Strategic Proposal for Internationalization: Hawai‘i Community College

March 2015
Vision

To promote student learning, Hawai‘i Community College will emphasize the knowledge and experience necessary for students to pursue academic achievement. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

Mission

Hawai‘i Community College promotes student learning by embracing our unique Hawai‘i Island culture and inspiring growth in the spirit of "E ‘Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai‘i Island community.

Executive Summary

Hawai‘i Community College: Strategic Outcomes and the Role of Internationalization

The Hawai‘i Community College Strategic Plan: 2008-2015, draws on the mission and philosophy of the University of Hawai‘i Community College policy UHCCP 4.101 (May 2006) which emphasizes student access to postsecondary education, effective teaching, work force development, personal development, community development and the significance of diversity.

In addition, Hawai‘i Community College supports internationalization by including the following strategic outcome in its Strategic Plan:

Strategic Outcome:
B. Globally Competitive Workforce - Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

To support this outcome, the college has established an International Education Committee.

The Hawai‘i Community College International Education Committee is a standing committee reporting to the College Council. Its function is to support the HawCC Strategic Plan (B1 and B5) as it relates to global issues. The committee meets on a monthly basis. Its membership is made up of Hawai‘i CC faculty and staff.

FUNCTION/PURPOSE:

1. Supports the HawCC Strategic Plan (B1) on global issues including but not limited to:
   - Seeking opportunities to infuse cultural/global awareness into the curriculum
   - Creating and enhancing international exchange opportunities for faculty
   - Developing study abroad opportunities
   - Providing opportunities for intercultural interaction between domestic and international students including International Education Week (November)
2. Supports the HawCC Strategic Plan (B5) on global issues including but not limited to:
   Developing an International Office,
   Supporting the growth of international students by 3% a year
   Developing new international partnerships and linkages

3. Serves as a liaison with the UHCC International Education Committee

4. Provides an annual report on International Education activities for the Kauhale and community

**Participation with ACE**
Hawai`i Community College has been afforded the unique opportunity of participating in the American Council on Education’s Internationalization Laboratory (ACE Lab) in collaboration with two other sister campuses, Leeward Community College and Windward Community College, both located on O`ahu. This opportunity enables the three community colleges to independently develop campus specific internationalization strategies while also drawing on each other for inspiration. Working with the ACE Lab provides additional guidance in conducting an Internationalization Review, developing an Internationalization Plan, and implementing strategic goals.

Additionally, the college participates with a larger cohort which meets for three face-to-face visits over the course of 18 months.

**The 2013-2015 ACE Internationalization Laboratory Cohort**

- Clemson University, Clemson, SC
- California State University—Dominguez Hills, Carson, CA
- Emerson College, Boston, MA
- Leeward, Windward and Hawaii Community Colleges, Pearl City, Kaneohe, and Hilo, HI
- Lewis University, Romeoville, IL
- Orange Coast College, Costa Mesa, CA
- Sacred Heart University, Fairfield, CT
- The State University of New York Geneseo, Geneseo, NY
- University of Alabama at Birmingham, Birmingham, AL
- University of Massachusetts Amherst, Amherst, MA
- Western Washington University, Bellingham, WA

Concerted efforts relative to the Internationalization Lab commenced in September 2013 in preparation for an initial campus visit on October 31, 2013 from Dr. Barbara Hill, Senior Associate for Internationalization.

Members of the standing International Education Committee (IEC) comprised the task force and were coordinated by the chair of the committee. The action plan was as follows:

- Distribute handouts received at the first cohort meeting.
- Complete “Questions to Guide the Internationalization Review”
- Arrange agenda for first site visit including meetings with the Chancellor and with the International Education Committee.

- Review current internationalization efforts.

- View PowerPoint that goes over the ACE approach to internationalization. This process will address ILO’s in communication and Diversity in assessment.

It was decided by the members to have two rounds of responses to the “Questions to Guide the Internationalization Review”. In Round 1 everyone provided general input in all sections, and in Round 2, sections were allocated to individuals for editing and revisions, so that the work was more manageable. In the end, the committee adhered to the action plan below.

The ACE Handbook will be copied for committee members.

