

Scholarships
Through support from the Portuguese Education Foundation of Central California, the Center for Portuguese Studies is able to offer two scholarships each year to students enrolled in intermediate or advanced Portuguese language classes.

Portuguese Student Days
More than 300 students from local high schools, many of them first-generation students, attended Portuguese Student Days on campus in 2003-04 and 2004-05, to get information on how to apply and how to prepare for university entrance.

A “global” approach provides a perspective different from those of regional, national or international approaches.

—Nathalie Bailey, Lehman College, CUNY

—Nathalie Bailey, Lehman College, CUNY
Portuguese Fulbright Scholar in Residence Program
An agreement between the US Fulbright office in Lisbon and the CSU Stanislaus Center for Portuguese Studies allows the campus to receive a Fulbright Scholar in Residence each year. Portuguese Center matching funds make possible this resource to the campus, which began in Spring 2005 and will continue with another visiting Portuguese scholar in the Department of Geography in AY 2005-06.

Portuguese Studies Center Director
Dr. Elmano Costa (Teacher Education)
Since 1985, the OGA foreign language outreach has been training middle school, high school, and community college teachers in methods of communication-based teaching. The original outreach, begun by Professors Michael Fuller and Linda Bunney-Sarhad with federal grant support, has been divided into two components: a foreign language academic alliance governed by teachers (Foreign Language Association Central California: FLACC), and a training outreach that is part of the California Foreign Language Project (CFLP).

CFLP/Delta Sierra is one of thirteen regional centers of the California Foreign Language Project, a California Subject matter Project authorized by AB 1734 and managed by the University of California, Office of the President. CFLP/Delta Sierra programs are designed to provide foreign language teachers with in-depth, ongoing professional development opportunities in a time frame and sequence that will support real changes in classroom instruction and student learning. Under the direction of practicing teachers who comprise the leadership team, CFLP/Delta Sierra programs do the following:

• provide a training ground for classroom implementation of effective ways to teach languages;
• offer opportunities for continuous professional and personal development designed to meet the needs of both novice and experienced teachers;
• create a collaborative climate where teacher concerns can be addressed; and,
• establish a forum for interaction and exchange of ideas with other language teachers.

Project Activities
New leadership for the Delta-Sierra California Foreign Language Project started in February 2004. For the first part of the academic year there had been no organized activities for the project. However, during the period February - June a number of activities were planned and completed.

The Delta-Sierra program area is a large six county area stretching from Sacramento to Fresno (north-south) and from the central valley to the foothills. One of the first tasks was to refresh the relationships with satellite CFLP sites in Sacramento and Fresno, through Directors Carol Eberhart and Judith Snyder respectively. Contact was reestablished and a working relationship formed. Out of this contact came activities to meet the needs of area language teachers, culminating in two Summer Institutes, one held in Stockton and one in Fresno. The planning benefited greatly from the encouragement and assistance of Duarte Silva, Director of the California Foreign Language Project.

Our previous partnership with Stockton Unified Schools was renewed through the help of Don Knudsen, Secondary Program Specialist in the Curriculum/Staff Development Office of Stockton Unified Schools. He lent invaluable support, including making contact with teachers and providing meeting space materials, and refreshments. The joint efforts culminated in a workshop evening in Stockton in addition to the traditional one in Turlock (at CSU Stanislaus).

They who know nothing of foreign languages, know nothing of their own.
—Wolfgang von Goethe

Man invented language to satisfy his deep need to complain.
—Lily Tomlin
At both events, activities focused on the foreign language teacher’s role in the context of the overall educational picture. Mike Horwood, the Assistant Principal for Merrill E. West High School in Tracy, shared his expertise on “No Child Left Behind” (NCLB) legislation, state-wide testing, and school accountability. Lively discussion followed his presentations, and these led to requests for further NCLB-activities at future meetings. Each evening ended with a sharing of specific classroom activities that teachers could use the next day in their classes. Each teacher left with a printed collection of the activities.

Two summer institutes were held in June. The summer week-long institute, “Foundations for Successful Foreign Language Teaching,” was held at the CSU Stanislaus campus in Stockton. Lewis Johnson, an expert on the Foreign Language Framework, presented a detailed explanation of the framework on Monday, June 14, 2004. The following days expanded on the instructional sequence, including setting the stage, comprehensible input, guided practice, independent practice, and assessment. Participants demonstrated their newly learned knowledge by preparing a project which they presented on Friday, June 18. The second institute was specifically designed for master teachers and prospective master teachers. The presenters, Judith Snyder, Jim Cardella and Hal Wingard are experts in foreign language teaching. The institute was four hours each day for three days, June 15 through June 17 at Computech Middle School in Fresno.

In order to plan future programs, a new leadership team has been formed. There are six members from different geographic areas of our service area. During summer 2004 we met at the statewide Santa Barbara Foreign Language Institute as well as one or two other times to plan a program for academic year 2004-2005 to meet the needs and desires of the area’s teachers.

During the academic year, a monthly program has been presented by the central site. The topics of the program have been focused on making the elements of the California Foreign Language Framework user-friendly for the classroom teacher. They have included the latest in brain research as it pertains to the learning of languages, appropriate use of the technology that accompanies many of the language programs, means of evaluation, activities and strategies that reflect the Language Learning Continuum, and a monthly discussion of one of the Annenberg/CPB Teaching Foreign Languages K-12 tapes showing a series of exemplary practices used in classrooms throughout the country.

Another program has been presented in the Sacramento satellite site during the second semester of the 2004-5 school year: a repeat of the Summer Institute which was presented by the same team in June 2004 in Stockton. The focus of this program is to inform, build awareness, and clarify the California Foreign Language Framework.

In March Delta-Sierra CFLP in conjunction with our partner district, Stockton Unified School District, and at the request of the leadership team brought Cynthia Leathers and Shari Kaulig to Stockton for a six-hour workshop entitled Lenguaje Para La Vida: Connecting to the Real World. This workshop featured creative lessons that engage students in everyday activities and authentic assessment activities that personalize instruction and support fluency in reading, writing, listening and speaking. All the activities were tied to standards and the framework.

*Site Director: Sigrid Rainer  
Faculty Resource Liaison: Teresa Bargetto-Andres (Modern Languages)*
Overseas Development Projects

ARAB-AMERICAN UNIVERSITY OF JENIN (PALESTINIAN TERRITORIES)

History of the project
In 1995 Palestinian investors, seeking to strengthen the economy of the Palestinian territories by addressing the need for an educated work force, approached CSU Stanislaus administrators for assistance, through their contacts with Dr. Jim Wakefield (Psychology). The investors were seeking a partner to provide academic and administrative backstopping in the development of an American-style university in the north part of the Palestinian Authority, where Palestinian, Israeli, and American students could study together and learn to take leadership in peacemaking and development in the Middle East.

