

# Global Reach, Local Focus: Exploring Global Citizenship as the Engagement/Internationalization Nexus at Portland State University



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*The intent of this presentation is to:*

- Discuss PSU and Portland contexts
- Explore the internationalization/engagement nexus – framework and examples that contribute to global citizenship
- Consider transferable strategies that work
- Encourage discussion of approaches and applications on home campuses
- Consider lessons learned to apply continuing idea exchange--what's next?



# Context: Portland and PSU



- **Portland, Oregon**
  - Mid-sized city (2.2M metro population)
  - Longstanding connection to the Pacific Rim countries
  - Industry “clusters”
    - Technology and software
    - Green technology and services
    - Apparel and related design
    - Advanced manufacturing
  - City-wide history of civic engagement
- **Portland State University**
  - Urban research university
  - 28,000 students (~3/4 undergraduates)
  - Longstanding commitment to engagement and internationalization

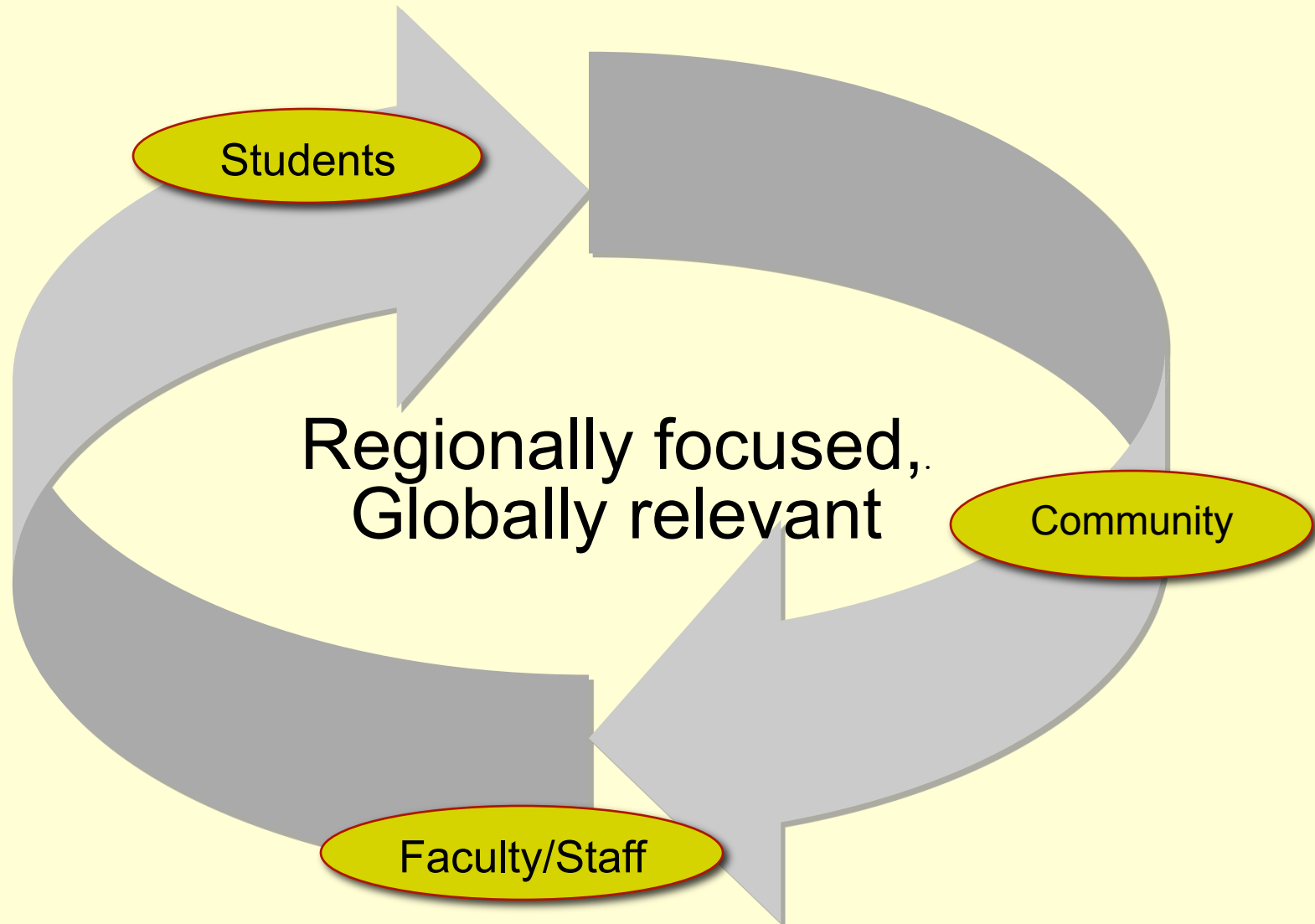
# Supporting a campus culture of engagement and internationalization