**Sept 9** Guide will be posted.

**Sept 27** IEC members to comment on entire report.

**October 4** Opening day for target responses.
(Comments may be made sooner).

**October 18** Final comments due.

**October 28** Final due date for the report.

Upon successful completion of the “Questions to Guide the Internationalization Review,” and an initial site visit, the IE committee proceeded by drafting and implementing a “Faculty Survey on Internationalization.” (See Appendix A) The results of the survey established several illuminating campus trends. (See Appendix B) For example:

“One of the most significant responses of the survey indicated a very, very clear ambivalence on the part of faculty regarding HawCC’s (as an institution) support “to offer courses that incorporate international content” (Question #6). 50% of the responders feel supported by HawCC, while 50% indicate that they do not feel supported by HawCC.”

“… 90% of HawCC faculty enjoys having international students in their classes (survey question #7).”

“Dovetailing with survey question #7 is the response to survey question #10: “I enjoy having discussions with people whose ideas and values are different from my own.” 97% of the responses to this question were a clear **yes**.”

“The responses to question #13 (“Would you like to participate in a study abroad program or faculty exchange?”) indicate that almost three-quarters of the faculty has an interest in leading, facilitating in or participating in a study abroad program.”
“A little more than two-thirds of HawCC faculty members have some functional bilingual/polyglot competency.”

“Over three-fourths of our HawCC faculty members are interested in participating in the internationalization process of the campus.”

In brief, analysis of the survey revealed that faculty at the college “highly value[s] cultural diversity, exploration of international issues, cultures, and diversity etc., related to the institution’s current efforts at internationalization.” However negative responses alluded to a disconnect between the benefits of internationalization and campus life.

**Summary of Recommendations**

In large part, the results of the Faculty Survey on Internationalization informed the recommendations of the IE committee. Additionally, the University of Hawai‘i System initiative for indigenization, known as Hawai‘i Papa O Ke Ao, seemed appropriate. In turn, the committee has chosen four areas of focus.

1. Revision of Institutional Learning Outcome (ILO) 3.

   “Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.”

   **Rationale:** Though Hawaii Community College has identified the significance of internationalization in its Strategic Plan, its current ILOs do not reflect the institution’s commitment to global awareness and global citizenship. Therefore, the IE committee recommends broadening the ILO to connect the benefits of internationalization with the mission of Hawai‘i Community College.


   **Rationale:** This recommendation aligns nicely with the first purpose of the IE committee:
   1. Supports the HawCC Strategic Plan (B1) on global issues including but not limited to: Seeking opportunities to infuse cultural/global awareness into the curriculum Creating and enhancing international exchange opportunities for faculty Developing study abroad opportunities Providing opportunities for intercultural interaction between domestic and international students including International Education Week (November)

   More specifically, by developing a global studies certificate, students will have 1) better access to curriculum that heightens global awareness, 2) more opportunities to participate in study abroad programs, 3) active involvement in understanding global engagement through increased familiarity with international/intercultural content, and 4) positioning to be more competitive in the global marketplace.
3. Development of Faculty-Led Study Abroad Protocols.

**Rationale:** Recommendation three is also consistent with the purpose of the IE committee by supporting the HawCC Strategic Plan (B5) on global issues relative to developing new international partnerships and linkages. Additionally, this recommendation supports recommendation two by providing faculty and administration with a reliable reference for study abroad program development. With a clear system of protocols, faculty will be guided in necessary considerations such as: crisis management; risk management; emergency planning; mental health distress; alcohol use and abuse; terrorism; crime prevention; sexual harassment; sexual assault; standards of good practice; and personal safety and security. Therefore, this process will ensure safety and responsible study abroad practices; streamline study abroad considerations; and aid in developing a system to document all study abroad occurring campus-wide.