President Hughes promised support. During the development period, CSU Stanislaus faculty worked with AAUJ staff, preparing and evaluating curriculum for the new institution under the leadership of Dr. Walid Deeb, assisted by Barbara Atiya, and with Tom O'Neill as university liaison. In 1997 Linda Bunney-Sarhad took over O'Neill’s role as liaison with the project. A “feeder” K-12 school opened on the AAUJ grounds in Fall, 1997. The university itself opened in September 2000.

After five years of hard work to prepare the curriculum, administration, and buildings, on September 28, 2000, the Arab-American University of Jenin (AAUJ) held its opening ceremonies. Director Linda Bunney-Sarhad participating in the ceremonies, bringing a message of congratulations from President Marvalene Hughes and the campus. It would be hard to find a more difficult time or place to open a university than Fall of 2000, near Jenin, in the northern Palestinian territories. That was the beginning of a bloody struggle that still continues in 2005. However, the faculty, administrators, and investors of AAUJ have kept the university in operation in spite of frequent border and road closures and violent clashes in the town of Jenin, just 14 miles from the campus. CSU Stanislaus graduate Rebecca Lawton was the first person CSU Stanislaus sent to AAUJ to teach; she spent one semester teaching in the “feeder” elementary school on the university grounds. AAUJ has been the only higher education institution in the Palestinian Territories with its doors open continuously since September 2000.

The choice of a somewhat remote location for the campus has proved wise, keeping it away from the violence occurring elsewhere in the West Bank, especially in Jenin. Even so, according to a campus liaison, American faculty at the campus were told to leave by U.S. Embassy personnel in Tel Aviv in late 2001 because it was believed that the campus would come under Israeli attack. The American faculty refused to leave, reasoning that their presence in the buildings would serve as protection for the university. Until April 2004, no damage had been done to the university, its faculty, or its students in the continuing conflict.

In an age of globalization, the United States cannot ignore problems in distant regions.
. . . We learned on September 11 that events in poor countries halfway around the world can do us great harm.
—Joseph Nye, former U.S. Assistant Secretary of Defense
However, on April 23, 2004, OGA Director Bunney-Sarhad received the following e-mail message from Dr. Waleed Deeb, President of AAUJ:

Dear Linda

I am very sorry to inform you that one of our faculty members was killed by the Israeli Army. Mr. Yaser Abu Laimoun who was an instructor in the Faculty of Administrative and Financial sciences was shot many times near his home in the village of Taluza near Nablus. Mr. Abu Laimoun was very devoted teacher and family man. He has no ties to any military or political groups.

His death was a shock to all of us but it was more disturbing when the Israeli Army claimed that he was an Islamic militant. This a false accusation and anybody who knows Yaser knows that. This is how it was reported by the Israeli newspaper Haaretz “Later, in the village of Taluza, troops backed by a helicopter gunship came to arrest four wanted militants, the army said. Two of the wanted men opened fire, drawing return fire that killed one man and wounded another. The IDF said that the fatality was a wanted Hamas member.

However, paramedics, who were called by the dead man’s family, said relatives told them that he was a university tutor, who was caught in the crossfire. Palestinian news agencies reported that the dead man was Dr. Yasser Ahmed Abu Laimun, 32, a lecturer at the Arab-American University in Jenin.”

We feel that the Army should have admitted making a mistake instead of making false accusations.

Waleed Deeb

Continuing to move ahead in spite of the tragic death, the AAUJ was able to hold its first graduation ceremonies on June 24, 2004. President Marvalene Hughes was not able to be personally present at the ceremonies, but she provided a videotaped message of greetings and congratulations to the graduating students and the faculty members for the commencement.

The Arab investors who created the university are committed to keeping it non-political and accessible to students. They continue to contribute scholarships and to seek them throughout the Arab world. With most of the students’ parents out of work because of the collapse of the Palestinian economy during the recent four years of violence, scholarships are imperative in order that no student be dropped from the university for financial reasons.

The founders’ dream of having Palestinian, American, and Israeli students studying together at AAUJ, to build peace and opportunity for the future, seems remote at this moment. However, the commitment and vision of the investors in the face of what would seem insurmountable odds give hope in what is certainly one of the region’s darkest times. Once peace returns to the region, CSU Stanislaus will once again assist in faculty recruitment and promote student exchange.
Project Ethiopia

Project Activities for 2003-2005

I. Education

- American University of Ethiopia/ Ethiopian African American University: From 1996 to 2004, CSU Stanislaus collaborated with investors to create the American University of Ethiopia. Having ascertained that the project was not making sufficient forward progress, the Stanislaus Ethiopia Project devoted its energies to the Ethiopian African American University effort instead. Members of the Ethiopian Diaspora, including several Ethiopian-American Non-Governmental Organizations and interested professionals, universities and organizations came forward to support the initiative. However, as this report goes to press, the future of the university effort is uncertain because funds for start-up still have not been located. Actions taken to date include the following:
  - EAAU Task Force meetings at CSU Stanislaus on January 17, 2004 and in Silver Spring, Maryland, on April 23, 2004;
  - EAAU incorporation as a non-profit corporation on May 3, 2004;
  - Adoption of By Laws and Appointment of a Board of Regents;
  - Recruitment of 47 Chancellors and Presidents of American colleges and universities to serve as Honorary Founders of EAAU;
  - Funding campaign initiation to raise the required funds to establish the autonomous, not-for-profit EAAU;
  - Book shipments: CSU Stanislaus assisted in the effort to provide text books for Ethiopian schools: fifty 43 foot containers of donated (more than 2,000,000) school text books (kindergarten through university) were delivered in collaboration with the Ethiopian Knowledge and Technology Society of Oakland.
- In collaboration with St. Stanislaus School, the Ethiopia Project facilitated the third science and technology teaching methodology training of teacher trainers at Yeha Academy of Science and Technology, Addis Ababa.

II. Agriculture

Collaboration with the Addis Ababa BioEconomy Foundation

Since 1992 CSU Stanislaus Project Ethiopia participants have collaborated with Dr. Getachew Tikubet of the Addis Ababa BioEconomy Foundation and BioFarm. In March 2005 Dr. Getachew visited the campus, spoke in many classes and met with campus and community groups. In recognition of the campus’ continuing partnership with Dr. Getachew’s efforts, President Marvalene Hughes signed a partnership agreement with the

Representatives of the Ethiopian diaspora meet regarding the EAAU project with President Hughes, Director Bunney Sarhad, and Special Assistant to the President for the Ethiopia Project Donald Johnson January 2004
BioEconomy Foundation. The agreement committed the campus to continue its joint work with Getachew, including support of sustainable agriculture efforts and higher education initiatives.