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## *Characteristics:*

- Older - Average PSU student age: 27 yrs
- First generation
- Financial challenges and concerns
- Underrepresented
- Multiple commitments beyond education
  - Employed
  - Family responsibilities
  - Part time

# Deepening a culture of engagement Portland State UNIVERSITY

## *Evidence of success (highlights)*

- Over 8,200 students participated in community-based learning (SL) courses in 2008-09
- Achieved Carnegie elective classification as a community engaged University, 2006
- USN&WR recognition 7<sup>th</sup> year in a row for service learning, senior capstone, and internships
- Western regional winner and finalist for NASULGC (APLU) Peter McGrath Outreach & Engagement Award, 2007
- First recipient of the national Jimmy and Rosalynn Carter Foundation Partnership award, 2008



## Institutional Change *Strategies* (early 90s)

- **NEW IDENTITY:** Nurtured a renewed and proud sense of identity—urban university with commitment to local region.
- **FACULTY ENTHUSIASM:** Provided opportunities for faculty to join the national conversation about student learning and general education
- **SCHOLARLY APPROACH:** Encouraged a spirit of inquiry on student learning and community engagement among the faculty
- **NEW GENERAL EDUCATION CURRICULA:** Developed University Studies, focused on student learning communities, community engagement and interdisciplinary teaching teams
- **NATIONAL DISSEMINATION:** Faculty joined and led the national discussion on student learning and community engagement and became presenters and authors on the subject of engaged student learning
- **RECOGNITION:** Revised P&T guidelines to integrate Boyer's principles
- **SUPPORT:** Established the Center for Academic Excellence (CAE) to support innovative teaching and learning, community engagement, and assessment.



# Why Community Engagement?

- Community-connected pedagogies (i.e., CBL/ service-learning, capstone courses, etc.) improves learning (Astin et al., 2000; Kuh, 2009)
- Community-connected research strategies can:
  - Improve research questions
  - Positively impact local and global communities
  - Expand dissemination and utilization of findings
  - Add new funding streams
- Both serve the community and the students

- 50 year old Middle East Studies Center
- 25 year old international studies program
- 20 yrs ago: State-wide collaboration with political and business leaders – “Creating an international frame of mind”
- Over 2 dozen foreign languages (and currently only Russian Flagship in US)
- Effort to pursue internationalization as campus wide strategy began in 1999
- Internationalization incorporated into President's Global Excellence theme in 2008

# Institutional Choices to Build Success for Internationalizing the Campus

- 2002: declaration of internationalization as a presidential initiative
- 2004: creation of Internationalization Action Plan with five goals
- 2006: participation in ACE studies focusing on new majority students
- 2007: adoption of internationalization as campus-wide administrative committee
- 2009: “internationalization” affirmed as one of three new campus-wide learning outcomes.