**Rationale:** The Hawaiʻi Papa O Ke Ao initiative has been established to address the higher education needs of Native Hawaiians with its goal being to create a model indigenous serving institution. “Characteristics of a model indigenous serving institution in Hawaiʻi is [sic] as follows:

- Hawaiian enrollment at parity with Hawaiians in the Hawaiʻi state population.
- Hawaiian students performing at parity with non-Hawaiians.
- Qualified Native Hawaiian faculty are employed in all disciplines at the University.
- Native Hawaiian values are included in its decision-making and practices.
- Hawaiians hold leadership roles in the UH administration.
- The University of Hawaiʻi is the foremost authority on Native Hawaiian scholarship.
- The University is responsive to the needs of the Hawaiian community and, with community input, implements programs to address the needs of Native Hawaiians and other underrepresented groups.
- The University fosters and promotes Hawaiian culture and language at all its campuses.”

The initiative goes on to mention that:

In order to transform and position the University as a leader in indigenous and global affairs, it is important to: (1) build community on each of the 10 campuses in the University system, (2) promote linkages across the campus communities, and (3) foster connections between the University and broader community. Central to building campus communities is the creation of a ritual space that is distinctive and promotes educational and cultural activities that engage students, staff, faculty and administrators in a community of learners.


Noting Hawaiʻi Papa O Ke Ao’s commitment as a leader in indigenous and global affairs, the International Education Committee of Hawaiʻi Community College strives to be a staunch advocate and participant.
Strategic Proposals

Strategic Proposals have been established in support of the aforementioned recommendations.

Strategic Proposal for the revision of Institutional Learning Outcome 3 to reflect internationalization:

a) On January 23, 2015, the IE committee collaborated with the lead of the Hawai‘i Papa O Ke Ao initiative to begin the revision process for ILO 3.

b) On March 16, 2015, the current chair of the IE committee will meet with the Chancellor of Hawai‘i Community College to discuss the protocols for revising an ILO. This process should not be an obstacle, as the ILOs were designed to be assessed regularly and revised as needed.

c) Once protocols are known, the IE chair will report back to the IE committee and the next steps for revision will be determined.

Status: The current revision reads as follows: *Our graduates will develop a deeper understanding of Hawai‘i and the indigenous origins and cultures of the world.*

Strategic Proposal for the Development of a Global Studies Certificate (GSC):

a) On December 5, 2014 the IE committee established a sub-committee to develop the Global Studies Certificate. The sub-committee consists of four members.

b) On January 28, 2015 the GSC sub-committee determined that it would draw on the GSC offered at Madison Tech College to design the Hawai‘i Community College Global Studies Certificate. (See Appendix C) This decision was aided by the fact that 1) a prior relationship had been developed with Madison Technical College, 2) the chair of the sub-committee was well versed in the GSC offered there, and 3) Madison Technical College had given permission to use the details of their certificate at will. It was also decided that the Hawai‘i Community College Global Studies Certificate would be 16-credits comprised of three components: study of a foreign language (3+ credits), study abroad (3+ credits), and internationalized course content (8+ credits). Learning outcomes for the GSC were identified as:

1. **Cultural Awareness**
   Demonstrate awareness of and sensitivity to other cultures' norms, practices, and actions while at the same time recognizing the unique attributes of our own culture.

2. **World Languages**
   Speak and write in another language with functional fluency while recognizing and respecting the importance of language diversity (all languages) in global communication.

3. **Global Citizenship**
   Recognize self as a part of global culture by demonstrating awareness of the interdependence of global systems; by understanding how the U.S. may be perceived world-wide; by solving problems with multiple perspectives and variables; and by making globally responsible decisions.

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Additionally, prior to this meeting, sub-committee members were allocated courses to review in the college course catalog to determine which courses would support the GSC. Thirty-seven courses from 19 alphas were identified as emphasizing global/intercultural issues.

c) On February 20, 2015, the chair of the GSC sub-committee explained the progress of the committee and discussion ensued regarding logistics such as financial aid eligibility

**Status:** Currently the chair of the sub-committee is in the process of contacting faculty members who have courses identified as potentially containing at least 20% international/intercultural content.

Note: Students who are English language learners can receive credit for the foreign language requirement.