- Participation in planning and implementing a conference on use of cactus for food for people and animals, and for fertilizer (Dr. Horatio Ferriz and Dr. David Blankinship) and bee production of honey, beeswax and pollen in drought stricken areas of the country (community member John Bayer)
- Training subsequent to the conference in Addis Ababa, Asella, Mekelle and Bahar Dar, of farmers in agricultural methods that produce up to 4 times the normal output using techniques that mobilize resources already available to them

Health

- Through long connections with Dr. Selamawit Assefa, preceptorships in International Health at the School of Nursing, Mekelle, for two Bachelor’s of Science Nursing Students from California State University, Stanislaus.
- Publication of a chapter on Global Health in a Community Health Nursing text in collaboration with the Nursing Department (Dr. Nancy Clark and Dr. Donald C. Johnson).
- Consultant services to Addis Ababa City Health Bureau: Survey of needs for management and administration developments and strengthened health education of the public (Dr. Don Johnson);

**History of the Ethiopia Project**

In October 1992, Dr. Donald Johnson of the World Health Organization (ret.) brought to then-CSU Stanislaus Interim President Lee Kerschner a request for assistance from the Transitional Government of Ethiopia. The request was to help create an educational program which would prepare demobilizing soldiers for civilian life. After 17 years of civil war to defeat the Stalinist Mengistu government, many Ethiopians had borne arms their entire youths, sacrificing opportunities for normal education and vocational training. Demobilized without formal education or occupational skills, they were a potential threat to their country’s hard-won stability.

As lead campus in a broad effort to include four CSU campuses and three community colleges, CSU Stanislaus began in April 1993 to work on project proposals to fund training to turn the army of the Ethiopian People’s Revolutionary Democratic Front (EPRDF) into a productive work force. At time passed, a new partnership with an indigenous Non-Governmental Organization, the Tigray Development Association (TDA) provided opportunities for faculty to assist in public health assessment and training (Nancy Clark, Nursing), literacy training (Helena Janes, Teacher Education, and Donald Johnson, Nursing Adjunct), computer systems (Ed Lamie, Computer Science/Institutional Research), and grantsmanship training (Frances Jeffries, Research and Grants). As time has passed, additional faculty and graduate students have become involved in various aspects of the project.
High Intensity Language Training (HILT)

Program in Spanish
In June 2004, Dr. Steve Stryker completed the fourteenth summer program of high-intensity language training (HILT) in Spanish. In Fall 2004, this content-based instructional approach was fully integrated into the regular curriculum as Spanish 1000.

The course helps participants to develop their listening and speaking proficiencies through a communicative approach, emphasizing practical language for use in everyday situations. To enrich the program and enhance participants’ cultural knowledge, the instructors use a variety of teaching aids, including music, slides, videos, maps, food, art, and short “culture capsules.”

The Spanish program features an innovative instructional approach using two teachers or a teacher and a Spanish-speaking assistant, allowing students to acquire language through listening in on the linguistic exchanges between the teachers and participating when they feel ready. This mode of language instruction has proved especially effective for students who have thought themselves incapable of acquiring another language.

Through Hildreth Heath’s US Department of Education grant, scholarships for the summer 2005 HILT program will be available to CSU Stanislaus and Merced College faculty.

Please have many more language classes like this one…I have a completely new appreciation of my students who are learning English, and I have lots of ideas for what to do in my own classes. This is the best language class I have ever taken.

—(Teacher candidate who participated in the Summer Spanish HILT program)

The three-week HILT class…was one of the most valuable experiences in my teaching career. There is no better way to learn how to teach than to be taught through a particular strategy. I took this course for two reasons, one was to learn how to use the Natural Approach and the other was to expand my ability to comprehend and speak Spanish. Both of my personal goals were met – one hundred percent.

—(a student: 2001)
The BRIDGE Community Center

The BRIDGE is a community outreach and field research center jointly initiated by CSU Stanislaus and Modesto Junior College (MJC) and sustained by the ongoing voluntary services of faculty and community members. It serves an ethnically-diverse neighborhood of Modesto that is home to a large population of Southeast Asian refugees. Since its founding in April 1989, it has provided a service learning site for scores of Stanislaus and MJC students. Reaching out to local refugee and immigrant groups has given participating students an “international” cultural immersion experience without leaving the CSU Stanislaus service region.

The BRIDGE serves about 200 clients per month, depending on grants and donations to support its operation.

Special Initiatives of 2003-05:

- **English language and GED (high school equivalency) support:** The BRIDGE community center cultural advisors continue to provide interpreter and translation services for Cambodian, Hmong and Lao families for medical and other appointments, and completion of forms for immigration, citizenship, internal revenue service, Social Security, Medicare, MediCal and many other services. This has been a critical service in the 17 years of BRIDGE operation because many of the older adults who came as refugees have never been able to learn English to the level required in these interactions. The BRIDGE interpreters are often contacted by various public agencies to assist them in their work with these families. English as a Second Language classes also continued at The BRIDGE, as well as individual tutoring for the GED.

- **Parent and sibling grant project:** The BRIDGE received a grant from the Prop. 10 Commission for Children and Families to provide outreach services to Southeast Asian families with children 0-5 years of age. Under this grant, general interpreter and cultural liaison services were provided to any member of a participating family. In addition, The BRIDGE staff prepared a booklet for parents which contained important information on nutrition and child development activities appropriate for children 0-5. These materials were given to each participating family by the appropriate translator, who discussed the information and ideas presented in the family’s own language. Workshops on nutrition and children’s development activities for ages 0-5 were held at The BRIDGE for siblings and caregivers of children 5 and under. The BRIDGE video staff produced three videos on these topics: one for parents (presently being translated into Cambodian and Hmong), one for siblings, and one for children 0-5 designed to help them know about good and bad foods. The latter, a five minute video titled, “Kung Food,” has been very popular with the little children.

- **Music program:** In Southeast Asian culture (particularly Hmong culture), music is not used just for entertainment and pleasure; music played on traditional instruments marks fundamental life passages and assists individuals in the community to make transitions. It is of great importance to the community that the ability to make and play traditional musical instruments not be lost. In response to this need, The BRIDGE continues to support the ongoing “Elder Treasures” Music Program, funded by the James Irvine Foundation and a Legacy grant from the Great Valley Center.
Under the Elder Treasures program, older musicians teach children and young people traditional musical skills. Four hours of free lessons on traditional Cambodian instruments, including the khem, the skor, the takei, and the tror are offered at The BRIDGE every week for anyone who is interested in learning. On Sundays at The BRIDGE, lessons are given to eleven young Hmong boys on the Hmong traditional instrument known as the kheng. Finally, in 2004, lessons in traditional Cambodian/Lao classical dance were provided free for anyone wishing to learn.

Activities for school-age children and youths: After school activities continued Monday through Friday at The BRIDGE, including crafts, video production training, homework assistance, games and sports, and, in Spring 2004 a class for teens on environmental issues in the world. At the end of the noncredit class, the students were treated to an overnight camping trip to Yosemite National Park. Most of the students had never before been there, and they were enthralled at the views and vistas.

Wellness and financial literacy projects: At the end of 2004, The BRIDGE received a three-year grant from the California Wellness Foundation which will enable The BRIDGE staff to collect data in the first year regarding health needs of Cambodian, Hmong and Lao women and their families in Modesto and Stanislaus County. In the second and third years, The BRIDGE will network with other social service and health care agencies to begin to meet those needs. The BRIDGE staff is also waiting to learn about a possible grant to provide financial literacy training for Southeast Asian adults and teens.

