

Spring
2014

Strategic Plan for Comprehensive Internationalization

2014-2019



GLOBAL EDUCATION & ENGAGEMENT

AT HARFORD COMMUNITY COLLEGE

HARFORD COMMUNITY COLLEGE



Our mission is to prepare students and the community to actively participate in and help shape the future of the interconnected global society.

Introduction

The International Education Committee at Harford Community College was created in 1999 and was reconstituted in 2007 after a brief hiatus. Although much progress was made in pockets across the campus, the committee had never engaged in a systematic analysis of needs or an assessment of progress. In fall 2012, the International Education Committee, guided by the Community Colleges for International Development (CCID) System of Comprehensive Internationalization, engaged in a two-stage self-study process with a wide range of key stakeholders and representatives from the entire campus community. The self-study process identified several key areas for restructuring and reconfiguring HCC's approach to international education, and our report of final recommendations was accepted in full by President Dennis Golladay in spring 2013.

Institutionalizing our international education initiative was the first goal, and the Office of Global Education and Engagement (GEE) was established in fall 2013 with a part-time coordinator to carry out activities as directed by the Advisory Committee. All GEE activities are guided by the *Strategic Plan for Comprehensive Internationalization*.

HCC's approach to internationalization is an organic one in that we believe that each and every academic and administrative entity has its own unique role to play in the ongoing process. The Office of Global Education and Engagement is not intended to serve as a "one-stop shop" for all things global or international at the college; rather, GEE will provide collaborative support for initiatives and projects wherever the interests lie by linking and integrating existing resources, always working toward the evolution of a comprehensive infrastructure for global education and engagement at HCC.

The goal of the *Strategic Plan for Comprehensive Internationalization* is to clarify for ourselves and the campus community the mission of GEE and lay out the path we intend to take to achieve our specific objectives. The plan flows from the college's mission statement, which focuses on "innovative learner-centered educational opportunities," and dedicates the college to fostering "lifelong learning, global awareness, and social and cultural enrichment." Additionally, many elements in our strategic plan capture particular General Education goals and learning objectives as they related to our students developing the "knowledge and skills necessary to be informed global citizens in a diverse and changing intercultural world."

Strategic goals:**(1) Policy, Leadership & Resources**

Harford Community College is committed to providing the infrastructure and resources necessary to implement and maintain a comprehensive plan of internationalization.

(2) Teaching and Learning

Harford Community College provides learners with the knowledge and skills needed to develop the global competency so vital for success in the competitive global workforce. By participating in a combination of on- and off-campus opportunities, HCC students and staff enhance their global awareness, experience a variety of cultures and traditions, and increase their comfort and competency in the global society.

(3) Student Support and Exchanges

Harford Community College encourages and supports a global student body. International students (defined in the broadest sense to include F-1 visa students, permanent residents, asylees, refugees and other non-US citizens) are seamlessly integrated on campus, and American students have regular, affordable opportunities to study abroad in various disciplines.

(4) Partnerships, Projects, and Professional Development

Harford Community College seeks collaborative partnerships with educational institutions and other appropriate organizations both within and outside of the United States. These partnerships and projects provide opportunities for students, faculty, and staff to develop global competency, and support curricular and co-curricular objectives and faculty/staff professional development.

Strategic Goals and Objectives timeline:

Policy, Leadership & Resources				
Harford Community College is committed to providing the infrastructure and resources necessary to implement and maintain a comprehensive plan of internationalization.				
	Objective	2014-15	2015-17	2017-19
1.	The commitment to Global Education and Engagement is infused throughout the policy of the institution, flowing from the college's Strategic Plan. The Strategic Plan for Comprehensive Internationalization guides the internationalization activities in which the college engages.	X		
2.	Specific GEE outcomes are routinely assessed and information is communicated across the campus and throughout Harford County.		X	
3.	Leadership for the Office of Global Education and Engagement is provided by a coordinator and an institution-wide Advisory Committee.	X		
4.	The institution supports Global Education and Engagement with the appropriate resources needed to execute the approved Strategic Plan for Comprehensive Internationalization.	X		
5.	The Office of Global Education and Engagement provides a space for students, faculty and staff to engage with one another in person and globally through technology. Appropriate resources are available in the office to guide research on travel/study and internship opportunities, curriculum development and other relevant projects, events and opportunities.		X	