# Why Internationalize?

- **INCREASE RELEVANCE:** “globally significant and regionally focused”
- **EMBRACE INSTITUTIONAL RESPONSIBILITY:** affirm the powerful global role and responsibility that public urban universities must play in the internationalization of higher education
- **DEVELOP NEW GROWTH PARADIGMS:** need for the sustainable development of urban life, locally and globally
- **AFFIRM COMPLEXITY:** identifies the interdependent relationship between campus and community, locally and globally
- **AUGMENT SYNERGY:** identify the synergy within and between the campus and the community in order to understand the complexities associated with global interdependence
- **ADDRESS COMPLEX PROBLEMS:** focusing on interdependent solutions expands student and faculty learning and research opportunities
- **CREATE GLOBAL CITIZENS**

## *Indicators of Success:*

- 2005: NASULGC (APLU)'s Michael B. Malone International Leadership Award
- 2009: Winner NAFSA Senator Paul Simon Award for Exemplary Campus Internationalization
- 2009: Campus-wide learning outcome adopted for global learning / global citizenship
- 2009: 1,750 international students (6.3 % of student body, doubled over decade)
- 2010: 30 short term faculty led international programs; half of education abroad numbers

# Creating a blended culture of engagement and internationalization

## ***Strategy: Community Discussion Informs Curriculum***

### **Campus-wide, 2-part *Civic Engagement Breakfast Series:***

#### **“Creating Global Citizens”**

##### Guest Speakers:

- Mercy Corps
- NorthWest Medical Teams
- World Affairs Council of Oregon





## ***Strategy: Curricular***

### **General Education Learning Goals: University Studies**

**--Increasing Emphasis on International Capstones--**

1. Inquiry and critical thinking
2. Communication
- 3. The diversity of human experience**
4. Ethics and social responsibility

## ***Strategy: Curricular***

### **Campus-wide Learning Outcomes**

1. Disciplinary and/or professional expertise
2. Creative and critical thinking
3. Communication
- 4. Diversity**
5. Ethics and social responsibility
- 6. Internationalization**
7. Engagement
8. Sustainability

## ***Strategy: Curricular***

### Campus-wide Learning Outcomes

--Increasing Emphasis on International Capstones--

### University Studies Goal

- *The diversity of human experience*
- “Students will enhance their appreciation for and understanding of the rich complexity of **the human experience** through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.”



## ***Strategy: Curricular***

### Campus-wide Learning Outcomes:

- *Diversity*
- “Students will recognize and understand rich and complex ways that **group and individual inequalities and interactions** impact self and society.”
- *Internationalization*
- “Students will understand the richness and challenge of **world cultures, the effects of globalization, and develop the skill and attitudes to function as ‘global citizens’.**”

# Creating a blended culture of engagement and internationalization



## ***Strategy: Office of International Affairs: Engaged International Activity Highlights:***

- 2001: International Faculty-led Programs (growth in number/diversity)
- 2002: Internationalization Mini-grants (broad disciplinary involvement)
- 2007: International Student Orientation and Mentoring Program (recruitment & retention)
- 2004-2010: Case Study -- Vietnam
  - International Visiting Scholar /Fulbright Program
  - Community Environmental Management Project/USAID
  - Computer Science Project /MOET Advanced Program
  - Ho Chi Minh Political Academy Project -- Leadership & Sustainable Development /Ford Foundation
  - Faculty Immersion: Sustainable Development and Vietnam (Summer 2010) /Miller Foundation funding.

# PSU's engagement strategies in global environments - Vietnam

- Blending of *faculty* development with *institutional* development: i.e., University of Natural Sciences Ho Chi Minh City, Vietnam
- US AID and other grants:
  - CEE established
  - SLS Vietnam launched
- Blended UG/Graduate course in Global Leadership and Sustainability





# Creating a blended culture of engagement and internationalization

## ***Summary of examples:***

### Curricular/ On campus:

General Education goals lead to Campus-wide Learning Outcomes, informed by community discussion  
“Civic Engagement Breakfast” theme:  
Creating Global Citizens

Curricular/ Off Campus: International capstone course development, the local/global connection, aided by intl. mini-grants/ short-term faculty led programs

Case Study: Institutional and faculty development in Vietnam and elsewhere



## Final Framing Question:

What challenges and proven practices / support structures are present on our campuses to better educate students for effective global citizenship?





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