Personal message from BRIDGE co-founder Ida Bowers (Geography):
Over these two years, the projects above have received ongoing help from the community service learning volunteers from the University. We welcome help from any student, faculty or staff member who may be interested in becoming involved in community work in such a diverse ethnic setting.

Finally, the entire BRIDGE staff would like to thank the Director of Global Affairs, Linda Bunney-Sarhad, for her encouragement, assistance and enthusiasm for The BRIDGE since its founding in April of 1989. Linda has been a part of The BRIDGE family, and without her steady guidance, help and insight, The BRIDGE would not have succeeded. Thank you, Linda!

Summary of continuing BRIDGE services:
• Translation and interpretation for non-English speakers,
• Assistance with government forms,
• English as a Second Language classes,
• Community service learning opportunities for CSU Stanislaus and Modesto High School students,
• Reading programs,
• Creative writing programs,
• Homework assistance for children and youth,
• After-school activities,
• Computer access and skills training,
• Counseling services for Cambodian-speaking individuals and families (Stanislaus County Mental Health),
• Cambodian-speaking women’s support group,
• Neighborhood Watch,
• Hmong Girl Scout and Cambodian Girl Scout troops,
• Public Health Van services (first Tuesday of each month),
• Financial aid advising,
• Educational advising,
• GED (high school equivalency) classes,
• Referral to other service organizations.

We welcome help from any student, faculty or staff member who may be interested in becoming involved in community work in such a diverse ethnic setting.
History of the Effort:
Starting in 1989, located in the heart of Modesto’s Southeast Asian ethnic neighborhood, The BRIDGE center has been a model of voluntary action in the community. With no full-time paid staff, it has served more than 33,000 people, with the help of 1,440 students, 50 faculty, and 210 community volunteers. The BRIDGE has been recognized widely for its contribution to the community. For example, both the U.S. Department of Justice and the California State Department of Justice have recognized its extraordinarily effective early intervention gang prevention programs. The two volunteer co-Directors have separately been named Stanislaus County “Woman of the Year” for their work at The BRIDGE.

A Model Site:
The BRIDGE has served as a site for scores of student applied and research projects. BRIDGE research has produced more than twenty finished M.A. thesis projects. The BRIDGE is one of a small number of programs featured in *Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders* by Sarah Pickert and Barbara Turlington, published by the American Council on Education. The authors present The BRIDGE as a model of university/community collaboration providing students with authentic cross-cultural experience in a structured setting, while addressing the problems of a population new to the U.S. In addition, The BRIDGE has been disseminated as a model for multicultural education at The American Forum on Global Education, the CSU Teaching and Learning Exchange, and the National Symposium for Higher Education. It has been presented as a model community crime prevention program by the California and U.S. Departments of Justice and the National Crime Prevention Council.

Co-Directors:
*Ida Bowers (Geography)*
*Camille Lear (Community Volunteer)*
CSU Stanislaus
International Partners

People’s Republic of China
  Hangzhou University
  Communication University of China

Denmark
  Aarhus University

Ethiopia
  BioEconomy Association of Ethiopia
  BioFarm of Ethiopia
  Ethiopian Social and Restoration Development Fund
    (a government ministry)

France
  Université du Maine (Laval Campus)

Great Britain
  Norwich School of Art and Design

Korea
  Hanseo University

Mexico
  Instituto Bilingue/Universidad Internationale
  Universidad Regiomontana

The Netherlands
  Hogeschool Haarlem

Palestinian Territories
  The Arab-American University of Jenin

Portugal
  University of the Azores
  Evora University

Taiwan
  Taipei Municipal Teachers College
  Tamkang University

Ukraine
  Khmelnitsky Technological Institute

Venezuela
  Simon Bolivar University
New Exchange Partnerships

The Communication University of China
March 14, 2005, the campus received a delegation from the Communication University of China. The purpose of the visit was to complete negotiations for a new faculty and student exchange agreement. The focus of the exchange will be on Communication Studies, Art, and Music, as outlined below.

Opportunities for collaboration:
Music
• Master Classes – reciprocal exchange of faculty
• Performance Tours
• Short-term faculty teaching exchange

Visual Arts
• Master Classes – reciprocal exchange of faculty
• Exchange of faculty and student exhibitions

Communications
Short-term exchange lecturing in a variety of areas within the discipline.

Other
• Short-term study abroad opportunities for students working on specific projects: U.S. students to China in June, Chinese students to U.S. in January.
• Possible hosting in faculty homes for exchange teachers.

The first faculty travel to China under this program will take place in AY 2005-06.

Universidad Regiomontana of Monterrey, Mexico
In early 2005 community members Julio Hallack and Eduardo Morales approached Jaime Alcaraz of the Stanislaus Office of Development and University Relations with the idea of a new university exchange with a Mexican institution, the Universidad Regiomontana of Monterrey. In March a delegation of university representatives and community members visited the city and the university. Out of this visit and subsequent communications was born an exchange program designed to give students and faculty real-life experience of Mexico, Mexican businesses, and Spanish language use for professional purposes.

April 28, 2005, President Hughes and Regiomontana President Guerra signed an agreement to open the door to this exchange, which will particularly benefit students of Business Administration, Communication Studies, and Economics.

Faculty leaders of the program:
Nael Aly and Peter Li (Management, Operations, and Marketing)
History of the Office of Global Affairs

Paul Magnelia launches the formal global learning effort: In 1984 the “Institute for International Studies (IIS)” was initiated under a U.S. Department of Education Title VI-A grant to Paul Magnelia, then-Chair of the Political Science Department and an expert in Middle Eastern Studies. The purpose of the IIS was to enhance the international resources and connections available to CSU Stanislaus faculty and students. Magnelia was joined in his effort by Steve Hughes (Political Science: a specialist in Latin America) and by Linda Bunney-Sarhad (French/English). Early efforts focused on bringing international speakers to campus, taking global education to K-12 teachers in the region, supporting a community dinner/lecture series of international speakers, and introducing tutorially-based (NASILP format) foreign language education for less-commonly-taught languages, starting with Russian and Japanese.

In 1985 Bunney-Sarhad received a U.S. Department of Education (Title II) grant for outreach to the region’s foreign language teachers. Following initial successful programs, a series of federal, state, foundation, and local grants supported a growing number of efforts, including the university’s first partner university exchange, with Hangzhou University (China: History, Foreign Languages, and English).

Linda Bunney-Sarhad takes the leadership: When Dr. Magnelia became terminally ill in 1988, Horace Judson, Dean of Arts, Letters, and Sciences to whom IIS reported, asked Linda Bunney-Sarhad to continue Magnelia’s work in developing the international effort. During the late 1980’s and through most of the 90’s, under Bunney-Sarhad’s guidance IIS continued to be primarily grant funded, through focused faculty effort. A group of about 30 faculty “IIS Associates” provided support and guidance in the development of strategic directions. The focus of the effort, still programmatic, became increasingly curricular.