Teaching and Learning				
Harford Community College provides learners with the knowledge and skills needed to develop the global competencies so vital for success in the competitive global workforce. By participating in a combination of on- and off-campus opportunities, HCC students and staff enhance their global awareness, experience a variety of cultures and traditions, and increase their comfort and competency interacting in the global society.				
	Objective	2014-15	2015-17	2017-19
1.	The internationalization of the curriculum is an academic policy. All divisions operate under a consistently applied understanding of the concepts associated with global education, and information is routinely transmitted across the campus community.		X	
2.	Knowledge, attitudes and skills to enhance global competency are embedded in academic programs and courses wherever relevant and are routinely assessed.		X	
3.	The Instructional Resource Center provides and promotes relevant resources for faculty to assist them in internationalizing course content and teaching methods, and assessing global competency outcomes.	X		
4.	Short-term travel/study opportunities for students are based on global competency objectives, and every effort is made to keep programs available and affordable to as many HCC students as possible.		X	
5.	HCC engages in international student/staff exchanges and internship programs.		X	
6.	HCC enhances a student's educational experience with the optional Global Competency certificate program.		X	
7.	HCC serves the workforce development needs of regional businesses as they relate to global education and engagement.		X	
8.	HCC provides community-interest events, courses and international travel opportunities to develop global awareness, cultural competency, and language skills in Harford County.	X		
9.	GEE and Student Activities regularly provide co-curricular programming relevant to the development of globally competent learners, including International Education Week every November.	X		
10.	HCC works in conjunction with other regional institutions to offer programming that promotes international and intercultural competencies.		X	

Student Exchanges				
Harford Community College encourages and supports a global student body. International students (defined in the broadest sense to include F-1 visa students, permanent residents, asylees, refugees, and other non-US citizens) are seamlessly integrated on campus, and American students have regular, affordable opportunities to study abroad in various disciplines.				
	Objective	2014-15	2015-17	2017-19
1.	HCC provides a supportive, integrated campus for international students. Recruitment of international students is designed with a well-conceived publicity plan for success of the student and HCC. A comprehensive support system is in place for enrolled international students, including: mentoring programs, housing and transportation assistance, targeted academic advising, and language/cultural immersion programs.			X
2.	HCC offers a variety of credit and non-credit travel/study experiences, developed and priced to maximize participation for Harford County residents. A regular, 2-year schedule for both credit and non-credit travel/study experiences is available and publicized on campus and in the community. Students, instructors and chaperones are well-prepared for the travel experience.		X	
3.	Internal financial resources to support travel/study experiences for students are identified, and external funding sources are sought when appropriate, including collaborations with other community college and 4-year academic institutions.		X	
4.	Consistent processes guide the development of international travel/study experiences that involve students, and are communicated well across campus.	X		
5.	Credit-bearing travel/study experiences are routinely assessed relative to achieving program outcomes and transferability.		X	
6.	Issues regarding risk management are fully addressed. Faculty/staff participate in meeting/online training prior to participation in an international travel/study experience.	X		
7.	Site visits are conducted at regular intervals—as needed—at partner institutions where HCC students travel without HCC chaperones.		X	

Partnerships, Projects, and Professional Development

Harford Community College seeks collaborative partnerships with institutions of higher learning and other appropriate organizations in countries outside of the United States. These partnerships and projects provide opportunities for students, faculty, and staff to develop global competency, and support curricular objectives and faculty/staff professional development.