**Strategic Proposal for the Development of Faculty-Led Study Abroad Protocols:**

In October of 2011, a member of our IE committee, was accepted as a participant in the Madison College Capacity Building for Study Abroad program cohort for 2012. Her participation has served us well, for in addition to building rapport with Madison Technical College, our college has benefitted greatly from the knowledge and experience that Madison Technical College has cultivated regarding Study Abroad programs. Madison College has also been extremely generous in sharing their materials. As a result, our committee is able to adapt the Madison Technical College Faculty-Led Study Abroad Handbook to suit our needs.

**Status:** At this time, the study abroad coordinator for Hawaiʻi Community College is working to update the Madison Technical College Faculty-Led Study Abroad Handbook to reflect information pertinent to Hawaiʻi.

**Strategic Proposal for the advocacy of Hawaiʻi Papa O Ke Ao indigenization initiative:**

a) In March 2014 the chair and two other members of the IE committee (who were also affiliated with the Hawaiʻi Papa O Ke Ao initiative) met to discuss the possibility of the IE committee collaborating with Hawaiʻi Papa O Ke Ao to internationalize the campus. The idea was well-received and a plan was set in motion to have a member of the IE committee attend an informational session about the new initiative and to bring the concept of globalization into the fold. Though this plan was realized on March 17, 2014, no further collaboration occurred between the IE committee and the leaders of the Hawaiʻi Papa O Ke Ao initiative. Additionally, since that time, the original leader of the initiative has resigned from the College.

b) However, the IE committee is strongly committed to supporting the Hawaiʻi Papa O Ke Ao initiative by:

1) promoting the usage of Hawaiian diacritics in IE documents and campus signage, and
2) using the theme of indigenization for its annual International Education Week (IEW) in November of 2015, and
3) continuing to provide learning opportunities about Hawaiian culture through IE activities.

**Status:** The IE committee will formally begin to plan its IEW events at its April 2015 meeting.

### Conclusions

#### Concerns

As aforementioned in the executive summary, obtaining “buy-in” from campus constituents relative to internationalization has been a priority for the IE committee. However, several attributes of our campus demographics complicate our efforts to foster campus participation in IE activities. For instance, as a rural community, many of our students, staff, and faculty commute to campus. Consequently, individuals merely come to campus for classes or to fulfill employment obligations. Additionally, many of our students are considered non-traditional or have families to attend to. Further complicating matters is the fact that Hawaiʻi Community College is split between three locations, severely hampering opportunities for interaction. On this account, a common area does not exist which also compounds the issue of conducting campus events.

Another concern is access to funding for Study Abroad Programs, events promoting global awareness, and professional development pertinent to internationalization. In this vein, time is a significant constraint in terms of seeking, applying for, and reporting grants. Because Hawaiʻi Community College is a small institution, staff, faculty and administration wear many hats to address the everyday needs of our student body and ourselves.

Lastly, as an indigenous serving institution, the IE committee must position itself in such a way that it continues to promote internationalization yet not compromise or compete with the indigenization efforts of the Hawaiʻi Papa O Ke Ao initiative. Though the IE has no intention of hindering this initiative, the endeavor of addressing this delicate matter is just that…delicate. Therefore, the committee must seek opportunities to support this initiative as it relates to our community, global awareness, and global competency.

#### Possible Solutions

The benefit of Hawaiʻi Community College’s participation in the ACE Lab is that the experience has generated fruitful dialog and it has encouraged our IE committee to be very clear in its mission. With that in mind, the committee has also honed its receptivity to creative ideas and resourcefulness. Therefore, the IE committee has already generated several ideas about how to increase campus participation. For example, instead of relying on email and flyers to promote events, the IE will use the All-College meetings, which take place once a semester, to update the campus on upcoming international events and to encourage individuals to volunteer and/or take part. Other ways to
increase internationalization and global awareness are to create an internationally themed learning community and to host Fulbright scholars from around the world.

In terms of funding possibilities, the IE committee has formed a sub-committee to sponsor a Student International Club. Through this club, students can organize fundraisers and receive academic assistance with scholarship applications, lending much needed monetary support to study abroad opportunities. The IE committee could also work with administration to create a position that would provide grant resources and support.

In closing, the International Education Committee looks forward to discussing this report with the ACE team. Our hope is that we can learn more about how other campuses like ours (rural area+ commuter campus+numerous locations+non-traditional students) overcome their obstacles.

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