It would be difficult to overstate the intensity of effort required to initiate and maintain the international initiative from the outset. Not only was international education not a broad campus priority; some faculty and administrators considered it to be just a frill. Those who had seen effective international education on other campuses were supportive but unaware of the level of detail and sophistication required to implement international programs. Compounding the difficulty, for the first several years, campus grants administration was in its infancy, with few identified procedures to follow.

Clear directions: During the early years, IIS focused on a few simple goals: enhancing the curriculum; creating infrastructure for global learning--and always returning to the university more in resources and programs than it asked in support, seeking eventual institutionalization.

As IIS programs – e.g. the BRIDGE Center in Modesto (cultural immersion service learning), intensive language initiatives, certification for cross-cultural competence, and many others--gained regional and national recognition, support also grew. Then in 1998, after fourteen years of intense work and several millions of dollars...
of grants, the IIS was institutionalized at the decision of President Marvalene Hughes, with the name changed to the Office of Global Affairs. At that time, Linda Bunney-Sarhad was named its full-time Director.

Since 1998, the Office of Global Affairs has led an effort to create a unique Stanislaus model of international/global education. In 1998, the CSU Stanislaus University Educational Policies Committee, a faculty governance body charged specifically with oversight of the curriculum and other academic issues, organized a campus-wide Globalization Task Force, chaired by the Director of the Office of Global Affairs. This effort, made in response to a CSU Chancellor’s Office request, launched university-wide discussion and planning on how to ensure that CSU Stanislaus curricula and programs adequately prepare students for the challenges of the 21st century.

The Task Force’s mandate was to assess the state of internationalization on campus and to chart a course for the future. This effort included the development of goals for international learning, named by the Task Force the “Building Blocks of Global Literacy,” and an informal implementation plan. Since the steps to internationalization had curricular and resource implications, the work of the Globalization Task Force, including the Implementation Plan, proceeded through University Educational Policies Committee review, seeking to assure buy-in from all constituencies. Most of the ten action items proposed by the Globalization Task Force were completed within the following six years. However, the “Building Blocks of Global Literacy,” being broad and visionary, needed to be focused and refined before they could be systematically implemented. This further effort was begun in 2003 under the American Council on Education “Global Learning for All” project described earlier in this report.

Further Strategic Progress: The list of programs and other achievements by the campus in support of global learning is long. The following efforts are particularly noteworthy:

1. Continuing support of the faculty-initiated Office of Global Affairs
   Serving as a catalyst for the campus internationalization effort, the Office of Global Affairs is now a fully institutionalized campus entity charged with ensuring the ongoing global learning effort. Its staff of seven reports to the Provost. Support of the Office of Global Affairs, especially in its curricular efforts, is tangible evidence of CSU Stanislaus’ commitment to global learning, and guarantees at least a minimal level of staff time and resources to continue the effort. (In addition, Global Affairs has garnered $4 - $5 million of external funds in support of international education projects.)

2. Establishment of an Education Abroad effort in the Office of Global Affairs
   The Study Abroad Coordinator, Hildreth Heath, has put in place an effective marketing plan that especially targets “new majority” students. Thanks to her marketing, her work with departments and academic advisers, and her counseling of students, student participation has increased dramatically. Heath also created effective risk management procedures for education abroad and is assisting several departments to consider an “international path to the major” that would incorporate study abroad without loss of time to degree.

3. Moving International Student Services to Global Affairs
   In March 2003, the President brought a team of consultants to campus to review Global Affairs and Extended Education (particularly to see if they would mutually profit from being combined into one unit). The consultants did not
recommend the combination, but did suggest moving international student services into the Office of Global Affairs. That recommendation, implemented in May 2004 at the retirement of longtime International Student Services Coordinator Robert Santos, completed the centralizing of all state-supported campus international initiatives under Global Affairs (OGA).

4. Establishment and Maintenance of a Critical Languages Program
The Critical Languages Program provides CSU Stanislaus students access to language learning opportunities not normally found in a university of our size and location. Adhering to the format of the National Association of Self-Instructional Languages Programs (NASILP), the Critical Languages Program offers elementary and intermediate levels of instruction in Arabic, Hmong, Japanese, Lao, Mandarin, and Russian. The format is flexible and allows for the addition of new languages as student demand and regional need dictate. (Hmong, Lao, and sometimes Khmer, are taught in direct response to local needs.) The Critical Languages Program was initiated in 1985, in a collaborative effort between the Institute for International Studies and the Department of English, Foreign Languages, and Philosophy and has continued to be supported in the College of Arts, Letters, and Sciences.

Meeting the Needs of a Diverse Student Body: The internationalization strategies outlined in the 1999 Globalization Task Force Implementation Plan sought to meet the needs of new majority students in a variety of ways. In the four years between completion of the original plan and the beginning of the ACE Global Learning for All initiative, the Office of Global Affairs sought to implement both the spirit and the letter of the plan in the following ways:

- By focusing on the curriculum. The Implementation Plan calls for ensuring that international content is embedded in the curriculum in both the majors and the General Education program, so that all students will have access to the knowledge, skills, and values that make up the building blocks of global literacy. Through a US Education Department Title VI-A grant 20 faculty “internationalized” courses, and additional faculty received training on how to infuse international content in existing syllabi.
- By broadening avenues to authentic cultural and linguistic immersion. The BRIDGE off-campus center provides such a venue, as do other identified sites. The Implementation Plan calls for development of credit bearing opportunities in local heritage communities in order to provide a cultural/linguistic immersion experience for place-bound students. This effort has informally been called “Study Abroad in Stanislaus County.”
- By providing recognition for languages other than English learned at home by offering a way to certify competency in those languages.
- By conceptualizing study abroad as essential to the curriculum. This includes creating “international paths to the major” incorporating study abroad without losing time to degree. It also includes making study abroad accessible in terms of both cost and duration. The Winter Term in Cuernavaca, Mexico program is a model of such accessibility. The program provides a three-week, low cost immersion experience. Students take courses toward majors in Nursing, Teacher Education, Psychology, and Social Work while also studying Spanish and living in the homes of Mexican host families. Students can make major progress toward professional goals in this program. For example, Teacher
Education students can complete the
CLAD (Crosscultural, Language, and
Academic Development) requirement
for entrance into the Teacher Credential
Program during Winter Term in
Cuenavaca. In Winter Term 2003, 19 of
the 30 participants were new majority
students. Low-cost exchanges coupled
with aggressive outreach and financial aid
assistance are also making overseas study
accessible to new majority students, who
made up 53% of CSU Stanislaus’ 2003-
2004 study abroad students.