	Objective	2014-15	2015-17	2017-19
1.	Academic divisions offer international internships appropriate for various degree programs.		X	
2.	HCC maintains collaborative partnerships with academic institutions around the world.		X	
3.	HCC collaborates with partner institutions abroad for student/faculty exchanges and specific program articulations for degree completion.			X
4.	Faculty and staff are encouraged to form partnerships with colleagues outside of the US - there is assistance for grant and project development.		X	
5.	HCC provides global workforce training based on the needs of local community. An advisory committee assists Global Education and Engagement in determining specific training needs.		X	
6.	Global Education and Engagement collaborates with international corporations to provide international internships.		X	
7.	HCC promotes a collaborative environment where students, faculty, staff and community members work together in the process of raising global awareness.	X		
8.	HCC encourages and financially supports faculty and staff in their efforts at international professional development activities.	X		
9.	HCC partners with the MCCIEC and nearby universities to provide opportunities for faculty and staff to collaborate on internationally focused initiatives.		X	
10.	Global learning outcomes are integrated in professional development workshops on campus.	X		

Harford Community College
Academic Affairs
Global Education and Engagement (GEE) Advisory Committee
Charge and Expectations

Mission: Our mission is to prepare students and the community to actively participate in and help shape the future of the interconnected global society.

Background: In 2011-2012, under the leadership of Dr. Stephanie Hallock, the International Education Committee engaged in a college-wide strategic planning effort that resulted in defining key strategic goals to enhance global education and engagement among faculty, students and staff. Through a collaborative process, we determined that the College would “prepare students and the community to actively participate in and help shape the future of the interconnected global society.” The name of the Committee was also changed to “the Global Education and Engagement Advisory Committee.”

Charge: The Global Education and Engagement Advisory Committee is charged with providing leadership and guidance in the development and implementation of college-wide goals and efforts to promote global awareness and engagement among students, faculty, and staff. The Committee may be asked for input, or to make recommendations, on specific issues or needs related to global education. Committee members serve as liaisons to their respective divisions/departments and work collaboratively to execute the charge(s) of the Committee. The Committee provides to the Vice President for Academic Affairs a mid-year update by February 15, and end of year report by June 1 on progress related to goals and activities.

Committee’s Role: Provide strategic leadership for the development and implementation of a college-wide global education and engagement plan. Assist faculty to integrate global perspectives and experiences into curriculum; formalize a group travel leader orientation; assist in prioritizing international class travel goals and programs; consult with faculty, administrators and staff on prospective program development involving international partnerships; identify targeted opportunities to partner with public/private schools; assist with International Education Week activities; assess global education and engagement efforts. Much of this work will be accomplished by Work Groups established in the following areas: International Engagement, International Student Travel, Programming, Support for International Students at HCC, and Teaching and Learning.

Committee Chair’s Role: Chair, the GEE Advisory Committee; consult with academic divisions to coordinate global education and engagement efforts; coordinate international study travel classes in coordination with the Office of Academic Affairs and Student Affairs; provide leadership for International Education Week activities; serve as liaison to the Vice President for Academic Affairs, the Maryland Community Colleges International Education Consortium, and the Cultural Diversity Committee; prepare reports as needed.

The Office of the Vice President for Academic Affairs provides administrative support to assist with international travel contracts, student waivers, recordkeeping, budgeting, and other related activities.

Global Education and Engagement Advisory Committee:

Chair/Coordinator, Dr. Stephanie Hallock, Political Science Faculty, BSS Division

Robert Limpert, Supervisor of Business, Technology and Magnet Programs, Harford County Public Schools

Avery Ward, Dean BSS Division (Deans' Liaison)

Tina Zimmerman - Nursing Faculty, NAHP Division

Wayne Hepler, Mass Communications Faculty, VPAA Division

Ryker Hughes, Business Faculty - BCAT Division

Laura Fox, English Faculty, Humanities

Andrew Kellett, History Faculty, BSS Division

Ken Jones, Art Faculty, VPAA Division

Fary Sami, Mathematics Faculty, STEM Division

Jenny Lares, Admissions Specialist - Admissions, Student Affairs

David Mack, Director, Academic Program Enhancement & Partnerships

Priscilla Mint, Coordinator for Student Activities, Student Affairs

Lisha Jenkins, Coordinator for Community Education, Continuing Education & Training

Judy Kinshaw-Elis, Transitional English and Reading Faculty, ETS Division

Membership:

The Committee may add members as needs are identified with supervisory approval of the prospective member.