Having worked since 1999 to carry out
the Global Task Force recommendations,
the campus was ready in 2003 to
take new steps toward the further
institutionalization of global learning. The
American Council on Education “Global
Learning for All” project was well timed.
In academic year 2003-2004, the ACE
Global Learning for All project advanced
discussion of an updated strategy that may
have a lasting impact on the curriculum.
By April 2005, the ACE Team has
accomplished the following:
• It has proposed campus-wide Global
Learning Goals to the University
Education Policies Committee, which
has referred them to the General
Education Sub-Committee. The GE
Subcommittee is exploring ways to
incorporate the learning goals into the
General Education program.
• It has carried out a campus-wide
review of global learning opportunities
(described earlier).
• It has completed a strategic action
plan for strengthening global learning
on the campus, with a plan to present
appropriate elements for faculty
governance review in AY 2005-2006.
Hildreth Heath’s garnering of $307,000
in grant funds from the US Department of
Education (Title VI-A) ensures that the ACE
recommendations will have the resources
necessary for implementation.
Having the Last Word

By Director Linda Bunney-Sarhad

This brief essay written in 1999 still gives some fundamental insights into global learning:

International – or global – education is a little like the elephant in the fable. Just as the blind men who seized the elephant defined it as a rope, a wall, or a snake according to the part of the beast each one touched, so global education is defined in many ways, according to the experience of the definer. Study abroad, foreign language study, international relations or area studies, integration of foreign students into campus activities, and many other initiatives now in place at CSU Stanislaus may be included in the definition. However, defining global education through activities implies that it is an add-on: marginal to the curriculum and irrelevant to many disciplines.

In fact, the opposite is true. Global learning implies a pedagogy which transcends disciplinary lines and provides a way to tie the whole curriculum together. In the early 1980’s, teachers in a Stanford University-sponsored organization called the “Bay Area Global Education Program” (BAGEP) provided a working definition of global education by identifying five skills that should be integrated into the curriculum.

**Global Learning: What It Is**

The “five skills approach” to globalizing the curriculum brings intellectual rigor to a curricular need that is often misunderstood or poorly addressed. Global education brings a focused, skills-based approach to a concern literally as big as the world. In a globalized curriculum, students learn to do the following routinely:

- **Seek and understand the global context:** Example: Diversity is a commonly-held campus value. However, CSU Stanislaus graduates must understand the context of California’s ethnic diversity—the international political, economic, and religious forces that have brought so many thousands of newcomers to us. And they must understand the further context the diverse population provides for today’s economic, educational, and other decisions. If not, we risk perpetuating a sentimental notion of diversity that does nothing to mitigate the harsher realities of intercultural cooperation.

- **Be conscious of one’s own perspective and learn to see issues from multiple perspectives:** Example: For courses routinely dealing with the U.S. Presidency, what is the meaning of the Presidency outside the U.S.? To take an instance from 20th century history, reading the varied Asian, Arab, and European press analyses of the Monica Lewinsky matter would have been instructive for students. Reading adjuncts to many courses—in which students would search the foreign (and ethnic) press for reactions to world events and try to explain the differences in perspective—would provide global perspectives in the CSU Stanislaus experience. Such course adjuncts also would give students with second language competency an opportunity to apply their skill outside of language classes.
• **Understand and show interrelationships:** Examples: Why does a Federal Reserve Board decision to raise interest rates affect the value of the dollar for a tourist in France? (Finance, Economics, Politics) How does religious persecution in Northern Iran affect the linguistic composition of Stanislaus County schools? (Teacher Education, Advanced Studies in Education, Politics, History, Geography) What are the economic realities in Latin America that ensure a ready supply of cocaine for illegal trafficking in the California? (Economics, Criminal Justice, Latin American Studies) Global learning in the curriculum helps students understand that neither disciplines nor world events exist in isolation.

• **Demonstrate critical thinking:** Some would prefer English composition and lower division Philosophy courses to “take care of” critical thinking. However, a skill so basic to democratic society (not to mention professional success) must be taught across the curriculum and reinforced at every level. In courses across the curriculum, students must be given practice to analyze issues and events in a context that asks them to lay aside their preconceived notions.

• **Promote conflict resolution:** Negotiation and conflict resolution skills are essential in every professional setting and in all interpersonal, interethnic, and international relations. Do we now model such behavior and prepare students to be negotiators and peace makers?

**Global Education and CSU Stanislaus: Why Should We Care?**

85% of CSU Stanislaus students come from California’s Northern San Joaquin Valley, and about the same percentage stay here after graduation. As we seek to meet the educational needs of Central California, we must take into account the international context which defines its social and economic life.

We would be unhappy with a local weather forecaster who prepared his daily report by sending up “weather balloons” over Turlock, as was the case in the 1940’s and 1950’s: we now expect meteorologists to consult satellite images of weather systems forming over other parts of the world – because they will affect us soon. If we at CSU Stanislaus settle for a purely regional academic program that ignores the global context of our disciplines, we will be as remiss as the poor forecaster with his balloon.

**Global Education:**

**Five Skills and Three Questions**

Nationwide in higher education, in relation to the academic disciplines, globalization is a bandwagon that everybody knows about but few know how to board. How can we effectively globalize the general education curriculum? majors? One approach is to evaluate existing courses and programs in terms of the five skills listed above. In addition, within each discipline, we should ask ourselves the following:

• **Does each student in my program have an opportunity to consider the global issues of this discipline, and from more than one perspective?**
• **Does each graduate understand how this discipline interrelates with other disciplines?**
• Does our department offer each student at least one significant cross-cultural experience relevant to the major? An alternative “international path” to the major incorporating study abroad?

How Do We Stack Up?
Since 1984, a sustained faculty effort to create and institutionalize global learning at CSU Stanislaus has created the infrastructure needed. Our own experience tells us that globalization of the economy and demographic change are not passing fads, but permanent realities. We must prepare our students to succeed in a context possibly unacknowledged in our own graduate school experience.

How Can We Go Global from Where We Are?
We must start with faculty development. Too few CSU Stanislaus faculty members have recent overseas experience related to their disciplines. No professional development experience equals the power of putting ourselves into a different geographical and cultural context in which we seek to apply what we think we know. For those who feel place-bound by home responsibilities, local ethnic communities offer opportunities for cultural immersion. It is instructive, humbling – and exhilarating – to be forced to drop our cultural blinders and apply familiar skills in a new way.

In the end, whatever else we do, to provide global learning for all of our students, we must touch the curriculum. Understanding the ties between the Northern San Joaquin Valley and the larger world must become part of what it means to have a Stanislaus education.
## Appendices

### CSU Stanislaus Rubric for Assessing “Global Learning for All”

#### DIMENSION I: Philosophy and Mission of Global Learning

<table>
<thead>
<tr>
<th>Definition of Global Learning</th>
<th>STAGE ONE PROCESS Critical Mass Building</th>
<th>STAGE TWO PROCESS Quality Building</th>
<th>STAGE THREE PROCESS Sustained Institutionalizing</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>No campus-wide agreement on what is meant by global learning</td>
<td>Operationalized definition for global learning on campus, but some variance in the use of the term</td>
<td>A clear institutional definition for global learning, consistently used to operationalize its different aspects on campus</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Planning</th>
<th>STAGE ONE PROCESS Critical Mass Building</th>
<th>STAGE TWO PROCESS Quality Building</th>
<th>STAGE THREE PROCESS Sustained Institutionalizing</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>No official strategic plan for advancing global learning on campus</td>
<td>Although certain short- and long-range goals have been defined for the campus, these are not formalized into a plan that will guide implementation.</td>
<td>An official campus strategic plan exists and includes both short-range and long-range goals.</td>
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</table>

<table>
<thead>
<tr>
<th>Alignment with Institutional Mission</th>
<th>STAGE ONE PROCESS Critical Mass Building</th>
<th>STAGE TWO PROCESS Quality Building</th>
<th>STAGE THREE PROCESS Sustained Institutionalizing</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>While global learning complements many aspects of the institution’s mission, it remains on the periphery of the campus, is rarely included in efforts that focus on the core mission of the institution.</td>
<td>Global learning is often mentioned as an important part of the institutional mission, but it is not included in the campus’ official mission or strategic plan.</td>
<td>Global learning is a primary concern of the institution and is included in strategic planning.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Alignment with Educational Reform Efforts</th>
<th>STAGE ONE PROCESS Critical Mass Building</th>
<th>STAGE TWO PROCESS Quality Building</th>
<th>STAGE THREE PROCESS Sustained Institutionalizing</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global learning stands alone and is not tied to other important efforts on campus.</td>
<td>Global learning is tied loosely or informally to other important, high profile efforts on campus.</td>
<td>Global learning is tied strongly and intentionally to other important, high profile efforts on campus.</td>
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</tbody>
</table>

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1 Adapted from Kapi’olani Community College: “Kapi’olani Rubric for Assessing Integrated Global learning,” which in turn was adapted from Andrew Furco, UC Berkeley, 1999. Based on the Kecskes/Muyllaert Continua of Service Benchmark Worksheet.
## DIMENSION II: Faculty Support for and Involvement in Global Learning

<table>
<thead>
<tr>
<th>STAGE ONE PROCESS</th>
<th>STAGE TWO PROCESS</th>
<th>STAGE THREE PROCESS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Mass Building</strong></td>
<td><strong>Quality Building</strong></td>
<td><strong>Sustained Institutionalizing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Awareness</strong></td>
<td>Very few faculty members know what is meant by “global learning across the curriculum” or what resources and current activities are available on the campus.</td>
<td>About one-fourth of faculty members understand the campus “global learning across the curriculum” effort and are aware of related resources and activities.</td>
<td>More than half of faculty members understand the campus “global learning across the curriculum” effort and are aware of related resources and activities.</td>
</tr>
<tr>
<td><strong>Faculty Involvement and Support</strong></td>
<td>Few faculty members are advocates for global learning or support its integration into their courses and departments.</td>
<td>About one-fourth of the faculty are global learning advocates and support its infusion into their courses and departments.</td>
<td>More than half of the faculty are global learning advocates and support its infusion into their courses and departments.</td>
</tr>
<tr>
<td><strong>Faculty Leadership</strong></td>
<td>None of the influential faculty serve as leaders for advancing global learning on campus.</td>
<td>There are two or three influential faculty members who provide leadership to the campus’ global learning effort.</td>
<td>A highly respected, influential group of faculty members provides leadership to the campus’ global learning efforts.</td>
</tr>
<tr>
<td><strong>Faculty Incentives and Rewards</strong></td>
<td>Faculty are not encouraged to engage in global learning; few incentives are provided for global learning professional development; faculty work in global learning not usually recognized in RPT process.</td>
<td>Although faculty are encouraged and are sometimes provided incentives to pursue global learning professional development, their work is not always recognized in the RPT process.</td>
<td>Faculty are encouraged and are provided with incentives to pursue global learning professional development. Faculty involved in global learning efforts receive recognition in their RPT process.</td>
</tr>
<tr>
<td><strong>Faculty Development</strong></td>
<td>No organized faculty development exists to support global learning development on campus.</td>
<td>Sporadic faculty development sessions on global learning are available, but these are poorly publicized and do not constitute an organized program.</td>
<td>A well-conceived and well-publicized faculty development program supports global learning development on campus.</td>
</tr>
</tbody>
</table>
### DIMENSION III: Student Support for and Involvement in Global Learning

<table>
<thead>
<tr>
<th></th>
<th>STAGE ONE PROCESS: Critical Mass Building</th>
<th>STAGE TWO PROCESS: Quality Building</th>
<th>STAGE THREE PROCESS: Sustained Institutionalizing</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Awareness</strong></td>
<td>No campus-wide process for informing students about global learning courses and opportunities or study abroad</td>
<td>Some processes for informing students about global learning courses and opportunities or study abroad, but these are sporadic and lack coordination.</td>
<td>Campus-wide steady and coordinated processes informing students about global learning courses and opportunities or study abroad</td>
<td></td>
</tr>
<tr>
<td><strong>Student Opportunities</strong></td>
<td>Few global learning opportunities are available.</td>
<td>An adequate number of international opportunities (courses, co-curricular opportunities, resources, study abroad programs) are available, but are limited to certain groups of students.</td>
<td>Abundant global learning opportunities are available to all students.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Leadership</strong></td>
<td>Few opportunities exist for students to take leadership roles in advancing global learning across the campus.</td>
<td>Some opportunities exist, but these are not well publicized.</td>
<td>Abundant opportunities for students to take global learning leadership roles: students are encouraged to serve as advocate and ambassadors for global learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Incentives and Assistance</strong></td>
<td>No formal processes (e.g., international notations on transcripts, scholarships) or informal processes (news releases, unofficial student certificates of achievement) that encourage and assist students to take advantage of global learning opportunities.</td>
<td>Campus coordinates some informal processes, but there are few formal processes in place and few to no financial aid opportunities for study abroad.</td>
<td>Many formal processes and financial assistance programs that encourage students to take advantage of international courses, resources, co-curricular activities, and study abroad.</td>
<td></td>
</tr>
</tbody>
</table>
### DIMENSION IV: Outreach and Partnerships

<table>
<thead>
<tr>
<th>Institution/Partner</th>
<th>STAGE ONE PROCESS: Critical Mass Building</th>
<th>STAGE TWO PROCESS: Quality Building</th>
<th>STAGE THREE PROCESS: Sustained Institutionalizing</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Partner Awareness</td>
<td>HECCC and feeder high schools are unaware of campus goals for global learning.</td>
<td>Some HECCC and feeder high schools are aware of campus goals for global learning; some efforts are made to integrate global learning goals into general education transfer courses.</td>
<td>Many partners are aware of campus “global learning goals”; community colleges seek to integrate them into general education transfer courses.</td>
<td></td>
</tr>
<tr>
<td>K-12 Outreach</td>
<td>Campus provides no global learning or foreign language education professional development support to the region’s K-12 teachers</td>
<td>Campus provides sporadic outreach activities in global and foreign language education, but these are not well attended.</td>
<td>Campus offers well-planned regular outreach programs in global and foreign language education, which are well attended by K-12 teachers.</td>
<td></td>
</tr>
<tr>
<td>Local Government and Community Organizations</td>
<td>Campus global learning efforts have no ties with local government or community organizations.</td>
<td>Campus international efforts have some local government and organizational ties, with sporadic support from them.</td>
<td>Campus efforts have strong local government and community organization ties, with regular program support coming from them.</td>
<td></td>
</tr>
<tr>
<td>Overseas university partners</td>
<td>Campus has few to no foreign university partners.</td>
<td>Campus has institutional agreements with foreign university partners, but little actual exchange occurs.</td>
<td>Campus has many institutional partners, and active exchange and joint academic/research programs with them.</td>
<td></td>
</tr>
<tr>
<td>Foreign Government Partnerships</td>
<td>Campus has no foreign government partnerships.</td>
<td>Campus has contact with foreign embassies and consulates.</td>
<td>Campus makes use of foreign embassy and consulate resources, and receives foreign government support for selected programs.</td>
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</tbody>
</table>
## DIMENSION V: Global Learning Across the Curriculum

<table>
<thead>
<tr>
<th></th>
<th>STAGE ONE PROCESS</th>
<th>STAGE TWO PROCESS</th>
<th>STAGE THREE PROCESS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>Global learning is not addressed in general education goals or course requirements. No attempt is made to determine what global learning students must have or to assess global learning.</td>
<td>A g.e. global learning requirement exists, but it is unclear if faculty agree on what is meant by global learning and whether perfunctory international units are attached to courses, or multiple perspectives are broadly infused throughout courses. A uniform assessment of global learning is not in place.</td>
<td>Global learning goals for general education are clearly articulated, faculty development training helps instructors implement the goals, and students are assessed for identified global learning skills or experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>Majors</strong></td>
<td>Global learning is delegated to traditional disciplines, such as geography and history.</td>
<td>Some majors outside traditional “international” disciplines seek to incorporate global learning.</td>
<td>Every department ascertains that its majors fully understand and can deal with the global issues relevant to the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Study Abroad</strong></td>
<td>Study abroad is seen as organized tourism.</td>
<td>Study abroad programs are clearly academic in nature, and students receive academic advising in preparation for selecting and participating in a program.</td>
<td>Study abroad is formally integrated into many majors as an option; a system exists to determine academic equivalencies so that students rarely lose credit for their approved overseas study.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment of Student Global Learning</strong></td>
<td>No goals for global learning exist, and no formal assessment of student global learning knowledge or skills is carried out.</td>
<td>The campus has agreed on global learning goals, but no assessment of student global learning outcomes is carried out.</td>
<td>The campus systematically assesses student global learning, according to clearly defined global learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language Instruction</strong></td>
<td>The campus offers a traditional program in one or more commonly-taught languages.</td>
<td>The campus offers commonly- and one or more less-commonly taught languages; some language professors are adept at communication-based teaching; some use is made of multi-media instruction.</td>
<td>The campus offers a rich variety of commonly- and less-commonly taught languages, making use of innovative instructional formats to support enhanced program offerings. All faculty teaching lower-division language courses are adept at communication-based and multi-media teaching. Students can select among many approaches to language learning, including traditional classroom courses, on-line courses, intensive oral courses, language for special purposes courses, and others. Language instruction has a strong orientation of service to other majors.</td>
<td></td>
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</tbody>
</table>
### DIMENSION VI: International Students

<table>
<thead>
<tr>
<th>STAGE ONE PROCESS</th>
<th>STAGE TWO PROCESS</th>
<th>STAGE THREE PROCESS</th>
<th>NOTES</th>
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</thead>
<tbody>
<tr>
<td><strong>Critical Mass Building</strong></td>
<td><strong>Quality Building</strong></td>
<td><strong>Sustained Institutionalizing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Targeted Recruitment</strong></td>
<td>No campus agreement on desirability of international student enrollment; no international student recruitment</td>
<td>Strategic campus priorities direct low cost recruitment efforts (e.g. Web based) to targeted geographical areas.</td>
<td>Strategic campus priorities direct an array of international student recruitment efforts, including efforts in partnership with U.S. and foreign government entities.</td>
</tr>
<tr>
<td><strong>Services and Programs</strong></td>
<td>Although a small number of international students enroll, no offices or programs exist especially to serve them.</td>
<td>A number of international students are served by a given unit, but the unit is understaffed and has no voice or advocacy on campus. Infrastructure such as housing may be a problem.</td>
<td>An international services and programs unit is appropriately staffed to serve the needs of international students; infrastructure is in place to advise, house, and transport international students. Students have ways to become integrated into programs that are open to all students.</td>
</tr>
<tr>
<td><strong>Integration into Campus Academic Life</strong></td>
<td>International students’ presence on campus is not often recognized. They are not seen as a learning resource and are often decried for their errors in English.</td>
<td>International students are sporadically recognized and used as academic resources, but few instructors are skilled at eliciting and making use of their cultural perspectives on course issues. Some instructors are skilled in working with ESL/EFL students.</td>
<td>International students are seen as academic resources, and instructors trained in how to build upon their perspectives to enrich classes. Professors are trained in how to support and evaluate ESL and EFL students. International and study abroad students meet together to discuss mutual interests.</td>
</tr>
<tr>
<td><strong>Community Relations</strong></td>
<td>International students are on their own to connect with the larger community.</td>
<td>Some vehicles exist for international student-community interaction, but these are poorly attended.</td>
<td>Community organizations assist with home stay programs, scholarships, and social activities. Students have many ways to participate in and learn about the life of the community.</td>
</tr>
</tbody>
</table>
## Rubric for Assessing Global Learning Themes at CSU Stanislaus

<table>
<thead>
<tr>
<th>SUSTAINABILITY</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student defines the term sustainability.</td>
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<tr>
<td>Student discusses an issue in the discipline from the perspective of sustainability.</td>
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<tr>
<td>Student applies the concept in the local geographical region, nationally, and internationally.</td>
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<tr>
<td>Student analyzes global issues in terms of this concept</td>
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<table>
<thead>
<tr>
<th>PERSPECTIVE CONSCIOUSNESS</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student describes a viewpoint different from his/her own.</td>
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<td></td>
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</tr>
<tr>
<td>Student discusses the advantages of a viewpoint different from his/her own, related to an issue in the discipline.</td>
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<tr>
<td>Student applies the concept of multiple perspectives to current issues locally, nationally, and internationally.</td>
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<tr>
<td>Student argues two points of view on a single world issue related to the discipline.</td>
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<table>
<thead>
<tr>
<th>INTERDEPENDENCE</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student gives an example of interdependence.</td>
<td></td>
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<tr>
<td>Student discusses an issue in the discipline from an interactive and interdependent perspective.</td>
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<tr>
<td>Student identifies the interactive impact of interdependent forces on real issues related to the local region, the nation, and the world.</td>
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</tr>
<tr>
<td>Student analyzes how interactive and interdependent forces affect an issue in the global community.</td>
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<table>
<thead>
<tr>
<th>SOCIAL JUSTICE</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student identifies an issue of social justice from his/her personal experience.</td>
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</tr>
<tr>
<td>Student identifies social justices issues within the discipline</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student applies the concept of social justice to a local issue related to the discipline.</td>
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</tr>
<tr>
<td>Student analyzes the extent to which social justice issues provide the context for an international issue</td>
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</tbody>
</table>